

Ohio  
Wesleyan  
University

THE OPPOSITE  
OF ORDINARY

2012-2013 CATALOG

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## CORRESPONDENCE DIRECTORY

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|  |   |
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*Ohio Wesleyan admits all qualified students and administers financial assistance without regard to sex, race, religion, color, national origin, or handicap.*

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# 2012-2013 Catalog

## Ohio Wesleyan University

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**OWU**

EST. 1842

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# The University

## *Introduction*

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### **Introduction**

Ohio Wesleyan University is an independent, undergraduate liberal arts institution enrolling about 1,850 students, almost equally men and women, from nearly all 50 states and more than 50 countries. The multicultural enrollment total of approximately 20 percent includes both U.S. multicultural students and international students; the University is strongly committed to racial, ethnic, and cultural diversity. The 2010 freshman class presented an average SAT score range of 1090-1310 (Critical Reading+Math), and 37 percent of the students ranked in the top 10 percent of their high school class.

Outstanding teaching is a hallmark of the University, which is best-known for the quality and accessibility of its faculty. Ohio Wesleyan has 137 full-time faculty positions, of which 39 percent are female. One hundred percent of full-time tenure-track faculty hold the Ph.D. or highest degree attainable in their field.

The University confers the Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Music; and offers combined-degree (3-2) programs in engineering, interdisciplinary and applied science, medical technology, optometry and physical therapy. Degrees are offered through 24 academic departments and several interdisciplinary programs. Distinctive features of the academic program include the Arneson Institute for Practical Politics and Public Affairs; the Woltemade Center for Economics, Business and Entrepreneurship and its Economics Management Fellows Program; the Sagan National Colloquium; a four-year Honors Program; The Summer Science Research Program and its associated Patricia Belt Conrades Summer Science Research Symposium; and extensive opportunities for independent research, internships, and off-campus study. Especially noteworthy is the University's unique Theory-to-Practice grant program, which allows students and faculty to compete for grants for extensive research projects, usually conducted outside the United States. These grants may be awarded to individual students or to small groups of students working with one or more faculty members. Other travel-learning opportunities are abundant.

Ohio Wesleyan is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools located at 230 North LaSalle Street, Suite 7-500, Chicago, Ill. 60604-1411 (Phone: 312-263-0456, [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)). The college is also approved by the American Association of University Women and is a member of the Association of American Colleges and the University Senate of the United Methodist Church. Appropriate departments are approved or accredited by the American Chemical Society Committee on Professional Training, the National Association of Schools of Music, the Ohio Department of Education (for licensure of elementary and secondary school teachers), and the National Council for Accreditation of Teacher Education (NCATE). The University is a member of the Great Lakes Colleges Association, Inc., a non-profit corporation of 13 leading independent institutions in Indiana, Michigan, and Ohio.

Founded by Methodists in 1842, Ohio Wesleyan maintains an active affiliation with The United Methodist Church, but welcomes students of all religious faiths. The University Chaplain provides support for all denominations and coordinates an active program of social action and community service. Known early in its history as the "West Point of Missions" because of the number of graduates who served abroad as missionaries, Ohio Wesleyan later was recognized for the number of alumni who served as Peace Corps volunteers. Today, that same commitment to serving society manifests itself in the activities of our students, an extraordinary percentage of whom participate in volunteerism and philanthropic initiatives. In 2010, Ohio Wesleyan was one of only three colleges nationwide to receive the President's Award for Excellence in General Community Service, the

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# The University

## *Introduction*

highest federal recognition a college or university can receive for its commitment to service learning and fostering civic engagement.

For more than 160 years, the quality of an Ohio Wesleyan education has been reflected in the University's alumni. Charles Warren Fairbanks, class of 1872, served as vice president of the United States under Teddy Roosevelt. Branch Rickey, Class of 1904, was named ESPN's most influential sports figure of the 20th century, for breaking the color barrier in professional baseball by bringing Jackie Robinson to the Brooklyn Dodgers. Clergyman Norman Vincent Peale '20, inspired millions with his book *The Power of Positive Thinking*. Ohio Wesleyan boasts two Nobel Prize winners: Sherwood Rowland '48, won the prize in chemistry in 1995, and as a member of the Intergovernmental Panel on Climate Change, Woodrow Clark '67 shared the Nobel Peace Prize with Al Gore.

Other notable alumni include:

- Robert E. Lee '39, playwright, *Inherit the Wind*
- Jean Carper '53, best-selling author and columnist
- Melvin Van Peebles, '53, multiple Tony-nominated writer, actor, and filmmaker
- David H. Smith '53, inventor of the HiB vaccine
- Phillip Meek '59, retired Senior VP and President, publishing group, Capital Cities/ABC
- George Conrades '61, Chairman, Akamai Technologies
- Paul Schimmel, Ph.D., '62, Ernst & Jean Hahn Professor of Molecular Biology, Schimmel-Yang Laboratory, Scripps Research Institute
- Edward D. Miller, M.D., '64, CEO and Dean of the Medical Faculty, Johns Hopkins School of Medicine
- Richard North Patterson '68, multiple best-selling author
- Jo Ann Emerson, '72, Member of Congress, Missouri's Eighth District
- JoAnn Verburg '72, internationally known photographer
- Greg Moore '76, Editor, *The Denver Post*
- Susan Headden '77, Pulitzer Prize-winning journalist
- Tom Jolly, '77, Associate Managing Editor / Night News, *The New York Times*
- Bob DiBiasio, '77, Vice President for Public Relations, the Cleveland Indians
- Byron Pitts '82, CBS National and *60 Minutes* Correspondent
- Jeff Long '82, Director, Men's Athletics, University of Arkansas
- Dean Hood '86, Head Football Coach, Eastern Kentucky University
- Abram Wilson '95, internationally known jazz musician and composer

And many more leaders in medicine, business, education, athletics, industry, government, law, arts, and nonprofit organizations.



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# The University

## *Introduction*

### *Statement of Aims*

An exciting sense of energy at Ohio Wesleyan is based largely on a new curricular plan that offers a series of connected courses that allow students to study a topic by taking courses from a variety of disciplines over a protracted period of time, a growing number of travel-learning courses that give students an up-close look at issues they have discussed in class, and an expanded Theory-Into-Practice-Into-Theory (TiPiT) Grant Program in which students design their own research, internship, service, and cultural immersion grant requests and then carry out their projects in locations throughout the world.

In addition, the University has embarked on an ambitious program of campus renewal, including a \$15 million renovation of Stuyvesant Hall. This historic residence hall will re-open for the 2012-2013 academic year. The JAYwalk, which is the thoroughfare between the academic and residential sides of campus, continued to be lengthened and upgraded, most recently with a fountain that brings the feel of a European plaza to the middle of campus.

OWU continues to be recognized by U.S. News and World Report as being among the nation's top liberal arts colleges. Ohio Wesleyan also holds its place in *The Templeton Guide: Colleges that Encourage Character Development* and in its guidebook. Ohio Wesleyan currently is listed in *The Princeton Review Guide to the Best 373 Colleges*, *The Fiske Guide to Colleges 2011*, and the latest edition of *Colleges That Change Lives*. *Washington Monthly* has named the University among the top 20 percent of the nation's top liberal arts institutions based upon OWU's performance as an engine of social mobility, contribution to fostering scientific and humanistic research, and promotion of an ethic of community service. In 2010, unigo.com named Ohio Wesleyan "One of the Top Ten Colleges That Fly Under the Academic Radar—But Shouldn't," and *Newsweek* called Ohio Wesleyan one of the nation's top 25 service-minded schools. *The Princeton Review* cites OWU students as among the nation's "happiest."

### **Statement of Aims**

Since its founding, Ohio Wesleyan has maintained its connection with the Methodist (now United Methodist) Church, offering a quality of scholarship, leadership, and service that has enriched both Church and society. Its charter provided that "the University is forever to be conducted on the most liberal principles, accessible to all religious denominations, and designed for the benefit of our citizens in general." In the spirit of this heritage, the University defines itself as a community of teachers and students devoted to the free pursuit of truth. It attempts to develop in its students qualities of intellect and character that will be useful no matter what they choose to do in later life. The transmission, extension, and discovery of knowledge are central to the liberal arts tradition. While encouraging professional scholarship and feeling justifiably proud of its faculty and graduates who enjoy national or international reputations in their fields, the University has as its preeminent purpose to be a quality institution for teaching and learning. Because effective teaching is of the highest importance, members of the faculty regularly are reviewed and evaluated for excellence in teaching.

Ohio Wesleyan judges itself successful when it has accomplished three objectives in its work with students:

The first is to impart knowledge. Included here is knowledge about our cultural past; a liberal education communicates what great minds have thought, great artists have created, great leaders

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# The University

## *Statement of Aims*

### *Intellectual Freedom and Responsibility*

have done. Also included is new knowledge; a liberal education communicates what is being acquired on the frontiers of contemporary inquiry and current advances of the human spirit. The objective of imparting knowledge begins with the conviction that it is intrinsically worthwhile to possess the knowledge and insight transmitted through the humanities, arts, and sciences.

A second major objective is to develop and enhance certain important capabilities of students. As they progress through the curriculum of the University, students secure the foundation skills of reading, writing, and quantitative analysis. They build on these skills the capacity to think critically and logically, to employ the methods of the different fields of inquiry, and to understand the symbolic languages used to codify and communicate knowledge in today's society. They may develop aesthetic sensibilities or creative talents in several fields. Many students learn to integrate theory with practice by preparing for careers within various disciplines and through pre-professional and professional programs.

The third objective is to place education in the context of values. Liberal education seeks to develop in students understanding of themselves, appreciation of others, and willingness to meet the responsibilities of citizenship in a free society. It recognizes that trained sensitivity to private and public value issues, grounded in a sound grasp of various cultural heritages, is important for maturation and for living a good life. It accords high honor to intellectual honesty. Consistent with our Methodist tradition, Ohio Wesleyan encourages concern for all religious and ethical issues and stimulates its students to examine their own views in light of these issues.

To the extent that Ohio Wesleyan educates liberally, it fulfills its ultimate purpose of equipping students with knowledge, competence, and character for leadership, service, and continued learning in a complex and increasingly global society.

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## **Intellectual Freedom and Responsibility**

### *A Joint Statement by the Trustees and Faculty Members of Ohio Wesleyan University*

The Charter of Ohio Wesleyan University, granted in 1842, provides that “the University is forever to be conducted on the most liberal principles, accessible to all religious denominations, and designed for the benefit of our citizens in general.” The spirit of this statement has persisted through the years, so that today Ohio Wesleyan continues to live and thrive in an environment of intellectual freedom. It is, therefore, fully committed to a more recent declaration of the General Conference of the Methodist Church (1952):

“Our role is not to suppress ideas, but to open channels of communication, so that (men and women) can come to know the thoughts of their neighbors, and so that the best thoughts of all (men and women) can come to be the possessions of all humanity.”

In pursuit of this tradition, the administration has maintained for students and faculty alike a climate of freedom in learning and inquiry. As a specific guarantee of this climate of intellectual freedom, the faculty and the Board of Trustees have adopted the 1940 statement of the American Association of University Professors relative to academic freedom. It states: “The teacher is entitled to freedom in the classroom in discussing (his/her) subject, but should be careful not to introduce . . . controversial matter which has no relation to (the) subject.” The only limitation that can

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# The University

## *Intellectual Freedom and Responsibility*

### *Statement on Student Rights*

### *University Diversity Efforts*

appropriately be placed upon the teacher's academic activities are those required by the accepted standards of (his/her) professions, such as sustained inquiry, propriety of statement, integrity of character, and objectivity of exposition.

Ohio Wesleyan has recognized that its faculty and students are citizens of local, state, and national communities, as well as members of an academic community. The 1940 statement of the American Association of University Professors emphasizes the freedom and responsibility of teachers as citizens in the following words: "When (the teacher) speaks or writes as a citizen (he/she) should be free from institutional censorship or discipline, but (his/her) special position in the community imposes special obligations. As a (person) of learning and an educational officer (he/she) should remember that the public may judge (his/her) profession and institution by (his/her) utterances. Hence (he/she) should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that (he/she) is not an institutional (spokesperson)." Within these appropriate limits faculty members should be free to think and act as citizens of the whole community.

Equivalent importance is placed upon academic freedom and responsibility for students at Ohio Wesleyan, as expressed by the faculty and Board of Trustees in their adoption of the following 1965 statement by the American Association of University Professors:

"Free inquiry and free expression are essential attributes of the community of scholars. As members of the community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Students should endeavor to exercise their freedom with maturity and responsibility."

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#### **Statement on Student Rights**

In 1970, the Ohio Wesleyan faculty adopted the Joint Statement on Rights and Freedoms of Students, which endorses a concept of community responsibility where students, along with faculty and administrators, are encouraged to play a more determining role in formulation of institutional policy.

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#### **University Diversity Efforts**

An essential function of a university is to help all persons realize their potential. To this end, Ohio Wesleyan University affirms its support of equal opportunity for and nondiscrimination against all qualified persons regardless of race, color, creed, national origin, sex, disability, sexual orientation, age, religion, or family relationship. Furthermore, Ohio Wesleyan University asserts that diversity will be pursued to provide access to employment, benefits, programs, education, and facilities to qualified individuals.

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# The University

## *University Diversity Efforts*

### *Traditions*

#### A Summary of the Plan

Ohio Wesleyan University believes that minimum or least-effort actions and procedures are ineffective in assuring equal employment and diversity. Simple abstention from overt discrimination or the rewriting of the job descriptions and criteria for employment will not fulfill moral obligations. Culturally biased preferences for one sex over another or one race over another are not valid reasons for exclusionary practices or unjust criteria for employment.

Since the elimination of any discriminatory practices, intentional or unintentional, is a moral concern, Ohio Wesleyan University affirms that its policies and practices are designed to ensure women and minorities equal opportunity for education, employment, and advancement in responsibilities and in remuneration. Ohio Wesleyan fully accepts its responsibilities and pledges to provide equal opportunity in all of its relationships with employees and in all facets of its operations.

The University requires the full cooperation of every University employee in order to meet its moral obligations. Vigorous efforts to attain the goals set forth in this document are the responsibility of all persons and departments in the University. All publications and news releases issued by the University shall be prepared with diversity in mind.

The plan for implementing the diversity policy is available at several locations on the Ohio Wesleyan campus, including the Human Resource Department, Provost's, and Dean of Students offices.

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#### **Traditions**

Ohio Wesleyan has been acquiring traditions since 1844, when the College of Liberal Arts opened its doors with an enrollment of 29 male students taught by three professors. The college was housed in Elliott Hall, formerly the Mansion House Hotel, which had been constructed in the early 1830s when the current East Campus was a popular health resort. The resort was known for the "health-giving although odoriferous waters" of its famed Sulphur Spring, a favorite spot of future generations of students. It was at the spring that Rutherford B. Hayes, Delaware native and 19th president of the United States, wooed and won Lucy Webb, one of Ohio Wesleyan's first female student and the person for whom Hayes Hall is named.

In 1853, the Ohio Wesleyan Female College, an independent institution, was established in Delaware and four years later moved into the new Monnett Hall. In 1877, the Female College and University merged, and during the 1977-78 academic year Ohio Wesleyan celebrated 100 years of coeducation.

For many years, Monnett Hall was the center of women's life on campus. Monnett Weekend, later called Monnett/Kids and Sibs Weekend, took its name from the Hall and the activities that occurred there. Scheduled to coincide with the nationwide celebration of Mother's Day in May, the Weekend was strictly a women's affair for many years. All events were scheduled on the Monnett Campus, and men were banned from the area while women students danced around the Maypole. During those years, men apparently developed their own tradition by arriving on the

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# The University

## *Traditions*

Monnett Campus early in the morning and concealing themselves in trees from which to watch the festivities. In later years, the Weekend became a time for both men and women students to entertain their parents and share their campus experiences with them. A relatively new tradition is **Day on the JAY**, a once-a-semester gathering of the entire Ohio Wesleyan community for food, fun, and fellowship, held at midday on the JAYwalk.

During **Homecoming** and **Family Weekend** celebrations, students, parents, and alumni are on the campus for athletics, open houses, theatre productions, and other events.

Most underclass students have already left campus for the summer when **Commencement** and **Alumni Weekend** occur. Commencement is now held on Mother's Day, which is the Sunday following the end of spring semester classes. It is preceded by a Baccalaureate celebration planned by members of the senior class. The traditional Commencement ceremony takes place on the west terrace of Phillips Hall. In case of rain, Commencement is held in Rickey Arena. At the conclusion of graduation, the bell in the tower of University Hall rings to mark the close of another academic year and the University president rings the handbell that was rung at Ohio Wesleyan's 1842 commencement ceremony.

The traditions associated with Commencement are based in Ohio Wesleyan's history, although modifications and changes have occurred over the years. At one time, Commencement lasted at least a week, and oral final examinations were held in public, with examiners representing alumni and Trustees. The culmination of the week was the Commencement exercise, which lasted eight or nine hours. Each senior was required to give an oration, and the day had to be divided into morning and afternoon sessions to accommodate all the speakers. Over the years, the custom was modified until today only the president of the University, a guest speaker, and the president of the senior class address the Commencement audience.

The weekend after Commencement is for alumni, and approximately 1,000 return to campus each year for class reunions and other traditional activities. Classes holding their 25th (Silver Key) and 50th (Golden Key) reunions are specially honored at this time.

Another tradition involving alumni is that of honoring the oldest living alumna and alumnus in the earliest graduating class. The alumnus is presented with the Godman Cane, which had originally belonged to the University's first graduate, William D. Godman, class of 1846. The senior alumna receives the Monnett Silver Teapot, presented by the National Association of Monnett Clubs.

As generations of students come and go, changing traditions have reflected in the past, and continue to reflect in the present, a changing world. But traditions, be they the annual President's Ball in December or the celebration of Community Day, can give current members of the Ohio Wesleyan community a sense of historical perspective as they shape the University for today as well as the future.

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# Academic Regulations And Procedures

*Academic Advising*

*Admission*

*Advanced Placement*

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## Academic Advising

Each new student is assigned an academic advisor who will assist in planning an academic program and in discussing academic goals and progress. The initial assignment is made, wherever possible, on the basis of academic interest. A student may change advisors with the consent of the new advisor. Change-of-advisor forms are available in the Registrar's Office and in the Office of Academic Advising.

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## Admission

Students interested in admission to Ohio Wesleyan should contact the Office of Admission for information. Contact the office by phone (800-922-8953), e-mail ([owuadmit@owu.edu](mailto:owuadmit@owu.edu)), or on the Web (<http://admission.owu.edu>).

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## Advanced Placement

The University makes provision for students of unusual ability or preparation who desire to accelerate the time required to earn a degree. For this reason, students who plan to enter Ohio Wesleyan are encouraged to take the advanced placement examinations of the College Entrance Examination Board (CEEB), administered by the Educational Testing Service, which also administers the Scholastic Assessment Test. Advanced placement and/or college credit may be granted in relation to scores earned and departmental standards.

Advanced placement credit is given by the following departments:

**Biology.** A student with a 5 or higher on the International Baccalaureate Higher Level Examination in Biology will be awarded credit for both BOMI/ZOOL 122 and BOMI/ZOOL 120. A student who achieves a 4 or a 5 on the Advanced Placement test in Biology will be awarded credit for BOMI/ZOOL 120. Those same students may be eligible to take proficiency exams for BOMI/ZOOL 122, subject to strict time constraints (see *Catalog* section on proficiency exams for details). Contact one of the department chairs for more information.

**Chemistry.** A student who receives a composite grade of 4 or 5 on the Advanced Placement Examination in Chemistry will be granted credit toward graduation for one term of CHEM 110 and may enroll in CHEM 111.

Any student who receives a composite grade of 5 on the examination may enroll in CHEM 260. If the student completes CHEM 260 with a grade of C or better, the student will be given credit for both CHEM 110 and CHEM 111 in addition to the credit received for CHEM 260.

**Computer Science.** A student who receives a grade of 4 or better on either Advanced Placement Examination in Computer Science will be granted credit for Computer Science 110.

**Economics.** Any student receiving a 4 or better on the Advanced Placement Examination in Economics will be given one unit of credit. This unit will be equivalent to Economics 110.

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# Academic Regulations And Procedures

## *Advanced Placement*

Students receiving a 4 or better on only one part of the exam (micro or macro) are required to sit in on the portion of ECON 110 that the student did not attempt or did not score above a 3. Arrangements are to be made with the department.

Students with scores of 4 or better on both the Micro and the Macro exams will be given two units of credit: one unit equivalent to Economics 110 and one unit of lower-level general Economics credit.

**English.** Any student receiving a composite grade of 4 or 5 on the Advanced Placement Examination in English Literature and Composition will be exempted from English 105 and will receive one unit of credit for an English literature course. Students receiving a score of 4 or 5 on the English Language and Composition exam will be exempted from and receive credit for English 105. Students receiving scores of 4 or 5 on both AP exams in English will be exempted from English 105 and will receive one unit of credit for English 105 and one unit of credit for an English literature course. The literature credit received will not substitute for ENG 150.

**Environmental Studies.** Any student receiving a 4 or better on the Advanced Placement Examination will be granted one unit of credit in interdisciplinary studies. This credit will count towards graduation but will not exempt the student from courses required for the environmental studies major. The credit cannot be counted towards the distribution requirements.

**Fine Arts.** Any student receiving a 4 or better on the Advanced Placement Examination in Art History will be awarded one unit of credit. This unit will be equivalent to Fine Arts 110 or 111.

Any student receiving a 4 or better on the Advanced Placement Examination in Studio Art will be awarded one unit of credit. This unit will be equivalent to Fine Arts 112 or 113.

**History.** Students receiving composite scores of 4 or better on the Advanced Placement Exam in European History will be given a unit of credit applied as History 112. This unit will count as a European history distribution for the major or minor.

Students receiving composite scores of 4 or better on the Advanced Placement Exam in American History will be given a unit of credit applied as either History 113 or 114. This unit will count as an American History distribution for the major or minor.

Students receiving composite scores of 4 or better on the Advanced Placement Exam in World History will be given a unit of credit applied as History 120. This unit will not fulfill any distribution but will count as an elective course for the major or minor.

**Human Geography.** Any student receiving a 4 or better on the Advanced Placement Examination in Human Geography will be granted one unit of credit, equivalent to Geography 110.

**Latin.** Any student receiving a composite grade of 3 or better on either of the Advanced Placement Examinations in Latin will be given two units of credit toward graduation and will be exempt from the language requirement. Students scoring less than 3 will be examined by the department.

**Mathematics.** Students earning 4 or 5 on the AB exam in Calculus will receive one credit (for Math 110) and should begin any further math study in Math 111. Students receiving a grade of 3 on the BC exam will receive credit for Math 110 and should begin with Math 111. Students who earn a

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# Academic Regulations And Procedures

## *Advanced Placement*

### *International Baccalaureate*

4 or 5 in the BC exam will receive two credits (for Math 110 and 111) and place into Math 210 or 250. A student with an excellent calculus background, but for whom the advanced placement examination was not available, should contact the department regarding placement in mathematics.

**Modern Foreign Languages.** A student receiving a composite grade of 3 on the Advanced Placement Examination in French, German, Italian, or Spanish will be awarded one unit of credit toward graduation beyond the competency level, in language or literature as appropriate. With a composite grade of 4 or 5 the student will receive two units of credit.

**Music.** Any student receiving a 4 or better on the Advanced Placement Exam in Music History will be awarded one unit of credit. This unit will be equivalent to Music 105.

Any student receiving a 5 or better on the Advanced Placement Test in Music Theory will be awarded one unit of credit. This unit will be equivalent to Music 110 and 155.

**Physics.** Any student receiving a 4 or 5 on the Advanced Placement Examination in Physics (B exam) will receive one and a quarter units of credit toward graduation for Physics 115. Any student receiving a 4 or 5 on the Advanced Placement Examination in Physics (C exam, Part I and/or Part II) will receive one unit of credit toward graduation for Physics 110C and/or one unit of credit for Physics 111C. Students should be aware that Physics 110L and 111L may be required for some majors.

**Politics and Government.** Any student receiving a 4 or better on the Advanced Placement Examination in American Government and Politics will be given one unit of credit. This unit will be equivalent to Politics and Government 111.

Any student receiving a 4 or better on the Advanced Placement Examination in Comparative Government and Politics will be given one unit of credit. This unit will be equivalent to Politics and Government 211.

**Psychology.** Any student receiving a 4 or better on the Advanced Placement Examination in Psychology will be given one unit of credit. This unit will be equivalent to Psychology 110.

**Statistics.** Any student receiving 4 or better on the Advanced Placement Examination in statistics will be given one unit of credit for MATH 105.

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## International Baccalaureate

Ohio Wesleyan recognizes academic work taken toward the International Baccalaureate and grants course credit for specific performance levels on the higher exams. For each higher exam on which the student scores a 5, 6, or 7, two units of credit will be awarded, except in the departments granting specific credit or additional criteria listed below. Students also may petition individual departments for credit, if the student has earned a 4 on the higher-level examination or the student believes additional credit is warranted. Students who have completed the International Baccalaureate and wish to obtain credit should have their official examination results sent to the Office of the Registrar for evaluation.



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# Academic Regulations And Procedures

## *International Baccalaureate*

### *Examinations for Placement and/or Credit*

International Baccalaureate credit is granted as follows:

**Chemistry:** The chair of the department will determine credit after consultation with the student.

**Computer Science:** A student who received a grade of 5, 6, or 7 on the high-level International Baccalaureate in Computer Science will receive credit for CS 110, Introduction to Computer Science and Programming.

**Economics:** A student who received a grade of 5, 6, or 7 on the high-level International Baccalaureate in Economics will receive credit for ECON 110, Principles of Economics, and one unit of credit for a general lower-level course.

**Film:** A student who received a grade of 5, 6, or 7 on the high-level International Baccalaureate in Film will receive credit for ENG 254, Introduction to Film.

**History:** Students receiving composite scores of 5 or better on the high-level Baccalaureate in History of Europe and the Islamic World will be given credit toward graduation for HIST 111, Introduction to Early European History. Those receiving a 5 or better on the high-level 20th Century World History examination will receive a unit of credit toward graduation in HIST 900 lower-level history.

**Mathematics:** A student who received a grade of 5, 6, or 7 on the high-level International Baccalaureate in Mathematics will receive credit for MATH 110, Calculus I.

**Psychology:** A student who received a grade of 5, 6, or 7 on the high-level International Baccalaureate in Psychology will receive credit for PSYC 110, Introduction to Psychology, and a second generic unit of credit for coursework in the psychology department. Students who score a 4 or lower will not be exempt from the course nor will they receive a generic unit of credit.

**Sports, Exercise, and Health Science:** A student who received a grade of 5, 6, or 7 on the high-level International Baccalaureate in Sports, Exercise, and Health Science will receive one unit of credit for Health and Human Kinetics 900 lower-level Health and Human Kinetics. Students may work with the chair of the department if they feel additional credit is appropriate.

**Theatre:** A student who received a grade of 5, 6, or 7 on the high-level International Baccalaureate in Theatre will receive credit for THEA 101, The Art of Theatre. Any credit beyond that would be subject to department review, interview, and audition.

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## Examinations for Placement and/or Credit

Examinations for placement in a course sequence in foreign language will be administered without charge during New Student Orientation and at other times specified by the department. No college

# Academic Regulations And Procedures

## *Examinations for Placement and/or Credit Registration in Courses*

credit is granted, and the examinations may not be repeated.

Examinations for college credit in other courses may be taken by any student during the first semester of the freshman year without charge. Arrangements to take such examinations should be made with the appropriate academic departments. After the first semester of the freshman year, examinations for credit will be subject to the procedures stated in the following paragraph.

Examinations for credit in any course except those meeting basic requirements may be taken within the first four weeks of a semester at the request of any student who, in the opinion of the department concerned, is qualified for such an examination. Application for a proficiency examination must be filed in the department no later than the third week of the semester. The student will be billed an initial fee for the administration of the examination (see Fees). The examination will be comprehensive and can be expected to include any of the materials normally covered in the course. It will be read by at least two faculty members, and a subsequent report will be made to the Office of the Registrar. If the student's performance is at least C-, the Registrar will enter appropriate credit on the student's academic record, and the student will be billed an additional fee for the application of credit to the record. The credit will be entered as "S" and will carry no credit points. No record will be made of failure in such examinations. The proficiency examination is not to be used to change a grade previously received in a course. Upperclass students may not attempt proficiency examinations in courses numbered 100-249.

Examinations for credit in professional work or foreign studies that a student has pursued outside the usual, accredited college framework may be taken without charge. Arrangements should be made with the appropriate departments, and evidence of completion of the work must be submitted to the Office of the Registrar.

### **Registration in Courses**

In order to complete a degree in four years, a student must average 8.5 units of credit each year. Enrollment in four unit courses and 4.25 total credits is the normal academic load for a regularly enrolled student, and full-time students must be enrolled in at least 3.25 units of credit. A non-degree student with fewer than 3.25 units of credit per semester shall be designated as a special or part-time student. Such students will pay the per course tuition fee for this registration, but they will not be required to pay other general and miscellaneous fees nor be eligible for the services that these fees support.

### **Unit of Credit Full-or Part-Time Enrollment**

Ohio Wesleyan's unit of credit is defined as equivalent to 3.75 semester hours or 5.5 quarter hours.

After the completion of 16 units, part-time non-degree students must apply and qualify for admission to the University. If the student is admitted as a degree candidate, further enrollment must be on a full-time basis. Students wishing an exception to this policy may petition through the Academic Status Committee.

### **Course Overload**

Students in good academic standing may enroll for as many classes as they and their academic advisor agree are appropriate. Students on academic probation (less than 2.0 cumulative grade point average) must file a petition with the Academic Status Committee before registering for more than 4.50 units of credit in a semester. Petitions are available in the Registrar's Office. Please see the Fees section of this *Catalog* for information on the tuition charged.

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# Academic Regulations And Procedures

## *Registration in Courses*

Independent studies, tutorials, directed readings, or practicums may be included in the schedule at pre-registration. Regular unit courses taken in excess of four must be added during the designated registration period.

### Change of Schedule

Once registered for a set of courses, students who wish to change their registration may do so online until one week prior to the start of the term. Subsequent schedule changes require a completed and signed change-of-schedule form to be returned to the Office of the Registrar. Classes may be added or dropped, and credit/no entry may be selected, through Tuesday of the second week of classes of any semester or half-semester module.

After the drop deadline, students may withdraw from full unit courses through the 10th week of the semester. Students may withdraw from modular courses through Tuesday of the fifth week of the appropriate module. Withdrawal from courses is permitted as long as students maintain full-time status (enrolled in at least 3.25 units of credit for the semester). Students who find it necessary to withdraw to part-time status must receive permission from the Academic Status Committee. The students' transcripts will indicate a "W" as the final grade.

After the 10th week (fifth week for modular courses), students may withdraw only with permission of the Academic Status Committee, and such permissions will be based only on extenuating circumstances beyond the students' control. For such courses, instructors will submit final grades of "WP" or "WF", depending on the instructors' evaluations of the students' work prior to the withdrawal.

Students may not withdraw from classes for any reason during the last four class days of any semester or half-semester module. No tuition will be refunded for withdrawals from classes.

### Attendance

Students waiting to be admitted to a course may be given the places of those who are not present on the first day of class. *A student who fails to attend a class during the first five days of the semester and who fails to utilize the procedure for dropping a course will receive a grade of "F" in that course, and no student may claim credit in any course unless the student has been officially enrolled as shown on the enrollment card or on a change-of-schedule card on file in the Office of the Registrar.*

Instructors will grant excused absences to students who miss class in order to participate in University-sanctioned functions such as theatrical and musical performances, field trips associated with classes, and intercollegiate athletic contests. Students so excused will be expected to meet all course requirements. This policy in no way removes the instructor's right to determine the conditions under which the work missed by the student is to be made up, if such is possible. It is the responsibility of the student to inform the instructor in advance of such absences and of the sponsor to provide written verification of the student's participation.

### Auditing

A full-time student at Ohio Wesleyan may audit a course with the permission of the course instructor. Persons not enrolled at the University may audit a lecture course (not laboratory, studio, or computing courses or service courses in physical education) by completing an Audit Application available in the Office of the Registrar. The instructor's permission is required, and there is a fee for auditing except for senior citizens 65 years of age or older (see Fees).

Regular students may not audit a course and then attempt a proficiency examination for the same course.

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# Academic Regulations And Procedures

## *Reports and Grades*

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### Reports and Grades

The University places upon each student the responsibility to inform parents or guardians about the student's academic progress. Final grades are issued to the student and academic advisor. Grades may be sent to parents if the student requests.

### Grades

At the end of the semester, grades are issued on a four-point scale as shown below. This scale went into effect beginning Fall 2006 semester.

|       |             |                     |
|-------|-------------|---------------------|
| A, A+ | 4.00 points |                     |
| A-    | 3.67 points |                     |
| B+    | 3.33 points |                     |
| B     | 3.00 points |                     |
| B-    | 2.67 points |                     |
| C+    | 2.33 points |                     |
| C     | 2.00 points |                     |
| C-    | 1.67 points |                     |
| D+    | 1.33 points |                     |
| D     | 1.00 points |                     |
| D-    | 0.67 points |                     |
| E     | 0.00 points | Conditional Failure |
| F     | 0.00 points | Failure             |

Other grades are: W (withdrawn), WP (withdrawn with passing work), WF (withdrawn with failing work), S (satisfactory, credit but no grade is computed in semester or cumulative average), I (incomplete), PR (progress), NR (no grade reported) and U (unsatisfactory).

An "R" with a grade indicates the student earned writing credit in a course, a "Q" indicates quantitative credit, and a "V" indicates diversity credit. A "U" with a grade indicates that the instructor has remanded the student to the Writing Resource Center.

### Progress

The grade of PR is permitted in courses that may require more than one semester for completion. Such courses are limited to tutorials, independent studies, directed readings, apprenticeships, seminars, and advanced experiential courses. No credit is given for a PR, and the student continues the course for a grade in the following semester, after which the grade must be submitted to the Registrar. An extension beyond two semesters may be granted only through approval of a petition, which may be obtained in the Office of the Registrar. Unless the Registrar is informed to the contrary, the grade of F will be assigned to all Progress grades not removed by the end of the semester following the one in which the PR was given.

### No Grade Submitted

When no grade has been submitted for a student enrolled in a course, the designation of NR for "No Grade Reported" will appear on the student's grade report and transcript.

The faculty member involved will be asked to submit a grade to the Office of the Registrar by the end of the 15th class day of the semester following the one in which no grade was submitted. If no grade is submitted as requested, and unless the Academic Status Committee takes alternate action

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# Academic Regulations And Procedures

## *Reports and Grades*

in response to a written statement from the professor and/or the student, the Registrar will assign a grade of F at the end of the next semester in which the student is regularly enrolled. NRs on a student's record must be removed by appropriate action before a student can be graduated.

### Credit / No Entry

The credit/no entry option may be selected by students for no more than four courses (two modules in the same department may be counted for one course) in the 34 units required for graduation. No more than one credit/no entry may be taken in any semester, and credit/no entry courses may not be taken in the major area of study nor in any courses to be used for the general requirements in English composition and foreign language or for the distribution requirements. Courses taken on a credit/no entry basis may be counted in the minor at the discretion of the department or program under which the minor is offered.

Students must elect the credit/no entry option by the 7th class day in a semester, and approval of the academic advisor is required. The student will receive a regular lettergrade in the course, and this grade will be converted to the credit/no entry notation. If the grade earned is C- or better, the student will receive a grade of S (credit) on the transcript. If the grade is lower than C-, no formal entry of the course will be made on the transcript.

If the student receives credit for the course (C- or better), the student may request that the grade be included in the cumulative average by filing a petition with the Registrar. Such petitions must be filed no later than the first ten days of the semester following the one in which the credit/no entry enrollment was taken. These courses will still count in the total number of credit/no entry allotted to each student.

### Repeated Course

Students who repeat a course by taking that course on a credit/no entry basis the second time will have their record adjusted in the following way. If credit is earned the second time, the initial grade will be removed from the average only if that grade is D+ or lower.

Students may repeat at Ohio Wesleyan University any regular course in which the grade was D+ or lower. Students may not repeat any course in which they have received a grade of C- or higher. The transcript will record the grade each time the student takes the course. Only the second (last) grade will be counted in the cumulative grade point average even though the last grade could be a lower grade than one received earlier. If a student repeats a course for which the grade was C- or higher, only the original grade earned will be counted in the cumulative grade point average.

Credit will be granted only once for satisfactory completion of any Ohio Wesleyan course. A course being repeated will count as a normal course for the purposes of computing tuition charges and determining a student's academic load. Courses such as Directed Readings, Independent Studies, Apprenticeships, and Tutorials cannot be repeated to replace a grade.

### Failures

Any course(s) that a student fails will not be counted toward graduation.

### Honors Grade

An honors grade in a course is awarded to a student satisfactorily completing a project beyond the normal requirements; the student also must receive a course grade of B or better.

### Conditional Failure

The grade of E (conditional failure) is normally given when a student has completed all work in a course but, for reasons to be determined by the individual instructor, the instructor remains

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# Academic Regulations And Procedures

*Reports and Grades*

*Residence Requirements*

*Academic Probation and Dismissal*

undecided as to a final mark of D or F. A student who receives the grade of E is permitted to take a reexamination within the first 15 days of the next semester in which he or she is regularly enrolled. An extension of this time limit will be granted only through approval of a petition, which may be obtained from the Office of the Registrar. No fee is to be charged for the reexamination. If the student passes this examination, a grade of D may be given; should the student fail, the instructor then informs the Registrar to record a permanent grade of F for the course. In all cases, however, the grade of E is treated by the University (for purposes of semester and cumulative point average) as an F until the reexamination has been taken. Should the examination not be completed within the specified time, the grade of E is to be changed to F by the Registrar.

## Incomplete

The grade of I (Incomplete) is given when the student, for reasons beyond his or her control, cannot finish the work in a course. Such reasons should be limited to serious medical problems or a major family crisis. Verification of these circumstances may be required by the instructor. The pressures of a semester's work load or the desire to do additional work in the course are not sufficient reasons for giving an incomplete.

The student and the instructor assume joint responsibility for the removal of the incomplete. The student must complete the remaining work by the end of the third week of the next semester in which the student is enrolled. The instructor is responsible for reporting the course grade to the Registrar by the end of the fifth week of that semester. Extensions of these time limits can be granted only through approval of a petition, which may be obtained in the Office of the Registrar. Should the student fail to complete the work within the specified time, the instructor may assign a grade on the basis of work completed. Unless an extension has been granted, the grade of F will be assigned to all incompletes not removed by the end of the fifth week of the next semester in which the student is regularly enrolled. A student who receives an incomplete during the final semester of enrollment will not be graduated until the I is removed.

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## Residence Requirement

In order to receive a degree, a student must be enrolled full-time for the junior and senior years in academic residence at Ohio Wesleyan. Participation in organized off-campus programs, whether foreign or domestic, may apply to this residency requirement provided such participation has been approved by the Director of International and Off-Campus Programs (or by the Committee on Teaching, Learning & Cross Cultural Programming). Study undertaken during the academic year at other colleges or universities may sometimes apply to the residency requirement at the discretion of the Academic Status Committee, providing a minimum of four semesters (16 units of credit earned) is spent at Ohio Wesleyan.

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## Academic Probation and Dismissal

After each semester, the grades and satisfactory progress of each student at Ohio Wesleyan are reviewed by the Academic Status Committee of the Faculty. Because Ohio Wesleyan requires at least 34 units of credit with a minimum 2.0 cumulative grade point average for graduation, it is

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# Academic Regulations And Procedures

## *Academic Probation and Dismissal*

### *Academic Honesty*

imperative that students work toward achieving both goals each year at Ohio Wesleyan. Students may be placed on probation or dismissed from the University if their grades or progress fail to meet the following standards.

Any student who earns grades in a given semester that yield less than a 2.0 cumulative grade point average will be placed on academic probation unless the student's semester grade point average is less than 1.0. Regardless of the cumulative average, any student who earns less than 1.0 in a given semester will be academically dismissed from the University.

To earn a degree from Ohio Wesleyan University in four years, a student must average 4.25 units of credit each of eight semesters. To achieve this goal, students must make satisfactory progress, which is defined as earning at least seven (7) units of credit by the start of the second year, at least fifteen (15) units by the start of their third year, and at least twenty-three (23) units by the start of their fourth year. Students who fail to make satisfactory progress may be placed on academic probation for one year. If, at the end of the probationary year, satisfactory progress has not been reached, students may be academically dismissed from the University.

Students who have been placed on academic probation will be permitted to continue at Ohio Wesleyan if their performance in the next semester raises or maintains their cumulative grade point average. By the time the student has earned 15 graduation units (normally the start of the third year), the student must have and must maintain the cumulative 2.0 grade point average required for graduation. Students with 15 or more graduation units will be dismissed if their cumulative grade point average falls below 2.0.

A student who is academically dismissed from Ohio Wesleyan for the first time has the right to appeal the dismissal on the basis of verifiable, extenuating circumstances and may be permitted to enroll the following semester on a conditional basis. If the student is not permitted to enroll the following semester, the student may apply for reinstatement to Ohio Wesleyan after at least one semester, excluding summer, away from the campus. A student who is dismissed a second time is not eligible to appeal the dismissal but may apply for reinstatement after at least one semester, excluding summer, away from campus. A student who is dismissed a third time may not appeal the dismissal or apply for reinstatement at any time.

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## Academic Honesty

### **I. Preamble, Definitions and Examples**

Scholarly work in every discipline involves the use of others' thoughts, work, and experimental results, published and unpublished. Academic honesty requires that such use be frankly and fully acknowledged. Failing to make such acknowledgment constitutes academic dishonesty.

All members of the Ohio Wesleyan community are obligated to maintain academic integrity and to foster it in others. Participating in, tolerating, or ignoring academic dishonesty must result from a radical misunderstanding of the nature of an academic community. Ignorance is no excuse for academic dishonesty. The Academic Honesty Policy is published in *The Ohio Wesleyan Catalog* which is available to each student throughout the year. Students will be held accountable for violations of the Academic Honesty Policy even if they claim they have not read it.

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# Academic Regulations And Procedures

## *Academic Honesty*

This policy is designed to make clear, in part by the penalties imposed, the seriousness of the University's commitment to academic honesty. It also is intended to promote thinking about the conventions of academic honesty, the process of learning those conventions, and the consequences of violating them. Its definitions and examples are not exhaustive.

### **Definitions:**

There are many forms of academic dishonesty, including:

**Cheating**, the use of unauthorized, prohibited, or unacknowledged materials in any academic exercise;

**Fabricating**, the falsification or invention of information, interpretation, or source materials;

**Facilitating Academic Dishonesty**, the conscious participation, in any manner, in another student's commission of any academically dishonest act;

**Plagiarizing**, the representation of words, ideas, figures, or materials from other sources (print, audio, visual or digital, including the Internet) as one's own.

### **Elaboration and Examples:**

#### **Cheating**

Unless told otherwise by their instructors, students should assume that examinations are to be completed without the use of books, notes, or conversation with others, either in person or electronically. Students who use or attempt to use unauthorized information in any academic exercise, including exams, are cheating.

#### **Fabricating**

Fabrication is the unauthorized falsification or invention of information in an academic exercise. For example, it is academically dishonest to "invent" information in a laboratory experiment. Also, students who, without notifying their instructor, attempt to submit academic work that has already been submitted for another course—whether that work has been graded or not—have fabricated their assignment.

#### **Facilitating Academic Dishonesty**

Students who make their work available for another student to submit as his or her own, whether exactly as is or in altered form, are facilitating academic dishonesty, as are students who allow others to copy their answers on examinations. Aiding and abetting other students' dishonesty is a serious breach of the Academic Honesty Policy and is itself punishable just as cheating, fabricating, and plagiarizing are.

#### **Plagiarizing**

The *Random House Webster's Dictionary of the English Language* defines *plagiarism* as "the unauthorized use of the language and thought of another author and the representation of them as one's own." Any failures to accurately and completely document all uses of source materials in an academic exercise constitute academic dishonesty. Source materials may include, but are not limited to, printed books, electronic media, oral reports, speeches, statistical information or analyses, anecdotal comments, visual media, musical performances, theatrical performances, or official and legal documents.



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# Academic Regulations And Procedures

## *Academic Honesty*

Plagiarism most commonly occurs in academic assignments when source materials are quoted, paraphrased, summarized, borrowed, or referenced **WITHOUT PROPER DOCUMENTATION PROVIDED**. The following are rules for citing source materials:

Provide a source for every direct quotation....

Document all ideas, opinions, facts, and information in your paper that you acquire from sources and that cannot be considered common knowledge....

Document all ideas, opinions, facts, and information in your paper that your readers might want to know more about or might question....

Provide content notes as needed, but sparingly....

Provide dates, identifications, and other information to assist the reader.  
(Hairston and Ruszkiewicz, *The Scott, Foresman Handbook for Writers*, 4th ed. [New York: HarperCollins 1996], 567-570.)

For examples and specific guidelines pertaining to documentation requirements, consult Part IV of *The Scott, Foresman Handbook* ("Research and Writing"). The handbook provides definitions, models, and examples of the conventions for citing sources and the standards for citation formats in different styles. Documentation formatting guidelines vary considerably among academic disciplines and courses; students should consult instructors in the appropriate discipline for information regarding citation formats and documentation standards. The responsibility for seeking this information and using it rests with each individual student.

## **II. Penalties for Violations of Academic Honesty Policy**

- a. The penalty for a first violation can range from a zero for the assignment to failing grade in the course. Students who commit only one act of academic dishonesty during their tenure at Ohio Wesleyan will have the record of that offense kept by the Dean of Academic Affairs expunged at the time of graduation.
- b. The penalty for a second offense is a failing grade in the course with a special notation on the student's official transcript denoting "failure for reasons of academic dishonesty" and suspension from the University for a period of not less than one semester. For students found guilty of a second offense, the notation of "failure for academic dishonesty" will remain on their official transcripts for one year following their graduation or separation from the University and will be automatically expunged by the Registrar at that time.
- c. The penalty for a third offense is expulsion. For students found guilty of a third offense, the notation of "failure for academic dishonesty" will remain on their official transcript for three years following their expulsion and will be automatically expunged by the Registrar at that time.
- d. A student found guilty of a first act of academic dishonesty is required to receive instruction as to what constitutes academic dishonesty and must sign a statement verifying that instruction was given (see III. c. below). A student who fails to seek and receive such instruction within fifteen class days of notification by the Dean will have his/her transcript amended to note that the student has been charged with academic dishonesty in the particular course in which he/she was charged. This notation shall

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# Academic Regulations And Procedures

## *Academic Honesty*

remain on the student's transcript for three years after graduation or withdrawal from the University.

### **III. Procedures**

- a. When the instructor determines that academic dishonesty has occurred, he or she either assigns a penalty or refers the case to the Academic Conduct Review Board (ACRB). The instructor must also send a report to the Dean of Academic Affairs identifying the student and summarizing the case and the penalty assessed; the Dean will send a copy of this report to the student.
- b. The Dean is responsible for the following: (1) keeping records of all cases of academic dishonesty; (2) communicating to the student the report filed by the instructor in III.a. above; (3) ensuring that any student convicted of academic dishonesty receives instruction in the concepts of academic honesty and the procedures for its enforcement at Ohio Wesleyan, including the penalties for second and third violations; and (4) convening the ACRB as required and as necessary.
- c. Instruction in academic honesty may be given by the instructor of record or by a faculty member (normally the Dean of Academic Affairs); in either case the student must sign a statement verifying that the instruction was given. This statement will be kept on file by the Dean.
- d. When a penalty has been assigned by the instructor, the student may appeal the charge of academic dishonesty or the penalty within fifteen (15) class days of receiving a copy of the report sent to the Dean. Appeals are to be presented by the student him/herself and heard by the ACRB. If the ACRB upholds the instructor's decision, the student may then appeal to the Provost. The appeal must be made to the Provost by the student. Once the Provost has ruled, no further appeal is permitted.
- e. If the ACRB hears a case referred to it by the instructor, the ACRB determines whether the student did or did not violate the Academic Honesty Policy. If it decides that the student violated the policy, the ACRB assigns a penalty and sends a full report to the Dean, who distributes copies to the student and to the instructor of record. The student may appeal the ACRB's decision to the Provost. Once the Provost has ruled, no further appeal is permitted.
- f. The ACRB consists of three faculty chosen by faculty vote, two students chosen through WCSA, and the Dean (who chairs the ACRB but has no vote). In instances involving a possible conflict of interest (e.g., the instructor of record is a member of ACRB), the faculty alternate, elected by the faculty, shall serve as a substitute with voting power. If the conflict of interest involves one of the two student members, the Dean of Academic Affairs shall ask WCSA to select an alternate who shall serve as a substitute with voting power.
- g. In determining the penalty for a second offense, "one semester" is taken to mean a semester during the regular academic year. Thus a penalty of suspension of one semester, incurred during a summer session, would be enforced during the following semester.

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# Academic Regulations And Procedures

## *Academic Grievance Policy*

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### **Academic Grievance Policy**

Membership in the Ohio Wesleyan community requires a devotion to the highest principles of academic and personal integrity, a commitment to maintain honor, and continuous regard for the rights of others. There can be no rights without individual responsibility.

Ohio Wesleyan assumes that its faculty is composed of mature and conscientious individuals, committed to teaching and learning as a career and a profession. Each teacher is presumed to develop and use methods and techniques which enhance learning and which best fit his or her personality and subject matter area. At the same time, the instructor is expected to abide by the general principles of responsible teaching, which are commonly accepted by the academic profession.

Students are free to take reasoned exception to the data or views offered in any course of study. While they may reserve judgement about matters of opinion, they are responsible for learning the content of any course in which they are enrolled.

In the event of an academic grievance, all parties involved are referred to Joint Statement on Rights and Freedoms of Students and the Complete Text of Endorsements by Sponsoring Organizations, which have been adopted by the Wesleyan Council on Student Affairs, the Faculty, and the Board of Trustees. They are also referred to the statement on academic honesty and plagiarism, which is above.

### **Grievance Procedure**

Any student who is convinced that his or her academic performance has been treated in a prejudicial or capricious manner or evaluated by criteria other than those appropriate to the course has the right to file an academic grievance. In some cases, the student may believe that direct pursuit of the alleged violation by him or herself could result in prejudicial treatment of this case or in jeopardizing his or her relations with the faculty member or department involved. If this is so, the aggrieved student is urged to seek the advice of the academic advisor or other faculty member. As a result of these discussions, the student may ask a faculty or administrative staff member, not to include the President, the Provost, or the Dean of Academic Affairs, to act as intermediary in the case. Should that person agree to act as intermediary, the same procedure should be followed as when students are acting in their own behalf (outlined below). It is understood that in their nature, some complaints cannot be pursued, or pursued to final solution, without the student's name being known to the faculty member or department involved.

In order to preserve academic freedom and still provide an avenue for appeal for a student who seeks redress of an academic grievance, the following procedure is established. The discussion and resolution of a problem between a member of the faculty and a student or students shall follow these steps:

1. The student should make an appointment to discuss the grievance with the professor involved. The student shall provide appropriate documentation of the grievance. If the grievance is not resolved, the student may proceed to step 2.
2. The student should now make an appointment with the chairperson of the department involved. Again, the student should provide appropriate documentation of the grievance. The chairperson should ask the professor to provide rebuttal material, if appropriate. In cases where the chairperson is the instructor involved in the grievance, another full-time

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# Academic Regulations And Procedures

## *Academic Grievance Policy*

## *Responsibility for Meeting Requirements*

## *Final Examination Policy*

faculty member in the department, the student's academic advisor, or another faculty member may serve in this mediating capacity. If the grievance is not resolved to the satisfaction of the student and the faculty member involved, the student may proceed to step 3.

3. The student should make an appointment to discuss the grievance with the Dean of Academic Affairs. This step must be initiated by the end of the fifth week of the semester immediately following the one in which the grievance arose. The student should provide appropriate written documentation of the grievance, including the results of steps 1 and 2. The written documentation should be provided to the Dean at least one day in advance of the appointment to discuss the grievance. The Dean will investigate the complaint by obtaining data and statements from all parties involved and will attempt to resolve the grievance by mutual consent of the student and faculty member.

If the case cannot be resolved based on the information available, the Dean shall convene an advisory committee of two faculty members, preferably with little or no prior knowledge of the grievance. The student will select one other faculty member. The faculty member may be from the department involved or from related disciplines. Each party may exercise one preemptory challenge. The committee shall decide the outcome of the complaint with the advice of the Dean who will then notify the student and faculty member. In cases where a change of grade is deemed appropriate, the Dean shall initiate the change of grade at the Registrar's office and shall notify the student, the faculty member, and the chairperson (or other mediator) that he/she has done so. The grievance shall normally be resolved by the last day of the semester in which the grievance has been filed.

The decision of the committee is final, and no further appeal procedure shall exist within the University.

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## **Responsibility for**

**Meeting Requirements** *Students are ultimately responsible for their own academic program and for meeting the degree requirements.* As early as the second semester of the junior year, each student should file for the degree by checking the academic records in the Office of the Registrar to determine if all requirements will be met by the planned date of graduation. The record should be checked for number of units credited toward graduation, requirements for upper level courses, and the fulfillment of all other requirements. By making this check, students will have more time to make adjustments in their schedules during the senior year to accommodate missing courses and/or credits. This check must be completed before the end of the Fall semester prior to graduation.

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## **Final Examination Policy**

In any particular course, the course instructor determines whether or not a final examination is appropriate and to be given. In staff-taught courses, the department(s) make such determination. Such determination shall be announced in class early in the semester.

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# Academic Regulations And Procedures

## *Final Examination Policy*

### *Leave of Absence*

### *Withdrawal from the University*

- a. It is the intent of the University that its students receive a full 15 weeks of instruction per semester, and that any in-class final examination be given only on the day, and at the time, officially scheduled by the Registrar during the period set aside for this purpose.
- b. Any assignment(s) that may substitute in a course for an in-class final examination shall be turned in at the time of the officially scheduled final examination for that course.
- c. Final examinations in class shall be no more than three hours in duration.
- d. Exceptions to a. and b. above may be necessary because of the early deadline for spring semester seniors expecting to graduate. Under this circumstance a final examination may be given at a time outside the official schedule at the mutual convenience of the instructor and seniors involved. In no case shall such an examination conflict with or overlap other regularly scheduled class or laboratory hours of the seniors.
- e. No course examination given during the 15-week semester shall overlap or conflict with regularly scheduled classes or laboratories.

Although special examinations are to be avoided, unforeseen circumstances may make them unavoidable. In such a case, a special final examination may be given after approval is granted by the Academic Status Committee and the course instructor and after payment is made of a special charge for final examination service (see Fees).

Exceptions to this policy shall be cleared in advance with the Dean of Academic Affairs.

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## **Leave of Absence**

A leave of absence may be granted to a student who wishes to interrupt, but not permanently discontinue, enrollment at Ohio Wesleyan. Leaves of up to one academic year may be granted for personal, medical, or emergency reasons. Requests for leaves of absence must be made in writing and submitted to the Office of the Registrar.

In the semester preceding their return to the University, students on leaves of absence will be eligible to participate in such procedures as pre-registration for classes and room drawing for housing assignments along with students who are regularly enrolled.

To be eligible for a leave of absence, the student must be in good academic, financial, and social standing. Students who have been dismissed for any reason from the University are not eligible.

While on a leave of absence, the student's registration deposit (\$300) will be retained by the University. If the student does not return to full-time enrollment, he or she will forfeit the registration deposit. The leave may be in effect for one academic year.

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## **Withdrawal from the University**

Students who find it necessary to withdraw from the University should report to a staff member in the Registrar's Office. A student voluntarily withdrawing by Tuesday of the second week of classes of a semester will have no record made for that semester's enrollment. After Tuesday of the second week of classes of a semester and through the 10th week, grades of W will be recorded for each course. After the 10th week, grades will be "WP" (withdrawn passing) or "WF" (withdrawn failing). Withdrawal within the last week of classes or during final exams will result automatically in marks of F in all courses. Grades of W, WP, or WF are not counted in computing a student's

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# Academic Regulations And Procedures

*Withdrawal from the University*

*Reinstatement*

*Classification of Students*

*Transfer of Credits*

cumulative average, but will appear on the student's permanent record. See the Expenses section (beginning on page 276) of this *Catalog* for the refund of tuition policy.

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## Reinstatement

A student who leaves the University for academic or nonacademic reasons, except when on a leave of absence or on a University-approved and sponsored academic program elsewhere, should apply for reinstatement through the Office of the Registrar. An application form will be given or mailed to the student upon request to the Office of the Registrar. The reinstatement application must be returned to the Office of the Registrar at least one month prior to the semester in which the student wishes to be reinstated.

Upon receipt of the student's formal application for reinstatement and all other information pertinent to the decision-making process concerning reinstatement, the Academic Status Committee will determine whether the student will be reinstated. The decision of the Committee is final and cannot be appealed except in the case of procedural error. If a student's petition for reinstatement for a given semester is denied, that student may again apply for reinstatement for a future semester when the student has a stronger case to support his/her reinstatement.

A student who has been dismissed three times is not eligible to apply for reinstatement.

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## Classification of Students

Ohio Wesleyan students are classified according to the number of graduation units completed. These classifications are:

|           |                                    |
|-----------|------------------------------------|
| Freshman  | Fewer than 7 units of credit       |
| Sophomore | 7 or more but fewer than 15 units  |
| Junior    | 15 or more but fewer than 23 units |
| Senior    | 23 or more units                   |

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## Transfer of Credits

Under certain conditions, Ohio Wesleyan will award transfer credit for work taken at another college or university. The other college or university must be accredited by a national accrediting agency, the student's performance in the course must be at C- or better, and the course must be consistent with the liberal arts.

Students may not receive academic credit during the same semester from two different colleges such as OWU and another unless their enrollment at the other college is part of a defined program at OWU. This restriction does not apply to enrollment in summer session courses.

Students must have an official transcript sent directly to the Registrar at Ohio Wesleyan from the other college or university prior to enrollment at Ohio Wesleyan. Only credit will transfer to the student's record at Ohio Wesleyan; grades earned elsewhere will not be placed on the academic record and do not become part of the Ohio Wesleyan grade point average. Courses taken elsewhere

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# Academic Regulations And Procedures

*Transfer of Credits*

*Student-Initiated Courses*

*Petitions*

may be used to meet the University's basic and distribution requirements. Students should consult with their major department if they wish to count transferred courses in the major.

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## **Student-Initiated Courses**

Student-initiated courses are available in accordance with the following procedures:

Prior to the course's being listed in the pre-registration schedule, two faculty members who judge the content to be within their areas of competence and the student coordinator(s) shall file with the Registrar signed statements that they agree on the content of the course, on the format of the course, and on evaluation procedures for the participants in the course.

Although the student coordinator(s) should share in evaluating the course, the grading and therefore the issuing of credit remains the responsibility of the two faculty sponsors. They should follow the normal procedures for grading as outlined in this *Catalog*. It is assumed that to fulfill this function effectively, the sponsors will attend the class sessions on a regular basis.

The course syllabi and reading lists are to be filed with the Registrar's Office at the time of the submission of the grades. Student evaluations of each course are to be filed in the Academic Affairs Office.

A special designation for these courses shall be determined in consultation with the Registrar. All new courses in the program must have the prior approval of the Academic Policy Committee. Funding for student-initiated courses may be obtained through the Academic Affairs Office.

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## **Petitions**

Exception to academic regulations, procedures, or policies will not be granted unless where warranted by documented, extenuating circumstances. In such cases the student must file a petition with the Academic Status Committee. These petitions are available in the Office of the Registrar. Petitions regarding a specific course must be submitted to the Registrar's Office by the end of the fifth week of the following semester. Please also see the section on the University's Academic Grievance Policy.

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# Academic Honors and Prizes

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## Academic Honors

Aware that students may achieve high scholarship in a variety of ways, the University faculty has formulated the following programs of recognition:

### Honors Students

The University's Honors Students constitute a community of scholars who have achieved at the highest academic levels and hold outstanding promise for continued academic growth.

Students with outstanding high school records may become Honors Students through admission to the University as Schubert Scholars. These students are eligible to take Tutorials and Honors Seminars and may participate in special programs for Honors Students. **Students who achieve at least a 3.5 cumulative grade point average while a student at Ohio Wesleyan may also apply to be Honors Students through the Office of Academic Affairs and are then entitled to participate in Tutorials, Honors Courses, and other Honors programs.**

### The Dean's List

Students who achieve a superior academic average each semester will be placed on the Dean's List. Academic qualifications for inclusion on the Dean's List require at least a 3.50 semester grade point average for all courses attempted and for a minimum of three unit (or 1.25 unit) courses with grades assigned.

### Honors in Course

"Honors" are awarded in a course for satisfactory completion of some project beyond the normal requirements of the course. The project must have been initiated by the student and approved by the instructor as a project worthy of honors. The student will register the project within the first five weeks of the semester with the course instructor. Provided the student has a grade of B or better in the course, and provided the instructor considers the completed project worthy of honors, an H will be appended to the student's grade for the course. Time limitations on the completion of an honors project must conform to the general rules for completion of course work. **Honors in Course cannot be applied to the Graduation with University Honors or Departmental Honors designations.**

In exceptional cases, an instructor may, after consultation with the Office of Academic Affairs, award honors to a student who has not formally registered with the instructor, but who has completed a project of such merit as to warrant the award of honors.

### Graduation Honors in the Liberal Arts

To graduate with Honors in the Liberal Arts, one must:

1. Achieve at least a 3.5 cumulative grade point average by the end of the junior year. Students must also achieve a 3.5 cumulative grade point average by graduation.
2. Complete at least **four semester units of work in Honors Program courses**, selected from among the following areas:

**Tutorial and Independent Study Projects. (Two units of credit required.)** Honors Students may count two tutorials or one tutorial and one independent study/directed readings or two independent studies/directed readings toward graduation with University Honors. Participating students are eligible for grants to help offset expenses such as research, travel, expendable equipment, and project materials.



# Academic Honors and Prizes

**Honors Courses: (Two units of credit required)** Courses for Honors Students are available each semester. Some of these may be interdisciplinary while others may be honors sections of regular courses. “Honors in Course” does not qualify as an honors seminar. Honors seminars used for University Honors requirements may not be taken Credit/No Entry.

3. Pass a written comprehensive examination in the major department or program before the end of the fifth week of the spring semester of the senior year. Students should notify the department before the end of fall semester that they intend to take the exam.
4. Students intending to graduate with University Honors must obtain appropriate forms from the Office of Academic Affairs and then file an “Application to Graduate with University Honors” with the Office of Academic Affairs *no later than the end of the twelfth week of the fall semester of the student’s senior year*. They must also file with the Office of Academic Affairs, a “Certification of Honors Earned” no later than the twelfth week of the spring semester.

## Graduation with Honors in Scholarship

Graduation with Honors in Scholarship requires an independent project, an oral exam on the project, and a comprehensive exam in a student’s major department during the senior year.

This program is open to any student who meets one of the following criteria:

1. The student has attained a cumulative grade point average of 3.5 in the major after the fall semester, junior year, as well as an overall grade point average of 3.00 OR
2. The student does not have the grade point averages specified above but does have the support of his or her major department and has successfully petitioned the Academic Policy Committee.

A project will involve two semesters of work, for which the student may earn up to two units of independent study credit (course 490). (These credits may not be used to fulfill the requirements for Graduation with University Honors.) The major department has the option of requiring the student to take specific courses or of modifying existing departmental courses or requirements for students seeking Graduation with Departmental Honors.

Students have two possible timetables for pursuing Graduation with Honors in Scholarship—the Junior Cycle and the Senior Cycle. Each is designed to accommodate the scheduling variations in a student’s undergraduate academic career: apprenticeships, study abroad, independent research project schedules, and the like. Students should select the option that fits their needs as well as the schedule of their supervising professor.

To apply for the program, the student should obtain the appropriate forms from the Office of Academic Affairs and, in consultation with the supervising professor, submit the completed forms to the Dean for Academic Affairs. Completed applications should reach the Dean’s office no later than the twelfth week in the fall semester of the student’s junior year for the Junior Cycle, and no later than the twelfth week in the spring semester of the student’s junior year for the Senior Cycle.

The student’s project must include a written report suitable for permanent inclusion in the library. The student must submit the completed project to an Examining Committee no later than one month before the end of classes during the fall semester of the senior year (Junior Cycle) or one month before the end of classes during the spring semester of the senior year (Senior Cycle).

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# Academic Honors and Prizes

## *Academic Honors*

### *Prizes and Awards*

The Dean of Academic Affairs will be responsible for selecting this Committee. It will consist of four faculty members—two from the major department, one from a cognate department where appropriate, and one from a department not related to the major. After the oral examination on the project, a bound copy of the report and an abstract must be submitted to the Office of Academic Affairs.

The student must also pass a comprehensive exam that will include written and oral components. The written exam must be completed before the end of the fifth week of the spring semester of the senior year. The chairperson of the major department will be responsible for administering the written exam. The department chairperson will inform the Examining Committee that the student has successfully passed the written exam. No later than one week before the end of classes, the Examining Committee must certify to the Dean of Academic Affairs and to the Registrar that the student has successfully passed the comprehensive exam. Any department may require an alternative method of evaluation that will be developed in consultation with the Examination Committee.

A student who satisfies these conditions is graduated with *Honors in the Department of...*. The student's name is listed in the commencement program along with the department or program. The student's permanent record will also show *Graduation with Departmental Honors*.

## Graduation with Distinction

Students who attain the following grade point averages will graduate with the corresponding recognition:

3.90 *summa cum laude*

3.75 *magna cum laude*

3.50 *cum laude*

This distinction in scholarship is noted both on the diploma and in the commencement program.

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## Prizes and Awards

**AAHPERD Major of the Year Award**, presented to the outstanding physical education major by the American Alliance of Health Physical Education Recreation and Dance.

**Ernest F. Amy Prize**, established with various contributions in Dr. Amy's memory. Awarded to the most outstanding junior English major.

**The Ancient, Medieval, and Renaissance Studies Senior Book Prize**, presented to graduating majors and/or minors in the Ancient, Medieval, and Renaissance Studies Program who have shown the highest level of academic achievement and intellectual promise.

**The Daniel E. Anderson Memorial Award**, for excellence in philosophy research.

**Award for Outstanding Achievement in International Studies**, given to the outstanding senior international studies major.

**Garry A. Bahrich Memorial Award for Excellence in Research**, presented to the student judged to have displayed the greatest proficiency in a research project.

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# Academic Honors and Prizes

## *Prizes and Awards*

**The Ralph A. Bowdle Award**, established in 1990, for exceptional contribution to the zoology department by a senior zoology major.

**The Burns/Shirling Award**, established in 1979 in honor of Dr. George Burns and Dr. Elwood Shirling. Given annually to the outstanding junior or senior major in the Department of Botany/Microbiology.

**The Esther Carpenter Awards**, established in 2002 in honor of Esther Carpenter, a 1925 graduate of Ohio Wesleyan University. One award is given to an outstanding senior woman in botany/microbiology for research and academic excellence. The other honors a senior woman zoology major who best exemplifies the ideals of a liberal arts education and shows potential for future contributions to her profession and society at large.

**Class of 1870 Memorial Prize**, established in 1921 by members of this class for awards for original compositions.

**The Edwin G. Conklin Award**, established in 1987 to honor an early alumnus, faculty member, and biologist of international stature. Awarded to a senior zoology major for outstanding independent studies in zoology.

**Susan E. Conwell Memorial Art Award**, established in December 1996 by the family and friends of Susan E. Conwell '91. Awarded annually to a fine arts student who is about to enter the sophomore, junior or senior year of study, who has demonstrated significant achievement and potential for continued creative production in more than one area of the fine arts program.

**Corns Business and Entrepreneurial Scholars Program** is named in memory of the former president of Roadway Express, Richard W. Corns, and funded through a \$1 million dollar endowment from the GAR Foundation. Each academic year the program provides a scholarship to at least ten junior and senior students. Criteria are a minimum GPA of 3.3 and proven leadership in campus or community service organizations.

**The Robert R. Crosby Service Award**, given to a senior theatre major who has made exemplary contribution to the Department of Theatre and Dance.

**Mary Elizabeth Davies and W. W. Davies Prizes**, established in 1921 for awards in German.

**William R. Diem Outstanding Journalism Graduate Award**, established in 1978 with an endowment provided by the family and friends of the late William R. Diem '47.

**Marie Drennan Prize** for poetry, established in 1980.

**The Loyd D. Easton Prize** for excellence in philosophy, established in 1980.

**Hastings Eells Prize in History**, established in 1979 by Mr. William Eells. Awarded to the most outstanding senior history major.

**Excellence in Dance Award**, to be awarded annually for outstanding contribution to dance during the year.

**Excellence in Theatrical Performance Award**, to be awarded annually for outstanding contribution to theatrical performance during the year.

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# Academic Honors and Prizes

## *Prizes and Awards*

**Excellence in Theatrical Production Award**, to be awarded annually for outstanding contribution to theatrical production during the year.

**The Fairhurst Memorial Scholarship**, is awarded to a fine arts major who is receiving financial aid. The award expresses departmental recognition for outstanding work or artistic potential.

**The Fine Arts Recognition Award**, is awarded to one or two fine arts majors who have demonstrated outstanding productivity and significant potential for future development. These students must be eligible for/or currently receiving financial aid.

**Emily Fitton Writing Award**, established in 1976 for a meritorious paper in sociology/anthropology.

**Founders Award for Expository Writing**, established in 1979 to encourage expository writing among Ohio Wesleyan students and to recognize outstanding writers of expository prose in each of three academic areas—the social sciences, sciences, and humanities.

**The Dorothy Getz Fellowship**, awarded to a student majoring in the Department of Fine Arts who has demonstrated academic and creative excellence in both the liberal and fine arts.

**The R. Eugene Glendening Scholarship**, established by his daughter and son-in-law in 2004, in honor of Dr. Glendening's long service to the Delaware community, is awarded to an outstanding junior or senior planning to enter the dental profession.

**Robert A. Griffith Music Achievement Award**, awarded to a graduating senior B.M. or B.A. music major who has demonstrated excellence in the area of music specialization, as well as initiative and leadership in departmental organizations and activities.

**Grothe Award**, established in 1987, to be awarded for outstanding performance in modern foreign languages.

**The Hahn Scholarship Award**, established in 1993 in honor of Professor Paul T. and Virginia L. Hahn to provide partial scholarship for study abroad in a German-speaking country.

**The Ralph E. Hall Fellowships**, presented to chemistry majors entering their final year who have demonstrated outstanding scholarship.

**The Tom D. Halliday Memorial Scholarship**, given by his wife and children in 1990 in memory of Dr. Halliday '55, supports a graduate attending Jefferson Medical College in Philadelphia.

**The Hallenbeck Prize**, established in 2003 in honor of professor Jan T. Hallenbeck, is presented annually to an outstanding senior specializing in the Ancient, Medieval & Renaissance Studies program.

**The George B. Harris Award**, established in 1990, for outstanding academic achievement by a senior zoology major.

**The Paul W. Hawks Memorial Art Award**, established in 1987 with an endowment provided by the family and friends of the late Paul W. Hawks '78. Awarded annually to a fine arts student who is about to enter his/her junior or senior year of study and has shown distinction in studio art—preferably photography.

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# Academic Honors and Prizes

## *Prizes and Awards*

**James J. Hearn Award**, established in 1953 to encourage wider participation by students in affairs of government.

**The Dorothy Herbst Prize** is intended for declared Humanities or Classics majors/minors in the Department of Humanities-Classics. The award is given to students who plan to participate in a travel program or study during the summer related to their Humanities-Classics major/minor.

**Julian Higley Memorial Prize**, established by Professor G.O. Higley for meritorious scholarship in chemistry and promise of professional attainment.

**Corinthia and Orasmus D. Hough Award**, established in 1903. To be granted to a graduating sociology/anthropology major to secure “practical acquaintance with the underprivileged class.”

**Sallie Thomson Humphreys Student Prize**, by bequest from Miss Humphreys for meritorious work in the Department of Fine Arts.

**Frederick L. Hunt Prize**, for proficiency and promise in creative writing.

**International Studies Program Award for Excellence**, presented to the outstanding senior major in the International Studies Program and based on academic performance.

**The James Memorial Scholarship Award**, established in honor of Helen Hill James, is given annually to a woman theatre major who embodies the spirit of Ms. James.

**Christian Kamm Scholarship**, awarded annually to one or more senior students majoring in economics, economics management, or accounting. Selection criteria includes evidence of demonstrated scholarship and community service.

**The Janet King Award**, established by alumnus Janet King, is given to the sociology/ anthropology major who has performed significant work that connects research or other academic work to public service.

**The Samuel C. Kissner and Alberta Smith Kissner Fund**, established in 1985 for faculty travel and for promising students in the Department of Theatre and Dance.

**The Molly LaRue Memorial Art Award**, is granted each year to a fine arts student about to enter his/her junior or senior year of study. The award is granted to a student who has achieved distinctive production in studio art—preferably ceramics, jewelry-metals and/or sculpture. Miss LaRue was a 1987 graduate.

**L. Dana Latham Prize**, established by Mr. Latham in 1945 and presented as an incentive prize for creative work in theatre.

**The Leadership Award in French, German and Spanish**, awarded to an outstanding student leader in the fields of French, German and Spanish.

**Florence Leas Prize**, established in 1947 for first- and second-year students studying mathematics or computer science.

**The Donald E. Lenfest Award in Spanish**, established in 2008, is awarded to a highly motivated junior or senior Spanish major or minor and is intended to help students further their academic

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# Academic Honors and Prizes

## *Prizes and Awards*

development in Spanish. The student must also demonstrate leadership and engagement within the language/department.

**Norman H. Leonard Essay Competition Award**, established in 1990 in honor of Dr. Norman H. Leonard, professor emeritus in economics, awarded annually for the outstanding essay on a topic in either economics, management or accounting selected specifically for the competition.

**The Richard A. Lerman '68 Memorial Award**, established in 2001, assists junior or senior psychology majors who have achieved honor status.

**Ülle Lewes Prize for Non-Fiction Writing**, for proficiency and promise in non-fiction writing.

**The Meek Leadership Awards** were endowed by Phillip J. and Nancy LaPorte Meek, both graduates of the Class of 1959, in 1997 and will fund awards for seniors who have demonstrated exceptional leadership service during their years at Ohio Wesleyan and encourages them to sustain that commitment throughout their lives.

**The T'ai Ananda Merion '96 Memorial Scholarship Award**, established in 2000, is awarded to juniors and seniors who demonstrate excellence in the fields of playwriting and screenwriting.

**Burton Morgan Award**, was established with an endowment grant by the Burton Morgan Foundation to the Woltemade Center. The award is given for the best research paper by a junior or senior in the area of entrepreneurship and/or small business.

**The Robert and Elizabeth Muller Award for Promise in Physics**, established in 2000.

**Music Performance Award**, awarded to a graduating senior B.M. or B.A. music major who has demonstrated excellence in music as a performer.

**NCAC Scholar Athlete Award**, for outstanding scholar-athletes.

**The Phi Gamma Delta Academic Achievement Award** is presented to pledges/members of the fraternity to encourage academic excellence.

**Phi Sigma Iota Award for Highest Academic Achievement in Modern Foreign Languages**, given to an outstanding senior modern foreign languages major.

**Psi Chi Honor Society Award for Outstanding Department Citizenship**, presented to the student who has contributed most to the betterment of the psychology department and has exhibited outstanding leadership and achievement in curricula and co-curricular activities.

**Psychology Department Award for Outstanding Scholastic Achievement**, presented to the outstanding senior major on the basis of academic performance, professional potential, and general merit.

**Putnam Baseball Trophy**, to a senior based on scholarship and recommendations by the baseball coaches. Established by the Putnam family.

**Libuse Reed Award for Outstanding Senior Non-Fiction Writing**, for English majors only.

**The Edward L. Rice Scholarship**, established in 1929 in Dr. Rice's honor, for awards for summer experience at a biological field station or a similar field site.

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# Academic Honors and Prizes

## *Prizes and Awards*

**The Dwight Nelson Robinson Memorial Endowment**, for award for postgraduate work in classics or humanities.

**The Dwight Nelson Robinson Prize** is intended for graduating seniors who have declared a major or minor in Humanities or Classics through the Humanities-Classics department. The award is given to provide significant financial support to a graduating senior who is planning to attend a graduate program to pursue a higher degree (i.e., Ph.D. or Masters) related to the subjects offered in the Humanities-Classics department (i.e., Classics, East Asian Studies, Russian, Comparative Literature).

**Outstanding Educator Award**, established in 1994, presented to two student teachers who are “outstanding teacher education students with the potential to make a substantial contribution to the profession of teaching.”

**The Rodman Memorial Scholarship Award**, established in memory of Glen Stuart Rodman '70, is given annually to a theatre student who is committed to the theatre program in the context of a liberal arts education.

**The Annie Rogers Rusk Prize in Art**, established in 1986 with an endowment provided by Rogers D. Rusk 1916. Awarded annually to a fine arts major who is about to enter his/ her junior or senior year of study and has shown distinction in studio art – preferably painting.

**The Rogers D. Rusk Prize in Physics**, endowed by Dr. Rogers D. Rusk '16. Awarded annually to a senior major in the Department of Physics and Astronomy for “distinction in physics.”

**Anna H. Rusoff Memorial History Prize**, endowed in 1983 by Robert H. Rusoff. Awarded annually to the best history essay written during the current year by graduating history majors.

**The Charles H. and Magdalen Schafer Chemistry Scholarship In Honor of Professor G.O. Higley**, presented to the chemistry majors entering their third year who have exhibited excellence of personal character and achievement in chemistry.

**The Robert E. Shanklin Prizes in Geology and Geography**, established in 1992 in memory of Robert E. Shanklin, professor emeritus in geology/geography, by his family, friends, and former students. Awards annually to outstanding students in the department.

**The Eloise King Shaw Special Recognition Award**, is awarded each year to a fine arts student who has demonstrated academic excellence in art history.

**Sigma Xi Student Research Award**, awarded to a senior demonstrating excellence and promise in scientific research.

**The Ralph V. Sinnett Award**, for excellence in chemical research on the part of undergraduates.

**The Slocum Prizes**, established by Charles Elihu Slocum in 1903 for graduating seniors having the highest cumulative grade point average in classics, science, music, and literature.

**Sociology/Anthropology Faculty Award**, established in 1978. Awarded to the most outstanding senior major.

**Ralph W. Sockman Award for Excellence in the Study of Religion**, given to the outstanding senior religion major.

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# Academic Honors and Prizes

## *Prizes and Awards*

**The Emma Sparks Memorial Prize**, established by William L. Sanders to provide awards for superior accomplishment in 19th Century English literature.

**The Benjamin T. Spencer Awards**, given to encourage the standard of excellence set by Dr. Spencer in almost 40 years of teaching at Ohio Wesleyan. Funded by an English department grant, the awards recognize superior talent in imaginative writing.

**David H. Staley Award**, given to recognize academic excellence in mathematics and computer science among juniors.

**Harriet Stewart Award**, established in 1988 in honor of Dr. Stewart and her contributions to physical education at Ohio Wesleyan. The award is given annually to the physical education major who best exemplifies the professional qualities of Dr. Stewart.

**William D. Stull Award**, established in 1977 in Dr. Stull's honor. Given annually to a student who performs curatorial duties in the Ohio Wesleyan Museum of Zoology.

**The Norman Taylor Award**, was established in 1985 in memory of Norman I. Taylor, member of the Class of 1903. The award is given for the major with the highest GPA upon entering the senior year.

**The Barbara Van Sittert Scholarship**, established in 1972 by her parents and classmates ('55), is awarded to an outstanding junior or senior woman planning to enter the medical profession.

**Wall Street Journal Student Achievement Award**, presented to the outstanding senior major in the economics department based on academic standing.

**The Earl E. Warner Award for Academic Excellence**, established in 1978 to honor the senior politics and government major maintaining the highest grade point average during four years at Ohio Wesleyan.

**The Edward J. Wheeler Poetry Prize**, established by bequest from Mr. Wheeler in 1924, is awarded to a student for the most meritorious poem or group of poems.

**The Walter L. Whithaus Golf Scholarship Award**, established in 2000, is meant to assist senior members of the golf team with their postgraduate education.

**The Richard H. Williamson Wesleyan Players Award**, established in 1920 by Professor Clarence Hunter, is awarded to a senior in the Department of Theatre & Dance for outstanding contribution to theatre at OWU.

**The Elizabeth Cass Wills Prize**, established in 1990 by J. Henry Wills in memory of his wife, is given to a senior or recent graduate entering graduate school in zoology.

**Robert L. Wilson Computer Science Prize**, given to the outstanding senior computer science major.

**Robert L. Wilson Mathematics Prize**, given to the outstanding senior mathematics major.

**The Dr. Charlotte Wolf Academic Achievement Award**, established in 2002 in her memory, is presented to a senior student with outstanding scholarship, who, in the opinion of the sociology faculty, has the greatest potential for a career in academic sociology.



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# Academic Honors and Prizes

**The Woltemade Prize**, was established in 1997 in memory of Uwe J. Woltemade to honor his legacy of service to Ohio Wesleyan University. The award is made annually to the junior or senior student who exhibits academic excellence in comparative and/or international studies.

**Helen Beal Woodward Journalism Award**, for outstanding writing by a journalism student.

**The Gilson Wright Award for Journalistic Enterprise**, established in 1964 by Mr. Wright to award students who demonstrate journalism activity beyond the routine.

**The Lawrence E. Young, M.D. Award**, established in 1994 by his family to support students interested in health-related careers as they undertake influential experiences.

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## Honorary Societies

**Alpha Kappa Delta** — Sociology  
**Chi Gamma Nu** — Chemistry  
**Delta Phi Alpha** — German  
**Eta Sigma Phi** — Classics  
**Kappa Delta Pi** — Education  
**Mortar Board** — Junior/Senior Scholarship  
**Mu Phi Epsilon** — Music  
**Omicron Delta Epsilon** — Economics  
**Omicron Delta Kappa** — Junior/Senior Scholarship  
**Phi Alpha Theta** — History  
**Phi Beta Kappa** — Senior Scholarship/Character  
**Phi Eta Sigma** — Freshman Scholarship  
**Phi Sigma** — Biological Sciences  
**Phi Sigma Iota** — Foreign Languages  
**Phi Sigma Tau** — Philosophy  
**Phi Society** — Sophomore Scholarship  
**Pi Kappa Lambda** — Music  
**Pi Mu Epsilon** — Mathematics  
**Pi Sigma Alpha** — Political Science  
**Psi Chi** — Psychology  
**Sigma Beta Delta** — Management  
**Sigma Gamma Epsilon** — Earth Science  
**Sigma Iota Rho** — International Studies  
**Sigma Pi Sigma** — Physics  
**Sigma Tau Delta** — English  
**Sigma Xi** — Sciences  
**Theta Alpha Kappa** — Religion  
**Theta Alpha Phi** — Theatre

# Degrees and Special Programs

## *Requirements for All Degrees*

### Requirements for All Degrees

Ohio Wesleyan students may study for any of the three degrees offered by the University: the Bachelor of Arts, Bachelor of Fine Arts, and the Bachelor of Music.

Ohio Wesleyan's General Education requirements fulfill many of the objectives as outlined in the University's Statement of Aims. In particular, the requirements for all degrees are designed to enhance students' abilities in critical thinking, writing, and quantitative analysis and to assure exposure to diverse cultures. The University's distribution requirements are designed to impart knowledge and insight in the areas of the humanities, arts, and social and natural sciences. Students earning a Bachelor of Arts degree are expected to exhibit competency in a foreign language. The following are required for any degree:

#### Thirty-Four Units

Thirty-four units of passing work. Only courses in which a passing grade (D- or better) has been received may be counted toward the 34 graduation units.

#### Grade Average

A 2.0 cumulative grade point average.

#### Full-Time Enrollment

Full-time enrollment in the junior and senior years at Ohio Wesleyan or on an approved off-campus study program (see Residence Requirement).

#### Competency in English

To be certified as competent in English composition, students must demonstrate the ability to write logically structured, clear, and mechanically accurate expository essays and resource papers. This may be done in one of two ways:

**A. Standardized Testing. Distinguished performance on one of the following standardized tests of verbal aptitude and skills will result in exemption from the English composition requirement:**

1. A score of 4 or 5 on the Advanced Placement Examination. In addition to meeting the competency requirement, this score will earn students one unit of English literature credit.
2. A score of 710 or higher on the verbal portion of the Scholastic Assessment (SAT-I) Test.
3. A score of 710 or higher on the SAT-II subject test in writing or English composition, of the College Entrance Examination Board.
4. A score of 30 or higher on the ACT sub-test in English.

**B. Course Completion. Students not exempted by reason of their test scores (see A. above) will demonstrate competence by achieving a grade of C- or better in ENG 105, which may not be taken credit/no entry. The English composition requirement normally must be completed by the end of the student's second semester at Ohio Wesleyan.**

#### Competency in Writing Across the Curriculum

To be certified as competent in writing across the disciplines, students must complete three writing-intensive ("R") courses (each worth at least .50 units of credit), normally one each during the sophomore, junior, and senior years, after completion of the English Competency requirement. To earn an "R", the student should produce 4,000 words (15 pages) of writing, either as one major paper or two or more smaller papers. Normally several drafts are produced, with substantial advice from the instructor at each stage. Such advice may occur in conference with, as well as editorial

# Degrees and Special Programs

## *Requirements for All Degrees*

comment by, the professor. Sometimes students are referred to the Writing Center for more intensive help with revisions.

Students who are exempt from the English Competency requirement on the basis of standardized test scores may take writing courses in their first year. Students will receive the R-notation on their transcripts for all courses in which they successfully complete the R-component and pass the course.

### Cultural Diversity Requirement

All students at Ohio Wesleyan must complete one unit course with a substantial focus on non-Euro-American topics. Such courses will deal with the peoples and cultures of Africa, Asia (including the Middle East), Latin America, Native North America (Amerindians), and Oceania or with American ethnic minorities who trace their ancestry to one of these regions. Such courses are listed below and are designated in the Schedule of Classes.

Those courses which meet the diversity requirement are: ART 348, 349; BWS 105, 122, 126, 128, 224, 274, 300.3, 300.4, 305, 342, 343, 348, 350, 356, 368, 370, 400.2; ECON 345, 353, 370; EDUC 100.2; EMAN 345; ENG 145.11, 224, 268, 273, 278, 300.4, 369; FREN 255, 257, 379; GEOG 110, 270, 300.3, 333, 345, 334, 370; HMCL 127, 265, 300.5, 355, 356, 375, 499A; HIST 115, 116, 320, 322, 323, 324, 325, 331, 332, 333, 334, 335; MUS 347, 348; PG 211, 260, 300.1, 300.5, 344, 347, 348, 349; REL 100.2, 104, 111, 300.3, 300.4, 310, 316, 336, 337, 341, 343, 344, 346, 352, 353; SOAN 111, 291, 292, 293, 294, 295, 347, 348, 354, 357, 358, 360, 365, 367; SPAN 255, 300.6, 350, 352, 360, 362, 364, 374 499 (special sections only when concentration is Latin America); THEA 331; WGS 110, 200.2, 260, 300.3, 300.4, 499D, 499E.

Students seeking teaching licenses must complete two unit courses with a substantial focus on non-Euro-American topics.

### Quantitative Reasoning Requirement

All students at Ohio Wesleyan University must complete one unit course with a substantial focus on quantitative methods. Such courses will require students to strengthen analytical reasoning skills based on the use of arithmetical, algebraic, geometric, statistical, logical, and/or algorithmic methods to solve problems. Courses satisfying this requirement emphasize quantitative ways of thinking over rote memorization and the mechanical use of equations. Such courses are listed below and are designated in the Schedule of Classes. It is acceptable for a course to meet both the quantitative reasoning requirement and another requirement. For example a “Q” course could also be used in a student’s major or as a distribution requirement.

The courses which meet the “Q” requirement are: ASTR 111; CHEM 111; CS 103, 110, 210; ECON 110, 252, 353, 372; EMAN 361; MATH 104, 105, 110, 111, 210, 230; PHYS 110C, 111C, 115, 116; PSYC 210.

### Proficiency in Writing

Any instructor in the University may submit, in addition to the regular grade in a course for any student, a supplementary evaluation in English composition. Any unsatisfactory (U) evaluation (including U’s in courses taken credit/no entry, even though credit may not have been earned and the course not entered on the record), remands the student to the Writing Center for free professional tutoring and must be cleared within the next semester in which the student is enrolled. Failure to be certified for release at the end of the semester will result in review for retention in

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# Degrees and Special Programs

## *Requirements for All Degrees*

### *The Bachelor of Arts Degree*

#### Policy on Participation In Commencement

the University by the Committee on Academic Status. Seniors with U's on their record may not graduate until the U is removed. All U notations will be erased from the student's academic record once clearance is certified to the Registrar by the Writing Center. Until a student has completed ENG 105, he or she will not normally be tutored in The Writing Center.

Students who have completed 32 units toward graduation by the end of Spring semester will be eligible to participate in commencement in May. One's intention to participate in commencement must be stated at senior checkout, which must be scheduled with the Registrar's Office and be held before the end of the previous Fall semester.

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#### **The Bachelor of Arts Degree**

##### Unit Courses

In addition to the requirements above for all Ohio Wesleyan degrees, each candidate for the Bachelor of Arts must complete or fulfill the following:

Of the 34 graduation units, 31 must be full-unit courses or 1.25-unit courses. Modular (.50-unit) courses taken in the same discipline may be combined in pairs to count also as unit courses to fulfill graduation requirements. Modular courses taken in different disciplines may not be combined to count as unit courses, but instead will be counted in the three units of fractional courses that may count toward graduation. Credit for a maximum of two units (eight courses) in physical education activity courses, including varsity sports, may be earned and applied to the 34 units required for graduation. (Such courses are designated on the course schedule with prefix PE and 0 as the first digit of the course number.) If more than eight activity courses (two units) are completed, credit for subsequent courses will not be awarded and grades for such courses will not be included in term or cumulative GPA calculations. Credit for a maximum of two units in music organization and music ensemble courses may be earned and applied to the 34 units required for graduation. (Music organizations and ensembles are listed in this *Catalog* under Music.) If more than two units of music organization and/or ensemble courses are completed, credit for subsequent courses will not be awarded and grades for such courses will not be included in term or cumulative GPA calculations.

At least 15 full-unit or 1.25-unit courses must be upper level (numbered 250 and above). To count toward the upper level course requirement, combinations of modular courses in the same discipline must be numbered 250 or above.

##### Majors

Students must complete a major as defined by a department or approved program, including approved interdisciplinary majors and programs, with at least a C average (2.00). For majors in a particular discipline, this average will be computed using grades for all courses for the major and grades for all additional courses in the major discipline. For interdisciplinary majors, grades for all courses required for the major and for additional courses taken that could have been used to fulfill major requirements will be used.

Students should declare their major by the end of their sophomore year since registration for specific courses is sometimes dependent upon that declaration. Once declared, students can easily change their major.

Requirements for a major may range from a minimum of eight to a maximum of 15 full-unit or 1.25-unit courses including required cognates and prerequisites. No more than 13 courses in a

# Degrees and Special Programs

## *The Bachelor of Arts Degree*

single discipline (English, mathematics, computer science, French, as examples) and no more than 17 courses within a single department (Mathematics and Computer Science, as examples) may be counted in the 34 units required for graduation. For these computations, two half-unit modules in the same discipline and each 1.25-unit course will count as the equivalent of a single course. Service or activity courses are not included in the calculations. Because of state licensure requirements, students majoring in education may exceed the 15-unit maximum in the major, the 13-course limit in a single discipline, and the 17-course limit in a single department. Owing to geography, a social science, and geology, a natural science, being housed in one department, students who double major in geography and geology may exceed the 17-course limit within one department.

Completion of a major may include a capstone experience such as independent study or research, seminar participation, or creative work or performance. The appropriateness and nature of such an experience is determined by each department or program.

### Minors (Optional)

Students may also select one or more minors in departments or programs that have defined such tracks. A minor will consist of no less than five and no more than seven courses. A student may not major and minor in the same discipline. Courses taken on a credit/no entry basis may be counted in the minor at the discretion of the department or program under which the minor is offered. Students must maintain at least a C average (2.00) in their minor program(s). For minors in a particular discipline, this average will be computed using grades for all courses required for the minor and grades for all additional courses in the minor discipline. For interdisciplinary minors, grades for all courses required for the minor and for additional courses taken that could have been used to fulfill minor requirements will be used.

### Foreign Language Competency

To be certified as competent in a foreign language (Chinese, French, German, Ancient Greek, Hebrew, Italian, Japanese, Latin, Russian, Sanskrit, Spanish, Swahili, and/or any other currently listed in the *Catalog*), students may meet the requirement in one of two ways:

**A. Standardized Testing.** Distinguished performance on one of the following standardized tests of foreign language ability will result in exemption from the foreign language requirement:

1. A score of 630 or higher on a foreign language SAT-II subject test of the College Entrance Examination Board. (A score of 460 places a student in the second semester of the language.)
2. A score of 3 or above on the Advanced Placement Examination in a foreign language.

**B. Course Completion.** Students may also demonstrate competency by passing the second semester of the beginning language (111). Students who have had three or more years of a foreign language on the secondary level, including the senior year, and who wish to fulfill the competency requirement with that language normally register for 111 or above, but must take the placement test at Ohio Wesleyan to verify placement level. This test is given during new student orientation.

Students who elect language courses with numbers lower than their placement level will not receive graduation credit for those courses, although the grades will count in their semester and cumulative averages. Courses to meet the foreign language competency requirement may not be taken credit/no entry.

# Degrees and Special Programs

## *The Bachelor of Arts Degree*

### Distribution Requirements

Students whose native language is not English are exempt from the foreign language competency requirement.

Ohio Wesleyan's requirement of competence in foreign language learning is consonant with long-standing expectations in the liberal arts and with the University's avowed aim to equip "students with knowledge, competence, and character for leadership, service, and continued learning in a complex and increasingly global society." In rare instances, a student with a thoroughly documented and legally qualified disability *MAY* be able to substitute non-language courses for this requirement. Such substitutions require prior approval by the Academic Status Committee of the faculty and are granted only in cases where the functional limitations of a specific learning disability pertain directly to, and preclude, the learning of a foreign language. Exemption from a secondary school language requirement is *NOT*, by itself, grounds for approval at the college level. To explore whether or not you may qualify for this substitution, contact the coordinator of Learning Disability Services during your first semester on campus. This decision will *NOT* be made before the student matriculates at the college.

To ensure that students' programs include exposure to a broad spectrum of disciplines, the University requires distributional study in the social and natural sciences, the humanities, and the arts. A maximum of two courses in the major discipline may be applied toward the distribution requirements. Students with more than one major may apply two courses in each major discipline toward the appropriate distribution requirements. A discipline may be served at Ohio Wesleyan by a program or department. Several departments currently include distinct disciplines. In these cases, a student may satisfy a group requirement within one department.

To satisfy the University distribution requirements, each student must complete up to ten courses selected from among the following groups of disciplines. Note that students majoring in certain disciplines listed at the end of this section have special requirements.

**Group I (Social Sciences).** Each student must take three units. Two courses must be in one of the following disciplines, and the third course must be in a second discipline.

Black World Studies: 105, 126, 128, 305, 348, 350

Economics (ECON courses only): all courses below 490

Geography: all courses

History: all courses

Journalism: all courses *except* 355, 378, 379, 382, 386

Politics and Government: all courses

Psychology: all courses *except* 210, 295, 310, 420

Sociology/Anthropology: all courses

Women's and Gender Studies: 200.2, 260, 300.2, 300.3, 300.4, 499C

**Group II (Natural Sciences, Mathematics, and Computer Science).** Each student must take at least three units. Two courses must be from one discipline, and the third may be from the same or a different discipline. Mathematics and Computer Science are distinct disciplines. Not more than two courses from the Department of Mathematics and Computer Science may be applied toward this requirement.

Botany/Microbiology: all courses

Chemistry: all courses

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# Degrees and Special Programs

*The Bachelor of Arts Degree*

*The Bachelor of Fine Arts Degree*

*The Bachelor of Music Degree*

Computer Science: all courses  
Geology: all courses below 490  
Mathematics: all courses except MATH 105 and 108  
Physics/Astronomy: all courses  
Zoology: all courses

**Group III (Humanities/Literature).** Each student must take three units. No more than two courses may be in any one of the following disciplines.

Black World Studies: 122, 224, 268, 273, 369  
English: all literature courses; *excluded* are 105, 254, 260, 265, 310, 312, 314, 316, 318, 319, 391, 395, 480, 482  
French: 258, 259, 350, 351, 364, 365, 371, 372, 379, 499  
German: 361, 363, and 365  
Humanities-Classics: all courses with HMCL designation, GREE 330, 491, and LATI 225, 330, 491  
Philosophy: all courses  
Religion: all courses *except* 390-399 and 490-499  
Spanish: 300.6, 350, 351, 352, 360, 361, 362, 363, 364, 365, 367, 369, 374, 375, 377, 499  
Theatre/Dance: 190.1, 331, 341, 351, 361, 371, 381, 499  
Women's and Gender Studies: 110, 499A, 499B, 499D

**Group IV (Arts).** Each student must take one unit from among the following courses:

English: 254, 318  
Fine Arts: all courses *except* 301, 302, 307  
Music: 105, 229, 347, 348  
Theatre: all courses *except* 190.1, 237, 247, 269, 331, 337, 341, 347, 351, 361, 371, 381, 407, 417, 427, 437, 447, 457, 467, 477, 487, 490, 491  
Dance: 100.1, 115, 125, 200.1, 215, 220, 315

**Exceptions:** Majors in fine arts (with the exception of those concentrating in art history), music, health & human kinetics, and theatre/dance fulfill distribution requirements by selecting two units from Groups I, II, and III, and one unit from IV. Education majors in the Early Childhood Program should see page 105 for distribution requirements.

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## The Bachelor of Fine Arts Degree

For requirements supplemental to those on pages 40-41 for all Ohio Wesleyan degrees, see Fine Arts in the following chapter, Majors and Courses of Instruction. Students wishing to major in an additional academic area may elect to complete either the requirements for the Bachelor of Arts Degree or those for the Bachelor of Fine Arts Degree.

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## The Bachelor of Music Degree

For requirements supplemental to those on pages 40-41 for all Ohio Wesleyan degrees, see Music in the following chapter, Majors and Courses of Instruction. Students wishing to major in an additional academic area must complete the requirements for the Bachelor of Arts Degree as well.

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# Degrees and Special Programs

## *Two Bachelor's Degrees*

## *Combined Bachelor's/Professional Degrees*

## *Other Pre-Professional Programs*

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### **Two Bachelor's Degrees**

Students may work toward two baccalaureate degrees, usually the Bachelor of Arts and a second degree. These students must complete at least 42 units of credit and all requirements for both degrees. The major areas of study in the two degree programs must be in different academic departments.

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### **Combined Bachelor's/Professional Degrees**

The four-year baccalaureate program is the normal preparation for graduate and professional school. However, students with superior backgrounds and academic records may be permitted to plan "arts-professional" majors, combined-degree programs in which successful completion of the first year in professional school can apply toward the degree requirements.

To petition for admission to a combined-degree major, the student must have at least a 3.00 cumulative grade point average. He or she must complete at least 24 units of credit at Ohio Wesleyan before entering the professional school or certificate program. The University's basic, distribution, and arts-professional major requirements must have been met. *The petition must be filed with the Registrar and will be acted upon by the Academic Status Committee.*

Students who meet all of the above requirements except the 3.00 average, and who matriculate with departmental approval in a professional school or certificate program, may petition the University faculty for special consideration. If the petition is approved, the student will be awarded the baccalaureate degree when awarded the professional diploma.

Arts-professional majors are interdepartmental and are described in the following chapter, Majors and Courses of Instruction, under Combined-Degree Programs. They are offered in the following fields:

#### Engineering

These majors are essentially 4-1, 3-2, 3-1, or 3-1<sup>1/2</sup> programs. The 4-1 programs usually result in a baccalaureate degree from Ohio Wesleyan after four years, then a master's degree from the professional school after one or more years. The 3-2 programs usually result in a bachelor's degree from Ohio Wesleyan and a second degree from the professional school. The 3-1 or 3-1<sup>1/2</sup> programs usually result in a bachelor's degree from Ohio Wesleyan and a second degree or certificate from the professional study.

Students who attempt arts-professional majors should read the statement before the major outline carefully, work closely with their advisors (major advisors are listed with the description), and be familiar with the admission requirements of one or more of the schools or certificate programs in which they are interested.

*No courses in an arts-professional major may be taken credit/no entry.*

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### **Other Pre-Professional Programs**

As stated above, the four-year baccalaureate program is the normal preparation for graduate or professional school. A thorough background in the liberal arts provides students with important knowledge of diverse disciplines and develops such abilities as clear, creative, and critical thought and effective oral and written expression.



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# Degrees and Special Programs

## *Other Pre-Professional Programs*

## *Other Interdepartmental Majors*

## *Self-Designed Majors*

To assist students whose plans include post-baccalaureate professional study in the seven fields below, Ohio Wesleyan also provides special programs with two principal components: (1) knowledgeable advisers who guide each student in constructing an appropriate course of study, in preparing for admission tests, and in applying to professional schools; and (2) curricula composed of the courses required by professional schools or the courses that have been most helpful in the past to students going on to advanced study in the particular field.

Pre-professional programs are interdepartmental and are described in the following chapter, Majors and Courses of Instruction. They are offered in the following fields:

|                                     |  |
|-------------------------------------|--|
| Art Therapy (see Fine Arts)         | Public Administration<br>(see Pre-Public Administration) |
| Dentistry (see Pre-Medicine)        | Veterinary Medicine (see Pre-Medicine)                   |
| Law (see Pre-Law)                   |  |
| Medicine (see Pre-Medicine)         |  |
| Music Therapy (see Music Education) |  |

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## **Other Interdepartmental Majors**

In addition to the programs listed above, Ohio Wesleyan offers students the following interdepartmental majors. They are described in the following chapter, Majors and Courses of Instruction, in appropriate alphabetical order:

|                        |                            |
|------------------------|----------------------------|
| Ancient Studies        | Medieval Studies           |
| Black World Studies    | Neuroscience               |
| East Asian Studies     | Planetary Science          |
| Environmental Studies  | Renaissance Studies        |
| International Business | Urban Studies              |
| International Studies  | Women's and Gender Studies |
| Latin American Studies |                            |

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## **Self-Designed Majors**

Students with interests not readily accommodated within a standard departmental or interdepartmental major may create their own programs if they have a cumulative grade point average of 2.50 or better. Proposals have varied widely in nature. They may be topical (Ecology), regional (Russian or American studies), or by period (Ancient World). Sample titles of self-designed interdisciplinary majors are "Social Ecology" and "Romance Languages and Literatures: A Comparative Study."

It is expected that proposed self-designed programs will:

1. Be substantially different from but no less rigorous than existing majors; and
2. Reflect an emphasis consistent in breadth and focus with a liberal arts curriculum.

Instructions for preparing a self-designed major are available in the Academic Affairs Office (University Hall 107). Proposals normally should be filed there by April 1 of the sophomore year. Proposals from juniors will be considered only under exceptional circumstances; proposals from seniors will *not* be accepted.

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# Degrees and Special Programs

## *The OWU Connection*

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### **The OWU Connection**

In his essay, “Only Connect: the Goals of a Liberal Education,” William Cronon said, “More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways.”

The OWU Connection is designed to provide multiple opportunities for students to cross boundaries and to discover how seemingly disparate areas relate and connect. Students will seek out and discover intellectual, personal, and global intersections. Having found these areas of intersection, the students will bring background, skills, confidence, and curiosity that will allow them to explore new paths. They will be positioned to ask penetrating, informed, and incisive questions, and to seek answers to those questions.

The OWU Connection comprises four distinct curricular elements: the First Year Connection (FYC) still in a pilot stage; Course Connections (CC), Travel-Learning Courses (TLC) and Student Individualized Projects (SIP). Up-to-date information about the OWU Connection can be found at <http://owuconnection.owu.edu>.

### Course Connections

Course Connections are courses networked around a common theme. Students are required to take several courses from multiple divisions and to complete activities or capstone courses that allow them to integrate the knowledge and ways of thinking they have learned in the courses in their Connection. Students completing the requirements for a Course Connection will have this work acknowledged on their transcript. Six Course Connections currently are offered. These networks are described below, along with the requirements for completion of the network. Specific courses within the various networks are subject to change. A more complete description of the Course Connections is found at <http://owuconnection.owu.edu/courseConnections.html>. If you have questions, please ask the faculty contact for the Course Connection.

### *American Landscape*

The American Landscape Connection network examines the changing and varied North American landscape in reality and imagination. Courses look at the way the landscape has been shaped by natural forces, including those forces created by the human beings living in it, at different scales of space and time. Similarly, students and professors will also explore how the characteristics and limitations of the landscape have influenced and continue to influence the development of human lives and cultures. To that end, we also consider how the landscape has been interpreted symbolically and incorporated into art and literature. Through this Course Connection students will be presented with the range of perspectives on landscape-related issues that inform effective real-world problem-solving.

Requirements: Four of the following courses, from at least three divisions:

- Social Sciences: GEOG 110, 222, 360, 370, 380, 499, HIST 371, 374
- Natural & Mathematical Sciences: BOMI 103, 104, 252, GEOL 112, 260
- Humanities: ENG 226, 278, 360, REL 333
- Arts: ART 355, 364, 365, 374, 375

Faculty Contacts: Drs. David Johnson (Botany/Microbiology) and Lynette Carpenter (English)

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# Degrees and Special Programs

## *The OWU Connection*

### *Crime, Responsibility, and Punishment*

The sociologist can tell us the social causes of criminality, or the impact of a penal system on the social body, but not the neurological correlates of these causes and effects. The neuroscientist, in turn, can tell us about biological factors influencing criminality, but not necessarily whether or why these biological factors undermine criminal responsibility. The philosopher may have a coherent theory of responsibility, but no way of testing the degree to which a criminal justice system actually accords with it, or even whether the system has any coherent concept of responsibility at all. A psychologist may try to explain the behavior of the criminal or the behavior of a jury. A legal theorist can explain judicial process and the legal definitions of criminal responsibility without concern for the question of whether the process is morally just or the definitions theoretically or neurologically defensible.

This Course Connection will enable students not only to see such limitations, but also to appreciate the role the disciplines might play in supplementing each other and in coming to a most extensive, if not exhaustive understanding of this most important of topics, about which nearly everyone has strong, but often confused opinions.

Requirements: Four courses from the Connection over four semesters.

- Humanities: One course (PHIL 211, 310 or 351)
- Neuroscience: One neuroscience-focused course (PSYC 255, 343 or 374)
- Social Science: One additional course (HIST 370A, 385A, PSYC 300.5, SOAN 242 or 356).
- Any category: One additional course.

Students also will participate in a 0.25-unit capstone experience in the Spring semester of the year that they complete the connection.

Faculty Contact: Dr. Jennifer Yates (Psychology)

### *Food: How production and consumption shape our bodies, our cultures, and our environments*

This Course Connection explores food from multidisciplinary perspectives. We recognize the importance of food as biological fuel, as a natural resource with problems of abundance and scarcity, as a focus of celebration, as a human obsession, as a cultural expression, as a multi-billion dollar industry, and as an interaction with the global environment through agriculture and waste disposal. By studying food across a range of disciplines, students in this Connection will improve their ability to investigate, debate, and solve some of the most important problems affecting the human condition in the 21st century, including food scarcity, malnutrition, obesity, preserving cultural heritage in a global society, and feeding people in a world of 7 billion and more.

Requirements: At least four courses within a two-year period representing at least three divisions chosen from a rotating list of approved courses. In 2012-2013 these include:

- Social Sciences: GEOG 110 (Dr. Walker), PSYC 255, 262 or 300.7, SOAN 111, 347 or 367
- Natural & Mathematical Sciences: BOMI 103 or 233, BOMI/ZOOL 120 or 122 (some sections may not be part of the Food Connection; confirm with professor), ZOOL 101 or 102 (some sections may not be part of the Food Connection; confirm with professor)

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# Degrees and Special Programs

## *The OWU Connection*

- Humanities: ENG 105 or 266 (both with Dr. Comorau), PHIL 250; HHK 114 or 347 (both with Dr. Fink; can also count as a separate division).

Additional requirements for this Course Connection include attending food banquets, maintaining a food connection blog and attendance at food-themed talks and activities.

Faculty Contacts: Drs. Vicki DiLillo (Psychology) and Laurie Anderson (Botany/Microbiology)

### *Four Corners*

By focusing on a particular place—the Four Corners region of the southwestern United States—students develop a wide array of disciplinary perspectives from which to ask questions about the relationships between the natural environment and the past and present cultural patterns of the Native Americans who occupy the region. Such varied perspectives allow students to develop depth of knowledge—knowing a particular area more fully and intimately—by exploring the ideas and concepts of different disciplines as well as the Native peoples themselves.

Through taking such varied courses about the same place, students will become familiar with different sets of intellectual tools. For example, as they learn in anthropology about the peoples of the Southwest, students will better understand the lifeways of the region and how they changed over the centuries, e.g., reliance on corn in this arid and uncertain environment is reflected in widespread patterns of cyclical, scheduled, communal rituals that mirror natural cycles. Students learn about the botanical aspects of agriculture in ethnoscience as well as investigating how cycles visible in the sky have been tracked with care and precision by residents of the region for more than a thousand years. These astronomical patterns are often linked to landscape features. In geology, students understand the processes that produced these dramatic landscapes in canyons, mesa tops, deserts, and mountains that provide often stark, yet shielded, residential venues where connection to the land is central and essential.

By reading the contemporary literature of the region in an English class, students come to understand how ancient practices still persist, and discover how stories continue to anchor native experience. By hearing a lecture from an artist who has made this region his work, students can observe how the creative process can be applied to places and ideas. Finally, by visiting the region and some of its significant settings, students will experience the presence of the place that can only be understood in the body—feeling the dry air, tasting the food, feeling small at the bottom of a canyon, watching a moon rise opposite a rock carving.

In further preparation for travel to the region, students will take a Speakers Series course (0.25 unit) in which a variety of speakers will further illustrate how people from different disciplines approach the study of the Four Corner region—which questions they ask, what they accept as evidence, how they formulate a hypothesis or theory. The class will also help students prepare for the unique demands of travel in the Four Corners region.

Requirements:

- SOAN 221 or 295; ENG 226 (approved sections) or 278
- BOMI/ASTR 100.6 or GEOL 110 with honors in course
- INT 200.4 Course Connection: Four Corners Speakers Series (0.25 units)
- INT 300.x Course Connection: Four Corners Travel Course (pending approval).

Faculty Contacts: Drs. Jim Peoples and Karen Poremski

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# Degrees and Special Programs

## *The OWU Connection*

### *Modern Life and Its Discontents*

The sense that modern life represents a fundamental break from the past is central to the idea of modernity. In Marx's words, "All that is solid melts into air, all that is holy is profaned, and man is at last compelled to face, with sober senses, his real conditions of life, and his relations with his kind." But while early theorists of modern life attempted to define it by reference to a single, underlying transformation (e.g. "the rise of the nation-state"; "secularization"; "the capitalist mode of production"), more recent scholars have taken it as a given that modernity is multi-faceted, open-ended, and riven by internal tension. This makes modern life an ideal subject for interdisciplinary inquiry.

Across many disciplines, social scientific, literary, philosophical, artistic, and even natural scientific, the notion of what is modern is common. In some sense, we all live in a "modern" world. But whereas we once may have thought we knew what this meant (a world of nation-states, or a secular world, or a capitalist world, or a scientific world, or a non-traditional world), it is clear that these definitions can tell only parts of the story.

And while in certain times and places, optimism about our modern world, and modernization, has run high, discontent with modern life is also common. This course connection helps students not only come to grips with the variety of ways in which the world and our lives are modern, but also to appreciate some of the sources of our enthusiasm for and our discontent with modernization and modern life. To understand who we are in large measure requires understanding what this modern life entails. As befits a liberal arts curriculum, students who complete the connection will attain a vantage point from which they can make critical and informed decisions about their own—unavoidably modern—lives.

This Course Connection is conceived as an upper-division sequence.

Requirements:

At least four of the following courses, from at least three divisions, plus INT 300.4 (capstone seminar)

- Social Sciences: PG 374, 371, 372, SOAN 360, 370;
- Natural & Mathematical Sciences: ZOOL 261 (with Dr. Hankison);
- Humanities: ENG 176-2, 380, PHIL 310, 349, 350;
- Arts: THEA 368, 371

Faculty Contact: Dr. Ashley Biser (Politics and Government)

### *Poverty, Equity and Social Justice*

This Course Connection offers courses related to poverty, equity and social justice from multiple disciplines (Black world studies, economics, education, English, history, music, philosophy, sociology, women and gender studies, and zoology). Students are required to take four courses from at least two divisions. Students are also required to attend at least three relevant campus lectures and events, which will provide opportunities for students to be exposed to poverty, equity and social justice issues from a variety of interdisciplinary and practical perspectives. The events that treat practical issues (for instance, field trips to soup kitchens or refugee centers, or film and discussions about poverty issues) will necessarily compel interdisciplinary reflection in order to respond to

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# Degrees and Special Programs

## *The OWU Connection*

the multifaceted character of real-life social problems. Students will also attend three events led by faculty members in the Course Connection.

Finally, a capstone project will provide an opportunity for students to integrate and expand upon the material that they have studied in their courses. The project can be in any medium that effectively presents the student's analysis, but it should draw upon at least two disciplines to examine how systems of power and privilege operate to affect issues of equity and/or social justice in a specific context. The capstone project will be part of a 0.25-unit course, which will also offer students the opportunity to learn from one other about possible ways to integrate and apply their academic studies.

Requirements: Four of the following courses, from at least two divisions; three associated campus lectures; three associated faculty-led events; capstone seminar:

- Social Sciences: ECON 110, 252, 200.1, 277, 353, 378, HIST 115, 331, 332, 333, 335A, SOAN 110, 111, 349, 356, 357, WGS 110;
- Natural & Mathematical Sciences: BOMI 233, ZOOL 353;
- Humanities: ENG/BWS 273, 369, HMCL 265, PHIL 112, 354, 310, WGS 300.4; Arts: ART 113, MUS 347;
- Other: EDUC 100.2.

Faculty Contact: Dr. John Durst (Sociology/Anthropology)

### Travel-Learning Courses

Travel-Learning Courses provide the opportunity for students to visit places that are relevant to the material being covered in the course. Most Travel-Learning Courses are offered in the spring semester, with travel occurring during spring break or in May, following the end of the semester. The University subsidizes a portion of the cost of the travel for students who are selected to participate. Students apply for Travel-Learning Courses in which they are interested and their applications are reviewed by the instructor in the course. The typical number of students in a course is about twelve. Recent Travel-Learning Courses have visited places as wide-ranging as Iceland, China, Ghana, Brazil, and Bangladesh.

For information about the specific courses being offered in the current academic year, visit the OWU Connection website (<http://owuconnection.owu.edu>) and click the Travel-Learning Courses link.

### Student Individualized Projects

Students at Ohio Wesleyan have a wide array of opportunities that allow them to delve more deeply into the subjects and experiences that interest them most, often related to their major. The nature of these opportunities varies from one discipline to another, but all provide a unique path for students to apply the knowledge they have gained in regular coursework. Examples of these Student Individualized Projects (SIPs) include internships, apprenticeships, research, recitals, art shows, pre-service teaching, editorial work, independent studies, directed readings and honors projects. Some SIPs receive academic credit; others do not. Some SIPs happen on campus; some take place on another continent. Some SIPs occur during the academic year, some during breaks, and others in the summer.

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# Degrees and Special Programs

## *The OWU Connection*

Longstanding OWU programs, such as the Arneson Institute for Practical Politics and Public Affairs; the Woltemade Center for Economics, Business and Entrepreneurship; The New York Arts Program; and the Summer Science Research Program provide ongoing opportunities. Many departments also have a long tradition of out-of-class experiences that enrich students' preparation for graduate study and for careers. Departments have funds designated to assist students in conducting and reporting on their SIPs. In addition, the Theory-to-Practice Grant program provides a unique source of funding for projects that students design and implement themselves.

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# Degrees and Special Programs

*The Sagan National Colloquium*

*Cross-Cultural Experience*

*Off-Campus Study Programs*

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## **The Sagan National Colloquium**

Involving students, alumni and faculty as well as noted speakers and artists, the Sagan National Colloquium is the public affairs series of Ohio Wesleyan University. Adopted or adapted by several other colleges and universities, each fall the Colloquium spotlights an issue of enduring concern in the liberal arts as well as in public life—issues like censorship and power, the role of the family, or gender and identity. Individually or in specially designated classes, faculty and students explore this issue from many angles, in the light of both liberal learning and of practical experience in the community, business, and public life.

Seeking to contribute to a national revitalization of civic education, the Colloquium reaffirms Ohio Wesleyan's traditional commitment to value-centered education and helps to prepare participants for an active role in the life of the community and the nation.

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## **Cross-Cultural Experience**

In the belief that intercultural awareness is an important aspect of liberal education, Ohio Wesleyan offers students a wide variety of cross-cultural opportunities both on and off campus. About 10 percent of the student body is international, adding a rich multicultural component to both classroom and living experiences. Regular course offerings include African, Asian, Black world, British, European (ancient, medieval, and modern), Latin American, and Middle East area studies.

Students who wish to develop a major in a cross-cultural area should explore the programs in anthropology, Black world studies, history, international studies, modern foreign languages, religion, and women's and gender studies. Others who wish to sample these areas should examine special on-campus housing options and off-campus study or apprenticeship opportunities, and may wish to seek out elective or distribution courses that examine cross-cultural subjects.

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## **Off-Campus Study Programs**

Ohio Wesleyan provides opportunities for a wide variety of study and internship placements in off-campus locations. International and domestic study opportunities ranging from one semester to a full academic year are available to upperclass students. The various programs are an integral part of the University curriculum, and are carefully selected to provide the student with both immersion in the local culture and a sound academic experience. Over 40 international or domestic programs have been approved by the University (see examples listed below). Other programs are available but require prior approval by the Cross Cultural Programs Subcommittee. There are also summer international and domestic off-campus study and apprenticeship opportunities. Maximizing the benefits of off-campus study requires careful planning early in a student's academic career.

## **Approval for Off-Campus Study**

A student must go through a three-step process to receive approval for off-campus study.

FIRST, the student must consult with his/her academic advisor, the Director of International and Off-Campus Programs, and/or the program faculty representative in order to select a particular program that will fit his/her academic needs.



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# Degrees and Special Programs

## *Off-Campus Study Programs*

### *International Programs*

SECOND, the student must apply through the International and Off-Campus Programs Office for permission to study off-campus. Applications are due by September 15 for students wishing to study off-campus in the spring semester and by February 1 for students wishing to study off-campus in the forthcoming fall semester or academic year. The University may limit the number of students who may study off-campus and where students may study. A student must have a cumulative grade point average of 2.5 or better and receive recommendations from his/ her academic advisor, other faculty, and the Dean of Students. Summer off-campus study programs require similar approval. Normally, off-campus study will be undertaken in the junior year or in the first semester of the senior year.

THIRD, the student must apply to a particular program. This application also is obtained through the International and Off-Campus Programs Office. In most cases, off-campus study programs require a minimum cumulative grade point average higher than Ohio Wesleyan's 2.5 to gain admission. In addition, most programs are geared to specific academic majors and/or areas of interest (see examples following). Therefore, careful selection is imperative. No student may apply to, or receive credit from, an off-campus study program without having received prior permission from the University (see step two above). Once accepted into an off-campus program, the student will be billed Ohio Wesleyan tuition and off-campus program fee. The student also will be billed the room, board, and other fees the program charges. Ohio Wesleyan and need-based aid is applicable to most approved programs. Details on the various programs (some of which are listed below) may be obtained from the International and Off-Campus Programs Office.

#### Academic Credit for Off-Campus Study

Credit for approved programs will transfer if the work has been done satisfactorily (C- or better). All off-campus study grades are recorded, but do not affect a student's grade point average. To assure normal progress toward the degree, it is necessary for each student to evaluate the amount of credit that will transfer to Ohio Wesleyan and to undertake a course of study that will meet both the student's academic/intellectual interests and degree requirements. Ohio Wesleyan students who attend an off-campus program without first being approved by the University to study off-campus will not receive transfer credit from such programs.

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#### **International Programs**

##### Ohio Wesleyan Programs

Ohio Wesleyan itself operates programs abroad in addition to participating in the several cooperative programs listed below, such as the GLCA-approved programs.

##### **Cork, Ireland**

Ohio Wesleyan students may study at University College Cork for either a fall or spring semester. Fall semester includes early start program in archaeology, ecology, economics, folklore, history, and literature. Both semesters offer a broad range of courses from most departments and programs at UCC. Contact Dr. Carol Neuman de Vegvar (Fine Arts).

# Degrees and Special Programs

## *International Programs*

### **Salamanca, Spain**

Ohio Wesleyan is affiliated with the University of Salamanca in Salamanca, Spain. Qualified Ohio Wesleyan students may elect to study in this program during the fall term. Students live with Spanish families selected by the University of Salamanca. Courses taught in Spanish include Spanish language, literature, history, and art. They provide an excellent orientation to Spanish culture. Spanish majors and minors as well as students of international studies and international business commonly utilize this program to fulfill their study abroad requirements. Contact Dr. Andrea Colvin (Modern Foreign Languages) for further information.

### **Tanzania, Africa**

Ohio Wesleyan University in Tanzania. This program, based in Dar es Salaam, includes extensive study of African cultures, field experiences, and travel throughout Kenya, Uganda, and Tanzania. The program is loosely affiliated with the University of Dar es Salaam. Academic work for the program includes courses in East Africa Cultures; African Medical Systems; Women, Development, and the Environment; and Kiswahili. Students may participate in an internship with a professional social service or a research institution. For further information, contact the director of Ohio Wesleyan University in Tanzania, Dr. Randolph Quaye, Black World Studies Department. (Program pending approval for Fall 2013.)

GLCA-Approved  
Programs

**The Africa Program** with English instruction and Swahili language in Kenya and with French instruction and Wolof language in Senegal. Contact Dr. Randy Quaye (Black World Studies).

**The Border Studies Program** is based in El Paso, Texas/Ciudad Juárez, Chihuahua, México. Contact Dr. Juan Armando Rojas (Modern Foreign Languages).

**The China Program** at Beijing, Nanjing, or Shanghai in the PRC or at Taipei in the ROC, offering one or two semesters of study of Chinese civilization and/or language. Contact Mr. Xiaoming Chen (History).

**The Europe in Transition Program** is a Spring semester, comparative-studies, field-research program in Poland, Hungary, Czech Republic, and Germany. It explores the process of transition to a post-industrial, post-communist, European Union. Majors in politics, sociology, history, economics, humanities, arts, and other fields research their specific interests through seminars, lectures, field visits, and home-stays in these four countries. Contact Dr. Mark Gingerich (History).

**The India/Nepal Program** at Universities in Poona, Kathmandu, Varanasi, Madurai, or Waltair. Students learn Indian history, culture, religion, society, and languages—Marathi, Nepali, Hindi/Urdu, Tamil, or Telugu. Contact Dr. Blake Michael (Religion).

**The Japan Program** at Waseda University in Tokyo, offering class instruction in English (but a knowledge of Japanese is required). Students may pursue a one- or two-semester program. Contact Dr. James Peoples (Sociology/Anthropology).

Ohio Wesleyan  
Affiliated Programs

Through special affiliation agreements and through exchange agreements, Ohio Wesleyan provides study abroad opportunities at several sites worldwide.

**Heidelberg, Germany** (Heidelberg College)

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# Degrees and Special Programs

## *International Programs*

### *Domestic Programs*

**Tokyo, Japan** (Aoyama Gakuin)

**Osaka, Japan** (Kansai Gaidai)

Ohio Wesleyan also approves for use by its students numerous other sites and programs administered by several other universities or consortia. Among those commonly utilized are American Institute for Foreign Study, Arcadia University, Associated Colleges of the Midwest, Associated Colleges of the South, Australearn, Boston University, Butler University, Council on International Education Exchange, International Partnership for Service Learning, School for Field Studies, School for International Training, Syracuse University, and others.

### Other Opportunities

**Language study.** In addition to the University's own program in Spain, Ohio Wesleyan offers language study programs in several locations. German majors may spend a year or a semester in Heidelberg or Munich. Language programs also are available in China, France, Germany, India, Italy, Japan, Spain, and elsewhere. All of these programs assist students in developing facility with the pertinent languages. Many of these add an employable skill for later work in law, health, education, journalism, or public service, either internationally or in the ethnic areas of cosmopolitan America.

**Topical programs.** Besides language-based programs, Ohio Wesleyan provides a number of programs abroad in which little or no foreign language background is required. These programs are conducted in English, though in some cases concurrent language training is required because of the fundamental role of language in any culture. Topical themes are available in Brussels, Belgium (European economic community); Wroxton, England (Shakespeare); Geneva, Switzerland (international economics); selected European countries (women's studies); London, England (comparative politics); and Tokyo, Japan (international politics, economics, and business).

Note: Students normally are not permitted to study at another American college or university during the academic year. Certain American programs have been authorized, however, such as those that follow.

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### Domestic Programs

#### Ohio Wesleyan Programs

**Black Colleges Exchange.** One semester exchange programs are available for study at historically important, predominantly black Spelman College or Morehouse College in Atlanta, Georgia. Contact Darrell Albon (International and Off-Campus Programs).

#### GLCA-Approved Programs

**Wesleyan in Washington.** Apprenticeship opportunities in governmental and quasi-governmental agencies in Washington, D.C. Students live in University arranged apartments, complete one academic seminar, and receive credit for three units of supervised apprenticeship experience. Contact Dr. Joan McLean (Politics and Government).

**New York Arts Program (NYAP).** This program provides students seriously interested in dance,

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# Degrees and Special Programs

## *Domestic Programs*

### *Apprenticeships and Internships*

fine arts, music, theatre, and communication and media an opportunity to experience the world of the established professional artist in New York City. Juniors and seniors apprentice for a semester with a recognized producing artist. In addition, participants attend meetings on the arts and experience a broad range of events in the arts. Credits awarded for this apprenticeship program will not be counted in the major for the B.A., B.F.A., or B.M. Degrees. Contact Ms. Cindy Cetlin (Fine Arts).

**Philadelphia Urban Semester.** This program provides opportunities to blend theory and experience in a professional, academic, and stimulating environment; to acquire understanding of various fields of work, and to identify and develop skills in those fields; to investigate and analyze a city as a system of human interaction; to examine and apply concepts and values of liberal arts education; and to develop intellectually, personally, socially, and responsibly in an urban environment. Contact Mr. Patricio Plazolles (Economics).

**Oak Ridge Science Semester.** This is a fall semester research seminar for superior upperclass students in the biological, mathematical, and physical sciences. It is held at the Oak Ridge National Laboratory (ORNL) in Oak Ridge, Tennessee, allowing students to do research at the frontier of current knowledge. Contact Dr. John Gatz (Zoology).

**Newberry Library Program.** This program offers a thematic fall research seminar at this famous Chicago study center. The spring program provides monthly seminars of one credit each, again on changing themes. Contact Dr. Joe Musser (English).

#### Affiliated Programs

**American University Washington Semester.** This program introduces politics and government majors to the resources and activities of the federal government.

**Drew University United Nations Semester.** This program provides a full-semester, detailed investigation of the U.N.

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## Apprenticeships and Internships

A variety of apprenticeship (or internship) opportunities, including several of the programs above, are available to qualified students of junior or senior status. These apprenticeships may be conducted while students are either on or off campus, but students will be charged regular tuition whether they are on- or off-campus.

Many students elect apprenticeships requiring full-time work, for which up to three units of credit may be earned; others spread their apprenticeships over one or more semesters while taking one, two, or three regular courses. *A maximum of three apprenticeship credits* (courses numbered 495) may be counted toward graduation; credits received for participation in any GLCA-approved program or the American University Washington Semester will be excluded from the three-unit limit. Students desiring to earn a fourth credit during the full-time apprenticeship must arrange for a concurrent independent study or directed reading (in an academic subject), either of which may be completed

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# Degrees and Special Programs

## *Apprenticeships and Internships*

### *Special Language Program*

upon return to campus. Some departments will allow fewer than three units of apprenticeship credit as part of the curriculum required for a major.

Ohio Wesleyan students have recently been placed in business, government, museums, laboratories, social service agencies, art studios, radio and television stations, and administrative offices on campus. In order to prepare for the work experience, students normally will take at least four pertinent background courses as a prerequisite.

The apprenticeship experience is evaluated and grades are issued by the supervising faculty in the relevant department. Unless specified by the department, the method of grading may be selected by the student from among the following options: (1) normal letter grade; (2) credit/no entry; or (3) satisfactory/unsatisfactory. Only in the apprenticeship program may more than one credit/no entry unit be taken in one semester. The method of grading agreed upon by the student and the supervising department will be specified in the apprenticeship contract accompanying the apprenticeship application. For B.A. degree students, credit for departmental apprenticeship programs will be counted in the 13-course maximum allowed in the major department (see Majors beginning on page 57).

General information on apprenticeships is available in the Office of Career Services and in the International and Off-Campus Programs Office. However, students must work out details with the appropriate academic department. Applications for full-time programs (three units in one semester) must be submitted to the International and Off-Campus Programs Office according to the following schedule:

|                 |              |
|-----------------|--------------|
| Summer          | May 1        |
| Fall semester   | February 1   |
| Spring semester | September 15 |

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## **Special Language Program**

The Special Language Program is designed to make available to students with special academic or career interests several languages on a self-study basis. Provided there is a native informant available, beginning classes can be scheduled for eligible students during the fall semester. Normally, only continuing classes will be offered in the spring semester.

To be admitted to the program, a student must be exempted from the language requirement or have completed it by taking a 111-level course in a regularly taught language. Students may count no more than four courses in a special language toward graduation. Interested students should apply to the director of the program in the Department of Modern Foreign Languages.

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# Degrees and Special Programs

## *Summer School*

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### **Summer School**

Ohio Wesleyan offers courses during one five-week session each summer beginning one week after Commencement. For information on courses offered and registration, contact the Office of Academic Affairs or the Registrar's Office.

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# Majors and Courses of Instruction

## *Key to Abbreviations*

### *Course Selection*

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#### **Key to Abbreviations**

|      |  |      |                         |
|------|--|------|-------------------------|
| ACCT | Accounting                                 | ITAL | Italian                 |
| AMRS | Ancient, Medieval, and Renaissance Studies | JAPN | Japanese                |
| ART  | Fine Arts                                  | JOUR | Journalism              |
| ASTR | Astronomy                                  | LAS  | Latin American Studies  |
| BOMI | Botany/Microbiology                        | LATI | Latin                   |
| BWS  | Black World Studies                        | MATH | Mathematics             |
| CHEM | Chemistry                                  | MUS  | Music                   |
| CHIN | Chinese                                    | PE   | Physical Education      |
| CS   | Computer Science                           | PG   | Politics and Government |
| DANC | Dance                                      | PHIL | Philosophy              |
| ECON | Economics                                  | PHYS | Physics                 |
| EDUC | Education                                  | PSYC | Psychology              |
| EMAN | Economics-Management                       | REL  | Religion                |
| ENG  | English                                    | RUSS | Russian                 |
| FREN | French                                     | SOAN | Sociology/Anthropology  |
| GEOG | Geography                                  | SPAN | Spanish                 |
| GEOL | Geology                                    | SWAH | Swahili                 |
| GERM | German                                     | THEA | Theatre                 |
| GREE | Greek-Classical                            | UC   | University Courses      |
| HIST | History                                    | URB  | Urban Studies           |
| HMCL | Humanities/Classics                        | WGS  | Women's/Gender Studies  |
| HONS | Honors Courses                             | ZOOL | Zoology                 |
| INT  | Interdisciplinary                          |      |                         |

To aid students in long-range planning, the letters F for fall semester and S for spring semester have been placed after course descriptions. All courses carry one unit of academic credit unless otherwise indicated.

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#### **Course Selection**

Freshmen and sophomores should enroll in courses numbered 100 through 249, but may be permitted to take courses numbered above 250 with the relevant department's permission.

Juniors and seniors should enroll in courses numbered above 250, but may be permitted to take courses numbered below 250 if (a) it is necessary for the major; (b) it is a second (third, etc.) foreign language; (c) it is an elective in the area of science or mathematics where the student does not have the prerequisites for advanced course work; or (d) there is sufficient space in the class after the registration of freshmen and sophomores.

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# Majors and Courses of Instruction

## *Accounting*

### *Ancient, Medieval, and Renaissance Studies*

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#### **Accounting Major**

See the program and major requirements listed under Economics.

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#### **Ancient, Medieval, And Renaissance Studies Program**

*Professors DeMarco, Lateiner, Neuman de Vegvar, Roden, Spall*

*Associate Professors Calef, Fratantuono*

*Assistant Professors Ahearne-Kroll, Arnold, Eastman, Livingston, Long, Nieto-Cuebas*

Ohio Wesleyan offers the B.A. degree for the interdisciplinary and interdepartmental major in Ancient, Medieval, and Renaissance Studies. AMRS introduces students to critical inquiry into the foundations of the Western past, material, and spiritual culture. Students explore literature, the arts, philosophy, religion, and history in order to understand more fully our Western heritage. The program is especially useful for those considering a career that expects a broad knowledge of Western thought and culture, ranging from public relations to museum work and post-graduate programs.

#### **Majors**

Students complete the major in one of three tracks: Ancient, Medieval, or Renaissance. Each AMRS major consists of a total of twelve courses: three Foundation courses, six Core courses, and two Elective courses; and AMRS 490. Majors may satisfy the Elective requirement by choosing from upper-level courses (250 and above) listed in any other AMRS track. Core courses not taken to satisfy the Core requirement may also be taken to satisfy the Electives requirement. Independent Studies and Directed Readings are available in appropriate departments. A maximum of four courses taken from any one department may be counted toward completion of any AMRS major.

AMRS 490: Independent Study, the interdisciplinary capstone project is ordinarily undertaken in the senior year. With the assistance of a faculty supervisor, the student should determine the topic of their capstone project and the assessment format, electing either a capstone research paper (minimum fifteen pages) or a capstone examination (covering the student's list of primary and secondary texts). Depending on the nature of the topic, the supervisor may advise the student to secure the participation of two additional faculty members from at least one other department. Under the committee format, the faculty committee will oversee the project and assess the student's progress. If no committee is established, all oversight and evaluation will be performed by the faculty supervisor.

By fulfilling major requirements, Ancient, Medieval, and Renaissance majors can satisfy University distribution requirements in Groups I, III, and IV.

#### **Minors**

Students may complete a minor in one of the three tracks. The minors consist of six courses: two Foundation courses, two Core courses, and two Elective courses. No more than two courses from any one department may be counted toward the completion of an AMRS minor. A student may complete either the combination of an AMRS major and an AMRS minor in a different track, or two AMRS minors, provided that no more than one course is counted toward both the major and the minor, or toward both minors.



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# Majors and Courses of Instruction

## *Ancient, Medieval, and Renaissance Studies*

For the AMRS majors and minors, courses in Latin and Greek (LATI/GREE) shall be counted as belonging to a separate department from other Humanities-Classics (HMCL) courses. Students should consult the Director of AMRS, Prof. DeMarco, or one of the track advisors for guidance in choosing Elective courses that will complement their coursework in the major.

Participating departments include: English, fine arts, history, humanities-classics, modern foreign languages, music, philosophy, and religion.

Track advisors: Prof. Lateiner (Ancient Studies), Prof. Neuman-deVegvar (Medieval Studies), Prof. DeMarco (Renaissance Studies).

### Ancient Studies Major Foundation Courses (select any three)

ART 110 Survey of Art History I

HIST 110 Introduction to Ancient History

HMCL 122 Myth, Legend and Folklore

or

HMCL 222 Archaeology of Ancient Greece and Rome

PHIL 110 Introduction to Philosophy

REL 103 Religions of the West

### Core Courses (select any six; required paper in one course)

ART 341 Classical Art

GREE 110 Beginning Greek I

GREE 111 Beginning Greek II

GREE 330 Readings in Greek Prose and Poetry

HIST 340 Ancient Greek History

HIST 341 Roman History

HMCL 200.2 Epic and Anti-Epic

HMCL 250 The Ancient Novel

HMCL 251 Women in Antiquity

HMCL 300.6 Alexander the Great

HMCL 310 Literature and Thought of Ancient Greece

HMCL 321 Literature and Thought of Ancient Rome I: The Republic

HMCL 322 Literature and Thought of Ancient Rome II: The Empire

LATI 110 Beginning Latin I

LATI 111 Beginning Latin II

LATI 225 Continuing Latin

LATI 330 Readings in Latin Prose and Poetry

PHIL 346 History of Ancient Philosophy

PHIL 371 Seminar in Plato

REL 300.2 Judaism in the Greco-Roman Period

REL 310 Gender and Religion in the Ancient Near East

REL 316 Ancient Mediterranean Religions

REL 326 Religions of the Roman Empire

REL 331 History of Christian Thought

REL 336 Judaism in Late Antiquity

REL 391 Biblical Hebrew I and II

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# Majors and Courses of Instruction

## *Ancient, Medieval, and Renaissance Studies*

AMRS 490 Independent Study (capstone interdisciplinary project)

Medieval Studies Major Foundation Courses (select any three)

ART 110 Survey of Art History I

ENG 176 Alternate Worlds: Legends of King Arthur

HIST 111 Introduction to Early European History

HMCL 122 Myth, Legend and Folklore

REL 111 Old Testament History and Literature

or

REL 121 New Testament History and Literature

Core Courses (select any six; required paper in one course)

ART 342 Medieval Art

ART 349 Islamic Art

ENG 330 Medieval Literature

ENG 334 Chaucer and His Contemporaries

ENG 395 History of the English Language

HIST 342 Constantine to Charlemagne

HIST 343 The Central Middle Ages

HIST 350 Topics in Pre-Modern European History

HIST 355 The Making of Britain

HMCL 330 Medieval and Renaissance Thought

LATI 110 Beginning Latin I

LATI 111 Beginning Latin II

LATI 491N Directed Readings: Medieval Latin Literature

MUS 357 Music of the Middle Ages, Renaissance and Baroque

PHIL 347 Medieval and Renaissance Philosophy

REL 331 History of Christian Thought

REL 341 Islam and the Way of the Prophet

AMRS 490 Independent Study (capstone interdisciplinary project)

Renaissance Studies  
Major

Foundation Courses (select any three)

ART 110 Survey of Art History I

or

ART 111 Survey of Art History II

ENG 145 Reading Shakespeare

HIST 111 Introduction to Early European History

HMCL 122 Myth, Legend, and Folklore

PHIL 110 Introduction to Philosophy

REL 111 Old Testament History and Literature

or

REL 121 New Testament History and Literature

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# Majors and Courses of Instruction

## *Ancient, Medieval, and Renaissance Studies*

### *Astrophysics*

Core Courses (select any six, required paper in one course)

ART 343 Italian Renaissance Art

ENG 336 Studies in Shakespeare

or

ENG 338 Shakespeare: This Great Stage

ENG 340 The Renaissance Author

ENG 395 The History of the English Language

HIST 345/REL 332 The Reformation Era

HIST 346 Renaissance Europe

HIST 350 Topics in Pre-Modern European History

HMCL 330 Medieval and Renaissance Thought

LATI 110 Beginning Latin I

LATI 111 Beginning Latin II

MUS 357 Music of the Middle Ages, Renaissance and Baroque

PHIL 347 History of Medieval and Renaissance Philosophy

SPAN 365 Cervantes and the Quijote (in Spanish)

SPAN 369 Masterworks of the Golden Age of Spain

THEA 351/ENG 342 Drama and Theatre to 1700

AMRS 490 Independent Study (capstone interdisciplinary project)

#### Courses

#### **490. Independent Study (Staff)**

Independent Study, an interdisciplinary capstone project culminating in a research paper (minimum fifteen pages) or examination (covering primary and secondary texts). The project is directed by a faculty supervisor. Depending on the nature of the topic, the project may be overseen by a project committee composed of the supervisor and two other faculty from at least one other department. Under the committee format, the faculty committee will oversee the project and assess the student's progress. If no committee is established, all oversight and evaluation will be performed by the faculty supervisor. Permission of faculty supervisor required.

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#### **Astrophysics**

See the program and major requirements listed under Physics and Astronomy.

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# Majors and Courses of Instruction

## *Biological Sciences*

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### **Botany and Microbiology**

*Professors Anderson, Goldstein, Johnson*  
*Associate Professor Wolverson*  
*Adjunct Professors Ichida, Murray*  
*Continuing Part-time Professor Tubela-Reuning*

### **Zoology**

*Professors Burtt, Downing, Gatz, Hamill*  
*Associate Professors Carreno, Markwardt*  
*Assistant Professors Hankison, Kelly, Panhuis*  
*Continuing Part-time Professor Tubela-Reuning*  
*Adjunct Professors Waterhouse, Watkins-Colwell*

Ohio Wesleyan offers an uncommonly wide range of options for the study of biology, because it is one of few small colleges with two closely integrated life science departments: Botany/Microbiology and Zoology. This structure allows our program to offer a larger diversity of specialty courses in sub-disciplines across the biological sciences than many other small schools.

Accordingly, the twin departments offer six different versions, or “sequences,” of biology majors. Most sequences begin with a common set of core courses, but each has unique features that make it most appropriate for the many different fields that our students wish to pursue. Some students are especially interested in particular groups of organisms, like microbes, plants, or animals and humans. These students may best be served by majors in Microbiology, Botany, or General Zoology respectively. However, other students are attracted to the study of biological processes, and they will be better served by combining courses from both departments. The study of genetics, molecular biology, physiology, evolution, or ecology, for example, cuts across all groups of organisms. For students interested in the process-oriented approach, the Genetics sequence or Biology sequence may be found more appropriate after the student has consulted with an academic advisor.

All members of the Biological Sciences Departments are academic advisors and are available to help majors or potential majors in curriculum planning. Advisors will help students choose among courses that have diverse emphases: molecular to whole-organism, laboratory and field, practical and theoretical. Students in both departments have access to state-of-the-art equipment and facilities such as digital imaging equipment, a fluorescence microscopy laboratory, a scanning electron microscope laboratory, and molecular biology laboratories. In addition, there is a Zoology museum and a Botanical herbarium in the science center. The Kraus and Bohannon nature preserves, 80 and 50 acres respectively, are close to campus. Several other nearby facilities within easy driving range provide apprenticeship opportunities, including the U.S. Department of Agriculture Laboratories, nearby hospitals, Stratford Ecological Center, Ohio Wildlife Center, veterinary clinics, and the Columbus Zoo.

Majors are encouraged to exceed minimum requirements and to seek out distinctive learning and research experiences. These often take the form of independent study in the junior or senior year, summer research at Ohio Wesleyan or other institutions, or summer courses at a biological field station. Some of these summer experiences may count toward major requirements.

Numerous awards are available to biological sciences majors. The Burns-Shirling Award recognizes academic excellence or service to the Botany and Microbiology Department. The Edwin G. Conklin Award recognizes excellence in independent studies by a senior zoology major. The Ralph

# Majors and Courses of Instruction

## *Biological Sciences*

A. Bowdle Award recognizes exceptional contributions to the Zoology Department by a senior major. The George B. Harris Award is given for outstanding academic achievement by a senior zoology major. The Esther Carpenter Awards honor senior women in each department who best exemplify the ideal of a liberal arts education and show potential for future contributions to their professions and society at large. The Edward L. Rice Scholarship offers financial assistance to zoology students who broaden their experience by taking a course at a biological field station or participating in field research during the summer. The Kraus Research Fellowships support field research at the 80-acre Kraus Nature Preserve. The William D. Stull Award supports a student who performs curatorial duties in the Ohio Wesleyan Museum of Zoology. The Decker-Ichida Award recognizes Academic Excellence for a junior and senior major in botany or microbiology.

To satisfy distribution requirements, non-majors usually elect courses from among ZOO 101, ZOO 102, BOMI 103, BOMI 104, ZOO 104, BOMI 106, BOMI 107, BOMI 233, ZOO 251, ZOO 261, and ZOO 341. However, all courses in both departments are open to any student who meets the prerequisites.

A student who achieves a 5 or above on the International Baccalaureate High Level Examination in Biology will be awarded credit for BOMI/ZOO 120 and BOMI/ZOO 122. A student who achieves a 4 or a 5 on the Advanced Placement test in Biology will be awarded credit for BOMI/ZOO 120. Those same students may be eligible to take proficiency exams for BOMI/ZOO 122, subject to strict time constraints (see University *Catalog* section on proficiency exams for details). Contact one of the department chairs for more information.

Course credits submitted for a major or minor in any of the Biological Sciences may not be taken credit/no entry.

### Majors and Minors

**Biology Sequence:** (may be declared under either department): Core courses are BOMI/ZOO 120, BOMI/ZOO 122, CHEM 110 and 111, and either ZOO 261 or BOMI/ZOO 271. Beyond this core, the requirements are (a) five additional upper-level courses in BOMI or ZOO with at least two non-crosslisted courses under the 400 level in each department. At least four of these five must have a lab, (b) three additional science, math, or computer science courses. The biology sequence may not be combined with any other major sequence in BOMI or ZOO for a second major.

**Botany Major:** BOMI/ZOO 120; BOMI/ZOO 122; BOMI 125 or 328; 252; BOMI/ZOO 271; 326; 344; two semesters of 499; CHEM 110 and 111; plus five additional courses from botany, microbiology, chemistry, geology, physics, and/or zoology. It is suggested that no more than three of the additional courses be from botany/microbiology. At least one course in calculus or statistics is also recommended.

**Microbiology Major:** BOMI 125; BOMI/ZOO 120; BOMI 280; BOMI/ZOO 271; 328; 353; 357; two semesters of BOMI 499; BOMI/ZOO 351; BOMI/ZOO 356 or 361; CHEM 110 and 111; and two additional biology courses. CHEM 260 and 261, PHYS 115 and 116, and MATH 110 are highly recommended.

**Pre-professional Zoology Sequence:** BOMI/ZOO 120 and BOMI/ZOO 122 and four full-unit zoology courses, including one from each of the following three groups: (a) 261, 271; (b) 311, 313, 331, 341, 343, 345, 347, 349, 353, 361; (c) 325, 333, 335, BOMI/ZOO 351 & 356. Also required are CHEM 110, 111, 260, 261; MATH 110, 111 or 230; and PHYS

# Majors and Courses of Instruction

## *Biological Sciences*

115, 116 or PHYS 110, 111; and one additional science or math or computer science course. Also recommended is ENG 312. Students are urged to consult with their advisors as to which of the recommended courses will be most appropriate to their particular interests and plans. This major will satisfy the minimum entrance requirements of almost all graduate departments of biology, zoology, medical, dental, veterinary, and other health professional schools.

**General Zoology Sequence:** BOMI/ZOOL 120, BOMI/ZOOL 122, and ZOOL 261 or BOMI/ZOOL 271; CHEM 110 and 111; six zoology courses (one from each of the following three groups and any other three chosen in consultation with the faculty advisor); (a) ZOOL 325, 333, 335, 351; (b) ZOOL 311, 313, 345, 361; (c) ZOOL 331, 341, 343, 347; and three additional courses in the natural sciences or math or computer science. Also recommended are ENG 312 and MATH 105, 230, or PSYC 210.

**Genetics Sequence:** (may be declared under either department): BOMI/ZOOL 120, BOMI/ZOOL 122, CHEM 110 and 111, ZOOL 261, BOMI/ZOOL 271 and 272, BOMI 326 or 328, ZOOL 333 or BOMI/ZOOL 356, BOMI/ZOOL 351, BOMI 353, two semesters of BOMI or ZOOL 499, plus three additional courses in BOMI, ZOOL or CHEM. CHEM 260 and 261 are highly recommended. The genetics sequence may not be combined with any other major sequence in BOMI or ZOOL for a second major.

**Pre-Biomedical Engineering:** Students who meet all of the requirements for the Combined Bachelor's/Professional Degrees, as set forth in the *Catalog*, may transfer to an engineering school at the end of their third year for two or more years of study. Upon successful completion of the engineering school program, the student will receive a B.A. degree in zoology from Ohio Wesleyan and a bachelor of engineering degree from the engineering school. Ohio Wesleyan has cooperative arrangements in biomedical engineering with the following engineering schools: Case Western Reserve University and Washington University (St. Louis). Courses required: CHEM 110, 111, 260; MATH 110, 111, 210, 280; PHYS 110, 111, and 275 or 280; BOMI/ZOOL 120; 325; one from among CHEM 261, BOMI/ZOOL 271, 351. CS 110 is recommended. (Note that PHYS 275 is preferred by Washington University while PHYS 280 is preferred by Case Western Reserve University.) Students should consult with the pre-biomedical advisor for more information.

**Biology Minor:** (May be declared under either department.) Five unit courses in biological sciences with at least two units from Botany/Microbiology (including at least one non-cross-listed course) and two units from zoology. Two of the five units must be upper level (C/NE not acceptable). Not available to majors in either botany-microbiology or zoology.

**Botany Minor:** Five unit courses including at least two lower-level courses and three upper-level courses chosen from the following: BOMI 103, 104, 107, 110 (or 122), 200.1, 233, 252, 326, 337, 344, and 355. Biology sequence majors and genetics sequence majors cannot also minor in Botany.

**Microbiology Minor:** Five unit courses including BOMI 120 and 125 and three upper-level courses chosen from the following: BOMI 280, 285, 328, 353, and 357. Biology sequence majors and genetics sequence majors cannot also minor in Microbiology.

**Minor in Zoology:** Five unit courses in Zoology, at least three of which must be upper level. Students can minor in Zoology or Biology but not both. Biology sequence majors and Genetics sequence majors cannot minor in Zoology.

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# Majors and Courses of Instruction

## *Biological Sciences*

Note: Courses numbered 249 and below may be taken in any order. All courses in the two departments fulfill Group II distribution requirements.

### **Secondary Education Licensure:**

Students interested in teaching high school biology are required to meet biology licensure requirements. Specific requirements are available from the Education Department.

The following list presents courses in numerical order, regardless of departmental affiliation:

### Courses

#### **ASTRO 100.1/BOMI100.6. Ethnoscience**

Pre-historic peoples and contemporary indigenous people have studied and manipulated their world in ways that are scientific, though different from cosmopolitan scientific approaches. In particular, people have watched the sky and manipulated the biotic environment for as long as we have any record of their activities. Prior to written records, the structures and art work of ancient people point to these interests. We will survey key archaeoastronomical sites around the world, with specific attention given to those in the southwestern United States (Four Corners region). Modern understanding of motions of the sun, moon, planets and stars will be studied, to provide background for observations and sighting lines of the ancients. In the ethnobiology portion of the class, we will consider how diet and methods of processing foods shaped early human evolution, how human activity, including agriculture, has shaped the earth's landscape, and how human cultures use plants for foods, medicines, and ritual, with particular reference to North America.

#### **ZOOL 101. Human Biology (Gatz, Kelly)**

An introduction to human biology with an emphasis on how our evolutionary past has shaped us to be as we are today. Topics covered include our relatedness to other living creatures, why and how we age, how our immune system works, mechanisms of genetic disease, the role of nutrition and lifestyle in health including heart disease, basic neurobiology and endocrinology, the hormonal biology of stress, and human reproduction including early development and sexual differentiation. Students may not receive credit for both ZOOL 101 and ZOOL 102. S.

#### **ZOOL 102. Genes, Evolution, and Society (1.25 units; Burt)**

We focus on the human impact of biology. After emphasizing human reproduction and development, we study DNA structure and function, and inheritance patterns. Evolution is studied as a theory, is clarified through application of population genetics, and is used to look at human origins. Other topics include: human ecology and behavior, research on AIDS, genetic engineering, and global warming. Laboratory offers opportunities to isolate DNA, explore human behavior, or examine your genetic inheritance. Students may not receive credit for both ZOOL 101 and ZOOL 102. F.

#### **BOMI 103. Biology of Cultivated Plants (1.25 units; Johnson, Murray)**

Fundamental principles of plant biology in an applied context. Maintenance and propagation of house plants, woody landscaping plants, and garden perennials. Principles and practice of horticultural techniques such as vegetative propagation, tissue culture, and pruning. Origin and development of crop plants. Lecture and laboratory. No prerequisite. F, S.

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# Majors and Courses of Instruction

## *Biological Sciences*

### **BOMI 104. Field Botany (1.25 units; Murray)**

Introductory botany taught in a field setting. Students learn to read the landscape through an understanding of plant diversity and adaptations, including life history traits, found in local habitats. Students may not receive credit for both BOMI 103 and BOMI 104. Summer only.

### **ZOOL 104. Animal Reproduction (1.0 unit; Staff)**

(Not offered 2012-2013)

The birds and the bees: a comparative look at reproductive physiology, ecology and behavior across the animal kingdom. Because the ability to reproduce is a defining characteristic of life, reproduction is of central importance in the study of biology. Here, we survey animal reproduction with an evolutionist's eye; *why* do females choose while males display, *why* are dragonflies' penises covered in spines, *why* do most animals have two sexes rather than three, ten or none at all? What is sex, anyway? In suggesting possible answers to these questions, we'll explore the meaning, importance, and fantastic variety of reproduction. S.

### **BOMI 106. Enology (Goldstein)**

The topics covered include the chemical composition of grapes; the chemical composition of wine; yeasts and fermentation; vinification of red and white wines; storage and aging of wines; clarification stabilization and bottling of wines; winery equipment, design and operation; toxic effects of alcohol on the human body. No prerequisite. Summer only.

### **BOMI 107. Food (Wolverton)**

An exploration of food from a scientific point of view, including the biology, origin, composition, and preparations of major crop plants such as corn, wheat, and rice. Other topics include the adaptive biology and human uses of coffee, tea, chocolate, fruit, nuts, spices, and others. Special attention will be given to the adaptive significance of food products from the perspective of the growing plant. Students will produce a short documentary-style video of a food topic of their choice. No prerequisites. Summer only.

### **BOMI 110. Environmental Plant Biology (1.25 units; Anderson, Johnson, Wolverton)**

(Not offered 2012-2013)

An introduction to the diversity of plants, fungi, and algae, and an overview of the basic biology of these groups. Topics include the structure of stems, roots and leaves, photosynthesis, mineral nutrition, plant growth and development, plant reproduction and life cycles, plant adaptations to the biomes of North America, and the role of plants in the world economy. Lecture and laboratory.

### **BOMI/ZOOL 120. Introduction to Cell Biology (1.25 units; Carreno, Hamill, Markwardt, Wolverton)**

Basic structure and function of cells and the molecular aspects of cell biology. Emphasis on cell evolution; organic compounds, including macromolecules; structure and function of proteins, organelles, and cellular membranes; energy transformations; and classical and molecular genetics. Lecture and laboratory. Prerequisite: a strong background in high school chemistry or CHEM 110. BOMI/ZOOL 120 and BOMI/ZOOL 122 may be taken in any order. F, S.

### **BOMI/ZOOL 122. Organisms and Their Environment (1.25 units; Anderson, Downing, Hankison, Johnson, Kelly)**

An introduction to ecology, evolution, and the diversity of life at the organismal level. Students investigate the structure, function, physiology, life history, evolutionary adaptations and ecology



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# Majors and Courses of Instruction

## *Biological Sciences*

of organisms using both laboratory and field techniques. Students engage in experimental design and statistical analysis. Lecture and laboratory. BOMI/ZOOL 122 and BOMI/ZOOL 120 may be taken in any order. F, S.

### **BOMI 125. Introduction to Microbiology (1.25 units; Goldstein, Tuhela-Reuning)**

Examination of the structure and function of bacteria and viruses including physiological activities, genetics, and ecological roles in the environment. Laboratory experiments in media preparation, microscopic and physiological methods of identification of bacterial cultures. Lecture and laboratory. Prerequisite: a strong background in high school biology or chemistry or CHEM 110. F.

### **BOMI 233. Ecology and the Human Future (Anderson)**

An introductory course in ecology and environmental science. Ecological principles and current environmental issues are discussed. Topics include global changes, pollution problems, human population growth, species and ecosystems in jeopardy, biogeochemical cycles, food webs and species interactions, invasive species, and conservation issues. This course is intended for first and second year science majors and non-science majors of any class year. Lecture. S.

### **ZOOL 251. Human Anatomy and Physiology (1.25 units; Panhuis)**

Students gain an understanding of the basic structure and function of the human organ systems. Regulatory mechanisms and responses to internal changes and environmental stresses are emphasized in lecture and class discussion. Demonstrations, dissection, and experimental techniques are used in the laboratory to illustrate aspects of both physiology and anatomy. This course is not open to students who have credit for ZOOL 325 without consent of the instructor; science majors who have credit for BIOL 251 may not enroll in ZOOL 325 without special consent of the instructor. Prerequisite: one unit in BOMI or ZOOL, preferably including some laboratory experience. S.

### **BOMI 252. Biodiversity of Flowering Plants (1.25 units; Johnson)**

Diversity and evolution of the flowering plants. Study of microevolutionary phenomena, including breeding systems, chromosome pairing behavior and inheritance patterns in plant hybrids, speciation, and identification of woody plant species native to Ohio. Recognition of the major families of flowering plants, with study of macroevolutionary trends in morphology, biochemistry, and molecular features. Writing course. Prerequisite: One 100-level biology course or permission of instructor. F.

### **BOMI/ZOOL 255 Tropical Biology (1.25 units; Burt, Johnson)**

(Not offered 2012-2013)

Emphasizes the biodiversity and plant/animal interactions found in tropical ecosystems of the world, examining evolutionary processes that account for this remarkable diversity through reading and discussion of the research literature. Course field trip visits the neotropics after the end of the semester. The trip constitutes the laboratory portion of the course and includes student projects, the progress of which will be discussed during evening gatherings while on the trip. Each student prepares and presents a research report upon return to campus. S.

### **ZOOL 261. Evolution (Gatz, Hankison)**

Major concepts of biological evolution. Topics include major patterns of evolution, such as speciation, coevolution, convergent evolution, mosaic evolution, and adaptive radiation. Also covered is the process of adaptation via natural selection, the generation of variation through

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# Majors and Courses of Instruction

## *Biological Sciences*

the mechanisms of mutation, recombination, and gene flow, and other important evolutionary mechanisms. Processes and concepts are applied to a variety of species, including a final focus on human evolution. Prerequisite: BOMI/ZOOL 120, ZOOL 101 or ZOOL 102, or equivalent. F, S.

### **BOMI/ZOOL 271. Genetics (Hamill, Wolverton)**

A broad-based course in genetics. Topics to be covered include the principles and cellular mechanisms of inheritance, including the inheritance of human traits and diseases; the molecular nature of the gene including the regulation of gene expression; and modern genetic techniques and topics including genetic engineering, cloning, genomics, and proteomics. An optional lab (ZOOL 272) is available. Prerequisite: BOMI/ZOOL 120. F, S.

### **BOMI/ZOOL 272. Genetics Laboratory (0.25 units; (Hamill)**

Laboratory investigations in classical genetics, cytogenetics, population genetics, and molecular genetics. Concurrent or prior enrollment in BOMI/ZOOL 271. F.

### **BOMI 280. Medical Microbiology (1.25 units; Goldstein)**

(Alternate years. Not offered 2012-2013)

Concepts and laboratory experiences in microbiology for health sciences, including recognition of major groups of microorganisms and their distribution in the environment; pure culture techniques; morphological, physiological and serological characteristics used in identification; important human bacterial and viral diseases and current approaches to epidemiology and control; principles of infection, immunity, and chemotherapy. Lecture and laboratory. Prerequisites: one introductory course in BOMI or ZOOL (BOMI/ZOOL 120 or BOMI 125 suggested); CHEM 110, 111. S.

### **BOMI 285. Biology of the Fungi (1.25 units; Johnson, Anderson, Wolverton)**

(Not offered 2012-2013)

Introduction to the fungi and plant microbe interactions. Emphasis on morphology, physiology, and importance of fungi and fungus-like organisms; parasitic and symbiotic interactions of plants with fungi, bacteria, and viruses; isolation and laboratory manipulation of various species. Oral presentations and written reports. Lecture and laboratory. Prerequisite: one course in BOMI or ZOOL, or consent of the instructor. F.

### **ZOOL 311. Invertebrate Zoology (1.25 units; Downing)**

(Alternate years. Not offered 2012-2013)

Over 95% of all animals are invertebrates. This course explores the tremendous diversity of invertebrates including their ecology, natural history, evolutionary history, structure, and function. Laboratory study involves hands-on investigation of representative forms from marine, terrestrial and freshwater ecosystems. Students become familiar with local fauna through field trips to local habitat. Prerequisite: BOMI/ZOOL 122 (100.5). F.

### **ZOOL 313. Entomology (1.25 units; Carreno)**

Evolutionary resume of Arthropod groups followed by an introduction to the biology of insects: their structure, classification, life histories, ecology, and behavior. Summer collecting is highly desirable and the student should plan it in consultation with the instructor following the spring pre-registration. Lecture and laboratory. Prerequisite: BOMI/ZOOL 122 (100.5). F.

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# Majors and Courses of Instruction

## *Biological Sciences*

### **BOMI/ZOOL/GEOL 318. Electron Microscopy: Theory and Practice (Tuhela-Reuning)**

An exploration of the physical nature of electron microscopy with emphasis on the scanning electron microscope (SEM). Students investigate the influence of electron beam parameters on imaging and how to correct imaging problems to optimize analysis. Topics covered include sample selection, sputter coating, cryo-preparation, and elemental analysis by energy dispersive spectrometry (EDS). Students gain extensive, hands-on experience using the SEM. Lecture and laboratory. Additional lab time required outside of scheduled lab. Prerequisites: any two science courses that count towards a science major or permission of instructor. F.

### **ZOOL 325. Human Physiology (1.25 units; Panhuis)**

The principles and mechanisms underlying human physiology. The relationships between structure and function are covered, with an emphasis on how cellular and organ systems function and how they integrated and regulated to maintain homeostasis. Systems covered include cardiovascular, respiratory, renal, muscular, neural, endocrine, immune, reproductive, and gastrointestinal. Science majors who have credit for ZOOL 251 may not enroll without special consent of the instructor. Prerequisite: BOMI/ZOOL 120 and CHEM 110, or ZOOL 251 with a C- or better. F.

### **BOMI 326. Plant Physiology (1.25 units; Wolverton)**

Introduction to the fundamental concepts of plant physiology, including plant cell biology, morphogenesis, plant-water relations, mineral nutrition and metabolism; plant tissue culture; molecular mechanisms of plant response to environment; plant genetic engineering. The laboratory includes techniques useful in assessing plant growth and development with emphasis on the process of scientific investigation. Lecture and laboratory. Prerequisite: one course in BOMI or ZOOL or consent of the instructor. S.

### **BOMI 328. Bacterial Physiology (1.25 units; Goldstein)**

(Alternate years. Offered 2012-2013)

Structure and function of microorganisms; metabolic pathways and energy production; synthetic and regulatory mechanisms of DNA, RNA, and protein synthesis; molecular mechanisms of antibiotic therapy and microbial resistance; microbial genetic recombination; recombinant DNA technology and genetic engineering. Lecture and laboratory. Prerequisites: BOMI 120, 125, or BOMI/ZOOL 271; CHEM 110, 111. S.

### **ZOOL 331. Vertebrate Anatomy (1.25 units; Gatz)**

The functional morphology, comparative anatomy, evolution, and classification of the vertebrates. Lecture and laboratory study of representative species. Prerequisite: one course in BOMI or ZOOL. S.

### **ZOOL 333. Developmental Biology (1.25 units; Hamill)**

(Not offered 2013-2014)

The description and analysis of developmental processes in animals, including the cellular and molecular phenomena involved in fertilization, differentiation, and morphogenesis. Includes laboratory study of selected forms and experiments that illustrate some of the fundamental concepts of development. Prerequisite: BOMI/ZOOL 120 or permission of instructor. S.

### **ZOOL 335. Comparative Physiology (1.25 units; Staff)**

An evolutionary approach to animal function, comparing the physiological challenges and adaptations that species and groups of species have. Major animal organ systems covered include: neural, endocrine, cardiovascular, digestive, renal, and respiratory, along with special topics such

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# Majors and Courses of Instruction

## *Biological Sciences*

as navigation and diving physiology. Key physiological principles, such as the importance of scale in animal function, will be emphasized. This course may be taken before or after ZOOLOGY 325. Prerequisites: BOMI/ZOOLOGY 122 (100.5) and BOMI/ZOOLOGY 120. S.

### **BOMI 337. Adaptive Biology of Plants (1.25 units; Johnson)**

(Alternate years. Not offered 2012-2013)

Evolutionary rise of complexity in green plants: structure and life-cycles of living forms, field study, review of fossil record. Examples of adaptive morphology in plants, chosen by class members from a list of possible topics and treated in seminar format. Team research projects, involving work with primary literature, oral presentations, and written reports. Writing course. Lecture and laboratory. Prerequisite: One 100-level biology course or permission of instructor. S.

### **ZOOLOGY 341. Ornithology (1.25 units; Burt)**

The biology of birds with emphasis on evolution, flight, behavior, and ecology. Field experience in identification, population studies, and bird banding. Students will learn to critically evaluate the ornithological literature and will choose one species of bird for intensive study. Lecture and laboratory. S.

### **ZOOLOGY 343. Animal Behavior (1.25 units; Hankison)**

Exploration of the integrative nature of the animal behavior, including its developmental, genetic, physiological, ecological, and evolutionary dimensions. Laboratories emphasize experimental and analytical approaches to behavioral questions, and students design and implement an in-depth independent project. Prerequisite: one course in ZOOLOGY. S.

### **BOMI 344. Plant Communities and Ecosystems (1.25 units; Anderson)**

Students will explore the structure and function of plant communities, with a focus on the vegetation types of Ohio. Topics include methods of vegetation sampling, major plant associations of the world, connections between plant communities and climate, soils, succession, competition, facilitation, invasive plants, primary productivity, and biogeochemical cycles. Readings from the primary literature will be discussed. Local plant communities will be visited during laboratory. Students will design and carry out an independent research project. Lecture and laboratory. This course is intended for sophomore to senior science majors. Prerequisite: BOMI/ZOOLOGY 122 or BOMI 233 or consent of instructor. F.

### **ZOOLOGY 345. Marine Biology (1.25 units; Downing)**

(Alternate years. Offered 2012-2013)

Marine biology is the study of life in the ocean. Topics include physical and chemical properties of oceans, productivity and energy flow, and animal and plant diversity. Physical and biological features of major habitats and the ecology of representative animals are discussed. Emphasis is placed on human interactions with the marine environment including human impacts on coral reefs, fisheries, marine mammals, and coastal ecosystems. Laboratory study explores standard marine biology techniques, experimental design, data analysis, and exposure to representative marine animals and plants. Possible field trip to the Atlantic coast. Prerequisite: BOMI/ZOOLOGY 122 (100.5). F.

### **BOMI 346. Aquatic and Paleoecology (1.25 units; Anderson)**

Basic principles of lake origin, classification; physical and chemical limnology; planktonic and benthic ecology; principles of paleoecology; studies of lake evolution; postglacial climatic and

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# Majors and Courses of Instruction

## *Biological Sciences*

vegetational change. Weekly field trips to research areas; laboratory analysis of sediment core material. Lecture and laboratory. Prerequisites: one course in BOMI or ZOOL; CHEM 110. S.

### **ZOOL 347. Population and Community Ecology (1.25 units; Gatz)**

(Not offered 2013-2014)

The scientific study of the factors affecting the distribution and abundance of animals. Ways to gather and analyze data relating to population size, population growth, life histories, competition, predation, community organization and relative abundance of species are taught and practiced during and after our field laboratories. Statistics are taught and used. Lecture and laboratory.

Prerequisite: ZOOL 115 or BOMI/ZOOL 100.5. F.

### **ZOOL 349. Island Biology (1.25 units; Burt, Carreno, Downing, Gatz)**

Characteristics of islands, and analysis of the reasons why island organisms provide superior examples for the study of evolutionary, ecological, and behavioral phenomena. The course includes a required trip to the Galapagos Islands (extra cost) and students prepare intensively for this experience. Offered contingent on sufficient enrollment. Prerequisite: Permission of instructor and one unit in BOMI or ZOOL. S.

### **BOMI/ZOOL 351. Cell and Molecular Biology (1.25 units; Markwardt)**

Topics in this course center on the following fundamental questions: How is the genome structured and organized? How is the information contained within the genome expressed in time and space? What factors control the cell division cycle and how do they work? How are proteins and lipids made, organized, modified, and moved within the cytoplasm? What kinds of systems control the growth of cells in their appropriate social context and what kind of pathologies result when these regulatory systems fail? A series of recent papers will be used to learn about model building and prediction testing. The lab will introduce a variety of modern molecular techniques and model organisms. Lecture and laboratory. Prerequisites: CHEM 110, 111 and BOMI/ZOOL 120. CHEM 260 is recommended. S.

### **BOMI 353. Molecular Genetics (1.25 units; Goldstein)**

(Alternate years. Not offered 2012-2013)

Structure, function, and organization of DNA in eukaryotic cells, bacteria, and viruses; molecular mechanisms of regulation of DNA replication, RNA and protein synthesis; recombinant DNA techniques in gene cloning. Laboratory consists entirely of experiments dealing with the cloning and expression of recombinant DNA in bacterial virus and/or plasmid vectors in *E. coli*. Lecture and laboratory. Prerequisites: BOMI/ZOOL 120 or BOMI 125; CHEM 110, 111, ZOOL 271. S.

### **ZOOL 353. Conservation Biology (Downing)**

The course will focus on how science can inform conservation decisions by offering in-depth exploration of current issues in conservation. Specific topics include biological reserve design, sustainable harvesting, invasive species, maintenance of genetic diversity, endangered species management, and the measurement and preservation of biodiversity. Students will read primary scientific literature and will engage in computer modeling and spreadsheet exercises exploring each topic in detail. Students should be prepared to use basic mathematical skills throughout the course. Prerequisite: ZOOL 115 or BOMI/ZOOL 100.5 or permission of instructor. F.

# Majors and Courses of Instruction

## *Biological Sciences*

### **BOMI 355. Plant Responses to Global Change (1.25 units; Anderson)**

(Alternate years. Offered 2012-2013)

Global warming is one of the most significant environmental issues of the 21st century, and interacts in complex ways with many other ecosystem processes. Students will explore plant and ecosystem responses to four major global changes: increasing temperature, increasing atmospheric CO<sub>2</sub>, increasing nitrogen deposition, and changing precipitation patterns. Laboratory exercises include observations of flowering times in local plant communities, tree coring, and hands-on training in statistical analyses. Readings from the primary literature will be discussed, and students will design and carry out an independent research project. Lecture and laboratory. This course is intended for junior and senior science majors. Prerequisites: BOMI/ZOOL 122 or BOMI 233, plus one additional course in the biological sciences. S.

### **BOMI/ZOOL 356. Immunology (1.25 units; Markwardt)**

(Not offered 2012-2013)

Discussion of the immune response at the cellular and molecular level including structure of antibody molecules and B and T-lymphocytes, cell cooperation in the immune response, antigen-antibody specificity, antigen-antibody reactions, innate immunity, and clinical aspects of immunology. Lecture and laboratory. Prerequisite: BOMI/ZOOL 120. One additional course in genetics or molecular biology strongly recommended. F.

### **BOMI 357. Molecular Biology of Viruses (1.25 units; Goldstein)**

(Alternate years. Not offered 2012-2013)

Molecular biology of the replication strategies of bacterial, plant, and animal viruses; virus induced cytopathology and disease; viruses and cancer; interferon. Laboratory includes in vitro cell culture work with continuous lines of human epithelial and/or monkey kidney cells, virus plaque assays, and antibody neutralization test. Lecture and laboratory. Prerequisites: BOMI/ZOOL 120 or BOMI 125, ZOOL 271, CHEM 110, 111, or consent of instructor F.

### **ZOOL 361. Parasites and Immunity (1.25 units; Carreno)**

This course explores parasitic associations, particularly those of medical and veterinary importance. The evolution, life cycles, and pathology of representative protists, helminths, arthropods, and other groups are discussed in lectures and further examined in the laboratory. The laboratory component emphasizes parasite anatomy and identification, parasite collection, diagnostic techniques, and experimental approaches. Prerequisite: ZOOL 115, BOMI/ZOOL 100.5 or BOMI/ZOOL 120. F.

### **BOMI or ZOOL 379. Molecular Techniques (0.5 unit; Staff)**

An advanced course in molecular biology techniques. Includes a discussion of the most common techniques along with extensive laboratory experience including PCR technology. Critical analysis of scientific articles, experimental design, and the use of the scientific method are emphasized. May be repeated with change of topic. Prerequisites: BOMI/ZOOL 351 or BOMI 353; permission of the instructor. F, S.

### **BOMI or ZOOL 490. Individual Study and Research (Staff)**

Original experimental work, in lab or field, under the supervision of a faculty member. Students may generate their own ideas or work on projects suggested by faculty members. Prerequisite: permission of the instructor. F, S.

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# Majors and Courses of Instruction

## *Biological Sciences*

### **BOMI or ZOOL 491. Directed Readings (Staff)**

Students choose a topic of special interest and explore it in detail with a faculty member. Students research the primary literature and other sources, and discuss their understandings with the faculty instructor. Term paper may be required. Prerequisite: permission of instructor. F, S.

### **BOMI or ZOOL 495. Apprenticeship (Staff)**

Practical experience related to a senior or junior's major area of study. The departments maintain formal ties with the Columbus Zoo, hospitals, and other local institutions to facilitate internship participation, but arrangements may be made with any worthy program to meet student needs. Prerequisite: advanced planning and approval; permission of faculty instructor. F, S.

### **BOMI or ZOOL 499. Biological Sciences Seminar (0.50 unit; Staff)**

Discussion-based consideration of selected topics; student presentations and/or papers. Each semester earns 0.50 graduation units. Completion of two seminars within a department results in an upper-level unit course credit. A BOMI seminar and a ZOOL seminar also may combine to equal a 1.0 unit course. Instructor's permission required for underclass students. F, S.

# Majors and Courses of Instruction

## *Black World Studies*

### **Black World Studies**

*Associate Professor Quaye*

*Continuing Part-time Assistant Professor Aniagolu*

*Continuing Part-time Associate Professor Skandor*

*Instructor Fouts*

Black World Studies examines the integrity, continuity, diversity, and vitality of African diaspora experiences. Its primary goal is to provide students with different perspectives on the history and culture of Africa and its diasporas in Central, North, and South America as well as the Caribbean and elsewhere. The major is multidisciplinary in character, combining approaches from political science, literature, sociology, anthropology, history, religion, art, psychology, and economics. Students are encouraged to do field work and internships. Study abroad opportunities to Africa and the Caribbean are also available. Since a background in Black World Studies can help prepare one for careers in education, social work, journalism, law, and community service, majors typically combine Black World Studies with a second major or minor in departments such as politics and government, sociology, English, and education.

### *Off-Campus Study*

**Ohio Wesleyan University in Tanzania.** This program based in Dar es Salaam includes extensive study of African cultures, field experiences, and travel throughout Tanzania and Kenya. Academic work for the program includes courses in East Africa Cultures; African Medical Systems; Women, Development and the Environment; and Swahili. Students may participate in an internship with a professional social service or a research institution. The program will be offered Fall 2014. For further information, contact Dr. Randolph Quaye, *Black World Studies*, Director of the Ohio Wesleyan University program in Tanzania.

### *Majors and Minors*

The BWS major consists of BWS 105, BWS 400.1; one course from Category I: African; three courses from Category II: African-American; and four courses from Category III: Electives.

The BWS minor consists of BWS 105, one course from Category I: African; one course from Category II: African-American; and two courses from Category III: Elective.

Please note that courses in Categories I and II may also be used as elective courses.

### *Courses*

| Category I: African | Category II: African-American |
|---------------------|-------------------------------|
| BWS 122             | BWS 126                       |
| BWS 200.2           | BWS 128                       |
| BWS 305             | BWS/ENG 224                   |
| FREN 379            | BWS/ENG 268                   |
| GEOG 334            | BWS/ENG 273                   |
| SOAN 291            | BWS 348                       |
|                     | BWS 350                       |
|                     | BWS/ENG 369                   |
|                     | HIST 372                      |
|                     | MUS 347                       |



# Majors and Courses of Instruction

## *Black World Studies*

### Category III: Electives

|                     |           |
|---------------------|-----------|
| BWS 200.3           | HIST 332  |
| HMCL 499A/WGS 499 E | MUS 348   |
| PG 260              | PG 352    |
| REL 352             | REL 353   |
| SOAN 111            | SOAN 290* |
| SOAN 347            | SOAN 348  |
| SOAN 354            | SOAN 357  |
| SOAN 359            | SOAN 360  |

(\* South and Central American concentrations)

### **105. Introduction to Black World Studies (Quaye)**

This course offers several perspectives in examining the Black experience in Africa, the Caribbean, and the Americas. The course is intended to serve as an introduction to the diversity and the rich cultural heritage of peoples of African descent. Particular attention is placed on investigating discrimination, prejudice, as well as several theories of oppression. Attention is given to the social conditions of Blacks through extensive discussion of the processes that create and maintain structural inequalities in the political, economic, educational, and health institutions. In this connection, students will read both primary and interpretive texts and examine these issues in the context of a liberal arts education and black culture. Diversity Course.

### **122. African Traditional Religion and Western Culture (Twesigye)**

The influence of Africa on New World Black culture. A major emphasis is on religiosociological patterns growing out of traditional African religions and philosophy and the influences to be found, particularly in America, in such areas as folklore, social organization, music, language, and literature. Meets distribution requirements in Group III.

### **126. Afro-American History, 1619-1875 (Aniagolu)**

Beginning with a comprehensive analysis of the institution of slavery and its effect upon Afro-Americans, and from a Black perspective, the basic ideas, institutions, and social and political problems that greatly influenced the role of the Black man in United States history. Recommended for history students. Meets distribution requirements in Group I. F.

### **128. Afro-American History, 1875-Present (Aniagolu)**

The demise of Reconstruction, the doctrine of separate-but-equal, and the policy of desegregation, as well as other phenomena in the historical struggle of Blacks for equality in America from 1875 to the present. Meets distribution requirements in Group I. S.

### **200.2 Introduction to Precolonial African History (Staff)**

An introductory survey course exploring the civilizations, demography, economies, religions, societies, and politics of Africa, from antiquity to c. 1800 CE. Particular attention will be paid to the systems of interregional as well as international trade, including the indigenous and international slave trade, and its impact and implications for Africa and the world.

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# Majors and Courses of Instruction

## *Black World Studies*

### **200.3 Martin, Malcolm, and Mandela (Quaye)**

This course examines the lives, philosophies, contributions, and legacies of three leaders in the struggles of people of African descent for civil rights and racial empowerment of Blacks in the 20th century. Specifically, we will explore how their lives, ideas, and actions may have affected our personal lives and social discourse on race, identity, and progress of Blacks in the 21st century. In reading both primary and interpretive texts of these individuals, we will explore the connections, the differences, and the similarities between the experiences of Blacks in America and in South Africa.

### **224. African American Images (Ryan)**

An examination of both literature and film, focusing on the representation of African Americans, and the artistic and socio-cultural functions of those representations. Course content will vary. Possible topics include: Images of Black Women in Fiction and Film, Figures in Black, and Black Women Filmmakers. Also listed as ENG 224. F.

### **268. Black Women's Literary Traditions (Ryan)**

Examines a variety of texts by Black women writers such as Zora Neale Hurston, Ann Petry, Gwendolyn Brooks, Lorraine Hansberry, Paule Marshall, Lucille Clifton, Toni Morrison, Audre Lorde, Ntozake Shange, Alice Walker, Gloria Naylor, and others. Explores the ways in which Black feminist critical methodologies have been important to the recovery and interpretation of Black women's texts. Possible topics include: Black Women's Literature and Spirituality, Black Women's Autobiography, and Twentieth Century Black Women Writers. Also listed as ENG 268.

### **273. Approaches to African-American Literature (Ryan)**

Variable course focusing on a critical movement (such as The Harlem Renaissance or The Black Arts Movement) or a prominent figure (such as Richard Wright or James Baldwin) in the African American literary tradition. Possible topics include: The Harlem Renaissance, and James Baldwin: Novelist, Playwright, Essayist, Activist. Also listed as ENG 273.

### **300.3. East African Culture: Literature, Economy and Political Development (Quaye)**

East Africa is not only the site of the emergence of humanity but also has continued to play an essential role in the history of the world as a cultural crossroads for goods, ideas, political and social experiments. In this course, students will read both primary and interpretive literature and visit major historical, cultural, and environmental sites. Topics covered would include migrant labor, class and ethnic structures, human rights and political struggles in relation to externally imposed structural adjustment programs. Diversity Course. S.

### **300.4. Women, Development and the Environment (Quaye, Kessy)**

Feminist research in Africa has identified women as key social actors who utilize the options available in their societies to develop their skills and contribute substantially to family income and economic development (Boserup, 1980). This course is designed to explore gender relations in Africa and women's involvement in the process of social and economic development. Diversity Course. S.

### **300.5. African Medical Systems (Quaye)**

This course will explore several themes in African medical systems through an examination of folklore, myths, rituals, religious beliefs and science as part of the broader focus for investigating medical systems in Africa. Topics covered would include: African concept of health and illness, the social context of illness, construction and deconstruction of sickness, role of family network

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# Majors and Courses of Instruction

## *Black World Studies*

in health care (lay consultation), access to health care, politics of cost control, alternative healing systems and the effects of structural adjustment programs on health care delivery. Diversity Course. S.

### **305. Contemporary Africa in Focus: State Regimes and Democracy in Africa (Quaye)**

This course will review current scholarship on post independent state formation in Africa and address issues of governance, parliamentary democracy, constitutional changes, human rights concerns and democratic transitions in several African countries. Prerequisite: BWS 105 or consent of instructor. Diversity Course; Writing Course. F.

### **348. Black Family (Quaye)**

In this course we will explore the realities of Black family life. In particular, we will examine the historical, political, economic, and cultural conditions that have impacted on the Black family of today. The course will explore the media's construction of family by focusing on such themes as gender roles, male-female relationships, marriage, and Black-White relationships. We will explore government policies on the family, including survival strategies employed by Blacks to overcome the complexities of family life. S.

### **350. Black Identity (Quaye)**

This course is intended to explore the realities of "Blackness" in diverse cultures in Africa, the Caribbean, and the Americas. The goal is to explore different perspectives on identity and culture by examining different levels of maturation among Blacks and the social forces that shape these identities. We will also examine the intersection between class and gender and explore the polarities of belonging to different social worlds. F.

### **369. Genre Studies in African American Literature (Ryan)**

Variable course focusing on a specific genre—narrative, poetry, novel, drama, essay— within African American literary tradition. The course will examine both literary and socio-political factors that have influenced the development of the specific genre. Possible topics include: Toward a Re-Definition of Slave Narrative and Contemporary Black Drama. Also listed as ENG 369. F.

### **400.1. Seminar in Black World Studies (Quaye)**

This course is an upper-level seminar that explores an extensive and comprehensive narrative of the major schools of thought and methods which have influenced thinking about the African presence in the Americas. The goal of the seminar is to examine a variety of Afrocentric theories and methods that are essential components to both qualitative and quantitative research methods in Black Studies. Writing Course. S.

### **400.2. Internship in Tanzania (Quaye)**

This course is intended to provide OWU students with the opportunity to do internship with a professional, social service, or research institution in a Tanzanian setting where they will work for eight weeks. In connection with this experience, each student will prepare a major paper or report (25-30 pages) discussing the significance of the organization, and detailing their experiences and interactions while working on the internship.

### **490. Independent Study (Staff)**

Juniors and seniors may do supervised independent study in the Black experience. A major project is required. F, S.

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# Majors and Courses of Instruction

*Black World Studies*

*Botany-Microbiology*

## **491. Directed Reading (Staff)**

Individually supervised investigator into selected subjects. Prerequisite: consent of instructor. F, S.

## **Swahili Courses**

### **110, 111. Beginning Swahili (Skandor, Fouts)**

A course emphasizing oral proficiency and comprehension and developing introductory reading and writing skills. Students are guided through the process of acquisition following an oral approach that stresses classroom participation in a cooperative atmosphere. The aim is to give students threshold oral fluency in the language and the ability to read simple text. Also listed as SWAH 110, 111. F, S.

### **225. Continuing Swahili (Skandor, Fouts)**

An intermediate course that reviews the structures of the language acquired orally and builds on these to provide students with an ability to speak and understand most language of daily life. Some aspects of the cultures of the people who speak Swahili will be presented in class through the language. Students will be exposed to samples of Swahili literature, oral and written. Also listed as SWAH 225. F.

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## **Botany-Microbiology**

See the program and major requirements listed under Biological Sciences.

# Majors and Courses of Instruction

## *Chemistry*

### Chemistry

*Professors Brugh, Lance, Vogt*  
*Associate Professors Grunkemeyer, Lever*  
*Assistant Professors Hervert, Mitton-Fry*

The department offers the four majors described below to help students understand their world at the molecular level and to prepare for careers in chemistry and the allied health sciences. Students interested in the health professions should also consult the Pre-medicine/dentistry section of this *Catalog*. Students interested in molecular-science-based areas, such as environmental studies, geochemistry, molecular biophysics, or pharmacology, are encouraged to gain a solid foundation in chemistry.

All courses for the major or minor, including cognates, must bear a letter grade; none will be accepted credit/no entry. Also, chemistry courses taken during summer school at any college or university will not count toward a minor or major in the Department. Students are strongly encouraged to take cognates at OWU.

### Majors and Minor

**Basic Chemistry Major.** This major prepares students to enter various positions in the chemical industry, to enter into some graduate programs of chemistry or of an interdisciplinary nature, and to teach high school chemistry (see the education section for additional requirements).

These courses are required: CHEM 110, 111, 260, 261, 270, 350, 352; two full-unit equivalents from CHEM 340, 341, 351, 460, 470, 480, 490, 491; MATH 110, 111; and PHYS 110, 111 (preferably) or PHYS 115, 116.

**Basic Biochemistry Major.** This major provides greater depth in the biochemical aspects of chemistry and prepares students to enter graduate programs in chemistry, biochemistry, and molecular biology, or to enter the chemical industry.

These courses are required: CHEM 110, 111, 260, 261, 270, 340, 341, 350, 352; one full-unit equivalent of biochemistry-related offerings from CHEM 480, 490, 491, or (with approval of the Chemistry Department) BOMI 490, ZOOL 490; MATH 110, 111; PHYS 110, 111 (preferably) or PHYS 115, 116; BOMI/ZOOL 120; one course from BOMI/ZOOL 271, 351, 356, BOMI 280, 326, 328, 353, 357, ZOOL 333.

**ACS Certified Chemistry Major.** This major meets the recommendations of the American Chemical Society Committee on Professional Training. Students completing the major will be certified by the American Chemical Society. ACS certified majors are particularly attractive to industry. With the more extensive curricular development of this major, students are also better prepared for graduate study in chemistry and biochemistry and for industrial research. This major is strongly recommended for students pursuing a career in chemistry.

These courses are required: CHEM 110, 111, 260, 261, 270, 340, 350, 351, 352, 460, 470, 490; MATH 110, 111, and either 210, 270 or 280; PHYS 110, 111.

**ACS Certified Biochemistry Major.** This major meets the recommendations of the American Chemical Society Committee on Professional Training. Students completing the major will be certified by the American Chemical Society. ACS certified majors are particularly attractive to industry. With the more extensive curricular development of this major, students are also better

# Majors and Courses of Instruction

## *Chemistry*

prepared for graduate study in chemistry and biochemistry and for industrial research. This major is strongly recommended for students pursuing a career in biochemistry.

These courses are required: CHEM 110, 111, 260, 261, 270, 340, 341, 350, 351, 352, 460, 470, 490; one full-unit equivalent of biochemistry-related offerings from CHEM 480, 490, 491 or (with approval of the chemistry department) BOMI 490, ZOOL 490; MATH 110, 111 and either 210, 270 or 280; PHYS 110, 111; BOMI/ZOOL 120; one course from BOMI/ZOOL 271, 351, 356, BOMI 280, 326, 328, 353, 357, ZOOL 333.

**Recommendations.** Students electing to do the **Basic Major** are encouraged to increase their curricular development by taking additional science courses, particularly if they wish to pursue graduate work in chemistry. In selecting those courses students should consult with their academic advisers and the chemistry faculty.

When possible, chemistry majors are encouraged to complete courses such as 340 and 351 by the end of their junior years. This schedule will maximize the value of research experiences available both within and outside of the department.

Students interested in graduate study in chemistry should demonstrate their mastery of the discipline by taking the chemistry (subject) test of the Graduate Record Examination by December of the senior year.

### **Secondary Education Licensure:**

Students interested in teaching high school chemistry are required to meet chemistry licensure requirements. The specific requirements are available from the education department.

**Minor:** 110, 111, 260, 261, and one of 270, 340, or 350.

## Courses

### **105. The World of Chemistry (Staff)**

Designed to provide nonscience majors with a basic understanding of chemistry and how this knowledge can be useful and important in their daily lives. No laboratory. F. May not be taken for credit after successful completion of CHEM 110.

### **110. General Chemistry I (1.25 units; Staff)**

A comprehensive survey of the principles of chemistry, including such topics as atomic and molecular structure, chemical bonding, stoichiometry, chemical reactions, states of matter, and thermochemistry. The laboratory experiments are designed to illustrate and reinforce the topics covered in lecture. F.

### **111. General Chemistry II (1.25 units; Staff)**

A continuation of survey of the principles of chemistry, including such topics as solutions, various equilibrium systems, kinetics, main group elements, transition metals and coordination chemistry, thermodynamics, and electrochemistry. The laboratory experiments are designed to illustrate and reinforce the topics covered in lecture. Prerequisite: C- or better in CHEM 110. S.

### **230. Environmental Chemistry (Staff)**

The course focuses on the connection between chemistry and society. Environmental issues such as pollution, ozone-depletion, and the Greenhouse Effect will be examined with respect to

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# Majors and Courses of Instruction

## *Chemistry*

the chemistry involved and their effect on society. In addition, the role of current public policy in addressing environmental degradation will be addressed. S.

**260. Organic Chemistry I (1.25 units; Lever, Hervert, Mitton-Fry)**

A study of the relationship between the structures of organic molecules and their physical and chemical properties. An emphasis is placed upon the understanding of reaction mechanisms, the identification of compounds by spectroscopic techniques, and the use of reactions to prepare desired compounds. The laboratory includes compound preparations and purifications, the study of reaction mechanisms, and molecular modeling. Prerequisite: C- or better in 111. F.

**261. Organic Chemistry II (1.25 units; Lever, Hervert, Mitton-Fry)**

Continuation, with special projects. Prerequisite: C- or better in 260. S.

**270. Analytical Chemistry (1.25 units; Grunkemeyer)**

Introduction to the fundamental principles and methodology of chemical analysis. Topics include statistics, chemical equilibrium, electrochemistry, and an introduction to instrumental analysis. Laboratory focuses on experimental techniques for quantitative measurements and careful evaluation of data. Prerequisites: 111, MATH 110. Recommended: 260. S.

**340. Biochemistry I (1.25 units; Vogt)**

A study of the structure and function of major classes of biomolecules including peptides, proteins, enzymes, coenzymes, carbohydrates, lipids, nucleotides, and nucleic acids. Membranes and the storage and transmission of genetic information are also examined. In addition, current biochemical techniques and their applications are examined. The laboratory provides experience with current biochemical procedures. Prerequisite: C- or better in 261. Accelerated summer organic chemistry courses will not be accepted as a substitute for the CHEM 261 prerequisite for this course. F.

**341. Biochemistry II (Vogt)**

A continuation of Biochemistry I, the principles of which are used in an examination of membrane transport, signal transduction, bioenergetics, and intermediary metabolism. Prerequisite: 340. S.

**350. Physical Chemistry I (Brugh)**

An introduction to quantum mechanics, spectroscopy, and bonding applied to understanding chemical systems. Mathematical model building using Mathematica is emphasized throughout. Prerequisites: MATH 111, PHYS 111 (preferably) or PHYS 116, CHEM 261 or consent of instructor. F.

**351. Physical Chemistry II (Brugh)**

An introduction to statistical mechanics, classical thermodynamics, chemical kinetics, and dynamics applied to understanding chemical systems. Mathematical model building using Mathematica is emphasized throughout. Prerequisite: 350. S.

**352. Physical Chemistry Laboratory (0.25 units; Brugh)**

An introduction to the application of computational chemistry methods to investigating chemical problems using Gaussian. Prerequisite: 350. S.

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# Majors and Courses of Instruction

## *Chemistry*

### *Classics*

#### **460. Instrumental Analysis (1.25 units; Grunkemeyer)**

(Offered Spring 2013)

Theoretical concepts and practical applications of chemical instrumentation. The course will focus on the design of chemical instrumentation and the information that can be obtained from the resulting data. Topics include optical spectroscopy, mass spectroscopy, NMR, electrochemistry, and chromatography. Laboratory work focuses on gaining the skills required to solve chemical problems using instrumental techniques. Prerequisite: 270; 350 or consent of instructor. S.

#### **470. Advanced Inorganic Chemistry (1.25 units; Lance)**

(Not offered Spring 2013)

Survey of the chemistry of the elements with emphasis on structure, chemical bonding, and reactivity. Aspects of synthesis and characterization are dealt with both in lecture and laboratory. Prerequisite: 261, 270; 350 or consent of instructor. S.

#### **480. Advanced Topics in Chemistry (0.50 units; Staff)**

An exploration of an area of chemistry developed beyond the introductory level. Topics will vary from semester to semester depending upon which professors are teaching the course that semester. Prerequisite: consent of instructor. F, S.

#### **490. Independent Study (Staff)**

Investigation of an original research problem, including laboratory work, literature searches, and written reports. Prerequisite: consent of instructor prior to preregistration. F, S.

#### **491. Directed Readings (Staff)**

Individually supervised surveys of selected chemical topics. Prerequisite: consent of instructor prior to preregistration. F, S.

#### **495. Internship (Staff)**

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## **Classics Major**

See the program and major requirements listed under Humanities-Classics.



# Majors and Courses of Instruction

## *Combined Degree Programs*

### *Pre-Engineering Program*

#### **Combined-Degree Programs**

For the general requirements for Combined Bachelor's and Professional Degree Programs, see the section so entitled in the previous chapter of this *Catalog*.

#### **Pre-Engineering (3-2) Program**

A student who meets all University graduation requirements including the completion of at least 24 courses (each a full-unit course, a 1.25-unit course, or two modular 0.50-unit courses in the same department) and meets the admission requirements of the engineering school (specified below) may transfer to the engineering school at the end of his or her junior year for two more years of study. Upon certification of successful completion of the program at the engineering school, he or she will receive the B.A. degree from Ohio Wesleyan and a bachelor of engineering degree from the engineering school. Ohio Wesleyan has cooperative arrangements with six schools. The California Institute of Technology admits pre-engineering students based on their review of the student's undergraduate record and experience, as demonstrated by the transcript and faculty recommendations. Washington University in St. Louis requires a grade point average of 3.25 overall as well as in mathematics and science courses for admission to their program. The other four institutions require that students have at least a 3.0 cumulative grade point average overall as well as in their major (or in their math and science courses). These institutions are Case Western Reserve University, Polytechnic Institute of New York, Rensselaer Polytechnic Institute, and the New York State College of Ceramics at Alfred University. Not all engineering fields are available at all cooperating engineering schools. In addition, qualified students are able to transfer to engineering schools with which Ohio Wesleyan has no formal pre-engineering agreements, such as The Ohio State University and Georgia Institute of Technology. Students are individually counseled in course selection suitable for the engineering field of interest. A three-year residency in a liberal arts program in the United States is required prior to entering the engineering school.

The 3-2 program options and their requirements are listed below. In addition, see the descriptions under the departmental entries. None of the required courses may be taken credit/no entry.

#### *Biomedical Engineering*

*Advisor—Dr. Markwardt, Zoology*

Thirteen courses are required: CHEM 110, 111, and 260; MATH 110, 111, 210, and 280; PHYS 110, 111, 275 or 280; BOMI/ZOOL 120; ZOOL 325; one from among CHEM 261, BOMI/ZOOL 271, BOMI/ZOOL 351. CS 110 is recommended.

SPECIAL NOTE: PHYS 275 is preferred by Washington University while PHYS 280 is preferred by Case Western Reserve University.

#### *Chemical, Ceramic Environmental Engineering*

*Advisor—Chair, Chemistry*

Fourteen courses are required: CHEM 110, 111, 260, 261, 270, 350, 351, 352, 460; MATH 110, 111, 210; PHYS 110, 111. In consultation with the program advisor, and dependent upon the needs and background of the student, additional courses in mathematics and physical sciences may be elected. Also, MATH 280 is recommended.

# Majors and Courses of Instruction

## *Pre-Engineering Programs*

### *Pre-Professional Programs*

#### *Computer, Electrical Engineering*

*Advisors—Dr. McCulloch, Dr. Zaring, Mathematics and Computer Science*

Sixteen courses are required: CS 110, 210, 255, and 270; CS 360 or 380; one additional course from CS 320, 340, 350, 355, 360, 370, 380, or 410; MATH 110, 111, 210, 250, and 280; PHYS 110 and 111; PHYS 275 or 375 (with 375 recommended); CHEM 110 and 111. In addition, successful completion of a major in an engineering discipline different from computer science (with computer *engineering* being considered a discipline different from computer science) at the engineering school is also a requirement for the B.A. in Computer Science 3-2 Option.

#### *Aeronautical, Ceramic, Civil, Computer, Electrical, Electronic, Environmental, Industrial, Materials, Mechanical, Nuclear Engineering*

*Advisors—Dr. Andereck, Dr. Harmon, Dr. Haring-Kaye, Dr. Trees, Physics and Astronomy.*

Thirteen courses are required: PHYS 110, 111, 275, 280, 310 or 320, 345 or 375, and one from among 330, 340, 350, 360, 380, 420 or 480; CHEM 110, 111, MATH 110, 111, 210, 280. Recommended: CS 110, MATH 330, 380. Successful completion of all course work at the engineering school is also a requirement for the B.A. in physics from Ohio Wesleyan for this option.

#### **Interdisciplinary and Applied Science**

*Advisor—Dr. Haring-Kaye, Physics and Astronomy*

Well-prepared students in the physical sciences may have the opportunity to extend their studies to interdisciplinary and applied areas by completing two years of study at a cooperating school (e.g., California Institute of Technology) after three years at Ohio Wesleyan. Areas might include applied physics, geochemistry, geophysics, planetary science, and others. The program of courses to be taken at Ohio Wesleyan will be decided after consultation with appropriate faculty members and the registrar.

#### **Pre-Optometry**

*Advisor—Dr. Robbins, Psychology*

The pre-optometry major is designed for those students who, after completion of their junior year, are admitted to a college of optometry. The Ohio Wesleyan degree is granted after successful completion of the second year in the professional program. Students who seek entrance to an optometry school after four years at Ohio Wesleyan should meet the requirements for any of the established departmental majors or interdisciplinary major developed in consultation with the pre-optometry advisor and approved by the Academic Policy Committee. The courses listed below for the pre-optometry majors are those courses most frequently required for admission to optometry schools. Admission requirements do vary and students are encouraged to meet with the pre-optometry advisor regarding specific entrance requirements of the different optometry schools.

Twelve courses are required to complete the pre-optometry major: BOMI 125; CHEM 110, 111, 260; MATH 105 or PSYC 210; MATH 110; PHYS 115, 116; PSYC 110; PSYC 343 or 346; ZOOL 120; and one course from among the following: ZOOL 271, 325, 331, or 351.

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# Majors and Courses of Instruction

## *Pre-Professional Programs*

### *Computer Science*

### *Dance Theatre*

### *Earth Science*

### *East Asian Studies*

Recommended electives include BOMI 280; CHEM 261, 340; MATH 111; PSYC 310, 374, and any additional courses from those listed above.

## **Pre-Physical Therapy** *Advisor — Dr. Hamill, Zoology*

The pre-physical therapy sequence includes those courses typically required for admission to master's or doctoral programs in physical therapy. However, this sequence does not constitute a major. A student must meet the requirements of an established major. While any major is acceptable, Ohio Wesleyan students most commonly prepare for graduate school in physical therapy by completing a major in Zoology, Psychology, or Health and Human Kinetics (Sports Science Concentration).

Students interested in physical therapy should consult with the pre-physical therapy advisor early in their college careers for information on ways to become a physical therapist and for the entrance requirements of specific professional schools. Students also must have recent experience in observing, or preferably assisting, a registered physical therapist.

Course requirements for different graduate programs vary considerably, so it is very important to learn the requirements for specific programs of interest to you. However, the majority of programs require a year of general biology, a year of anatomy and physiology, a year of chemistry, a year of physics, at least a year of social science (typically psychology), and statistics. Some programs also require exercise physiology. Ohio Wesleyan courses likely to fill these requirements include BOMI/ZOOL 120 (general biology) and 122, ZOOL 325 and 331 (or ZOOL 251) (anatomy and physiology), CHEM 110 and 111, PHYS 115 and 116, MATH 105 or PSYC 210 (statistics), HHK 365 (Physiology of Exercise), and PSYC 110 plus one or two other courses that might include PSYC 233, PSYC 262, PSYC 282, PSYC 322, PSYC 333, PSYC 336, PSYC 348. Students may also wish to do an apprenticeship (495) with a physical therapist.

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## **Computer Science**

See the program and major requirements listed under Mathematics and Computer Science.

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## **Dance Theatre**

See the program and major requirements listed under Theatre and Dance.

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## **Earth Science**

See the program and major requirements listed under Geology.

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## **East Asian Studies**

East Asian Studies is an interdisciplinary program offering students the opportunity to draw on the resources of various OWU departments and off-campus programs in East Asia. The purpose of the East Asian Studies program is to provide students with (1) substantial language training in Chinese

# Major Courses of Instruction

## *East Asian Studies*

and/or Japanese (2) a broad background in the past and present of East Asia from the perspective of at least three academic disciplines and (3) a specialization in a specific East Asian country. Students interested in pursuing a major or minor in East Asian Studies are advised to contact the director of the program by the end of their sophomore year. East Asian Studies Advisory Committee members include Ji Young Choi (Politics and Government), Xiaoming Chen (History), Joy He (Beeghly Library), R. Blake Michael (Religion), James Peoples (Sociology/Anthropology), Anne Sokolsky (Humanities/Classics), and Ching-Hsuan Wu (Chinese).

### Major

#### **Minimum of seven courses plus language courses.**

East Asian Studies is now a stand-alone major. A second major is no longer necessary. Requirements include:

**Language:** Minimum of six semesters of college study in a language appropriate to the country chosen for study abroad. At present, courses on campus are available in both Japanese and Chinese. Up to two language courses may be taken during the mandatory study abroad experience.

**Study abroad:** Participation in an approved study abroad program in East Asia (either a semester/year abroad or substantial summer program). Pre-approved abroad programs offered through the Off-Campus Programs office are preferred, but other programs are possible with advance approval by the EAS Program Director.

#### **Other courses:**

- HIST 116, plus one history and one religion course from Category I below.
- Four additional elective courses, of which at least three must be upper level. At least two must be drawn from Category I. The remainder may be from either Category II or an Independent Study course related to East Asia. With approval from the Director, credit in the major will be awarded for courses focusing on East Asia taken during study abroad.
- A Senior Thesis (research-based paper) written as an independent study project or as an extension of a course requirement. The thesis, generally about 30 pages, must be approved in advance by the EAS Advisory Board. If written as part of a regular course, the EAS Director will judge its adequacy for the Senior Thesis credit, but the grade will be assigned by the course instructor.

### Minor

#### **Minimum of four courses plus language courses.**

#### **Other Courses:**

- Four courses, of which at least three must be from Category I below. An independent Study or Directed Readings may substitute for one of the Category I courses.

### Courses in East Asian Studies

#### **Category I: Courses focusing primarily on East Asia**

CHIN 300.5, ECON/EMAN 345, HIST 322, 323, 324, 325, HMCL 124, (only if taught by Dr. Sokolsky) HMCL 355, 356, 499, PG 349, REL 104, REL 346, SOAN 293, THEA 331.

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# Major Courses of Instruction

## *East Asian Studies*

### **Category II: Courses not focusing specifically on East Asia, but including substantial East Asian content.**

ART 348, HMCL 127, 265, 375, MUS 348, PG 360. Students who wish to apply courses from Category II for credit in the major or minor must complete a research paper or project dealing with East Asia. Approval of the paper must be granted by the instructor and by the Director of East Asian Studies.

Additional courses dealing with East Asia are offered on an occasional or temporary basis. Contact the EAS Program Director about whether such courses count for major credit in either Category I or Category II.

### **Study Abroad Programs**

Ohio Wesleyan students may participate in study abroad programs through OWU exchange agreements with Asian universities or through Great Lakes Colleges Association programs. At this point there are four programs in China and three in Japan. In addition, OWU students have the option of enrolling in various other non-GLCA programs.

- **GLCA Japan Study:** two-semester program at Waseda University, Tokyo
- **Kansai Gaidai University:** one- or two-semester program near Osaka and Kyoto

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# Majors and Courses of Instruction

## *Economics*

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### **Economics (Including Management and Accounting)**

*Professors Boos, Gitter, MacLeod, Simon*  
*Associate Professors Tecklenburg, Yazar*  
*Assistant Professors Breidenbach, Bryan, Meyer, Rahman, Skosples*  
*Continuing Part-Time Assistant Professor Reulbach*

The economics department offers majors in economics, economics with management concentration, and accounting. A major in international business is available in conjunction with other departments. Minors are provided in three areas: economics, management, and accounting.

**Economics:** The economics major emphasizes theory and its applications, along with the institutional makeup of the economy.

**Economics with Management:** This major combines coverage of basic economic theory and its application with management courses.

**Accounting:** The accounting major covers all basic areas of both financial and managerial accounting, along with tax and business law. This major prepares a student for many careers in business and accounting, or for graduate study. Students planning to take the CPA exam in Ohio and most other states will be required to have 150 hours of education with at least a baccalaureate degree in accounting. This requires additional education beyond the bachelor's degree.

**International Business:** (Refer to International Business in this *Catalog*). This is an interdepartmental program designed to assist students in preparing for careers abroad or where knowledge of other cultures and languages is useful. Students may not major in international business and accounting, economics, or economics with management. Students who already have knowledge of several areas of the world should major in economics with management if they are interested in this mix of courses.

All four areas of study may include apprenticeship programs that allow students to apply their knowledge in off-campus work. The international business major includes a semester abroad as part of its program. For students whose area of study is North America, this requirement is satisfied by their study in the United States.

**Program Requirements** Majors should be declared during the sophomore year. In order to declare one of the four majors or three minors, a student must have either a) a 2.5 cumulative University grade point average, or b) a 2.0 cumulative University grade point average and have earned a B in one course taken in the intended major or minor track.

A student may not have a double major within the department. Some major/minor combinations are permitted, but a minor in management or economics may not be combined with a major in either economics with management concentration or international business.

For all majors, it is recommended that the statistics course (MATH 105 or 230 or PSYC 210) be completed by the end of the sophomore year. MATH 105 may not be taken for credit after receiving credit for MATH 110 or above.

# Majors and Courses of Instruction

## *Economics*

Students who pass A-Levels in Economics with a C or better will receive a total of two credits; one for Economics 110 and one general unit of lower-level Economics credit.

Students who pass A-Levels in Accounting with a C or better will receive a total of only one credit, and that will be for Accounting 217.

Students who pass A-Levels in Management with a C or better will receive a total of only one credit, and that will be a general-level management elective.

Information on credit for International Baccalaureate and Advanced Placement may be found on pages 8-10.

Students may use a proficiency examination or an advanced placement examination to meet the requirements of ECON 110. The proficiency examination for ECON 110 will be given during new student orientation. Advanced Placement Rules are listed on pages 9-11.

Students considering a second economics course should consider courses numbered in the 200s.

For all three majors and minors in the department, only MATH 105 or 230, PSYC 210, and ECON, EMAN or ACCT courses (or their off-campus equivalents) can be used to meet major requirements. All elective courses must be upper-level (numbered 250 or above). No more than one unit of 495 may count for a major or minor in the department. Students must attain a minimum 2.0 grade point average in their major to graduate. Courses eligible to be counted in the major or minor cannot be taken credit/no entry. **All pre-requisite courses must be successfully passed with a grade of C- or better in order to qualify for enrollment in the subsequent course.**

A maximum of 13 units of credit in any one discipline (economics, economics management or accounting) and 17 total units of credit in the economics department may be counted in the 34 units required for graduation.

Students who transfer courses to the Ohio Wesleyan University should consult with the department chair regarding the appropriate credit to be awarded. If several courses are transferred at less than 1.0 credit, additional courses may be required. For all majors and minors in the department, a majority of the courses must be completed here.

All economics courses (ECON) below the 490 level meet the Social Science distribution requirement (Group I).

## Majors

**ECONOMICS Major:** A total of 11 units consisting of the following:

Required Courses: 6 units ECON 110, 251, 252, 255 or 259, 499 and MATH 105 or 230 or PSYC 210. A grade of C- or better is required in ECON 499. It is recommended that the statistics course be completed by the end of the sophomore year, as it is a prerequisite for ECON 251 and 252.

Elective Courses: 5 upper-level (numbered 250 or above) Economics (ECON) units. Of these five additional units, at least one must come from Group I and one from Group II, with the remaining units coming from any other ECON course.

# Majors and Courses of Instruction

## *Economics*

Group I – Advanced Courses (an Advanced Course is one that has ECON 252 as a prerequisite)

ECON 372, 375, 378, 385, or 387.

Group II – International Courses

ECON 345, 353, 370, or 372.

(NOTE: If both ECON 255 and 259 are taken, one will serve as the required course, and the other may be used as one of the electives.)

A maximum of two units from ECON 490A, 490B, 491, 495 and 499R may count toward the major. Only one unit of ECON 495 can be counted and EMAN 495 does not count toward the economics major.

Recommended: Substantial work in mathematics is required if considering graduate work in economics.

**ECONOMICS WITH MANAGEMENT Concentration Major:** A total of 14 units consisting of the following.

Required Courses: 9 units

ECON 110, 251, 252, 255 or 259, ACCT 217, EMAN 210, EMAN 361, ECON 499 or EMAN 499, and MATH 105 or 230 or PSYC 210. A grade of C- or better in ECON 499 or EMAN 499 is required. It is recommended that the statistics course be completed by the end of the sophomore year, as it is a prerequisite for ECON 251 and 252.

Students must take a senior seminar, either ECON 499 or EMAN 499. If students take more than one, the second seminar can be used to meet an elective requirement. (499R is always an elective and does not qualify to meet the senior seminar requirement.) Students must pre-register for senior seminars in the Economics Department the previous spring semester.

Elective Courses: 5 upper-level units (numbered 250 or above)

**Management Elective courses:** 2 units of management courses from ACCT 341, 349, ECON 375, EMAN 264, 300.6, 320, 340, 345, 363, 365, 369, 376, 400.1, 462, 465, 490, 491, 495, 499, or HONS 300.7. (Note: ECON 375 may count as either an Economics elective, or a Management elective, but not both.)

**Economics Elective courses:** 3 Economics (ECON) units. Of these three units, at least one must be an Advanced course, with the remaining units from any other ECON courses.

(NOTE: If both ECON 255 and 259 are taken, one will serve as the required course, and the other may be used as one of the electives.)

**Advanced Courses** (an Advanced Course is one that has ECON 252 as a prerequisite)  
ECON 372, 375, 378, 385, or 387.



# Majors and Courses of Instruction

## *Economics*

### **International Elective**

International Courses – Of the five elective courses, one must have an international emphasis. Qualifying courses include ECON 345, 353, 370, and 372; EMAN 345, and 376. This course may also be used toward either the Management Elective or the Economics Elective, noted above.

A maximum of two units from ECON or EMAN 490A, 490B, 491, 495, and 499R may count toward the economics with management major. Only one unit of ECON 495 or EMAN 495 may be counted.

Recommended: English 310 and MATH 110 for those considering graduate work in management.

**ACCOUNTING Major:** A total of 12 units consisting of the following:

#### Required Courses

ACCT 217, 341, 342, 343, 348, 349, 350, 351, 352, 353, 473 (replaces 471 and 472); and EMAN 361.

#### Recommended:

English 310, ECON 110, EMAN 264, 363, 369, 462, 465, and MATH 105.

**INTERNATIONAL BUSINESS Major:** Requirements are outlined separately in this *Catalog* under the title “International Business.”

## Minors

**ECONOMICS Minor:** A total of 7 units consisting of ECON 110, 251, 252, 255 or 259, two other upper-level ECON courses, and MATH 105, 230, or PSYC 210. Only one unit of ECON 495 may be counted.

**MANAGEMENT Minor:** A total of 6 units consisting of ECON 110, ACCT 217, EMAN 210, EMAN 361; and two upper-level management electives from among ACCT 341, 349, EMAN 264, 300.6, 320, 340, 345, 363, 365, 369, 376, 400.1, 462, 465, 490, 491, 495, 499, ECON 375, or HONS 300.7. Only one unit of EMAN 495 may be counted. If this minor is combined with the accounting major, neither ACCT 341 nor ACCT 349 may be chosen as an elective course. If this minor is combined with the Economics major or minor, ECON 375 can fulfill only one elective requirement.

**ACCOUNTING Minor:** A total of 5 units consisting of ACCT 217, 341, 342, and two courses from 343, 350 or 352. If ACCT 341 is chosen as an elective for the economics with management major or management minor then one additional accounting course is required for completion of this minor.

## Economics Courses (ECON)

### **095. Summer Internship Experience (0.25 unit; Staff)**

This course is for students working on unpaid summer internships. Credit will be awarded for successful completion of a relevant work-experience, along with a favorable employer evaluation and a short paper. Open to declared majors and minors in the department with a minimum overall grade point of 2.5 or above. The course may be repeated in different summers. The course does not count towards any major or minor in the department. By permission of instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. Summer only.

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# Majors and Courses of Instruction

## *Economics*

### **110. Principles of Economics (Gitter, Meyer, Rahman, Simon, Skosples, Yazar)**

Principles underlying the operation of capitalist economies, and of the U.S. economy in particular. Emphasis is on consumption and production decisions at the micro level and on economic stability, efficiency, and growth at the macro level. F, S.

### **200.1. Global Poverty (Rahman)**

While the complexities surrounding extreme poverty make it one of the most challenging problems of our time, the extent of its depth and persistence around the globe is still astonishing, given the knowledge, resources and public commitments in this context. This course concentrates on the causes of and potential solutions to persistent poverty. It introduces the current state of global poverty, examines the economics of poverty traps, and analyzes the pros and cons of contemporary approaches in dealing with poverty at the individual, local and national levels. The main objective of the course is to understand: the trade-offs and constraints that limit income opportunities of the extreme poor; incentive structures and institutional rigidities that undermine poverty alleviation efforts from governmental and non-governmental agencies; and new issues and solutions that need to be considered in the global fight against poverty. Prerequisite: ECON 110.

### **251. Research Methods in Economics (Meyer, Skosples)**

This course deals with research methods in economics and management with some additional applications in accounting. The course focuses on the empirical use of statistical methods, primarily regression analysis, as well as data issues and an introduction to survey research. Prerequisite: C- or better in ECON 110 and MATH 105 or 230 or PSYC 210. F, S.

### **252. Intermediate Microeconomics (Rahman, Yazar)**

Topics to be covered include the decision-making processes of consumers and firms, the competitive markets model, market power, and missing markets. Emphasis will be given to applications of the theoretical tools learned. Some use of algebraic and game theoretic tools. Prerequisites: C- or better in ECON 110 and MATH 105 or 230 or PSYC 210. F, S. (NOTE: Prerequisite for 252 Honors is C- or better in ECON 110 and Math 110.)

### **255. Monetary and Fiscal Policy (Simon)**

The Federal Reserve System and how it affects the money supply, prices, and interest rates. Commercial banking, portfolio management, and the interaction of credit markets with other financial intermediaries and the economy. A comparison of neoclassical and Keynesian approaches to achieving macroeconomic goals via monetary and fiscal policies. Prerequisite: C- or better in ECON 110. F.

### **259. National Income and Business Cycles (Skosples)**

A course covering theories and applications of the aggregate economy in the short-run, long-run, and very long-run. Classical and Keynesian models are developed and contrasted in both a closed- and an open-economy context. Topics include the determinants of output, unemployment, and inflation, the theories of economic growth, an analysis of short-run fluctuations (business cycles), and monetary, fiscal, and trade policies under different exchange rate regimes. This course is designed to develop analytical tools which will enable the student to analyze macroeconomic problems and the wisdom of policymakers' arguments and decisions. Prerequisite: C- or better in ECON 110. S.

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# Majors and Courses of Instruction

## *Economics*

### **260. Current Economics Issues (Simon)**

The purpose of this class is to look at a variety of markets using three perspectives: theoretical (economic models and theories to explain behaviors), empirical (research that tests these theories), and political (policies to address issues). Topics vary depending on the interest of students and real world economic events of the time. For example, the topic of oil prices and world energy supply and demand would be discussed in most years. Other current topics might also include the subprime mortgage crisis, trends in the Federal Reserve's discount rate, Social Security or outsourcing of jobs. The class will be an informal presentation and discussion of selected topics. Lectures will present economic models and theories while students' research, presentations and papers will incorporate more of the empirical and policy material. Prerequisite: C- or better in ECON 110. Summer only.

### **277. Labor Economics (Gitter)**

The many aspects of labor as a factor of production in the economy, focusing in both the theoretical and empirical aspects of labor economics and the policy implications that follow. Among the topics considered are the demand for labor, the supply of labor (labor force participation and hours worked), the determinants of wage rates, unions, and unemployment. Prerequisite: C- or better in ECON 110. S.

### **300.6. The Internet: Economic Choices and Business Strategies (Boos/Simon)**

(Not offered 2012-2013)

This seminar will focus on economic factors influencing consumers to use the Internet and the business strategies employed by firms in this new Internet Era. More specifically, from a management perspective, the seminar will include examining the structure of the Internet economy, the major participants, their strategies, current trends and future projects. From an economics perspective the seminar will include examining consumer privacy issues, consumer access issues and unequal distribution of use, as well as economic theory of information search and use of the Internet. Prerequisites: C- or better in ECON 110 and EMAN 210 or consent of the instructors.

### **345. The Economic Growth of Modern Japan (MacLeod/Rahman)**

(Not offered 2012-2013)

A comparative study of economic policies and business management practices. This course will trace the economic development of Japan, especially since World War II, and attempt to explain it. Among the variety of causes of economic growth covered, emphasis will be put on the macroeconomic and microeconomic policies of the government, the general institutional structure of the Japanese economy, the structure and behavior of Japanese firms, and Japanese management practices. Throughout the course, comparisons will be made with other countries, particularly the United States and the European Union countries. May be taken for either ECON or EMAN credit, but not both. Prerequisite C- or better in ECON 110.

### **353. Economic Development (Rahman)**

This course provides an economic analysis of the problems and prospects of development, with a special focus on the circumstances faced by contemporary, less developed countries. The analysis focuses on: obstacles to and potential solutions for promoting economic growth; complexities surrounding domestic issues such as income inequality, poverty, population growth, unemployment, and access to opportunities; and the gains and risks associated with international trade, international

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# Majors and Courses of Instruction

## *Economics*

factor movements, and the process of globalization. To help build logical foundations upon which an understanding of these issues can be built, the course uses a framework of positive analysis.

Prerequisite: C- or better in ECON 110. F.

### **354. Economic History (Spall)**

(Alternate years.)

Historical description and analysis of economic development in the Western world from A.D. 950 to the mid-20th century. Topics include Manorialism, early urban market economics, the Age of Ambition, Mercantilism, agricultural revolution, industrialization, classical economics, free trade and colonialism, varieties of socialism, neo-imperialism, rise of the welfare state, governmental growth, and dependency theory. Also listed as HIST 354. (Formerly ECON 356). S.

### **355. Econometrics (Gitter)**

The estimation of economic relationships by the use of multiple regression. The class explores the basic model as well as the effects of violating one or more of the basic assumptions of the Gauss-Markov Theorem. Prerequisites: C- or better in ECON 110 and ECON 251, or permission of instructor. S.

### **357. History of Economic Thought (Staff)**

(Not offered 2012-2013)

The development of economic thought from Mercantilism to Keynesian economics, with discussions of ethics. Prerequisite: C- or better in ECON 110 or permission of instructor.

### **366. Environmental and Natural Resource Economics (Meyer)**

This course explores how to apply economic tools to analyze the origins, consequences, and policy implications of environmental and natural resource problems. Students will learn why the free market often fails in the allocation of natural resources and in the provision of the optimal amount of environmental protection and amenities. Concepts such as efficiency, discounting, externalities, sustainability, and environmental valuation will be covered at length. We will then apply these concepts to a variety of natural resource and environmental problems with an emphasis on how incentive based policies can improve social welfare. Prerequisite: C- or better in ECON 110. S.

### **370. Economic Systems (Skosples)**

This course examines the principles, organization, and performance of contemporary economic systems. Various economies from different regions of the world are studied under three major types of economic systems: market-oriented economies, centrally planned and transitional economies, and less developed economies. Special attention is paid to the economic and political problems relating to transition. The course also discusses the transformation of existing economic systems through globalization and regional economic integration. Prerequisite: C- or better in ECON 110. S.

### **372. International Economics (Rahman)**

This course provides an advanced economic analysis of international trade, migration flows, capital flows, and the corresponding open-economy macroeconomics under alternate exchange rate systems. The course begins with major theories regarding the reasons for and consequences of international trade. It then examines the pros and cons of interventionist trade policies, and analyzes the political economy of capital and migration flows. Finally, it looks at international balance of payments, foreign currency markets, and the role of exchange rates in understanding

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# Majors and Courses of Instruction

## *Economics*

the macroeconomics of open economies and the viability of economic and political unions.

Prerequisite: C- or better in ECON 110, and 252, or permission. S.

### **375. Industrial Organization (Yazar)**

Theoretical and empirical study of how structure of an industry (e.g., monopolistic, oligopolistic, competitive) affects the conduct of firms and the performance of their markets. Among the topics to be covered are the theory of the firm, strategic competition and entry deterrence, antitrust laws, and economics of innovation. Prerequisites: C- or better in ECON 252 and MATH 105, 230 or PSYC 210. F.

### **378. Public Finance (Gitter)**

The government's role in the allocation of goods in our economy. Among the topics are public goods (defense expenditures), externalities (the economics of the environment), government investment (cost benefit analysis), the economics of education and welfare, and public utilities.

Prerequisite: C- or better in ECON 252. F.

### **385. Mathematical Analysis for Economists (Staff)**

(Not offered 2012-2013)

Constrained and unconstrained optimization of functions of several variables. Detailed study of linear and nonlinear systems. Focus on economic applications, not formal proofs. Prerequisites: C- or better in MATH 210 or permission of instructor.

### **387. Introduction to Game Theory (Yazar)**

The study of (noncooperative) multiplayer decision problems. Emphasis on translating an informal description of a process into a formal, game-theoretic problem to be analyzed. Covers static games of perfect information through dynamic games of incomplete information. Explores refinements of equilibrium concepts through perfect Bayesian equilibrium. A modest focus on evolutionary equilibria. Prerequisite: C- or better in ECON 110, 252, and MATH 110, or permission of instructor. S.

### **490A. Independent Study (Staff)**

Elective for junior or senior majors. Open to non-majors with permission of department. Faculty supervised project in economics. 3.0 minimum overall grade point required and permission of the instructor. F, S.

### **490B. Group Independent Study (Staff)**

Elective for junior and senior majors. Open to non-majors with consent of department. Faculty supervised group project in economics. 3.0 minimum overall grade point required and permission of instructor. F, S.

### **491. Directed Readings (Staff)**

Faculty supervised readings on a topic in economics. 3.0 minimum overall grade point required and permission of instructor. F, S.

### **495. Apprenticeship Program (Staff)**

Opportunity for seniors and possibly juniors to engage in off-campus work projects in areas where they have adequate academic preparation. A 2.75 minimum overall grade point required and permission of instructor and department chair. Credit is awarded on satisfactory/unsatisfactory basis. F, S.

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# Majors and Courses of Instruction

## *Economics Management*

### **499. Senior Seminar (Staff)**

Integrative analysis of contemporary economic issues for senior economics majors, and other students who have done substantial work in economics and have the consent of the instructor. Students should apply for Senior Seminar before course pre-registration in the spring of their junior year. The chair of the department will notify students of their Senior Seminar placement. Prerequisite C- or better in ECON 251, ECON 252, and ECON 255 or ECON 259. If both ECON 255 and ECON 259 have been taken, a C- or better is required in both courses. F, S.

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### Economics- Management Courses (EMAN)

### **095. Summer Intern Experience (0.25 unit; Staff)**

This course is for students working on unpaid summer internships. Credit will be awarded for successful completion of a relevant work-experience, along with a favorable employer evaluation and a short paper. Open to declared majors and minors in the department with a minimum overall grade point of 2.5 or above. The course may be repeated in different summers. The course does not count towards any major or minor in the department. By permission of instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. Summer only.

### **100.3. Exploring Management (Bryan)**

This course is a study of the role of business organizations in contemporary society, types of business ownership, methods of business operation, and business functions. Topics covered include economic environment, global competition, entrepreneurship, general and human resource management, marketing, accounting, and finance and their inter-relationships from an overall and integrated business perspective. While an excellent introduction to management, this course is not a part of any major or minor in the Economics Department. F.

### **103. Investment Practicum (0.25 unit; MacLeod)**

As a basic introduction to the analysis of equity investments, this course provides students with a framework to evaluate the intrinsic value of a firm, with the goal of making stock investment decisions. The course is held in conjunction with the OWU Investment Club, which gives students a hands-on opportunity to make equity investment decisions. (Attendance is required at both the lecture and the Investment Club meeting, each held weekly.) This course is designed to develop a basic understanding of the financial evaluation process for those who have had no prior background — it is not appropriate for students who are already skilled in security analysis. F.

### **130. Economics Management Fellows Seminar (Staff)**

This is an introduction to contemporary topics in economics and management for academically strong freshmen who desire to develop a more in-depth knowledge of current issues and can maintain an Honors level discussion. Potential topics include leadership, globalization, labor economics, consumer behavior, and financial institutions and markets. This course will help students develop an analytical framework to study a breadth of topics in the economics and related fields. Consent of department chair. S.

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# Majors and Courses of Instruction

## *Economics Management*

### **200.2. Lifetime Financial Planning (MacLeod)**

An introductory course teaching the basics of financial literacy and financial decision-making in order to better control one's financial destiny. This course stresses that personal financial planning is a lifelong activity, and therefore course material will move through the life cycle — from wealth generation to wealth accumulation to wealth distribution. Key topics include borrowing and debt, pensions, savings vehicles, investments, real estate and insurance. This course will develop both practical financial skills and an understanding of the rapidly changing social and economic context for them. This course does not count towards any major or minor in the department. Prerequisite: C- or better in ECON 110 or EMAN 210 or permission of instructor. Summer only.

### **210. Marketing Management (Boos, Bryan)**

The role of marketing in business organizations. Course includes analyzing marketing opportunities, organizing, controlling the marketing effort, and planning new marketing programs. F, S.

### **264. Organizational Behavior (Leavy)**

Psychological theory and research applied to job settings. Topics include leadership styles, communication, job motivation and satisfaction, decision-making strategies, work stress, employee selection and evaluation, and organizational development. Also listed as PSYC 264. Prerequisite: C- or better in PSYC 110. S.

### **300.6. The Internet: Economic Choices and Business Strategies (Boos/Simon)**

This seminar will focus on economic factors influencing consumers to use the Internet and the business strategies employed by firms in this new Internet Era. More specifically, from a management perspective the seminar will include examining the structure of the Internet economy, the major participants, their strategies, current trends and future projects. From an economics perspective the seminar will include examining consumer privacy issues, consumer access issues and unequal distribution of use, as well as economic theory of information search and use of the Internet. Prerequisites: C- or better in ECON 110 and EMAN 210 or consent of the instructors.

### **300.9. Financial Statement Analysis (0.50 unit; MacLeod, Tecklenburg)**

Financial statements are ubiquitous in business. Whether a manager, a regulator, a lender, or an investor, one needs to examine a firm's financial statements to understand what is happening in the company. This course focuses on understanding the integration and relationship of financial statements and develops students' ability to analyze financial statements. Using case studies of real firms, students will learn the information available on the income statement, balance sheet, and cash flow statement. Students will also complete other projects that will develop their analytical skills and their comprehension of how various business activities affect the flow of information across the financial statements. Also listed as ACCT 300.9. Prerequisite: C- or better in ACCT 217. F.

### **320. The Business Aspects of Sport (MacLeod)**

A study of the world of sports from a business perspective. Selected topics include major team sports franchising, ownership, player relations, salary arbitration, taxation, and venue management; minor sports development, and consumer orientation; stadia issues; development, promotion, marketing and management of major and minor events ranging from the Olympic Games to the Columbus Marathon; the production and merchandising of athletic equipment, clothing, and other sporting goods. Summer only.

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# Majors and Courses of Instruction

## *Economics Management*

### **340. E-Commerce Business Strategies (Boos)**

This course will provide the background and basics of e-commerce and its impact on doing business in today's economy. Case studies and readings will examine the business strategies associated with different B-2-B and B-2-C business models, as well as the specific e-marketing, advertising and promotion practices associated with these business strategies. Summer only.

### **345. The Economic Growth of Modern Japan (MacLeod/Rahman)**

(Not offered 2012-2013)

A comparative study of economic policies and business management practices. This course will trace the economic development of Japan, especially since World War II, and attempt to explain it. Among the variety of causes of economic growth covered, emphasis will be put on the macroeconomic and microeconomic policies of the government, the general institutional structure of the Japanese economy, the structure and behavior of Japanese firms, and Japanese management practices. Throughout the course, comparisons will be made with other countries, particularly the United States and the European Union countries. May be taken for either ECON or EMAN credit, but not both. Prerequisite C- or better in ECON 110.

### **361. Financial Management (MacLeod)**

The scope and nature of managerial finance. Topics include capital budgeting techniques, financial analysis, time value of money, risk and return, financial forecasting, sources and forms of long-term financing, and the cost of capital. Prerequisite: C- or better in ACCT 217. F, S.

### **363. Organizational Structure and Design (Staff)**

(Not offered 2012-2013)

Analysis of organization structures and processes. The role of management in both private and public organizations receives special attention. Case studies are employed to illustrate and apply organization theory. Also listed as SOAN 363.

### **365. Entrepreneurship (Boos, Staff)**

Brief overview of innovation and entrepreneurship in economic history and theory. Explores contemporary entrepreneurship within the larger economic and societal context. Investigates the skills, concepts, and theories employed by entrepreneurs in creating and building new ventures. Student teams fully develop a proposed new business venture including preparing and presenting a complete business plan. F, S.

### **369. International Business Ethics (Flynn)**

(Alternate years. Not offered 2012-2013)

Major ethical principles and their application to modern business practices are discussed. The course uses case studies to focus on the modern corporation, with special attention to ethical dilemmas arising in the context of international business. Also listed as PHIL 369. S.

### **376. International Business (MacLeod, Staff)**

Fundamentals of international business and management in a global environment. This course will cover concepts related to the external international environment, business and national culture, cross culture communication and negotiations, multinational strategies, and global operations management. Prerequisites: C- or better in ECON 110, and EMAN 210. F.



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# Majors and Courses of Instruction

## *Economics Management*

### **410. Advanced Marketing Concepts (Bryan)**

This class both extends the marketing concepts introduced in EMAN 210 and explores additional, more advanced topics, such as market research, supply chain management and distribution, consumer behavior, sales management, psychographic market segmentation and marketing communications. This course may also analyze industrial marketing, international marketing, services marketing and e-marketing. Teaching methodologies range from theoretical study to applied case analysis. Prerequisites: C- or better in EMAN 210, ECON 110 and MATH 105 or 230 or PSYC 210. Juniors and above. S.

### **462. Advanced Corporate Finance (MacLeod)**

(Alternate years.)

This course extends the financial concepts introduced in EMAN 361, exploring topics in corporate finance such as corporate restructuring (mergers, acquisitions and leveraged buyouts), derivatives (e.g. futures, forwards and options), working capital management, operating/financial leverage, foreign exchange, corporate governance and pension management. Teaching methodologies will range from theoretical study to applied case analysis. Juniors and seniors only. Prerequisites: C- or better in ACCT 217, EMAN 361 and MATH 105 or equivalent. S.

### **465. Modern Portfolio Theory (MacLeod, Staff)**

(Alternate years. Not offered 2012-2013)

This course extends the basic financial concepts introduced in EMAN 361, exploring topics in security analysis such as modern portfolio theory (MPT), individual security instruments, general security markets, behavioral finance, swaps and portfolio management. Teaching methodologies will range from theoretical study to applied case analysis. Juniors and seniors only. Prerequisites: C- or better in ACCT 217, EMAN 361 and MATH 105 or equivalent.

### **490A. Independent Study (Staff)**

Elective for junior or senior majors. Open to non-majors with permission of department. Faculty supervised project in management. A 3.0 minimum overall grade point average and permission of instructor are required. F, S.

### **490B. Group Independent Study (Staff)**

Elective for junior or senior majors. Open to non-majors with consent of department. Faculty supervised group project in management. A 3.0 minimum overall grade point average and permission of instructor are required. F, S.

### **491. Directed Readings (Staff)**

Faculty supervised readings on a topic in management. A 3.0 minimum overall grade point average and permission of instructor are required. F, S.

### **495. Apprenticeship Program (Staff)**

Opportunity for seniors and possibly juniors to engage in off-campus work projects in areas where they have adequate academic preparation. A 2.75 minimum overall grade point required and permission of instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. F, S.

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# Majors and Courses of Instruction

*Economics Management*

*Accounting*

## **499. Senior Seminar (Boos, MacLeod, Bryan)**

Analysis of contemporary management issues (e.g., strategic planning, LBOs, and mergers) for seniors and other students who have done substantial work in economic-management areas. Students should apply for Senior Seminar before course pre-registration in the spring of their junior year. The chair of the department will notify students of their Senior Seminar placement. Prerequisite: C- or better in EMAN 361 (or concurrent enrollment) and EMAN 210. F, S.

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## Accounting Courses (ACCT)

### **095. Summer Intern Experience (Staff)**

This course is for students working on unpaid summer internships. Credit will be awarded for successful completion of a relevant work-experience, along with a favorable employer evaluation and a short paper. Open to declared majors and minors in the department with a minimum overall grade point of 2.5 or above. The course may be repeated in different summers. The course does not count towards any major or minor in the department. By permission of instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. Summer only.

### **217. Principles of Financial Accounting (Breidenbach, Tecklenburg)**

The fundamental techniques of analyzing, recording, summarizing, and reporting the financial effects of business transactions. Sophomores and above, and second term freshmen intending to major or minor in accounting, who have a cumulative GPA of 3.0 or above, and permission of instructor. F, S.

### **300.9. Financial Statement Analysis (0.50 unit; MacLeod, Tecklenburg)**

Financial statements are ubiquitous in business. Whether a manager, a regulator, a lender, or an investor, one needs to examine a firm's financial statements to understand what is happening in the company. This course focuses on understanding the integration and relationship of financial statements and develops students' ability to analyze financial statements. Using case studies of real firms, students will learn the information available on the income statement, balance sheet, and cash flow statement. Students will also complete other projects that will develop their analytical skills and their comprehension of how various business activities affect the flow of information across the financial statements. Also listed as EMAN 300.9. Prerequisite: C- or better in ACCT 217. F.

### **341. Managerial Accounting (Tecklenburg)**

Accounting for management planning and control. Cost-volume-profit relationships, costs of individual products and services, budgets and standards, business segments, inventory, and relevance of costs to management decisions. Prerequisite: C- or better in ACCT 217. S.

### **342. Intermediate Accounting I (Breidenbach)**

Accounting for published financial reports. The accounting and reporting environment, financial statement presentation, and accounting theory applied to asset accounts. Prerequisite: C- or better in ACCT 217. F.

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# Majors and Courses of Instruction

## *Accounting*

### **343. Federal Income Tax Accounting (Breidenbach)**

The Federal tax system and taxation of individuals and corporations. Topics include specific items of income and expense, differences between tax regulations and accounting principles, planning to reduce income taxes, and tax research methodology. Prerequisite: C- or better in ACCT 217. F.

### **348. Business Law I (Reulbach)**

Study of legal concepts typically encountered by business persons. Topics include overview of U.S. legal system, in-depth study of contracts, torts (negligence), product liability, and business associations (sole proprietorships, partnerships, and corporations). Course recommended for juniors and above. F.

### **349. Business Law II (Reulbach)**

General survey of legal concepts typically encountered by business persons continues with sales, negotiable instruments, secured transactions, employment and labor law, property (real, personal, and intellectual), white collar crime, professional liability, and negotiation settlement. Course recommended for juniors and above. Prerequisite: C- or better in ACCT 348. S.

### **350. Cost Accounting (Tecklenburg)**

Pricing decisions; accounting for materials, labor, and overhead; joint products; and product yield and mix factors, Variance Analysis, and Activity Based Costing (ABC). Prerequisite: C- or better in ACCT 341. F.

### **351. Accounting Systems (Tecklenburg)**

Features of accounting information processing. Documents and records, data flow diagramming, controls, design concepts, and various systems examples for both large and small companies. Prerequisite: C- or better in ACCT 342 or permission of instructor. F.

### **352. Intermediate Accounting II (Breidenbach)**

Continuation of ACCT 342. Application of accounting theory to liability and equity accounts. Other topics include pensions, leases, and deferred income taxes. Includes presentation of The Statement of Cash Flows. Prerequisite: C- or better in ACCT 342. S.

### **353. Auditing (Breidenbach)**

The significance of, and need for, the opinion of an independent CPA concerning published financial statements; auditing standards, ethics, and techniques. Prerequisite: C- or better in ACCT 351 and C- or better or concurrent enrollment in ACCT 352. S.

### **473. Advanced Accounting Issues and Problems (Tecklenburg)**

This is a capstone experience for accounting majors. Selected topics include business combinations, accounting for partnerships, foreign currency transactions, and fund accounting. Prerequisites: C- or better or concurrent enrollment in ACCT 352. (Formerly ACCT 471 and 472.) S.

### **490A. Independent Study (Staff)**

Elective for junior or senior majors. Open to non-majors with permission of department. Faculty supervised project in accounting. A 3.0 minimum overall grade point average and permission of instructor are required. F, S.

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# Majors and Courses of Instruction

## *Accounting*

### **490B. Group Independent Study (Staff)**

Elective for junior or senior majors. Open to non-majors with consent of department. Faculty supervised group project in accounting. A 3.0 minimum overall grade point average and permission of instructor are required. F, S.

### **491. Directed Readings (Staff)**

Faculty supervised readings on a topic in accounting. A 3.0 minimum overall grade point average and permission of instructor are required. F, S.

### **495. Apprenticeship Program (Staff)**

Opportunity for seniors and possibly juniors to engage in off-campus work projects in areas where they have adequate academic preparation. Students must have a minimum 2.75 cumulative grade point average and permission of the instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. F, S.

# Majors and Courses of Instruction

## *Education*

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### Education

*Professors McClure, White*

*Assistant Professors Awenowicz, Glenn-Applegate*

*Instructor Hall*

Ohio Wesleyan has been educating teachers for more than 100 years. This experience confirms our belief that the most creative and effective teachers are prepared at strong liberal arts colleges such as ours. Our program emphasizes a solid theoretical base and practical experience. From the first course onward, education candidates learn about the responsibilities and rewards of their profession by working directly with children in area schools, community centers, and in Ohio Wesleyan's Early Childhood Center, a laboratory pre-school program.

Ohio Wesleyan offers programs preparing students for teacher licensure at the early childhood, elementary school, middle school, and high school levels. Candidates working toward the Early Childhood or Middle Childhood license pursue an OWU major in education. Candidates pursuing one of the other two licenses will major in another department at Ohio Wesleyan and minor in education. Ohio Wesleyan's programs lead to the following State of Ohio teacher licenses:

1. **Early Childhood License:** Prekindergarten to grade three
2. **Middle Childhood License:** Grades four to nine — preparation for teaching in a middle school setting. The State requires two of the following four concentrations:  
Reading and Language Arts  
Mathematics  
Science  
Social Studies
3. **Adolescence to Young Adult License:** Grades seven to twelve — preparation for teaching in a high school setting.  
Chemistry  
Earth Science  
Integrated Language Arts  
Integrated Mathematics  
Integrated Social Studies  
Life Sciences  
Physics
4. **Multi-age License:** Prekindergarten to grade twelve  
Drama/Theater  
Foreign Language (Spanish)\*  
Music  
Physical Education  
Visual Arts

\* Students interested in teaching French, German or Latin should talk with the Education Department Chair.

Education majors are normally admitted to the teacher education program by the end of their sophomore year. Minors are normally admitted by the end of fall semester of their junior year. The program admission requirements include successful completion of two foundational courses in education (EDUC 110 and EDUC 251), two recommendations from OWU faculty members, a GPA of 2.8 (overall and, for education minors, in the subject area major) and “adequate” or above

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# Majors and Courses of Instruction

## *Education*

ratings on the application essays. Contact the education department for a complete description of the admission and retention policy.

Graduates who complete the prescribed coursework in education and content area fields, student teaching, and other requirements of the State of Ohio, and who pass the State-mandated Praxis II examination(s), are entitled to an Ohio provisional teaching license. The teacher education program is approved by the State of Ohio Department of Education, and it has achieved national accreditation through the National Council for the Accreditation of Teacher Education (NCATE). The University is accredited by The Higher Learning Commission and is a member of the North Central Association. Ohio maintains formal reciprocal agreements with 27 other states, thus the Ohio license is recognized by most other states. Candidates desiring a teaching license from another state should consult with the education department early in their junior year to discuss reciprocity and/or organize their programs to meet the requirements of the states concerned.

Beginning with their first education course, candidates spend a minimum of 100 hours in local school classrooms observing and assisting teachers, and teaching lessons based on ideas developed in methods courses. All candidates seeking licensure student teach for 15 weeks, resulting in a total of over 400 hours in the classroom. Full-time faculty members in the education department take part in the supervision of student teachers. In addition, teachers at the Early Childhood Center work with candidates in the PreK-3 licensure program, and full-time faculty from the arts and sciences supervise AYA and multi-age candidates in their subject area. Student teachers meet for weekly seminars and receive a minimum of six formal observations during the semester. Student teaching takes place through agreements with local schools and through a consortial program in Philadelphia.

### **2010-11 Data**

During the 2010-11 academic year, 29 students completed their teacher education program. Of these, 12 were in the Early Childhood education program; 4, Middle Childhood program; 4, Physical Education; 3, Music; 2, Social Studies; 1, English; 1, Spanish; 1, Visual Arts; and 1, Drama/Theatre. Female students made up 90%; male 10%. The overall enrollment at OWU was 1,919: 55.3% female and 44.7% male. International enrollment was 9.2%: American Indian/Alaskan Native was .6%; Asian/Pacific was 2.1%; Black, non-Hispanic was 4.7%; Hispanic was 2.2%; White, non-Hispanic was 78.2%; two or more races was 1.2%; and Race/ethnicity unknown was 1.8%.

Of the 29 program completers, 29 took the Praxis II examination(s) in their teaching area. In areas where ten or more OWU students took the same examination, the passing rates were as follows: Principles of Teaching and Learning (7-12), 100%; Early Childhood Education, 100%. The state rates for these tests were 97% and 100% respectively.

One hundred thirteen students were formally enrolled in the teacher education program in 2010-11. Of those, 18% were male, 82% female. Three full-time and two part-time Education Department faculty members supervised student teachers along with members of the arts and science faculty. Students completed a total of fifteen weeks of full-time student teaching totaling 450 hours of in-class experience.

# Majors and Courses of Instruction

## *Education*

### **EARLY CHILDHOOD EDUCATION PROGRAM**

#### **Major in Education; Early Childhood License (PreK-3)**

The following courses in education are required: 110, 251, 252, 321, 322, 323, 329, 351, 352, 461, 462, 463, 464.

In addition to courses in education, students must complete a mathematics course, a concentration consisting of three courses in one discipline (these courses may also count towards distribution requirements), and the University degree requirements with the distribution requirements as listed below instead of those on pages 41-42.

#### Group I (Social Studies)

Three courses including Psych 336 and one American history or American government course

#### Group II (Natural Sciences)

Three courses including one physical and one biological science course

#### Group III (Humanities/Literature)

Two courses including one literature course in either the English or humanities-classics department

#### Group IV (Arts)

ART 301, MUS 363, THEA 259, and one of the following: ART 110, ART 111, ART 112, or ART 113; MUS 105, MUS 347, MUS 348, DANC 115, THEA 101, THEA 210

Diversity: Students seeking a teaching license must complete two unit courses with substantial focus on non-Euro-American topics (beginning Freshmen 2006).

**Endorsement in Teaching Grades 4 and 5:** Students may add an endorsement for teaching Grades 4 and 5 by taking the following courses: PSYCH 282 or PSYCH 333, EDUC 300.4 and EDUC 349.

### **MIDDLE CHILDHOOD PROGRAM**

#### **Major In Education; Middle Childhood License (4-9)**

The following courses in education are required: 110, 251, 252, 341, 349, 351, 352, 353, 481, 482, 483, 484, and two of the following: 345, 346, 347, 348. See the online schedule for the appropriate sequence of courses.

In addition to the courses in education, students must complete PSYC 282, the University degree requirements, and at least two of the four state-approved Middle School Areas of Concentration (See education department for the lists of required courses in each area.)

Diversity: Students seeking a teaching license must complete two unit courses with substantial focus on non-Euro-American topics (beginning Freshmen 2006).

### **ADOLESCENCE TO YOUNG ADULT and MULTI-AGE PROGRAMS**

**Minor in Education:** Adolescence to Young Adult License (7-12) and Multi-Age License in Foreign Language and Theatre.

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# Majors and Courses of Instruction

## *Education*

The following courses in education are required: 110, 251, 369, 370, 377, 471, 472, 473, 474, plus additional course(s) in content methods (365, 366, 367, or 368), and in the teaching area. See the online schedule for the appropriate sequence of courses.

Diversity: Students seeking a teaching license must complete two unit courses with substantial focus on non-Euro-American topics (beginning Freshmen 2006).

### **Minor in Education: Multi-Age License (PreK-12) in Music, Physical Education, Visual Arts.**

The following courses in education are required: 110, 251, 377, 471, 472, 473, 474, plus additional course(s) in the teaching area. ENG 145 is required as well. (ENG 176 or 180 and 182 can be substituted for ENG 145 when scheduling conflicts occur.)

The subject matter preparation of a student in the adolescence to young adult and multi-age licensure programs include completion of an OWU major and of specific licensure requirements in the student's teaching area. (Lists of course requirements in each of the teaching fields listed above are available in the education department.) Students minoring in education are encouraged to consult with the education department regarding the specific requirements for licensure in their area of interest.

Diversity: Students seeking a teaching license must complete two unit courses with substantial focus on non-Euro-American topics (beginning Freshmen 2006).

### **Student Teaching**

Student teaching takes place every spring semester. Students register for 3.5-4 units—3 for student teaching, a half-unit for the student teaching seminar, and an additional half-unit course (EDUC 377) if in the AYA or multi-age program. Student teaching is a full-time commitment involving teaching, planning, and other in-school responsibilities, and various assignments originating from the half-unit courses.

### **Education Department Policy on Credit/No Entry in all Teacher Education Licensure Programs**

Credit/no entry courses may not be taken in the major area of study (early childhood, middle childhood education, or the history major for teachers), nor in any courses to be used for the general requirements in English composition, foreign language, professional education licensure courses or for the University distribution requirements. Only one course taken in the minor area of study or concentration may be taken credit/no entry and must have the approval of the director of the specific licensure program.

## Courses

### **100.2 Teaching for Equity and Social Justice**

This course will provide students the opportunity to examine education through an equity and social justice lens. Using social justice education as the theoretical framework, students will investigate ways in which racism, sexism, classism, heterosexism, ageism, and other forms of discrimination permeate educational policy and practice. By understanding systems of power, privilege, and oppression, all students, especially teacher education students, will be prepared to consider what individuals, schools, and communities can do to ensure that all learners have equitable educational opportunities. S.



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# Majors and Courses of Instruction

## *Education*

### **100.3 Examining School through Film**

(Alternate years. Not offered 2012-2013)

This course will examine films of the 20th and 21st centuries that depict formal representations of school and education. Students will examine approaches to teaching and learning, constructs of power and identity, and influences on practice, policy and ideology. F.

### **105. Introduction to Early Childhood Education**

This course is an overview of the issues related to the education of young children as well as an introduction to the profession of early childhood education. It covers developmentally appropriate curriculum practices and philosophical perspectives of several early childhood curricular models. Theories of development are studied along with an introduction to the Early Learning Content Standards. Other major topics include: learning activities, creating safe and healthy environments, observational techniques, the importance of play, and management techniques used with young children. Students are required to observe and report on different types of programs in the community, including at least one toddler setting. F.

### **110. The Role of the School**

Analysis of a variety of educational issues from a philosophical, sociological, historical, and comparative perspective. Includes a focus on curriculum, equity, school organization, school law, federal/state/local government, history of PreK-12 education, changing student population, religion, and multiculturalism. Field experience includes 15 hours working with a community-based education program. F, S.

### **251. Psychological Foundations of Education**

An interdisciplinary course that focuses on the implications of current research in educational psychology. Human development, intelligence, motivation, instructional strategies, assessment tools, inclusion issues, and classroom management techniques will be discussed. Field experiences include weekly tutoring visits to area schools. F, S. Prerequisites: C- or above in EDUC 110 or permission of instructor. Sophomores or above only.

### **252. Teaching Reading with Children's Literature**

Consideration of the techniques of evaluation, methods of presenting and exploring literature with children in the balanced reading program. Curriculum practices such as literature circles, response journals, individualized reading, interactive read-alouds and thematic units are explored. The integration of skills instruction with these practices is also addressed. F. Prerequisites: 251 or permission of instructor.

**259. (See THEA 259 for information)**

**301. (See ART 301 for information)**

### **300.3. Pedagogy of Teaching Algebra**

This course will explore contemporary issues in the teaching of algebra. Topics to be discussed are as follows: the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points; the development of students' algebraic thinking; and the appropriate use of algebra manipulatives, tools and technology. Summer only. Prerequisites: EDUC 251 and admission to the teacher education program or consent of the instructor.

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# Majors and Courses of Instruction

## *Education*

### **300.4. Teaching Content Area Subjects for Grades Four and Five**

This course will emphasize the connections between mathematics, science and social studies appropriate for a self-contained elementary classroom (grade 4) as well as for a disciplinary-specific classroom (grade 5). This course is taken concurrently with a field practicum. Topics to be addressed: effective teaching strategies for each content area, interdisciplinary instruction, differentiated instruction, assessment as a guide to instruction, technology as an instructional tool, and reflection as a means of professional growth. Prerequisite: EDUC 323 and admission to the teacher education program.

### **321. Early Literacy**

An exploration of the theory and research concerning the teaching of reading and writing to young children, ages 3-8. The development of literacy, appropriate teaching strategies, techniques of evaluation and application of teaching strategies to the content areas are covered. Attention is also given to the integration of reading with the other language arts, particularly writing, as well as curricular modifications for children with disabilities and cultural differences. S. Prerequisite: EDUC 322 and admission to the teacher education program. EDUC 329 to be taken concurrently.

### **322. Integrated Methods for Early Childhood Teachers: I**

This course focuses on math, science, and social studies teaching methods, and the integration of concepts in meaningful, real-life ways. Teachers will learn research-based strategies for expanding student understanding, developing students' problem-solving skills, and encouraging engagement and curiosity. Specific topics include (but are not limited to) operations, geometry, and patterns & algebra (math); motion, water, and the care and growth of living things (science); and ethics, communities, and change (social studies). Teachers will learn the importance of differentiating for students' diverse backgrounds, needs, strengths, and interests. We will discuss authentic assessment strategies and the impact of subsequent data on instruction. In addition, teachers will also explore productive use of manipulatives, models, technology; involving families as partners in children's education; teachers' roles as collaborative, responsible members of a profession; and the importance of professional development and self-directed learning. Teachers will demonstrate their knowledge and skills through writing assignments, in-class discussions, projects, collaborative activities, and presentations, as well as writing, teaching (through EDUC 329), and reflecting on lessons plans. F. Prerequisite: 251 and admission to the teacher education program. EDUC 329 taken concurrently.

### **323. Integrated Methods for Early Childhood Teachers: II**

Continuation of 322. S. Prerequisite: C- or above in EDUC 322.

### **329. Field Practicum: Early Childhood (0.5 unit)**

One course spread over two semesters and taken concurrently with appropriate methods courses (EDUC 322 and EDUC 321). Required of all early childhood majors in the junior year. Students participate in a series of planned supervised field experiences. Emphasis is on the integration of theory and practice. F, S. Prerequisite: 251 and admission to the teacher education program.

### **341. Middle School Principles and Practices**

(Alternate Years. Offered 2011-2012)

An overview of the historical, social, and cultural influences in the development of the middle school concept. Students examine alternative patterns of school and class organization. The course emphasizes multiple instructional approaches to learning with a strong emphasis toward

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# Majors and Courses of Instruction

## *Education*

the constructivist approach and includes significant work with interdisciplinary teams, integrative curriculum, and authentic assessment. Prerequisite: 251 and admission to the teacher education program.

### **345. Middle School Methods: Math (0.5 unit)**

This course explores strategies for teaching the important mathematical strands with an emphasis on an inquiry-based, constructivist approach. Other issues addressed include the use of appropriate technologies, appropriate use of manipulative and visual models, appropriate resources, and assessment strategies. F. Prerequisite: 251 and admission to the teacher education program.

### **346. Middle School Methods: Reading & Language Arts (0.5 unit)**

This course focuses on how teachers can help middle school students learn and develop in their use of language, in their skills of inquiry, and in their ability to comprehend, interpret, and express ideas using a wide range of texts including print and nonprint media. Special topics include literature instruction, language acquisition and structure; dialects, usage, and issues of communication; composition; and multiple ways of assessment. F. Prerequisite: 251 and admission to the teacher education program.

### **347. Middle School Methods: Science (0.5 unit)**

This course explores strategies for teaching science with an emphasis on an inquiry-based, constructivist approach. Other issues addressed include: safety issues, legal obligations, management strategies inherent in the activity-based teaching of science, the use of technology and instructional strategies, the assessment of science learning. F. Prerequisite: 251 and admission to the teacher education program.

### **348. Middle School Methods: Social Studies (0.5 unit)**

Examination of ways to integrate knowledge and methodology from the social sciences into the middle school curriculum. Using various print and non-print resources, students will develop strategies to engage middle school students in social studies content, keeping in mind the diverse needs of middle school students. F. Prerequisite: 251 and admission to the teacher education program.

### **349. Field Practicum: Middle School (0.5 unit)**

Students participate in a series of planned, supervised field experiences in their area of concentration in a middle school classroom, do focused observations, plan and teach lessons, and make informed decisions about the use of varied instructional strategies. F. Prerequisite: 251 and admission to the teacher education program.

### **351. Phonics and the Teaching of Reading**

The teaching of phonics within the contexts of reading, writing, and spelling. The nature and role of word recognition in the teaching of reading, methods for developing phonemic awareness as part of an integrated reading program, and the relationships between linguistics and phonics is stressed. The effect of deficits in phonemic awareness on decoding, spelling, and word recognition to reading disabilities is also explored. S.

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# Majors and Courses of Instruction

## *Education*

### **352. Corrective Reading**

This course is designed to provide a theoretical, research and experimental base for instructional decision making when working with students diagnosed with reading challenges. It provides a strong theoretical framework from which the candidates will be prepared to use various assessment tools and strategies to discern student strengths and weaknesses as readers, then use this information to develop appropriate reading programs to meet their specific needs. Attention is also given to working with English as Second Language learners. F. Prerequisite: 251 and admission to the teacher education program.

### **353. Developmental Reading: Content Literacy and Young Adult Literature**

(Alternate years. Offered 2012-2013)

This course focuses on methods to identify and support adolescents who demonstrate difficulty with reading (grades 4-9) and (grades 7-12). Topics include the processes of reading and writing, knowledge of literature for young adults, current trends in developmental reading, and instructional strategies to improve reading, comprehension, vocabulary, critical and creative thinking, and study skills. F. This course is required for AYA English/Language Arts candidates. Prerequisite: 251 and admission to the teacher education program.

### **354. Multicultural Education**

(Alternate years. Offered 2012-2013)

The role of the school and the teacher in serving the needs of a culturally pluralistic society. The course focuses on issues, approaches, and instructional strategies for fostering understanding and respect among all individuals as well as for working specifically in culturally diverse educational settings.

### **363. Teaching Music: Elementary (0.5 unit; Fes mire)**

See MUS 363 for information. Prerequisite: 251 and admission to the teacher education program.

### **365. Secondary Methods: Math (0.5 unit)**

This course explores strategies for teaching the important mathematical strands with an emphasis on an inquiry-based, constructivist approach. Other issues addressed include the use of appropriate technologies, appropriate use of manipulative and visual models, appropriate resources, and assessment strategies. F. Prerequisite: 370 and admission to the teacher education program. EDUC 369 to be taken concurrently.

### **366. Secondary Methods: English & Language Arts (0.5 unit)**

This course focuses on how adolescents learn and develop in their use of language and in their ability to comprehend and express ideas using a wide range of texts including print and nonprint media. Special topics include teaching literature, language structure and variation, and composition. Attention is given to issues of communication and multiple ways of assessment. F. Prerequisite: 370 and admission to the teacher education program. EDUC 369 to be taken concurrently.

### **367. Secondary Methods: Science (0.5 unit)**

This course explores strategies for teaching science with an emphasis on an inquiry-based constructivist approach. Other issues addressed include: safety issues, legal obligations, management strategies inherent in the activity-based teaching of science, the use of technology and instructional strategies, the assessment of science learning. F. Prerequisite: 370 and admission to the teacher education program. EDUC 369 to be taken concurrently.

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# Majors and Courses of Instruction

## *Education*

### **368. Secondary Methods: Social Studies (0.5 unit)**

Examination of ways to integrate knowledge and methodology from the social sciences into the secondary school curriculum. Using diverse print and non-print resources, students will develop various strategies to engage secondary students in social studies content, keeping in mind the diverse needs of secondary school students. F. Prerequisite: 370 and admission to the teacher education program. EDUC 369 to be taken concurrently.

### **369. Field Practicum: Secondary (0.5 unit)**

This practicum is taken concurrently with the secondary methods course. Students participate in a series of field experiences in an assigned secondary classroom; do focused observations; plan and teach supervised lessons with a focus on curricular and instructional approaches; and consider issues of professionalism. F. Prerequisite: 370 and admission to the teacher education program.

### **370. Secondary Teaching: Knowledge and Practice**

An introduction of the content, skills, and issues that are essential for the teacher of adolescents and young adults. Coursework, demonstration lessons, and peer teaching for all content areas other than music. S. Prerequisite: 251 and admission to the teacher education program. Juniors and seniors only or consent of the instructor.

### **377. Teaching Workshop: Supporting and Extending the Learning (0.5 unit)**

A workshop course for the 7-12 and PreK-12 licensure programs, typically taken the same semester as student teaching. Course content focuses on applied instructional technology, reading and writing in the content areas, and data driven decision making. S. Prerequisite: Admission to the teacher education program.

### **378. Foreign Language in the Elementary School**

Consideration of the relationship of first-language acquisition and second-language learning and of the multiple strategies appropriate for different age groups as they develop language skills in listening, speaking, reading, and writing. Topics include the relationship of second-language skills in listening, speaking, reading, and writing the relationship of second-language learning to the PreK-12 curriculum, the use of prepared and authentic material at each level, the role of technology in language learning, and the importance of cultural awareness as a component of language instruction. Offered as needed. Prerequisite: 251 and admission to the teacher education program.

### **381. Methods of Teaching Physical Education: Early Childhood Years (0.5 unit; Shade)**

(See PE 381 for information). Prerequisite: 251 and admission to the teacher education program.

### **384. Methods of Teaching Physical Education: Middle School Years (0.5 unit; Shade)**

(See PE 384 for information). Prerequisite: 251 and admission to the teacher education program.

### **461, 462, 463. Student Teaching: Early Childhood**

Students will participate in carefully sequenced planned experiences in a minimum of two early childhood settings (preschool, kindergarten, elementary grades 1-3), culminating in full-day classroom responsibility for an extended period of time in each placement. The University reserves the right to remove a student teacher temporarily or permanently if conditions justify. An S/U option is available as described in the *Student Teaching Handbook*. S. Prerequisite: Admission to the teacher education program.

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# Majors and Courses of Instruction

## *Education*

### **464. Teaching as Professional Community Builder: Early Childhood Student Teaching Seminar (0.5 unit)**

Seminar accompanies the student teaching experience. Students are asked to reflect on their practices, and continually evaluate the effects of their actions on children, parents, and other professionals. Family and community issues that affect young children are also explored. Emphasis is on collaboration and continued professional growth. S. Prerequisite: Admission to the teacher education program.

### **471, 472, 473. Student Teaching: Secondary and PreK-12**

Students in secondary and PreK-12 special subject area licensure preparation programs participate in a planned experience culminating in full-day teaching in school settings appropriate to their specific program. Reflection on their increased proficiency as beginning teachers is stressed as they apply their knowledge of content, learners, and pedagogy. The University reserves the right to remove a student teacher temporarily or permanently if conditions justify. An S/U option is available as described in the *Student Teaching Handbook*. S. Prerequisite: Admission to the teacher education program.

### **474. Being and Becoming a Professional: Secondary and PreK-12 Student Teaching Seminar (0.5 unit)**

This seminar accompanies the student teaching experience. Major topics build from a framework of domains for teaching, including planning and preparation, establishing a learning environment, multiple instructional approaches, professional decision making and problem solving, and growing as a professional. S. Prerequisite: Admission to the teacher education program.

### **481, 482, 483. Student Teaching: Middle School**

Students will participate in a planned experience culminating in full-day teaching in a middle school setting for 15 weeks under the guidance of a practicing teacher and University supervisor. Self-evaluation of one's development as a teacher is stressed. The University reserves the right to remove a student teaching temporarily or permanently if conditions justify. An S/U option is available as described in the *Student Teaching Handbook*. S. Prerequisite: Admission to the teacher education program.

### **484. Becoming a Member of a Teaching Team: Middle School Student Teaching Seminar (0.5 unit)**

Seminar accompanies middle school student teaching. The integration of content, working with a teaching team, professional problem-solving, and teacher as an adult advocate are some of the topics that are addressed. S. Prerequisite: Admission to the teacher education program.

### **490. Independent Study**

### **491. Directed Readings**

# Majors and Courses of Instruction

## *English*

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### English

*Professors Carpenter, DeMarco, Hipsky, J. Musser, Olmstead*  
*Associate Professors Caplan, Poremski, Ryan*  
*Assistant Professors Allison, Comorau, Disler, Long*  
*Continuing Part-time Associate Professors Burns, Stephens*  
*Continuing Part-time Assistant Professors Richards, Stull*

English majors develop both reading and writing skills. They gain a wide knowledge of authors, of texts originally written in English, of the English language, and of interpretive approaches to literature. They read authors and texts selected to alert them to the linguistic connections among texts, historical perspectives, cultural contexts, the development of English as a language, and the canon and its critics. The major and minor foster curiosity about language, and the conviction that literature enriches human experience.

In English courses, students develop close reading skills—heightening their awareness of the conventions of literary form, structure, language, genre, and rhetoric—and are introduced to current critical methods. Throughout the major, students test and revise their notions of what makes literature literature. They cultivate sensitivity to language as a medium of thought and communication, and they learn to ask penetrating questions about texts and language.

English majors and minors become thoroughly acquainted with the writing process, sensitive to the rhetorical situation, and alert to the demands for correctness and precision. Writing majors develop a sense of voice, style, and tone, and practice adapting the conventions of various literary genres.

The English department expects that its students will explore the relationship of language and literature to social and cultural issues. It hopes they will become habitual, morally engaged readers, appreciating literature's function in developing an imaginative sensitivity to and disciplined regard for the relation between words and the world, the writer and the work, the representing self and the represented other.

The English major and minor also provide practical preparation for the world of work. They equip students to communicate clearly, to write effectively, and to read critically and accurately. These skills are fundamental for success in numerous professions and occupations.

Many English courses do not carry prerequisites. In general, however, courses at the 100 and 200 levels are most appropriate for first-year students and sophomores, or for those students who have not previously taken a college literature course. Upper-level students and those who have previously taken a college literature course may take courses at all levels.

### Majors

The English major will consist of 10 units of literature, language, and writing, and a portfolio (0.25 units). Majors may concentrate on literature, creative writing, or non-fiction writing. **All prospective majors are encouraged to take 150 before enrolling in an upper-level course, and to plan ahead with regard to required seminars and advanced workshops.** Requirements for each concentration are:

**Literature Concentration:** ENG 150, one theme course (ENG 145, 176, 180, 182, 224, 226, 228, 266), 2 British literature courses (ENG 330-354), one American literature course (ENG 268, 273, 278, and 360-374), one language or upper-level writing course (ENG 260, 265, 391, or 395),

# Majors and Courses of Instruction

## *English*

one seminar, the portfolio (ENG 410); 3 electives. At least one course must deal with literature written prior to 1800.

**Creative Writing Concentration:** ENG 150; one theme course (ENG 145, 176, 180, 182, 224, 226, 228, 266); one British literature course (ENG 330-354); one American literature course (ENG 268, 273, 278, and 360-374); two from ENG 260, 265, 391, 395; two from ENG 314, 316, 318, or 319; ENG 480; the portfolio (ENG 410); one elective.

**Non-fiction Writing Concentration:** ENG 150; one theme course (ENG 145, 176, 180, 182, 224, 226, 228, 266); one British literature course (ENG 330-354); one American literature course (ENG 268, 273, 278, and 360-374); three from 260, 265, 310, 312, 391, or 395; ENG 482; the portfolio (ENG 410); two electives.

**ENG 105** does not count toward the major. Apprenticeships, while encouraged, are viewed as an extension of the major, not as a substitute for a regular course. ENG 495 and 496 do not count toward the major.

A course taken credit/no entry may not be counted toward the major. At least seven of the ten courses must be taken at Ohio Wesleyan.

### Minor

The English minor will consist of five units of literature and writing, and a portfolio (0.25 units).

Minors must take ENG 150, ENG 410, and four electives. **All prospective minors are encouraged to take 150 before enrolling in an upper-level course.**

A course taken credit/no entry may not be counted toward the minor. At least three of the five required courses must be taken at Ohio Wesleyan. NOTE: ENG 105, 495, and 496 do not count toward the minor.

### Teaching Licensure

Requirements for the Adolescent-To-Young Adult (7-12) License in Language Arts are NOT identical to requirements for the English major. Students seeking licensure should ensure that they fulfill English major requirements and professional education requirements AS WELL AS licensure requirements. The minimal requirements for teaching secondary English (according to state nomenclature, “Integrated Language Arts, Adolescence to Young Adult”) include the following content-area courses:

COMPOSITION; ENGLISH LANGUAGE AND LINGUISTICS — three courses:

- ENG 105 (exempted students must substitute another writing course);
- UPPER-LEVEL WRITING — one course (select from 260, 265, or 310);
- LINGUISTICS OR HISTORY OF ENGLISH — one course (select from 391 or 395);
- ENG 145

AMERICAN LITERATURE — two courses (select from, 224, 226, 268, 273, 278, 360, 362, 369, 372, 374, 486; 150 may count as either American OR British, but not both; also possible, depending on the topic: 176, 415);

BRITISH LITERATURE — two courses (select from 228, 330, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 484; 150 may count as either American OR British, but not both; also possible, depending on the topic: 176, 415);



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# Majors and Courses of Instruction

*English*

*Film Studies*

*The Writing Center*

WORLD LITERATURE — one course (select from ENG 300.4, 342 [may not also be used as a British literature course], HMCL 255, 260, 265);

NON-PRINT MEDIA — one course (select from 254 or 310 [may also count as upper-level writing]);

ETHNIC OR WOMEN WRITERS — one course; courses used to fulfill this requirement may also be used to fulfill other requirements (select from 224, 266, 268, 273, 278, 300.4, 350, 352, 354, 362, 369, 372, 374; other courses in English or humanities-classics might be used to fulfill the requirement as well, depending on their content—check with your instructor or education advisor).

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## Film Studies

### Minor

The film studies minor is an interdisciplinary minor which provides students interested in film study an opportunity to declare and document this interest. Studying film develops both visual literacy and linguistic analysis skills. In a media-saturated culture, these skills are especially important ones for students to cultivate. Motion pictures are no longer confined to the big screen, but are viewed by millions of people worldwide on screens of all sizes. The advent of relatively inexpensive, highly portable, and user-friendly video cameras and editing equipment has vastly expanded the number of people worldwide who are making and distributing movies. The skill to analyze and comment intelligently on these ubiquitous cultural artifacts is essential to the liberally educated in the Twenty-first Century. The minor consists of five units.

**Core Curriculum:** ENG 254 (required); three to four units from among the following: ART 353, ART 355, ENG 224 (Images of Black Women in Fiction and Film; Black Women Filmmakers; African Diasporan Filmmakers); ENG 319, ENG 480 (specialization in screenwriting); ENG 490 (focus on film); ENG 491 (focus on film); FREN 190.2, FREN, GERM, SPAN 490 (focus on film); FREN 300.1 (French Language Film), HMCL 300.5 (East Asian Film), PHIL 310 (Philosophy Through Film), PSYC 499 (Movies and Maladjustment), SPAN 368, SOAN 365.

**Cognate Courses:** No more than one course from among the following will count toward the minor: ART 111, ART 112, ART 113, ENG 150, ENG 226 (Westerns), ENG 484 (Shakespeare, Postmodernism, and Film), HONS 190.3 (Zombies 101), SPAN 300.6 (The Child in Contemporary Latin American Literature and Film), FREN 259, HMCL 226, MUS 105, THEA 210.

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## The Writing Center

The Writing Center, located in the R.W. Corns Building as part of the Sagan Academic Resource Center, provides professional tutorial instruction, writing practice, and evaluation/criticism for students needing to improve their writing skills to remove an unsatisfactory notation (“U”) from their academic records, or for their own satisfaction. The Writing Center is available without charge through referral by an instructor or through self-referral. Writing Center instructors work with problems of unity, organization, and development of short expository papers and with mechanical, syntactical, and stylistic problems at the sentence level. Furthermore, professors frequently refer students to the Writing Center for instruction on correct documentation and blending of sources. In addition, Writing Center instructors assist students with learning differences and international

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# Majors and Courses of Instruction

## *English*

### *The Writing Center*

students in achieving writing competency. All students are tutored in the Center at times adjusted to their schedules, usually for one hour per week for as long as the students' individual needs dictate. Students receiving a "U" notation in any course are required to report to the Writing Center at the beginning of the next semester, and must complete the program to remove the "U" by the end of the semester. Failure to complete the tutoring program for clearing "U" notations may result in academic dismissal.

#### Courses

##### *Writing Competency*

#### **105. Freshman Writing Seminar (Staff)**

A focus on writing as a tool for learning and communicating. Students will develop critical thinking skills, productive writing habits, and a style appropriate for college-level writing. Several short papers and one longer paper are taken through stages of the writing process. Instructional formats include class discussion, workshop sessions, and individual conferences. A sequence of library assignments introduces students to the use of Beeghly Library and online resources as an integral part of the liberal arts education. F, S.

*Freshmen may enroll in any of the one-hundred-level courses. Those who have exempted ENG 105 are encouraged to enroll in one of the one-hundred-level courses offered as an R-course.*

##### *Required of All Majors & Minors*

#### **150. Introduction to Literary Study. Required of all majors and minors. (Caplan, Comorau, Musser, Poremski)**

A course to help students appreciate and understand the conventions of fiction, poetry, drama, and the essay. It raises fundamental questions about the nature of literature: What is it? Why read it? How is life transformed into imaginative works and how do they transform our lives? Does literature offer a unique form of knowledge? What distinguishes one literary text from another, or from other kinds of texts? Is some literature better than other literature? Although works and approaches vary with the instructor, the emphasis of this course remains the same: it focuses on close reading and analysis to develop students' critical skills and to enrich their emotional and intellectual experience of literary texts. F, S.

#### **410. The Portfolio (0.25 units). Required of all majors and minors. (Staff)**

*Only second-semester seniors may enroll.* Students will collect representative work from all their English courses (essays, essay examinations, etc.), write an introductory essay summarizing their experiences as majors or minors, and produce a curriculum vitae or resume. Designed to help students make the transition from college to further study or the world of work. This course is graded on a satisfactory/no entry basis. S.

##### *Theme Courses*

*Theme courses are designed to explore the expanding literary canon and its contexts.*

#### **145. Reading [a text or texts] (Staff)**

A course designed to help students develop their reading skills. Students will read and analyze texts, consider their conventions and contexts, and practice various strategies to respond to and interpret them. The course content will vary, but all instructors will emphasize reading strategies that can be adapted to any text or reading assignment. Texts may include essays, poetry, or fiction, and may concentrate on selected works, one longer work (such as a novel or long narrative poem), an author, or a genre (such as memoir or poetry).

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# Majors and Courses of Instruction

## *English*

### **Shakespeare (Long) F.**

#### **176. Alternative Worlds in British and American Literature (Allison, DeMarco)**

A variable content course that explores alternative literary worlds and modes of discourse. Although reading lists vary, all sections address the power of language to represent alternative realities — alternative either to perceived reality or to reality as represented in another medium. Thus the course may consider the literary representations of ideal worlds, immaterial universes, science fiction, utopias and dystopias, and visionary states in literature written in English. Or it may consider the alternative versions of a common world represented in different media, always including literature in English (e.g., jazz and poetry, the novel and film, portraits in paint and verse, urban images in stories, songs, movies, and folklore).

### **Utopia (Allison) F.**

### **Comedy and Satire (Musser) S.**

#### **180. Narratives (1): The Short Story (0.5 unit; Disler)**

This course focuses on the form of the short story and the primal pleasure of story telling. F.

#### **182. Narratives (2): Longer Forms (Novella, Novel) (0.5 unit; Disler)**

This course focuses on longer narrative forms, particularly the novella, with special attention to the strategies and demands of an extended narrative. F.

#### **224. African American Images (Ryan)**

This course examines both literature and film, focusing on the representation of African Americans, and the artistic and sociocultural functions of those representations. Possible topics include: “Images of Black Women in Fiction and Film,” “Figures in Black,” “Black Women Film Makers.” Also listed as BWS 224. F.

#### **226. American Images (Caplan, Carpenter, Poremski)**

A survey of selected poets, novelists, and essayists from the breadth of traditions and counter-traditions in American literature. Works will be read to reveal how “America” has been imagined and to shed light on the question of what it means to be an “American.” F.

#### **228. British Images (Allison, Comorau, Long, Musser)**

A survey of selected poetry, fiction, prose, or drama from across the spectrum of British literature. This course will probe the diversity of traditions and countertraditions in British literature, reading selected texts against the appropriate contexts and backgrounds. Reading and course content will vary by instructor. S.

#### **254. Introduction to Film (Carpenter, Hipsky)**

A critical and historical approach to film. The course provides an overview of the development of filmmaking and a survey of representative film genres, directors, and international film movements. S.

#### **266. Women’s Literature in English (Comorau, Disler)**

This course features works that focus on questions of feminine identity, or works by women writers, inquiring into a variety of experiences that cut across lines of class, race, age, and sexual orientation. Texts and approaches will vary with the instructor. Serves as a Women’s and Gender Studies core course. F, S.

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# Majors and Courses of Instruction

## *English*

### *Genre, Criticism, And Language Courses*

#### **300.3. Reading Ethically (Long)**

(Not offered 2012-2013)

From a young age we learn to read for “the moral of the story,” and many if not all of us can name the title of a book, play, film, or other work of art that has had a profound impact on how we see the world and understand our moral responsibilities within it. Yet college literature courses often downplay the ethical dimensions of literature, instead emphasizing close reading skills and cultural contexts. In this class we will correct this imbalance by exploring various theories of how literature impacts our moral sensibilities, and also by testing several strategies for reading ethically. By recording and sharing our personal struggles with works of literary art, we will learn to read for “the moral of the story” once again, but in more sophisticated and rewarding ways.

#### **369. Genre Studies in African American Literature (Ryan)**

(Not offered 2012-2013)

Variable course focusing on a specific genre—narrative, poetry, novel, drama, essay—within African American literary tradition. The course will examine both literary and sociopolitical factors that have influenced the development of the specific genre. Course content will vary. Possible topics include: “Redefining Slave Narrative” and “Contemporary Black Drama.” Also listed as BWS 369.

#### **380. Critical Methods (Allison, Hipsky)**

Introductory readings in the theory and practice of contemporary literary-critical approaches. This course aims not only to familiarize students with issues central to literary criticism as a discipline, but to give them some practical command of its current interpretive methods. Approaches may include: formalism, structuralism, deconstruction, psychoanalysis, feminism, Marxism, and new historicism; as well as reader response theory, reception theory, gay and lesbian studies, cultural studies, multicultural criticism, and textual criticism. F.

#### **391. Issues in English Linguistics (DeMarco)**

(Not offered 2012-2013)

In this course students will be exposed to various ways of analyzing the structure of the English language, and will explore the interplay of language and social identity as it is shaped by gender, race, class and regionality (e.g., dialects). The course also addresses issues such as how the English language has changed over time, how children acquire language, and how language use defines what it means to be human.

#### **395. History of the English Language (DeMarco)**

This course offers answers to questions such as, “Why is English spelling so crazy?” and “Why does English language vary so much from Beowulf to Chaucer to Jane Austen to Alice Walker and other contemporary writers?” The course looks at the origins and traces the development of the English language from prehistoric (Indo-European) times, through the Middle Ages, to the present with reference to English literature across the ages, and with the aid of audio and videotapes. F.

### *Writing Courses*

#### **100.1. Introduction to Poetry Writing (Caplan)**

(Not offered 2012-2013)

This class will teach students how to write poetry. We will read poetry and write poetry. Assignments will help the students to learn about verse technique. No knowledge of poetry is required, only an interest in learning about the art.

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# Majors and Courses of Instruction

## *English*

### **260. Writing Essays (Allison, Disler, Musser)**

A course on the process of writing and revising non-fiction essays, concentrating primarily on improving organizational skills, developing style, and accommodating readers. Students will write different kinds of non-fiction essays and will read and analyze essays by professional writers. It is strongly recommended that students complete ENG 150 before enrolling in 260. F, S.

### **265. Elements of Style and Rhetoric (Musser)**

A course in non-fiction writing suitable for majors in all fields. The course focuses on learning to manipulate voice and rhetorical stance by considering the variables of speaker, subject, audience, purpose. Students should expect to do some writing either in class or at home for every class meeting. These short experiments will focus on a range of modes, from parody to propaganda, and from self-expression to communication, as well as on a range of voices, from informal to formal. F, S.

### **310. Writing for the Workplace (Burns, Poremski)**

In this course, students learn to write the kinds of letters, memoranda, and reports most common in the workplace. They sharpen their writing style and their revising and editing skills. They learn to appeal to business and professional audiences while seeking to achieve specific purposes. Because employers expect the use of Edited American English (Standard English) and professional-quality page layout, this course teaches and enforces high standards of style, mechanics, and graphic design. Since oral communication skills are vital in the workplace, this course requires students to make both formal and informal oral presentations. F, S.

### **312. Writing for the Sciences (Burt)**

An introduction to three different types of scientific writing. After learning how to access scientific literature, students write a scientific paper. Students then assume the role of research supervisor and write a report for company management that interprets and generalizes recent laboratory results. In the last paper students become newspaper reporters who must write a feature scientific article based on scientific papers and technical reports. The writing process is emphasized throughout the course. F.

### **314. Writing Fiction (Carpenter, Olmstead)**

This workshop is for those who wish to study narrative technique and to express themselves in short fiction. Students study fiction and write technical exercises, critical analyses, and one or two revised and complete short stories to be discussed by the workshop. F, S.

### **316. Writing Poetry (Caplan, Musser)**

The workshop consists of lecture and discussion, study of the work of established poets, and group discussion of student work. Students write exercises in verse technique and critical analyses of poetry, and complete a group of revised and polished original poems. S.

### **318. Playwriting (Gardner)**

In this workshop in script development the student is guided by readings of plays and a drama handbook, written exercises, and revisions to complete a one-act play. Prerequisite: ENG 105 and one college theatre or creative writing course. Also listed as THEA 369. F.

### **319. Screenwriting (Olmstead)**

Designed to introduce the student to screenplay form and technique, this workshop moves from readings through written exercises to a completed dramatic script of about thirty minutes in length. Prerequisite: 260 or 265 or consent of the instructor. F.

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# Majors and Courses of Instruction

## *English*

### **480. Advanced Creative Writing Workshop (Caplan, Olmstead)**

The capstone creative writing course, this workshop is for students who have successfully completed two of the four genre workshops: Writing Fiction (ENG 314), Writing Poetry (ENG 316), Playwriting (ENG 318), or Screenwriting (ENG 319) and wish to do advanced work in their chosen genre. Prerequisite: 314, 316, 318, or 319. S.

### **482. Non-Fiction Writing Workshop (Disler, Musser)**

This capstone course helps juniors and seniors who want to continue developing their non-fiction writing style(s). The workshop will cover a wide variety of non-fiction. Students will write numerous essays in various non-fiction modes, comment on their peers' work, and revise their own essays. Prerequisites: One from 260, 265, 310, 312, 314, or 316. S.

## *British Literature*

### **330. Medieval Literature (DeMarco)**

English literature from its Anglo-Saxon beginnings through the 15th Century. The works read in the course illustrate the generic range and imaginative spirit of this near-millennium: Beowulf The Wanderer, Sir Gawain and the Green Knight, Malory's Morte d'Arthur, Piers Plowman, The Pearl, and selections from The Book of Margery Kempe and from Julian of Norwich's Showings. F.

### **334. Chaucer and his Contemporaries (DeMarco)**

(Not offered 2012-2013)

This course focuses on the works of "the father of English literature," Geoffrey Chaucer, especially The Canterbury Tales and Troilus and Criseyde. In order to explain the historical, social, and political issues to which Chaucer reacted, the course might also include readings from John Gower's Confessio Amantis, William Langland's Piers Plowman, and the Paston Letters, as well as selections from present-day studies of medieval literature and culture.

### **336. Studies in Shakespeare (Long)**

A survey of Shakespeare's plays and poems through the lens of a specific theme. Readings will sample a range of the genres in which Shakespeare wrote (comedy, tragedy, history, romance, lyric and narrative poetry) and span the breadth of Shakespeare's career. Whenever possible the plays read will be viewed in performance or on film. Possible topics include: "Shakespeare on Love," "Shakespeare and Religion," "Shakespearean Cross-Cultural Encounters," "Shakespeare and Trauma," and "Shakespeare on Film." Students will read different plays in ENG 336 than in ENG 338. S.

### **338. Shakespeare: This Great Stage (Long)**

(Not offered 2012-2013)

An investigation of the theatrical world of Shakespeare and his contemporaries. Readings will include representative works by Shakespeare and other playwrights from major genres associated with the Renaissance stage: e.g., revenge tragedy, city comedy, history play, and tragicomedy and romance. Whenever possible, the plays read will be viewed in performance or on film. Students will read different plays in ENG 338 than in ENG 336.

### **340. The Renaissance Author (Long)**

(Not offered 2012-2013)

How did Renaissance authors go about creating their art? This course uses Renaissance poetic theory and practice as a framework for studying major works of sixteenth- and seventeenth-century English literature. Among the contexts to be considered are humanism, classicism, court culture,

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# Majors and Courses of Instruction

## *English*

theology, gender ideology, and print culture. Authors studied may include More, Shakespeare, Marlowe, the Sidneys, Spenser, Wroth, Jonson, Donne, Herbert, Herrick, Marvell, and Milton.

### **346. The British Restoration and Eighteenth Century (Musser)**

(Not offered 2012-2013)

The literature of the eighteenth century (1660-1800) reflects, shapes, or informs the radical changes in society, culture, and politics during the period. This course will focus on literature related to one or more of those changes: 1) the satirical attack on apparent disorder and chaos; 2) the abandonment of cynicism for sentiment; 3) the increasing emphasis on individual feeling as opposed to reason; 4) the desire to ground ideas in experience rather than notion and theory; 5) the search for a balance between self-interest and the social good. Writers react to these changes with irony, satire, comedy, biography, novels, comedies of manners, and evocations of sentiment and feeling. The more important writers include Dryden, Pope, Swift, Defoe, Johnson, Fielding, Richardson, Fanny Burney, and Jane Austen.

### **348. The British Romantics (Allison)**

(Not offered 2012-2013)

An overview of major themes of the Romantic period (1789-1825), including poetic and political revolutions, the preeminence of the imagination, and the valorization of the natural world. Texts include an array of poetry and prose by the six major Romantic poets (Blake, William Wordsworth, Coleridge, Byron, Percy Shelley, Keats) and two important writers of prose (Dorothy Wordsworth and Mary Shelley). Class time is divided between paying close attention to individual texts, and considering larger trajectories within and between the works of the writers studied.

### **350. The Victorians (Allison)**

A wide-ranging study of British literature and culture during the Victorian period (1837-1901), an era characterized simultaneously by a profound domestic and imperial confidence and a set of deep anxieties surrounding changing understandings of the individual, society, and the natural world. Topics include empire, gender and class divisions, industrialization and urbanization, the challenge science offered to religious faith, the dilemmas of post-Romantic poetry, and the evolution of the novel. Novelists may include C. and E. Brontë, Carroll, Dickens, Eliot, Gaskell, Hardy, Trollope, Wilde; poets may include E. B. and R. Browning, Hopkins, C. Rossetti, Tennyson; prose writers may include Arnold, Carlyle, Cullwick, Darwin, Ellis, Mayhew, Mill, Ruskin. S.

### **352. Modern British Literature (Hipsky)**

(Not offered 2012-2013)

Studies in the major literature of British, Irish, and London-based writers of the period 1900-1940. The course will be centrally concerned with the stages of a developing modernism: the feminist, realist, and impressionist fiction-writers of the Edwardian period; the Imagist and Vorticist avant-gardes of the 1910s; the flowering of "High Modernism" in the 1920s; the social satire of the politicized 1930s. Fiction writers may include Joseph Conrad, E.M. Forster, May Sinclair, D. H. Lawrence, Katherine Mansfield, James Joyce, Rebecca West, Virginia Woolf, Christopher Isherwood, and Aldous Huxley; poets may include W. B. Yeats, Ezra Pound, T. S. Eliot, F. S. Flint, and W. H. Auden.

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# Majors and Courses of Instruction

## *English*

### *Drama Courses*

#### **354. Contemporary British Literature (Comorau, Hipsky)**

Studies in the major literature of British and postcolonial writers of the period 1940 to the present. The course will be centrally concerned with the changing shapes of British literary genres under the shadow of the Cold War and in the wake of Empire. Fiction writers may include Doris Lessing, Jean Rhys, Iris Murdoch, Angela Carter, George Orwell, Graham Greene, Evelyn Waugh, Anthony Burgess, Ngugi wa Thiongo, Martin Amis, Irvine Welsh, and Salman Rushdie; playwrights may include Samuel Beckett, Edward Bond, and Tom Stoppard; poets may include W. H. Auden, Dylan Thomas, Ted Hughes, Seamus Heaney, and Eavan Boland. F.

#### **342. Drama and Theatre to 1700 (Long)**

A survey of European drama from the Greek theatre of Classical Athens to the Golden Age of Shakespeare and the Elizabethans. This is the drama principally of Greece, Rome, and Northern Europe in the late Middle Ages and Renaissance. The course serves theatrical as well as literary interests, with careful study of the relationship of each period of the drama to the society it played to, the theatre it played in, and to the literary figures and styles that influenced it. In addition to reading plays, students work on independent projects and have the opportunity to observe or help perform short student productions of scenes from the early European drama. Also listed as THEA 351. F.

#### **344. Drama, 1700-1900: The Development of “Realism” (Long)**

(Not offered 2012-2013)

Beginning with a review of the stock character types in the theatre of antiquity and Commedia dell' Arte, the class will trace the evolution of more nearly “realistic” characters, sets, special effects, lighting, and stage designs, until we encounter a revolt against them in modern theatre. Masterpieces of English drama and concurrent European plays will be examined as acting scripts, not only as literary masterpieces. Beginning with the proscenium arch and perspective painting of sets, students shall trace the evolution of verisimilitude through Elizabethan, Restoration, Neo-Classical, Romantic, and Naturalistic periods. Obviously social and cultural conditions will also be considered as students read Shakespeare, Wycherley, Sheridan, Molière, Racine, Büchner, Chekhov, Ibsen, and Pirandello. Also listed as THEA 361.

### *American Literature*

#### **268. Black Women’s Literary Traditions (Ryan)**

(Not offered 2012-2013)

Examines a variety of texts by Black women writers such as Zora Neale Hurston, Ann Petry, Gwendolyn Brooks, Lorraine Hansberry, Paule Marshall, Bessie Head, Lucille Clifton, Toni Morrison, Audre Lorde, Ama Ala Aidoo, Ntozake Shange, Alice Walker, Gloria Naylor, Jamaica Kincaid, Merle Coffins and others. Explores the ways in which Black feminist critical methodologies have been important to the recovery and interpretation of Black women’s texts. Possible topics include: Black Women’s Literature and Spirituality, Black Women’s Autobiography, and Twentieth-Century Black Women Writers. Also listed as BWS 368.

#### **273. Approaches to African American Literature (Ryan)**

Variable course focusing on a critical movement (such as The Harlem Renaissance or The Black Arts Movement) or a prominent figure (such as Richard Wright, James Baldwin or Toni Morrison) in the African American literary tradition. Also listed as BWS 273. F.



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# Majors and Courses of Instruction

## *English*

### **278. Native American Literature (Poremski)**

This course will introduce students to the rich variety of literary expression by Native Americans. Based on the assumption that Native American (or American Indian) literature must inform our discussion of just what American literature means, it will address questions common to other literature classes, yet asked with a different resonance: What makes a text literary? How are race, culture, and gender represented in literature? What are the connections between myth and contemporary literature? What is the relationship between oral and written literature, and between artistic expression in writing and other artistic/cultural expression? What are the intersections and dissonances between Native American literature and U.S. literature? The course will bring to students' attention in at least some specificity the tribal affiliations of the authors presented, and will introduce students to resources for learning more about Native American literature, culture, and history. F.

### **360. Early American Literature (Carpenter, Poremski)**

(Not offered 2012-2013)

Studies in American Literature from the beginnings to the nineteenth century. May include not only the traditionally studied works of the Puritans and eighteenth-century non-fiction writers, but also popular works such as narratives of Indian captivity, Gothic tales, and narratives of seduction.

### **362. Nineteenth-Century American Literature (Carpenter, Poremski)**

(Not offered 2012-2013)

Studies in American literature from post-Revolutionary times through the Civil War to the turn of the century. May include not only the traditionally studied works of the American Romantics, Transcendentalists, realists, and naturalists, but also slave narratives, the sentimental novel, local color writing, and other popular forms of writing.

### **372. Modern American Literature (Caplan, Carpenter)**

Studies in American literature from the early twentieth century to World War II. Focusing on selected poets and/or novelists, this course will examine the central tendencies of American modernism. Attention will be given to understanding both innovations in literary form and the cultural significance of innovative works. Poets may include Eliot, Frost, H.D., Hughes, Moore, Pound, Williams, Stein, and Stevens. Novelists may include Anderson, Cather, Faulkner, Fitzgerald, Hemingway, Hurston, West, and Wright. S.

### **374. Contemporary American Literature (Caplan)**

(Not offered 2012-2013)

Studies in American literature since World War II. Focusing on selected poets and/or novelists, this course will explore the formal and cultural diversity of contemporary American writing. Authors may be studied in relation to various social movements or centers of literary activity. For the poets, these include: the New York School, Black Mountain College, the San Francisco Renaissance, confessional poetry, objectivist poetics, and Language writing. For the novelists: existential realism, the civil rights movement, feminism, anti-war protest, meta-fiction, and postmodernism.

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# Majors and Courses of Instruction

## *English*

### *Independent Study*

#### **490. Independent Study**

Prerequisite for non-majors: one ENG course at the 200 level or above with a grade of B or higher. Regular courses may NOT be taken as Independent Studies.

#### **491. Directed Readings**

Prerequisite for non-majors: one ENG course at the 200 level or above with a grade of B or higher. Regular courses may NOT be taken as Directed Readings.

### *Apprenticeships*

#### **495. Apprenticeships**

Individually arranged apprenticeships both on and off campus. The department views an apprenticeship or internship as an extension of the major, not as a substitute for a course. Students must apply in advance of the apprenticeship.

##### **Non-fiction Writing**

The student must apply to the English Department Chair with the support of a faculty supervisor. Opportunities have included Ohio Wesleyan's Office of Marketing and Communication, Battelle Memorial Institute Laboratories, marketing firms and *Ohio Magazine*.

##### **Film**

The student must apply to the English Department Chair with the support of a faculty supervisor. Opportunities typically involve meaningful work with a film production company.

#### **496. Editing Apprenticeship: The OWL (Carpenter, Caplan, Olmstead)**

Two semesters of editorial work for one unit of academic credit. The student is involved in every aspect of publication, from soliciting submissions, through selection and editing of works, to publicity and sales. An English major or minor may apply for the apprenticeship to the faculty advisor in the spring term of the academic year preceding the apprenticeship. The department views an apprenticeship or internship as an extension of the major, not as a substitute for a course.

### *Seminars*

#### **415. Special Topics in Literature and Language (Staff)**

A variable content course that will address significant issues in literature not encompassed by other courses. Examples: comparing works normally separated by traditional boundaries (national, historical, generic); concentrated study in a particular genre or author; concentrated study of a particular literary movement or historical development; the history of criticism; the history of English prose style.

#### **484. Seminar in British Literature (Staff)**

The content will vary. The seminar will focus on a major British author (or authors) or period, literary movement, literary critical question or position, or literary historical issue. Students will be expected to apply their critical reading skills in discussion and writing. F.

#### **486. Seminar in American Literature (Staff)**

The content will vary. The seminar will focus on a major American author (or authors) or period, literary movement, literary critical question or position, or literary historical issue. Students will be expected to apply their critical reading skills in discussion and writing. S.

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# Majors and Courses of Instruction

*Environmental Studies*

*Film Studies*

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## **Environmental Studies Major**

*Advisor — Dr. Krygier, Geology-Geography*

The environmental studies major is a broad-based course of study dealing with the environment and environmental issues, emphasizing an interdisciplinary approach within the context of the liberal arts. Students majoring in environmental studies must complete a second major in a traditional course of study. There are no restrictions on the choice of the second major. However, those students desiring a career in an environmentally related field, or who intend on pursuing graduate work in environmental studies, are strongly encouraged to take additional laboratory courses in the natural sciences, especially chemistry. A successful career in the environmental field will require that the student have a thorough background in laboratory science, social science, statistics, computing, and have strong communication skills.

The successful completion of both the environmental studies major and a second major requires forethought and planning. Accordingly, students are strongly encouraged to declare their major by March 15 of their sophomore year. Students interested in majoring in environmental studies are urged to meet with Dr. John Krygier at their earliest convenience.

### **Major:**

- I. Core curriculum:
  - A. BOMI/ZOOL 122; BOMI 233 (not required if BOMI 344, 355, 300.5, ZOOL 345, 347, 349 or 353 are satisfactorily completed); CHEM 230 (not required if CHEM 110 and 111 are satisfactorily completed); ECON 366 or GEOG 360; GEOG 347; PHIL 250; and SOAN 367.
  - B. One semester of statistics (MATH 105 or 230, or PSYC 210) or two semesters of calculus (MATH 110 and MATH 111).
  - C. One unit of independent study in an environmental area supervised by a member of the faculty who teaches one of the core courses. The topic must be chosen in consultation with the Director of Environmental Studies.
- II. Four electives from the following: BOMI 252, 300.5, 337, 344, 355, CHEM 110, 111, 270; ECON 110, 353, 370; ENG 312; GEOG 111, 235, 345, 370, 375; GEOL 110, 270, 275, 280; PG 280; SOAN 291, 292, 352, 354; URB 250; ZOOL 300.5, 341, 345, 347, 349, 353.

### **Minor:**

Five units: BOMI/ZOOL 122, BOMI 233, CHEM 230, GEOG 347, SOAN 367.

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## **Film Studies Minor**

See the minor requirements listed under English.

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# Majors and Courses of Instruction

## *Fine Arts*

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### **Fine Arts**

*Professors Cetlin, Krebbiel, Neuman de Vegvar*  
*Associate Professors Bogdanov, Hobbs, Nilan*  
*Assistant Professor Emmer*  
*Continuing Part-time Associate Professor Quick*

The fine arts department at Ohio Wesleyan, created in 1864, was one of America's first college art departments. The department offers general experience through a broad B.A. program and/or professional preparation with a Bachelor of Fine Arts. Majors in fine arts may concentrate in studio art, art history, or fine arts education. Non-art majors may satisfy the Group IV distribution requirement by taking ART 110, 111, 112, 113, or any other course for which the student qualifies or to which the student can gain admission by permission of the instructor, excluding art education courses (ART 301, 302, 307).

Qualified students seeking either the B.F.A. or the B.A. degree in fine arts are encouraged to participate in one or more of the University honors programs. Students should refer to the Honors chapter of this *Catalog* and consult with their academic advisers as to how best to include these opportunities in their programs.

The department faculty recommends that students in the department consider participation in the GLCA Arts Program in New York (see Off-Campus Study Programs).

### Bachelor of Arts Degrees

**Fine Arts Major with Concentration in Studio Art:** 11 to 13 courses. These shall include 110, 111, 112, 113, 345 or 347, 351; at least one additional art history or seminar course; at least two additional studio courses from among 354, 355, 356; and at least two additional studio courses from among 358, 359, 360. The declaration of major form will be submitted upon completion of 110, 111, 112, and 113 or by the end of the sophomore year. All candidates for the B.A. degree must complete the competency requirements as stated under REQUIREMENTS FOR ALL DEGREES and the DISTRIBUTION REQUIREMENTS by selecting two units from Group I, II, and III and one unit from IV. Courses taken credit/no entry may not be applied toward the major. ART 301, 302, and 307 and credits awarded for an apprenticeship/internship are not counted among the 11 basic units required for the B.A. degree.

**Fine Arts Major with Concentration in Art History:** 11 to 13 courses. These shall include 110, 111, 112, 113, and 345 or 347; at least three additional art history courses from among: 300.3, 341, 342, 343, 344, 345, 346, 347, 348 and 349; at least two additional studio art courses, and a senior capstone course in art history. Candidates for the B.A. degree in fine arts with concentration in art history must complete all competency requirements as stated under REQUIREMENTS FOR ALL DEGREES and the DISTRIBUTION REQUIREMENTS. The exception for Fine Arts students listed under Distribution Requirements does not apply to those concentrating in art history. Courses taken credit/no entry may not be applied toward the major. Credits awarded for internships or apprenticeships, including 495, cannot be counted among the 11 basic units for the major.

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# Majors and Courses of Instruction

## *Fine Arts*

### Bachelor of Fine Arts Degrees

This degree is for students preparing to become professional artists, art teachers, or graphic designers, or to enter any of the related professions.

#### **Admission to the Bachelor of Fine Arts Degree**

Students may be admitted to the B.F.A. studio program after having completed ART 110, 111, 112, 113, and 351, and by presenting a portfolio of their work to the art faculty. The application can be submitted only after the completion of these courses but must occur before the end of the sophomore year. For unusual circumstances, an extension can be granted on a case-by-case basis at the discretion of the department faculty. Acceptance into the B.F.A. program is based on an evaluation of the portfolio materials and the student's previous performance in all Fine Arts Department courses. Those who are not admitted into the B.F.A. program have one semester to develop work for a second submission.

All B.F.A. majors are required to successfully exhibit their work in a senior thesis show to fulfill graduation requirements.

**Major:** 17 to 22 courses. These shall include 110, 111, 112, 113, 345 or 347, 351; two studio courses from among 354, 355, 356; two studio courses from among 358, 359, 360; at least two additional art history courses; and at least one additional drawing course. In addition, each B.F.A. candidate takes at least two upper levels of the same two-dimensional or three-dimensional studio area of concentration. A minimum of four drawing courses is required of the student who chooses drawing for his/her studio concentration. The declaration of major form will be submitted upon completion of 110, 111, 112, and 113 or by the end of the sophomore year. Courses taken credit/no entry may not be applied toward the major. All candidates for the B.F.A. degree must complete the following distribution requirements (see REQUIREMENTS FOR ALL DEGREES and DISTRIBUTION REQUIREMENTS): any three units from Group I, one unit from Group II, two units from Group III, and one unit from outside the fine arts department in Group IV. Art education courses (ART 301, 302 and 307) and credits awarded for an apprenticeship/internship cannot be counted among the seventeen basic units required for the B.F.A. degree.

To qualify as a candidate for Phi Beta Kappa, students choosing the B.F.A. degree must complete all additional distribution requirements as stated under REQUIREMENTS FOR ALL DEGREES and DISTRIBUTION REQUIREMENTS.

**Major with License to Teach Art in Grades PreK-12:** completion of twelve additional courses to include ART 302, 307, and 353 (can be one of the 2D media required of BFA 354, 355, 356), EDUC 110, 251, 377, 471, 472, 473, 474, ENG 145, one course in mathematics, and a second diversity course.

Candidates for either the Bachelor of Arts degree or the Bachelor of Fine Arts can obtain the additional background necessary for graduate study in art therapy by also following a course of study in psychology, which would include a minimum of the following courses: PSYC 110, two in the personality/abnormal category from 222, 322, 327; and one in developmental psychology from 233, 333, 335, and 336.

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# Majors and Courses of Instruction

## *Fine Arts*

Students working toward the combined degree must fulfill the departmental and distribution requirements for the B.A. degree, as well as the art course requirements for a B.F.A. degree. Requirements for a major in a different department must also be completed.

The combined degree program is a five-year program that requires 17 to 22 art courses and 25 courses from other departments.

### Minors

**Studio Minor:** A minimum of six courses consisting of 110 and 111, two two-dimensional studio courses including 112 or 351 or both, 113, and one additional three-dimensional studio course. The declaration of minor form will be submitted upon completion of two required courses. Courses taken credit/no entry may not be applied toward the minor.

**Art History Minor:** Six courses consisting of 110, 111, two additional art history courses, and any two studio courses. The declaration of minor form will be submitted upon completion of two required courses. Courses taken credit/no entry may not be applied toward the minor.

### Foundation Courses

These introductory-level courses are intended to meet the needs of the major and non-major alike and serve as prerequisites for upper-level art history and studio courses. Any of these courses also fulfills the GROUP IV DISTRIBUTION REQUIREMENT for the non-major.

#### **FOUNDATION ART HISTORY COURSES:**

##### **110. Survey of Art History I (Neuman de Vegvar, Hoyt)**

Introduction to the visual language of art and the major periods of art history from prehistoric times to the Renaissance. F, S.

##### **111. Survey of Art History II (Emmer)**

Introduction to the visual language of art and the major periods of art history from the Renaissance through contemporary art. F, S.

#### **FOUNDATION STUDIO COURSES:**

##### **112. Two Dimensional Design (Hobbs, Nilan)**

A study of the elements of art and the application of the principles of organization as they relate to both decorative and illusionary space. Through exercises and projects students become familiar with the elements of line, shape, value, texture, and color. Also, students are required to develop a vocabulary of art terms and present their work for class critiques. F, S.

##### **113. Three Dimensional Design (Bogdanov, Cetlin, Quick)**

Aesthetic relationships in three dimensions, including composition with volume, plane, line, and space and consideration of structural principles. (\$75 studio fee.) F, S.

### Art History Courses

##### **341. Classical Art (Hoyt)**

(Offered 2012-2013)

Aegean, Greek, Etruscan, and Roman architecture, sculpture, and painting from 2,500 B.C.E. to 330 C.E. Prerequisite: 110 or consent of instructor.

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# Majors and Courses of Instruction

## *Fine Arts*

### **342. Medieval Art (Neuman de Vegvar)**

(Offered 2012-2013)

Architecture, sculpture, and painting of the Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic periods — 300 to 1300. Prerequisite: 110 or consent of instructor. S.

### **343. Italian Renaissance Art (Neuman de Vegvar)**

(Alternate years. Not offered 2012-2013)

Architecture, sculpture, and painting in Italy from the Proto-Renaissance through Mannerism — 1300 to 1600. Prerequisite: 110, 111 or consent of instructor. F.

### **344. Baroque Art (Neuman de Vegvar)**

(Alternate years. Not offered 2012-2013)

Seventeenth-century architecture, sculpture, and painting in Europe. Prerequisite: 111 or consent of instructor. S.

### **300.3. Romanticism to Realism: European Art 1750 - 1850 (Emmer)**

(Alternate years. Not offered 2012-2013)

European art and architecture from 1750 to 1850. The course will cover major movements in western art history from Neoclassicism and Romanticism to the Realist movement. Prerequisite: ART 111 or consent of instructor.

### **345. Modern Art (Emmer)**

(Alternate years. Not offered 2012-2013)

Impressionism to the present, with an emphasis on major developments in 20th Century painting and sculpture. Prerequisite: 111 or consent of instructor. S.

### **346. American Art (Emmer)**

(Alternate years. Not offered 2012-2013)

Architecture, painting, sculpture, and other art forms of the United States with an emphasis on the period from 1776 to 1913. Prerequisite: 111 or consent of instructor. F.

### **347. Contemporary Art History (Emmer)**

(Offered 2012-2013)

The art and critical theory of the second half of the twentieth century. Beginning with late modernist abstract expressionism, this course examines the development of postmodern visual art forms to the present day. Prerequisite: 111 or consent of instructor. S.

### **348. Asian Art (Emmer)**

(Offered 2012-2013)

A survey of the art of India, China, and Japan with emphasis on major traditions and their religious/philosophical context. Prerequisite: 110, 111 or consent of instructor. F.

### **349. Islamic Art (Neuman de Vegvar)**

(Offered 2012-2013)

The course will explore the development of early Islamic art and architecture in light of the aesthetics and functional needs of Islam as faith and cultural empire. The impact of Islam as a unifying force will be contrasted with the artistic regionalism of some of the cultures completely or

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# Majors and Courses of Instruction

## *Fine Arts*

partially subsumed within Islam; Arabic, Persian, Anatolian, Mughal Indian, medieval Spanish, and West African. Prerequisites: 110, 111, or consent of instructor.

### Studio Courses

In every studio course, students will be required to purchase personal supplies, materials and/or small hand tools. The costs associated with participation in studio courses vary from course to course. In some courses a \$75 studio fee, covering group supplies and materials, will be charged to the student's bill.

Key codes to entry doors and studio spaces will be issued as needed to students. There is no charge for the keyless entry doors.

Studio Art Courses at levels I-III are listed in the Schedule of Classes.

#### **351. Drawing I (Hobbs, Bogdanov)**

Drawing as a means of developing visual perception and basic skills for depicting representational and non-representational elements. F, S.

#### **361. Drawing II      371. Drawing III      381. Drawing IV**

Increasingly more advanced approaches to the selection and use of materials and subject matter. The development of a personal aesthetic is emphasized. F, S.

#### **352. Figure Drawing I (Hobbs, Bogdanov)**

Drawing from the model. A study of the structure, anatomy, and expressive potential of the human form. Prerequisite: 351 or consent of instructor. (\$75 studio fee.) F, S.

#### **362. Figure Drawing II      372. Figure Drawing III      382. Figure Drawing IV**

Drawing from the model. Increasingly more advanced study of the structure, anatomy and expressive potential of the human form. (\$75 studio fee.) F, S.

#### **353. Computer Imaging I (Krehbiel, Nilan)**

Introduction to computer generated art with emphasis on creating color images for output on color paint jet printers and photo mechanical processes either to printmaking or photographic systems. Specific focus will be made to hand generation using color paint software, video digitizing, and color image processing. Prerequisite: 112 or consent of instructor. (\$75 studio fee, \$75 software fee.) S.

#### **363. Computer Imaging II      373. Computer Imaging III      383. Computer Imaging IV**

More advanced work utilizing digital input, digital effects, and a thorough understanding of computer hardware and software. Student is directed to find personal statement based on formal and technical exploration. (\$75 studio fee, \$75 software fee.) F, S.

#### **354. Painting I (Hobbs)**

Basic concepts of color mixing, paint application, composition, and the selection of subject matter. Various media, primarily oil and acrylic; may include watercolor, collage, and mixed media. Prerequisite: none for non-majors, 112 and 351 or consent of the instructor for majors. (\$75 studio fee.) F, S.



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# Majors and Courses of Instruction

## *Fine Arts*

### **364. Painting II      374. Painting III      384. Painting IV**

Intermediate- and advanced-level painting courses may explore both traditional and contemporary painting issues with an increasing emphasis on personal expressive content and stylistic cohesiveness. (\$75 studio fee.) F, S.

### **355. Photography I (Nilan)**

Emphasis is on developing a thorough understanding of the 35mm camera, its operations, and its application as a tool for self-expression. The basics of lighting, exposure, film processing, contact and projection printing, and image presentation are covered. Slide presentations and weekly critiques coincide with hands-on experience. Students must have continuous access to a 35mm camera with adjustable controls. Prerequisite: 112, or consent of instructor. (\$75 studio fee.) F, S.

### **365. Photography II      375. Photography III      385. Photography IV**

Study on the intermediate and advanced levels is designed to further the student's understanding of the theory and practice of photography as a fine art. In addition to honing darkroom skills, students will be exposed to techniques in digital photography. Instruction will include digital SLR camera control, image manipulation software, and archival ink jet printing. A variety of historic hand-manipulated printing processes will also be presented. Emphasis will be placed on developing individual creative projects over the course of the semester. (\$75 studio fee.) F, S.

### **356. Printmaking I (Krehbiel)**

Introduction to printmaking with study of intaglio and woodcut taught in alternating semesters with lithography and monoprinting. Prerequisites: ART 112 and 351 or consent of the instructor. (\$75 studio fee.) F, S.

### **366. Printmaking II      376. Printmaking III      386. Printmaking IV**

Second-level students study the alternate media. Advanced students undertake further exploration of media to develop a personal understanding and style. Quality and quantity of work is increased appropriately with emphasis on the development of a personal statement through form and technique. (\$75 studio fee.) F, S.

### **357. Graphic Design I (Warren)**

Introduction to advertising design communication with the emphasis on layout, lettering, and the development of skills in the handling of basic tools, materials, and techniques. Assignments are correlated with the study of common reproduction processes. Prerequisites: 112 and 353, Computer Imaging I, or consent of department chair. (\$75 studio fee, \$75 software fee.) F, S.

### **367. Graphic Design II      377. Graphic Design III      387. Graphic Design IV**

Students are introduced to computer enhanced design utilizing the Power Mac Platform. Adobe Photoshop, Adobe Illustrator, and Quark XPress are utilized in preparing the student for internships. Prerequisites: 357 and 353, or consent of department chair. (\$75 studio fee, \$75 software fee.) F, S.

# Majors and Courses of Instruction

## *Fine Arts*

### **358. Ceramics I (Bogdanov)**

Design, construction, glazing, and firing of ceramics; the chemistry of glazes and simple geology of clay. The class alternates throwing and handbuilding techniques from one semester to the next. Prerequisite: 113 or consent of instructor. (\$75 studio fee.) F, S.

### **368. Ceramics II      378. Ceramics III      388. Ceramics IV**

The second-semester student studies the alternate technique. The more advanced student defines and carries out his/her individual exploration of particular directions and is more involved with the daily classroom operation. (\$75 studio fee.) F, S.

### **359. Metals I (Cetlin)**

Design and fabrication of metals and non-conventional materials into body adornment, hollowware, and/or small sculpture. Prerequisite: 113 or consent of instructor. (\$75 studio fee.) F, S.

### **369. Metals II      379. Metals III      389. Metals IV**

Further exploration of forming techniques, surface embellishment, and fabrication methods. Casting processes are taught at the advanced levels. Students are encouraged to develop a personal style while creating a body of work. (\$75 studio fee.) F, S.

### **360. Sculpture I (Quick)**

Various sculptural materials and techniques. Options include forming, modeling, molding, casting, carving, and building; clay, plaster, wood, plastics, welded metal, fiberglass/resin, lost wax bronze casting, mixed media. Prerequisite: 113 or consent of instructor. (\$75 studio fee.) F, S.

### **370. Sculpture II      380. Sculpture III      390. Sculpture IV**

Introduction to ARC and MIG welding techniques. Further study of sculpture media and iron casting with an increasing emphasis on personal expressive content and stylistic cohesiveness. (\$75 studio fee.) F, S.

## Courses for Teaching Certification

### **301. Teaching Art: Early Childhood (0.5 units; Kerr)**

Perceptual and creative development, explored through study of the visual expressive stages of children. Students explore basic skills and teaching methods needed to teach art preK-3. Required of all early childhood education majors. Prerequisite: EDUC 251 or consent of instructor. F.

### **302. Teaching Art: Early and Middle Childhood (Cetlin)**

Perceptual and creative development, explored through study of the visual expressive stages of children. Students explore studio skills and teaching methods needed to develop a fundamental art program for preK-9. Required of all art education majors seeking the preK-12 teaching license. F.

### **307. Teaching Art: Secondary School (0.5 units; Cetlin)**

The psychology and principles of art education in high school, with an emphasis on curriculum building and methods of executing ideas for the effective operation of a secondary school art program. Required of all art majors seeking the Special Teaching Certificate (preK-12). Prerequisite: 302 or consent of instructor. F.

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# Majors and Courses of Instruction

## *Fine Arts*

### Independent Studies

#### **490. Independent Study (Staff)**

Independently supervised work in an area such as drawing, figure drawing, computer imaging, painting, photography, printmaking, graphic design, ceramics, metals, or sculpture. F.S.

#### **491. Directed Readings (Staff)**

Readings in art history or art theory in an area such as classical, medieval, Italian Renaissance, Baroque, Modern American, Contemporary, Asian, senior capstone or other. F.S.

#### **492. Gallery Practicum (Kronewetter)**

To introduce students to the operations of museums and galleries as preparation for a career as an arts professional or practicing visual artist. To introduce curatorial practices and provide practical experience with the exhibition process from financial planning, advanced scheduling, and promotion to the correct handling and most effective installation of art objects. Hands-on experience will be associated with the exhibitions mounted in the Richard M. Ross Art Museum. Full-year course: students must participate during both semesters to earn credit. Consent of instructor. F, S.

#### **495. Apprenticeship/Internship (Staff)**

Participation in the GLCA Arts Program in New York or in an independent off-campus apprenticeship arranged for and supervised by a department staff member. An opportunity normally for seniors (except in their last semester) and also for juniors to engage in a “hands-on” learning experience in an area where they have adequate academic and technical preparation. F, S.

*Credits for apprenticeships/internships do not count in the 11 required courses for the fine arts B.A. or the 17 required courses for the B.F.A. However, for students pursuing the B.A., credits for apprenticeships/internships do count toward the maximum of 13 courses permitted in one discipline.*

#### **499. Seminar**

(Offered 2012-13)

Group study of problems in aesthetics, art history, criticism, or studio issues. Credit will be allocated in art history or studio art on the basis of content, which will be determined by the professor teaching the seminar. Students cannot take more than one seminar in Art History without the consent of the department. Students can enroll in as many studio seminars as they would like. Prerequisite: consent of instructor.

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# Major Courses of Instruction

*French*

*Geography*

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## French Major

See the program and major requirements listed under Modern Foreign Languages.

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## Geography

*Professors Fusch, Hickcox, Krygier*

*Assistant Professor Walker*

Geography examines humankind's transformation of, impact on, and alteration of the surface of the Earth. The major seeks to expose the student to the nature of geographic knowledge and the process of geographic inquiry. The Geography major emphasizes four themes which together provides a means of understanding the complex relationships between human activities and the Earth's natural environment. As a Geography major at Ohio Wesleyan, you will learn about the geography of Earth's physical environments, human impacts on the physical environment, and the organization and development of cultural regions, landscapes, and urban areas on the surface of the Earth, and cartography and Geographic Information Systems (GIS). The major provides a broad base for graduate study in Geography and many other natural and social sciences, and careers in geography, urban and regional planning, environmental management, resource management, Geographic Information Systems, consulting firms concerned with environmental and resource problems, and areas of business which deal with location problems. Geography at Ohio Wesleyan maintains close ties with Environmental Studies, Geology, Urban Studies, and other programs in the social sciences, especially International Studies, International Business, Economics, Latin American Studies, Politics and Government, History, and Sociology/Anthropology.

Majors should be declared by the end of the sophomore year. To declare geography as a major, a student must have a 2.0 grade point average at the time of declaration. The student must maintain a 2.0 grade point average in his/her program to remain a major.

## Majors and Minors

**Geography major:** 110, 111, 222, 235, 345, 353, 370, 375; three from among 200.1, 270, 300.3, 330, 332, 333, 334, 347, 355, 360, 380, 400.2, 490, 491; MATH 105 or 230; and two related courses in the social sciences (Group I) or natural sciences (Group II).

For students planning to do professional work in geography and/or attend graduate school, the following program is recommended: 110, 111, 222, 235, 345, 353, 355, 370, 375, 380; two from among 200.1, 300.3, 330, 332, 333, 334, 347, 400.2, 490, 491; MATH 105 or 230; and three upper-level courses in the social and/or natural sciences selected in consultation with one of the geography faculty.

Owing to geography, a social science, and geology, a natural science, being housed in one department, students who double major in geography and geology may exceed the 17 course limit within one department.

**Geography minor:** Three tracks

Cultural/Human minor: 110, 345, 370, and three additional geography courses

Physical/Environmental minor: 111, 235, 347, and three additional geography courses

Mapping/GIS minor: 222, 353, 355, and three additional geography courses

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# Majors and Courses of Instruction

## *Geography*

### Courses

**Environmental Studies major:** see alphabetical listing earlier in this chapter.

**Urban Studies major:** see alphabetical listing later in this chapter.

Students majoring or minoring in geography are not permitted to take courses required for the major or minor credit no/entry.

#### **110. Cultural Geography (Fusch, Walker)**

The character and development of the world's major culture regions and cultural landscapes (e.g., the United States, Africa, etc.). Three themes are emphasized: (1) the development of culture regions and associated cultural landscapes such as agricultural and urban settlement; (2) humankind's impact on the natural environment; and (3) human population growth and change and its relationship to environmental impact. Students explore these themes through lecture and discussion copiously illustrated with maps, slides, and video tapes; short writing projects; the analysis of maps and other data; and the reading of specialized materials. F, S.

#### **111. Physical Geography (Hickcox, Krygier)**

This course emphasizes three themes: (1) the weathering and subsequent erosion of weathered material; (2) stream processes and fluvial landforms in both humid and arid regions, to include floods; and (3) the role of glaciers in shaping landscapes. Throughout the course the cycling of water over the earth's surface is emphasized, especially humankind's impact on these cycles. The course lectures are illustrated with slides and supplemented with interpretation of topographic maps. Short writing projects and map interpretation exercises are required. Freshmen and sophomores only. F, S.

#### **200.1. Geographic Analysis of Agriculture Production in Central Ohio (Walker)**

(Summer only)

In this five-week summer course we analyze different forms of agricultural production found in Central Ohio. Each week we engage with critical geographic readings concerning agricultural practices. We study sustainable agriculture, organic agriculture, agri-business, the relationship between the consumer and producer, and issues surrounding labor and agricultural production. Each week the class will visit a site of agricultural production related to the readings.

#### **222. The Power of Maps and GIS (Krygier)**

Maps are essential tools for geographers and others who use spatial information and study spatial phenomena. Maps can be used to both explore and present data, and they play an important role in our society. This course is an introduction to maps and cartography, with an emphasis on how they relate to geographic information systems (GIS). Major topics include data sources, the map abstraction process, "map infrastructure" (scale, projections, reference systems, accuracy), map types, use, and interpretation. Course material covers technical and social issues as well as applications. The growing role of the World Wide Web (WWW) in providing data, maps, and GIS functions will be emphasized—with many WWW-based exercises integrated into the course. Geography 222 serves as an introduction to courses in cartography and geographic information systems (GIS). No prerequisites; open to all students. F, S.

#### **235. Energy Resources (Hickcox)**

Resource utilization and management, focusing on the earth's renewable and non-renewable energy resources. Each type of energy resource is analyzed and future use is postulated. Emphasis is on coal, petroleum and the Middle East. No prerequisites; open to all students. S.

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# Majors and Courses of Instruction

## *Geography*

### **270. Cultural Geography of the Middle East (Staff)**

This course focuses on the landscapes of the Middle East as they have been shaped by human occupancy. The course explores the many layers of civilization in the Middle East, including the enormous cultural and ethnic diversity of the region, the evolution of political states, the role of religion in politics and culture, the differing experiences of men and women, the social and environmental consequences of rapid urbanization and the growth of the tourism industry. Includes discussions of the physical environment and natural resource endowments of the region, especially water and oil. No prerequisites. Sophomores, juniors, and seniors only. S.

### **300.3. Geography, Globalization and Place: the Mexico-U.S. Border at Tijuana (Walker)**

(Not offered 2012-2013)

This course studies economic and cultural globalization from a geographical perspective using the Tijuana border region as a case study to understand how globalization produces and impacts regions. The border-crossing between Tijuana and San Diego is the busiest in the world with 41 million crossing a year. Tijuana sits at the meeting place between the global south and the global north, the first and the third worlds. It is a site of offshore assembly plants and a place of global cultural hybridism, indeed an ideal globalized laboratory. Tijuana provides an excellent microcosm to understand how cultural and economic globalization functions. S.

### **330. Geography of Europe (Staff)**

The cultural geography of Europe. Emphasis in the course is placed on the historical geography and evolution of Europe as a culture region, the development of European regional geographies (e.g., Mediterranean Europe; Eastern Europe); the growth and development of villages, towns, and cities throughout European history; the country and city architecture of Europe; and the growth and development of industrial, economic, and political regions and organizations (e.g., the Ruhr of Germany; the EEC, NATO, etc.).

### **332. Cultural Geography of the United States (Staff)**

The cultural impress of man on the environment and regions of the U.S. Origin and diffusion of culture groups; population growth and dynamics; history and organization of resource development, settlement, and land use. The cultural ecology of American society. The formation and development of regional cultural landscapes and economic regions, and the analysis of regional economic interaction, change, and disparity. S.

### **333. Latin American Geographies (Walker)**

The objective of this course is to provide an understanding of the region known as Latin America (i.e. Mexico, which is regionally classified as North America, Central America, South America, and the heterogeneous region of the Caribbean) from a geographic, post-colonial perspective focusing on how the region is perceived from the inside, as well as how the region has been socially constructed from the outside. We will accomplish the objectives of this course through an appreciation of the construction of the region called Latin America from a cultural-cum-political economic framework (for culture and economics are mutually constitutive) by following the themes of colonialism, imperialism, development and underdevelopment, globalization, neoliberalism and the formation of alternative spaces to neoliberalism found in the region. These chosen themes are not neatly divided categories. Rather, they are sets of messy, overlapping processes and practices that have material effects on the region — ranging from the deterioration of the agricultural sector that

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# Majors and Courses of Instruction

## *Geography*

has spurred large scale rural-to-urban migration and subsequent uncontrolled urbanization in the form of shanty towns and Favelas — to an increase in the polarization of wealth and the rise of Civil Society groups throughout the region, to name a few. No prerequisites, open to all students. S.

### **334. Cultural Geography of Africa (Fusch)**

The human (cultural) geography of Africa. Origin and diffusion of cultural groups; resource development, settlement history, and land use. The cultural ecology and environmental impact of African peoples; colonial influence on economic and cultural change. Development of present cultural and economic activities of the various political divisions. Emphasis in the last third of the course focuses on problems of African development including Apartheid (S. Africa); agriculture; urbanization; and political economy. F.

### **345. Geographies of the Global Economy (Fusch, Walker)**

We are constantly bombarded with news of “globalization” and the “global economy.” As these words suggest, economic processes, relationships, and institutions play a powerful role in how human societies alter the face of the earth and create interconnectivity on a global scale. The building of great cities, the extraction of the earth’s resources, the migration of populations in search of economic opportunity, and the creation of vast networks (both physical and virtual) of communication and transportation are all examples of economic phenomena that shape and define the landscapes we inhabit. This course is an introduction to economic geography and the geo-spatial dimensions of global economic change. Over the course of the semester we will examine the ways in which the world we live in has given rise to – and in turn been shaped by – economic forces. Issues and themes include: (1) Competition over and management of natural resources and the social and environmental impacts of resource extraction; (2) Spatial patterns of economic interaction, including directional flows of goods (trade), labor (migration), and consumers (tourism); (3) Forces promoting global economic interconnectivity, including transnational corporations, trade routes, trading blocks, and technologies that mitigate the economic impact of distance and international borders; (4) Geographies of development and underdevelopment, shifting geographical patterns of wealth, poverty, and economic growth. No prerequisites; sophomores, juniors, and seniors only; Diversity course. S.

### **347. Environmental Alteration (Hickcox)**

Examination and analysis of the interaction of major world culture systems with the natural environment. Environmental alterations are examined historically (e.g., the early hydrologic societies) but with emphasis on contemporary human impacts on natural landscape (e.g., the impact of strip-mining on natural landscapes and on the hydrologic cycle-groundwater system; the greenhouse effect and human-induced climatic change). Long-term environmental impacts on cultural change are explored. Open to sophomores, juniors, and seniors. F.

### **353. Cartography and GIS (Krygier)**

Geography 353 reviews essential elements of cartographic design and visualization in the context of geographic information systems (GIS). The core of this course is the laboratory project: students will locate data on the world wide web (WWW), process the data so it can be mapped in ArcView (GIS and mapping software), and design and produce a series of maps based on the data. Students will learn to construct basic HTML pages, containing the project maps, which will be placed on the WWW at the end of the semester. Lab work is informed by lectures that focus on the concepts, frameworks, and technical issues of cartographic design and visualization. No prerequisites. F.

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# Majors and Courses of Instruction

## *Geography*

### **355. Geographic Information Systems (Krygier)**

Geographic Information Systems (GIS) are an integrative set of concepts and technologies, including data capture (scanning, digitizing, GPS), data analysis, and visualization/display/output (computer cartography). This course consists of an overview of the functions and use of GIS software and hardware. The focus of the course is a community or regional project where students will work with people outside of the University on a “real world” application of GIS. S.

### **360. Environmental Geography (Krygier)**

Environmental geography, one of the most traditional components of the discipline of geography, encompasses natural science, social science, and humanistic understandings of the earth’s environment. Environmental geographers study the complex relationships between humans and the natural environment over time and through space. Geography 360 is being conducted as a seminar focused on social science and humanistic approaches to the environment. This course will provide a historical, geographical, and humanistic foundation for understanding the environment and the plethora of environmental issues that confront us at the beginning of this century. As a group, we will discuss current environmental issues and read and discuss a series of key books on the environment. Students will also examine a particular environmental topic in depth, culminating in a presentation at the end of the semester. Open to juniors and seniors, or by permission of the instructor. F, S.

### **370. The World’s Cities (Fusch, Walker)**

The development of towns, cities, and urban regions. An examination of the urbanization process; the historical development of cities and systems of cities; the internal spatial interrelationships of urban functions and systems. Architecture and architectural history are examined as they relate to various periods of urban growth in various culture regions (e.g., Europe). The course emphasizes an examination of the historical evolution of cities from around the world, general concepts of urban planning, architectural history, cross-cultural comparisons of cities, and the human consequences of urbanization. The first third of the course focuses on urban development in Europe; the second third on the U.S. The last third focuses on urban development in developing countries. Open to juniors and seniors only, or by permission of instructor. S.

### **375. Weather, Climate and Climate Change (Hickcox)**

The elements of meteorology, emphasizing types of weather experienced during the course of a year. Content includes cloud types, warm and cold fronts, and severe weather phenomena such as thunderstorms, tornadoes, and hurricanes. Trends in climate change are explored. Open to juniors and seniors only. S.

### **380. Contemporary American Landscape Problems (Staff)**

Examination and analysis of processes and mechanisms leading to the recent and current changes in the spatial and historical organization of natural, regional, and local cultural landscapes of the U.S. Emphasis is on current land use and development problems facing America, especially in urban areas. Several field trips are taken. Students develop mapping, observational, and analytic techniques in the field. Students complete several short research papers and a term project. Course is required of all geography majors. Prerequisite: minimum of three upper-level courses in geography or permission of the instructor. F.



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# Majors and Courses of Instruction

## *Geography*

### **400.1 The Role of the City in the History of Western Civilization (Fusch)**

An examination of the role of cities in shaping, guiding, and influencing the course of Western civilization. Urbanization has been a central aspect of the history of Western civilization since its beginnings more than 10,000 years ago, and cities for the most part have served as both the control points in which Western civilization was shaped and the control points from which Western civilization was diffused. Cities are Western civilization's largest cultural artifact. The purpose of this course is twofold: (1) to understand the evolution of the role and purpose of cities in Western society; and (2) to understand the processes used by Western civilization to create and transform the physical fabric/structure – the morphology – of those cities.

### **400.2 Seminar in Geography (Staff)**

A seminar course focused on a selected topic from cultural geography, physical geography, environmental geography, or mapping and Geographic Information Systems. The course is taught when there is sufficient faculty and student interest in a topic not covered in depth in any other Geography or Ohio Wesleyan course. F or S.

**490. Independent Study (Staff)** Permission of instructor required. F, S.

**491. Directed Readings (Staff)** Permission of instructor required. F, S.

**495. Apprenticeship (Staff)** Permission of instructor required. F, S.

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# Majors and Courses of Instruction

## *Geology*

### Geology

*Professors Fryer, Mann, Martin*

Ohio Wesleyan offers two majors in geology and one in Earth Science. Geology is the science of the Earth and Earth-like planets, focusing on the investigation and understanding of natural processes within and on the planet, and the materials, structure, and history of the planet. The professional geology major provides a strong foundation for professional work and graduate study in geology and related fields such as hydrogeology, geophysics, geochemistry, oceanography, and environmental science. Careers in geology are numerous, with potential employers including federal and state geological surveys and other governmental agencies, the energy and minerals industries, and engineering and consulting firms concerned with water and other resources, environmental hazards, waste management, and construction projects. Geology is also an excellent liberal arts major, expanding ones understanding and appreciation of our living environment. The general geology major provides a strong base for subsequent study of, for example, law, economics, or environmental policy studies. The Earth Science major provides training specifically for the pursuit of a career in teaching at the secondary level.

### Majors

**Professional Geology Sequence:** This major prepares students to do professional work or to attend graduate school in geology or related fields (e.g., geochemistry, geophysics, environmental geology). Course requirements are based on graduate school and industry requirements, and conform to the American Institute of Professional Geologists recommendations for the undergraduate geology major.

A minimum of twelve unit courses are required: GEOL 110, 111 (.25 unit), 112, 290, 310, 320, and 340; two other GEOL courses numbered above 265, one of which must be numbered above 300 (except 318); CHEM 110 and 111; MATH 110 and 111, or MATH 110 and 105 or 230; a capstone experience - typically GEOL 490, 491, or 495; formal instruction in technical writing either by enrollment in GEOL 345 or by arrangement with a geology faculty member in conjunction with a GEOL 490, 491, or upper level R course in Geology. The following additional courses are recommended based on professional and graduate school requirements: GEOL 315, 330, 345; PHYS 110C, 111C; MATH 111; BOMI/ZOOL 100.5, 120. Course selections should be made in consultation with members of the geology faculty, and a plan for your major submitted to the Chair of the department.

Geology majors are encouraged to take a summer field course at another college or university chosen in consultation with members of the geology faculty. Majors are also strongly encouraged to participate in research or an apprenticeship.

**General Geology Sequence:** This major is for those students interested in geology as a course of study, but who do not intend to become professional geologists. In combination with courses in the social sciences (e.g., economics, geography, or politics and government), the general major is excellent preparation for a wide variety of careers (e.g., environmental law, or legal, financial, or administrative positions in the mineral resource, energy, and environmental industries). If students subsequently decide to attend graduate school in geology, they will need to take courses in chemistry, math, and physics, but will have the geology courses necessary for admittance to graduate departments.

# Majors and Courses of Instruction

## *Geology*

Ten unit courses are required: GEOL 110, 111 (.25 unit), 112, 290, 310, 320, and 340; two other upper-level geology courses numbered above 265; two courses from among ASTR, BOMI, CHEM, CS, MATH, PHYS, and ZOOL.

**Earth Science Major: This major meets the state of Ohio requirements for Earth Sciences Licensure, to teach Earth Sciences in grades 7-12.**

The following program is required: GEOL 110, 111 (.25 unit), 112; GEOG 375; ASTR 110, 111; MATH 105; three courses chosen as follows: one course from among GEOL 270, 290, 310; one course from among GEOL 285, 340, 345; one course from among GEOL 320, 330; three courses chosen as follows: one course from among BOMI/ZOOL 100.5, 120, BOMI 125; one course from among CHEM 110, 111; one course from among PHYS 110, 111, 115, 116; choose one additional upper level course: GEOG 353, or any upper level lab course in any natural science (GEOL, ASTR, BOMI, CHEM, PHYS, ZOOL). Also, see Education for courses required in that department. EDUC 110, 251, 367, 369, 370, 377, 471-473, 474.

Upon declaring a geology or Earth Science major, students must meet with one of the geology faculty members to plan their program, and submit the plan to the Chair of the department.

Owing to geography, a social science, and geology, a natural science, being housed in one department, students who double major in geology and geography may exceed the 17-course limit within one department.

**Environmental Studies Major:** See alphabetical listing earlier in this chapter.

**Planetary Science Major:** See alphabetical listing later in this chapter.

### Minors

**Geology Minor:** 110, 111, 112 and three upper level GEOL courses with at least one from among 290, 320, 340.

Students majoring or minoring in geology are not permitted to take courses required for the major or minor, credit/no entry.

All geology courses below the 490 level meet the natural science distribution requirement (Group II).

In years containing faculty sabbaticals, courses may be offered during the opposite semester to that listed.

### Courses

#### **110. Physical and Environmental Geology (Fryer, Martin)**

An introduction to Earth's dynamic systems, the materials that make up the planet, and the environmental consequences of geologic processes. We engage in the Earth Systems approach that emphasizes the interactions of Earth processes within and between the solid Earth, the atmosphere and oceans, and the biosphere, particularly human interaction with the planet. Topics include planetary origin, plate tectonics, the nature and origin of rocks and minerals, volcanism, earthquakes, mountain building, surficial processes that shape the human environment, and global change. F, S.

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# Majors and Courses of Instruction

## *Geology*

### **111. Field and Lab Geology (0.25 unit; Mann, Martin)**

(Offered 2012-2013)

Field and laboratory experiences focusing on key ideas and materials of geology. Topics include mineral, rock, and fossil identification, and topographic and geologic map interpretation. Includes seven field trips during lab time. Optional for those students currently enrolled in GEOL 110 and open to those who have taken GEOL 110 previously. F odd-numbered years.

### **112. History of the Earth (Mann)**

This course covers the 4.5 billion-year history of the Earth. It examines the physical (lithosphere, hydrosphere, and atmosphere) and biotic histories as well as the interrelationships among these two realms. The first portion of the course focuses on “how we know what we know” while the second portion concentrates on “what we know.” The course presents and then uses the primary concepts (geologic time, evolutionary theory, and plate tectonic theory) that are used in understanding, interpreting, and appreciating Earth history. Prerequisites: 110 or permission of instructor. F, S.

### **260. Scenic America (Fryer, Mann, Martin)**

Explores North American geology using the spectacular natural settings of national parks, monuments, seashores, battlefields and other areas. The natural history of these scenic areas forms the basis for the introduction and illustration of the fundamental principles, processes, and materials of geology. No prerequisite. Satisfies one unit of the natural science requirement (group II). Does not count towards the major or minor. Summer only.

### **270. Economic Geology (1.25 units; Martin)**

(Alternate years. Offered 2012-2013)

An introduction to the Earth’s geological resources emphasizing the geology and origin of the Earth’s major metallic, non-metallic, and energy resources. Other major topics include resource exploration techniques; the development and exploitation of geologic resources; the use of geologic resources by society; the environmental consequences of resource utilization; and the political and strategic concerns surrounding resource use. Lecture and laboratory. Prerequisite: 110. F.

### **275. Hydrogeology (Mann)**

(Alternate years. Offered 2012-2013)

A general overview of hydrogeology and an investigation of the occurrence, distribution, movement, chemistry, and environmental effects of groundwater in a geologic framework. The course presents the basic principles, methods, and applications of the discipline and prepares students to address simple groundwater problems. It also prepares students to ask appropriate questions when faced with groundwater management and protection problems. The course addresses groundwater from several perspectives, as an integral part of the hydrologic cycle, as a geologic agent, and as a managed natural resource in an environmental context. The course presents numerous hydrogeologic methods, including quantitative tools, and then requires students to apply these methods to address problems commonly encountered by professionals. The course uses numerous case studies to cultivate student understanding of groundwater in a variety of geologic settings. Prerequisite: 110 or GEOG 111. Additional natural science courses highly recommended. S odd-numbered years.

### **280. Volcanology (Martin)**

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# Majors and Courses of Instruction

## *Geology*

(Alternate years. Offered 2012-2013)

A systematic examination of volcanic phenomena. The course examines the types of volcanic eruptions, the generation and emplacement of magma, the products of volcanic activity, the impact of volcanism on humans and the environment, the monitoring and forecasting of volcanic events and planetary volcanism. Case studies of individual volcanoes and volcanic systems are used to illustrate the principles of volcanology. Prerequisite: 110. S.

### **285. Tectonics: Earthquakes and Mountain Belts (Fryer)**

(Alternate years. Offered 2013-2014)

The geological and geophysical basis for the plate tectonic theory, with critical evaluation of historic and current research through reading of primary sources. Special emphasis on earthquake research including prediction efforts, and on processes of mountain belt formation. Other topics include plate kinematics, paleomagnetism, driving mechanisms, Precambrian tectonics, and tectonic geomorphology. Seminar format with emphasis on oral and written communication. Prerequisite: 112 or permission of instructor. F.

### **290. Mineralogy (1.25 units; Martin)**

(Alternate years. Offered 2013-2014)

Contemporary society relies upon minerals for many of the products that it uses. Mineralogy involves the systematic study of minerals with an emphasis on the common rock-forming minerals. The basic principles of chemistry and symmetry are used to understand mineral properties and crystal structures. Topics include crystallography, crystal chemistry, the origin of mineral color, environmental issues related to minerals, and systematic study of major silicate and non-silicate minerals. Lecture and laboratory. Field trip in GEOL either 290 or 310. Prerequisites: 110 and CHEM 110, or CHEM 110 concurrent with permission of the instructor. F.

### **300.1. Field Seminar in Geology (Fryer, Mann, Martin)**

The course integrates seminar-style teaching and learning with a post-semester field trip. The geologic focus of the course varies with each offering, depending on the location of the field component. Prerequisite: one course in Geology or Geography, or demonstration of other relevant experience.

### **310. Igneous and Metamorphic Petrology (1.25 units; Martin)**

(Alternate years. Offered 2011-2012)

Knowledge about rocks, their origin, and their distribution contributes to the solution of many geological problems. Petrology focuses on the systematic study of igneous and metamorphic rocks including techniques of hand-specimen identification and classification. Basic principles of phase equilibria and geochemistry are used to understand the origin and behavior of magmas, the crystallization of magma, the origin of rock textures, and metamorphism. The dynamic nature of metamorphism in response to changes in the geological environment, as well as the relationships among tectonic processes, magma generation and metamorphism are examined. Lecture and laboratory. Field trip in either GEOL 290 or 310. Prerequisite: 290. S.

### **315. Petrography (1.25 units; Fryer)**

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# Majors and Courses of Instruction

## *Geology*

(Alternate years. Offered 2013-2014)

Principles and practice of identification and interpretation of minerals and rocks using the polarizing light microscope and the scanning electron microscope. Students learn the use of automated thin sectioning equipment, and produce, analyze, and interpret their own thin sections as a research project. Topics include optical mineralogy, description and interpretation of the major rock types, and chemical analysis of minerals using the X-ray analysis system of the SEM. Meets twice a week in three-hour blocks. Field trip. Prerequisite: 290. S.

### **318. Electron Microscopy: Theory and Practice (Tuhela-Reuning)**

An exploration of the physical nature of electron microscopy with emphasis on the scanning electron microscope (SEM). Students investigate the influence of electron beam parameters on imaging and how to correct imaging problems to optimize analysis. Topics covered include sample selection, sputter coating, cryo preparation, and elemental analysis by energy dispersive spectrometry (EDS). Students gain extensive, hands-on experience using the SEM. Lecture and laboratory. Additional lab time required outside of scheduled lab. Prerequisites: any two science courses that count towards a science major or permission of instructor. Also listed as BOMI 318 and ZOOL 318. F.

### **320. Paleontology (1.25 units; Mann)**

(Alternate years. Offered 2012-2013)

Paleontology studies life's history and elucidates our understanding of the role of life through time. It offers a unique historical perspective of humankind in nature, provides tools for the discovery and development of resources on which industry and agriculture depend, presents a framework for understanding the sensitivity of the global system to past perturbations, and helps us identify possible consequences of recent ecosystem change. Although Paleontology (320) covers the systematics and taxonomy of the major fossil producing invertebrate phyla, the course focuses on the paleobiology of fossils. Such topics as preservation (taphonomy), growth (ontogeny, heterochrony, and functional morphology), evolution (phylogeny, evolutionary theory, evolutionary patterns, and extinction), and fossil distribution (paleoecology and paleobiogeography) are the primary concepts addressed. The class also contains seminars in which students read and discuss the primary literature. The laboratory portion of the course is dedicated to examining fossils and addressing paleontologic questions. The laboratory includes several field trips so students have the opportunity to collect and work on the excellent fossilized material preserved in the sediments of central and southern Ohio. Prerequisite: 112 or advanced standing in botany or zoology. F even-numbered years.

### **330. Sedimentology and Stratigraphy (1.25 units; Mann)**

(Alternate years. Offered 2013-2014)

Sedimentology and stratigraphy are branches of geology that deal with the identification, description, interpretation, and the distribution (both temporal and spatial relationships) of strata. The course begins by considering classic sedimentology (the formation of sedimentary rocks) and then progresses to consider sedimentation in the context of depositional environments. This is followed by examining sedimentation at a larger scale: sedimentation in basins (tectonics, eustasy, and isostasy). The course also covers classic stratigraphy as well as the many other developments (sequence stratigraphy, quantitative biostratigraphy, magnetostratigraphy, and chemostratigraphy) in the field. The field-oriented laboratory spends at least half of the

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# Majors and Courses of Instruction

## *Geology*

## *German*

sessions in the field addressing geologic problems. In addition to working on the local geology, the class visits Central Pennsylvania during a four-day trip to examine the Paleozoic history of the Appalachian Basin. Prerequisite: 112 or permission of instructor. F odd-numbered years.

### **340. Structural Geology (1.25 units; Fryer)**

(Alternate years. Offered 2012-2013)

Geometry and mechanisms of deformation of the Earth's crust. Classification and interpretation of fault and fold structures, theories of stress and strain, deformational fabrics, and methods of structural analysis; fundamentals of plate tectonics and structural regions of the world. Lecture and laboratory; four-day field trip. Prerequisite: 112 or permission of instructor; 345 recommended but not required. S.

### **345. Geological Techniques (1.25 units; Fryer)**

(Alternate years. Offered 2012-2013)

Techniques for the investigation and solution of geologic problems. Emphasized are the techniques and equipment of field geology and technical writing. Topics include interpretation of geologic, topographic, and tectonic maps and aerial photographs; methods of field mapping and field data interpretation; drafting and presentation of geologic data; writing of technical reports. Lecture, laboratory, and four-day field trip. Prerequisite: 112 or permission of the instructor. F.

### **490. Independent Research (Fryer, Mann, Martin)**

Collaborative and independent research with and under the supervision of a faculty member. Field and/or laboratory investigations culminating in a research paper. Prerequisite: discussion with and consent of supervising faculty prior to preregistration. F, S.

### **491. Directed Readings (Fryer, Mann, Martin)**

Individually supervised study of geological fields not covered by the regular curriculum or for consideration of topics in greater depth than possible in regular courses. Some examples include geochemistry, geophysics, oceanography, paleobiology, and planetary science. Prerequisite: discuss with instructor prior to preregistration. F, S.

### **495. Apprenticeship (Staff)**

Supervised geology-related work experience that earns credit. Must be approved by geology faculty prior to preregistration.

### **499. Seminar (Staff)**

Special topics in geology; an integrative course for geology majors who have departmental consent. F, S, with sufficient demand.

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## **German Major**

See the program and major requirements listed under Modern Foreign Languages.

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# Majors and Courses of Instruction

## *Health and Human Kinetics*

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### **Health and Human Kinetics**

*Professors Hawes, Knop, Martin*  
*Assistant Professors Fink, Gies*

Among undergraduate programs in the discipline, Ohio Wesleyan's is clearly one of the most diverse and modern. In fact, the department has recently changed its name from *Physical Education to Health and Human Kinetics* to better reflect its mission and activities. While the Physical Education Teacher Education concentration continues to be a strong part of the curriculum, faculty members have added other innovative programs that provide students with specific areas of concentration. This structure offers options in preparing the student for a future in diverse work environments. Students in the program can prepare for advanced study or careers in teaching, personal training, sports medicine, management, health promotion, or other related areas, and in allied health professions such as nursing, physical therapy, or occupational therapy. The department also offers a physical education/coaching or exercise science minor for the student with a major in another department. Each concentration has specific gateways that students must complete successfully to graduate with a Health and Human Kinetics major and a specific concentration emphasis.

In addition to the major and minor, the department offers activity courses for the student body. These courses emphasize lifetime activities. Many of these courses are offered in sequence to improve the student's proficiency in a systemized manner. These courses are designed to meet the needs and interests of the students, and are offered in modules of seven weeks duration. Before signing up for an activity course, the student should note the following:

- Each course carries 0.25 unit of credit
- Credit for as many as eight courses (two units) will be applied to the thirty-four units required for graduation and will count in the grade point average
- Students must start all sequential courses at the beginning level unless given permission by the instructor for advanced courses
- A student may not enter a lower level course after completion of a higher level course (e.g., after completing the advanced level, the student may not enter the intermediate level and, after receiving credit at the varsity level, the student may not enroll at a lower level)
- Special fees are required for certain courses
- Certain courses meet off campus and may require the student to provide transportation

Majors need to follow specific concentrations listed under major course of study. Please check each concentration for specific requirements.

All HHK majors are required to be certified in First Aid and CPR before they complete HHK 260, and maintain the certification through graduation. Several American Red Cross classes are offered on campus each year. Recertification opportunities are offered on a regular basis by the head athletic trainer.

Each concentration has certain courses that require a specific minimum grade (for example, C- or better) in order to continue in the concentration. Pay attention to your specific concentration for these details.



# Majors and Courses of Instruction

## *Health and Human Kinetics*

Students in the Physical Education Teacher Education concentration need two diversity classes, one math class, and one specific reading content class for Ohio licensure. Pay attention to these details.

### Concentrations

**General Health and Human Kinetics Major:** Please note that some of the following listed courses have prerequisites. Courses needed: ACTV 0122, HHK 114, HHK 140, HHK 141, HHK 231, HHK 260, (HHK 343 or HHK 363), HHK 499, ZOOL 251, (one from PSYC 210, MATH 105 or MATH 260); and four additional courses from HHK 100.1, HHK 200.2, HHK 286, HHK 300.4, HHK 300.7, (HHK 300.8 and HHK 300.9), HHK 343, HHK 345, HHK 347, HHK 352, HHK 355, HHK 363, HHK 365, and HHK 395 or HHK 495. All candidates must also be certified in CPR and First Aid before completing HHK 260, and it is the student's responsibility to maintain certification through graduation. All candidates must successfully complete the established gateways for the general concentration in the Health and Human Kinetics major.

**Sports and Exercise Management Concentration:** This area of concentration prepares the student for opportunities in a variety of fields that combine physical/sport activity with other areas such as sport management, marketing, and retail fitness. Please note that some of the following courses have prerequisites. Courses needed: HHK 0122, HHK 114, (HHK 140 or HHK 141), HHK 231, HHK 260, (HHK 100.1, HHK 343 or HHK 363), HHK 200.2, HHK 300.7, HHK 495 (Facility and Game Management at OWU), HHK 499, ACCT 217, ECON 110 (C- or better), EMAN 210 (C- or better). Choose 3 from EMAN 264, EMAN 300.6, EMAN 320, EMAN 340, EMAN 361, EMAN 363, EMAN 365, EMAN 376, EMAN 400.1, ENG 310, ACCT 348. All candidates must also be certified in CPR and First Aid before completing HHK 260, and it is the student's responsibility to maintain certification through graduation. (With this concentration, students cannot earn an Economics Management minor.) All candidates must successfully complete the established gateways for the management concentration in the Health and Human Kinetics major.

**Exercise Science Concentration:** This area of concentration prepares the student for advanced study in the fields of physical therapy, athletic training, exercise physiology, biomechanics, sport psychology, and allied health professions like physical therapy, occupational therapy, nurse practitioner, or physician assistant. Please note that some of the following listed courses have prerequisites. Courses needed: ACTV 0122, HHK 114, HHK 140, HHK 141, HHK 231, HHK 260, HHK 345, HHK 352, HHK 355, HHK 365, HHK 395 or HHK 495, HHK 499, (ZOOL 120 or 122 or CHEM 110, with C- or better to continue in concentration), ZOOL 251 (C- or better), ZOOL 325, (PSYC 210, MATH 105, or MATH 260); and one additional course from HHK 270, HHK 300.4, (HHK 300.8 and HHK 300.9), HHK 343, HHK 347, HHK 363, MATH 110, PHYS 110, PHYS 111, PHYS 115, PHYS 116, CHEM 110, CHEM 111, PSYC 243, PSYC 343, PSYC 310, ZOOL 331, or ZOOL 333. All candidates must also be certified in CPR and First Aid before completing HHK 260, and it is the student's responsibility to maintain certification through graduation. All candidates must successfully complete the established gateways for the sports science concentration in the Health and Human Kinetics major.

**Physical Education Teacher Education Concentration:** This area of concentration prepares the student for a career in teaching physical education. Students preparing for a career in teaching must begin the major by the first semester of the sophomore year. Additionally, ZOOL 251 or EDUC

# Majors and Courses of Instruction

## *Health and Human Kinetics*

251 needs to be completed by the end of the sophomore year. In order to qualify for licensure in physical education the student must:

1. Complete the gateway as established by the Health and Human Kinetics department;
2. receive a “B-” or better in EDUC 251;
3. be accepted as a candidate for teaching by the education department; and
4. have successfully completed the requirements for the Praxis examinations.

Additional semesters beyond four years may be necessary to complete degree/licensure requirements if the above criteria are not met.

**Physical Education Teacher Education Concentration: PreK-12:** Please note that some of the following listed courses have prerequisites. Courses needed: ACTV 0100, ACTV 0122, ACTV 0123, ACTV 01501, ACTV 01502, ACTV 0601 (NOTE: current Lifeguarding or current WSI Certifications can be substituted for several of the .25 requirements. Check with department), HHK 114, HHK 140, HHK 141, HHK 231, HHK 260, HHK 269, HHK 286, HHK 345, HHK 352, (HHK 343 or HHK 363), HHK 381, HHK 382, HHK 383, HHK 384, HHK 499, [ENG 145 or 176 or 180 and 182 literacy)], EDUC 110, EDUC 251, EDUC 377, EDUC 471, EDUC 472, EDUC 473, EDUC 474, college level MATH class, ZOO 251; and two additional courses from PSYC 262, PSYC 264, PSYC 282, PSYC 284, PSYC 321, PSYC 322, PSYC 323, PSYC 333, PSYC 336, PSYC 337, PSYC 348, PSYC 363, SOAN 347, SOAN 349, SOAN 351, SOAN 352, SOAN 354, SOAN 356, SOAN 357, and SOAN 367. All candidates must also be certified in CPR and First Aid before completing HHK 260, and it is the student’s responsibility to maintain certification through graduation. Teacher education concentration needs two diversity classes, one math class, and one specific reading content class for Ohio licensure. Pay attention to these details.

### Minors

The Department of Health and Human Kinetics offers minors in two areas for the student with a major in another department. Each area is described below.

#### **Physical Education/Coaching Minor**

This minor requires six units. Courses needed: ACTV 01501, ACTV 01502, (HHK 140 or HHK 141), (HHK 114 or HHK 231), HHK 260, HHK 286, (HHK 343 or HHK 363); and (HHK 383 or HHK 495). All candidates must also be certified in CPR and First Aid before completing HHK 260 and maintain certification through graduation.

#### **Exercise Science Minor**

This minor requires six units. Courses needed: HHK 140, HHK 141, (HHK 114 or HHK 231), HHK 260; and three additional courses from HHK 345, HHK 352, HHK 355, HHK 365. All candidates must also be certified in CPR and First Aid before completing HHK 260 and maintain certification through graduation.

### Courses

#### **ACTV 001-093. Elected HHK Activity Courses (0.25 units each; Staff)**

Activity courses are designed to meet the interests of the students. Each course carries 0.25 units of credit. Only the first eight courses (two units) will be applied to the 34 units required for graduation and will count in the grade point average. Many of these courses are sequential and, therefore, it is recommended that students begin at the lowest level. Students may not enter a lower-level course after taking a higher-level course (e.g., after the student has completed the advanced

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# Majors and Courses of Instruction

## *Health and Human Kinetics*

level he/she may not take the intermediate or beginning level course and after receiving credit at the varsity level, the student may not enroll at a lower level.) Special fees are required for certain courses. Some also meet off campus and require the student to provide transportation.

### **100.1 Coaching and Sport: Leadership Development (Martin)**

This course will be devoted to leadership within the context of competitive sport team, educational, and business settings. Students will study various leadership theories and entertain different methods of applying theory to practice within the physical activity and sport environment. Gender differences will be explored as they pertain to the implementation of various leadership models. Students will engage in observational experiments and writing opportunities. Interest in coaching, sports, and physical activity. Freshmen, sophomores, or consent. F, S.

### **114. Personal Health and Exercise (Fink, Knop, Staff)**

An introductory course which focuses on a concept approach to health literacy. Students will have the opportunity to explore the mental, emotional, physical, and social dimensions of health; various at risk behaviors; the health of individuals, families, communities; and individual health related interests. Freshmen, sophomores, or consent. F, S.

### **140. Core and Dynamic Strength Training (0.5 unit; Knop, Staff)**

The goal of this course is to create opportunities for students to experience the application of theories of core and dynamic strength training to their current level of fitness and reflect on these experiences. It is important for students who will soon be teaching and prescribing similar teaching regimens to have experienced the training theories and reflected on the physical changes training regimens cause to their bodies. All students will engage in core and strength fitness training consistent with sound theories and commensurate with their current fitness level. Interest in a possible major or minor in health and human kinetics. F, S.

### **141. Cardiovascular and Flexibility Training (0.5 unit; Boey)**

The goal of this course is to create opportunities for students to experience the application of theories of cardiovascular and flexibility fitness to their current level of fitness and reflect on these experiences. It is important for students who will soon be teaching and prescribing similar teaching regimens to have experienced the training theories and reflected on the physical changes training regimens cause to their bodies. All students will engage in cardiovascular and flexibility fitness training consistent with sound theories and commensurate with their current fitness level. Interest in a possible major or minor in health and human kinetics. F, S.

### **200.2 Introduction to Management of Physical Activity and Sport (Staff)**

The purpose of this course is to expose the student to a “hands on approach” to sport and physical activity management in theory and practice. Topics include an overview of management in sport and physical activity environments, fiscal control, philosophy, problem solving, decision making, communication, equipment purchasing and facility strategies, and the law as it applies to physical activity and sport. Prerequisites: HHK 114, or 231, or consent of instructor. Freshmen, sophomores, or consent. F, S.

### **231. History, Philosophy, and Principles of Health and Human Kinetics (Fink, Gies)**

An introductory course in the field of physical education that investigates fundamental foundations of the discipline. This includes studying and recognizing the importance of establishing a philosophical base, exploring basic psychological and sociological foundation principles, and

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# Majors and Courses of Instruction

## *Health and Human Kinetics*

reviewing the history of the profession. Prerequisites: Declaration of intent to major or minor in Health and Human Kinetics, or consent of instructor. Freshmen, sophomores, or consent. F, S.

### **260. Exercise Prescription (Knop, Staff)**

The purpose of this course is to guide and enhance student understanding of the principles involved in safe and effective prescription of exercise. Students will develop skills required to evaluate fitness levels, develop programs for different components of fitness (cardiorespiratory, flexibility, body composition, muscular efficiency) for a variety of populations, instruct people about proper cardiovascular, resistance, and flexibility training techniques, and effectively educate and/or counsel individuals regarding activity and lifestyle issues. Students are required to be certified in CPR and First Aid before completing this course. Prerequisites: ACTV 0032, 0034, (HHK 114 or 231) and (HHK 140 or 141). F, S.

### **269. Rhythm and Movement (0.5 unit; Gies)**

Introduction of various types of rhythmic activities and patterns and an examination of the importance of rhythmic experiences in enhancing motor development. Prerequisites: HHK 231 and EDUC 251 or consent. S.

### **270. Sports and Exercise Nutrition (Fink, Knop)**

This course will attempt to integrate concepts from basic human movement physiology, energy use, and nutrition to understand the interrelationship between the human exercise response and the nutritional demands needed to fuel it in the short term and maintain efficient body functions in the long term. Prerequisites: ZOOL 251 or equivalent; HHK 260; or consent. Summer session.

### **286. Instructional Delivery and Assessment (Gies)**

This course is designed for students preparing for careers teaching physical education, working in the physical training area, or coaching sports. The focus is on developing student's knowledge and skills for planning and delivering appropriate group movement instruction, assessing learning outcomes, and self-reflecting on delivery effectiveness. As a result, students will learn and practice proven methods of teaching, analyzing student learning outcomes and analyzing teacher effectiveness in teaching, coaching, or fitness delivery. Students will also study the tactical games approach for teaching game and sport skills and use the sport education curricular model for delivering team sport practices. Both tactical teaching and sport education are intended to better support critical thinking and good decision making in sport and game play. Students will also experience the planning, delivery, and assessment process of teaching tactically. Further, students will study and experience the sport education curricular model as an example of how to support student responsibility development consistent with a cooperative yet competitive sport. Prerequisite: HHK 231 or consent of instructor. F or S.

### **300.4 Feminist Perspectives in Health, Sport and Physical Education (Knop)**

The purpose of this course is to critically examine the impact sport as a "male preserve" (Dunning, 1985; Theberge, 1985) has had on girls' and women's participation in sport, physical education, and physical activity in the past and present. Feminist theories will be applied to sport and physical education. Past and current policies and practices in sport and physical education will be examined from a gendered perspective. As this is a writing course, students will engage in extensive writing opportunities throughout the semester. Also see WGS 300.1. Prerequisite: junior or senior status or consent.

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# Majors and Courses of Instruction

## *Health and Human Kinetics*

### **300.7 Advanced Issues in Management of Physical Activity and Sport (Staff)**

This course introduces the student to issues and concerns specific to physical activity and sport. The course will examine content areas considered by NASPE-NASSM Sport Management Review Council to be essential to the professional preparation of sport and physical activity managers. These areas include the sociocultural dimensions of sport (race, gender, disability, etc.), management and leadership, ethics, sport marketing, communication and sport governance. Attention will be paid to both national (i.e., NCAA, professional sports, etc.) and international (Fifa, Uefa, Olympics, etc.) sport. Upon completion of the course student will have a fundamental knowledge of sport and physical activity management at all levels. Prerequisite: HHK 200.2 or consent of instructor, and junior or senior status. F, S.

### **300.8 Health Program Planning (0.5 unit; Fink)**

(Alternate years.)

Planning of health promotion and education programs occurs at many levels, and is driven by assessment. Students will be asked to examine the epidemiology of key health issues on a local, state, regional, national, and global level. Subsequently, students will identify behavioral, environmental, and genetic risk factors for these health issues, as well as the associated predisposing, reinforcing and enabling factors. Discussion of health behavior models and theories will be approached from both a historical and applied perspective. This information will be synthesized in a culminating project where students will plan a behavioral intervention for an assigned health issue. Prerequisite: HHK 114, junior or senior status or consent. F.

### **300.9 Health Instructional Strategies (0.5 unit; Knop)**

(Alternate years. May be offered 2012-2013)

The goal of this course is to support continued growth toward becoming a competent and committed health educators capable of planning and delivering quality and meaningful health education for all students in school & community settings. In class students will be guided through the process of generating appropriate instructional strategies for K-6, middle school, and high school and adult learners. Students will use knowledge gained and content created in PE 300.8, Health Programming Planning, as a starting point. Students will then plan appropriate and progressive units to reach health education goals consistent with the National Health Education Standards (NHES) for K-adult learners within several content areas. Throughout the course, students will develop, receive feedback, and self-reflect on planning and delivery effectiveness. Prerequisite: HHK 114 and HHK 300.8 or consent; junior or senior status. S.

### **343. Contemporary Issues in Sport (Knop)**

A study of sport historically, sociologically, economically and politically, including the study of sporting activities and the influence on humans and society. Prerequisite: HHK 231 or consent of instructor. F.

### **345. Kinesiology (Hawes, Knop, Staff)**

Function of bones, ligaments, and muscles. Emphasis on physical motion. Prerequisite: ZOOL 251 or equivalent or consent of instructor. F.

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# Majors and Courses of Instruction

## *Health and Human Kinetics*

### **347. Special Topics in Health and Human Kinetics: A Qualitative Investigation (Fink, Knop)**

The overall goal of this course is to explore the impact of a specific health, physical education, or sport issue using the concepts and methods of qualitative research. Through the process of reading and in depth investigation within the special topic, students will gain a greater understanding of the concepts, methods, and ethics of qualitative research in both a theoretical and applied way. Prerequisite: junior or senior status or consent. S.

### **352. Motor Learning (Gies)**

Theories and principles of motor learning with special consideration of application to physical education and sport activities. Prerequisite: HHK 231 or consent of instructor. F.

### **355. Medical Aspects of Sport Activities (Knop)**

Medical aspects of sport activities pertinent to the physical educator. Subjects included are adapted physical education, mainstreaming, physical screening, conditioning, exercise prescription, injury prevention, and the care of injuries. Prerequisite: ZOOL 251 or equivalent or consent of instructor. S.

### **363. The Mental Aspects of Sport Performance (Martin)**

The literature concerning the mind and its effect upon sport performance. The viewpoints of both the participant and the coach are considered from the individual and team sport perspectives. Prerequisite: HHK 231 or consent of instructor. Sophomore, junior or senior status. S.

### **365. Physiology of Exercise (Hawes, Staff)**

Human responses and adaptations to muscular activity, specifically dealing with the scientific basis of activity, physical fitness, and metabolism. Prerequisite: ZOOL 251 or equivalent or consent of instructor. S.

### **381. Methods of Teaching Physical Education: Early Childhood Years (0.5 unit; Gies)**

(Not offered 2012-2013)

Introduction of an overview of theory and practical experiences for teaching movement activities to children in the early childhood years. Implementing teaching protocols, selecting developmentally appropriate activities and instructional strategies, and understanding the importance of movement, exercise, and play for young children are critical elements of the course. The course design is created to assist future teachers in successfully working towards a goal of physically educated children. Prerequisite: EDUC 251 or consent. See EDUC 381. S.

### **382. Methods of Teaching Physical Education: Middle School Years (0.5 unit; Gies)**

(Not offered 2012-2013)

Introduction of an overview of theory and practical experiences for teaching movement activities to children in middle school. Implementing teaching protocols, selecting developmentally appropriate activities and instructional strategies, and understanding the importance of movement, exercise, and play for middle school age students are critical elements of the course. The course design is created to assist future teachers in successfully working towards a goal of physically educated children. Prerequisite: EDUC 251 or consent. S.

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# Majors and Courses of Instruction

## *Health and Human Kinetics*

### **383. Methods of Teaching Physical Education: Secondary School Years (0.5 unit; Gies)**

(Not offered 2012-2013)

Introduction of an overview of theory and practical experiences for teaching movement activities to secondary school students. Implementing teaching protocols, selecting developmentally appropriate activities and instructional strategies, and understanding the importance of movement, exercise, and wellness as part of a healthy lifestyle for secondary school age students are critical elements of the course. The course design is created to assist future teachers in successfully working towards a goal of physically educated people. Prerequisite: EDUC 251 or consent. F, S.

### **384. Field Experience (0.5 unit; Gies)**

(Not offered 2012-2013)

This practicum is designed to be taken after students are accepted into the Education department and have taken at least one methods course. Students participate in a series of planned and mentored field experiences at their preferred level of physical education teaching (pre-school, elementary, middle, or high school). These experiences will include focused observations and the integration of theory and practice as students plan and teach lessons and make appropriate curricular and pedagogical decisions in a school environment. Prerequisites: acceptance into education department, ACTV 0100, HHK 260, and one of HHK 381, 382, or 383. See EDUC 384. F, S.

### **395. Adult Fitness: Prescription, Delivery, and Assessment Evaluation (Knop, Staff)**

This course allows students to develop the skill and ability to carefully and competently deliver effective and appropriate fitness training to adults, as, throughout the semester, students practice, deliver, and critically assess their ability to instruct group and personal training sessions. They will learn self-assessment methods to evaluate their delivery skill and pedagogical decision making. Later, they also will be responsible for the development of appropriate prescriptive programming for their specific population, researching the needs of their client base using qualitative methods of inquiry (researching probable fitness needs of the general population, subjectively and objectively assessing a specific client's needs, and interviewing selected clients relative to how their needs are being met), while attempting to understand exercise adherence concerns that may limit client participation. Students will use exercise prescription theory to understand, develop, and modify fitness planning across the semester, ultimately creating a sequential progression to meet the needs of their clients. Several times during the semester, students will present findings to the class as a case study. Students will work toward competency, developing and delivering a progressive and holistic strength and cardiovascular program. Prerequisites; HHK 140 or 141, HHK 260 and current CPR and First Aid certification.

### **490. Independent Study (Staff)**

Guided research projects and independent study for outstanding departmental majors. The course is completed under the guidance of a faculty member. Student must present a summary of his/her work to the faculty. Prerequisites: consent of instructor and signature of the department chair. Juniors or seniors only. F, S.

### **491. Directed Readings (Staff)**

An in-depth exploration of special interest topics under the guidance of a faculty member. This course is for Health and Human Kinetics majors only. There is a departmental rubric that guides

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# Majors and Courses of Instruction

## *Health and Human Kinetics*

the student in successfully completing the course. Any exception to these protocols requires the signature of the department chair. Prerequisite: consent of instructor. Juniors or seniors only. F, S.

### **495. Apprenticeship (Staff)**

Junior or senior Health and Human Kinetics majors and minors, under faculty supervision, locate a position in an area of concentration. This applied course must have a faculty sponsor who is responsible for approving the final report of the student. Students are required to accumulate 120 hours during this experience. Documentation for HHK 495 should follow the departmental template. Any exception to these protocols requires the signature of the department chair. Prerequisite: Junior or senior status and consent of instructor. F, S.

### **499. Senior Seminar: Topics in Research and Current Trends in Health, Physical Education, and Sport (Shade)**

Current trends in health, physical education, sport, and professional development are addressed. Students are asked to put knowledge and theory into practice and are required to keep a professional portfolio of all completed assignments. Prerequisite: senior majors. F.



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# Major Courses of Instruction

## *History*

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### History

#### Major and Minor

*Professors Baskes, Chen, Flamm, Gingerich, Spall*  
*Associate Professor Terzian*  
*Assistant Professor Arnold*

The history major requires a minimum of eleven courses. To ensure breadth of knowledge, the department requires that majors complete at least two courses from each of the three departmental areas: America, Europe, and the Developing World. To ensure depth of knowledge, no more than three courses at the 100-level (only two of which may come from any one field) may count toward the required eleven. To ensure temporal knowledge, all majors must complete ONE of the following courses: HIST 110, HIST 111, HIST 322, HIST 334, HIST 340, HIST 341, HIST 342, HIST 343, HIST 345, HIST 355, or an appropriate independent study, honors, or topics course.

All majors must also complete HIST 250 (Historical Inquiry) with a C- or better, preferably in the sophomore year, and HIST 493 (Historical Research) in the junior or senior year. Students who have a strong interest in a particular topic, wish to earn departmental honors, or plan to attend graduate school may submit a research proposal for a two-semester independent project. The research proposal must be submitted for departmental approval no later than week twelve of the spring semester of the junior year and have the endorsement of the full-time member of the Department of History who will supervise the independent project.

The department will also accept successful completion of departmental honors requirements in lieu of HIST 493. Students interested in post-graduate study in history should consider the junior track for departmental honors so that the project can be completed before graduate school applications are due.

#### **History Major for Teachers**

Students intending to qualify for teacher licensure in integrated social studies (Grades 7-12) may pursue the history major for teachers. This program requires eight history courses including HI-250 (Historical Inquiry). To ensure breadth of knowledge, students must successfully complete at least two courses from each of the three departmental areas: American, European, and Developing World. Students must also complete all requisite professional education courses (including student teaching) as well as all integrated social studies licensure cognate courses in order to fulfill this major. Contact the education department for complete details and list of requisite courses.

#### Minor

Five units of history courses; two of the department areas (America, Developing World, and Europe) must be represented.

**Exemptions.** Scores of 4 or 5 on the American History Advanced Placement test may be honored as credit for HIST 113 or 114 (but not both). For scores of 4 or 5 on the European History Advanced Placement test, credit is given only for HIST 112. For scores of 4 or 5 on the World History Advanced Placement test, credit is given for HIST 120. World history counts as an elective but not an area distribution.

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# Major Courses of Instruction

## *History*

### Courses

#### **110. Introduction to Ancient History (Arnold)**

An introduction to the ancient world, including Egypt, Persia, Mesopotamia, and Mediterranean Civilizations (Phoenicia, Greece, Rome). Focuses on tracing broader development of civilizations and empires, with particular attention to society, religion, and economic development. Encounters and cultural influences between civilizations form the broad context for the course. Open enrollment, with no prerequisites required. This is a Foundation Course for AMRS, Ancient Studies Majors.

#### **111. Introduction to Early European History (Arnold)**

As an introduction to the Middle Ages, this class will examine the three major medieval cultures: Christian Europe, Byzantium, and Islamic civilization, tracking patterns of internal developments and external connections to the rest of Eurasia and the world. Medieval people across Europe and the Mediterranean created unique and lasting cultures that reflected a complex mixture of religion, politics, warfare, cross-cultural contact, spirituality, and unmatched literary and artistic achievements. The course will cover major turning points (such as the rise of both Christianity and Islam, the crusades, and the Black Death) along with the cultural, technological, and religious developments of the period (such as castles, cathedrals, and universities.)

#### **112. Introduction to Modern European History (Gingerich, Spall)**

Europe since 1648, with emphasis on the ideas, institutions, and problems of topics such as the rise of absolute monarchy, the Scientific Revolution, the Enlightenment, the French Revolution, the growth of industrialism and liberalism, the advent of democracy and socialism, the development of nationalism and imperialism, and the interaction of European democracies with totalitarian dictatorships in the 20th Century. Readings include contemporary source materials, biographies, and interpretive essays. F, S.

#### **113. Introduction to Early American History to 1877 (Terzian)**

The course surveys the major social, political, cultural, constitutional, and economic developments from the age of exploration through the Civil War and Reconstruction. It introduces students to some of the main issues and controversies of early America. F.

#### **114. Introduction to Modern American History (Flamm)**

The course surveys the major political, social, cultural, diplomatic, and economic developments since 1877. It seeks to introduce students to some of the main themes, issues, and controversies of modern America. F.

#### **115. Introduction to Latin American History (Baskes)**

A general introduction to the civilizations, populations, economies, societies, and politics of Latin America. F.

#### **116. Introduction to Pacific Asia (Chen)**

An introduction to those non-western nations/regions, once considered underdeveloped, which have recently produced economies competitive with our own. The course will focus on Japan, Taiwan, South Korea, Singapore, and Hong Kong and will trace their pre-war experiences with the West, post-war development, economic organization, and will address issues of political form and human rights. F, S.

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# Major Courses of Instruction

## *History*

### **120. AP World History**

This course number designates credit granted to students who scored a 4 or better in their AP World History course. The credit counts as one elective course towards the major or minor. It does not fulfill any of the three departmental field requirements.

### **160. America in the Sixties (Flamm)**

The course examines the major political, social, cultural, diplomatic, and economic developments of the period, with special emphasis on the Vietnam War, the civil rights movement, and other social movements (women and youth in particular).

### **250. Historical Inquiry (History Faculty)**

The seminar provides an introduction to various historiographical traditions, genres, and schools. It also emphasizes methodological techniques such as source identification, evaluation, and location as well as research organization and presentation. Students prepare a research paper based on primary and secondary sources. Open to declared history majors or with permission of the instructor. F, S.

### **300.3 Castles and Cathedrals (Arnold)**

Castles and cathedrals are the most recognizable features of medieval civilization. They were symbols of power, feats of engineering, and expressions of fear and hope. They have been studied by a wide range of scholars in fields ranging from social history and military history to archaeology and geochemistry and from religious studies to gender studies. The course will emphasize how complex these buildings were, and how many different meanings were (and still are) read into them by their builders, their users, and the people who study them. The time period covered will be roughly from the Fall of Rome through the late 1500s, but we will also include discussion of castles and cathedrals built after the medieval era, to see how the meaning and memory of these medieval monuments changes over time.

### **320. Middle East (Staff)**

This course explores major themes and issues of modern Middle Eastern history from the dissolution of the Ottoman Empire until the present, including the establishment of nation-states and the legacy of European imperialism.

### **322. Asian Civilizations to the 17th Century (Chen)**

The rise, development, and expansion of the peoples of India, China, and Japan in their formative years. Consideration of economic, social, cultural, and political aspects with a lecture emphasis.

### **323. Modern China (Chen)**

This course covers China's history from 1644 to present. It focuses on such issues as the development and decline of the Qing dynasty (1644-1911), the coming of the West, and China's various reforms and revolutions in the 19th and 20th centuries. S.

### **324. Topics in Asian History (Chen)**

This upper-division seminar is open to all students.

#### **324A. China and the West**

This seminar examines the relations between China and the West. While certain attention is given to Sino-Western contact before modern times, the course focuses on China's response to the West since the Opium War (1839-1842). Issues covered include the coming of the West,

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# Major Courses of Instruction

## *History*

Western imperialism, Western impact, China's nationalism, and the various roles that the West has played in China's modernization. S.

### **324B. China's Communist Revolution**

This seminar examines the Communist revolution in modern China. It discusses the origin and development of China's Communist movement in the historical context of the country's interaction with the West and Japan in the modern era. F.

### **324C. Intellectual History of Modern China**

This seminar examines various intellectual trends in modern China, with a focus on the intellectual changes from the Reform Movement to the May Fourth era (1895-1925). The theme of this class is the interaction between Chinese tradition and modern Western ideas.

### **325. Modern Japan (Chen)**

A brief introduction to the traditional Samurai culture of Tokugawa Japan, followed by examination of the nation's rapid initial modernization and the positive and negative consequences of that modernization, the latter including social dislocation, fascism, and war. The study of post-war Japan includes an introduction to the workings of modern Japanese party politics and foreign policy, and an examination of various aspects of contemporary Japanese society through Japanese eyes, including farm life, urban factory life, and the political and social controversies that have arisen over nuclear weapons and pollution control.

### **331. Mexico: From Conquest to Revolution (Baskes)**

A survey of the history of Mexico with emphasis on the variety of forces contributing to the formation of modern Mexico. Special emphasis on the clash between Mexico's European and indigenous populations and the major social, political, and economic upheavals of the Mexican Revolution. S.

### **332. Argentina, Brazil, and Chile Since Independence (Baskes)**

An introduction to socioeconomic and political trends in the largest nations of the Southern Cone. Topics investigated will include slavery, state formation, immigration, modernization, industrialization, economic development, populism, socialism, military dictatorship, and democratization in Argentina, Brazil, and Chile. S.

### **333. Modern Latin America: 1800 to the Present (Baskes)**

A topical approach to twentieth-century Latin American history with emphasis on the Latin American nations' struggles to sustain economic development, the causes and consequences of social revolutions, and the successes and failures of distinct political formations. F.

### **334. Indians, Spaniards & the Struggle for Colonial Latin America (Baskes)**

A topical approach to the years 1492 to 1821 during which distinctively Latin American nations were forged from the clash of American, European, and African societies. Most of the course investigates the Spanish conquest of the great American civilizations of the Inca and the Aztecs. Special attention to the pre-conquest societies and the adaptations made by those societies to resist the Spanish colonial state and to maintain political, social, and economic autonomy.

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# Major Courses of Instruction

## *History*

### **335. Topics in Latin American History (Baskes)**

An advanced course that examines selected topics and themes of Latin American history.  
Prerequisite: Permission of instructor.

#### **335A. Latin America in Revolution**

This seminar examines the origins and outcomes of revolutionary upheaval in twentieth century Latin America focusing on Mexico, Guatemala, Bolivia, Cuba, Chile, and Nicaragua.

#### **335B. The Spanish Conquest of America**

This seminar explores the Spanish conquest of Native American societies. Readings focus on the military, ideological, religious, economic, and biological consequences of the Spanish conquest.

#### **335C. Economic History of Latin America**

This seminar examines the evolution of economies of Latin America from the arrival of Europeans to the present day. Course materials focus on the origins and causes of the region's underdevelopment as well as the social consequences of underdevelopment from poverty to political instability.

### **340. Ancient Greek History (Staff)**

After briefly surveying the early history of the Aegean world from the Minoans through the archaic period, the course will focus upon 5th-century Athenian society. Through careful reading from a variety of primary sources (Herodotus, Thucydides, Aristophanes, Xenophon, Plato, and others) students will examine both the events and the ideas that have contributed to Classical Greece's prominence in the Western canon. There will be a strong emphasis on critical thinking and learning historical methodology.

### **341. History of Rome (Arnold)**

The goal of this course is to explore the meaning and methods of Roman history. In this class, students will analyze the works of ancient historians in order to understand what value Romans placed on their own history and heritage. This class also will address the ways that modern historians use and interpret ancient sources, whether textual, archaeological, or artistic. It will cover the history of Rome from its origins through the reign of Constantine and include discussions of political, social, religious and cultural history.

### **342. Constantine to Charlemagne (Arnold)**

Examines the development of the medieval world from roughly CE 300 to 800. This period witnessed the transformation of one of world history's great empires, the rise of two new monotheistic religions, and the emergence of new empires, polities, and cultures. In this class we will study the religious, political, and cultural histories of the Western Christian (Germanic) states, the Byzantine Empire, and the early Islamic empires. We will study both the larger social, cultural, and religious forces that shaped these diverging groups and the roles of individual leaders. The class will explore the construction of historical memory, the nature of biographies, and how modern historians understand these civilizations. This is a Core Course for AMRS, Medieval Studies Majors and an Elective Course for AMRS, Ancient Studies Majors.

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# Major Courses of Instruction

## *History*

### **343. The Central Middle Ages (Arnold)**

This course is a topical examination of the Central Middle Ages in Europe (approximately 900-1300), focusing on major patterns of social, economic, religious, and intellectual life. The course will explore patterns of power, patronage, and poverty, and the interactions between different groups in medieval society. Topics to be covered include the role of religion, the interactions between Europe and the Middle East, the growth of cities, universities and cathedrals, and changes to peasant lifestyles and livelihoods. The class will also explore several large historical debates, including the “Year 1000 Question” and the nature of the relationship between secular and spiritual powers. This is a Core Course for AMRS, Medieval Studies Majors and an Elective Course for AMRS, Ancient Studies Majors.

### **345. The Reformation Era (Spall)**

The religious upheaval of the 16th Century, including the medieval sources of the Reformation, the rise of the Protestant Churches, the Counter Reformation, and the emergence of early modern European political, economic, and social conditions. Also listed as REL 332.

### **346. Renaissance Europe (Arnold)**

This class will explore European history and culture from roughly 1300-1550. Stemming from a series of dynamic changes across Europe, the “Renaissance” was not a single thing, but instead was a series of attempts to explain, reframe, and re-imagine the world. We will explore intellectual, artistic, and material spheres to develop a broader understanding of the many different cultures of late medieval/Renaissance Europe.

### **350. Topics in Pre-Modern European History [Medieval Europe, Early Modern Europe, the Mediterranean] (Arnold)**

Examines special topics in pre-modern European history.

### **351. 19th Century Europe (Gingerich)**

Comprehensive account of the transformation of Europe from the era of the French Revolution until the First World War. Topics include conservatism, liberalism, nationalism, socialism, industrialization, racialism, and imperialism.

### **352. 20th Century Europe (Gingerich)**

Comprehensive investigation of the major political, social, cultural, and economic trends and changes in Europe from the eve of the First World War until the revolutions of 1989. Topics include the impact of the two world wars, totalitarianism, imperialism and decolonialization, the cold war, regeneration of Europe, and the revival of nationalism. F.

### **353. Adolf Hitler and Nazi Germany (Gingerich)**

A topical study that explores the origins, structure and ethos, and collapse of National Socialist Germany, and the impact of the Nazi era on Europe and the world. S.

### **354. Economic History (Spall)**

A historical description and analysis of economic development in the Western world from A.D. 950 to the mid-20th century. Topics include manorialism, early urban market economies, the Age of Ambition, mercantilism, Agricultural Revolution, industrialization, classical economics, free trade and varieties of colonialism, socialism, neo-imperialism, rise of welfare state, governmental growth, and dependency theory. Also listed as ECON 354.

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# Major Courses of Instruction

## *History*

### **355. The Making of Britain (Spall)**

A survey of the history of Great Britain and Ireland from earliest times through the Glorious Revolution of 1688 and its settlement. Scotland, Ireland, England & Wales, and British continental and colonial holdings receive attention. Celtic, Roman, Anglo-Saxon, Norman, Medieval, and Tudor-Stuart society and institutions are considered. Political structures, economic life, intellectual developments, cultural values, as well as war and diplomacy are treated.

### **356. British History Since 1688 (Spall)**

A survey of the history of the United Kingdom (England & Wales, Scotland, and Ireland) since the Glorious Revolution. Covers the Age of Aristocracy and the Enlightenment, the Industrial Revolution and its social and political consequences, loss of the American colonies, the wars of the French Revolution and Napoleon, Regency and Victorian England, the rise of the Welfare State, the Age of Churchill, and contemporary Britain. Attention is given to political development and reform, empire, economic life, foreign relations, war, and changes in society and culture.

### **357. Topics in British History (Spall)**

A topical inquiry at the advanced level into British History. Conducted as a readings colloquium, the course allows examination of one (or more) topics or themes in the history of the United Kingdom and its Empire/Commonwealth. The class studies the selected topic in depth, becoming familiar with primary and secondary authorities, standard works, interpretations and revisions, methodologies, and the historiographical context of the issues pertaining to the topics - as problems approach.

### **360. Topics in Modern European History (Gingerich)**

A readings colloquium at the advanced level focused on selected themes and topics of 19th- and 20th-century European history.

### **362. Imperial Russia and the Soviet Union, 1801-1991 (Gingerich)**

A survey of the history of the Russian empire and the U.S.S.R. from the accession of Alexander I to the collapse of the Soviet Union, focusing on the salient political, ideological, social, economic, and cultural trends and developments. S.

### **366. Contemporary Spanish History (Salamanca, Spain)**

The major themes and problems of twentieth century Spanish history will be presented in the context of Spanish traditions. Seven classes devoted to a survey of Spanish history with the remaining classes devoted to the Spanish Republic (1931-39), the Franco era (1939-75), and the post-Franco era (1975 to the present). *This course, offered exclusively at OWU's Salamanca, Spain Program, is accepted in the major and minor as a European history course.* Students studying at Salamanca are encouraged to take 111 or 112 prior to their departure. Also listed as Spanish 378.

### **370. Topics in Early American History (Terzian)**

A seminar that examines selected topics and themes of American History. The seminar is open to all students.

#### **370A. Famous American Trials**

This seminar examines famous and infamous trials to understand significant legal, social, and cultural issues in American History. We will consider also how legal institutions and legal values, such as notions of justice and rights, have evolved over the course of United States history. F.

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# Major Courses of Instruction

## *History*

### **370B. American Revolution**

This seminar examines the social, political, intellectual, military, and constitutional developments of the American Revolutionary era from 1750 throughout ratification of the Constitution.

### **371. Colonial America (Terzian)**

This course analyzes the origins and social, political, cultural and economic development of the British colonies in North America from the early 17th century to the Revolutionary War, with special emphasis on regional similarities and differences, how European contact with Native Americans shaped the cultures of both peoples, and how the southern colonies came to rely on a system based on slave labor.

### **372. Old South and Slavery Controversy (Terzian)**

This course examines the colonial and antebellum years of the southern region of the United States, which came to be known as the Old South. It explores the Old South's economic, political, and cultural development. In particular, we will analyze the ways in which race, class, and gender affected antebellum southern politics, economics, and culture.

### **373. The Civil War and Reconstruction (Terzian)**

This course analyzes the political, constitutional, military, social, and cultural aspects of the Civil War from its origins in the early nineteenth century through the end of Reconstruction in 1877. F.

### **374. The Frontier in American History (Terzian)**

Selected phases of the American Westward Movement, the problems of the West, and the significance of the frontier in the nation's development.

### **375. Women in American History (Terzian)**

This course examines the history of women in the United States from the colonial period to the present, paying attention to the experiences of women of different races, classes, and ethnic backgrounds with work, family, sexuality, and social and political activism.

### **376. The Emergence of Modern America, 1877-1929 (Flamm)**

The course examines the major political, social, cultural, diplomatic, and economic developments of the period, with special emphasis on the impact of urbanization, immigration, and industrialization, the emergence of the Populist and Progressive movements, the legacies of World War I, and the clash of cultures in the 1920s.

### **377. The Transformation of Modern America, 1929-1960 (Flamm)**

The course examines the major political, social, cultural, diplomatic, and economic developments of the period, with special emphasis on the Great Depression, the New Deal, World War II, the Cold War, and the cultural divisions of the 1950s.

### **378. The Ascendance of Modern America, 1960-2001 (Flamm)**

The course examines the major political, social, cultural, diplomatic, and economic developments of the period, with special emphasis on the Cold War, the Vietnam War, the social movements (minorities, women, and youth), and the political shifts (such as the conservative revival).



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# Major Courses of Instruction

## *History*

### **380. American Foreign Relations Since 1917 (Flamm)**

The course examines the major diplomatic developments since World War I, with special emphasis on World War II, the Cold War, the Vietnam War, and the complex relationship between domestic and international factors.

### **381. America and Vietnam (Flamm)**

The course examines the major political, military, and diplomatic developments of the war in Indochina, with special emphasis on how it affected soldiers and civilians in America and Vietnam.

### **385. Topics in Modern American History (Flamm)**

The seminar explores selected topics and periods. It emphasizes reading and discussion at an advanced level. The seminar is open to all students and assumes no substantial prior knowledge of modern American history.

#### **385A. Crime and Punishment in Modern America**

From the exploits of Al Capone and John Dillinger to the trial of O.J. Simpson, the clash between police, criminals, and the law has never ceased to fascinate and horrify. This seminar will examine that fixation by investigating some notorious individuals and infamous events of the past century. The objective is to use both the myth and reality of crime as a lens through which to explore racial, class, and gender issues in American political, social, and cultural history. The seminar is open to all students and assumes no substantial prior knowledge of modern American history, but emphasizes reading and discussion at an advanced level.

#### **385B. Women and Gender in Modern America**

From the fight for suffrage to the struggle for equality, the history of women in modern America has featured change and continuity, conflict and consensus. Great expectations and extraordinary courage have led to substantial progress — but also to bitter disappointment and unintended consequences. This seminar will examine how, for more than a century, American women have sought personal fulfillment and professional advancement despite political, economic, racial, social, cultural, and individual obstacles. The seminar is open to all students and assumes no substantial prior knowledge of modern American history, but emphasizes reading and discussion at an advanced level.

#### **385C. World War II**

This seminar will examine the most destructive conflict in human history. The Second World War spread devastation across three continents and claimed the lives of tens of million of soldiers and civilians. It also revealed the horrors of Hiroshima and the Holocaust. But at the same time, the war turned the U.S. into a military and economic superpower. And it transformed American politics and society, with important consequences for decades to come. The seminar is open to all students and assumes no substantial prior knowledge of modern American history, but emphasizes reading and discussion at an advanced level.

#### **385D. Historical Fiction in Modern America**

Historical fiction is a popular window into the American past. But does it illuminate or distort our understanding of modern history? Does the quality of a novel reflect how closely the author conforms to the historical record or how greatly he or she transcends it? Do certain genres of historical fiction, such as war novels, capture the essence of events in ways that nonfiction accounts cannot? These are among the issues that this seminar will explore. It is open to

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# Major Courses of Instruction

## *History*

all students and assumes no substantial prior knowledge of modern American history, but emphasizes reading and discussion at an advanced level.

### **490. Independent Study, Historical Research (Staff)**

Guided research project for students with specific research interests. Consent of instructor. F, S.

### **491. Independent Study, Directed Readings (Staff)**

Guided readings and/or tutorial project. Consent of instructor. F, S.

### **493. Historical Research Seminar (Staff)**

The seminar is required of history majors in their junior or senior year and emphasizes historical methodology through the preparation of a substantial research paper, which is taken through multiple drafts within the limits of the semester. Students with specialized research interests should consider the alternative to HIST 493 detailed in the *Catalog's* description of the history major. Students considering graduate school may request an oral defense with a second reader. The defense must occur within the limits of the semester. Students with specialized research interests may consider petitioning to complete the two-semester research project (see HIST 494) which may be done in lieu of HIST 493. Prerequisite: 250. F, S.

### **494. Independent Senior Thesis (Staff)**

Students with specialized research interests may petition the Department to complete an independent senior thesis in lieu of HIST 493. In the first semester (HIST 491) of this two-semester project the student will engage in intensive background readings under the direction of a faculty member. In the second semester (HIST 494) the student will work with the same supervising professor in the writing of a substantial research paper. Students interested in pursuing HIST 494 must submit their research proposals to the Department no later than week twelve of the spring semester of the junior year and have the endorsement of the full-time member of the Department of History who will supervise the independent project. Prerequisite: 250 and departmental approval. F, S.

### **495. Apprenticeships (Staff)**

The Historian (Phi Alpha Theta journal) offers apprenticeship opportunities in the journal's Book Review Section; contact Dr. Spall. The Newberry Library (Chicago), the Cloisters (New York City), and the Delaware (Ohio) Historical Society, as well as the Beeghly Library and Archives, have provided stimulating experience for history students in library, archival, and editing activities. Other possibilities may be suggested. Students apply in department office. F, S, Summer.

# Majors and Courses of Instruction

## *Humanities-Classics*

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### Humanities–Classics

*Professor Lateiner*

*Associate Professors Fratantuono, Merkel, Sokolsky*

*Assistant Professor Livingston*

The department offers majors and minors in Humanities and Classics. Courses are taught by faculty trained in languages and literatures from around the world including Ancient Greek, Latin, Russian, German, French, Italian, Japanese, and Arabic. The Department of Humanities-Classics offers students a unique opportunity to pursue courses in Western and Non-Western comparative literatures and cultures, often combined with a study of visual and other arts. The department offers an array of courses with varied focus: for example, thematic courses (myth, love, gender, rites of passage), genre courses (tragedy, comedy), and period courses (Ancient, Medieval, Renaissance, Modern, and Post-Modern) in the traditional Great Books and in other creative masterpieces (architecture, art, and music). The Hellenic, Roman, Hebraic, and Italian Renaissance traditions are fundamental to this study of Western civilization. The lasting achievements of Homer, Sappho, Cicero, the Bible, and later writers such as Heloise and Abelard, Marie de France, Dante, Boccaccio, Erasmus, Shakespeare, George Sand, Tolstoy, Chekhov, Dostoevsky, and Kafka continue to provoke, stimulate, and challenge contemporary thought.

The Department of Humanities-Classics equally embraces the study of other civilizations whose cultural foundations are not based on a Greco-Roman or Judeo-Christian tradition. Students learn about the extraordinary wealth of ancient and recent texts from East Asia, North Africa, the Middle East, and India that have become essential for an educated citizenry in the world today. Courses are therefore structured to encourage students to compare the values and artistic strategies of different traditions and to observe different formulations of enduring questions regarding freedom and constraint, love and sexuality, self-knowledge and personal desire versus social duty. Famous works from East Asia (*The Tale of Genji*, *Dream of the Red Chamber*, *The Monkey and the Monk*), India (*The Ramayana* and *The Mahabharata*), the Arab World (*1001 Arabian Nights*), and Iran (*The Shahnameh: The Persian Book of Kings*) extend our knowledge of world literature. We offer comparative literature courses in which topics, perspectives, and problems in various ethnic, religious, and literary traditions widen the field of vision based on the theoretical writings of people such as Foucault, Said, Fanon, and Cixous. Many of these courses question traditional canons and hierarchies constructed both long ago and in recent decades.

The Department of Humanities-Classics also offers instruction in Greek and Latin languages and literatures at all levels, from elementary to advanced. Within the first two years, the student may read the epics of Homer, the tragic lyrics of Euripides, the dialogues of Plato, the works of Cicero, Virgil, and Ovid, in the original languages. The study of Greek or Latin provides a basis for independent insights into ancient Mediterranean languages and societies, which are significant sources of current American concepts in social and political thought.

### Majors and Minors

**The Major in Humanities:** Humanities courses in literature (read in translation) and cultural history extend the student's reach into all parts of the world past and present. Majors and minors in this department through literature (and other cultural forms) confront the past and the present of civilizations from around the world. The idea of "civilization" is questioned and interrogated through all our Humanities courses. The past shapes the present through its fiction, non-fiction, images, art, music, and other manifestations of culture. As an integral and fundamental part of the

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# Majors and Courses of Instruction

## *Humanities-Classics*

liberal arts curriculum at Ohio Wesleyan, the Humanities curriculum prepares our students for all areas of humanistic study in the university and beyond.

Major in Humanities is interdisciplinary, requiring 10 courses distributed as follows: (1) three courses in Humanities-Classics (HMCL) numbered 100-230; (2) three courses in Humanities-Classics (HMCL) numbered 231-299; (3) three courses in Humanities-Classics (HMCL) numbered 300-399; and (4) one course in Humanities-Classics (HMCL) numbered 400 or above.

Majors may substitute two upper-level cognate courses from other departments for Humanities-Classics courses numbered 231–399. These courses should include subject matter directly related to material treated in the Humanities-Classics courses that the student has completed. Majors should arrange their course selection in such a way that they are able to concentrate in a historical period, a literary genre, an intellectual theme, a national literature, or a comparison of several national literatures. No course taken credit/no entry may be counted toward the major.

**The Major in Classics:** Classics is the study of ancient Greece and Rome, in particular the ancient Greek and Latin languages and literatures. Classics students are able to study the ancient languages and read the great works of classical literature in the original idiom: the epic poetry of Homer and Virgil, the histories of Herodotus, Thucydides, Livy, and Tacitus, the rich tradition of lyric and elegiac poetry, tragedy and comedy (especially from fifth century Athens), the vast output of Cicero, Rome's great statesman, and the philosophy Plato and Lucretius. Courses in English translation provide comprehensive study of the civilizations of ancient Greece and Rome: literature, history, and archaeology, as well as more specialized study of suitable preparation for graduate work in Classics and various allied disciplines, as well as solid training in skills useful for law, medicine, and other professional endeavors. Classics majors declare a concentration in Greek, Latin, or both.

The major in Classics requires ten (10) courses, of which six (6) must be in the original languages, chosen from the following courses:

|               |   |
|---------------|---|
| Greek 110-111 | Elementary Greek, Part I, Part II   |
| Greek 330     | Readings in Greek Prose and Poetry (variable content: may be repeated for credit) |
| Latin 225     | Intermediate Latin  |
| Latin 330     | Readings in Latin Prose and Poetry (variable content: may be repeated for credit) |

Greek 330 and Latin 330 offer different authors and genres each semester.

All students of Classics (especially those interested in pursuing further work in Classics in graduate school) are strongly urged to study both Greek and Latin through the advanced level. Elementary Latin (Latin 110-111) does not count toward the major. For the concentration in Greek or Latin, students must complete at least three (3) 300-level courses in the target language. For the concentration in both Greek and Latin, students must complete at least two (2) 300-level courses in each language.

The remaining four (4) courses must be taken within the Classics section of the department (Classics courses in English translation as listed below). Two of these courses must be HMCL 310 and either HMCL 321 or HMCL 322. HMCL 122, HMCL 490, and HMCL 491 may only be counted toward the Classics major if taken with a Classics professor.

# Majors and Courses of Instruction

## *Humanities-Classics*

|            |  |
|------------|--|
| HMCL 122   | Myth, Legend, and Folklore                                   |
| HMCL 200.2 | Epic and Anti-Epic   |
| HMCL 222   | Archaeology of Ancient Greece and Rome                       |
| HMCL 250   | The Ancient Novel  |
| HMCL 251   | Women in Antiquity   |
| HMCL 300.6 | Alexander the Great  |
| HMCL 310   | Literature and Thought of Ancient Greece                     |
| HMCL 321   | Literature and Thought of Ancient Rome, Part I: The Republic |
| HMCL 322   | Literature and Thought of Ancient Rome, Part II: The Empire  |
| HMCL 490   | Independent Study in Classics                                |
| HMCL 491   | Directed Readings in Classics                                |

By permission of the Classics faculty, students may substitute one (1) cognate course for one of the four required courses in translation. Approved options include:

|          |                                 |
|----------|---------------------------------|
| ART 341  | Classical Art                   |
| HIST 340 | Ancient Greek History           |
| HIST 341 | Roman Imperial History          |
| PHIL 346 | History of Ancient Philosophy   |
| PHIL 391 | Seminar in Plato                |
| REL 316  | Ancient Mediterranean Religions |
| REL 326  | Religions of the Roman Empire   |

Classics students are urged to consider semester and summer study abroad programs in Greece and Italy (e.g., the American School of Classical Studies at Athens, College Year in Athens, the Intercollegiate Center at Rome, the American Institute for Roman Culture). Students intending to pursue graduate work in Classics are encouraged to pursue course work in both German and French.

**The Humanities Minor** consists of five courses: three unit courses from among those numbered HMCL 100-299; two unit courses from among those numbered HMCL 300-499. The latter two courses should be chronologically sequential, such as *The Modern Temper and Postmodernism*, or should reflect a chronological concentration, such as *Great Books of the Nineteenth Century* and *Great Books of Russia*.

**The Classics Minor** consists of five courses: a minimum of three unit courses beyond the elementary sequence in Latin and/or Ancient Greek language; and both HMCL 310 and either 321 or 322. Cognate courses may be substituted for these required classics courses if the required courses are unavailable in the semesters left for the student in question.

### Courses

#### **122. Myth, Legend, and Folklore (Lateiner, Livingston, Merkel, Staff)**

Traditional cultures (indeed, all cultures) have stories, images, foods, clothes, sayings, music, dance, etiquettes, and other folkways that define them to themselves and others. This introduction to folklore surveys gods, humans, animals, and even plants in the world of the Greeks and Romans, and other cultures, sometimes including Mesopotamian, Hebrew, Slavic, Scandinavian, African, African American, and American Indian. Topics include epic and comic heroes and monsters, tricksters and fools, creation, extinction (millennialism), and social hierarchies (by gender, class,

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# Majors and Courses of Instruction

## *Humanities-Classics*

race, etc.). Myth theory (for example, archetypes, psychoanalysis, and functionalism) may be included in particular sections. F, S.

### **124. Love and Sexuality in Literature and the Arts (Livingston, Merkel, Sokolsky, Staff)**

An introduction to development and influences of divine, Platonic and ancient Indian, and sexual love in music, literature, and the visual arts from ancient Asian, Indian, Hebrew and Greek civilizations to the 20th Century. The works and artists considered may include Song of Solomon, Hesiod, Sappho, Aristophanes' *Lysistrata*, *The Kama Sutra*, Plato's *Symposium*, *Catullus*, Boccaccio's *Decameron*, *The Tale of Genji*, Shakespeare, Freud, Lawrence, Michelangelo, Monet, Picasso, Foucault, Marguerite Duras and others. F, S.

### **127. Myth, Legend, and Folklore of Non-Western Traditions (Sokolsky)**

Why do we read myths, legends, and folktales? Can you recall the lessons about life that you were supposed to cull from these stories? What about the tales that come from non-Western countries such as Japan, Korea, China, Morocco, and India? Are the underlying premises of myths, legends, and folktales of Asian and Arabic cultures the same as those of Western cultures? In this class, through assigned literary readings, we will travel to Japan, China, Korea, Morocco, Bali, India, and other places to see how people of these countries are shaped through the myths, legends, and folktales of their respective cultures. The goal of the class will be to see if there is a universal theme to all of these texts. Thus are we as human beings ultimately the same? Or are there cultural differences in the way people from different countries perceive the world? How do ideas of gender, class, and race get subtly transmitted in these tales? Moreover, we will look at how such stories get transmitted (oral versus written tradition). By studying the myths, legends, and folktales of other cultures, we will have a better understanding of how the worldviews of people who live in distant lands, as well as our own worldview, are shaped by supposed entertainment tales. Some of the readings will include: the Pansori of Korea, the storyboards of Palau, the puppet theatre of Bali, the Buddhist tales of Japan, China, and Korea, *A Thousand and One Arabian Nights*, and the famous Indian legend, *The Ramayana*. Diversity course.

### **200.2 Epic and Anti-Epic (Lateiner)**

Heroic epic traditions spawned imitations and counter-traditions. What does epic do for and to western societies, their classes, ages, and genders. Epic has distinctive approaches to time and space, life and the after-life, supernaturals, and humans. We examine the fluid boundaries of this nation-shaping genre. Texts include Mesopotamian *Gilgamesh*, then Classical Greek Homer, Hellenistic Apollonios of Rhodes, the Roman revolutionaries Catullus, Virgil, and Ovid, and Anglo-Saxon *Beowulf*.

### **200.9 Sophomore Seminar: The Discourse of the Humanities (Livingston)**

In the Department of Humanities-Classics, we focus on studying articulations of civilizations from around the world and over time, mainly through the form of literature. But what does "civilization" and its concomitant idea of humanity mean? Oftentimes blood is shed over these words as different civilizations clash with each other or try to justify one's right to rule another. Other times, these words are used to explain why we as humans are special and different from other animal forms. How does literature play a role in the transmission of these big questions about our individual being and our place in the grand scheme of society, the world, and nature? The purpose of HMCL 200.9 is to provide a theoretical foundation for subsequent courses offered in the department. Thus HMCL 200.9 will introduce student to the various modes of inquiry that comprise the humanistic

# Majors and Courses of Instruction

## *Humanities-Classics*

discourse. Pairing theoretical works with literary, artistic, and musical “texts,” we will explore these major questions: Why do we read? How do we read? How do we talk about what we read? Finally, because in the Department of Humanities-Classics, we mainly read works that are in translation, we will ask, “What happens to our reading experience when what we are reading is a translation of a work through the translator’s language rather than the author’s original language?” The course is intended for students who are or are considering Humanities as a major or minor. Prerequisite: At least one prior course in the Department of Humanities-Classics. Writing option.

### **222. Archaeology of Ancient Greece and Rome (Lateiner, Staff)**

The visible past, the material remains of vanished Mediterranean civilizations, excite the student and the tourist. The Greek polis and the Roman urbs organized labor, concentrated civic energies, and led to barely believable human monuments on the European, Near Eastern, and North African landscapes. Dwelling among such structures, grand and mean, decisively influenced the course of Western civilization. The history of archaeology, the classical landscape and cityscape, pots and temples, athletics and spectacles of violence, and trade and slavery provide some of the topics to be interpreted by stones, shards, coins, and testimonia.

### **226. Gender and Identity (Sokolsky)**

What do words such as “male,” “female,” “man,” and “woman” mean? How do they affect our sense of ourselves? Judith Butler, a famous feminist, argues that “man” and “woman” are not just nouns, but also verbs, implying a performance of gender. There is also now an increased awareness of transgender, thus complicating the binary of male versus female. We will look at literature, film, and other art forms to see how concepts of gender have changed over time and place. Possible texts include Virginia Woolf’s *Orlando*, Charlotte Perkins Gilman’s *Herland*, Sandra Cisneros’ *House on Mango Street*, Mishima Yukio’s *Forbidden Colors*, Fatima Mernissi’s *Beyond the Veil*, and the Japanese pre-modern classic of gender bending, *The Changelings*.

### **227. Rites of Passage (Staff)**

A study of the human life span with emphasis on the ways major authors from different nations treat the transitions from stage to stage: infancy, childhood, adolescence, adulthood, old age. The primary goal of the course is to enable students, through study of selected novels, essays, dramas, short stories, and poetry, to deepen their understanding of human development and to sharpen their perceptions of their own lives – past, present, and future. In short, to help them “see life steadily and see it whole.” Readings will include Erikson’s *Childhood and Society*; Sophocles’ *Oedipus at Colonus*; Chekhov’s *The Cherry Orchard*; Montaigne’s *Essays*; Schwarzbart’s *Bridge of Beyond*, and Roy’s *The God of Small Things*.

### **250. The Ancient Novel (Lateiner)**

The world-view, fears, and fantasies of the Greeks and Romans. Prose fiction is the focus, but texts of similar tone and function will be read. Topics include romance, travel, freedom and slavery, divine interference in human affairs and chance, retreat from public life, and sexual identity. Texts include: Herodotus, Menander’s *The Grouch*, Theocritus’ *Idylls*, Petronius’ *Satyricon*, Heliodoros’ *Ethiopian Tale*, Longus’ *Daphnis and Chloe*, Apuleius’ *Golden Ass*.

### **251. Women in Antiquity (Lateiner, Staff)**

A historical survey of women’s lives and roles in Lesbos, Sparta, Athens, Alexandria, and Rome. Topics will include political, economic, legal, medical, religious, familial, and artistic questions.

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# Majors and Courses of Instruction

## *Humanities-Classics*

Contrasts between various communities and various periods will be examined. Useful evidence includes: archaeology, inscriptions; prose works of history, law, medicine, and philosophy; drama; poetry by and about women. Serves as a core requirement in Women's and Gender Studies.

### **255. The Devil, the Hero, and God (Merkel)**

The human image, or the hero, as it is related to exterior forces of good and evil; God as sustaining power against the Devil as destroyer. Works to be read include Homer's *Iliad*, Job, Dante's *Inferno*, Goethe's *Faust*, and Dostoevsky's *The Brothers Karamazov*.

### **260. Public Life and Private Lives (Staff)**

Through selected readings in continental European literature ranging from Plato to the eighteenth century, this course will investigate tensions inherent in the opposing principles of public and private spheres, the individual and society, and work and leisure. Readings may include Plato's *Crito* and *Apology*; Abelard, *Historia calamitatum*; Machiavelli, *The Prince*; excerpts from Montaigne and Rabelais; Madame de Lafayette, *The Princess of Clèves*; Molière, *Tartuffe*; Pascal, *Pensées*; Diderot; Laclos, *Dangerous Liaisons*.

### **265. Freedom and Constraint (Sokolsky)**

This course is an inter-disciplinary study of the way freedom and constraint are defined and represented in various types of literature, film, and art from different cultures with particular emphasis on Asia, Arab, European, and American cultures. The many connotations of freedom and the ways in which people feel constrained as well as resist such constraint will be drawn out through an examination of historical, cultural, political, religious, and gendered contexts. We will be discussing slavery, colonialism, genocide, female sexual oppression, and the ways in which people have fought against such atrocities. We will read both fiction and non-fiction. Works may include Freud's *Civilizations and Its Discontents*, Chinua Achebe's *When Things Fall Apart*, John Okada's *No-No Boy*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, Ayaan Hirsi Ali's *Infidel*, and Ishmael Beah's *A Long Way Gone: Memoirs of a Boy Soldier*. Honors.

### **280. The Tragic Vision (Livingston)**

In this course, we will read a wide range of literature that can broadly be called "tragic." We will explore issues such as fate and free will, power dynamics, difficult choices, individual trauma, and suffering and redemption. Our texts will include the *Oresteia* trilogy, Gottfried von Strassburg's *Tristan*, *King Lear*, Goethe's *Faust: Part I*, *Wuthering Heights*, *Hedda Gabler*, *Anna Karenina*, Puccini's opera *Madama Butterfly*, and Jung Chang's *Wild Swans: Three Daughters of China*.

### **285. Comic Vision (Staff)**

The dramatic genre of comedy developed in Europe in part to explore human foibles through irony, wit and mockery, whether gentle or deadly. Comedy can manifest as satire as well, and its serious side lurks beneath the banter. Humor in comic plays is contingent: usually it depends on culture, place and time. Thus the comic is relative; its universality tends to be topical. Readings are drawn from ancient Greek, French, Italian and English traditions. Within each work, we shall focus on characters as individuals, social critiques, and resistance to conventions in their respective contexts. Readings may include Aristophanes, Plautus, selections from Boccaccio and Chaucer, Shakespeare or Jonson, Machiavelli's *Mandragola*, Rabelais, Molière's *The Misanthrope*, Beaumarchais, Marivaux, Goldoni and Wilde.



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# Majors and Courses of Instruction

## *Humanities-Classics*

### **290. Rogue's Progress: The Picaresque Experience (Merkel)**

An exploration of the meanings and implications of the literary term picaresque, used generally to describe a narrative relating the episodic adventures of a rogue or anti-hero. Special attention is given to the picaresque hero or heroine. Works may include *Lazarillo de Tormes*, *Don Quixote*, Dostoevsky's *The Gambler*, Mann's *Felix Krull*, Ilf and Petrov's *The Twelve Chairs*, Woody Allen's *Zelig*, and Nabokov's *Lolita*.

### **300.6. Alexander the Great (Fratantuono)**

A classics course that will survey the accomplishments and age of Alexander the Great through a study of both history and literature. Moving in chronological fashion through his brief lifetime, we shall study closely his astonishing victories in Persia and elsewhere, his political settlements, his private life, and how his dramatic performance on the world stage paved the way for the ultimate transition to a Roman East. Some comparison of Alexander and Julius Caesar. Readings in the surviving primary sources for his life: Plutarch, Arrian's monumental *Anabasis*, Diodorus Siculus, Quintus Curtius Rufus, and the Greek Alexander romance, as well as some attention to the vast secondary literature that has surrounded Alexander, especially the work of Ernst Badian. This course provides a good supplement to the Roman Republic and Empire classes, as we survey the beginnings of the Hellenistic Age.

### **300.7. The Mystic Experience (Livingston)**

Mysticism may be defined as a profound metaphysical and spiritual experience, intuition or insight. It involves union, surrender, awareness or closeness with the divine through love, perhaps one soul with another soul, with the cosmos, or with some version of a universal world-soul. Mysticism does not necessarily imply enlightenment or religiosity; it is not always concerned with God. It can be a moment's flash or a lifetime quest. Mysticism exists quietly at the intersections of literature (especially poetry), philosophy, religion, the occult, melancholy, and madness. For centuries, individuals across cultures have attempted to articulate, describe, record or construct mystical experiences real or imagined. At times mysticism's perceived threat to established epistemological or religious hierarchies has generated controversy, suspicion, persecution, and censorship. While some have attempted to express the ineffable in language, others have used forms such as art, architecture, design, music, dance, or number symbolism.

### **310. Literature and Thought of Ancient Greece (Lateiner)**

An introduction to the major works of Greek literature and the Greek contribution to epic and lyric poetry, tragic and comic drama, historiography, and philosophy. Homer, Archilochus and Sappho, Aeschylus, Sophocles, and Euripides, Aristophanes, Herodotus, Thucydides, and Plato constitute the basic texts. All works are read in English translation. Recommended: 122.

### **321. Literature and Thought of Ancient Rome, Part I: The Republic (Fratantuono)**

A comprehensive lecture survey of the history and literature of ancient Rome from the legends of the founding through the Battle of Actium in 31 B.C. Chronological study of the Roman regal and republican periods, with special attention to the personalities and conflicts of the first century B.C. and the fall of the Republic. Authors read may include selections from Livy's *Ab Urbe Condita*, assorted lives of Plutarch, Caesar's (and Lucan's) *Bellum Civile*, selections from the works of Cicero (especially the *Second Philippic*), the poetry of Catullus and Lucretius, Sallust's *Bellum Jugurthinum*, Virgil's *Eclogues* and *Georgics*, Horace's lyric poetry and selected satires, Propertius' and Tibullus' elegies, a comedy or two of Plautus and/or Terence, and the remains of archaic Latin (especially Ennius, Naevius, and the Laws of the Twelve Tables).

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## *Humanities-Classics*

### **322. Literature and Thought of Ancient Rome, Part II: The Empire (Fratantuono)**

A comprehensive lecture survey of the history and literature of ancient Rome from the Battle of Actium in 31 B.C. through the collapse of the western Roman Empire. Detailed examination of the nature of the imperial principate, with special attention to the personalities of the Roman emperors and the response of poets and historians to the madness around them. Authors read in English translation may include selections from the monumental histories of Tacitus, Dio Cassius on the reign of Augustus, Suetonius' lives of the Caesars, some lives from the so-called Augustan history, Virgil's *Aeneid*, extensive passages from the poetry of Ovid (especially the *Metamorphoses*), satires of Persius and Juvenal, Petronius' *Satyricon*, some works of Seneca (especially the tragedies) and the two Plinys, Silver Latin epic (especially Statius) and late historiography.

### **330. Medieval and Renaissance Thought (Livingston)**

This course offers an introduction to Western European thought and literature of the Middle Ages and Renaissance. Along with a consideration of our historically and culturally conditioned designations of the time period in question, we shall examine the emergence of spiritual and cultural ideals, humanism, the roles of women, constructions of the "other," and the attempts to synthesize classical and Christian traditions. Among the authors considered are Boethius, Christine de Pizan, Dante, Petrarch, Boccaccio, Machiavelli, Montaigne, Erasmus, Luther, and Marlowe.

### **350. Reason and Romanticism (Merkel)**

The course explores the notion of "cultural age" by examining literature, music, fashion, and philosophy during the Age of Enlightenment and the Romantic Rebellion. Students read Sterne's *Tristram Shandy*, Voltaire's *Candide*, Diderot's *Rameau's Nephew*, Goethe's *Sorrows of Young Werther*, Catherine the Great's *Oh, These Times!*, Lermontov's *A Hero of Our Time*, Pushkin's *Tales of Belkin*, *Queen of Spades*, and *Captain's Daughter*.

### **355. Great Books of East Asia (Sokolsky)**

In this course we will probe both the term "great books" and "Asia" or more specifically "East Asia." During the first week of class, we will discuss the politics of canonization. Questions we will consider are: What makes a work of literature great? And who gets to decide? Then we will specifically look at famous literary texts from China, Japan, Korea, and Taiwan. The term "Asia" is a complicated one. Sixty percent of the earth's population lives on the Asian continent and some of the oldest civilizations of the world are part of Asia. Yet, people unfamiliar with the vastly different cultures of the numerous countries that fall under the heading of "Asia" often view it as a single cultural entity. We will consider issues of race, gender, nationalism, militarism, and recent postmodern trends in East Asia. Texts we will read may include: *The Analects* by Confucius, *Journey to the West*, *The Tale of the Heike*, *The Hagakure: The Way of the Samurai*, Lu Xun's *Diary of a Madman*, Natsume Soseki's *Kokoro*, Kawabata Yasunari's *Snow Country*, Choi In Hoon's *The Square*, and Wu Zhouliu's *Orphan of Asia*. Diversity course.

### **356. East Asian Film (Sokolsky)**

Some scholars argue that film is the new literary form of the late 20th and early 21st century. This course will focus on films that are products of one of the most populous and economically powerful parts of the world—East Asia. We will look at East Asian films (China, Japan, Korea, and Taiwan) to see in what ways they are unique expressions of Asian culture and thinking and in what ways they are part of a more global world of filmmaking. We will study film theory and learn how to critically watch a film. We will also read theoretical works that specifically address the art of Asian

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# Majors and Courses of Instruction

## *Humanities-Classics*

films. While reading these theoretical works, we will look at famous Asian films that have made an historic impact in the film world. Finally, we will look at current trends in Asian films, with particular emphasis on the way Asian films have made an impact in Hollywood. Specific genres we will study include: Japanese anime, J-Horror, and Chinese martial arts films (Wu-xia). We will also look at classics such as: *The Seven Samurai*, *Farewell My Concubine*, and *Raise the Red Lantern*. Diversity course.

### **360. Great Books of the Nineteenth Century (Merkel)**

(Alternate years.)

Major literary works serve as an introduction to the century sometimes called the Age of Ideology and the Age of the Machine. Works of literature are presented in the context of the major cultural movements of the nineteenth century, such as Romanticism, Realism, Naturalism, and Symbolism. Students read Tolstoy's *War and Peace*, Dostoyevsky's *The Idiot*, Stendhal's *The Red and the Black*, and Turgenev's *Fathers and Sons*.

### **365. Modern Jewish Literature: A Study in Identity (Staff)**

A study of the quest for identity and the need to preserve ethnic integrity by the Jewish people. Novels and short stories are read which raise the issue of what it means to be a Jew. The implications of accepting and rejecting one's Jewishness are explored in a variety of fictional contexts. The authors read are Saul Bellow, Isaac B. Singer, Elie Wiesel, Henry Roth, Chaim Potok, and Bernard Malamud. Historical and religious background material necessary to understand the literature is provided by class lectures.

### **370. The Modern Temper (Staff)**

An exploration of the modern temper as it is revealed in contemporary art and literature. Consideration will be given to those writers, including Joyce, Eliot, Mann, Kafka, Camus, and Malraux, who have given shape to the contemporary sensibility. Special attention will also be given to those artists and composers, including Picasso and Stravinsky, who reflect the modernist tradition.

### **375. Postmodern World Literatures (Sokolsky)**

We live in what is often dubbed a post-modern age. But what does this actually mean? The world itself is paradoxical and thus often hard to define. In general, post-modernist thinkers tend to question the absoluteness of ideas such as "God," "Truth," "Reason," and the "Law." In this class, we will first discuss and define "post-modern" by looking at seminal essays by some of the world's most famous post-modern thinkers such as Jacques Derrida, Jean-Francois Lyotard, Frederic Jameson, and Jean Baudrillard. Then we will zoom in on some of the most post-modern countries and their cities today. While European intellectuals might have begun conversations about post-modernism, it is in Asia that post-modernism seems most alive today. We will look at Tokyo and Shanghai in particular. Both cities are often described as exemplars of post-modernism. Balancing their country's traditional value systems with futuristic technology, Tokyo and Shanghai epitomize the benefits and pitfalls of living in a post-modern era. We will look at the literature and films produced by some of Japan and China's most famous post-modern writers and directors who try in their texts and cinema to grapple with the complexities of being a human being in the post-modern world. Another area we will look at is the idea of post-modernism in the Arab world. Can it exist considering the tenets

# Majors and Courses of Instruction

## *Humanities—Classics*

of Islam? To ground these works in a broader discussion of post-modernism, we will also discuss, when appropriate, works and films from other countries such as the United States, Germany, and France. Diversity course.

### **380. Great Books of Russia: The Russian Enigma (Merkel)**

This course presents Russian masterpieces in the context of Russian culture and history. We explore the reality of Russia as “one country, two continents,” that is, as a Eurasian culture. Students study works by Russian monks, folk singers, poets, novelists, and film makers. Pushkin’s *Eugene Onegin*, Gogol’s short stories, Dostoyevsky’s *Crime and Punishment*, and Tolstoy’s *Anna Karenina* are among the works read.

### **490. Independent Study (Staff)**

### **491. Directed Readings (Staff)**

### **495. Apprenticeship**

### **499A. Geisha, Dragon Ladies, and Belly Dancers: Debunking the Myth of the “Oriental” Woman**

During the era of Western imperialism, Europeans viewed Asia, Africa, and the Middle-East in a variety of ways: dark, erotic, exotic, savage, and uncivilized. The people of these supposedly untamed lands were observed, explored, and exploited by Western imperialists. Rarely were these people given a voice of their own, and rarely were they viewed as autonomous humans on par with the “civilized” Western world. For women in these countries, their oppression was twofold. They were often second-class citizens in the patriarchal societies in which they lived and they were also exoticized and orientalized by Western white men traveling in these lands. Such stereotypes of these women have included: the scary but seductive dragon ladies of China, the demure geisha of Japan, and the sexy belly dancers and mysteriously veiled women from the Arab world. The goal of this course is to explore these stereotypes. Why have they been created? Why do they still persist? What are women from the “Orient” truly like? And why is it dangerous to allow such stereotypes to exist? To do so, I will ask you to think about these questions as we explore literature written about and by women from Asian and Arab countries. Diversity course. Writing option.

### **499B. Medieval Margins (Livingston)**

Michael Camille, in *Image on the Edge: The Margins of Medieval Art*, describes the ability of the sometimes outrageous drawings bordering medieval manuscripts “to gloss, parody, modernize, and problematize the text’s authority while never totally undermining it.” This course examines literary and cultural depictions of individuals, groups, fantastic creatures, and spaces that existed on the margins of medieval society. What kind of power did they have? What functions did they play in both challenging cultural norms and maintaining societal values? Readings include Marie de France’s *Bisclavret*, *Miracles of Our Lady* by Gonzalo de Berceo, *The Travels of John Mandeville*, *Yde et Olive* and the *Roman de Troie*, and *The Trial of Joan of Arc*.

### **110–111. Introduction to Classical Greek (Fratantuono, Lateiner)**

Basics of grammar, and then, readings in original texts as well as some oral and written exercises. Consideration of the culture and history of the areas in which Greek was spoken and written. Attention to Greek roots of English vocabulary. Useful for students of literature, history, philosophy, theology, and medicine. F, S.

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# Majors and Courses of Instruction

## *Humanities—Classics*

### Classics Courses *Latin*

#### **330. Readings in Greek Prose and Poetry (Fratantuono, Lateiner)**

These advanced Greek courses examine an author, genre, or topic. Students will gain experience in different dialects, periods, mentalities, and issues in both prose and poetry. Careful study and close readings will advance the students' ability to read Greek and analyze its syntax, art, and cultural significance. Students will learn to track major themes, traditions, and stylistic developments between authors of the same genres (e.g., Aeschylus and Euripides) and over time (Herodotus and Polybius, Lysias and Demosthenes). Students gain appreciation of the special opportunities and constraints of poetry and prose (e.g., metrics and rhetorical tropes). Variable content; may be repeated as needed for credit and major/minor requirements. F, S.

#### **491. Directed Readings.**

#### **110–111. Introduction to Latin (Fratantuono, Lateiner)**

Basics of grammar, and then, readings in original texts of moderate difficulty such as short poems of Catullus and passages of Cicero's prose. Oral and written exercises, also consideration of the culture and archaeology of the areas in which Latin was spoken. Consideration of the debt of our language to Latin. Useful for students in any field.

#### **225. Intermediate Latin (Fratantuono, Lateiner)**

Intensive review of essential vocabulary, grammar, and syntax leading to readings in poetry and prose. Roman culture, history, and archaeology supplement uncensored readings in the original. Literature of the republic and empire are studied. Prerequisite: 111 or its equivalent. F.

#### **330. Readings in Latin Prose and Poetry (Fratantuono, Lateiner)**

An advanced level reading course in Latin prose and/or poetry, designed for students who have completed Latin 225 or the equivalent. Generous selections from masterpieces of Latin literature will be read in the original language, with careful attention to matters of literary criticism and historical context and review of the fundamentals of Latin grammar and syntax as needed. Particular attention will be paid to the changing styles of Latin prose and poetry. Authors and topics may include, for example, Lucretius, Virgil and Roman epic, Catullus, Horace, and Roman lyric, Propertius and the tradition of elegiac verse, Petronius and the novel, Plautus, Terence, and the nature of Roman comedy, Caesar, Sallust, Livy, Tacitus, and other historians, Juvenal and satire, Ovid, and Cicero's oratory, letters, and essays. Variable content; may be repeated as needed for credit and major/minor requirements. F, S.

#### **491. Directed Readings.**

# Majors and Courses of Instruction

## *International Business*

### **International Business Major**

The international business major is a 17-unit, interdepartmental program designed to assist students in preparing for careers abroad or where knowledge of other cultures and languages is useful. (No more than one unit of 495 may be counted towards the major requirements.)

Students will select one geographic area of the world to focus on: Europe, Latin America, Asia, Africa, the Middle East, or North America. The focus area should not be the same as the student's home area or language. The language, experience and area studies will all focus on the selected area.

An exception may be made to allow a student to focus within the home area if the student submits a group of courses that do not draw on the native language and homeland. For example, a student from China may choose to study Japan, if the language studied is Japanese, the area studies focus on Japan (not China), and the foreign experience is in Japan.

The successful completion of a broad interdisciplinary major such as international business requires considerable forethought and planning. Accordingly, students should declare their major by the end of their sophomore year. **Further, students should have their proposed list of courses for the major approved by the chair of the economics department by the end of their sophomore year and before the foreign experience.** There is no guarantee that students who apply after this time will be able to complete an approved major.

Students who already have knowledge of several areas of the world should major in economics with management concentration if they are interested in this mix of courses. International Business majors may not double major in accounting, economics, or economics with management concentration, nor may they minor in economics or management.

The major requirement has five components, each of which is an important part of the whole:  
*\*No course eligible for the major may be taken Credit/No Entry*

**Economics Courses:** ECON 110, 251, 252, 255 or 259, 372, and one additional upper level course with an international emphasis (For example: ECON 345, 353, 370).

**Management Courses:** ACCT 217; MATH 105, 230 or PSYC 210; EMAN 210, 361, 376; and one upper-level elective EMAN course. A grade of C- or better in EMAN 376 is required.

**Language Requirement:** Two units beyond the level of 111 are required, and may be taken from the offerings of the modern foreign languages department, the special languages program, and study abroad programs, or a combination of the above, as arranged by the student. Offerings at Ohio Wesleyan in languages such as Italian, Japanese, Russian, and Swahili are limited, so these languages can be used to satisfy this requirement only if the student completes the language study abroad or at another University.

Students who choose North America (United States and Canada) as their focus area, will meet the language requirement by taking English 105 and any two courses in American literature or writing courses as defined by the English department. Writing courses are limited to: ENG 260, 265, 310, 312, 314, 316, 318, 319, 480, 482. Other ENG courses do not count.

**Foreign Experience:** At least one semester (or equivalent) of the undergraduate program must be spent in study abroad. Students should consult the Director of International and Off-Campus

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# Major Courses of Instruction

## *International Business*

## *International Studies*

Programs for information on opportunities for study abroad, both in the summer and during the academic year. For students whose area of study is North America, this requirement is satisfied by their study in the United States.

**Area Studies:** One course chosen from PG 300.1, PG 300.32, PG 360, PG 362, SOAN 111, GEOG 345; as well as two courses that increase one's knowledge of one of the chosen areas of the world: Europe, Latin America, Asia, Africa, the Middle East or North America. Whether taken here or abroad, these two courses may be from different disciplines and should be taken outside of the economics department. The area studies courses, as well as the foreign experience and language, must be directed to **only one area of the world**, and these courses **must be approved in advance** by the chair of the economics department who is responsible for administering the international business major.

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### **International Studies Major**

Students preparing for careers related to international studies and for graduate study in international relations programs, or who wish to pursue international studies as a field within the liberal arts tradition, may adopt an international studies major. The major will consist of at least 12 units including a core curriculum and a concentration in either general studies or area studies. An integrative Senior Seminar is required as part of the core curriculum. In addition, some proficiency in a foreign language is required as are two cognate/humanities electives. See the international studies brochure for a detailed description of the major. Copies are available in Elliott 211.

Each international studies student is strongly urged to spend one semester on either an approved program of study abroad or an approved international internship program. No course in the major program may be taken credit/no entry. One directed reading or independent study course may be substituted for an elective. Students are encouraged to undertake such study, particularly when it is interdisciplinary in nature.

An International Studies Committee comprised of four faculty members, one each selected by the departments of Economics, History, Politics and Government, and Modern Foreign Languages, must approve the student's precise program and subsequent modifications. Current committee members are Chairperson Sean Kay (Politics and Government); Goran Skosples (Economics); Jeremy Baskes (History); and Thomas Wolber (Modern Foreign Languages).

### **Core Curriculum**

The core curriculum consists of four units: PG 210 Global Issues or PG 211 Comparative Political Issues; PG 360 International Politics or PG 344 Comparative Political Topics: Democracy; PG 499B Senior Seminar in International Relations; and ECON 370 Economic Systems or ECON 372 International Economics. (Africa, Asia, Europe, Latin America, Middle East)

### **Concentrations**

Concentrations are offered in general international studies or in particular areas of the world. The latter concentrations occasionally involve one country. (Europe, Africa, Asia, Latin America, Middle East)

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# Major Courses of Instruction

## *International Studies*

### *General International Studies*

Three units are specified: PG 362; ECON 353 OR GEOG 345 OR PG 300.32; and either HIST 380 or PG 361. Three elective units chosen from among PG 300, 300.3 346, 361, 371; HIST 352, 380, and possibly 377 or 378; ECON 300.5, 353 (if not taken as specified unit) 356/HIST 354, 376, 387; EMAN 369,376; GEOG 300.3, 345 (if not taken as a specified unit), 375; GEOL 270; HIST 360; SOAN 367; WGS 300.4, 300.7. Two cognate units are chosen from among the humanities, including the art, English, humanities-classics, modern foreign languages, music, philosophy, religion, and theatre and dance departments. **Note:** A few courses are being revised, and electives may be modified. Contact program chairperson with any questions.

### Area Studies

Developing Countries Area: See website (<http://is.owu.edu/>) for most current information. Three units are specified: ECON 353, SOAN 360, and PG 349 (Asia) or PG 344 (Africa) or PG 348 (Latin America) or PG 344 (Middle East). Three elective units are chosen to focus on the specific area from the economics, , history, politics and government, and sociology/anthropology departments. Two cognate units are chosen from the humanities, including the art, Black world studies, humanities-classics, modern foreign languages, music, and religion departments.

European Area. Three units are specified: PG 346, HIST 352, and either ECON 357 or ECON 356/HIST 354. Three elective units are chosen to focus on the specific country or area from the economics, geography, history, or politics and government departments. Two cognate units are chosen from the humanities, including the art, English, humanities-classics, modern foreign languages, music, philosophy, religion, and theatre and dance departments.

### Language

Two units beyond the level of 111 are required and may be taken from the offerings of the modern foreign languages department, the special languages program, and study abroad programs, or a combination of the above, as arranged by the student. Offerings at Ohio Wesleyan in languages such as Italian and Russian are limited, so these languages can be used to satisfy this requirement only if the student completes the language study abroad or at another university.

### Minor

Three units are specified: ECON 370 OR 372, PG 360, HIST 380 OR PG 361. Three elective units are chosen, one unit each from three of the following four areas: (1) ECON 353, 357, 370 or 372 (if 370 taken as core); (2) HIST 320, 323, 324, 325, 331, 332, 333, 352, 354, 356, 357, 360, 362, 377, 378, 381; (3) PG 300.32, 344, 346, 347, 361, 362; (4) SOAN 291, 292, 293, 294, 347, 348, 354, 360, 367; GEOG 330, 334, 345, 370, 400.1. One unit beyond the level of 111 is required in modern foreign languages. Students' courses should be complementary and approved in advance by the ISP Committee.



# Majors and Courses of Instruction

## *Journalism*

### Journalism

*Professor Regan*

*Assistant Professor Rhodes*

Most journalism majors go into news work on newspapers or the news staffs of television and radio stations. Some choose public relations or advertising with agencies or corporations. Magazines and publishing attract others. Over the years, some have found the major useful preparation for law school. A few have gone into teaching at the high school or college level. Because journalism must prepare “generalists,” its emphasis on good writing prepares graduates for an unusually wide array of careers.

All majors must complete the following sets of requirements:

- (I) (A) At least 7.5, but no more than 10.5 units in journalism:  
All majors must take each of the following: JOUR 110, 341, 350, 355, 370, 378, 381, and 499
- (B) The following courses in related areas:
  - (i) One course from ENG 265, 310, 260, 314, 480, 482 and 495 (non-fiction).
  - (ii) At least one course from among the following: any ECON course, any EMAN course, ACCT 217, MATH 105 or 260, PG 279 or 359, PSYC 210 or SOAN 279.
  - (iii) At least one course from among the following: HIST 377, 378, 380, 381; PG 261, 350, 351, 352, 353, 354, 355, 356, 358, 361,371,373
- (II) An approved concentration of five full-unit courses outside journalism. NOTE: NO COURSE CAN BE USED TO SATISFY BOTH I and II.
- (III) Certified completion of one internship (JOUR 378 or JOUR 495) on campus. The internship **must** be completed by the end of the student’s **first** semester as a senior.

Limitations on Course Credit:

- All majors must meet the regular University distribution requirements. Courses required for the major may also be used to satisfy those distribution requirements.
- No required courses for the major may be taken credit/no entry.
- Although more than 10.5 units within the journalism program may be taken, only 10.5 units may be counted toward graduation.
- Credits beyond 1.5 units taken in JOUR 378 and 379 will not count toward graduation.

### Minor

Minors must complete at least six units in journalism. One unit must consist of two internships at the Transcript (the internship course is 378). The other five units include 101 or 341; 110; 370; and two courses from among 350, 355, 381, and 499.

### Courses

#### **101. Introduction to the Mass Media (Regan, Staff)**

This course introduces students to the mass media — what they are, how they operate, what role they play in our lives, their history, social effects, and current practices. Subjects covered within this survey course may include: the development and history of mass communication, books, magazines, newspapers, film and motion pictures, the audio recording industry, radio, television,

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# Majors and Courses of Instruction

## *Journalism*

cable, satellite, new communication technology, advertising, and public relations. This course is not required of majors. SU, F.

### **110. Fundamentals of Journalism (Regan, Rhodes)**

An introduction to the field of journalism with emphasis on writing and reporting news stories, including elements common to all journalistic writing and fundamentals of both newspaper and broadcast news writing. Students write regular laboratory assignments in class. Required of all journalism majors and minors. Prerequisites: C- grade or higher in ENG 105 or course waiver and word-processing skills. Writing-intensive Course. F, S.

### **341. Journalism History (Regan)**

People and events that have contributed to the development of America's free press. Emphasis is on acquainting students with the heritage of the media news and relating that heritage to the political, social, economic, and technological development of the United States. F.

### **350. News Writing, Reporting, and Ethical Decision-Making (Regan)**

The course involves reporting, writing and ethical decision-making. Exercises in writing, interviewing, and observation are included; may be taken simultaneously with JOUR 378 if work in 378 excludes reporting. Writing-intensive course. Prerequisite: C- grade or higher in 110 or its equivalent. F, S.

### **355. Editing and Design (Rhodes)**

Techniques of editing for the print media, primarily newspapers. Includes editing copy, writing headlines, integrating photographs and art into the printed page, designing pages, and packaging the news. Some laboratory work on the student paper is required. Intensive in-class lab work. Prerequisite: C- grade or higher in 110 or its equivalent. S.

### **370. Media Law (Rhodes)**

Legal and ethical considerations in journalism and related fields. Subjects include free press issues, the law of libel, privacy, copyright, access to information, journalists' relationship to the courts, and the regulation of broadcasting and advertising. Majors should complete this course during their junior year. F.

### **378. Campus Internship (0.5 unit; Rhodes)**

Work in news, advertising or design for *The Transcript*. Graded based on performance. No more than 1.5 units of credit may be earned from any combination of courses in JOUR 378 and 379. Prerequisite: 110 and consent of the instructor.

### **379. Off-Campus Internship (0.5 unit; Staff)**

News work, including writing news releases, for professional organization. Requirements: A) students engage in news work; B) students complete 200 hours during the summer, 150 hours during the academic year; C) students obtain a letter from supervisor stating that they performed work satisfactorily and worked at least the required number of hours; D) students submit a self-evaluation of their work. No more than 1.5 units of credit may be earned from any combination of courses in JOUR 378 and 379. Prerequisite: permission of **department chair**. Graded satisfactory/no entry.

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# Majors and Courses of Instruction

## *Journalism*

### **381. Advanced News Writing and Reporting (Rhodes)**

Exploration of immersion and advanced reporting techniques used to cover government, business, non-profit organizations and human interest stories. Emphasis on computer-assisted reporting, qualitative research skills, public records work and the human side of news coverage. Recommended that students take this course in their junior year. Prerequisite: 350. S.

### **382. Special Topics in Journalism (0.5 unit; Staff)**

Techniques in specialized areas of journalism.

### **384. Column and Editorial Writing (0.5 unit; Staff)**

Advanced and specialized work in commentaries, editorials, and reviews. Material includes critical analysis, research, and persuasive development of thought. Prerequisite: 110 or equivalent and consent of instructor.

### **385. Feature Article Writing (0.5 unit; Staff)**

Advanced and specialized work in the development of long-form presentations for newspapers and magazines. Prerequisite: C- grade or higher in ENG 105 or course waiver and consent of instructor.

### **386. Experimental Topic (0.5 unit; Staff)**

### **490.\* Independent Study (Staff)**

Special individual projects. Prerequisite: consent of instructor, written proposal of project and approval of department chair. F, S.

### **491.\* Directed Readings (Staff)**

Prerequisite: Consent of instructor, written proposal of readings and approval of department chair. F, S.

### **495. Apprenticeship (Staff)**

On-Campus. Transcript managers. Consent of instructor. Regular meetings with faculty and other leadership staff. Graded based on performance.

### **499. Senior Seminar (Regan)**

Current issues involving the media. Prerequisites: 370 for majors and consent of instructor for non-majors. S.

\* Course must be approved by the department chair. It is the responsibility of the student to develop a written proposal with his or her faculty member for the chair to review.

# Majors and Courses of Instruction

## *Latin American Studies*

### Latin American Studies

*Latin American Studies Faculty Committee: Jeremy Baskes, LAS Director (History); Andrea Colvin (Modern Foreign Languages); James Franklin (Politics and Government); Robert Gitter (Economics); Mary Howard (Sociology/Anthropology); Juan Armando Rojas (Modern Foreign Languages); David Walker (Geography)*

Latin America is a culturally rich and diverse region shaped by the meeting of Amerindian, African, and European peoples. The Latin American Studies major will provide students with an interdisciplinary framework for studying the societies of this varied and complex region. Students will be exposed to be perspectives and methodologies of multiple academic fields, and will develop a more profound political, social, historical, economic and cultural knowledge of the region than could be realized by any single department..

### Major

**Core Classes:** Students must complete GEOG 333; PG 348 plus one (1) of the following additional courses (PG 344 or PG 347); three (3) of the following history courses (HIST 115, 331, 332, 333, 334, 335A, 335B, or 335C); and Spanish Language coursework or placement through SPAN 254/255 plus two (2) of the following (SPAN 300.5, 352, 360, 362, or 364).

**Cognate Courses:** Two (2) of the following courses selected from different departments. ECON 353, ECON 372, GEOG 345, GEOG 370, PG 300.3, (if not counted as core PG class above), PG 344, (if not counted as core PG class above), PG 361, PHIL 310 (Topic: Global Ethics), REL 352, SOAN 295, or SOAN 360. In cognate classes, students are expected to complete their assignments on Latin America whenever possible.

Students must also participate in an off-campus study program in a Spanish or Portuguese speaking country in Latin America. Students are encouraged to spend at least one semester abroad, but an approved summer program can be substituted. With prior approval, students may apply 3 off-campus courses towards major requirements, the allocation of which will be determined by the LAS board.

Students must prepare a senior thesis of roughly 25-30 pages. This research paper may be completed as part of a course in which the student is enrolled or as an independent project (LAS 490) with a faculty member. Regardless, the paper topic must be approved in advance by the LAS board and will be read and evaluated by a panel of three or more faculty members from at least two departments.

### Minor

Students must complete GEOG 333, PG 348, two (2) of the following history courses (HIST 115, 331, 332, 333, 334, 335A, 335B, or 335C), and two (2) Spanish courses beyond the level of SPAN 111.

Minors are encouraged but not required to study abroad.

#### Core Courses

|          |   |
|----------|---|
| GEOG 333 | Latin American Geographies (Walker)                                   |
| HIST 115 | Introduction to Latin America (Baskes)                                |
| HIST 331 | Mexico: from Conquest to Revolution (Baskes)                          |
| HIST 332 | Argentina, Brazil & Chile since Independence (Baskes)                 |
| HIST 333 | Modern Latin America: 1800 to the Present (Baskes)                    |
| HIST 334 | Indians, Spaniards & the Struggle for Colonial Latin America (Baskes) |

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# Majors and Courses of Instruction

## *Latin American Studies*

|            |  |
|------------|--|
| HIST 335A  | Latin America in Revolution (Baskes)   |
| HIST 335B  | The Spanish Conquest of America (Baskes)   |
| HIST 335C  | Economic History of Latin America (Baskes)                                       |
| SPAN 254   | Conversation-Composition: Topics in Spanish Culture (Arribas, Harper)            |
| SPAN 255   | Conversation-Composition: Topics in the Culture of Latin America (Rojas, Colvin) |
| SPAN 300.6 | The Child in Contemporary Latin American Literature and Film (Colvin)            |
| SPAN 352   | Introduction to Latin American Literature (Rojas, Colvin)                        |
| SPAN 360   | 20 <sup>th</sup> Century Mexican Literature and Popular Culture (Rojas)          |
| SPAN 362   | Latin America Short Story and Poetry (Rojas, Colvin)                             |
| SPAN 364   | The Latin American Novel Within its Cultures (Rojas, Colvin)                     |
| PG 300.3   | Comparative Political Topics: Protest and Violence (J. Franklin)                 |
| PG 344     | Comparative Political Topics: Democratization (J. Franklin)                      |
| PG 348     | Comparative Political Topics: Latin America (J. Franklin)                        |

### Cognate Courses

|          |  |
|----------|--|
| ECON 353 | Economic Development (Rahman)                                    |
| ECON 372 | International Economics (Rahman)                                 |
| GEOG 345 | Economic Geography (Walker)                                      |
| GEOG 370 | The World's Cities (Walker)                                      |
| PG 344   | Comparative Political Topics: Democratization (J. Franklin)      |
| PG 347   | Comparative Political Topics: Protest and Violence (J. Franklin) |
| PG 361   | American Foreign Policy (Kay)                                    |
| PHIL 310 | The Search for Global Ethics (Stone-Mediatore)                   |
| REL 352  | Liberation Theology (Twesigye)                                   |
| SOAN 295 | Native American Cultures of the Southwest (Peoples)              |
| SOAN 360 | Cultural and Social Change (Staff)                               |

## Courses

### **490. Senior Thesis (Staff)**

All majors must complete a major research paper of 25-30 pages in length, normally in the senior year. The thesis is to be directed by a member of the Latin American Studies Faculty Committee and overseen by a panel of two additional faculty members from at least one other department. The final paper will be read and evaluated by the entire faculty panel.

# Majors and Courses of Instruction

## *Mathematics and Computer Science*

### **Mathematics and Computer Science (Including Statistics)**

*Professor of Computer Science Zaring*

*Professor of Mathematics Schwartz*

*Professors of Mathematics and Computer Science Nunemacher, Wiebe*

*Professor of Mathematics and Statistics Linder*

*Associate Professor of Computer Science McCulloch*

*Assistant Professor of Mathematics Jackson*

The department offers majors in computer science and in mathematics. In addition, the mathematics major can be designed to include a concentration in statistics. The department also offers the computer science 3-2 option major for those students planning to pursue a combined-degree pre-engineering program (see also the *Catalog* section “Combined-Degree Programs” for general information on pre-engineering programs).

The department provides courses for students anticipating graduate work in computer science, mathematics, and statistics, and for those wishing to use the mathematical sciences as a tool, those wishing to teach, and those who simply would like to know something about computer science, mathematics, or statistics.

Majors often take advanced courses in other departments directly complementing their studies in mathematics or computer science. Double majors with mathematics or computer science and a related area, such as economics or physics, are often undertaken. Upon graduation, recent majors have entered business, management science, statistical research, computing, actuarial work, environmental research, teaching, and graduate school in computer science, mathematics, philosophy, physics, economics, business, law, and medicine. Potential majors and others interested should consult with any member of the department in planning their course work.

Students wishing to concentrate in computer science should contact Professors McCulloch, Wiebe, or Zaring. Those wishing to concentrate in statistics should see Professor Linder. Those wishing to concentrate in secondary education should contact the department, and those wishing to prepare for graduate study in mathematics should contact Professors Jackson, Nunemacher, or Schwartz.

### Majors & Minors

**Mathematics major:** 111, 210, 250, 270, 340 or 370, and a minimum of four additional mathematics courses numbered 230 or above. Also, CS 110 or equivalent knowledge of programming. It is suggested that MATH 250 and CS 110 be completed by the end of the sophomore year.

It is possible to do a concentration in statistics within the mathematics major. To obtain the major designation **Mathematics major (Statistics Concentration)**, one must complete a mathematics major which includes 230, 340, 350, and either 360 or 365 (preferably both).

Some students complete a Mathematics major with the goal of being licensed to teach mathematics in secondary school. In order to meet the licensure requirements in Ohio these students must select 230 and 320 among their electives and also take 370.

# Majors and Courses of Instruction

## *Mathematics and Computer Science*

Recommended courses to prepare for graduate school in mathematics include 330, 340, 370, 440, and 470. In particular, a strong preparation for graduate school will include more than the minimum number of courses required to complete the mathematics major.

**Mathematics Minor:** 110, 111, 210, 250, 270 and any two courses numbered 230 or above. The student who plans to minor in mathematics is advised to plan a coherent program with a departmental faculty member.

**Computer Science Major:** MATH 110, 111, 250; CS 110, 210, 255, 270, 360, 380; and any three CS courses numbered 250 or above. (CS 110, 210, 270, and MATH 250 must be completed by the end of the sophomore year).

**Computer Science Minor:** MATH 110, 111, 250; CS 110, 210, 255 and any course numbered 250 or above.

**Combined Computer Science/Mathematics Major:** Students double majoring in mathematics and computer science are limited to 17 courses within the department among those counted toward the 34 units required for graduation.

**Computer Science 3-2 Option Major:** CS 110, 210, 255, and 270; 360 or 380; one additional course from CS 320, 340, 350, 355, 360, 370, 380, or 410; MATH 110, 111, 210, 250, and 280; PHYS 110 and 111; PHYS 275 or 375 (with PHYS 375 recommended); CHEM 110 and 111. In addition, successful completion of a major in an engineering discipline different from computer science (with computer engineering being considered a discipline different from computer science) at the engineering school is also a requirement for the B.A. in computer science 3-2 option.

**SPECIAL NOTE:** Because of the organization of the engineering program at the California Institute of Technology, students electing to major in computer science 3-2 option cannot elect to complete their 3-2 program by attending the California Institute of Technology.

### Courses for Non-Majors

The department offers a number of courses specifically as a service to non-majors who seek training in mathematical sciences. These include MATH 105, a course in elementary probability and statistics that includes computer experience, and which prepares students to read the increasingly quantitative journals of the social and life sciences. Exploring Computer Science (CS 103) offers a broad, applications-oriented introduction to computing for students having no prior computing experience. Great Ideas in Mathematics (MATH 104) provides an introduction to modern mathematical ideas for students who will study no further mathematics. Precalculus (MATH 108) is for students who have a moderate mathematical background but not one sufficient to begin calculus immediately. The calculus courses (MATH 110, 111, and 210) are recommended for students who wish to continue the study of mathematics in college after a strong high school background. They are particularly important for any of the sciences and economics. Introduction to Computer Science and Programming (CS 110) provides a careful entry into the discipline of computer science and teaches programming in a high-level language.

### Courses

The faculty whose names appear with any specific course below should be regarded as the instructional leaders for the course, and inquiries about the course should be directed to them. However, they may or may not teach the course in a given year, since teaching assignments for most courses rotate among the entire staff.

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# Majors and Courses of Instruction

## *Mathematics and Computer Science*

### Mathematics (MATH) **104. Great Ideas in Mathematics (Staff)**

A course intended for non-majors which will emphasize the ideas of modern mathematics. Topics may include Number Systems, Infinity, The Fourth Dimension, Chaos and Fractals, Probability, and Chance. No credit can be awarded for this course if a student has previous credit for Math 111 or any mathematics course with a higher number than 111. F.

### **105. Basic Probability and Statistics (Linder)**

Organization and display of data; the meaning of probability, measures of dispersion, binomial and normal distribution, one and two sample methods, estimation and hypothesis testing, correlation and regression. The MINITAB statistical computing package is used to analyze data. Students may not count graduation credit for both MATH 105 and PSYC 210. This course cannot be taken after receiving credit for MATH 110 or above. Proficiency credit for MATH 110 or 111 may not be awarded after credit for MATH 105. F, S.

### **108. Precalculus Mathematics (Staff)**

This course is designed for students who wish eventually to take calculus but have insufficient mathematical background. It is expected that these students will have studied Algebra 2 and Geometry in high school. The course will emphasize the techniques and thought processes that are important in calculus. Principal topics: functions, graphs, exponentials and logarithms, trigonometry, mathematical reasoning, word problems. Use will be made of modern technology. Prerequisite: At least three years of high school mathematics, including two years of algebra and geometry. S.

### **110. Calculus I (Staff)**

A detailed treatment of the differential calculus and an introduction to the integral are presented. Symbolic algebra software is introduced and used. Applications to social, life, and physical sciences are included. Students wishing to major in mathematics or computer science are urged to take this course in the fall of the freshman year. F, S.

### **111. Calculus II (Staff)**

Continuation of 110. A thorough treatment of integral calculus, including the Fundamental Theorem of calculus. Transcendental functions, followed by a study of techniques of integration, polar coordinates, and infinite series. Computer symbolic algebra projects are included. Prerequisite: 110. F, S.

### **210. Multivariable Calculus (Nunemacher)**

Vectors and geometry of three-dimensional space, partial derivatives, multiple integrals, and an introduction to vector analysis. Computer symbolic algebra projects are included. Prerequisite: 111. F.

### **230. Applied Statistics (Linder)**

Calculus-based introductory course in statistics. Exploratory data analysis, questions of causation, probability, continuous and discrete random variables, distributions of sums of random variables, confidence intervals, significance tests, use and abuse of tests, one and two sample procedures, inferences in linear regression, and analysis of variance. Students may not count graduation credit for both MATH 230 and MATH 105 or both MATH 230 and PSYC 210. Prerequisite: 110. F, S.



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# Majors and Courses of Instruction

## *Mathematics and Computer Science*

### **250. Discrete Mathematics (Jackson)**

An introduction to mathematical reasoning and to the kind of mathematics appropriate for the study of properties of (possibly large) finite systems. Topics include proof techniques, mathematical induction, elementary number theory, combinatorics, relations, and graph theory. Applications will be made to the construction of models useful in the social and physical sciences and to the study of algorithms in computer science. Prerequisite: 111 F.

### **270. Linear Algebra (Jackson)**

Matrix algebra, finite dimensional vector spaces, linear transformations, determinants, eigenvalues, and applications. Prerequisite: 210 or 250. Recommended: 250. S.

### **280. Differential Equations (Schwartz)**

Study of first and second-order equations, numerical methods, and first-order systems. Applications to problems in the physical, life, and social sciences are emphasized. Computer software is used to support the study by providing enhanced symbolic, numerical, and graphing capability. Additional topics include certain prerequisites from linear algebra (as needed), and Laplace transforms. Prerequisite: 111. S.

### **310. Mathematical Logic (Nunemacher)**

(Not offered 2012-2013)

A study of the foundations of mathematics and logical reasoning. Topics include propositional calculus, predicate calculus, properties of formal systems, completeness and compactness theorems, Godel's Incompleteness Theorem, and axiomatic set theory. Some attention will be given to related philosophical issues. Prerequisite: 250. Also listed as PHIL 371.

### **320. Geometry (Schwartz)**

(Not offered 2012-2013)

An introduction to the study of geometry, both ancient and modern. Topics will be chosen from Euclidean, affine, projective, elliptic, and hyperbolic geometries. Some time will be spent on axiomatics and the history of geometry. Tools such as matrices and groups will be developed as they are needed for the study of geometric problems. Prerequisite: 250 or consent of instructor.

### **330. Complex Variables (Nunemacher)**

A study of analytic functions, power series, complex integration, conformal mapping, and the calculus of residues with applications to physical science. Prerequisite: 210 and one course numbered 250 or above.

### **335. Vector Analysis and Geometry (Nunemacher)**

(Not offered 2012-2013)

Advanced calculus of functions of more than one variable. Topics include the geometry of Euclidean space, vector fields, line and surface integrals, curvature and differential geometry. Prerequisite: 210.

### **340. Analysis I (Schwartz)**

Rigorous development of the topology of the real line, theory of metric spaces, and the foundations of calculus. Attention is given to constructing formal proofs. Prerequisite: 210 and 250. Recommended: 270. F.

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# Majors and Courses of Instruction

## *Mathematics and Computer Science*

### **345. Special Topics in Mathematics (Staff)**

A course of varying content reflecting the needs and interests of students.

### **350. Probability (Schwartz)**

(Not offered 2012-2013)

An introduction to the major topics of probability including sample spaces, conditional probability, discrete and continuous random variables, expectation and variance, and limit theorems (law of large numbers, central limit theorem). Time permitting, topics in stochastic processes or statistics are introduced. Prerequisite: 210. F.

### **360. Mathematical Statistics (Linder)**

(Not offered 2012-2013)

Sampling distributions, derivation of distributions, proof of the Central Limit Theorem, methods of estimation, hypothesis testing, uniformly most powerful tests, estimation in multiple regression, nonparametric methods, experimental design. Prerequisite: 230, and 350. S.

### **365. Special Topics in Statistics (Linder)**

A course of varying content reflecting the needs and interests of students.

### **370. Abstract Algebra I (Jackson)**

(Not offered 2012-2013)

Introduction to the algebraic systems of groups, rings, and fields; with applications. Attention is given to the construction of formal proofs. Prerequisite: 250, 270. F.

### **380. Applied Mathematics (Wiebe)**

(Not offered 2012-2013)

Selected topics in ordinary and partial differential equations including Sturm-Liouville problems, Fourier series, Laplace transforms, boundary value problems, and special functions of mathematical physics. Prerequisite: 210 and 280.

### **385. Numerical Analysis (Nunemacher)**

(Not offered 2012-2013)

A survey of numerical mathematics and continuous algorithms. Topics may include number representation, error analysis, finding roots of equations, interpolation, numerical differentiation and integration, solving system of linear equations, and numerical methods for differential equations. Prerequisite: 210, 270, CS 110.

### **440. Analysis II (Schwartz)**

(Not offered 2012-2013)

An advanced analysis course considering topics such as Lebesgue measure and integration, Hilbert and Banach spaces, Fourier series, and topology. Prerequisite: 340.

### **470. Abstract Algebra II (Jackson)**

(Not offered 2012-2013)

Continuation of 270 and 370. Topics may include further group theory, field and Galois theory, and linear algebra topics such as Jordan normal form. Prerequisite: 370.

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# Majors and Courses of Instruction

## *Mathematics and Computer Science*

### **490. Independent Study in Mathematics (Staff)**

Independent study of a topic in advanced mathematics under the guidance of a faculty member. Individually arranged.

### **491. Directed Readings (Staff)**

Reading in advanced mathematics under the guidance of a faculty member. Individually arranged.

### **498. Student Seminar (0.5 unit; Jackson)**

A student-lead discussion of advanced topics of interest to the students and the instructor. Students will complete an independent or group project on the selected topic, write a paper on their findings, and present their results to the class. Intended for junior and senior mathematics majors; other students may be admitted with the consent of the instructor. Grading for the course is S/U. The course may be repeated for credit on a different topic. Prerequisite: 250.

### **499. Seminar (Staff)**

Intensive study of a topic selected by the faculty member in charge with presentations by students. Recent topics have included chaos, stochastic processes, combinatorics, experimental design, number theory, and curves and singularities. S.

## Computer Science (CS)

### **103. Exploring Computer Science (Staff)**

(Not offered 2012-2013)

A survey of the many sub-fields of computer science, which will provide an introduction to what computer science is and what computer scientists do. Topics will range from the theoretical (mathematical foundations of computing, design algorithms) to the practical (components of the computer, how the Internet works). No credit will be given for this course if a student has previous credit for CS110 or any computer science course with a higher number than 110. Students cannot receive credit for both this course and CS 102. F, S.

### **110. Introduction to Computer Science and Programming (Staff)**

An introduction to the fundamental concepts and abstractions of computer science, using a study of algorithms and computer programming as a vehicle. Topics include: the design, implementation, and application of algorithms; the uses of abstraction; the modelling and representation of values and entities; control flow and modularity. A high-level programming language is introduced and used. F, S.

### **210. Intermediate Computer Science and Data Structures (Zaring)**

A continuation of the study of abstraction, algorithms, and computer science. Concepts related to the design, analysis, and implementation of more advanced abstract data types (lists, stacks, queues, trees, graphs, etc.) are covered in detail. Prerequisite: 110. S.

### **255. Computer Organization (McCulloch)**

The organization and inner-workings of computer systems are covered in some detail, with an emphasis on the relationships among the various levels of hardware and software found in such systems. Attention is focused both on general concepts and on case studies of specific systems. Assembly language programming is introduced. Prerequisites: 110 and 210 or consent of instructor. F.

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# Majors and Courses of Instruction

## *Mathematics and Computer Science*

### **270. Paradigms of Computation (Zaring)**

An introduction to the fundamental and emergent paradigms, both formal and pragmatic, of algorithms and computation. Topics include basic automata theory, functional programming, object-oriented design, and concurrent/parallel programming. The Scheme programming language is introduced. This course cannot be taken for credit after receiving credit for CS380. Prerequisites: 210, 255, MATH 250. S.

### **310. Database Systems (Zaring)**

(Not offered 2012-2013)

A study of the foundations, design, and implementation of database systems. Topics include data models, database design, query languages, database architectures, implementation issues, and case studies. Projects involving implementations of or use of database systems are required. Prerequisites: 210, 270 or consent of instructor, MATH 250.

### **320. Computer Systems and Architecture (McCulloch)**

(Not offered 2012-2013)

A detailed discussion of the architecture of computer systems, including studies of data- and control-paths, memory systems, and parallel/distributed systems. Programming and digital-circuit design projects may be required. Prerequisites: 210, 255, MATH 250.

### **340. Artificial Intelligence (McCulloch)**

An introduction to issues surrounding machine intelligence. General topics include knowledge representation, searching, reasoning, learning, and planning. Specific problems drawn from areas including computer game playing, theorem proving, natural language processing, expert systems, and robotics will be addressed. Programming projects in LISP, Scheme, Prolog, or related languages are required. Prerequisites: 210, 270, MATH 250.

### **350. Operating Systems (Wiebe)**

(Not offered 2012-2013)

The fundamental concepts of resource management in operating systems. This includes process management, storage management, device management, and networking issues. Case studies of actual operating systems will be presented. Prerequisites: 210, 255, MATH 250.

### **355. Computer Networking and Communications (Wiebe)**

Practical and theoretical aspects of computer networking and communications are covered (using the Open Systems Interconnection Reference Model as a unifying framework), with reference to actual implementations of network protocols (e.g., TCP/IP and Ethernet). Network security and other topics of current interest are discussed. Prerequisites: 210, 255, MATH 250.

### **360. Algorithm Analysis and Design (McCulloch)**

(Not offered 2012-2013)

A continuation of the study of data structures begun in CS 250 with emphasis on the design and analysis of algorithms. Also an introduction to questions of efficiency and NP completeness. Prerequisites: 210, 270, MATH 111, 250.

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# Majors and Courses of Instruction

## *Mathematics and Computer Science*

### **370. Programming Languages (Zaring)**

(Not offered 2012-2013)

A systematic study of programming language design, analysis, and implementation. Relationships among languages, language properties and features, and formal notions of language semantics are considered. Major language paradigms (imperative, functional, object-oriented, logic programming, and others) are studied. Prerequisites: 210, 270, MATH 250.

### **380. Theory of Computation (Zaring)**

A study of the formal theories underlying computer science. Topics include Turing machines, automata theory, recursive functions, computability, and formal languages. Prerequisites: 270 or consent, MATH 250. F.

### **390. Special Topics in Computer Science**

A course of varying content reflecting the needs and interests of students.

### **410. Compiler Theory and Design (Zaring)**

(Not offered 2012-2013)

An investigation of compiler theory, design, and construction. Formal and practical issues in lexical analysis, syntactic analysis, semantic analysis (including type-checking and optimization), and code generation are covered. Substantial projects concerning implementation of working compilers are required. Prerequisites: 210, 255, 270, 380. S.

### **490. Independent Study (Staff)**

Independent study of a topic in advanced computer science under the guidance of a faculty member. Individually arranged.

### **491. Directed Readings (Staff)**

Readings in advanced computer science under the guidance of a faculty member. Individually arranged.

### **499. Seminar (Staff)**

Intensive study of a topic selected by the faculty member in charge with presentation by students.

# Majors and Courses of Instruction

## *Modern Foreign Languages*

### Modern Foreign Languages

*Associate Professors Rojas, Wolber*

*Assistant Professors Colvin, Counselman, Nieto, Wu*

“Language, aside from its character as a grammatical skeleton bequeathed by tradition, is at the same time a living body experience of a people’s form of life.” — Americo Castro

The curricula in the modern foreign languages are designed to develop skills in understanding, speaking, reading, and writing the language and to impart an appreciation of the civilization and literature of the areas where the language is spoken. For students of all languages offered, study abroad is desirable. Students majoring in French or Spanish are required to participate in an approved program of study abroad. Students majoring in Spanish normally attend the University of Salamanca program, which is directed by Ohio Wesleyan, during the fall semester (see course listings). Students majoring in French or German are urged to study abroad in one of the approved programs in a French-speaking area or a German-speaking area. Financial aid is available for the programs in Salamanca, Heidelberg, Munich, France, and for any approved GLCA study abroad program (see “Off-Campus Study Programs”). The department strongly recommends that students minoring in a modern foreign language also participate in a foreign-study program. More detailed information is available in the departmental office and in the Office of International and Off-Campus Programs.

Students who have successfully met the language requirement may request permission to undertake tutorial study of languages not regularly offered by the University. See details under Special Language Program, page 55.

### Majors

**French Major:** At least nine semester units above the 111 level. No more than two units numbered below 300 may be counted toward the major. Students should normally take 350 or 351 before taking courses numbered 360 and above, at least two of which should be in literature. (Normally, no more than one unit may be taken as an independent or individually arranged course.)

**German Literature Major:** A minimum of nine units above the GERM 111 level. Five of them must be literature courses taught in German. (Normally, no more than two units may be taken as an independent or individually arranged course.)

**German Studies Major:** A minimum of nine units above the GERM 111 level; 225, 254, and one course chosen from 352, 355, or 356; two additional courses taught in German, one of which must be in literature; the remaining four courses (which may be taken in other departments) to be selected with the advice and approval, before pre-registration, of the faculty in German. (Normally, no more than two units may be taken as an independent or individually arranged course.)

**Spanish Major:** At least nine units above the 111 level. No more than three units numbered below 300 may be counted toward the major. At least five courses must be taken at Ohio Wesleyan. (Normally, no more than one independent study (490, 491) may be applied to the major.)

### Minors

**Chinese Minor:** At least four language courses beyond CHIN 110 and CHIN 111 (225, 254, 300.1, 300.2, 300.4); an Independent Study or Directed Reading (CHIN 490, 491); completion of Topics in Chinese Language and Culture through Multimedia (CHIN 100.1). At least four courses must be taken at Ohio Wesleyan; credits earned during study-abroad may be counted toward the minor with the approval from the Program in advance. One unit of Independent Study or Directed Readings can substitute for Fourth Year Chinese II.

# Majors and Courses of Instruction

## *Modern Foreign Languages*

**French Minor:** Six semester units above the 111 level. No more than two units numbered below 300 may be counted toward the minor. Students should normally take 350 before taking courses numbered 360 and above. (Normally, no more than one unit may be taken as an independent or individually arranged course.)

**German Literature Minor:** A minimum of six units above the GERM 111 level. Three of them must be literature courses taught in German.

**German Studies Minor:** A minimum of six units above the GERM 111 level: 225, 254, and one course chosen from 352, 355, or 356; two additional courses taught in German, one of which must be in literature; and at least one additional course (which may be taken in another department) to be selected with the advice and approval, before pre-registration, of the faculty in German.

**Spanish Minor:** At least six semester units above the 111 level. No more than three units numbered below 300 may be counted toward the minor. At least three courses must be taken at Ohio Wesleyan. Normally no more than one independent study (490, 491) may be applied to the minor.

No modern foreign language course taken credit/no entry may be applied to a major or minor.

## Chinese Courses

### **100.1 Topics in Chinese Culture and Language Through Multimedia (Staff)**

This course is designed for students who are interested in languages and culture in Chinese-speaking communities, including Taiwan, China, and Hong Kong. The class introduces different aspects of Chinese culture, such as philosophy, influential people, holidays, education, cinema, cuisine, and historical events. Students are also provided with the opportunity to learn commonly used Chinese phrases and proverbs. In addition, vocabulary words are introduced on a topic-related basis such as the Analects, to enhance students' Chinese proficiency. The topics are presented to students through multimedia materials, i.e., video clips, images, music, and TV shows and workshops of calligraphy and cooking. S.

### **110, 111. Beginning Chinese I and II (Wu)**

These courses are designed for students who have no prior experience in learning Chinese and are interested in developing their Chinese language skills in speaking, listening, reading, and writing. The Chinese phonetic system, *Pinyin*, is introduced as a visual reinforcement to help students pronounce characters. Grammar structures are taught to help students use the language effectively. Oral communicative skills, with an emphasis on daily life topics, fluency, and accuracy, are the primary focus of the class. Students' writing and reading skills are also equally cultivated. Students are expected to come to class well prepared and actively participate in a variety of tasks. Students are strongly encouraged to speak Chinese in class; however, English is also used when needs arise.

### **225, 254. Continuing Chinese I and II (Wu)**

These are sequential courses to Beginning Chinese and continue to develop the necessary skills to basic communicative Chinese while encouraging active use of the language. The goals of the courses are to further develop students' skills in speaking, reading, writing, and listening and to raise students' awareness of the importance of using the language in a culturally appropriate and linguistically correct manner. Prerequisite: Chinese 110 and 111 or permission of the instructor.

# Majors and Courses of Instruction

## *Modern Foreign Languages*

### **300.1, 300.2 Third Year Chinese I and II (Wu)**

Third Year Chinese I and II are sequential courses designed for students who have successfully completed Continuing Chinese I and II (CHIN 225 and 254) or who possess an equivalent Chinese proficiency in all four basic skills, including speaking, listening, reading, and writing. Placement will be determined by the professor by the end of the first day of class. Students continue to develop their oral communicative skills to narrate, discuss, and present information to fulfill the needs in their everyday and academic lives. Reading and writing skills are equally important and thus both are practiced throughout the year. Students are expected to follow the daily schedule of activities, assignments, and tasks and come to class fully prepared in order to actively participate in a variety of exercises. The classes are conducted in Chinese. Prerequisite: CHIN 225 and 254 or permission of the instructors.

### **300.3, 300.4 Fourth Year Chinese I and II (Staff)**

Fourth Year Chinese I and II are sequential courses to Third Year Chinese I and II. Oral communicative skills with a good understanding in Chinese culture to accurately, fluently, appropriately narrate, discuss, and present information are developed in the class. Reading and writing skills are equally important and thus both are practiced in class. Students are required to follow the learning schedule of activities and assignments and come to class fully prepared in order to successfully complete a variety of tasks in a timely manner during the class hours. The courses aim to prepare students to pursue more advanced language coursework at graduate levels, study abroad in China or Taiwan, and work in Chinese-speaking communities. The classes are conducted in Chinese. Prerequisite: CHIN 300.1 and 300.2 or permission of the instructors.

## French Courses

### **110, 111. Beginning French (Staff)**

An introductory course emphasizing four basic skills: aural comprehension, speaking, reading, and writing. Consideration of the cultural and historic background of the areas where the language is spoken, and readings designed to introduce students to the cultures of the French-speaking world. The aim is to prepare students to speak and comprehend with some facility and to read texts of moderate difficulty. Emphasis is on class participation and active use of the language. F, S.

### **115. Intensive French (2 units; Staff)**

(Not offered 2012-2013)

An intensive alternative to 110-111. The standard of expectation is equivalent to that in 110-111, and the emphases, aims, considerations, and design of readings are the same. This course meets for eight hours per week: six contact hours with the instructor, and two contact hours with a student teaching assistant.

### **225. Intensive Grammar Review (0.5 unit; Staff)**

An in-depth review of the major points of French grammar with an emphasis on its application through the development of writing skills. In-class conversation about selected readings improves oral skills and builds vocabulary. F, S.

### **226. Intensive Grammar Review (0.5 unit; Staff)**

Continuation. F, S.

### **241. French Language Practicum (0.25 unit; Staff)**

A conversation practicum in which cultural and language topics are used as substance for class programs and projects. Students are required to speak French. Students wanting to satisfy the



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# Majors and Courses of Instruction

## *Modern Foreign Languages*

Modern Foreign Language House requirement should enroll in 241 for the fall semester, 242 for spring semester. FREN 241 may be repeated once for a total of 0.5 unit, not to be counted toward the major or minor. Prerequisite: 225 or the equivalent. F.

**242. French Language Practicum (0.25 units; Staff)**

Continuation. FREN 242 may be repeated once for a total of 0.5 unit, not to be counted toward the major or minor. S.

**254. Composition and Conversation: Topics in French Culture I (0.5 units; Staff)**

Development of listening, speaking, reading, and writing skills in French. Continuing grammar review with readings and film based on selected topics in French culture and film that illustrate aspects of France and her people from the Middle Ages to the present. Prerequisite: 225 or 226 or permission of instructor. F.

**255. Composition and Conversation: Topics in Francophone Culture (0.5 unit; Staff)**

Development of listening, speaking, reading, and writing skills in French. Continuing review of grammar with readings and films based on selected topics in the cultures of French-speaking Africa, the Antilles, and Canada. Prerequisite: 225 or 226 or permission of instructor. S.

**256. Composition and Conversation: Topics in French Culture II (0.5 unit; Staff)**

Continuation of 254. F.

**257. Composition and Conversation: Topics in Francophone Culture II (0.5 unit; Staff)**

Continuation of 255. S.

**258. The French Spirit: Great Works of French Literature in Translation (Staff)**

(Not offered 2012-2013)

An exploration of French thought as it is presented in literary works from the Renaissance to the present. Students study works which raise issues about the human condition as perceived by such authors as Montaigne, Racine, Molière, Voltaire, Rousseau, Flaubert, Balzac, Proust, Sartre, and Camus. The course is designed for students who wish to explore this literature in their own language. No knowledge of French required. May not be counted toward the French major or minor. F.

**259. Introduction to Themes in Modern Literature and Film in Translation (Staff)**

(Not offered 2012-2013)

An exploration of texts and films from French-speaking cultures. Course texts, topics, and films are selected thematically to introduce students to the comparative study of literatures of different traditions. No knowledge of French required. May not be counted toward the French major or minor. S.

**300.1. French Language Film: Le Cinéma de Langue Française (Staff)**

This course features French films selected from earliest cinematic history to the present time from France and other French speaking regions of the world. Students will explore the interplay of image, story and sound-track in representative film genres and directors. The course also focuses on movements of social identity and critical interpretations which continue to shape both films of fiction and documentary. Prerequisites: French 350 or 351 or permission of the instructor. F.

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

### **350. Foundations of French Literature (Staff)**

Introduction to analysis of French literature. Emphasis is on critical reading of and writing about texts selected from major literary works in French. Students become familiar with the intellectual issues and cultural traditions which have defined French literature and are introduced to and practice a variety of modes of written and oral literary analyses. Normally 350 is prerequisite for all courses numbered 360 and above. Prerequisite: 254 or 255 or permission of instructor. F.

### **351. Introduction to French Literature (Staff)**

Introduction to the major trends in French literature from the Middle Ages to the present. Reading and analysis of works by such authors as Montaigne, Racine, Madame de Sevigne, Moliere, Voltaire, Rousseau, Baudelaire, Proust, and Camus. Normally prerequisite for courses numbered 360 and above. Prerequisite: one course from 254/256, 255/257, or 350 or permission of instructor. S.

### **354. Phonetics (Staff)**

Systematic study of the French sound system with correction of pronunciation. Prerequisite: 350 or permission of instructor. S.

### **364. The Classical Heritage (Staff)**

Selected works from the Middle Ages to the present that exhibit concern for form, restraint, and precision in both concept and expression. Special emphasis is given to authors of the 17th and 18th century's "classical period" such as Corneille, Molière, Racine, Lafayette, Sévigné and Voltaire, and Diderot. However, the course also treats works from the Middle Ages to the present whose style and focus mark them as conforming to the classical tradition. Prerequisite: 350 or 351 or permission of instructor. S.

### **365. The Rebellious Spirit (Staff)**

(Not offered 2012-2013)

In revolt, complaint, satire, cynicism, and exuberance, French letters bear witness to a tradition of counterpoint to what is perceived as an official point of view. This course focuses on literary expression from the Middle Ages to the present. Prerequisite: 350 or 351 or permission of instructor. S.

### **371. Topics in Prose of the Modern Period (Staff)**

(Not offered 2012-2013)

This course addresses the development of prose fiction in French literature during the nineteenth and twentieth centuries. Masterpieces of the French novel and stories from such authors as Balzac, Flaubert, Zola, Proust, Gide, Camus and Duras will serve as focus of the course with some attention to literary essays and popular fiction of the same period and the traditions that informed them. Prerequisite: 350 or 351 or permission of the instructor.

### **372. The Dramatic Traditions of the Modern Period (Staff)**

A study of the evolution of dramatic genres from classical comedy, tragedy, drame bourgeois and drame romantique to the modern era. The major plays, especially of the 19th and 20th centuries, may include readings from Hugo, de Musset, Cocteau, Giraudoux, Sartre, Camus, Ionesco, Beckett, Duras and Cixous. Prerequisite 350 or 351 or permission of instructor.

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

### **378. French Civilization (Staff)**

(Not offered 2012-2013)

An integrated study of the civilization of France. Special attention is given to political development, historical trends, and the evolution of arts, literature, and the sciences. Readings and discussion focus on such topics as regionalism, centralization, the rise and fall of the monarchy, intellectual history, architecture, and art and literature as a reflection of contemporary society. Prerequisite: 350 or 351 or permission of instructor. F.

### **379. Civilization of the Francophone World (Staff)**

(Not offered 2012-2013)

An integrated study of the civilizations and language of French-speaking areas outside metropolitan France, including North and Sub-Saharan Africa, the Antilles, and Canada. Special attention is given to the evaluation of art, literature, the oral tradition, and political developments (including colonialism and its aftermath) reflected in selected texts. From readings and discussion emerge such themes as written and popular language, dilemmas posed by modernization and official culture, and struggles for Black, Moslem, Caribbean and Quebecois identity, authenticity, cultural recognition, and independence. Prerequisite: 350 or 351 or permission of instructor. S.

### **490. Independent Study (Staff)**

Guided research on a topic in French. Advance consultation with the supervising faculty member is required before pre-registration. F, S.

### **491. Directed Readings (Staff)**

A reading program in French. Advance consultation with the supervising faculty member is required before pre-registration. F, S.

### **499. Seminar: Special Topics in French (Staff)**

(Not offered 2012-2013)

Seminar on topics of interest to advanced French students. Prerequisite: one course numbered 360 or above, not including 382, or permission of instructor. May be repeated once.

## German Courses

### **110, 111. Beginning German (Wolber)**

An introductory course emphasizing four basic skills: listening, speaking, reading, and writing. Consideration of the cultural and historic background of the areas where the language is spoken, and readings designed to introduce students to German culture and literature. The aim is to prepare students to speak and comprehend with some facility and to read texts of moderate difficulty. Emphasis is on class participation and active use of the language. F, S.

### **225. Continuing German (Wolber)**

An intermediate course that includes an intensive review of Beginning German. Conversational practice, vocabulary building, practice in writing short compositions. Readings and discussion of selected prose and poetry to prepare the student to read German literature and contemporary magazines and newspapers. Prerequisite: 111 or equivalent. F.

### **254. Conversation-Composition (Wolber)**

Continuation of GERM 225. The course is designed to enhance the students' ability to understand German (listening and reading skills) and to express themselves in German (speaking and writing skills). Translation and interpretation skills will also be addressed. The course focuses on advanced

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

German grammar, its practical applications, and the use of idiomatic expressions. Gradually more complex short stories will introduce the students to German literature. Prerequisite: GERM 225 or equivalent. S.

### **300.1. Landmark Films of the German Language (Staff)**

(Every third year. Not offered 2012-2013)

This advanced German course investigates the artistic qualities as well as the cultural and historical contexts of some of the noted movies made in Germany from the 1930s to the present. The films may have English subtitles, but course lectures and required papers will be in German. Students will screen several films from the Golden Age of German Cinema (1919-1933), films made during and shortly after WWII, the German Democratic Republic (East Germany), the New German Cinema (1965-1985), and those made in the last 25 years. Prerequisite: German 254 or equivalent.

### **352. The German-Speaking Countries (Wolber)**

(Every third year. Not offered 2012-2013)

The course provides a systematic overview of the German-speaking countries, especially Austria, Germany, and Switzerland. Their geography, infrastructure, and economy will be discussed followed by a presentation of their political systems. Additional topics to be explored will include education, religion, culture, the media, the environment, and sports. Particular attention will be paid to the role the countries play within the European Union. Students are expected to produce a lengthy research project in German. Prerequisite: GERM 254 or equivalent. S.

### **355. Advanced Readings in Nonfiction (Wolber)**

Comprehensive review of applied grammar and reading of texts representative of present-day German nonfiction. Each student has the opportunity to read materials in his or her major field of interest. Especially recommended for students anticipating graduate study and research. Prerequisite: 254. S.

### **356. History of German Civilization (Wolber)**

(Every third year. Not offered 2012-2013)

Survey of German cultural history from the Middle Ages to the present. Prerequisite: 254 or equivalent. S.

### **361. 19th-Century German Literature (Wolber)**

The main currents of German literature since Goethe's death in 1832. Reading and interpretation of prose, drama, and poetry representative of 19th-century German literature. F.

### **363. The Age of Goethe (Wolber)**

(Every third year. Not offered 2012-2013)

The main currents of German literature during the Age of Goethe (1749-1832). Reading and interpretation of prose, drama, and poetry of Goethe and some of his contemporaries. Prerequisite: 254 or equivalent. F.

### **365. 20th-Century German Literature (Wolber)**

(Every third year. Not offered 2012-2013)

The main currents of German literature since 1900. Reading and interpretation of prose, drama, and poetry representative of 20th-century German literature. Prerequisite: 254 or equivalent.

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

### **490. Independent Study (Wolber)**

Guided research on a topic in German. Advance consultation with the supervising faculty member is required before pre-registration. F, S.

### **491. Directed Readings (Wolber)**

A reading program in German. Advance consultation with the supervising faculty member is required before pre-registration. F, S.

## Italian Courses

### **110, 111. Beginning Italian (Onorato)**

Introductory courses emphasizing four basic skills: aural comprehension, speaking, reading, and writing with consideration of the cultural and historic background of the areas where the language is spoken. Readings designed to introduce students to Italian culture and literature are included. The aim is to prepare students to speak and comprehend with some facility and to read various kinds of texts. Emphasis is on class participation and active use of the language. F, S.

### **225. Continuing Italian (Onorato)**

This course reinforces the four basic skills: aural comprehension, speaking, reading, and writing. There will be grammar review, vocabulary building, and a focus on certain structures to strengthen the students's ability and desire to use the oral and written language. There will be readings of various kinds and films in Italian added to supplement the text. Students will continue to explore Italian culture, present and past, through a variety of media. F.

## Japanese Courses

### **110, 111. Beginning Japanese (Kawabe)**

An introductory course focusing on all language skills: speaking, listening, reading and writing through a variety of class activities on everyday situations. Particular emphasis will be placed on oral communication. Both hiragana and katakana are learned at the early stage, and the first 125 kanji are introduced and practiced. Students will gain appropriate cultural knowledge as a part of essential language skills. Class participation and daily study is a key to achieve success in this course. F, S.

### **225, 254. Continuing Japanese I and II (Kawabe)**

This sequential course will continue to build skills necessary to the basic communicative Japanese. The goal of the course is to further develop all four language skills: listening (to understand colloquial conversations), speaking (to express oneself in a variety of daily situations), reading (to skim and scan Japanese texts), and writing (to express descriptions and some functional writing skills, such as letter writing). Students will develop these skills through further learning of basic grammatical structures and appropriate sociolinguistic understanding of the Japanese culture. Prerequisite: Japanese 111 or permission of the instructor. S.

### **310. Advanced Japanese I (Kawabe)**

The course reviews the intermediate level of the Japanese language and builds a higher level of language skills. Class activities focus on oral communication while students develop grammatical fluency and reading competency, recognizing 600 kanji characters and more. Active class discussions and student-led projects are regularly assigned throughout the course. Students will learn to utilize online resources and apply technology skills in projects and presentations. Prerequisite: 254 or equivalent. F.

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

### Russian Courses

#### **110, 111. Beginning Russian**

(Not offered 2012-2013)

Introductory courses stressing four basic skills: reading, writing, listening, and speaking. The Cyrillic alphabet, correct pronunciation, and introductory grammar are covered. Through an emphasis on active use of the language, students learn the practical application of Russian in day-to-day situations. Different aspects of Russian culture are also discussed. A variety of media including cassette tapes, videos, CD-ROMs, and the World Wide Web are used in the process of learning the language. F, S.

#### **225. Continuing Russian**

(Not offered 2012-2013)

This continuation of Beginning Russian further develops the four skills: reading, writing, listening, and speaking. While there is some grammar review, the course expands upon the basics of Russian grammar and broadens the students' active use of the language. As the students' use of the language grows, more communicative activities are added. Extra readings from a number of sources supplement the textbook, and different aspects of Russian culture are discussed. A variety of media including cassette tapes, videos, CD-ROMs, and the World Wide Web are used in the process of learning the language. F.

### Spanish Courses

#### **110, 111. Beginning Spanish (Staff)**

An introductory course emphasizing the four basic skills: aural comprehension, speaking, reading, and writing. Consideration of the cultural and historic background of the areas where the language is spoken, and readings designed to introduce students to Spanish and Latin American cultures and literatures. The aim is to prepare students to speak and comprehend with some facility and to read texts of moderate difficulty. Emphasis is on class participation and active use of the language. F, S.

#### **225. Continuing Spanish: Intensive Review (Colvin, Counselman, Nieto, Rojas)**

An intermediate course with intensive review of pronunciation and the fundamental structures of grammar. Conversational practice, vocabulary building, practice in writing of compositions. Readings and discussions of selected works from Spanish and Latin American literatures. Designed for students who test in at this level or who have satisfied the language requirement but who would like to continue to increase their fluency in Spanish. Prerequisite: 111 or equivalent. F, S.

#### **226. Continuing Spanish: Intensive Review II (Counselman, Rojas)**

An intermediate review course covering intensive pronunciation, spelling and the fundamental structures of grammar. The Course will cover conversational practice, vocabulary building, and further development in writing of compositions as well as readings and discussions of cultural material. Designed for students who test in at this level or who have satisfied the language requirement but who would like to continue to increase their fluency in Spanish. Prerequisite: 225 or equivalent. F, S.

#### **241. Spanish Language Practicum (0.25 unit; Counselman)**

A conversation practicum in which cultural and language topics are used as substance for class discussions and projects. Students are required to speak Spanish. Students wanting to satisfy the Modern Foreign Language House requirement should enroll in 241 for the fall semester and 242 for spring semester. SPAN 241 may be repeated once for a total of one-half unit, not to be counted toward the major or minor. Prerequisite: SPAN 225 or the equivalent. F.

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

### **242. Spanish Language Practicum (0.25 unit; Counselman)**

SPAN 242 may be repeated once for a total of one-half unit, not to be counted toward the major or minor. Prerequisite: SPAN 225 or equivalent. S.

### **254. Conversation-Composition: Topics in Spanish Culture (Nieto)**

Intensive vocabulary building, development of skills in listening, reading, writing, and conversation. This course stresses preparation of students to express their ideas clearly and concisely in Spanish. Compositions and conversation are based on selected topics in the culture and literature of the Hispanic world. Prerequisite: 226 or permission of instructor. F.

### **255. Conversation-Composition: Topics in the Culture of Latin America (Colvin, Rojas)**

This class features intensive vocabulary building, development of skills in listening, reading, writing and conversation through topics which treat the cultures and literatures of Spanish America and of Hispanics in the U.S. This course stresses preparation of students to express their ideas clearly and concisely in Spanish, both in writing and orally. Prerequisite: 226 or permission of instructor. F, S.

### **300.6. The Child in Contemporary Latin American Literature and Film (Colvin)**

(Not offered 2012-2013)

This course examines the use of child characters/narrators in contemporary Latin American narrative and film in order to explore questions related to the role of the child's voice within the text and the view of childhood in Latin America's cultural production. It will feature films, short stories, and novels by well-known authors from various regions within Latin America (including Argentina, Chile, Mexico, Uruguay and Puerto Rico). Both the texts and the films will be studied within the historical, social, and political context in which they were produced. Prerequisite: SPAN 350, 351, 352 or permission of the instructor. S.

### **350. Introduction to Literature (Staff)**

An intermediate course in Spanish designed to prepare students for advanced literature courses. Through a careful study of selected Spanish and Latin American works, students will learn to approach literature as artistic and cultural expression. Special attention will be given to the writing of critical analyses and research papers. Prerequisite: 254 or 255. S.

### **351. Introduction to Spanish Literature (Nieto)**

An introductory course designed to prepare students for advanced literary study. Special attention will be given to the development of major topics, traditions, and stylistic elements in prose, poetry, drama, and the essay. Reading selections include a variety of literary genres and movements; featuring the most relevant authors from various periods in Spanish literature, such as: Don Juan Manuel, Teresa de Ávila, Miguel de Cervantes, Lope de Vega, Gustavo Adolfo Bécquer, Emilia Pardo Bazán, Miguel de Unamuno, Federico García Lorca, and Ana María Matute, among others. The readings will be complemented by secondary sources, including works of art, films and other forms of modern media.

### **352. Introduction to Latin American Literature (Colvin, Rojas)**

The fundamental objective of this course is to study the development of the literary genres (theatre, poetry, narrative fiction and non-fiction) as they interrelate with the major historical, cultural and political events in Spanish America. We will read work from authors such as José Martí, Rubén Darío, Horacio Quiroga, César Vallejo, Luisa Valenzuela, Vicente Huidobro, Jorge Luis Borges, Pablo Neruda, Octavio Paz, Isabel Allende and Juan Rulfo, among others. The extensive use of

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

cultural materials including art, films, pictures and music will aid in the comprehension of the readings. Prerequisite: 254, 255 or permission of instructor. F, S.

**360. Twentieth and Twenty-First Century Mexican Literature and Popular Cultures (Rojas)**  
(Not offered 2012-2013)

This course explores the (inter)relationship between Mexican literature and popular cultures in the twentieth century in order to give the student a better understanding of the actual and crucial role of Latin American literature as a subject of study. The course begins with the Mexican Revolution in literature, popular culture, and art (narrative, corridos, films, popular art–Posada), then moves forward to post-revolutionary and *avant garde* narrative and poetry (*muralismo*, with authors such as Octavio Paz, Carlos Fuentes, Juan Rulfo), continues with the student protest during the second half of the century (Tlatelolco 68; Elena Poniatowska, José Emilio Pacheco), when the literary group of writers known as *los escritores de la onda* (José Agustín, Luis Arturo Ramos) caught the attention of a younger generation of readers. The course will end with a study of contemporary writers (Alberto Blanco, Coral Bracho, Eduardo Parra) and reveal how their works represent Mexican popular cultures, social movements like Neozapatism and compromised literature at the end of the twentieth century and beginning of the twenty-first. Prerequisite: 350, 351, or 352 or permission of instructor. F.

**361. Contemporary Spanish Drama (Staff)**

(Not offered 2012-2013)

A critical study of contemporary Spanish drama and its representation in film. Special attention will be paid to representative works from 1960 to the present, including the plays of Antonio Buero Vallejo, Alfonso Sastre, Paloma Pedrero, José Luís Alonso de Santos, Concha Romero, Fernando Arrabal, and others. Film will be used to complement themes and explore the transformation of literary text to film. Prerequisite: one course numbered 300 or above, or permission of instructor. S.

**362. The Poetics of Latin American Literature: Short Stories and Poetry (Rojas)**

This course examines Latin America's literature of the XX and XXI centuries. Special attention will be paid to both narrative (short story) and poetry genres, as well as to mythic, artistic, historical and social-political aspects of Latin America. The extensive use of cultural materials including art, films, pictures and music will aid in the comprehension and analysis of the readings. Prerequisite: 350 or 351 or 352 or permission of instructor. S.

**363. Spain in the Twentieth Century and Beyond (Staff)**

(Not offered 2012-2013)

Critical study of some of the most significant Spanish writing from 1900 to the present. This course examines some of the fundamental aspects of thought in Spain: the land and its sense of history, the myths of Don Quijote and Don Juan, the arts in a heavily censored state, and the role and philosophical perspective of Spanish intellectuals of the 20th Century in major works by authors such as Unamuno, Machado, Lorca, Matute, Buero Vallejo, Fernández Cubas, García Morales, Merino, and Sastre. Prerequisite: 350, 351, or 352 or permission of instructor. F.

**364. The Latin American Novel Within its Revolutions, Cultures and Social Changes (Rojas)**

(Not offered 2012-2013)

In this class we'll study the main narrative works of Spanish America from the end of the nineteenth century to the establishment of the "post-boom" at the end of the twentieth century. We will



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# Majors and Courses of Instruction

## *Modern Foreign Languages*

cover the main literary movements such as *indigenismo*, *criollismo*, *regionalismo*, *vanguardia y pos-vanguardia*. We will read novels from authors such as Mariano Azuela, Carlos Fuentes, Julio Cortázar, Gabriel García Márquez, and Isabel Allende, among others. The extensive use of cultural materials including art, films, pictures and music will aid in the comprehension of the readings. Prerequisite: 350, 351 or 352 or permission of instructor. Suggest one course above 352. F.

### **365. Cervantes and the Quijote (Nieto)**

This course will study the major episodes of the *Don Quixote de La Mancha*, one of the most influential works of Spanish and World literature, as well as other selected works written by Cervantes. Emphasis will be given to the author's unique contribution to the birth of the modern novel and his ingenuity to create stories that transformed all previous literary genres. These readings will be analyzed within its socio-historical context, while exploring a diverse array of topics, such as: love, religion, race, class, magic, madness, and honor, among others. The readings will be complemented by secondary sources, including works of art, films and other forms of modern media.

### **367. The Spanish Short Story, Short Prose Fiction and Non-Fiction (Staff)**

(Not offered 2012-2013)

Major developments in the short prose of Spanish literature. Includes the fantastic legends of the nineteenth century and the major tendencies of contemporary prose. This course explores the writings of such authors as Becquer, Ayala, Martin Gaité, Unamuno, Valle Inclán, Matute, Cela, Montero, Tusquets, Merino, Puértolas, Molina Foix, and Delibes. Prerequisite: one course 300 or above or permission of instructor. F.

### **368. Directions in Spanish Film and Literature (Staff)**

An intensive study of the major developments in Spanish cinema with emphasis on films produced in the last two decades, including those of Erice, Saura, Almodóvar, Amenábar, Fernán Gómez, and Cuerda. Contemporary representative literary selections will emphasize prose and drama that illustrate, among others, detective literature, the modern fantastic, synchronicity, and feminist perspectives. Authors to be studied include Mayorga, Pedrero, Montero, Buero Vallejo, Merino, and Muñoz Molina. Prerequisite: one course 300 or above or permission of instructor. S.

### **369. Masterworks of the Golden Age of Spain (Nieto)**

Interdisciplinary study of the literature and culture of Spain's Renaissance and Baroque centuries, including such major figures as Garcilaso de la Vega, Teresa de Ávila, Miguel de Cervantes, Francisco de Quevedo, Lope de Vega, Tirso de Molina, María de Zayas and Diego Velázquez, among others. The readings will be complemented by secondary sources, including works of art, films and other forms of modern media.

### **381. Advanced Spanish Grammar (Counselman)**

A course designed to focus on the grammatical errors most frequently made by non-native speakers of Spanish, while making students aware of variations in the grammatical structures discussed, especially when typical native speaker usage deviates from the book. Additionally, the course helps and encourages students to expand their Spanish vocabulary and knowledge of colloquial expressions. Students are expected to read, study, and complete textbook exercises outside of class and be prepared to discuss the textbook exercises in class. Students are evaluated based on their

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

class participation and their performance on exams, quizzes, homework exercises, and writing assignments. Prerequisites: 350 351, 352 or permission of instructor. F.

### **382. Spanish Linguistics (Counselman)**

An introduction to linguistics and language acquisition with a focus on Spanish. Students become familiar with the fundamental components of linguistics (phonology, morphology, syntax, semantics) and gain a better understanding of how both first and second languages are acquired. Other topics discussed include the concept of grammaticality, and the consequences of bilingualism. Upon completion of this course, students should be more prepared to improve their pronunciation, possess a deeper knowledge of morphosyntactic differences in English and Spanish, and better understand where they stand in their own quest to acquire Spanish. Students are expected to read and prepare for class discussion outside of class, and they are evaluated based on their class participation and their performance on exams, quizzes, homework assignments, and a final paper or presentation. Prerequisites: 350, 351, 352 or permission of instructor. F.

### **490. Independent Study (Staff)**

Guided research, with tangible results, on a topic in Spanish. Advance consultation with the supervising faculty member is required before pre-registration. Proposals must be reviewed and approved by the chairperson of the department before the beginning of the project. F, S.

### **491. Directed Readings (Staff)**

A reading program in Spanish. Advance consultation with the supervising faculty member is required before pre-registration. Proposals must be reviewed and approved by the chairperson of the department before the beginning of the project. F, S.

### **499. Remembering the Dirty Wars: The Representation of Political Violence in the Cultural Production of the Southern Cone (Colvin)**

This course will introduce students to the traumatic events that accompanied the so-called “Dirty Wars” of the Southern Cone of South America in the 1970s and 80s. While students will be introduced to and have the opportunity to research the political, historical and social events that shaped that particular era, the focus of the course will be the cultural production that was generated by the events. We will explore how writers from Argentina, Chile and Uruguay have grappled with political repression, fear and trauma, providing a voice to those who were silenced by the military governments and commemorating a time that must never be forgotten. During this course we will study each country (Argentina, Uruguay and Chile) for several weeks, reading works by representative authors (such as Omar Prego Gadea, Mauricio Rosencof, José Donoso, Luis Gusmán, Patricia Sagastizabal, Manuela Fingueret or Carlos Cerda). Additional material (art, music, films) may be used to enhance the learning experience. Prerequisite: Senior status; permission of instructor.

## **Salamanca Program**

Ohio Wesleyan is affiliated with the University of Salamanca, Spain. Each fall, qualified Ohio Wesleyan students may study in Salamanca and receive credit in Spanish and history through Ohio Wesleyan. Up to three (3) course credits from Salamanca may be counted toward the Spanish major. Students interested in this program should contact professor Andrea Colvin of the modern foreign languages department. The course descriptions for the fall semester are as follows:

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

### **358. Spanish Grammar (Carlos Cabrera)**

An intensive review of spoken and written Spanish. This course is designed to facilitate student progress in the literature and history courses in the program and will give special attention to the syntax, vocabulary, and idiomatic expressions of Spanish. It is also designed as a continuation of the orientation period study of the Spanish language.

### **359. The History of Spanish Art (Jesús Jimenez)**

A review of Spanish art history, with special attention given to the artistic tradition of Salamanca. This class will also prepare students for field trips to Castilian museums of art, architecture and sculpture. May not be counted toward the major or minor for Spanish. Fulfills Group IV Arts distribution.

### **374. Topics in Latin-American Narrative (María Ángeles Pérez López)**

Intensive review of the Latin-American narrative, the course will follow a selection of works of the most renowned writers of the twentieth century. Compositions and class conversations are based on selected topics such as magical realism, neo-fantasy, irony, de-mystification, and genre, among others. Authors include Horacio Quirogo, Alfredo Bryce Echenique, Isabel Allende, Rosario Ferré, Julio Cortázar, Gabriel Garcia Márquez, Luisa Valenzuela, and Ana Maria Shua.

### **375. The Golden Age in Literature and Culture**

(Not offered 2011-2012)

An interdisciplinary study of the literature of the Spanish Golden Age (1492-1681). Special attention will be given to the masterworks and great authors associated with Salamanca, including the *Lazarillo de Tormes*, *la Celestina*, San Juan de la Cruz, Fray Luis de León and Calderón de la Barca. The aim is to provide students with an exposure to the great works and literary figures of Spain during the Renaissance and Baroque periods. Presentation of literature will be made in the context of the art, architecture, and music of the period.

### **377. Contemporary Spanish Literature (Maribel Toro)**

A study of Spanish literature from the Generation of 1898 to the present with special emphasis given to prose works. Readings will include the works of Unamuno, Azorín, Cela, and other writers who reflect the contemporary Spanish sensibility. A course designed to complement the course in contemporary Spanish offered in the program by our resident director.

### **378. Contemporary Spanish History (Santiago González)**

The major themes and problems of twentieth century Spanish history will be presented in the context of Spanish traditions. Seven classes devoted to a survey of Spanish history with the remaining classes devoted to the Spanish Republic (1931-39), the Franco era (1939-75), and the post-Franco era (1975 to the present). One major text will be used in conjunction with photocopied articles. May not be counted toward the Spanish major or minor but may be counted in the Department of History as a European history course. Also listed as HIST 366.

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# Majors and Courses of Instruction

## *Modern Foreign Languages*

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# Majors and Courses of Instruction

## *Music*

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### Music

*Professors Gamso, Griffin, Roden*  
*Assistant Professors Edwards, Hiester*  
*Continuing Part-time Professor M. Nims*

The mission of the Department of Music is threefold: to impart knowledge as transmitted through the study and performance of music, which is one of the essential fine arts in the undergraduate liberal arts curriculum; to develop and enhance the creative and academic musical talents of those students who aspire for various professional careers in the field of music; and to place the study of music in the context of social, cultural and educational values. This mission statement is directly related to the Statement of Aims of Ohio Wesleyan University, which is found on page 3.

To implement the mission statement, the work of the Department of Music has been planned with dual objectives in mind. First, for the student who wishes to major in music: the Bachelor of Music in performance curricula is provided as preparation for graduate study and/or the pursuit of one of the various professional areas of music; the Bachelor of Music in Music Education curriculum is provided to prepare students to teach general, vocal and instrumental music in PreK–12 schools; and the Bachelor of Arts with a major in music is offered for those students desiring a non-professional concentration within a liberal arts degree program. Second, for the student who does not wish to major in music: the department offers courses which partially fulfill University General Education requirements, applied music instruction (private study), performance opportunities and other musical experiences (both as participants and as audience members), so that the non-music major can develop an understanding and appreciation of music as one of the components of a liberal education. Courses in music history/literature and in music theory are available to both majors and non-majors. Non-music majors may also enroll for applied music study for 0.25 or 0.50 unit per semester. One unit in the same applied area may be credited to the total courses required for graduation. A non-music major student is considered to have fulfilled the distribution requirement for the arts if he/she has successfully completed the following requirements for the B.A. or B.M. music major (to include MUS 110, 155).

All students wishing to enter the Bachelor of Music degree program or the Bachelor of Arts in Music degree must complete a successful performance audition *prior to* entry into the respective degree program. Majors should begin their work in the freshman year. They must, however, plan their course work in applied music so that it will continue through the junior and senior years. All performance majors in the Bachelor of Music program must present a senior recital. Other recital requirements are stipulated in the *Music Department Student Handbook*. Music majors are responsible for the recital and jury accompanying fees as listed in the *Music Department Student Handbook*. Recital attendance is required of all music majors. The Recital Attendance Policy is described in the *Music Department Student Handbook*. All curricula for each degree program are listed in the Department of Music Handbook. Each music major, whether B.M. or B.A., is required to participate and enroll for credit in at least one music organization each semester in the area of major applied study. (Jazz Band and/or Bishop Band may not be elected as the only major organization.) The music department reserves the right to assign majors to the appropriate organizations) as the needs of the department dictate. Music majors may not take music department courses on a credit/no entry basis.

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# Majors and Courses of Instruction

## *Music*

Music majors will be evaluated at the end of every semester and must attain the status of junior standing at the end of the sophomore year.

B.M. Education majors need to apply for the teacher licensure program in their junior year. Requirements are: successful completion of EDUC 110 and EDUC 251, a recommendation from an OWU faculty member, a recommendation from the music faculty, and a GPA of 2.80 (overall and in music courses).

Candidates for the Bachelor of Music degree must meet the same residence and scholastic requirements as those required for the Bachelor of Arts degree.

### Bachelor of Music Degree

The Bachelor of Music curricula are designed for students who wish to prepare for professional work in music.

### *Music Performance*

Students must complete a total of 34 to 34.50 graduation units (depending on the area of specialization) plus music organizations with a major in piano, voice, organ, percussion, or an orchestral or band instrument. Candidates must complete eight units in the performance major and two units in an applied minor (which does not have to be in the same instrument), and must meet, prior to graduation, piano proficiency requirements as established by the music department. All performance majors must complete the supervised Pedagogical Experience, as described in the *Department of Music Handbook*, prior to the final semester of applied study.

Required courses in music are: 020 (each semester), 155, 156, 230, 231, 232 and 233 (keyboard majors only), 235 and 236 (voice majors only), 241 and 242 or 243 and 244 or 245 and 246 or 247 and 248 (instrumental majors only – depending on the area of specialization), 255, 256, 352, 354 (keyboard and voice majors only), 355, 356 (instrumental majors only), 357, 358, and 359. Twelve total electives are required: eight units from other departments, including one unit of English composition, and four elective units in music and/or non-music areas, including the University cultural diversity (which must be met by taking 347 or 348) and quantitative reasoning requirements. Voice majors must take, or meet by proficiency, three units of foreign language, one each of French, German, and Italian, which are included in the eight units from other departments. Keyboard majors must enroll for two semesters of Piano Accompanying (012).

### *Music Education*

**Choral Major.** Choral majors must complete a total of 34.50 graduation units plus music organizations and may choose a voice major with a keyboard minor or a keyboard major with a voice minor. If a keyboard minor, piano proficiency requirements as established by the music department must be met. In addition to the requirements listed below, choral majors must complete 3.50 units in the applied major and 1.50 units in the applied minor. All choral majors must take 241, 243, 245, 247, and 344; choral/voice majors must take 235 and 236; choral/keyboard majors must enroll for two semesters of Piano Accompanying (012) and take 232 and 233. In addition to the organization requirement, one semester of participation in the Symphonic Wind Ensemble is required before the end of the junior year.

**Instrumental Major.** Instrumental majors must complete a total of 34.75 graduation units plus music organizations. In addition to the requirements listed below, instrumental majors must complete 3.50 units in the major instrument (brass, percussion, string, woodwind, or keyboard),

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# Majors and Courses of Instruction

## *Music*

and at least 1.0 unit in piano in order to meet the piano proficiency requirements as established by the music department. Instrumental majors must take 240, 241, 242, 243, 245, 246, 247, 248, and 256. In addition to the organization requirement, one semester of participation in the Choral Art Society is required before the end of the junior year.

Requirements for both choral and instrumental majors are: 020 (semesters I-VII), 155, 156, 230, 231, 255, 256, 357, 358, 359, 373, 374; EDUC 110, 251, 377, 471, 472, 473 and 474. To meet State of Ohio Licensure requirements, choral and instrumental education majors must take ten (10) general education courses as follow: English 105; 1 course in English literature which must be ENG 145 (to comply with state licensure Literacy requirements); 2 courses in social science; 1 course in math; 1 course in natural science; 1 course in arts (non-music); 2 courses to meet the University and Licensure Diversity Requirements (one of which must be met by taking MUS 347 or 348); 2 additional courses as selected from outside the Department of Music; and must complete the University quantitative reasoning requirement.

### Bachelor of Arts Degree

The Bachelor of Arts degree with a major in music is provided for those students desiring a music concentration within a liberal arts degree program. Students preparing for professional work in music normally follow a Bachelor of Music curriculum. In addition to the requirements listed below, it is strongly recommended that 116, and 117 be taken if work toward the major is begun in the fall semester of the freshman year. Distribution requirements for the B.A. in music (all emphasis) can be found in “Degrees and Special Programs – Exceptions” on page 41.

The B.A. in Music major consists of 12 units: 020 (each semester), 155, 156, 255, 357, 358; 256 or 359; 347 or 348; 116, 117; two units of applied lessons in the same area with at least 0.25 units of study each semester of residence; two units of major ensemble credit are required and majors must be enrolled in a major ensemble (determined by area of applied study) every semester of residence, and one music elective. Students must also meet the performance requirement described in the *Department of Music Handbook* and on the website.

### Music Minor

The music minor is available to all students except those who are enrolled in the Bachelor of Music curriculum or those seeking a Bachelor of Arts degree with a major in music. Two different minors are offered.

Minor in Music Performance: 6 units

Six units constitute the Performance Certificate; declaration of the minor and acceptance into the program is based upon audition. Requirements include: two units of applied lessons (audition and acceptance waives the applied lesson fee), two units of participation in a major ensemble (Choral Art Society for voice, Wind Ensemble for winds and percussion, Chamber Orchestra for strings, ensemble for keyboard at the discretion of the department) required for each semester of participation in the program; one unit music theory (MUS 110 and 155) and one unit of elective study. Students must also meet the performance requirement described in the *Department of Music Handbook* and on the website.

# Majors and Courses of Instruction

## *Music*

Minor in Academic Music: 6 units

Five units are required: MUS 110 and 155 (0.50 unit each); 105; one selected from 156, 347, 348, 357, 358, 359; two units of ensemble credit (based upon acceptance; Choral Art Society for voice, Wind Ensemble for winds and percussion, Chamber Orchestra for strings, ensemble for keyboard at the discretion of the department); elective in an academic course. Applied lesson credit is not applicable to the Academic Music minor. The declaration for a minor may be submitted upon completion of two units of music study. Courses taken credit/no entry may not be applied to the music minor.

### Courses

#### **020. Recital Attendance (0.00 unit; Roden)**

A graduation requirement. Candidates for the Bachelor of Music degree and the Bachelor of Arts degree with a major in music are required to attend recitals and concerts programmed by the Department of Music. The Recital Attendance Policy is described in the *Music Department Student Handbook*. F, S.

#### **105. Appreciation of Music Literature (Gamso, Roden, Staff)**

The great composers and some of their masterpieces, assisting non-majors in finding pleasure and enjoyment in music and in understanding the influence of music on contemporary life. Non-music majors only. Fulfills the Group IV requirement for the B.A. degree. F, S.

#### **108. Introduction to Music Education (Edwards)**

This course will provide an introduction to the basic principles and practices of music education (e.g., history, philosophy, types of school programs, and organization of instruction). Reading and writing skills will be developed by reviewing current practices in music education pedagogy and performance (e.g., teacher observations, trade journals, online resources, and conference publications). The assignments and discussions in this course will provide opportunities for students to critically consider the issues related to their personal development as music teachers.

#### **110. Fundamentals of Music Theory (0.50 unit; Staff)**

A basic course in fundamentals of music theory: scales, intervals, keys, triads, rhythm, and meter. Writing, aural, and sightsinging skills are emphasized. All students are assumed to know the names of notes of the treble and bass clefs and the name of keys on the piano keyboard. 1st half of the semester. F.

#### **116. Class Piano I (0.25 unit; Kaneda)**

Beginning level for music majors preparing to meet proficiency requirement in functional piano. Major and minor scales, arpeggios, and repertoire. Practical experience in sight reading, transposition, harmonization, improvisation, and accompanying. Open to B.M. and B.A. music majors only. F.

#### **117. Class Piano II (0.25 unit; Kaneda)**

Continuation. Beginning level for music majors preparing to meet proficiency requirement in functional piano. Major and minor scales, arpeggios, and repertoire. Practical experience in sight reading, transposition, harmonization, improvisation, and accompanying. Open to B.M. and B.A. music majors only. Prerequisite: a grade of C- or better in 116. S.



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# Majors and Courses of Instruction

## *Music*

### **155. Music Theory I (0.50 unit; Staff)**

Harmonic progression and principles of voice leading in the major and minor modes; harmonization of given bass lines; modal scales; sightsinging; dictation of appropriate melodies, harmonic exercises, and rhythmic patterns. Second half of the semester. Prerequisite: a grade of C- or better in 110 or by examination. F.

### **156. Music Theory II (Staff)**

Continuation. Harmonic progression utilizing triads in first and second inversion, dominant seventh chords, and secondary dominants; harmonization of figured bass lines, unfigured basses, and melodies; nonharmonic tones; harmonic analysis; structural analysis of the phrase and period forms; composition of original phrases in chorale style; sightsinging; dictation of appropriate melodies, harmonic exercises, and rhythmic patterns. Prerequisite: a grade of C- or better in 155. S.

### **216. Class Piano III (0.25 unit; Kaneda)**

Continuation. Intermediate level for music majors preparing to meet proficiency level in functional piano. Major and minor scales, arpeggios, and repertoire. Further experience in sight reading, transposition, harmonization, improvisation, and accompanying. Open to B.M. majors only. Prerequisite: a grade of C- or better in 117. F.

### **217. Class Piano IV (0.25 unit; Kaneda)**

Continuation. Intermediate level for music majors preparing to meet proficiency requirement in functional piano. Major and minor scales, arpeggios, and repertoire. Further experience in sight reading, transposition, harmonization, improvisation, and accompanying. Open to B.M. majors only. Prerequisite: a grade of C- or better in 216. S.

### **229. Introduction to Electronic Music Composition (Staff)**

Fundamentals of electronic music composition, incorporating analog and digital sound synthesis, sequencing, recording, computer and MIDI application. Course work includes lab experience in a MIDI studio with student compositions as a final project. Fulfills the Group IV requirement for the B.A. degree. (\$50 Studio Fee.) Prerequisite: MUS 110 or permission of instructor. S.

### **230. Conducting I (0.50 unit; Edwards)**

Development of basic skills in conducting and score analysis. Required of all B.M. majors. Prerequisite: 156 for music majors or consent of instructor for non-majors. F.

### **231. Conducting II (0.50 unit; Griffin, Hiester)**

Continuation. Further development of conducting techniques and study of rehearsal skills and score analysis. Students will specialize in either vocal or instrumental ensemble conducting. Prerequisite: 230. S.

### **232. Keyboard Techniques I (0.25 unit; Staff)**

Required of all Bachelor of Music keyboard majors. Development of keyboard skills through the study of score reading, transposition, sight-reading, modulation, harmonic reduction and figured bass, practice techniques, and memory development. F.

### **233. Keyboard Techniques II (0.25 unit; Staff)**

Continuation. Development of keyboard skills through the study of score reading, transposition, sight-reading, modulation, harmonic reduction and figured bass, practice techniques, and memory development. Prerequisite: 232. S.

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# Majors and Courses of Instruction

## *Music*

### **235. Diction for Singers I (0.50 unit; M. Nims)**

(Alternate years. Offered 2010-2011)

An introduction to the International Phonetic Alphabet and to principles utilized in a singing pronunciation of English and Italian. Prerequisite: Bachelor of Music voice major or Bachelor of Arts applied voice major. Others only by consent of instructor. Does not fulfill a University foreign language requirement. F.

### **236. Diction for Singers II (0.50 unit; M. Nims)**

(Alternate years. Offered 2010-2011)

Continuation. Introduces principles utilized in a singing pronunciation of French and German and the symbols of the International Phonetic Alphabet appropriate to these two languages. Prerequisite: 235. Does not fulfill a University foreign language requirement. S.

### **240. Voice Methods (0.25 unit; M. Nims)**

(Alternate years. Offered 2010-2011)

For the instrumental music education major, fundamentals of singing, voice production, diction, and pedagogical skills in class voice instruction. F.

### **241. Brass Instrumental Methods I (0.25 unit; Griffin)**

(Alternate Years. Offered 2010-2011)

### **243. Percussion Instrumental Methods I (0.25 unit; Burdett)**

(Alternate Years. Offered 2010-2011)

### **245. String Instrumental Methods I (0.25 unit; Gaedeke-Riegel)**

(Alternate Years. Offered 2011-2012)

### **247. Woodwind Instrumental Methods I (0.25 unit; Gamsó)**

(Alternate Years. Offered 2011-2012)

Each course in the sequence 241-247 is designed to meet the professional needs for teaching in that instrumental family. Performance, pedagogical, and maintenance skills on brass, percussion, stringed, or woodwind instruments are emphasized. Demonstrated competence is expected in performance by meeting a pre-determined level on specified instruments within each family and in pedagogy through completing supervised private and group instruction in a class setting. F, S.

### **255. Music Theory III (Staff)**

Continuation. Harmonic progression utilizing: diminished, half-diminished, and nondominant seventh chords; dominant ninth, eleventh, and thirteenth chords; and the raised supertonic and submediant chords; harmonization of figured bass lines, unfigured basses, and melodies; harmonic analysis; structural analysis of binary and ternary forms; composition of original periods in chorale style; sightsinging; dictation of appropriate melodies, harmonic exercises, and rhythmic patterns. Prerequisite: a grade of C- or better in 156. F.

### **256. Music Theory IV (Staff)**

Continuation. Harmonic progression utilizing the Neapolitan sixth, augmented sixth chords, and other chromatic chords; harmonization of figured bass lines, unfigured basses, and melodies; harmonic analysis; structural analysis of larger classic forms; composition of original phrases and periods in chorale style; introduction to techniques employed after Common Practice; sightsinging;

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# Majors and Courses of Instruction

## *Music*

dictation of appropriate melodies, harmonic exercises, and rhythmic patterns. Prerequisite: a grade of C- or better in 255. S.

### **344. Choral Techniques (0.50 unit; Hiester)**

(Alternate years. Offered 2010-2011)

The general pedagogical and administrative skills necessary for teaching choral music in a high school. Pedagogical skills include diction, managing choral performance groups, conducting, vocal auditions, and program building. Administrative skills are budgeting, procurement of classroom equipment, and music selection. F.

### **347. History of Jazz (Gamso)**

The social, musical, and historical background of jazz styles from their origins to the present. The influence of society upon jazz and the influence of jazz upon other musical styles of the 20th Century. Emphasis is on aural recognition and identification of jazz styles. Fulfills the Group IV requirement for the B.A. degree. S.

### **348. Music in World Cultures (Roden)**

(Alternate years. Offered Spring 2012)

Major music cultures of the non-western world are studied. Emphasis is placed upon the traditional music of Africa, the Arab World, India, Southeast Asia, China, and Japan. The student approaches the course through lectures, a listening program, films, and performance groups. Observations are made of the relationships of music with drama, dance, and society in general. Open to all students. Fulfills the Group IV requirement for the B.A. degree. S.

### **354. 18th Century Counterpoint (Staff)**

(Alternate years. Offered 2010-2011)

The contrapuntal techniques of the 18th Century (invention, canon, chorale forms, invertible counterpoint, and fugue) approached through analysis and the writing of examples. Prerequisite: a grade of C- or better in 256. F.

### **356. Instrumentation and Orchestration (Staff)**

(Alternate years. Offered 2011-2012)

Emphasis is on the problems of orchestrating for orchestras, band, and ensembles. Prerequisite: a grade of C- or better in 256. F.

### **357. Music of the Middle Ages, Renaissance and Baroque (Roden)**

Survey of European music to 1750. Prerequisite: music major or permission of instructor. F.

### **358. Music of the 18th and 19th Centuries (Roden)**

Survey from 1750 to 1900. Prerequisite: 357 or permission of instructor. S.

### **359. Music of the 20th Century (Roden)**

The principal musical styles from 1900 to the present. Prerequisite: 358 or permission of instructor. F.

### **363. Teaching Music: Elementary (0.50 unit, Edwards)**

A course designed to teach early childhood education majors the basic principles of music and the skills to be used in teaching children (PreK-3) music. Developing a singing voice, playing social/

# Majors and Courses of Instruction

## *Music*

classroom instruments, music reading, movement, and listening are stressed. Required of all elementary education majors. Prerequisite: EDUC 251. Also listed as EDUC 363. S.

### **373. Elementary Music Methods (Edwards)**

The psychology and principles of teaching in the elementary and middle schools (PreK-8); a critical evaluation of available materials and current methods, both vocal and instrumental procedures being stressed. Each student participates in two laboratory situations per week. Prerequisite: EDUC 251. Note: Music education majors should apply and be admitted to the teacher education program before taking 373. S.

### **374. Secondary Music Methods (Edwards)**

The psychology and principles of teaching in the middle and high schools (6-12); a critical evaluation of available materials and current methods, both vocal and instrumental procedures being stressed. Each student participates in two laboratory situations per week. Prerequisites: 373 and EDUC 251. Note: Music education majors should have been admitted to the teacher education program before taking 374. F.

**490. Independent Study (Staff)** Music major or consent of instructor.

**491. Directed Readings (Staff)** Music major or consent of instructor.

**499. Seminar (Staff)**

## Applied Music

Enrollment in applied music will not be accepted after the end of the second week of the semester. Applied music cannot be taken credit/no entry or without credit.

Music composition is offered under applied music numbers for majors and others who meet requirements.

Fees listed below apply to non-music B.A. candidates studying applied music, B.A. music major candidates who take more than 1/2 unit of credit, and B.M. candidates who take more applied music per semester than is required for the degree program. (B.A. Theory Emphasis majors may elect a total of one unit of composition without an additional fee. All other music majors will be charged at the rate of \$250 per .25 unit.) **There will be no refund of fees for applied music courses dropped after the end of the second week of the semester.**

B.A. candidates may enroll in any area of applied music and, upon completion of one unit of credit, will receive elective credit toward graduation. If all the work is completed in one area of applied music, this unit may be counted as a semester course.

### **Applied Music Credit, Lesson Time, and Non-Major Fee:**

0.25 Unit; One 30-minute lesson per week; \$250 per semester.

0.50 Unit; One 45-minute lesson per week; \$375 per semester.

1.00 Unit; One 60-minute lesson per week; music performance majors only.

|                      |  |
|----------------------|--|
| <b>111, 112, 114</b> | <b>Applied Music (Semester I: .25, .50, 1.00 unit each; Staff)</b>   |
| <b>121, 122, 124</b> | <b>Applied Music (Semester II: .25, .50, 1.00 unit each; Staff)</b>  |
| <b>211, 212, 214</b> | <b>Applied Music (Semester III: .25, .50, 1.00 unit each; Staff)</b> |
| <b>221, 222, 224</b> | <b>Applied Music (Semester IV: .25, .50, 1.00 unit each; Staff)</b>  |
| <b>311, 312, 314</b> | <b>Applied Music (Semester V: .25, .50, 1.00 unit each; Staff)</b>   |

# Majors and Courses of Instruction

## Music

- 321, 322, 324** Applied Music (Semester VI: .25, .50, 1.00 unit each; Staff)  
**411, 412, 414** Applied Music (Semester VII: .25, .50, 1.00 unit each; Staff)  
**421, 422, 424** Applied Music (Semester VIII: .25, .50, 1.00 unit each; Staff)

When registering for any Applied Music course, the appropriate numerical instrument designation must follow the course number. Example: MUS 111.11 means piano, .25 unit, Semester I of study.

|              |                 |               |                |                 |
|--------------|-----------------|---------------|----------------|-----------------|
| .11 Piano    | .12 Organ       | .13 Voice     | .14 Violin     | .15 Viola       |
| .16 Cello    | .17 String Bass | .18 Guitar    | .19 Horn       | .20 Trumpet     |
| .21 Trombone | .22 Baritone    | .23 Tuba      | .24 Flute      | .25 Oboe        |
| .26 Clarinet | .27 Bassoon     | .28 Saxophone | .29 Percussion | .30 Composition |

### Music Organizations

For Bachelor of Music degree candidates, two units of credit in music organizations must be completed before graduation. Non-music majors may audition for any Music Organization or Ensemble. Auditions are held at the beginning of each semester. F, S. Please see page 38 for restrictions on the number of music organization and ensemble units that B.A. candidates may count toward graduation.

- 001. Choral Art Society (0.25 unit; Hiester)**
- 002. Symphonic Wind Ensemble (0.25 unit; Griffin)**
- 003. Jazz Band (0.25 unit; Griffin)**
- 004. Bishop Band (0.25 unit; Griffin)**
- 005. Chamber Orchestra (0.25 unit; Malone)**

### Music Ensembles

#### **Ensemble (0.13 unit)**

Study and performance of small ensemble and chamber music literature. F, S.

- 006. String Ensemble (Niwa)**
- 007. Brass Ensemble (Griffin)**
- 008. Woodwind Ensemble (Gamso)**
- 009. Percussion Ensemble (Burdett)**
- 011. Opera Theater (0.25 unit; Hiester)**
- 012. Piano Accompanying/Ensemble (0.25 unit; Staff)**  
Study and performance of piano accompaniment and chamber music literature with emphasis on the pianist's role in various types of ensemble situations. Two semesters of Piano Accompanying are required of all B.M. piano majors; others by permission of instructor.
- 013. Piano Accompanying/Recital Accompanying (0.25 unit; Staff)**  
Open to piano majors and other qualified keyboard students who are accompanying junior and senior recitals. Course must be taken in conjunction with applied piano and with the respective piano instructor. Consent of instructor required.
- 014. Chamber Singers (0.13 unit; Hiester)**

# Majors and Courses of Instruction

## *Neuroscience*

### Neuroscience

Neuroscience is a rapidly developing interdisciplinary field of study whose primary focus is understanding the neural mechanisms that regulate mental processes and behavior in both humans and animals. At Ohio Wesleyan, the neuroscience program combines courses in the departments of Psychology, Zoology, and Chemistry to provide students with an adequate background to develop an interest in and preparation for graduate study and a career in the field of neuroscience or a related discipline. The neuroscience major combines a strong foundation in basic sciences with more specialized courses in psychology and zoology to examine specific brain functions from a structural, functional, and evolutionary viewpoint. Postgraduate study in fields such as neuroscience, molecular biology, behavioral medicine, neurophysiology, neuropsychology, neuropharmacology, biotechnology, and animal behavior are among the many postgraduate options available. Students who are considering an undergraduate major in neuroscience should contact Dr. Yates (Psychology).

Students may complete a major in neuroscience by satisfying the following course requirements.

Core Courses (13 courses)

- Chemistry — CHEM 110, 111, 260**
- Math — MATH 105, 230 or 360 or PSYC 210**
- Psychology — PSYC 110, 310, 343, 344, 345, 374**
- Zoology — ZOOL 120, 325 or 335, 331**

Electives: (3 courses required, a least 1 in Zoology)

- Chemistry — CHEM 261, 340, 341, 350, 351, 440, 480 (as Neurochemistry)**
- Computer Science — CS 340**
- Physics — PHYS 110-111 (required for PHYS 275) OR 115-116, 275**
- Psychology — PSYC, 346, 363, 364**
- Zoology — ZOOL 261, 271, 333, 343, ZOOL/BOMI 351, 356, Neuroendocrinology**

# Majors and Courses of Instruction

## *Philosophy*

### Philosophy

*Professors Calef, S. Stone-Mediatore*  
*Associate Professor Flynn*  
*Instructor J. Stone-Mediatore*

The courses offered by the faculty of philosophy cover a broad spectrum of the discipline, from philosophy of law to issues of technology in modern society, from logic to ethics to feminism, from Plato to Marx to Sartre. From a practical standpoint, philosophy develops intellectual skills that are basic to identifying problems and crafting solutions in almost any subject area. Majors go into business, law, teaching, and careers in the ministry and medicine.

### Major and Minor

**Major in Philosophy:** at least nine courses in philosophy, which must include 499.

**Minor in General Philosophy:** five courses in philosophy including one upper-level course.

### Courses

**110. Introduction to Philosophy (Staff)**

Introductory examination of major concepts, themes, and issues in philosophy in relation to methods of reasoning, social policy, and philosophical systems. F, S.

**112. Critical Thinking: Ideology Critique (S. Stone-Mediatore)**

A study of what it can mean to think freely and critically, given the multiple social and cultural influences on our thinking. Topics to be addressed include the political significance of critical thinking, the processes by which ideology gains cultural power, the role of emotion and imagination in both ideology and critical thinking, and the ways that popular culture (e.g., music, videos, and comedy) can serve ideology critique. Readings include works by Kant, Marx, Barthes, and theorists of popular culture, such as Aldous Huxley, Arundhati Roy, and Eduardo Galeano. Theories of ideology and ideology critique will be applied to contemporary social problems. F, S.

**112. Critical Thinking: The Study of Argument (Flynn)**

This course will teach students to identify, structure, and assess arguments. Topics will include assessing informal arguments for cogency, identifying formal and informal fallacies, and a brief introduction to elementary formal logic.

**113. Rock Music and Philosophy (Summer only)**

Rock Music and Philosophy seeks to a) promote student appreciation of rock music's philosophical and artistic merit, b) assist students in identifying and articulation philosophical views, positions and theses in (or at least suggested by) popular music, musicians, and the music industry, c) aid students in thinking critically about those views and theses, d) develop and refine our capacity to view not only rock music, but also other media and art in a philosophical way, e) help students become more astute and careful observers, listeners, interpreters, and consumers of mass art, and f) examine ways in which philosophical issues and problems arising from rock music might inform everyday life.

**211. Ethics (S. Stone-Mediatore)**

A historically oriented study of major ethical theorists in the history of Western philosophy, supplemented with contemporary texts from diverse social and cultural standpoints. Likely topics include the role of emotion in ethical thinking, the historical emergence of the modern market society and the role of moral philosophies in rationalizing and resisting market norms, and the cultural conditions of institutionalized violence in Nazism and Abu Ghraib. Likely authors include Aristotle, Hobbes, Kant, Arendt, and recent theorists such as Elizabeth Spellman and Audre Lorde.

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# Majors and Courses of Instruction

## *Philosophy*

### **250. Environmental Philosophy (S. Stone-Mediatore)**

A study of classic and contemporary environmental theorists and the challenges they have posed to ruling conceptual frameworks, including basic Western conceptions of knowledge, value, and self. Authors will include representative thinkers from American transcendentalism, environmentalist holism, eco-feminism, postmodern environmentalism, and environmental justice. Likely topics include: How can ethical relationships with the natural world throw new light on ethics and humanity more broadly? What remains of the project of preserving nature when we recognize the cultural construction of what we have called “nature”? And how can we pursue environmentalism with sensitivity to both the global reach of environmental problems and the specificity (including class, ethnic, and gender specificity) of our perspective on these problems? Students will also be required to integrate practical environmental work with theoretical analysis.

### **310. Special Topics in Philosophy (Staff)**

A variable-content course devoted to timely and important topics in philosophy not encompassed by other courses. The course might focus on a contemporary ethical issue, a distinct field of philosophy, or the work of a specific philosopher. Topics offered in 2012-2013 include Freedom, Responsibility, and Punishment (Flynn).

### **340. Feminist Philosophy (S. Stone-Mediatore)**

A study of twentieth-century feminist philosophers from across the globe and the challenges that they have posed to basic frameworks of the Western philosophical tradition. Emphasis on the role of feminist analysis in enabling a critical understanding of basic categories of Western thought, including reason, objectivity, identity, and power. Attention will also be paid to tensions within feminist philosophy as well intersections among feminist, socialist, antimilitarist, and postcolonial analysis. Likely authors include Simone de Beauvoir as well as representative thinkers from feminist epistemology, feminist political theory, and transnational feminism.

### **341. Logic (Calef)**

A discussion of informal fallacies and propaganda techniques, traditional formal logic, and symbolic logic through elementary quantification theory. Emphasis in the course is on formal symbolic logic and on the development of skills.

### **343. Philosophy and Science (Flynn)**

A study in two parts of the philosophy of science. The first part concerns natural science’s status as knowledge. What distinguishes scientific knowledge? How are we to understand changes in scientific knowledge? What role do values play in scientific knowledge? Is theory choice determined by evidence? What is the nature of scientific explanation? Is science best understood as an empiricist or a realist enterprise? The second part concerns philosophy of biology more specifically. How does Darwinian theory pass traditional tests demarcating science from pseudo-science? How are we to understand the concepts of adaptation, species, and function in light of Darwinian theory? What, if anything, does Darwinian theory have to tell us about human nature or morality? In investigating these questions, we will read articles by leading scholars in the philosophy of science.

### **345. Philosophy of Religion (Calef)**

An investigation of some of the major philosophical questions and problems generated by eastern and western religious traditions, with emphasis on the latter. The course will focus on the



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# Majors and Courses of Instruction

## *Philosophy*

assessment of religious arguments, the identification of the presuppositions that underlie religious claims, and the analysis of the meaning of religious utterances. Also listed as REL 372.

### **346. History of Ancient Philosophy (Calef)**

Leading philosophers and intellectual currents from the early Greeks to the Roman Period. The major emphasis is on the genesis of western thought among the pre-Socratic philosophers, and its crystallization in the works of Plato and Aristotle.

### **348. History of Modern Philosophy (Calef)**

A study of select philosophers from the modern period (primarily the 17th and 18th centuries), emphasis falls on continental rationalism and British empiricism. The course covers the principal metaphysical and epistemological doctrines of these approaches up to their attempted reconciliation in Kant's critical philosophy.

### **349. Nineteenth Century Philosophy (Flynn)**

A study of major philosophical figures of the 19th century, emphasis falls on the social and moral philosophy of the century. We will pay special attention to the ideals of autonomy and authenticity in modern life, in light of the recession of traditional sources of authority. Figures covered include Hegel, Marx, Kierkegaard, and Nietzsche. 348 strongly recommended as a prerequisite.

### **350. Twentieth Century Philosophy (Flynn)**

A study of philosophical figures and movements of the twentieth century that have proven to shape general trajectories for the future of philosophy. Figures and movements may include logical positivism, early analytic philosophy, pragmatism and neo-pragmatism, Wittgenstein, ordinary language philosophy, Frankfurt School critical theory, phenomenology, Heidegger, and post-structuralism. PHIL 348 or 349 strongly recommended as a prerequisite.

### **351. Philosophy of Law (Flynn)**

A study in three parts of the philosophy of law. First, what is the nature of law and how are we best to understand the law's interpretation by judges? Second, how are principles of political morality, such as liberty, equality, rights, and privacy, actualized in law? Third, what is the nature of responsibility and legal punishment? What, if anything, justifies the practice of legal punishment? In investigating these questions, we will read articles by leading scholars in the philosophy of law and legal studies.

### **354. Social and Political Philosophy (S. Stone-Mediatore)**

A historically oriented and historically grounded study of the political theorists whose work forms the foundations of modern Western political cultures. Emphasis on the ways that these philosophers' conceptions of freedom and democracy responded to sociopolitical conflicts in early modern and modern Europe as well as to the continued influence of their notions of freedom and democracy today. In addition to philosophical texts, readings will include historical accounts (from diverse perspectives) of the social and political transitions that lay the ground for modern Western society, and topics will include the problem of engaging these narratives of modernity critically and reflectively. Likely authors include Thomas More, Hobbes, Locke, and Marx.

### **360. Seminar in Bioethics (Calef)**

This course construes bioethics broadly to encompass medical ethics, biological research, and health-related public policy. Topics covered typically include abortion, infanticide, euthanasia,

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# Majors and Courses of Instruction

## *Philosophy*

medical paternalism, obligations of medical personnel to tell the truth, confidentiality, medical experimentation and informed consent, genetic control, intervention and research, reproductive technology, allocation of medical resources, alternative and complementary therapies, medical capitalism, and the right to health care. F.

### **362. Aesthetics (J. Stone-Mediatore)**

What is beauty? Why does art give us pleasure? How can musical sounds express human emotions? How are the aesthetic, the erotic and the political spheres of human experience interrelated? This course explores these questions and others concerning the production, criticism, and appreciation of the arts. Theorists considered include Plato, Aristotle, Burke, Nietzsche, Langer and Freud. The course also examines many art-works, constantly testing aesthetic theories in light of actual aesthetic experience. Examples considered range from Greek tragedy to Renaissance painting to rock music.

### **369. International Business Ethics (Flynn)**

Major ethical principles and their application to modern business practices are discussed. The course uses case studies to focus on the modern corporation, with special attention to ethical dilemmas arising in the context of international business. Also listed as EMAN 369. S.

### **371. Mathematical Logic (Nunemacher)**

A study of the foundations of mathematics and logical reasoning. Topics include propositional calculus, predicate calculus, properties of formal systems, completeness and compactness theorems, Godel's Incompleteness Theorem, and axiomatic set theory. Some attention will be given to related philosophical issues. Prerequisite: MATH 250. Also listed as MATH 310.

### **391. Seminar in Plato (Calef)**

(Not offered 2011-2012)

Intensive analysis of a number of Plato's dialogues, with special emphasis on the development of Plato's thought, the problems he faced and how he dealt with them at the different stages of his career.

### **490. Independent Research (Staff)**

Study of a particular issue or philosopher initiated and pursued by the student in consultation with the instructor as to topic, bibliography, evaluation of research. F, S.

### **491. Directed Readings (Staff) F, S.**

### **495. Apprenticeship (Staff)**

Internships, practicums and field work that can be linked to philosophical concepts in the form of research papers and reports.

### **499. Senior Research Seminar (Staff)**

This capstone course will require students to rework, expand and substantially improve research begun in a previous philosophy course. In the form of an evolving research paper, students will present their work to the class, revising it in light of collective critique. To receive credit, students must pass a competency examination emphasizing basic skills, complete a research paper that satisfies the course's basic criteria, and make an oral presentation of their research in the following spring semester. This course is required for all philosophy majors. Philosophy minors may enroll with the instructor's consent. F.

# Majors and Courses of Instruction

## *Physics and Astronomy*

### Physics

*Professors Andereck, Harmon, Trees*  
*Associate Professor Haring-Kaye*  
*Assistant Professor Fink*  
*Visiting Assistant Professor Mack*

The Department of Physics and Astronomy offers a flexible program designed to meet the needs of a wide variety of students who are usually interested in one of the following options: (1) preparation for graduate study in physics or astronomy; (2) secondary education; (3) pre-engineering; (4) preparation for graduate school in a field cognate to physics; (5) preparation for professional school in medicine, dentistry, or law; (6) employment in physics- or astronomy-related positions in industry or government. To be accepted by the department as majors, students will normally complete during the freshman year the general physics sequence (110C, 110L, 111C and 111L) and MATH 110 and 111; MATH 210 and 280 are to be completed in the sophomore year. Pre-engineering students must take a year of introductory chemistry (CHEM 110, 111) during their residency at Ohio Wesleyan. Some of these requirements also can be met by transfer of credits, proficiency examinations, or advanced placement. Students whose performance on the PHYS 110 Placement Exam indicates placement in PHYS 280 are eligible to receive credit for PHYS 110C. To receive this credit, students must complete PHYS 110L with a grade of C (not C-) or higher during their first semester at Ohio Wesleyan. (The department may allow a student to postpone the lab until the second year if exceptional circumstances warrant such a decision.) In addition, students who also pass the PHYS 111 placement exam will be given credit for PHYS 111C upon completion of PHYS 110L with the grade of C (not C-) or higher. Students who need or want credit for PHYS 111L must either take the lab for credit or complete PHYS 275 (Electronics I) with a grade of C (not C-) or higher. Students have only one opportunity to earn credit for PHYS 110C (and PHYS 111C) by passing PHYS 110L with a grade of C (not C-) or higher.

### Majors and Minors

**Physics Major:** Minimum course requirements for a physics major and graduate school preparation are listed below. Students interested in graduate school in biophysics, geophysics, oceanography, or other cognate interdisciplinary areas will be counseled on an individual basis regarding additional course selection. Secondary education majors will meet the minimum requirements and normally complete an additional course. Pre-engineering required courses are listed below.

Most students elect additional mathematics or computer science courses dealing with such topics as advanced calculus, linear algebra, applied mathematics, complex variables, computer programming languages, and numerical analysis.

**Pre-Engineering Option:** Students who meet all University graduation requirements including the completion of at least 24 courses (each a full unit course, a 1.25-unit course or two modular 0.50-unit courses in the same department) and maintain at least a 3.00 cumulative grade point average overall and in the major (with exceptions noted below) during residence on campus may transfer to an engineering school at the end of their third year for two more years of study (see Combined Bachelor's/Professional Degrees in the previous chapter of this *Catalog*). Students must also complete the department's assessment exercises before departing Ohio Wesleyan. Upon successful completion of the engineering school program, the student will receive a B.A. in Physics from Ohio Wesleyan and a bachelor of engineering degree from the engineering school. Ohio Wesleyan has cooperative arrangements with the following engineering schools: Case Western Reserve University,

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# Majors and Courses of Instruction

## *Physics and Astronomy*

Rensselaer Polytechnic Institute, Washington University in St. Louis (Washington University requires a grade point average of 3.25 overall and in mathematics and science courses for admission to their program), California Institute of Technology (admission to the Caltech is not automatic for those qualified, but will be determined by that institution), Polytechnic Institute of New York and the New York State College of Ceramics at Alfred University. Not all engineering fields are available at all cooperating engineering schools. In addition, qualified students can usually transfer without difficulty to engineering schools with which Ohio Wesleyan has no formal pre-engineering arrangements. Students are counseled individually in course selection suitable for the engineering field.

A three-year U.S.A. liberal arts residency is required.

**Astrophysics Major:** The astrophysics major is intended to prepare the student for graduate study in astrophysics or in physics, or for employment in the same types of jobs for which a physics major is prepared. The major provides the strong background in physics and mathematics required for a deep understanding of astrophysical phenomena.

Students may not major in both physics and astrophysics, or major in astrophysics and minor in physics. Students may major in physics and minor in astrophysics but not in astronomy.

**Physics Major:** PHYS 110, 111, 275, 280, 310 or 320, 345, 360, 380, 498, 499; MATH 110, 111, 210, 280. Physics graduate school preparation should include the remaining of 310 or 320 and as many of the following as possible: 361, 375, and 381. Recommended: CS 110, MATH 270, 330, 380.

**Pre-Engineering Option:** PHYS 110, 111, 275, 280, 310 or 320, 345 or 375, and one from among 330, 340, 350, 360, 380, 420, or 480; CHEM 110, 111; MATH 110, 111, 210 and 280. Recommended: CS 110, MATH 270, 330, 380. Successful completion of all course work at the engineering school is also a requirement for the B.A. in Physics from Ohio Wesleyan for this option.

**Astrophysics Major:** ASTR 275, 310, 311, 498, 499; PHYS 110, 111, 280, 310 or 320, 360, 380; MATH 110, 111, 210, 280. Astrophysics graduate school preparation should include the remaining of PHYS 310 and 320 and, if possible, PHYS 361 and/or PHYS 381. Recommended: CS 110; MATH 270, 330, 380.

**Physics Minor:** PHYS 110 and 111 or 115 and 116, and a minimum of three physics courses numbered 250 or above.

**Astrophysics Minor:** ASTR 275, 310, 311, and either 260 or 490; PHYS 280.

**Astronomy Minor:** ASTR 110, 111, one from among 260, 330 or 490; PHYS 110 and 111 or 115 and 116; and one additional course numbered 250 or above in astronomy, physics, or geology, to be determined in consultation with the astronomy advisor. Students may not major in physics and minor in astronomy.

**Note:** *No more than one course counted toward a minor may be taken credit/no entry.*

# Majors and Courses of Instruction

## *Physics and Astronomy*

### Secondary Education Licensure

Students interested in teaching high school physics are required to meet physics licensure requirements. The specific requirements are available from the education department. Students with an interest in teaching may wish to create a self-designed major in physical science, in consultation with a faculty member.

### Physics Courses (PHYS)

#### **101. Elementary Physics (1.25 units; Andereck)**

(Not offered 2012-2013.)

Designed especially for students seeking middle childhood licensure in science. The course requires no mathematics beyond elementary algebra and assumes no prior knowledge of physics. Topics covered include motion, energy, waves, sound, light, electricity, magnetism, and heat. The emphasis is on the discovery approach to learning and on material that can be used in an elementary and middle school classroom. Laboratory and lecture/discussion are integrated in three two-hour sessions per week.

#### **110C. General Physics for Physical Science Majors I (Trees)**

The first semester of a two-semester sequence of introductory physics. The topics are classical mechanics and waves. Calculus is used, so the calculus sequence in mathematics should be taken concurrently or prior to the physics sequence. Students may not receive graduation credit for both 110C and 115. Corequisite: 110L and MATH 110. F.

#### **110L. General Physics Laboratory I (0.25 units; Staff)**

Accompanies PHYS 110C. Extends physical concepts presented in the classroom to the laboratory. The student learns practical measurement techniques, instrumentation, and computer interfacing. Corequisite: 110C. F.

#### **111C. General Physics for Physical Science Majors II (Trees)**

Continuation. The topics are thermal physics, electromagnetism, electric circuits, electromagnetic waves, and optics. Prerequisite: 110C, 110L. Students may not receive graduation credit for both 111C and 116. Corequisite: 111L and MATH 111. S.

#### **111L. General Physics Laboratory II (0.25 units; Staff)**

Accompanies PHYS 111C. Extends physical concepts presented in the classroom to the laboratory. The student learns practical measurement techniques, instrumentation, and computer interfacing. Corequisite: 111C. S.

#### **115. Principles of Physics I (1.25 units; Mack)**

The first semester of a two-semester sequence of introductory physics for biological science majors, including pre-professional majors. Topics are classical mechanics, fluids, and thermodynamics. Each course is accompanied by one 3-hour laboratory period per week. Calculus is not required but is recommended; the student should be familiar with algebra, trigonometry, and some analytic geometry. An emphasis in these courses is the application of physical principles in technology and in other areas of science, particularly the biological sciences. Students may not receive graduation credit for both 115 and 110C. F.

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# Majors and Courses of Instruction

## *Physics and Astronomy*

### **116. Principles of Physics II (1.25 units; Fink)**

Continuation. The topics are wave motion, acoustics, electromagnetism including DC circuits, optics, and modern physics. Students may not receive graduation credit for both 116 and 111C. Prerequisite: 115. S.

### **275. Electronics and Instrumentation I (1.25 units; Haring-Kaye)**

Topics include solid-state diodes, bipolar and field-effect transistors, and operational amplifier theory and practice. This is an integrated lecture-laboratory course. Prerequisite: 280 or permission of instructor. S.

### **280. Contemporary Physics (Harmon)**

An intermediate-level course providing the ideas and tools needed for students to study advanced physics. Topics include quantum physics, relativity, Fourier analysis, as well as a selection of topics from among nuclear decay, scattering theory, wave theory, chaos, and other topics of interest in contemporary physics. Prerequisite: 111 or permission of instructor. Corequisite: MATH 111. F.

### **310. Mechanics (Mack)**

(Alternate years. Offered 2012-2013.)

Topics include the classical mechanics of particles and extended matter (central forces, scattering, oscillations, rotational motion) as well as more advanced Hamiltonian and Lagrangian methods. Prerequisite: 280 or permission of instructor.

### **320. Thermal and Statistical Physics (Staff)**

(Alternate years. Not offered 2012-2013.)

An intensive review of classical thermodynamics, including phase equilibria, thermodynamic potentials, and classical theory of phase transitions. An introduction to statistical physics from the quantum-mechanical approach; topics include canonical and grand canonical ensembles, partition functions, and the theory of quantum ideal gases. The theory is applied to cavity radiation, heat capacity of solids, the behavior of electrons in metals, and semiconductor physics. Prerequisite: 280 or permission of instructor. Recommended: MATH 280.

### **345. Advanced Physics Lab (1.25 units; Haring-Kaye)**

A junior/senior-level laboratory designed to give students experience in independent research in experimental physics. Experiments include topics of both historic and contemporary interest. Strong emphasis is given to statistical analysis of data, error analysis, interpretation of measurements, techniques of measurement, and experimental design. Computer control of apparatus and computational analysis are also emphasized. Prerequisite: 275 or permission of instructor. Recommended: CS 110.

### **360. Electromagnetic Theory (Staff)**

(Alternate years. Not offered 2012-2013.)

Topics include electrostatics, magnetostatics, induced electromotive forces, Ampere's law, Maxwell's equations in free space and in electric and magnetic materials, and electromagnetic waves. Vector calculus is used throughout. Prerequisites: 280, MATH 280. Corequisite: MATH 210.

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# Majors and Courses of Instruction

## *Physics and Astronomy*

### **361. Optics (Staff)**

(Offered as needed.)

Topics include superposition of waves, diffraction, interference, polarization, Fourier and contemporary optics. Prerequisite: 360 or permission of instructor.

### **375. Electronics and Instrumentation II (1.25 units; Haring-Kaye)**

(Offered as needed.)

Continuation at a more advanced level. Topics include analog-to-digital and digital-to-analog conversion, data communications concepts, microprocessors, integrated circuits and their use in interfacing with scientific equipment. These topics are integrated as part of the construction of a working microprocessor. This is an integrated lecture-laboratory course. Prerequisite: 275.

### **380. Quantum Mechanics I (Harmon)**

(Alternate years. Offered 2012-2013.)

Topics include Schrödinger's equation and its solution for the free particle, wells, steps, barriers, the harmonic oscillator and the hydrogen atom. Prerequisites: 280, MATH 280. (MATH 270 is helpful.) Corequisite: MATH 210.

### **381. Quantum Mechanics II (Staff)**

(Offered as needed.)

Continuation at a more advanced level. Topics include multi-electron atoms, properties of solids, nuclear models and reactions, and particle physics. Prerequisite: 380.

### **490. Independent Study (Staff)**

For students who wish to pursue topics in physics not covered in regular courses.

### **491. Directed Readings (Staff)**

### **498. Physics Seminar (0.5 unit; Staff)**

Required of all junior four-year majors. Open to interested pre-engineering students. Students will read journal articles, present talks, attend seminars presented by external and internal speakers in the department, and consult with faculty to determine an advisor and a topic for the senior research project (PHYS 499). Also listed as ASTR 498. S.

### **499. Research (0.5 unit; Staff)**

Required of all senior four-year majors. Students will investigate a problem selected at the end of the junior year (PHYS 498) in consultation with a faculty member. Must be taken both semesters of the senior year. A senior thesis and a talk describing the project are required. Also listed as ASTR 499. F, S.

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# Majors and Courses of Instruction

## *Physics and Astronomy*

### Astronomy Courses (ASTR)

**110. Elementary Astronomy (Staff)**

The sky and celestial motions. History of astronomy from ancient civilizations through Newton. Survey of the solar system.

**111. The Astronomical Universe (Harmon)**

The stars, their properties, classification, and evolution. Galaxies, quasars, and cosmology.

**260. Cosmology (Mack)**

(Offered as needed. Offered 2012-2013.)

A study of historical and modern theories of the origin of the universe. The emerging picture of the early universe due to improved observations and the theories proposed to explain them will be explored. Prerequisite: ASTR 111 or permission of instructor.

**275. Observational Astronomy Laboratory (1.25 units; Harmon)**

(Not offered 2012-2013.)

An integrated lecture and laboratory course covering the techniques of observational astronomy. Topics covered in the lectures include celestial coordinates, spherical trigonometry, the mathematics of image processing, and the theory behind various astronomical instruments and detectors. Laboratory sessions will be conducted at Perkins Observatory, and will introduce the student to astronomical CCD imaging, photometry, and spectroscopy. Prerequisite: PHYS 280.

**310. Astrophysics I (Harmon)**

(Alternate years. Offered 2012-2013.)

The first in a two-course survey of modern astronomy and astrophysics intended for junior- and senior-level students majoring in physics or astrophysics. Topics include celestial mechanics, the interstellar medium, stellar atmospheres and interiors, star formation and evolution, white dwarfs, neutron stars, and black holes. Prerequisite: PHYS 280. Corequisite: MATH 210.

**311. Astrophysics II (Harmon)**

(Alternate years. Not offered 2012-2013.)

Continuation. Topics include galaxy structure and evolution, large-scale structure and cosmology. Prerequisite: 310.

**490. Independent Study (Staff)**

For students who wish to pursue topics in astronomy not covered in regular courses.

**491. Directed Readings (Staff)**

**498. Astrophysics Seminar (0.5 unit; Staff)**

Cross-listed as PHYS 498; for the description see the listing for that course. S.

**499. Research (0.5 unit; Staff)**

Cross-listed as PHYS 499; for the description see the listing for that course. F, S.



# Majors and Courses of Instruction

## *Planetary Science*

### Planetary Science

*Faculty Committee: Karen Fryer (Geology), Bart Martin (Geology), Barbara Andereck (Physics & Astronomy), Robert Harmon (Physics & Astronomy).*

Planetary Science is the study of the nature, formation and evolution of planets and other non-stellar celestial bodies, including dwarf planets, satellites, asteroids and comets. The Apollo lunar landings and robotic planetary missions have revolutionized the field by enabling comparative planetology, in which researchers compare and contrast the geological, physical, and chemical processes observed on Earth with those observed on the other terrestrial planets and moons. Thus, the Planetary Science Major is rooted in courses that cover central geoscience processes and techniques, and encompasses a broad scientific approach including astronomy, physics and chemistry. The student undertakes focused, in-depth study of planets and other small celestial bodies through directed readings and independent research.

### Major

Thirteen unit courses are required as follows:

Core Courses:

**Astronomy — ASTR 110;**

**Chemistry — CHEM 110;**

**Geology — GEOL 110, 111 (0.25 unit course), 280, 345;**

**Physics — PHYS 115, 116 (or 110, 111)**

Choices (1 from each group):

**GEOG 353 or 355;**

**GEOL 285 or 340;**

**GEOL 290 or 310 or 330;**

**ASTR 275 or GEOG 375**

Individual work: 1.0 unit of directed readings as either ASTR 491 or GEOL 491; a minimum of 1.0 unit of research as either ASTR 499 or GEOL 490. The Directed Readings and Research courses must focus on an aspect of planetary science.

A minimum of two ASTR courses must be included in the major (ASTR 110 plus a minimum of 1 unit selected from among 275, 491, and 499).

Please discuss your specific interests within planetary science with any of the Planetary Science advisors to help make your selections and plan for your individual readings and research components.

The following additional courses are strongly recommended for students who intend to pursue graduate study in planetary science: CHEM 111, MATH 110 and 111, PHYS 110 and 111 (in place of PHYS 115 and PHYS 116).

# Majors and Courses of Instruction

## *Politics and Government*

### **Politics and Government**

*Professors Esler, Kay, Louthan, McLean*  
*Associate Professor J. Franklin*  
*Assistant Professor A. Biser, J. Choi*

To foster both breadth and depth of knowledge, the department has designed a special core curriculum for politics and government majors. Among the total of 10-13 departmental courses, the student selects at least one from each of five areas: American public affairs; political behavior; international affairs; comparative politics and government; and political theory. Working closely with a faculty advisor, the student selects in each area the courses best suited to his or her particular interests and career goals. The department offers a five-course minor as well.

In order to declare a politics and government major, a student must have either a) a 2.5 cumulative University grade point average, or b) a 2.0 cumulative University grade point average and have earned a B in one course in the department.

### **Major and Minor**

**Major.** The major must complete 10-13 courses in the department consisting of either 110 or 111 but not both, 279, 499 and one course in each of the following areas: (I) American Public Affairs (350, 351, 352, 353, 354, 355, 356 or 357); (II) Political Behavior (260, 261, 270, 280, 358); (III) International Affairs (300.1, 300.32, 360, 361, 362, 363); (IV) Comparative Government and Politics (344, 346, 347, 348, 349); and (V) Political Theory (371, 372, 373, 374).

**Minor.** The minor must complete five courses in the department consisting of either 110 or 111 but not both, and one course from four of the five areas above. One of these four must be in the area of Political Theory. Conduct of Political Inquiry, PG 279, can be taken to fulfill the Political Behavior area for the minor.

Courses in the major or the minor, should not be taken credit/no entry. All upper-level courses are numbered in groups according to the area or topic. The numbers bear no relationship to the difficulty of the course work.

### **Courses**

#### **110. Politics and Government (Biser, Choi)**

An introduction to systematic, comparative, and theoretical analysis of politics and government, including such considerations as: scope and methods of the discipline, the nature of politics and government, foundation political theories, constitutionalism, public opinion, representation, political behavior, political institutions, and international relations. F, S.

#### **111. American National Government (Esler, Louthan)**

A comprehensive introduction to the American political system. Political foundations, the Declaration of Independence, and the Federal Constitution period; Federalist, pluralist, and democratic foundations of the American political style, political parties, the electoral system; pressure groups and public opinion; the Congress and the legislative-representative function; the contemporary presidency and the executive branch; the Supreme Court and judicial politics. The course also examines the policy-making process generally with reference to current political and governmental issues both throughout and at the conclusion of the course. F, S.

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# Majors and Courses of Instruction

## *Politics and Government*

### **210. Global Issues (Choi, Kay)**

Students in Global Issues will examine the evolving dynamics of the international system at an introductory level. This discussion focuses on facilitating international governance and cooperation relative to major contemporary international issues. The class examines the positive effects and challenges posed by the new distribution of power in the international system. Finally, we consider the quest for international peace and security. We will use these three major issue areas to introduce some of the critical issues facing a new generation of political science and global civic engagement. E, S.

### **211. Comparative Political Issues (J. Franklin)**

(Not offered 2012-2013)

A general comparative overview of the world's political systems. This overview consists of two parts. First, students will assess how countries differ in terms of their political systems, governmental structures, patterns of political behavior, political culture, and patterns of political change. Second, the class will examine attempts to conceptualize and explain such differences. Rather than proceeding country-by-country, this course is organized around topics that are central to the field of comparative politics. However, students will gain some country-specific knowledge. Diversity.

### **260. Equality and American Politics (McLean)**

An examination of the pursuit of political equality in the United States. The course focuses primarily upon the post-1945 experiences of several groups: women, African Americans, Hispanics and, more recently, to a lesser extent upon the efforts by gays and lesbians, Asian Americans, and Native Americans. A thorough examination is undertaken of (a) the place of equality in the U.S. political ideology and beliefs; and (b) the various strategic environments and the choices made by these groups and their elites to obtain their respective objectives. Diversity. E.

### **261. American Politics and the Mass Media (McLean)**

Examines how American politics is affected by the mass media in such areas as political participation, campaign politics, and public policy. Explores how new technologies help shape the role the media play in the relationship between citizens and government. Special emphasis is placed on understanding how political institutions and interest groups interact with the mass media. S.

### **270. Contemporary American Political Issues (Louthan)**

(Not offered 2012-2013)

A systematic introduction to and analysis of selected contemporary American public policy issues. The topics selected will vary from semester to semester. The foci are on the politics of agenda setting, problem and issue definition, policy formulation, policy adoption, policy implementation, and policy evaluation. The roles of elected officials, government institutions, and interest groups will be examined. Among the broad policy areas from which topics will be selected are: budget and taxation, health care, education, abortion, gun control, Social Security, social welfare, energy, tobacco control, and criminal justice issues.

### **279. The Conduct of Political Inquiry (McLean, J. Franklin)**

An overview of the political science discipline focusing on definitions of the discipline, epistemologies of the discipline, the function of concepts and concept-building, modes of advancing and verifying theoretical propositions, and techniques used to provide data out of which theoretical propositions are constructed. Through these foci, a series of themes emerges: the interrelationship

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# Majors and Courses of Instruction

## *Politics and Government*

between subject matter and method, the consequently changing character of the discipline, the scientific aspects of political science, the role of creativity in advancement of the discipline, and the essential task of theory-building. F, S.

### **280. Environmental Politics (Staff)**

(Not offered 2012-2013)

This course focuses upon environmental policies. It concentrates upon the interrelated matters of how environmental matters become, and are shaped as, political issues, the extent to which they do so, how environmental issues become a part of the political agenda, the political economy cleavage lines associated with environmental political issues, the institutional factors involved in making environmental policies, and the nature of the feedback process across time in environmental politics. While the majority of attention is on environmental politics and policies in the context of U.S. politics, selected examination will cover international and comparative materials.

### **300.1 Globalization – Structures, Processes, and Issues (Choi)**

Globalization has emerged as one of the hot topics today and it is affecting nearly every aspect of our lives. This course is intended to introduce the various aspects of globalization to students in systematic and in-depth ways. In this course, we will examine basic questions and debates on globalization and related ideologies and processes. The course also addresses various forms of globalization (political, economic, cultural, ecological, etc.) and related issues. Lastly, resistance to and the futures of globalization are discussed. F.

### **300.32. International Political Economy (Choi)**

This course is an upper-level course on International Political Economy (IPE), one of the significant subfields in the study of International Relations (IR). In this course, we explore the inevitable tensions and interactions between politics (the state) and the economy (the market) in the context of the study of IR. Among the specific issues to be addressed are the history and major theoretical perspectives of IPE; the politics of international trade and finance; the political outcomes of economic globalization; and the origins and prospects of regionalism. S.

### **344. Comparative Political Topics: Democratization (J. Franklin)**

This course will focus on the causes and challenges of establishing and consolidating democracy. We will cover the countries that have established democracy in the post-World War II period, with emphasis on the most recent wave of democratization starting in the 1970s. Therefore, the course will cover mostly developing countries, rather than the advanced industrialized democracies in Western Europe and North America. Students will become experts on a particular country, reporting on how it progressed through the various phases of democratization, and putting its experience in the context of theories of democratization and democratic consolidation. Diversity. S.

### **346. Comparative Politics: Europe (Kay)**

(Not offered 2012-2013)

The European continent has seen stark divisions as well as unprecedented convergence since World War II. This course examines the political systems of Europe, as well as the ongoing trends of democratization and European integration through the European Union. We will explore differences between Western and Eastern Europe as well as the growing convergence between the two regions. Special attention will be paid to particular countries, but the organization of the course is primarily topical rather than country by country.

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# Majors and Courses of Instruction

## *Politics and Government*

### **347. Comparative Political Topics: Protest and Violence (J. Franklin)**

(Not offered 2012-2013)

Some of the most dramatic and politically important events in the modern world are people's participation in activities that directly challenge the government. This course will examine the variety of contentious actions that people participate in, ranging from peaceful protests to revolutions and other major episodes of political violence. Geographically, we will consider protest and political violence ranging from Latin America and other developing regions to post-industrial democracies such as the United States. We will also address three important analytical issues. First, we will analyze why people take the often risky step of opposing authority, and why people in other situations fail to resist. Second, we will examine why some movements and challenges are successful while others fail. Finally, we will address the government's responses to such challenges, considering the role of democracy and the international human rights network in shaping these responses. Diversity.

### **348. Comparative Politics: Latin America (J. Franklin)**

This course examines the political systems, social groupings and economic development of Latin America. It will examine the numerous differences in the countries of the region, while keeping in focus the common characteristics that unite them. The class will discuss who the important political actors are and the various "rules of the game" for governing. The class will also discuss the role of the military in politics, political instability and revolution, competing approaches to economic development, the wave of democratization that has swept the region, and the characteristics and prospects of these emerging democracies. Students will have the opportunity to become knowledgeable about particular countries in Latin America, while also gaining a broader perspective of common problems and issues facing the region. Diversity. S.

### **349. Comparative Politics: Asia (Choi)**

This course is designed to introduce East Asia to students. The first part of this course covers the history, politics, economy, and society of China, Japan, and Korea, the three most important countries in East Asia. The second part examines the history and politics of East Asian regionalism with a specific focus on ASEAN + 3 and various foreign policy issues including the role of the U.S. in the region. This course is open to any students who are interested in East Asia and there are no prerequisites for taking it. F.

### **350. Judicial Process and Policy-Making (Esler)**

An analysis of law and courts. Basic types, functions and determinants of law as well as major issues in jurisprudence. Organization and basic functions of American courts and theories of judicial decision making. The role of trial courts in criminal and civil procedures and the role of appellate courts in overseeing the activities of trial courts. The impact and role of courts in American politics. Particular focus on the roles of judges, attorneys, prosecutors, juries, police and interest groups in the judicial process. Prerequisite: 110, 111, or permission of instructor for underclassmen; open to upperclassmen without prerequisite. F.

### **351. American Constitutional Law (Louthan)**

Analysis of the U.S. Constitution and the role of the Supreme Court in interpreting it. Analysis of the historical context in which the Constitution was created, the text of the Constitution and the intentions of its authors, and controversies over its ratification. Analysis of the role of the Supreme

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# Majors and Courses of Instruction

## *Politics and Government*

Court and the methods it uses to interpret the Constitution's meaning. Most extensively, analysis of Supreme Court decisions in leading cases involving judicial, congressional, and presidential power, federalism, government regulation of the economy, and civil rights and liberties. Prerequisite: Sophomores, juniors, and seniors only. 350 recommended as a prerequisite. S.

### **352. Civil Rights and Liberties (Esler)**

The role of the law and courts in promoting freedom and equality. Initial focus on the meaning of and issues related to the values of freedom, equality, and democracy. The focus then shifts to the Supreme Court's interpretation of selected provisions of the Bill of Rights and the Fourteenth Amendment. Specific topics include the incorporation doctrine, freedom of speech and religion, privacy, racial equality, gender equality, political and economic equality, and criminal defendant rights. Legal and political dimensions of these decisions will be given special attention. Prerequisite: 110, 111 or permission of the instructor. 351 is recommended as a prerequisite. S.

### **353. Congress and Legislative Process (McLean)**

The politics and public policy aspects of the national legislative branch of American government. The course examines the contemporary legislative and representative process including the committee system and seniority, party leadership, relations with the President and the Supreme Court, and relations with constituents and lobbyists. S.

### **354. The American Presidency (McLean)**

(Not offered 2012-2013)

The nature and role of the American presidency. The historical development of the presidency is examined to lay the foundation for discussions of the sources of presidential power, the constitutional basis of the presidency, the role of the Executive Office and the bureaucracy. The relationship of the presidency and Congress and the problems of public policy making are reviewed. The course concludes with discussion of the politics of modern presidencies.

### **355. American Federalism and Public Policy (Staff)**

The relationship between public policymaking and the American federal system is explored from many vantage points. Emphasis is placed on the roles of local, state, and federal agencies in the operation of complex government programs in such policy areas as the environment, transportation, health care, social welfare, and education. The course also includes an examination of the major state and local government institutions (e.g., legislatures, governorships, municipalities). The political and governmental differences between inner cities, suburbia, and rural areas are frequently examined. F.

### **356. Public Administration (Staff)**

Examines the similarities and differences between public and private administrative organizations; the importance of the social, economic, cultural, and political environments within which federal government agencies operate; and the public policymaking processes in which federal administrative agencies are involved. Organization theories, personnel administration, decision-making theories, and budgeting are also discussed. The course focuses on all of these elements through discussion of case studies on the careers of prominent American public administrators and on significant events and issues in recent years in U.S. public administration. S.

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# Majors and Courses of Instruction

## *Politics and Government*

### **357. The United States Supreme Court: Current and Future (Louthan)**

(Not offered 2012-2013)

This course will focus on the United States Supreme Court as a political institution, with heavy emphasis on the current Court (with projections about future Courts). Topics include: the role of the Court in the judicial and political systems, Court participants (e.g., Justices, litigants, lawyers, supporting personnel, interest groups, etc.), Court processes (agenda-setting, scheduling, arguments, conferences, opinion writing, etc.) and judicial method (with emphasis on the styles associated with current Justices (e.g., originalists, textualists, fundamentalists, traditionalists, pragmatists, libertarians, deferentialists, etc.) including the role in judicial method of “activism” versus “restraint,” the “living constitution” versus “constitution in exile,” “super-precedent,” change and continuity, and revolution and stability. This is a course on the Court, not on constitutional law. To the extent that legal issues are used as examples, they will be drawn almost exclusively from either the current agenda (e.g., abortion, affirmative action, death penalty, federalism, gun control, physician-assisted suicide, school prayer, and other religious observances, etc.) or possible future dockets (e.g., brain-scanning in criminal cases, data-mining computer programming and terrorism prevention, digital rights and intellectual property, reproductive cloning and genetic screening, etc.). Course format will be evenly divided between lecture and seminar. Prerequisite: Either PG 351 or 352 or permission of instructor.

### **358. Political Parties (Staff)**

Examines the historical development of the American party system, the trends within the parties and the party system since WWII, and the role of political parties in the most recent Presidential and Congressional elections. Emphasis is placed on the role of party identification in citizen voting behavior and the relationship between the party system and the social, economic, and cultural issues in American society. The relationship of interest groups to political parties is examined. The impact of new technologies (e.g., television) on political campaigns and the role of the parties is also analyzed. F.

### **360. International Politics (Choi, Kay)**

International politics from the point of view of the international system and the nation-state. Topics include introduction to the major theoretical concepts of international relations, security studies, international political economy, and contemporary global politics. Consideration is given to both the history of international politics and using theoretical concepts to assess current and future global trends. F, S.

### **361. American Foreign Policy (Kay)**

An overview of the domestic and international sources of American foreign policy. This course provides a detailed overview of the historical legacy of previous international experiences that shape contemporary foreign policy decision-making. Detailed study is given to the political and constitutional setting of foreign policymaking in Washington D.C., the bureaucratic role of institutions like the Department of State and Department of Defense, and the range of policy options available to decision-makers. Students examine the range of long-term strategic choices available to the United States as it continues to struggle with its post-Cold War grand strategy. F.

### **362. International Organizations (Kay)**

Development of international organizations and the roles they perform in the context of expanding globalization of international relations. The course details the theoretical premises behind

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# Majors and Courses of Instruction

## *Politics and Government*

international organizations and places their historical development in that context. Specific case studies include the role of the United Nations and NATO. Issue areas of contemporary international organizations include international economic policy, environmental policy, human rights, peacekeeping, and arms control. New concepts of international organization such as the role of the Internet and grassroots movements in the context of the evolving state system are addressed. S.

### **363. Human Rights in International Perspective (J. Franklin)**

(Not offered 2012-2013)

An examination of the development of the international law of human rights by international organizations since 1945; Western and other important perspectives on human rights; and U.S. foreign policy with respect to civil, political, and economic and social human rights. Case studies of major human rights violations throughout the world and international reactions to those violations will constitute a major part of the seminar. Diversity.

### **371. Classical Issues in Political Theory (Biser)**

This is a course in the history of political thought. It focuses on selected writer from Plato to Aristotle, Machiavelli, Locke, Hobbes, Marx, Mill, Arendt and others. It examines classical political questions, such as what citizens owe the state and when they can or should rebel against it. How should polities be organized so as to further the goals of freedom and equality? Each of the thinkers discussed has made a significant contribution to the tradition of western political theory; however, the course also examines the way that these classical thinkers have excluded certain people (women, racial and ethnic minorities, etc.) from their conceptions of politics. F.

### **372. Democracy and its Critics (Biser)**

This course is an examination of both classical and contemporary debates about democracy. What does it mean to be democratic? How does our modern conception of democracy differ from that of the Ancients? What are the dangers inherent in a democratic system? How easily can such a system be exported? In this course, we analyze the various conceptions of and justifications for democracy paying particular attention to the contemporary challenges that democracies face in the light of the rise of globalization. S.

### **373. American Political Thought and Politics (Biser)**

This course examines the sources and nature of American political thought, tracing its origins to the religious traditions of early settlers, as well as classical liberal and republican theory. Emphasis is on the character of American ideology and democracy, the relationship between religion and politics, as well as contemporary critiques of the American political system. F.

### **374. Political Theory, Science and Technology (Biser)**

In the last one hundred years, rapid advances in science and technology have fundamentally transformed the world in which we live. For some thinkers, these advances promise a better future, one in which human beings might live happier, healthier and more productive lives. Others, however, see modern science and technology as in tension with the values of democracy. How, these latter thinkers ask, is freedom realized in contemporary society? In what ways are science, rationality and technology tools for domination? For emancipation? This course examines the complex relationship between science, technology and politics from the perspective of political theorists such as Herbert Marcuse, Hannah Arendt, and Michel Foucault, as well as more recent theorists such



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# Majors and Courses of Instruction

*Politics and Government*

*Pre-Theology*

*Pre-Law*

as Donna Haraway and Bruno Latour. It pays particular attention to the question of how scientific and technological change can be open to democratic participation. S.

**490. Independent Study (Staff)**

**491. Directed Readings (Staff)**

**495. Apprenticeship (Staff)**

**499. Senior Seminar (Choi, Esler, Louthan)**

- A. Readings, presentations, discussions, and papers on the history, theories, and issues of international or global relations with emphasis on international security and global political economy. (Choi) S.
- B. Readings, discussions and papers on the impact of American political institutions on contemporary political issues. (Esler) S.
- C. Readings, discussions, projects, and papers on political, institutional and constitutional reform in American national government. (Louthan) F.

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## Pre-Theology

See the program and major requirements listed under Religion.

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## Pre-Law Major

*Advisors — Dr. Esler and Dr. Louthan, Politics and Government; Dr. Terzian, History*

Law schools do not require one specific major for admission. They do seek evidence of a rich, liberal arts education, expecting students to have developed their skills in three major areas: comprehension and expression in words; critical understanding of the human institutions and values with which the law deals; and creative power in thinking. Among the options available to Ohio Wesleyan's pre-law students are traditional majors such as history, English, economics, and politics and government, as well as supplementary course work to help them prepare for the Law School Admission Test.

Ohio Wesleyan students also may select an interdepartmental pre-law major. Students who major in pre-law must complete a second major in a traditional course of study. For the pre-law major, a core of appropriate courses is outlined in English, philosophy, history, economics, and politics and government. Seven other courses complete the major: these are chosen with an eye toward breadth and depth of preparation (no more than three may be taken in one department) and after careful consultation with the student's advisor. The list of courses from which to choose electives includes those courses most helpful in the past to students going on to study law.

**Core Courses:** Any Economics course; any upper-level British or American Literature course; PHIL 341; PHIL 112; PG 350 or 351; and any upper-level American or British History course.

**Electives:** seven courses from among ACCT 341, 342; ECON 255, 354, 372; ENG 336, 338; HIST 355, 370A, 370B, 371, 378; MATH 105, 110, 111, 230; PHIL 233, 351; PG 300.29, 352, 353, 356, 358, 371, 373; PSYC 300.5, 322; SOAN 356, 359. No more than three may be taken in one department.

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# Majors and Courses of Instruction

## *Pre-Medicine*

### *Pre-Veterinary Medicine*

A general description of Ohio Wesleyan's pre-professional programs appears in the earlier chapter of this *Catalog*, Degrees and Special Programs.

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#### **Pre-Medicine/ Pre-Dentistry Major**

*Pre-Medical/Dental Advisor — Dr. Gatz, Zoology*

The pre-medicine/pre-dentistry major includes those courses normally required for admission to colleges of medicine and dentistry, as well as correlative courses providing a broad background in the natural sciences. Students should consult the pre-medical/dental advisor early in their college careers for the admissions requirements of specific medical or dental schools. Courses for this major may not be taken on a credit/no entry basis. A general description of Ohio Wesleyan's pre-professional programs appears in the previous chapter of this *Catalog*, Degrees and Special Programs.

This major is best suited for students wishing to combine it with a second major. In contrast, those students pursuing a single major are encouraged to obtain a regular departmental major in botany-microbiology, chemistry, zoology, or some other area.

For those wishing to take either the Medical College Admission Test or the Dental Admission Test in the spring of their junior year, scheduling is critical. Such students should include the following courses in their schedules the first three years:

*Freshman Year:* introductory chemistry and mathematics and/or biology

*Sophomore Year:* organic chemistry and biology

*Junior Year:* introductory physics, biochemistry, and at least one upper-level biology course.

Currently less than half of entering medical students come directly from undergraduate schools, so these courses can be spread over four years for students planning to take a bridge year. Students should work closely with their advisors and Dr. Gatz to ensure that their sequence of courses will prepare them both for the admissions tests and for professional school.

**Core Courses:** CHEM 110, 111, 260, 261, and 340; MATH 110 (230 also strongly recommended); PHYS 110, 111 or PHYS 115, 116; BOMI/ZOOL 120; two of the following: BOMI 280; BOMI/ZOOL 271, 351, 356; ZOOL 325, 331, 333; and one additional upper-level course, preferably with a laboratory, in one of the core science areas. Independent research or a summer research experience is recommended.

**Other Suggested Courses:** CHEM 341; ENG 260, 265, 310; MATH 111; PSYC 110, 310, 343, 344, 410; SOAN 110, 347.

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#### **Pre-Veterinary Medicine**

*Pre-Veterinary Advisor — Dr. Carreno, Zoology*

Requirements imposed by the nation's 28 veterinary schools are generally more variable and more extensive than those required by schools of human medicine and dentistry. Most students will be

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## Majors and Courses of Instruction

*Pre-Veterinary Medicine*

*Pre-Public Administration*

best served by choosing a major in pre-professional zoology rather than the interdepartmental pre-medicine/dentistry major. It is essential that interested students contact the pre-veterinary advisor during the freshman or sophomore year so that course sequences can be tailored to the intended veterinary school's requirements. In addition to course selection, students need to plan to prepare for the MCAT or the Graduate Record Examination taken in the junior or senior year, and to gain experience working with animals.

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### **Pre-Public Administration Major**

*Advisor — Dr. J. Franklin, Politics and Government*

The pre-public administration major prepares students for graduate work which leads to a master's or doctoral degree in the field. Graduate work also may lead to a career in local, state, national, or international administration in such fields as planning, organization, personnel, finance, and communication. This is normally a four-year interdepartmental major. Students who major in pre-public administration must complete a second major in a traditional course of study. A general description of Ohio Wesleyan's pre-professional programs appears in the previous chapter of this *Catalog*, Degrees and Special Programs.

**Required Courses:** ACCT 217; ECON 255; GEOG 345 or 370; MATH 105 or 230; PG 111, 346, 350 or 351, 354, 355, 356; PSYC 110, 252; SOAN 352.

**Electives:** one semester of apprenticeship taken in the spring of the junior year or fall of the senior year; PHIL 341.

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# Majors and Courses of Instruction

## *Psychology*

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### Psychology

*Professors Freeman, Hall, Leavy, Robbins*

*Associate Professors DiLillo, Smith*

*Assistant Professors Brandt, Bunnell, Yates*

The department provides a broad spectrum of courses in psychology useful to both the general student and those students who are interested in pursuing graduate or professional training. Although the overall emphasis of the department is to provide students a broad background in the scientific aspects of the discipline, students also acquire skills necessary to apply that knowledge. Students can focus their study on one or several areas of psychology ranging from the social and intellectual development of the person to the prevention and treatment of chemical dependency, from operant and Pavlovian analyses of animal behavior to computer models of human thought processes, from the microscopic analysis of brain circuits to the mechanisms of long-term memory, from the behaviors of persons in isolation to group behavior in organizations, from the biological bases of visual perception to the therapeutic means of treating people with schizophrenia. One-on-one work with a faculty member is strongly encouraged for each major, either in empirical research or clinical experience.

With a few exceptions, courses in Psychology are categorized into three tiers. As the prerequisite for all other psychology courses, Introduction to Psychology (PSYC 110) is the only course in Tier 1. Students must complete Introduction to Psychology with a C- or better grade to be eligible to enroll in Tier 2 courses. The following seven courses comprise Tier 2:

- PSYC 252 Social Psychology
- PSYC 255 Clinical Neuroscience
- PSYC 258 Psychology and the Law
- PSYC 262 Health Psychology
- PSYC 264 Organizational Behavior (also listed as EMAN 264)
- PSYC 282 Adolescent Psychology
- PSYC 284 Psychological Adjustment

One freshman honors tutorial may count as a Tier 2 course, but two tutorials cannot complete the requirement. All other psychology courses except for Quantitative Methods (PSYC 210), Advanced Quantitative Methods (PSYC 420), Research Methods (PSYC 310), Advanced Research Methods (PSYC 410), Independent Study (PSYC 490), Directed Readings (PSYC 491), and Apprenticeship (PSYC 495) are categorized as Tier 3 courses. The prerequisite for taking a Tier 3 course is successful completion of two Tier 2 courses.

### Major and Minor

**Major: a minimum of nine units of credit in psychology.** The major consists of three core courses: Introduction to Psychology (PSYC 110), Quantitative Methods (PSYC 210), and Research Methods (PSYC 310). In order to enroll in Quantitative Methods, students must successfully complete PSYC 110 and one additional psychology course in Tier 2. A minimum of 6 additional elective units of credit in the department are required with at least one unit of credit from each of categories A through E listed below. The remaining unit(s) can be from any category. Credit/no entry courses will not count toward the major.

# Majors and Courses of Instruction

## *Psychology*

**Minor: two tracks are available.** (1) **Research emphasis:** a minimum of five units of credit in psychology including PSYC 110, 210, and 310 and at least two unit content courses from Tier 2. (2) **General emphasis:** a minimum of five units in psychology including PSYC 110 and at least two units from categories A and/or B and two units from categories C, D, and/or E listed below. Only two of the four content courses may be from Tier 2. Credit/no entry courses will not count toward the minor.

Students should consult with their academic advisor or the department regarding specific electives within psychology and elsewhere that might best complement their post-graduate career goals.

### **A. Neuroscience**

- 255 Clinical Neuroscience
- 343 Physiological Psychology
- 344 Laboratory in Physiol. Psych. (1.4 unit)
- 345 Psychopharmacology
- 346 Sensation and Perception
- 374 Topics in Neuroscience

### **C. Psychology Across the Lifespan**

- 233 Lifespan Development
- 282 Adolescent Psychology
- 333 Child Psychology
- 336 Psychology of Physically and Behaviorally Impaired Children
- 348 Maturity and Aging

### **E. Psychological Health**

- 262 Health Psychology
- 284 Psychological Adjustment
- 322 Abnormal Behavior
- 326 Psychological, Behavioral and Social Issues in Public Health
- 327 Counseling and Psychotherapy

### **B. Thinking and Adaptive Behavior**

- 265 Behavior Modification
- 363 Learning
- 364 Cognitive Psychology

### **D. Social Aspects**

- 252 Social Psychology
- 258 Psychology and the Law
- 264 Organizational Behavior
- 321 Personality and Assessment
- 323 Community Psychology
- 337 Human Sexuality
- 452 Social Cognition

### **F. Advanced Studies**

- 410 Advanced Research Methods
- 420 Advanced Quantitative Methods
- 430 Psych. Issues: Past and Present
- 490 Independent Study
- 491 Directed Readings
- 495 Apprenticeship

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# Majors and Courses of Instruction

## *Psychology*

### **110. Introduction to Psychology (Staff)**

Survey of the different approaches within psychology that seek to describe, predict, and explain both human and animal behavior. Specific areas covered include history and research methodologies, development, the brain and nervous system, sensation and perception, learning and memory, motivation and emotion, personality, stress and coping, behavior disorders and their treatment, and social behavior. F, S. Tier 1 course.

### **210. Quantitative Methods (Brandt, Hall)**

The evaluation and interpretation of quantitative data in the behavioral sciences. Descriptive, correlational, and inferential techniques are discussed. Laboratory exercises employing statistical software are used to demonstrate applications of course material. Students may not receive credit for this course and MATH 105, 230, or 360. Prerequisite: 110 and one additional PSYC course. F, S.

### **233. Lifespan Development (Staff)**

The psychological principles of development throughout the lifespan. Each developmental stage from the time of conception and fetal growth through childhood, adolescence, maturity, and aging is examined in relation to the genetic, physiological, intellectual, emotional, and social phenomena relating to the psychological principles that are unique to each of these periods of life. Prerequisites: 110 and two Tier 2 courses. Students may not receive credit for this course and 333. Tier 3 course.

### **252. Social Psychology (Smith)**

An introduction to the scientific study of how individuals think, feel, and behave with regard to other people, as well as how individuals' thoughts, feelings, and behaviors are affected by others. Topics include the self-concept, social perception, stereotyping and prejudice, persuasion, conformity, group behavior, close relationships, altruism, and aggression. Prerequisite: C- or better in 110. F, S. Tier 2 course.

### **255. Clinical Neuroscience (Yates)**

The emphasis of this course is a relatively new area known as Clinical Neuroscience, which is simply an exploration of the neurobiological foundations of mental health and mental illness. Important themes emphasized in this course include 1) the consideration of only empirically based evidence, 2) the view that mental illness represents a disruption of neurobiological homeostasis, 3) the acknowledgement that, because the brain is a plastic organ, the clinical relevance of environmental and behavioral influences is difficult to overestimate, and 4) the recognition of the value of ecologically relevant animal models in the investigation of various aspects of mental illness. Normally, students would not take this course and PSYC 343. S. Prerequisite: C- or better in 110. Tier 2 course.

### **258. Psychology and the Law (Smith)**

This course examines the relationship between psychology and the legal system. Broadly, the course will look at ways that psychologists participate in the legal system (e.g., as trial consultants, by performing competency evaluations), ways in which psychological processes may affect legal outcomes (e.g., causing errors in eyewitness memory, aiding or impairing the detection of deception) and aspects of the legal system into which psychologists can have insight (e.g., jury decision making, interview techniques to minimize errors, the insanity defense). Prerequisite: C- or better in 110. F. Tier 2 course.

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# Majors and Courses of Instruction

## *Psychology*

### **262. Health Psychology (DiLillo)**

The study of the role that psychological and behavioral factors play in physical illness, and in the maintenance and restoration of health. Among topics covered are: the bio-psycho-social model of health and illness, stress, personality and disease, pain, health promotion, and the possible contribution of psychological factors to several major physical disorders. The role of individual behavior in maintaining health and producing illness, as well as behavior-based treatment of physical disorders are also addressed. Prerequisite: C- or better in 110. F, S. Tier 2 course. (Formerly listed as PSYC 324.)

### **264. Organizational Behavior (Leavy)**

The application of psychological theory and research to human management. Topics include: social perception, personality, leadership styles, communications, job motivation and satisfaction, decision-making strategies, work stress, career development, personnel selection and training, work groups and teams, and organizational change. Also listed as EMAN 264. Prerequisite: C- or better in 110. S. Tier 2 course. (Formerly listed as PSYC/EMAN 325.)

### **265. Behavior Modification (DiLillo)**

Behavior modification is a comprehensive technology for the improvement of behavior based on scientifically derived and empirically demonstrated principles of learning. Behavior modification has been applied to a wide variety of populations and many different types of issues. This course is designed to give students fundamental knowledge concerning the philosophy, history, principles, and procedures used in behavior modification. Additionally, students will formulate, design, conduct, write, and present a self-modification project using an empirically based intervention. Prerequisites: 110 and two Tier 2 courses. S. Tier 3 course.

### **282. Adolescent Psychology (Bunnell)**

The psychological and physical development of adolescent males and females. Topics include pubertal change, cognitive development, peer influence, adolescent sexual activity, delinquency, substance abuse, and adjustment problems. Prerequisite: C- or better in 110. S. Tier 2 course. (Formerly listed as PSYC 335.)

### **284. Psychological Adjustment**

(Not offered 2012-2013)

The study of the psychological process of adapting to, coping with, and managing the problems, challenges, and demands of everyday life. This course is about adjusting to challenges as one gets on with the business of living: building relationships, becoming educated, establishing careers, getting older. Adjustment involves understanding the nature of personality, interpersonal relationships, stress, work, love, aging, gender, sexuality, and physical and mental health. Prerequisite: C- or better in 110. S. Tier 2 course. (Formerly listed as PSYC 222.)

### **295. Counseling and Student Personnel Work in Higher Education (0.5 units; Staff)**

Laboratory and didactic experience in communication and counseling skills and in program development and administrative skills. Enrollment limited to resident hall assistants. Prerequisite: 110. F.

### **310. Research Methods (1.25 units; Brandt, Hall, Smith)**

Introduction to the fundamental methods of empirical research in psychology. Students will collect and analyze data and write research reports for projects employing both experimental and survey designs. Prerequisites: 110 and either 210, MATH 105, 230, or 360, and one additional psychology course. F, S.

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# Majors and Courses of Instruction

## *Psychology*

### **321. Personality and Assessment (Leavy)**

The study of the qualities, traits, and behaviors that characterize a person's individuality. The course provides a picture of the diversity of theories conceptualizing human personality, the assumptions they make, the evidence they consider, and the procedures they use for systematically gaining information about the personality of individuals. Prerequisites: 110 and two Tier 2 courses. S. Tier 3 course.

### **322. Abnormal Behavior (Leavy)**

The major forms of abnormal behavior are described. They are discussed in light of an integrative bio-psycho-social model. Disorders include: anxiety disorders, personality disorders, sexual deviance and dysfunction, dissociative and somatoform disorders, mood disorders, eating disorder, childhood disorders, substance use disorders, schizophrenia, and cognitive disorders. Treatment approaches are discussed as well. Prerequisites: 110 and two Tier 2 courses. F, S. Tier 3 course.

### **323. Community Psychology (Leavy)**

Community psychology has been defined as "the study of the effects of social and environmental factors on behavior as it occurs at individual, group, and societal levels." This course examines such topics as the ecology of social problems, stress, social support and coping, crisis intervention and mental health consultation, universal, selective, and indicated prevention, program evaluation, and citizen participation in community affairs. Students complete a project in which they research the scope and nature of a social problem both nationally and locally, investigate its effective prevention nationally, and the potential for prevention locally. Prerequisites: 110 and two Tier 2 courses. F. Tier 3 course.

### **326. Psychological, Behavioral, and Social Issues in Public Health (DiLillo)**

(Not offered 2012-2013)

This course is designed to introduce students to the basic tenets, applications, and research methods in public health, with a focus on relevant psychological, behavioral, and social issues in the field. The course will provide a historical perspective on the contributions and role of public health, and will survey the relevant core disciplines such as epidemiology, health behavior and promotion, maternal and child health, and health care systems. Discussion of current events, issues, and emerging challenges in the field will be incorporated throughout the course. Prerequisites: 110 and two Tier 2 courses. S. Tier 3 course. 327.

### **327. Counseling and Psychotherapy (DiLillo)**

The course presents a broad overview of the theories and practices of counseling and psychotherapy. The major contemporary systems are surveyed. Presented are the basic concepts of each and discussed are features such as the therapeutic process, the client/counselor relationship, and the specific procedures and techniques employed. Also addressed are ethical and professional issues. Prerequisites: 110 and two Tier 2 courses. F. Tier 3 course.

### **333. Child Psychology (Bunnell)**

The psychological and physiological development of the child from conception to 11 years. Effects of parents, school, and community practices on emotion, social, and intellectual aspects of child behavior. Opportunities for direct observation of preschool children enrolled in OWU's Early Childhood Center and elsewhere. Prerequisites: 110 and two Tier 2 courses. F, S. Tier 3 course.



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# Majors and Courses of Instruction

## *Psychology*

### **336. Psychology of Physically and Behaviorally Impaired Children (Bunnell)**

This course discusses the development of children with both physical and emotional difficulties. In particular, we will discuss the special problems confronted by mentally retarded children, those with learning disabilities or who have attention deficits, children with anxiety disorders, those with speech and language impairments, those who have perceptual disabilities, those who have conduct problems, autistic children, and those who suffer from chronic serious illnesses or who have physical deformities. This course is designed especially for those students who intend to work with needy children. Prerequisites: 110 and two Tier 2 courses; education majors need only have had 110 and EDUC 251. F. Tier 3 course.

### **337. Human Sexuality (Staff)**

(Not offered 2012-2013)

This course provides an in-depth analysis of human sexual behavior. Topics such as the sexual response cycle, birth control, abortion, sexual morality, love and intimacy, sexual orientation, developmental change in sexuality, sexual dysfunctions and disabilities, prostitution, pornography, and sexual violence will be discussed. Prerequisites: 110 and two Tier 2 courses. Tier 3 course.

### **343. Physiological Psychology (Yates)**

Introduction to the biological mechanisms and neural processes underlying behavior, sensory functions, and internal regulation. No previous biological background necessary. The emphasis is on the relationship of neurophysiology to such basic processes as arousal, attention, motivation, learning, memory, abnormal behavior, and perception. An optional laboratory (344) is available. Prerequisites: 110 and two Tier 2 courses, or permission of instructor. F. Tier 3 course.

### **344. Laboratory in Physiological Psychology (0.25 unit; Yates)**

Laboratory exercises focusing on the anatomical organization of the brain and spinal cord, histological procedures for identifying brain sections, electrophysiological assessments of neural activity (EEG and evoked potentials), and the behavioral effects of brain lesions and stimulation. This optional laboratory must be taken concurrently with 343 or after. F.

### **345. Psychopharmacology (Yates)**

This course will involve consideration of the relationships among drugs, the nervous system, conscious experience, and behavior. The history, as well as the psychopharmacology, of a wide variety of licit and illicit substances is surveyed including alcohol, nicotine, caffeine, cocaine, amphetamines, marijuana, psychedelics, opiates, and prescription drugs. S. Prerequisites: 110 and two Tier 2 courses, or permission of instructor. Tier 3 course.

### **346. Sensation and Perception (Robbins)**

Processes by which organisms acquire and organize sensory and perceptual information. Underlying neural mechanisms and traditional psychophysical relationships are reviewed for the visual, auditory, tactile, olfactory, pain, and taste systems. Prerequisites: 110, two Tier 2 courses, and 200.1, 243, 343, or background in Zoology. S. Tier 3 course.

### **348. Maturity and Age**

(Not offered 2012-2013)

The study of adulthood and aging is explored from a bio-psycho-social perspective with a focus on theoretical approaches and application. A goal of this course is for students to become more

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# Majors and Courses of Instruction

## *Psychology*

aware of age-related issues and to have an appreciation for middle-aged and older adults and their experiences. Topics covered in this discussion-oriented course include: successful aging, the difference between normal age-related changes and disease-related change (e.g., Alzheimer's disease), physical and mental health, memory and other cognitive abilities, personality, emotions, relationships, work and retirement, long-term care, and research methods for studying aging. Assignments include a movie review, journal article reviews, and interviews with middle-aged and older adults. There are two exams plus a comprehensive final. Serves as a cognate course for Women's Studies. Prerequisites: 110 and two Tier 2 courses. S. Tier 3 course.

### **363. Learning (Brandt)**

Methods and issues involved in the development of theories of learning. Although focusing primarily on basic learning mechanisms investigated through animal research, the course includes discussion of the application of these theories to human life and society. Prerequisites: 110 and two Tier 2 courses. F. Tier 3 course.

### **364. Cognitive Psychology (Hall)**

An introduction to the basic concepts and theories of human cognition. Topics include attention, memory, knowledge organization, language, reasoning, and problem solving. Prerequisites: 110 and two Tier 2 courses. S. Tier 3 course.

### **374. Topics in Neuroscience (Robbins)**

In-depth examination of selected activities of the nervous system with particular emphasis on an understanding of the relationships between neuroanatomy, physiology, biochemistry, and behavior. Topics such as sleep disorders, memory, obesity, reproductive behavior, and hemispheric dominance will be examined using a neurobiological approach. Prerequisites: 110, two Tier 2 courses, and 343 or a strong biological background. S. Tier 3 course.

### **410. Advanced Research Methods (DiLillo)**

Individual empirical research which builds upon the fundamentals covered in PSYC 310. Prerequisite: 310 and permission of instructor. F, S.

### **420. Advanced Quantitative Methods (Hall)**

The analysis and interpretation of behavioral data gathered from both experimental and correlational designs. Particular emphasis is given to analysis of variance and multiple regression and correlation methods. Statistical software is used to analyze illustrative data. Prerequisite: 210 or MATH 105 or 230, or permission of instructor. F.

### **430. Psychological Issues: Past and Present**

(Not offered 2012-2013)

Historical presentation of contributions to psychological knowledge; discussion of various psychological schools and their contributions to the resolution of past and present psychological issues. Prerequisite: 110, junior or senior psychology major/minor or consent. Tier 3 course.

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# Majors and Courses of Instruction

## *Psychology*

### **452. Social Cognition (Smith)**

(Not offered 2012-2013)

An advanced seminar examining the processes and mechanisms that underlie our thinking about ourselves and others. Topics to be covered include the consequences of automatic social processes, the causes and nature of stereotyping, how and why our judgments about ourselves and others go awry, the effects that our preconceptions and desires have on information processing and how we can use physiological data to investigate social cognitive processes. Prerequisites: 110, two Tier 2 courses, and either 252, 364, or permission of instructor. S. Tier 3 course.

### **490. Independent Study (Staff)**

Individually supervised empirical projects in psychology. It is normally expected that the student have a B average in psychology. Prerequisite: 210, 310, and permission of instructor. F, S.

### **491. Directed Readings (Staff)**

Individually supervised surveys of the literature on a topic in psychology. Prerequisite: 110 and permission of instructor. F, S.

### **495. Apprenticeship (Staff)**

Junior or senior majors under faculty supervision locate jobs in areas in which they are qualified. Between 120 and 150 hours of service per semester earns 1.00 unit of credit. Agency and faculty supervisors provide frequent feedback. Journal and final report tying the work experience to academic experience are required. Graded as satisfactory/ unsatisfactory. Only one unit may be counted toward psychology major. Prerequisite: permission of instructor and 322 for clinical/ counseling apprenticeship. F, S.

### **499. Seminar**

(Not offered 2012-2013)

A psychology topic of contemporary concern presented in a seminar format. Prerequisites: 110, two Tier 2 courses, and junior or senior standing or permission of instructor. May not be taken more than twice. Tier 3 course.

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# Majors and Courses of Instruction

## *Religion*

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### Religion

*Professors Michael, Twesigye*  
*Associate Professor Ahearne-Kroll*  
*Assistant Professors Eastman, Gunasti*

A prime motivation for the founding of Ohio Wesleyan was the training of a skilled and literate ministry. Over a century and one-half later, the study of religion remains vital, but is no longer confined to those planning to enter the professional ministry, nor to those who themselves have ardent personal religious convictions. Rather, students planning careers in business, social services, law, homemaking, medicine, education and other fields benefit from the careful study of religious phenomena and history. Students invariably discover that knowledge of and appreciation for the depth of religious motivations, as well as the pervasiveness and permanence of religious behaviors, prove helpful in their professional lives. Additionally, many of these same students find that their personal faith and devotional life are strengthened by first looking objectively at the faith and devotion of other religious persons.

### Majors and Minor

**Major in Religion.** Students complete nine unit courses in religion (two half-unit courses may count as a unit course). Two courses each must be in two of the following areas, and a fifth course must be in the remaining area: Biblical Studies (111, 121, 300.2, 316, 321, 322, 326); Religion and Society (103, 151, 310, 331, 332, 333, 337, 351, 352, 353, 358, 361, 362, 372); History of World Religion (100.2, 104, 300.3, 300.4, 336, 341, 343, 344, 346). Two courses are elective from the above groups, and two courses are the Capstone sequence—270, normally taken during the junior year, and 498/499 (0.5 units each) typically taken during the senior year.

**Major in Pre-Theology.** (*Pre-Theology Advisor — Dr. Michael*) In consultation with the pre-theology advisor, the student plans an interdisciplinary curriculum preparatory to graduate theological studies or to specialized ministries. In total 13 courses are required. They must be distributed as follows. (I) Five religion courses with at least one course in each area (see above). (II) Five psychology and sociology/anthropology courses with at least one course in each of those departments. (III) Two courses from the humanities division outside the religion department. (IV) Capstone—either Religion 495: Apprenticeship, or completion of one course through concurrent enrollment at the Methodist Theological School in Ohio.

**Minor in Religion:** five unit courses in religion (two half-unit courses may count as a unit course). REL 270 is strongly recommended.

**NOTE:** A combination of the Religion Major, Religion Minor, and/or Pre-Theology Major is not permitted within the Department.

**SPECIAL OPPORTUNITY:** Religion Majors and Minors and Pre-Theology Majors may take up to two courses at the Methodist Theological School in Ohio under our concurrent enrollment agreement. Permission of the department chair required.

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# Majors and Courses of Instruction

## *Religion*

### Courses

#### **100.2. Islam: An Introduction (Gunasti)**

An introduction to Islamic religious tradition. Topics include Qur'an, Muhammad, theology, law, worship, ritual, women, gender, Sufism, Shi'ism, and contemporary trends. No prerequisite. F, S.

#### **103. Religions of the West (Eastman)**

A broad introduction to the various aspects of religion in Western culture including theology and religious rituals, but also the impact of religion on literature, art, architecture, and music. F.

#### **104. Religions of the East (Michael)**

A survey of the major religious traditions of the world — Hindu, Buddhist, Confucian, Taoist, Islamic, and others — and an examination of the role of their religious beliefs and practices in the development of cultural patterns and social institutions. No prerequisite. S.

#### **111. Old Testament History and Literature (Ahearne-Kroll)**

The history of the Israelites and the background, history, theology, and transmission of the literature of the Hebrew scriptures (Old Testament) in translation. The work is at the introductory level. No prerequisite. F, S.

#### **121. New Testament History and Literature (Eastman)**

The history of early Christianity and the background, history, theology, and transmission of the literature of the New Testament. The work is at the introductory level. No prerequisite. F, S.

#### **151. Critical Issues in Religion & Ethics (Twesigye)**

An introduction to academic theology and ethics. The course provides a nonconfessional critical analysis of Christian theology and religious ethics. Topics include: God's existence, creation, human nature, sin and salvation, grace and justice, myth, and theological language. F, S.

#### **270. Theory & Method in the Study of Religion (Ahearne-Kroll, Gunasti, Michael)**

A selective survey of the anthropological, cognitive, historical, phenomenological, philosophical, psychological, sociological, and theological approaches to the study of religions. Required for religion majors, recommended for religion minors, and open to others. Prerequisite: At least one course in religions. S.

*At least one of the introductory courses (100.2, 103, 104, 111, 121, 151) is recommended before taking any of the following courses.*

#### **300.2. Judaism in the Greco-Roman Period (Ahearne-Kroll)**

(Alternate years.)

Survey of Jewish literature that was written during the Hellenistic and early Roman Periods (c. 300 B.C.E. – 100 C.E.); this literature was written shortly before or during the emergence of Rabbinic leadership and early Christian movements. Focuses on reading ancient Jewish literature, but the course also entails a survey of the sociological and historical context of Jewish life in this period and addresses how Jewish identity was formulated in antiquity.

#### **300.3. Women and Gender in Islam (Gunasti)**

An examination of gender and sexuality in Islamic history with focus on the tension between textual tradition and everyday life. Course includes an overview of Islamic history, especially that of women; thematic treatment of law, sexuality, and politics; and feminist reinterpretations of classical Islamic tradition.

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# Majors and Courses of Instruction

## *Religion*

### **300.4. Islam and Its Political Thought (Gunasti)**

Exploration of the modes of expression for Islamic religious beliefs, practices, and values in the social and political institutions of Islamic societies. Investigation of classical and medieval Islamic patterns provides background for understanding modern and contemporary Islamic political values and their expressions.

### **300.5. Islam in America (Gunasti)**

A study of the appearance and spread of Islam in the United States. An historical approach focuses on two paradigms: American Black Religion and Religions of Immigrants. A story of the African Muslims who were brought to America as slaves provides background for the impact Islam had in the articulation of religious identities among black communities in 19th and 20th century society. Attention to the Muslim immigrant community illumines the question of “What is American Islam?” Finally, these American patterns provide contrast to trends found in Muslim immigrant communities in Europe. F.

### **310. Gender and Religion in the Ancient Near East (Ahearne-Kroll)**

(Alternate years.)

Examination of the evidence for the social roles of women in the ancient Near East as well as the gender constructions of ancient Near Eastern religious institutions and traditions. Analyzes written and archeological material from (1) ancient Sumerian, Babylonian, and Assyrian cultures from ancient Mesopotamia, and (2) Ugaritic, ancient Israelite, and other “Canaanite” cultures from the Levant. “Ancient Israelite” literature mostly consists of what is in the Hebrew Bible/Old Testament, so a part of the course explores the expressed social roles of women and the construction of gender in biblical texts. Prerequisite: REL 111 or permission of instructor.

### **316. Ancient Mediterranean Religions (Ahearne-Kroll)**

(Alternate years.)

Survey of the religions of Egypt, Mesopotamia, Persia, Palestine, Greece, and the Hellenic and Hellenistic World to the beginning of the Christian era. The myths, symbols, and rituals of these ancient cultures are studied for their understanding of humanity and its place in society and in the cosmos. S.

### **321. Life and Teachings of Jesus (Eastman)**

(Alternate years.)

Traditions about Jesus as transmitted by his earliest followers. The course focuses upon the Jesuan materials in the synoptic gospels and deals with the question of what is known about the historical Jesus and how Jesus was interpreted in the Jesuan movement.

### **322. Paul and His Epistles (Eastman)**

(Alternate years.)

The life and theology of Paul as seen in the context of the theological tensions within early Christianity.

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# Majors and Courses of Instruction

## *Religion*

### **326. Religions of the Roman Empire (Staff)**

(Alternate years.)

Survey of the religions of the Hellenistic World from Alexander the Great to Theodosius, including Hellenistic Cults, Mystery Religions, Emperor Cults, Divine Men, Judaism, Astrology and Magic, and Gnosticism.

### **331. History of Christian Thought (Eastman, Twesigye)**

(Alternate years.)

The history of Christian thought and practice from the beginnings of Christianity to the present. Topics may include the development of doctrinal theological traditions (including such thinkers as Paul, Origen, Augustine, Anselm, Aquinas, Luther, Wesley, Schleiermacher, and Tillich) and the development of the three major ecclesiastical traditions (Roman Catholic, Eastern Orthodox, Protestant). S.

### **332. The Reformation Era (Spall)**

(Alternate years.)

The religious upheaval of the 16th Century, including the medieval sources of the Reformation, the rise of the Protestant Churches, the sources of the Counter Reformation and the emergence of early modern European political, economic, and social conditions. Also listed as HIST 345.

### **333. Religion in American Culture (Staff)**

The interaction between American culture and the Judaeo-Christian tradition from the colonial days until the present. Topics include the Great Awakening, the Methodist movement, frontier evangelism, pietism, fundamentalist-modernist controversy, and the social gospel. S.

### **336. Judaism in Late Antiquity (Ahearne-Kroll)**

(Alternate years.)

Covering the time span from the 1st - 6th centuries C.E., this course introduces the complex nature of the construction of Jewish identity during this period. Spends considerable time on the social context and literary production of rabbis who lived in Judea/Galilee and Babylon, but also examines other features that reflect Jewish life and practice of this period (e.g., the relationship between Jewish women and the rabbinical movement; Jewish mysticism and magic; and synagogue architecture and worship). The course also introduces the current scholarly discussion about the formulation of Judaism during this period and its relation to the rise of Christianity in the Mediterranean world.

### **337. Anti-Semitism, Zionism, and the Holocaust (Staff)**

(Alternate years.)

The Holocaust as a pivotal event in modern Jewish history and religion. Examination of the prelude to and aftermath of the murder of millions of Jews with special emphasis on its significance for Zionism, Judaism, and Christianity. The roots of the Holocaust in the long history of Western anti-Semitism will be traced, and various contemporary theological responses and interpretations of the event itself will be studied. S.

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# Majors and Courses of Instruction

## *Religion*

### **341. Islam and the Way of the Prophet (Staff)**

(Alternate years.)

The origin and development of the Islamic tradition, as well as the piety of contemporary Muslims. Comparison of Islam with the Zoroastrian and Baha'i traditions enhances the understanding of such "prophetic type" religious movements. F.

### **343. Hinduism (Michael)**

(Alternate years.)

The development of the Hindu tradition from the Vedic period to the modern era, with particular attention to the expressions of Hindu religious life in the myth, ritual, and speculative philosophy of India. S.

### **344. Gandhi: Religion and Social Change in Modern Asia (Michael)**

(Alternate years.)

An investigation of the role of religious tradition in the complex social and cultural changes of modernizing Asia. S.

### **346. Chinese and Japanese Religion (Michael)**

(Alternate years.)

The religious beliefs of the Chinese and Japanese peoples as these reflect their historical origins in the Confucian, Taoist, Shinto, and Buddhist traditions. F.

### **351. Existence and Faith (Twesigye)**

(Alternate years.)

The nature and significance of the human situation, examined through the writings of philosophers and theologians who are primarily concerned with reflections on the meaning of existence: Jean Paul Sartre, Albert Camus, Paul Tillich, Martin Buber, and Soren Kierkegaard, among others. F.

### **352. Radical and Liberation Theologies (Twesigye)**

(Alternate years.)

A study of contemporary radical or liberation theologies including Black, feminist, and political theologies. Students will read, study, and discuss selected key writers in each tradition. F.

### **353. Christianity and the Non-Western Challenge (Twesigye)**

(Alternate years.)

The theology and the dynamics of the theological process, the intellectual and religious challenges of developing a Christian theology in non-Western contexts of Africa and Latin America. Selected primary readings will include key African and Latin American theologians.

### **358. New Religions in America (Michael)**

(Alternate years.)

The Asian origins and contemporary manifestations of selected religious groups (cults, sects, movements, etc.) as these contribute their ideas and practices to the options of American religious pluralism. Likely topics include: Hare Krishna, Zen, Vajrayana, Spiritualism, New Age, etc.



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# Majors and Courses of Instruction

## *Religion*

### **361. Moral Values in Contemporary Society (Twesigye)**

(Alternate years.)

Traditional and non-traditional religious perspectives on ethical problems current in American society. Exposure to current theological debate on selected issues, such as abortion and euthanasia, racism and sexism, colonialism and imperialism, the just war and pacifism, and poverty and wealth.

### **362. God and the Professional Life (Twesigye)**

(Alternate years.)

Current writings of Catholic and Protestant ethicists on the moral issues confronting members of such professions as medicine, law, the ministry, business, and politics. The significance of faith in God as a factor in professional ethics is of central concern. Case studies of ethical problems involved in the professions and visits by professionals who have dealt with such problems are special features.

### **372. Philosophy of Religion (Calef)**

(Alternate years.)

An investigation of some of the major philosophical questions and problems generated by eastern and western religious traditions, with emphasis on the latter. The course will focus on the assessment of religious arguments, the identification of the presuppositions that underlie religious claims, and the analysis of the meaning of religious utterances. Also listed as PHIL 345.

### **391. Biblical Hebrew (Ahearne-Kroll)**

(Alternate years.)

Introductory and advanced Biblical Hebrew including grammar, vocabulary, and reading of selected texts. Permission of instructor required.

### **392. Koine Greek (Staff)**

Introductory and advanced Greek including grammar, vocabulary, and reading of selected texts. Prerequisite: GREE III and permission of instructor.

### **394. Sanskrit (Michael)**

(Alternate years.)

Introductory and advanced Sanskrit including grammar, vocabulary, and reading of selected texts. Permission of instructor required.

### **410. Topics in Religion (0.50 unit; Staff)**

Selected topics in the study of religion. Recent topics include Dead Sea Scrolls, John Wesley and Methodism, Theologies of Leadership and Power, and Women in the Bible.

### **490. Independent Study (Staff)**

Supervised research project. This option is designed for the student who has completed the relevant preparatory courses and wishes to pursue in depth independent research. Departmental permission required. F, S.

### **491. Directed Readings (Staff)**

Supervised reading project. This option is designed for the student who has completed the relevant preparatory courses and wishes to pursue study in an area in which formal course work is not available. Departmental permission required. F, S.

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# Majors and Courses of Instruction

*Religion*

*Renaissance Studies*

*ROTC Program*

*The Sagan National Colloquium*

**495. Apprenticeship (Staff)**

Pre-theology majors may receive one unit of credit for supervised field experience. Fulfills pre-theology capstone requirement; others by permission. F, S. (Satisfactory/unsatisfactory grading.)

**498. Research Seminar (0.5 unit; Ahearne-Kroll, Gunasti, Michael)**

Investigations of an independent research topic; including development of thesis, bibliography, prospectus, and early drafts. Required of senior religion majors; others by permission.

**499. Seminar in Study of Religion (0.5 unit; Ahearne-Kroll, Gunasti, Michael)**

Production of a significant research paper showing methodological sophistication, independent ability in research and analysis, and polished presentation in written and oral media. Pre/Corequisite: REL 498. Required of senior religion majors; others by permission.

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## **Renaissance Studies**

See the program and major requirements listed under Ancient, Medieval, and Renaissance Studies.

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## **ROTC Program**

From 1949 to 1974, Ohio Wesleyan was the site for a detachment of the Air Force Reserve Officers Training Corps. More recently, the college has maintained a crosstown agreement with The Ohio State University whereby students could enroll for AFROTC courses on that campus. Students interested in Army ROTC programs may enroll for such programs at Capital University. Credits earned in such programs will be treated as transfer credits and will be applied to the student's record at Ohio Wesleyan as credit only. Interested individuals may contact the Registrar's Office for additional information.

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## **The Sagan National Colloquium**

See the program description in the earlier chapter, Degrees and Special Programs, and the course descriptions in this chapter under University courses.

# Majors and Courses of Instruction

## *Sociology/Anthropology*

### **Sociology/ Anthropology**

*Professors Cohen, Howard, Peoples (Lv. FA 2012)  
Continuing Part-time Associate Professor Durst  
Assistant Professors Dean, Yalçinkaya*

The department combines two disciplines to provide extensive knowledge about human cultures and societies, to demonstrate how that knowledge is acquired and applied, and to prepare students for a broad range of careers and graduate programs.

#### Major and Minor

**Major:** ten courses consisting of 110 or 117, 111, 279, 379, 499, and five electives. Majors are required to take SOAN 279 by their junior year. PSYC 210, MATH 105 or MATH 230 will be accepted for credit in the major though none will be accepted to replace SOAN 279.

Students are expected to declare their major by the end of the sophomore year. To be eligible, a student must have a 2.5 cumulative GPA or *both* a 2.0 (or above) cumulative GPA and have earned a “B” in one course in the department.

A reading knowledge of a foreign language and training in statistics are strongly recommended for all majors. Mastery of these skills is especially important for students who are planning on graduate study or government service.

Independent study and apprenticeships are vital parts of the major. Every effort is made to tailor programs to individual student needs and to maintain flexibility within a framework of rigorous scholarship. All apprenticeships will be graded credit/no entry. No other course counting for credit in the major may be taken credit/no entry.

**Minor:** five courses consisting of 110 or 117 and 111 and three electives. The courses are selected in consultation with a faculty advisor and should reflect a clearly defined focus or set of objectives. No course in the minor may be taken credit/no entry.

#### Courses

##### **110. Introductory Sociology (Cohen, Durst, Yalçinkaya, Staff)**

Systematic study of the social life of human beings. While the particular emphasis varies depending on the instructor, students should obtain (1) an understanding of basic sociological concepts and perspectives, and (2) a rudimentary exposure to an experience with social research techniques and perspectives. F, S.

##### **111. Cultural Anthropology (Howard, Peoples)**

An overview of human cultural diversity, focusing on the peoples and traditional cultures of major world regions. Basic concepts and methods used to describe and analyze cultural differences and similarities are introduced. Focuses on cultural differences in adaptation, economics, marriage and family forms, gender, political organization, and religion. The relevance of anthropology to contemporary global problems is discussed. The impact of the expansion of industrial societies on indigenous cultures is examined. F, S.

##### **117. Introduction to Social Problems (Dean)**

Survey of contemporary and enduring problems in American kinship, educational, economic, and political institutions. Special attention to globalization and its effects on American society.

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# Majors and Courses of Instruction

## *Sociology/Anthropology*

### **221. Archaeology of North America (Peoples)**

(Alternate years. Not offered 2012-2013)

Covers the prehistory of the Americas north of the Rio Grande. Discusses the latest evidence and debates about the initial settlement of the Americas. Most of the course is devoted to three specific regions and periods of North America: the Adena and Hopewell of the Midwest, the Ancient Pueblo Peoples (“Anasazi”) of the southwest, and the Mississippians and Cahokians from the Gulf Coast up to Missouri. The development of complex social and cultural forms in these three areas is emphasized, along with their remarkable subsistence achievements, exchange networks, political organizations, and artistic creations. S.

### **242. Self and Society (Durst, Howard)**

Social and cultural forces that shape formation of individual identity are considered. Particular focus given to stigma and the management of spoiled identity. Social Service Institutions designed to help or control homelessness, mental illness and mental retardation are critically examined.

### **279. Methods of Social Research (Cohen)**

The logic of scientific inquiry, theoretical considerations fundamental to social research, and selected methods of formulating and conducting social research. Students have the option of taking a second term of this course in which they would formulate and execute supervised research as a means of gaining practical experience with the entire research process. The second term option may be taken with any faculty member in the department. Double majors in politics and government and sociology/anthropology may use PG 279 to satisfy requirement of this course. Prerequisite: 110 or 117 plus 111, SOAN major or minor, or consent of instructor. F.

### **291. Perspectives on Africa (Howard)**

Examination of a few communities in sub-Saharan Africa and the Caribbean. Topics covered include indigenous and subsistence cultures, the impact of European colonialism, economic and political change, urbanization, environmental and health problems, gender and kinship, expressive culture (art, music, literature, religious beliefs). Critical attention is paid to various perspectives on Africa including those of Africans and those found in the West. Prerequisite: 111. S.

### **292. Cultures of the Pacific (Peoples)**

The societies and cultures of the islands of New Guinea, Melanesia, Micronesia, and Polynesia are examined. We give special attention to the human colonization of the islands of Oceania; male cults and gender relations in New Guinea; relationships between humans and the environment of various islands; the Polynesian cultures of Hawaii and Rapa Nui (Easter Island); and the historic role of the United States in the coral atolls of Micronesia. S.

### **293. East Asia Yesterday and Today (Peoples)**

An overview of the traditional and modern civilizations of East Asia, focusing on China, Japan, and North and South Korea. Provides a broad knowledge of the historical and geographical forces shaping contemporary life in these regions. Specific topics include rural village life, family structures, gender roles, economic development, religion, and contemporary social and environmental problems. S.

### **294. Peoples & Cultures of the Middle East (Yalçinkaya)**

A sociological and anthropological overview of diverse cultures and social structures of the Middle East emphasizing changes in social, political, and economic institutions. The course deals with

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# Majors and Courses of Instruction

## *Sociology/Anthropology*

the role of religion, the modern state, nationalism, political and religious conflicts, social classes, industrialization, modernization, and the impact of the West on the Middle East.

### **295. Native American Cultures of the Southwest (Peoples)**

(Not offered 2012-2013)

Investigates the prehistory, history, and contemporary cultures of the Native Americans of the four corners region. Describes and interprets archaeological data on the Paleo-Indians, Archaic, and Pueblo periods, focusing on the Ancient Pueblo peoples. Impacts of the first Hispanic contacts and settlements are described. Cultures studied from the modern era include the Hopi, Zuni, Rio Grande Pueblos, Navajo, and Apache. Modern issues facing southwest tribes are discussed.

### **300.1. Sociology of Knowledge (Yalçinkaya)**

The concept of knowledge as a social construct. Comparative analysis of different domains of knowledge, ranging from natural and social science to political ideology to religious cosmology. Perspectives on the social construction of reality. Sociological approaches to science as a social institution, the production of scientific knowledge, authority and credibility.

### **315. Society and the Economy (Dean)**

A study of market systems and their institutional and cultural contexts. The course will focus on the world market system's chronic financial instability, the crash of 2008, and ongoing effects of the crash. Prerequisite: SOAN 110 or ECON 110.

### **347. Health, Illness, Disability, Death and Dying (Howard)**

Critical examination of economic, social and psychological factors associated with disease and health care in world cultures and in the U.S. Issues explored include death and dying, human adaptation, nutrition and food crisis, the stress response and its impact on health, comparative medical systems including alternative and folk medicines, the impact of modernization on health care. Students do an experiential or service related-project in a mental or physical health care setting. S.

### **348. Gender in Cross-Cultural Perspective (Howard)**

Women's and men's experience is examined from a cross-cultural and cross-class perspective. The social relations of power, individual and collective identity, and the fabric of meaning and value in society are analyzed through a focus on gender. Ethnocentrism and the intertwining of Western racial and gender biases in the descriptions and analysis of non-European cultures are also considered. Special attention will be given to women's roles in the agricultural and development process. Fills core requirement for Women's and Gender Studies major and minor. Prerequisite: 111.

### **349. Gender in Contemporary Society (Cohen)**

A critical examination of the sources and consequences of gender role differences and gender inequality. Particular attention will be paid to men's and women's experiences in families and in educational, political, and economic contexts. Possibilities for changing gender roles and eliminating some of the inequities between men and women will be considered, as well as the cultural and structural obstacles that impede such change. Prerequisite: 110 or 111 or permission of instructor. S.

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# Majors and Courses of Instruction

## *Sociology/Anthropology*

### **351. The Family (Cohen)**

Examination of the family as both an institution of society and as a social group. Particular attention is paid to historical, cross-cultural, and subcultural diversity in family forms and to gender and class differences in family experiences. (e.g., marriage, parenthood, divorce, domestic violence). Prerequisite: 110 or 111 or permission. F.

### **352. Urban Society (Durst)**

The social organization of the city and metropolitan area, with particular emphasis on world urbanization, urban spatial structure, social institutions, and social problems. Analysis of the concept and components of community and neighborhood. S.

### **354. Demography (Howard)**

Both anthropological and sociological methods are utilized to introduce students to the fields of demography and epidemiology. The major determinants of population structure and change, i.e., fertility, mortality, migration, and morbidity, are examined. Topics covered include evolutionary demographic patterns, determinants of health and wealth disparities, birth control, abortion, reproductive technologies, aging in developed countries, education of women, food and hunger, environmental change and emerging diseases, and migration and population policies. Students present in-depth research on population problems within a specific world area. S.

### **356. Crime and Deviance (Cohen, Durst)**

A survey of sociological perspectives on deviant and criminal behavior. Analysis of the causes of both violent and nonviolent deviance, with special attention to social processes through which behavior is defined as deviant. Overview of formal and informal mechanisms of social control. Prerequisite: 110 or 111 or permission. S.

### **357. Race and Ethnicity (Dean, Durst)**

Comparative study of racial and ethnic relations. Alternative theories are analyzed and evaluated. Special emphasis is given to racial and ethnic minorities in the United States. Prerequisite: 110 or 111 or permission of instructor. F.

### **358. Society, Politics, and Social Movements (Dean)**

Political sociology has traditionally focused on the relationship between the class structure of society and the way people participate in and derive benefits from political situations. This course will examine the sociological foundation of politics in society, social movements, and revolutionary change in the contemporary world. Discussing the nature of power, the state, social policy, class, ideology, and political elites, the class will attempt to compare and contrast various theoretical orientations on these issues. Special attention will be given to the ways in which historically fascism, dictatorship, democracy, capitalism, and socialism have related to one another. The major theories of social movements and seven social revolutions of the 20th century will be discussed.

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# Majors and Courses of Instruction

## *Sociology/Anthropology*

### **359. Social Inequality (Dean)**

Examination of social and economic inequality; its causes, characteristics, and consequences. Special attention to trends in contemporary American society. Prerequisite: 110 or 117 or consent of instructor.

### **360. Cultural and Social Change (Yalçinkaya)**

Focuses on the holistic analysis of change and development in Latin America, Asia, and Africa. Overviews of the acculturation, modernization, and world system/dependency approaches to change and underdevelopment are presented. Case studies focusing on the impact of modernity on developing countries are discussed and analyzed. F.

### **363. Organizational Structure and Design (Staff)**

(Not offered 2012-2013)

Analysis of organizational structure and processes. The past and present role of management in large organizations receives special attention. Case studies are employed to illustrate and apply organizational theory. Also listed as EMAN 363.

### **365. Ethnographic and Documentary Film and Filmmaking (Howard)**

This course equips students with the basic knowledge and skills to produce their own ethnographic/documentary film. Students explore film theory from the field of visual anthropology and from filmmakers' written reflections on the processes involved in completing particular film projects. Students view a series of early, classical, and contemporary documentaries to critique filmmakers' representation of cultural difference, and to consider cinema vérité vs. explicit message, the strengths and limits of the notion of objectivity, the ethics of filmmaking, and concerns about audience reaction. Each student learns camera use and film editing techniques to complete a documentary. F.

### **367. Human Ecology (Peoples)**

The diverse ways in which human cultures interact with their environments, focusing especially on how environmental, technological, and demographic factors affect cultures. The evolution of social/cultural adaptations and their consequences for changes in human ways of life are examined. Impacts of ancient societies and civilizations on the natural environment are covered. The importance of ecological forces and environmental variations in forming the modern world is emphasized. S.

### **375. Seminar in Feminist Anthropology (Howard)**

This course considers methodological, and theoretical issues explored by feminist anthropologists in the United States and around the world. We focus on various gender systems that result in power and powerlessness, both personally and collectively. We examine a diversity of perspectives on gender and the experiences of people across rigid social boundaries (such as class, race, ethnicity, sexual identity and ability/disability) in search of a more humane, inclusive social change. Also listed as WGS 499C.

### **379. Social Theory (Yalçinkaya)**

After over a century from the birth of modern sociology, sociological analysis still relies on ideas and questions posed by founders of the discipline. Much of the conceptualization of contemporary

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# Majors and Courses of Instruction

## *Sociology/Anthropology*

social issues is still grounded in perspectives developed by early social thinkers whose ideas shaped modern sociology. This course is an introduction to both classical and contemporary sociological theorists. It discusses these theorists and their concerns in their social and historical context. It also relates these theories to core controversies in the development of modern society. Prerequisite: SOAN 110 or 117 plus 111 and 279 or permission of instructor. S.

### **490. Independent Study (Staff)**

Individually supervised projects. Prerequisite: 110, 117 or 111 and at least one upper-level course in the department. Open only to majors. F, S.

### **491. Readings in Sociology and Anthropology (Staff)**

Selections are determined by the student and the faculty instructor in relation to a specific topic. Readings are both extensive and intensive. Juniors and seniors only. F, S.

### **495. Apprenticeship Program (Staff)**

Opportunity for seniors (except in their last semesters) and possibly juniors to engage in an off-campus work project in areas where they have adequate academic preparation. F, S.

### **499. Seminar in Applied Sociology and Anthropology (Durst and Howard)**

Required of all senior majors. Students will undertake a significant project based on either original research or an internship experience. Each student's project will be decided in consultation with the instructor. Emphasis is placed on the application of sociology and anthropology to significant problems in the United States and abroad. Prerequisite: Declared SOAN major and have completed 6 SOAN courses before course begins. S.



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# Majors and Courses of Instruction

## *Spanish* *Theatre & Dance*

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### Spanish Major

See the program and major requirements listed under Modern Foreign Languages.

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### Theatre & Dance

*Professors Denny, Gardner, Vanderbilt*  
*Associate Professor Kahn*  
*Assistant Professor Leggat*  
*Part-time Assistant Professors Becker, Knutson, Shelley*

The goals of the Department of Theatre and Dance are to provide a liberal arts education, to provide pre-professional training in theatre and dance, to provide a cultural environment for the community, and to provide opportunities for creative and research activities. Theatre and dance are particularly related to the liberal arts because they embrace so many aspects of the human experience and comment so vividly on the human condition. Encompassed in the department's approach to the arts of theatre and dance is concern for the education of the individual and for career-oriented training.

The department produces a balanced season of classical and contemporary plays and dance performances in the Main Theatre and Studio Theatre of the Chapplear Drama Center. Participation in these productions is open to the entire University community. Except in plays where race, ethnicity, or gender is required, casting is decided on ability alone.

Courses in the department are designed to include all aspects of theatre and dance, from history and theory through all phases of performance and production. Majors are required to have an inclusive theatre and dance experience, as well as a liberal arts education.

To reinforce career-oriented training, all majors are urged to acquire an off-campus apprenticeship or study experience during the junior year or the first semester of the senior year. Those with interest in theatre history might consider a research program or a junior year abroad in Europe. Majors with interests in acting/directing, design/production, or dance might consider the New York Arts Program or an independent off-campus apprenticeship in a regional repertory theatre or dance company. Credit for the New York Arts Program does not count as credits completed in the major. Credit for an independent off-campus apprenticeship does count in the major.

Theatre and dance courses fulfill University distribution requirements in Humanities (III) and Fine Arts (IV) as designated in the course descriptions below. Theatre and Dance Theatre majors must complete the following distribution requirements: two units from Group I, two units from Group II, two units from outside the Department of Theatre & Dance in Group III, and one unit from outside the Department of Theatre & Dance in Group IV.

### Majors and Minor

**Theatre Major:** Normally, 11 units are required, including THEA 126: Intro to Technical Theatre, THEA 210: Beginning Acting, one unit from DANC, THEA 256: Elements of Design, THEA 341: American Drama & Theatre, THEA 351: Drama & Theatre to 1700, THEA 371: Modern Drama & Theatre, THEA 369: Playwriting or THEA 380: Directing for the Stage, THEA 381: Theories of Performance, one unit of Practicum from THEA 237/247 or 337/347 (Theatre Practicums), and at least one credit for a capstone experience, which may be earned in or outside the department.

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# Majors and Courses of Instruction

## *Theatre & Dance*

Students pursuing any off-campus internships must be approved by the department before applying.

To qualify as a candidate for Phi Beta Kappa, students choosing the (Theatre or Dance/Theatre) degree must complete all additional distribution requirements.

Majors should be involved in theatre production every semester.

Additionally, majors may choose to concentrate in an area of interest through the selection of elective courses, such as design, performance, or dramatic literature.

**Dance Theatre Major:** Normally, 11 units are required, including DANC 200.1: Workshop in Modern Dance; DANC 215: Dance Technique II; DANC 300.1: Dance Technique III; DANC 300.2: Dance History; DANC 300.3: Advanced Studio Topics; DANC 325: Composition; THEA 210: Beginning Acting or DANC 220: Movement; THEA 126: Introduction to Technical Theatre; THEA 381: Theories of Performance or THEA 256: Elements of Design; one unit of Practicum credit from either DANC 225: Dance Practicum or DANC 345: Advanced Dance Practicum, and at least one credit for a capstone experience, which may be earned inside or outside the department.

*(This listing reflects new/temporary courses added to the 2012-2013 Catalog. Students who have taken courses from previous offerings should consult the department for validation for the major.)*

Majors should be involved in a theatre or dance production every semester. Additionally, majors may choose to concentrate in an area of interest through the selection of elective courses.

**Theatre Major and Education Minor:** Normally, all 11 units required for the theatre major, plus THEA 259 and THEA 359, and courses required by the education department lead to the multi-age license (PreK-12) to teach theatre from the State of Ohio.

**Theatre Minor:** With approval of the department faculty, students should design minor programs to supplement their majors or their theatre interests. A theatre minor should include a minimum of five credits from within the department, at least four in theatre. Only one full credit of practicum may be counted toward the minor. Theatre minors are expected to be active members of the department.

**Dance Minor:** With approval of the department faculty, students should design minor programs to supplement their majors or their dance interests. A dance minor should consist of a minimum of five credits from within the department, at least four in dance. Only one full credit of practicum may be counted toward the minor. Dance minors are expected to be active members of the department.

Students who have questions about receiving credit for dance courses from the current dance curriculum in addition to temporary courses should consult with the department.

**Interdepartmental Majors:** In consultation with an advisor and with approval of the department faculty and APC, interdepartmental majors may be arranged in such combinations as theatre, dance, and psychology (acting); dance, psychology, and sociology (pre-dance therapy); theatre and music (musical theatre); theatre and fine arts (design); theatre and English (playwriting and criticism); theatre or dance and econ-management (theatre or dance management); theatre, history, and foreign language (research); etc.

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# Majors and Courses of Instruction

## *Theatre & Dance*

### General Courses

#### **101. The Art of Theatre (Gardner, Kahn, Vanderbilt)**

This course provides a broad-based appreciation of dramatic art by approaching the major theatrical eras, representative plays, and the major roles of playwright, director, actor, and designer through lectures, readings, projects, and viewings. Not recommended for majors. Group IV.

#### **110. Effective Communication (Denny)**

An introduction to the production and characteristics of voice, developing insights into effective vocal action, breath support, and articulation. Concurrent, practical exercises and spoken reading assignments are designed to improve vocal power, projection, clarity, and expressiveness. Not recommended for majors. Group IV.

#### **269. Managing Non-Profit Arts Organizations (Gardner)**

(Alternate years. Not offered 2012-2013)

Survey of current policies and practice in the management of non-profit arts organizations, including fiscal responsibility, outreach, arts accessibility, staffing, advocacy, funding, public relations, and boards. The course equips students in management or in any of the arts (music, dance, writing, fine arts, theater) with initial arts management skills. S.

#### **359. Theatre Education Methods (0.5 units; Gardner)**

The principles and practices of theatre education methods. Theatre Education students will plan and practice strategies of leading theatre lessons for grades 4-12. Required for Theatre Education License. Generally taken fall of senior year. Prerequisite: 259, EDUC 251. F.

#### **369. Playwriting (Gardner)**

A study of the nature and process of playwriting as an art form. Students will analyze traditional play structure, and complete a series of writing assignments, culminating in the completion of two one-act plays. On a weekly basis students will be expected to produce original work and respond articulately to other writing. Prerequisite: ENG 105 and one college theatre or college creative writing course. Also listed as ENG 318. Group IV. Writing Course. F.

#### **499. Seminar (Staff)**

Intensive study of a topic selected from one of the areas of dance or theatre (expressionism, Eugene O'Neill, Bertolt Brecht, Martha Graham, scene painting, theatre architecture, etc.) Open to all students, majors and non-majors.

### Acting and Directing

#### **210. Beginning Acting (Denny)**

Investigation into the basics of acting: development of the actor's personal perception and understanding of script and character analysis. Various training techniques incorporating group and solo performance are utilized to enhance creative expression and interpretation. The standard concepts of Stanislavski provide the basis for all work.

#### **220. Movement (Denny)**

(Alternate years. Spring 2012)

Theory and practice in training the body to serve as a means of communication for the actor. Individual and group experiences will enhance actor freedom, creative expression, and dynamics of performance. Emphasis will be placed on the movement and performance techniques of Alexander, Feldenkrais, and Berry. Also listed as DANC 220. Group IV. Prerequisite: 210 or permission of instructor.

# Majors and Courses of Instruction

## *Theatre & Dance*

### **250. Vocal Interpretation for the Actor (Denny)**

(Alternate years. Fall 2013)

The technique of vocal usage specific to actors on the stage and in film will be explored. In both individual and group experiences students will interpret, analyze, and present various texts utilizing selected plays, verse, and prose. Emphasis is on improving specific vocal problems of the actor. Work on standard stage dialect usage will be included. Prerequisite THEA 210 or permission of the instructor. Group IV. F.

### **259. Developmental Drama (0.5 unit; Gardner)**

The principles and practices of creative drama in order to enhance learning opportunities in formal education as well as growth in personal and social development. Students will practice strategies of planning and leading drama for grades Pre-K through three. Required for early childhood education majors and theatre education majors. Also meaningful to students pursuing careers in psychology and recreation. Prerequisite: EDUC 251. Also listed as EDUC 259. F. (First half of the semester)

### **260, 360, 460, 470. Acting Workshop (Denny)**

Repeatable workshops concentrate on specific acting techniques and on scene study through in-depth character analysis and reading acting theory. Focus is placed on the process of creating a role through the study of characters in significant play texts. Actors appear in a variety of scenes and monologues throughout the courses, each focused on improving the skills of the individual actor. Prerequisite: 210 and permission of instructor.

### **380. Directing for the Stage (Kahn)**

Principles and practice of directing for the beginning director: class discussion of directing theory, the director's approach to the script, and laboratory experience in directing scenes. Prerequisite: 126 and 210. F.

## Dance (DANC)

### **100.1. The Art of Dance (Becker, Leggat)**

Presents dance in a broad artistic, cultural, historical, scientific and creative context, providing multiple frameworks inside which students can understand and appreciate dance throughout their lives. Activities include equal parts viewing, creating, performing, discussing, evaluating and contextualizing dance, in and out of the studio. Not recommended for Dance Theatre Majors. Group IV. F, S.

### **115. Dance Technique I (Staff)**

(Not offered 2012-2013)

Introduces various approaches to modern dance. Explores articulation of the body as a physically strong and creatively expressive instrument. Experience provides study in anatomy, rhythm, tempo, dynamics, movement patterns, improvisation, and relaxation techniques. Emphasis on personal growth and improvement. Group IV.

### **125. Dance Fundamentals (Staff)**

(Not offered 2012-2013)

Specific skills for technical performance in dance forms other than modern dance. This course may include several forms or it may focus on one form, e.g., jazz, tap, ballet, or ethnic dance, for the musical theatre. Group IV.

.1 Musical Theatre Repertoire

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# Majors and Courses of Instruction

## *Theatre & Dance*

- .2 Jazz
- .3 Tap
- .4 Ethnic Dance
- .5 Ballet

### **200.1. Workshop in Modern Dance (Becker, Leggat)**

An immersive studio experience in the practice and theory of modern dance as a technical and creative discipline. Students will develop the body's functional and expressive capacities through daily technique, improvisation and composition activities. This course serves as the gateway course within the Dance Theatre major and Dance minor, and can also be taken by non-majors with previous dance training to fulfill Group IV Art requirement, or by instructor's consent. Group IV. F, S.

### **215. Dance Technique II (Becker, Leggat)**

A continued study of technical concepts introduced in Workshop in Modern Dance, with increased focus on increasing body connectivity, kinesthetic awareness, alignment, groundedness, core engagement, strength and flexibility. Prerequisite: DANC 115, 125 or 200.1, or by instructor's consent. S.

### **220. Movement (Denny)**

(Alternate years. Spring 2012)

Theory and practice in training the body to serve as a means of communication for the actor. Individual and group experiences will enhance actor freedom, creative expression, and dynamics of performance. Emphasis will be placed on the movement and performance techniques of Alexander, Feldenkrais, and Berry. Also listed as THEA 220. Prerequisite: 210 or permission of instructor.

### **225. Dance Practicum (0.25 unit; Leggat)**

Through participation in the production of plays and dance programs in the Chappelle Drama Center, students may earn 0.25 units of credit each half semester for satisfactorily completing contracted production or performance responsibilities. Four fractional units equal one semester course credit. Prerequisite: contract must be arranged with instructor.

### **300.1. Technique III (Becker, Leggat)**

Focuses on mastering skills and concepts introduced in Technique II with added focus on developing mechanically sound reflexive habits, overall conditioning, and performance skills. Prerequisite: DANC 215, or by instructor's consent. S.

### **300.2. Dance History (Leggat)**

Explores dance as a performing art in the twentieth and twenty-first centuries. Significant players and productions will be studied. By understanding economic trends, social attitudes and artistic movements influencing dance since 1900, students will better recognize the factors shaping their personal relationship with dance today. Prerequisite: English 105 or equivalent, and by instructor's consent. F, even years.

### **300.3. Advanced Studio Topics (Leggat)**

An upper-level studio course providing students focused experience in a technique other than modern dance, including ballet, musical theatre, jazz, somatics, African, etc. This course is taken by Dance Theatre majors or Dance minors to expand exposure and fluency in other dance genres, and

# Majors and Courses of Instruction

## *Theatre & Dance*

also by non-majors with dance experience to fulfill an Arts IV requirement. Prerequisite: DANC 200.1, or by instructor's consent. F, odd years.

### **315. Dance Composition/Choreography I (Leggat)**

(Alternate years)

Movement studies that examine compositional dance elements including time, space, weight and effort. Students create solo movement investigations that combine the various dance elements. Emphasis on individual movement proclivities and choreographic intent. Prerequisite: Permission of the instructor or 215. Group IV.

### **325. Dance Composition/Choreography II (Leggat)**

(Alternate years)

Choreography as process and product. Students choreograph duet, trio, quartet, and larger group dances. The process includes a written statement of intent, a journal, a weekly consultation and critique, and final performance. Prerequisite: 315 or permission of instructor.

### **345. Advanced Dance Practicum (0.5 unit; Leggat)**

Through participation in the play production program in Chappelle Drama Center, students may earn 0.5 unit of credit per production for satisfactorily completing a contracted major production or performance responsibility, i.e., a crew head, choreographing a dance, a major acting role. Two fractional units equal one semester-credit course. Prerequisite: contract must be arranged with instructor.

### **445. Advanced Dance Projects (Leggat)**

Senior majors and minors may earn one unit of credit per production for satisfactory completion of individual advanced projects. Decimals indicate the specific area of the problem. Projects must be approved by the faculty and scheduled into the production season one year in advance.

## Design and Technical Production

### **126. Introduction to Technical Theatre (Knutson, Vanderbilt)**

Foundation course for all production work covering the organization and use of technical elements utilized in the performing arts, especially scenery, lighting, and stage management. Lab required. Group IV. F.

### **136. Topics in Technical Theatre (0.5 unit; Knutson, Shelley, Vanderbilt)**

Modular course in various specialty areas in the performing arts. Four modules offered per year. Two modules equal one unit course. F, S. Group IV. Lab fees for .2 and .5.

|    |                      |     |                     |
|----|----------------------|-----|---------------------|
| .1 | Technical Production | .6  | Lighting Technology |
| .2 | Scene Painting       | .7  | Sound               |
| .3 | Costume Construction | .8  | Props               |
| .4 | Costume History      | .9  | Stage Management    |
| .5 | Make-up              | .10 | Special Topic       |

### **256. Elements of Design (Vanderbilt)**

Study in the conception, preparation, and presentation of design ideas for the performing arts. Emphasis will be on projects to familiarize students with design principles and the articulation

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# Majors and Courses of Instruction

## *Theatre & Dance*

of line, color, and texture in scene, lighting, and costume designs. Lab assignments required. Prerequisite: 126 and permission of instructor. F.

### **366. Design Studio (Vanderbilt)**

(Not offered 2012-2013)

Specialized study of individual design areas used in the performing arts. Emphasis is on specific projects in respective areas, independent design work and portfolio development. Prerequisite: 256 and/or permission of instructor. S.

- .1 Scene Design
- .2 Lighting Design
- .3 Costume Design
- .4 Computer-Assisted Design
- .5 Technical Production (sound, projection, painting, etc.)

## History, Literature and Theory

### **331. Asian Drama and Theatre (Kahn)**

Theatre and representative plays of Asia, illustrating the form, function, and theories of performance from classical times to the present. Emphasis is on India, China, and Japan, with individual projects branching out into other Asian nations. Group III. Prerequisite: ENG 105. S. Diversity course.

### **341. American Drama and Theatre (Gardner)**

The history of the theatre and drama in America. Study of representative plays and playwrights from colonial theatre through today, and of significant theatres and theatre artists. Emphasis is on contemporary theatre in the United States. Group III. Prerequisite: ENG 105. S. Writing Option.

### **351. Drama and Theatre to 1700 (Long)**

The theatre and representative plays, illustrating the development of drama and theatre in its various forms and styles in Western Europe in the following periods: Classical Greek and Rome; Medieval and Renaissance. Consideration is given to the influence of the social setting, the physical theatre, prevalent theories of drama and criticism, and other theatrical conditions in each period. Group III. Also listed as ENG 342. F.

### **361. Drama and Theatre, 1640-1900**

The theatre and representative plays, illustrating the development of drama and theatre in its various forms and styles in Western Europe in the following periods: Neo-Classic, Restoration, Romantic, and Realistic. Consideration is given to the influence of the social setting, the physical theatre, prevalent theories of drama and criticism, and other theatrical conditions in each period. Group III. Also listed as ENG 344.

### **371. Modern Drama and Theatre (Kahn)**

The theatre and representative plays, illustrating the development of drama and theatre in Europe during the late 19th and 20th centuries. Emphasis is on the major innovations during the century. Group III. Prerequisite: ENG 105. F.

### **381. Theories of Performance (Kahn)**

A seminar in the various functions and forms of performing art events. Through a survey of performance theory, readings, papers, presentations, and viewings, students will probe in-depth the

# Majors and Courses of Instruction

## *Theatre & Dance*

### Practica and Independent Study

areas of purpose, process, and product especially as related to a personal aesthetic of the performing artist. Prerequisite: 126 and 210, Group III. S.

#### **237, 247. Theatre Practicum (0.25 unit; Staff)**

Through participation in productions in the Chappellear Drama Center, students may earn 0.25 units of university activity credit per production for satisfactorily completing contracted production or performance responsibilities. Four fractional units equal one semester course credit. Prerequisite: contract must be arranged with instructor. Repeatable.

#### **257. Summer Theatre Practicum (Staff)**

Students may earn one unit of credit by successfully completing a contracted production or performance responsibility during the summer and with arrangements made beforehand. Permission of the instructor is required.

#### **337, 347. Advanced Theatre Practicum (0.5 unit; Staff)**

Through participation in the productions in Chappellear Drama Center, students may earn 0.5 unit of university activity credit per production for satisfactorily completing a major production or performance responsibility, i.e., a crew head or a major acting role. Two fractional units equal one semester-credit course. Prerequisite: contract must be arranged with the instructor. Repeatable.

All senior theatre majors must complete a **capstone experience for credit**. This credit can be earned under THEA 407-497 (Senior Production Projects), THEA 490, THEA 491, THEA 495, DANC 445, or through internships/student teaching/off-campus study.

#### **407-498. Senior Production Projects (Staff)**

Senior majors and minors may earn academic credit for satisfactory completion of individual advanced projects. Projects must be approved by the faculty in the junior year. Permission of the instructor is required.

- 407. Acting
- 417. Management
- 427. Children's Theatre/Developmental Drama
- 437. Directing
- 447. Technical Production
- 457. Scene Design
- 467. Costume Design
- 477. Lighting Design
- 487. Playwriting
- 497. Musical Theatre
- 498. Other Theatre/Dance Area

#### **490. Independent Study (Staff)**

Elective under certain restrictions and with permission of instructor.

#### **491. Directed Readings (Staff)**

Elective under certain restrictions and with permission of instructor.

#### **495. Apprenticeship (Staff)**

Elective under certain restrictions and with permission of instructor.



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# Majors and Courses of Instruction

## *University Courses*

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### **University Courses**

**099. College Success (0.25 unit; Staff)**

Strategic suggestions for successful adjustment to the academic and other demands of college life. Helpful techniques in time management, memory enhancement, reading efficiency, note taking, test taking, etc., are explored under faculty supervision. Freshmen only. By permission only.

**150. National Colloquium (0.25 unit; credit/no entry; Staff)**

Students will be required to attend speakers events, faculty seminars, and possibly films and/or a theatre production for a total of no fewer than 16 contact hours. The seminars will emphasize creative pedagogy and active learning on the part of students, who will have the opportunity to debate issues, offer opinions, and clarify questions raised by speakers. F.

# Majors and Courses of Instruction

## *Urban Studies*

### Urban Studies Major

*Advisor - Dr. Fusch, Geography*

Almost 85 percent of Americans live in cities, 40 percent in the 20 largest urban regions. The urban studies major is a multi-disciplinary program dealing with the character and evolution of complex urban systems, especially the city system of the United States. It is designed to stimulate insights and to introduce students to urban problem-solving, urban planning, and public policy formation. The major integrates urban-oriented materials from the major divisions of knowledge: social sciences, humanities, natural sciences, and the arts. It is a flexible program: students develop a specific pattern of courses in consultation with the program advisor. The program helps students to be better urban citizens and prepares them for graduate study or employment. Students majoring in urban studies must complete a second major in a traditional course of study (e.g., sociology, politics and government, economics, etc.).

The major is comprised of 12-14 courses, including seven courses from the urban core (Category I below), one of which must be senior seminar/research URB 499; GEOG 380 may substitute for this course; four from Categories I or II (below); and 1-3 units of off-campus study or work experience (apprenticeship) as approved by the urban studies advisor.

Category I (Core Courses): URB 250, 499; GEOG 345, 353, 355, 370, 380; MATH 105 or 230; HIST 354, 376, 377, 378; PG 355, PG 356, PHIL 250; SOAN 352, 357, 359.

Category II (Cognate Courses): CHEM 230; GEOG 347, 360; PHIL 233; PG 350, 352; SOAN 279, 354, 356, 363.

### Courses

#### **250. Human Values and the Urban Process (Fusch)**

An interdisciplinary orientation to the challenges of cities from a liberal arts perspective. Topics include urban structure, history, land use, planning, imageability, and future alternatives as they reflect human values. Classes include field experience, simulations, media presentations, lectures, and visiting practitioners, built on a discussion base. A major research project is completed by each student. There are no prerequisites. The course is designed as an introduction for urban studies majors and the general student. S.

#### **490. Independent Study (Staff)**

#### **491. Directed Readings (Staff)**

#### **495. Apprenticeship (Staff)**

#### **499. Seminar (Staff)**

Reading and research on selected topics of issue in urban studies. Open only to senior majors in urban studies or by permission of instructor. (GEOG 380 may substitute for this course; see listings in Geography.)

# Majors and Courses of Instruction

## *Women's and Gender Studies*

### Women's and Gender Studies

*Program Director and Assistant Professor - Richelle Schrock*

*Continuing Part-time Instructor - Connie Richards*

Women's and Gender Studies is an area of study as well as an optic for understanding society, culture, and political events. The program offers interdisciplinary, cross-cultural, and transnational courses and provides a meeting ground to explore questions about political institutions, global events, and collective and individual action. Courses in the program examine how an individual's social experiences are shaped by history and institutions of gender/sex, socioeconomic class, race, sexuality, and nationality.

Students are encouraged to develop their analytical, comparative, transnational, and media literacy skills by taking courses in the program offered by contributing faculty in history, economics, literature, sociology, anthropology, journalism, and zoology, as well as many other departments. The academic frameworks provided in courses seek to enhance the integration of these skills beyond the classroom and campus to one's everyday public and personal lives.

Courses in the Women's and Gender Studies program provide perspectives throughout the entire curriculum as they are also taught by many faculty across disciplines. In this way the program enriches more traditional disciplinary approaches not simply by including the study of women and gender constructions but by transforming the categories through which knowledge is produced, applied, and disseminated within that given discipline.

Women's and Gender Studies courses are categorized in three ways. (I) **Program courses** are primarily interdisciplinary, taught wholly within the WGS program and carry the WGS prefix and course number. Some of these courses are also cross-listed with other departments. These courses focus on the study of women and gender constructions through the frameworks of feminist theories, methodologies, and activism. These courses explore not only the constructions of femininity and masculinity but also how additional social locations and identities (race/ethnicity, socioeconomic class, sexuality, and nationality) shape and make one another. (II) **Discipline-focused courses** are classes taught by faculty whose primary appointment is in another department or program. These classes generally address the study of women and gender within the context of a particular discipline (such as English or history). Many of these courses also explore how feminist frameworks have reformulated their disciplines and analyses. (III) **Related courses** are listed under a course number from the originating department or program. These are courses in which substantive attention (approximately a quarter of the course content) is given to feminist frameworks that explore the intersections of gender, race/ethnicity, sexuality, class, and nationality, but such issues may not be the primary focus of the class.

### Major

**Major:** A minimum of ten units consisting of: WGS 110, one theory or methods course; the remaining eight units of the major will be a mix of program, discipline-focused or related courses; of these eight units a minimum of six units must be program or discipline-focused; a minimum of three courses must be from program courses; no more than two courses can be from related courses; and a course taken in the theory/methods list cannot double count towards these eight units. At least seven out of the 10 courses must be 250 or higher. Students are also encouraged to take relevant electives across the curriculum to enhance their major.

# Majors and Courses of Instruction

## *Women's and Gender Studies*

### **Requirements for Women's and Gender Studies major:**

- **WGS 110**
- Choose one **Theory Methods Course** — PHIL 350, WGS 499A, 499B, 499C, 499D, 499E.
- Remaining Eight Units:
  - **Program Courses (I)** — WGS 200.2, 260, 300.1, 300.2, 300.3, 300.4, 490, 491, 495, 499A, 499B, 499C, 499D, 499E
  - **Discipline-Focused Courses (II)** — ENG 224, 266, 268, 415, HIST 375, 385B, HMCL 226, 251, PE 300.4, PG 260, PHIL 250, 350, PSYC 337, 339, SOAN 348, 349,
  - **Related Courses (III)** — ECON 277, ENG 226, 273, 278, 350, 360, 362, 369, FREN 379, GEOG 336, HMCL 124, 265, 375, PHIL 310, REL 352, SOAN 351, 359, THEA 190.1, ZOO 102, 251

Minor

**Minor:** Minimum five units consisting of WGS 110 and four units from program, discipline-focused, or related courses. Of these four units, one unit must be from program courses.

Courses

### **110. Introduction to Women's & Gender Studies (Schrock)**

This is an introductory survey course that exposes students to the current scholarship within Women's and Gender Studies. WGS 110 specifically focuses on the diversity among women and pays particular attention to the ways race, class, ethnicity, sexual orientation, and nationality affect women's lives. Our topics of study include: a history of feminist movements and study of current feminist movements; violence against women; women and work; gender socialization; public policy; immigration; and global issues affecting women. This course fulfills the following: Diversity Course and Group III (Humanities Literature) requirements.

### **200.2. Multicultural Feminist Frameworks (Schrock)**

A variable content course where students will be introduced to institutions (such as "the economy or the labor market" or "media institutions"), processes (such as "migration" or "immigration") and communities (such as growing youth market or U.S. communities of color or immigrant communities) through the framework of multicultural feminist scholarship. For instance, the WGS 220 course specifically is targeted towards first and second year students (but open to all students) and is constructed in ways that facilitate and encourage future student apprenticeships/internships. Topics include: "Gender, Race and Work", "Youth Cultures", and "Gender, Race and the Media". Comments: Group I Social Science Distribution; Diversity Course.

### **226. (HMCL 226): Gender and Identity (Staff)**

A person's 'sex' is usually considered the biological designation of his or her body as male or female, whereas gender is considered the socially constructed meaning of that body in a specific time and place. But how are concepts such as 'male' and 'female,' 'man' and 'woman,' constructed? Who defines what is 'manly' or 'womanly?' And how is our sense of self influenced by social expectations of how a 'man' or a 'woman' should behave? Moreover, what happens if you fall somewhere in between these categories? Through a study of literature, film, and other art forms, this course will examine how concepts of gender have changed over time and place and how such concepts have shaped our own identities. S.

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# Majors and Courses of Instruction

## *Women's and Gender Studies*

### **300.1. Gender & Race in the Sciences (Richards, Tuhela-Reuning)**

This class has no prerequisite. We hope the science student who has not necessarily been exposed to women's studies, the women's studies student who does not really think of her/himself as a scientist, and any student interested in the ways that gender, race, and the physical sciences intersect and affect our daily lives, will find these readings as enlightening as we have. Historically, students have been taught that science is free of the subjective, that proper use of the scientific method ensures a degree of objectivity. In the 1970s (and even earlier as our case study will reveal) feminist philosophers and academicians turned their gaze toward this assumption in a two-pronged approach. Part of their, and our, project involves examining the difficulties women and people of color have had in the professional science fields and to call attention to those who have been active but not adequately acknowledged. Another aspect of concern to us, like the feminists, is scientific study itself and the ways that gender and race bias can influence the interpretation of such "objective" practice. We have designed this course to be fully interactive; we want to foster a classroom atmosphere that is honest and respectful and that facilitates open discussion among students and instructors from diverse personal and academic backgrounds.

### **300.2. (JOUR 300.2) Women and Media (Rhodes)**

This course examines representations of women in the media and concepts of female identity with an emphasis on research methodology. Feminist media theory will be used to analyze and critique print and broadcast news media, advertising, depictions of female sexuality, television and film. Analysis will consider the impact of issues such as race, class and sexual orientation; identify and evaluate stereotypes of women; and engage students to think critically about the impact of popular culture on personal and societal values. It will also explore the role of women as media consumers and the importance of women media-makers. F.

### **300.3. Sexuality Studies (Schrock)**

When and how did people get something called sexual identity? Why does sexuality, the regulation of erotic desires, and the criminalization of sexual practices carry so much importance in modern societies? In what way does the management of these rules relate to interconnected identities of gender, race, class, and citizenship? What is the relationship between sexual identity and power? The course will explore these questions by examining the literature in the emerging field of sexuality and queer studies. In particular we will study the making of identities, sexualities, communities, and practices that are variously referred to as: queer, gay, heterosexual, heteronormative, intersexed, lesbian, transgendered, transsexual, butch/femme, two-spirit, third sex, tomboys, homosexual, sissies, and genderqueer. Specific topics/debates that will be examined include: the history of sexuality; sexuality-focused liberation movements; the impact of 19th and 20th century sexology; the construction of heterosexuality; laws and policies of nation-states on sexuality; and the queering of American popular culture. The emphasis in this course is on providing students with the conceptual apparatus and historical framework to approach research topics and projects on cross-cultural sexuality and gender. This course fulfills the following: Diversity Course and Group I (Social Science) requirements.

### **300.4. Special Topics in Women's and Gender Studies (Schrock, Staff)**

This course is devoted to timely and important topics in Women's and Gender Studies not encompassed by other courses. The course might focus on a contemporary political issue, an issue pertaining to feminist public policy or the work of specific feminist authors. This course is open

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# Majors and Courses of Instruction

## *Women's and Gender Studies*

to all students. Topics here include: "Consumption, Gender, and Social Justice" or "Gender and International Development". Comments: Group I Social Science Distribution; Diversity course.

### **340. (PHIL 340) Feminist Philosophy (S. Stone-Mediatore)**

Feminist theorists from Simone de Beauvoir to Sandra Harding have identified gender ideologies at the core of our tradition's basic philosophical concepts, including concepts of reason and knowledge, identity and autonomy, justice and power. If this is true, then feminist analysis is not merely a women's or "feminist" project but is a crucial theoretical lens for anyone who seeks to think critically about basic human categories. Setting off from this insight, this course engages 20th century feminist philosophy from across the globe to examine how gender ideologies have influenced our thinking and how feminist criticism can help us to approach human problems with greater thoughtfulness and rigor. Specific problems to be addressed include the cultural sources of oppression, the tension between human rights and cultural differences, the gendered character of militarism, and the political implications of our knowledge practices. F.

### **490. Independent Study (Staff)**

Individual study, with written results, of an appropriate topic. The student should consult the faculty member with whom she or he will work and prepare a written outline with a bibliography of the study to be undertaken. This should be submitted to the coordinator for approval during the semester preceding the one in which the work is to be done. Normally, only one unit of 490 or 491 may be counted toward the major. F, S.

### **491. Directed Readings (Staff)**

Individually designed reading program on an appropriate topic. The student should consult the faculty member with whom she or he wishes to work, and prepare a bibliography of the reading program. Evaluation methods will be stated in writing on the proposal. This should be submitted to the coordinator for approval during the semester preceding the one in which the work is to be done. Normally, only one unit of 490 or 491 may be counted toward the major. F, S.

### **495. Apprenticeship Program (Schrock)**

Opportunity for advanced students to engage in apprenticeships in areas of academic preparation and interest. The student should consult with the faculty member who will oversee the apprenticeship and prepare a written description of the project. This should be submitted to the coordinator for approval during the semester preceding the one in which the work is to be done. Normally, only one 495 may count toward the major. F, S.

### **499. Seminar**

Normally, one of the following courses will be offered each year. Students may take a second seminar to count toward the core course requirement. These courses are open to all students (majors and non-majors).

#### **499A. Feminist Literary Theory (Staff)**

The last 30 years of feminist literary studies, working historically through the development of an array of theoretical perspectives and conflicts, and addressing issues such as: challenges to the canon; the intersections and collisions between race, class, and gender; Anglo-American and French feminisms; theories of reading; the gaze; queer theory; and masculinity. The course is designed for students with substantial experience in English and/or women's studies who are prepared to devote in-depth attention to complex and dense material.

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# Majors and Courses of Instruction

## *Women's and Gender Studies*

### *Zoology*

#### **499B. History of Feminist Thought (DeMarco)**

How did women in the past understand their social roles (as mothers, wives, workers, artists)? Before there was such a thing as a “feminist” movement, how and why did women advocate for change (in educational opportunities, citizen rights, and cultural representation)? This course will offer a historical overview of pioneering voices on behalf of women throughout western Europe, from the Middle Ages, through the Enlightenment and the first organized movements for suffrage at the turn of the century. The class concludes with a look towards modern reform movements (including pacifism) shaped by the first World War (ending roughly at 1939). “Feminist thought” is taken broadly to include classic texts in feminist theory as well as creative explorations of women’s conditions and utopic aspirations in literary works (poems, plays) and cultural criticism (journalism, pamphlets). Works to be studied include those by Christine de Pisan, John Stuart Mill, Mary Wollstonecraft, the Grimké sisters, Harriet Jacobs, Frederick Engels, Christabel Pankhurst and Virginia Woolf. Specific topics include the politics of family and motherhood, the transformation of the household economy and work, women’s intellectual capabilities and education, religion and reformist thought, debates about contraception, and the emergence of a discourse of women’s (civil, political) rights. The historical framework of this course provides insight into the important conceptual and political backgrounds of contemporary feminist movements and theories. (Group III Humanities/Literature; Also listed as ENG 415.)

#### **499C. Feminist Anthropology (Howard)**

This course considers recent theoretical issues regarding constructions of gender within the United States and around the world. We focus on power and the conditions in various gender systems that result in power and powerlessness, both personally and collectively. We examine a diversity of perspectives on gender and the experiences of people across rigid social boundaries (such as class, race, ethnicity, sexual identity and ability/disability) in search of a more humane, inclusive social change. Also listed as SOAN 375.

#### **499D. Feminist Theory (Schrock)**

This course will provide an overview of some of the major strains, issues, and debates within contemporary U.S. feminist thought. Often U.S. contemporary feminist theory is characterized as a typology of theories (sometimes assumed to be distinct and separate from each other) that follows a linear chronology such as: liberal feminism, Marxist feminism, socialist feminism, radical feminist, ecofeminism, queer feminism, postcolonial/global feminism, postmodern/poststructuralist feminism, feminist ethnography, and critical race or “woman of color” feminism (or as *first*, *second*, and *third* wave feminisms). This course fulfills the following Diversity Course and Group III (Humanities Literature) requirements.

#### **499E. (HMCL 499) Geisha, Belly Dancers, and Dragon Ladies: Debunking the Myth of the Oriental Woman (Sokolsky)**

During the era of Western imperialism, Europeans viewed Asia, Africa, and the Middle-East in a variety of ways: dark, erotic, exotic, savage, and uncivilized. The people of these supposedly untamed lands were observed, explored, and exploited by Western imperialists. Rarely were these people given a voice of their own, and rarely were they viewed as autonomous humans on par with the “civilized” Western world. For women in these countries, their oppression was twofold. They were often second-class citizens in the patriarchal societies in which they lived,

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## Majors and Courses of Instruction

*Women's and Gender Studies*

*Zoology*

and they were also exoticized and orientalized by Western white men traveling in these lands. Such stereotypes of these women have included: the scary but seductive dragon ladies of China, the demure geisha of Japan, and the sexy belly dancers and mysteriously veiled women from the Arab world. The goal of this course is to explore these stereotypes. Why have they been created? Why do they still persist? What are women from the "Orient" truly like? And why is it dangerous to allow such stereotypes to exist? To do so, I will ask you to think about these questions as we explore literature written about and by women from Asian and Arab countries. Diversity course. Writing option. F.

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### **Zoology**

See the program and major requirements listed under Biological Sciences.



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# Student Life and Non-Academic Regulations

*Student Life*

*Student Handbook*

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## **Student Life**

The Division of Student Life provides a wide variety of services and co-curricular learning opportunities through formal and informal programs and activities for students. Each Student Life office is staffed with professionally trained people skilled at assisting students to pursue a broad liberal arts education. Most Student Life staff members hold at least a Master's degree in Student Development or a related field. Nearly all areas traditionally identified as "student affairs" report to the Dean of Students. These include the offices of: Residential Life, Judicial Affairs, Student Involvement, Counseling Services, Career Services, Public Safety, Student Health Services, Greek Affairs, Women's Resource Center, the Hamilton-Williams Campus Center, New Student Programs, Multicultural Student Affairs, International Student Services, and Student Government (WCSA).

*The Student Handbook*

*The Student Handbook* contains a complete directory of University offices and services, and a listing of academic and nonacademic regulations and policies. The Handbook is posted on the University's Web site each fall and updated as needed during the course of the academic year. Copies of the Code of Student Conduct are distributed to all students at fall and spring registration, and additional copies may be obtained in the Office of the Dean of Students (HWCC 230). The handbook supplements the University's *Catalog* as the official statement of nonacademic policies and procedures. It is expected that all students will become familiar with the University policies outlined in these publications. Any changes in University rules and regulations after the publication of a new *Catalog*, Student Handbook, or Code of Student Conduct will be shared with the campus community through official University notification.

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# Expenses and Financial Aid

## *Tuition and Fees*

## *Financial Aid*

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### **Tuition and Fees**

The total cost of a year's education at Ohio Wesleyan depends on personal lifestyles and tastes, which vary from student to student. Certain costs are fixed, however, and are frequently referred to as the general fee. For 2012-13 this includes:

|                      |          |
|----------------------|----------|
| Tuition              | \$38,890 |
| Student Activity Fee | 260      |
| Room (Tier 2)        | 5,500    |
| Board (Plan B)       | 4,810*   |
|                      | <hr/>    |
|                      | \$49,460 |

\* The actual cost of board (food) on campus also varies from student to student, as several board plans are available. This figure represents the estimated cost for the average student and is used in determining financial aid awards.

In further quantifying annual expenses, an estimate used in financial aid calculations for books and supplies is \$1,300, and for personal expenses is \$1,100.

Ohio Wesleyan is committed to maintaining a general fee which will ensure satisfactory living conditions and the highest quality educational programs. All charges for tuition, fees, room, and board are subject to change by action of the Board of Trustees.

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### **Financial Aid**

While some assistance is available to students regardless of their financial need ("merit" awards, certain loans and payment plans), the primary purpose of Ohio Wesleyan's financial aid program is to enable students of limited resources to attend the University. Parents and students are expected to make a maximum effort toward meeting college costs; where they cannot meet full costs, the University seeks to provide assistance.

The Free Application for Federal Student Aid (FAFSA) is the primary form required, allowing determination of the student's financial eligibility. This eligibility may be funded through gift assistance (grants) and/or self-help funds (loans and campus employment), most frequently offered in combination in an aid "package."

Applicants should submit the FAFSA to the Federal Student Aid Processor as soon after January 1 as possible and not later than March 1. Students are encouraged to complete the yearly FAFSA online at <http://www.fafsa.ed.gov/>. All students, and for dependent students, a parent, should also apply for a PIN at <http://www.pin.ed.gov/>. This will serve as an electronic signature. Acceptance of any aid offer requires making the enrollment deposit (next page) by May 1.

Detailed descriptions of financial aid policies and procedures may be obtained from the Financial Aid Office. A new FAFSA must be filed each year for reconsideration, and certain conditions govern all forms of aid. These include the maintenance of certain academic standards. Students should be aware of deadlines for appealing aid ineligibility based upon unsatisfactory academic performance.

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# Expenses and Financial Aid

## *Financial Aid*

### *Fees*

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#### Grants and Merit Awards

Grants may be obtained through federal, state and institutional programs. Federal assistance includes the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant. In Vermont, Rhode Island and Pennsylvania, students may apply for portable state grants, which may require a separate application and vary in amount. Grants also are made by Ohio Wesleyan through endowed funds and special gifts.

The University further recognizes outstanding academic potential by sponsoring several merit award programs, in which awards are made regardless of financial need. Merit-based scholarships range from \$1,000 to full tuition and are offered to students based on academic and talent-based performance. Again, continuation of scholarship assistance requires recipients to maintain a specified grade point average.

#### Loans

The Federal Stafford Student Loan maximum is \$5,500 for freshmen, \$6,500 for sophomores and \$7,500 for upper class students each year. Need-based Federal Loans are subsidized by the federal government. Non-need-based, or unsubsidized, loans require that the borrower pay interest, or have it added to principal, while the student is in school. Students may also qualify for the Federal Perkins Loan Program. Cumulative Perkins loans may not exceed \$8,000 by the end of a student's sophomore year. The total amount for undergraduate study is \$20,000. Please contact the Financial Aid Office (246 Slocum Hall) for further information on these programs.

#### Employment

Part-time employment on campus may be offered as part of the aid package. Utilizing both University and federal funds (Federal Work-Study), this program pays students for work in a variety of administrative and academic offices. To obtain the Federal Work Study funds offered in the aid package, students must be employed under the FWS program. In addition to work-study opportunities, a limited number of student assistantships are available. These assistantships provide a monetary stipend as well as professional job experience.

#### Application Fee

Applications for admission must be accompanied by a nonrefundable application fee of \$35. If the application is completed and filed online, the application fee is waived.

#### Enrollment Deposit

All entering students must make a one-time enrollment deposit of \$400 and all current students must maintain the deposit to ensure enrollment, housing and, where applicable, financial aid.

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### **Fees**

#### Tuition

Since students at Ohio Wesleyan must achieve a minimum of 34 units of credit to earn a degree, it is expected that they will maintain an average enrollment of at least 4.25 units of credit, each semester. The basic tuition covers from 3.25 units of credit (the minimum for full-time status) to 5.50 units of credit. For those students wishing to enroll in extra units, an extra tuition charge will be placed on the student's account for courses in excess of 5.50 units at the time the student enrolls in the extra unit(s). This charge is calculated by multiplying the number of units in excess of 5.50 times the per-course fee, which is \$4,220 for 2012-2013.

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# Expenses and Financial Aid

## *Fees*

If the student drops a course for which he/she was charged additional tuition, and this drop occurs within the normal drop/add period allowed for change of schedule, the charge will be removed. If the course remains a part of the student's enrollment for the semester even though the student withdraws or a petition to drop late is approved, the charge will remain on the student's bill.

In addition, fees for any courses which carry extra charges, such as chemistry, fine arts, or physical education, will be placed on the student's account at the time of registration. The fee will be removed only if the student drops the course during the semester (by properly completing an add/drop form) in the time allotted for dropping a course from the student's enrollment.

**Student Activity Fee.** A separate student activity fee of \$260 per year (\$130 per semester) is charged to all full-time students who are enrolled in on-campus courses. This fee is used to fund the activities of various OWU student organizations and student initiatives under the auspices of the student government, the Wesleyan Council on Student Affairs (WCSA). Questions regarding this fee should be directed to the Student Involvement Office.

**Bachelor of Arts.** Full-time students pay tuition and any appropriate special fees. (Tuition for B.A. music majors includes 1/2 unit of credit in applied music per semester.)

**Bachelor of Music.** Tuition includes the amount of applied music credit per semester required by the specific B.M. degree program and credit in all music organizations in which the student participates. Applied music courses in excess of those required by the major require additional fees.

**Bachelor of Fine Arts.** Full-time students pay tuition plus a per course studio fee of \$75 per semester for ceramics, photography, sculpture, figure drawing, computer imaging, graphic design, metals, and printmaking.

### Special Students

Non-matriculating students who are part-time, non-degree candidates may generally register for up to three courses per semester in the Registrar's Office. Such students will pay \$4,220 per one-unit course, rather than the full tuition, but they are not entitled to general student services.

A maximum of 16 units may be taken as a special student. In order to qualify for the bachelor's degree, further enrollment must be on a full-time basis, unless the student successfully petitions for exemption through the Academic Status Committee. A special student who wishes to become a full-time student must process an admission application in the Office of Admission.

### Auditing Fee

A non-matriculating student is charged a \$60 fee for auditing a course. Informal auditing is not permitted.

### Senior Citizens

Delaware residents who are 65 years of age or older may audit or enroll as special students in regular courses at no cost, providing space is available and the instructor permits. Participants in courses that have special fees must pay the special fee.

### Off-Campus Fees

Students applying to study abroad pay an application fee. Students studying abroad or on a programmed apprenticeship also pay a per-semester administration fee. Students working directly with an Ohio Wesleyan professor on an independent apprenticeship pay regular semester or per-course tuition, but no additional fees.

# Expenses and Financial Aid

## Fees

### Proficiency Examination Fee

A fee of \$30 per unit is charged for a proficiency examination designed to secure credit in a course without the usual participation in the work of the course. No refunds are made for failure to pass the examination.

If the student passes the proficiency exam, an additional fee of \$60 per unit is charged for application of that credit to the student's record. Fees for proficiency exams in fractional courses will be charged on a proportional basis.

### Special Fees

Fees beyond tuition are charged for private lessons in applied music, certain courses involving field trips, labs, art supplies, and physical education. See the appropriate sections in "Majors" and "Courses of Instruction." There is also a \$200 fee for student teaching.

### Miscellaneous Charges

The following is a list of some of the miscellaneous charges that may be automatically billed to the student's account:

- Special course fee
- Student teaching fee
- Food point purchases
- Health insurance\*
- Property damage, improper checkout, community damage
- Interim housing charges, early arrival fees
- Student wellness charges
- Library fines
- Lost or damaged OWU card
- Lost mail box key
- Music accompanist fee
- Parking permits
- Airport shuttle service
- Returned checks (parent and student)
- Service charge for returned checks (parent and student) (\$25)
- Unpaid emergency loans (plus \$5 service charge)
- Unpaid parking citations (plus \$5 service charge)
- Unpaid judicial fines (plus \$5 service charge)

\*In order to ensure that all students maintain health insurance, this charge is automatically billed to each student. To waive the coverage, a student must complete an on-line waiver by August 27, 2012.

For certain special services, the following charges are made to the student account:

|   |      |
|---|------|
| Late change in registration   | \$40 |
| Special final examination, with approval to be obtained from the course instructor and the Registrar. | \$40 |

### Room and Board

The *minimum charges* in the University residence halls for 2012-2013 total \$9,060. This figure includes a Tier 1 room (\$4,870) and the minimum meal plan (\$4,190). For a Tier 2 room, the charge is \$5,500. The charge for a Tier 3 room is \$6,470. These charges are divided in half and billed in equal amounts per semester.

Residents of fraternity houses pay a room fee of \$5,500 and a fraternity board fee of \$5,090.

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# Expenses and Financial Aid

## *Fees*

All students who live in the residence halls and small living units (including Austin Manor) at OWU must participate in the University meal plan. Rare exceptions will only be considered for those students with medical conditions or membership in religious organizations with strict dietary guidelines that cannot be accommodated by the University's food service vendor. In such instances a waiver from the meal plan may be sought. In the event of a medical exemption, appropriate documentation must be submitted by the student's doctor and approval must come from a team of three people: the Director of Student Health Services, the Director of Residential Life, and the Food Service Director. For a religious exemption, appropriate documentation must be submitted by the student's religious authority and approval must come from a team of three people: the University Chaplain, the Director of Residential Life, and the Food Service Director. The process for seeking an exemption from the University meal plan, under one of these two exceptions, begins with a meeting with the Director of Residential Life. There are no other exemptions from meal plans available.

The University meal plan provides maximum flexibility to accommodate different students' eating habits. The dollar amount chosen covers fixed costs, then creates a balance on the student's meal card (Purchasing Power). Dining hall personnel use computer terminals to deduct the cost of each meal purchased from the student's meal card. Families may select one of three options for Board purposes: Plan A (Knight) for the hearty eater (\$5,260); Plan B (Bishop), which covers the average student (\$4,810); Plan C (Squire) the minimum (\$4,190). All new students are automatically placed on the Bishop Meal Plan.

During the summer, the Office of Dining Services mails a brochure to all new students, with meal plan specifics and a form if the student wishes to opt for a larger or smaller meal plan. Unused point balances carry over from fall to spring, **but are forfeited at the end of Spring Semester and do not carry to the following year.** Students who complete Fall Semester but do not return for Spring Semester forfeit all remaining points and are not eligible for a refund of any unused balances. The University allows students on one of the three Board plans (Knight, Bishop or Squire) to transfer points to students who are also on one of these plans. Transfer of points to students who are not on a Board plan (which includes students eating at a fraternity) is prohibited. Students may purchase additional food points at any time.

### Cable Television Service

Cable TV service is activated in every room when you arrive on campus. Service will remain active at no charge to the students.

### OWU Card

The OWU Card is the student's ID card, which also includes a debit card program. A deposit to the account must be made before the student may use the funds. **Any deposit made is not available for cash withdrawal**, but is returned when a student leaves the University, using the guidelines in the following paragraph. The OWU Card is used in a manner similar to any other debit card. The student's purchases are limited by the amount of funds in the account.

The parent or student may deposit funds for the OWU Card through the mail, at the Cashier's Office, or online. Deposits may be made via check, money order, or cash, through the cashier's window, during posted business hours. Deposits via major credit card (excluding VISA) or debit cards may be made online at [www.owu.edu](http://www.owu.edu). (A convenience fee of approximately 3% is charged for credit card payments.) Follow the "Online Payments" link. All deposits will be available the next

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# Expenses and Financial Aid

## *Fees*

## *Payment Methods*

business day. (Friday deposits are available on Monday.) **There are no cash withdrawals permitted from the account** and the funds cannot be transferred or used to pay other student accounts such as tuition. Credits at the end of the year will automatically carry over to the next year. Remaining balances for graduating senior and non-returning students will first be applied to the student's account (tuition), if applicable, and any remaining balance will be refunded via check in June.

A deposit of \$600 is recommended to cover textbooks and miscellaneous needs for one semester; however, any amount may be deposited onto the OWU Card. Account balance inquiries or other questions about the OWU card can be directed to the OWU Card Office at (740) 368-3451, during normal business hours.

**IMPORTANT NOTICE: Graduation will not be permitted nor will transcripts or diplomas be issued for any student who has not fully met all obligations to the University. These obligations include, but are not limited to, financial obligations (among them payments on student loans) and, in the case of graduation, fulfillment of all degree requirements.**

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## Payment Methods

Various payment methods are available to Ohio Wesleyan students and their parents as noted below. Complete information about these options is available from the Student Accounts Office.

### Discount for Advance Payment

Ohio Wesleyan offers a discount for advance payment of the entire year's tuition, room, and board in a single payment by June 15, 2012. For the 2012-2013 year, the amount of discount is \$610, therefore the total advance payment due on June 15, 2012, is \$48,850. The amount and due date vary from year to year.

### Monthly Payment Options

Ohio Wesleyan has made arrangements with Tuition Management Systems (TMS), to provide a monthly payment plan option. For an enrollment fee of \$75, a family can opt to pay their portion of the tuition, room and board over a 10-month payment period, with no interest. Information on this option will be mailed in a separate package. If you need further information, call TMS at (800) 722-4867 or visit <http://www.afford.com/>.

Fall semester bills will be mailed approximately July 15, 2012 and Spring Semester bills will be mailed approximately November 15, 2012. Average amounts and due dates are as follows:

|                                  | <u>Tuition</u>  | Room<br>(Average) | Board<br>(Plan B) | Fees         | Total           |
|----------------------------------|-----------------|-------------------|-------------------|--------------|-----------------|
| Fall Semester,<br>due 08/15/12   | \$19,445        | \$2,750           | \$2,405           | \$130        | \$24,730        |
| Spring Semester,<br>due 12/15/12 | <u>\$19,445</u> | <u>\$2,750</u>    | <u>\$2,405</u>    | <u>\$130</u> | <u>\$24,730</u> |
| Total                            | \$38,890        | \$5,500           | \$4,810           | \$260        | \$49,460        |

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# Expenses and Financial Aid

## *Payment Methods*

## *Withdrawals and Refunds*

Students are expected to pay, in full, tuition, room and board prior to attending classes for the upcoming semester. Accounts will be considered paid in full if, either a full year advance payment is made, the semester is paid prior to the due date, a contract with a monthly payment plan provider has been signed meeting OWU guidelines, or an estimated payment net of any financial aid award (difference to be paid within 10 days of award receipt) is made. The University assesses a service charge of 1% per month on any balance not paid by the payment due date. **Any student with an unpaid balance during the semester will have a “hold” placed on their registration for the following semester’s classes and will not be allowed to register until the balance is paid.**

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## **Withdrawals And Refunds**

If a student withdraws, we will credit his or her account according to the guidelines that follow. The percentages relate to charges for fall or spring withdrawal. We will refund any resulting credit balance by check within 60 days of withdrawal. For the purposes of this policy, a semester begins on the first day of classes and ends on the last day of final exams.

The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of calendar days in the semester, including weekends and holidays and excluding any breaks longer than five days. For example, if there are 110 days in a semester and a student withdraws on the 20th day of the semester, the charges and financial aid will be prorated to reflect that he/she has been enrolled for 18.2 percent of the semester (20/110). If a student withdraws before the start of the semester and incurs no charges, his or her enrollment deposit is forfeited. In the event that the student has incurred charges, the enrollment deposit is first applied to those charges and the balance is forfeited.

If a student withdraws during the fall or spring semester, the refundable amount will be calculated by prorating the tuition, room and board charges and financial aid credits on a daily basis including weekends, but excluding any school breaks of five or more consecutive days, for the first nine weeks (60%) of the semester. There are **no refunds** given for tuition, room or board under any circumstances of withdrawal or dismissal **after the ninth week** of a semester. Lab and special course fees will be refunded 100 percent through the normal drop/add period; there will be no refunds of lab and course fees after that time. Student health insurance, fines and other miscellaneous charges or personal costs are not prorated and are non-refundable. The financial aid of any withdrawing student is prorated according to the same schedule for tuition, room and board as noted above. All Ohio Wesleyan scholarships, grants, and Title IV aid will be handled according to this same policy. State aid and other scholarships will be handled separately according to the policies of each granting entity.

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by Federal law to be returned first, in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal Plus Loan, Federal Pell Grant, and Federal SEOG.

A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed under Department of Education or other appropriate granting agency regulations. In addition, all outstanding balances with the University must be cleared before any refund would be issued to the student or parent.



# Expenses and Financial Aid

## *Withdrawals and Refunds*

### Refund Insurance

An independently sponsored insurance program called the Tuition Refund Plan is available to complement OWU's refund policy. Families will receive a separate mailing regarding this plan. The premium is approximately one percent of average tuition, room and board charges. **Families are strongly urged to consider this plan if they are concerned about receiving no refund after the ninth week of classes.**

### Enrollment Deposit

Upon graduation, \$300 of the enrollment deposit is applied to the student's account and refunded if there are no outstanding accounts (\$100 of the enrollment deposit is never refundable, as it supports the StART OWU program). The enrollment deposit is non-refundable if a student does not enroll. For enrolled students (other than new students) who withdraw prior to the start of the next semester, refunds are made according to the following notification deadlines:

|                 | <b>\$300</b> | <b>\$200</b> | <b>\$100</b> | <b>None</b>  |
|-----------------|--------------|--------------|--------------|--------------|
| Fall Semester   | July 1       | July 15      | Aug. 1       | After Aug. 1 |
| Spring Semester | Dec. 1       | Dec. 15      | Dec. 31      | After Jan. 1 |

Students who leave during the semester are considered to be late withdrawals for that semester and their enrollment deposit will be forfeited, unless they plan to return to Ohio Wesleyan within one academic year. The University will hold the deposits of students taking leaves of absence. If the student does not return to full-time enrollment within one academic year after taking the leave, he or she will forfeit the deposit.

### Disciplinary Withdrawal

Students leaving the University for disciplinary reasons receive refunds only to the extent prescribed by Federal refund policies.

### Student Health Insurance

Students participating in the University's Health Insurance Program are covered for one calendar year even when no longer enrolled in the University. **No prorated refunds are available under this plan.** No refunds are given if the online waiver has not been processed by August 27, 2012. Families should receive a credit for the Health Insurance charge on the August student account invoice if the University has received and processed the waiver card. Otherwise, insurance coverage will remain in effect for the year.

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# Expenses and Financial Aid

## *University Libraries*

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### **University Libraries**

The Ohio Wesleyan University Libraries actively supports the teaching, study, and research activities of the University and serves the community of scholars by acquiring, organizing, and preserving information. Library staff members have a strong public service orientation and a firm commitment to teaching users to identify, locate, evaluate, and effectively and ethically use information. They also assist OWU students, faculty, and staff with specific research problems.

The main library, the L. A. Beeghly Library, is open approximately 90 hours per week during fall and spring semesters when classes are in session. The Hobson Science Library is in the Schimmel/Conrades Science Center and the Kinnison Music Library in Sanborn Hall. The Library Café, located on the main floor of Beeghly Library, is open from 5 p.m. to midnight Sunday through Thursday. With its own outside entrance, this room and the Bashford Lounge area of Beeghly Library are available for student use 24/7.

The collection has more than 585,617 items with a distinct rare book collection and one of the country's oldest depositories of federal government publications. All libraries are linked by the integrated on-line catalog and circulation system, CONSORT. The University Libraries' holdings include 775 print journals, 43,609 e-journals, 318 research databases, and approximately 100,000 e-books. A dynamic collection of government documents supports the curriculum and information needs of the larger Delaware community. All material, except for that in Special Collections or on reserve, is on open shelves. A browsing collection of popular fiction and nonfiction is located in the Bashford Lounge on the main floor of Beeghly Library.

The University Libraries provides access to an extensive and increasing array of electronic resources such as JSTOR, LexisNexis Academic, SciFinder Scholar, Academic Search Complete, and ebrary. Its home page (<http://library.owu.edu/>) provides access to all of these resources, as well as access to OhioLINK's Electronic Journal Center containing more than 9,100 journals. Most of these licensed databases are also available for use off-campus.

Library innovations in recent years include the creation of an Information Commons, development of the Digital Resource Center, access to LibGuides to support customized online subject portals, and the implementation of Summon, a web-scale discovery service.

Ohio Wesleyan University is a member of the Five Colleges of Ohio, which includes Denison University, Kenyon College, Oberlin College and the College of Wooster. The University Libraries is also a member of OhioLINK, a statewide consortium of academic libraries; and the Oberlin Group and the Consortium of Liberal Arts Colleges, prestigious national organizations of top liberal arts colleges.

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# Facilities

## *University Housing*

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### University Housing

University students currently may live in one of the six large residence halls or nine small living units. In addition, the chapter houses of seven national fraternities provide housing.

The residence halls have professionally trained, full-time, Residential Life Coordinators (RLC) and a student staff of Resident Assistants (RA). The RLCs have had graduate training as well as experience in counseling, residence hall work, and the general area of student development. All fraternity houses have adult, non-student, House Advisers.

Ohio Wesleyan University is a residential university and all of its students are expected to live in University housing during their entire academic career at OWU. Only those students who commute from their parents' homes or who have been released due to special circumstances by the Residential Life Office may live off campus.

### Residence Halls

**Lucy Webb Hayes Hall** (1963) provides living spaces for 198 women. A lounge/study room is located on each floor and a computer lab can be found on the ground floor. The hall is named in memory of Lucy Webb Hayes, the University's first coed and later the wife of Rutherford B. Hayes, 19th President of the United States.

**Smith Hall** (1968) houses 366 men and women in two five-story units separated by a two-story service unit. Included among the building's facilities are study rooms on each floor, meeting rooms, and a game room. The building is named in honor of Betty and Elden T. Smith. Dr. Smith was the University's 11th President.

**Stuyvesant Hall** (1930) is the gift of the late Frank E. Stuyvesant and accommodates 254 men and women. The building facilities include a large television lounge, study rooms on each floor, and a multipurpose room with a stage.

**Thomson Hall** (1954) houses 117 men and women and is named for Bishop Edward Thomson, first President of Ohio Wesleyan.

**Welch Honor Hall** (1963), renovated in 1990, is a unit for 195 men and women. Students must achieve a 3.0 GPA and complete a separate application for acceptance. Welch Hall is a 24-hour quiet building and has an exercise room, meeting rooms, and computer lab. This building is named in honor of Bishop Herbert Welch.

**Bashford Hall**, named in honor of Bishop James Bashford, fourth President of Ohio Wesleyan, provides living space for 136 men and women.

### Small Living Units

**Small Living Units (SLU):** This program consists of nine houses with individual capacities for 10-15 students. Each house is a former private residence, which focuses on an interest in and commitment to some thematic program. Currently these are the House of Thought, the Tree House, the House of Black Culture, the International House, the Women's House, the Peace and Justice House, Inter-Faith House, and the Modern Foreign Languages House.

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# Facilities

## *Instructional and Administrative Buildings*

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### **Instructional and Administrative Buildings**

Most instructional and administrative buildings are grouped on the eastern portion of campus, excepting Sanborn and Presser Halls, Student Observatory, and Perkins Observatory. The first three are on the western portion of campus, the primarily residential half, while Perkins lies on U.S. 23, three miles south of campus. Pritchard House, the President's home and a gift of Miss Helen Pritchard, class of 1911, is adjacent to the western campus.

The central, transitional portion of campus includes the hub of academic life, Beeghly Library, and facilities important to cultural and social activity – Chappellear Drama Center, Hamilton-Williams Campus Center, and Mowry Alumni Center.

**The Bookstore**, in the Hamilton-Williams Campus Center, is owned by the university and operated by Follett Corporation. The Bookstore is open Monday through Friday and the first Saturday of each semester from 8:45 a.m. until 5:00 p.m., and on special University weekends.

**Branch Rickey Physical Education Center** (1976), including four major components, is named for the late Mr. Rickey, class of 1904, a dominant figure in American baseball for more than 50 years and one-time Ohio Wesleyan coach. Two portions were completed in 1976: the **Rickey Arena**, seating 2,300 for basketball and other indoor sports; and the **Richard Gordon Field House**, named for donor Richard Gordon '62 and including a 220-yard track, six multipurpose courts for volleyball, basketball, badminton and tennis, and practice space for other sports. Adjacent to the arena are six courts for handball, racquet-ball, and squash. Connected by tunnel to the newer facilities are **Edwards Gymnasium** (1906), which served for many years as the University's principal athletic site, and the **Pfeiffer Memorial Building** (1953). Edwards Gymnasium is on the National Register of Historic Places and was named after the late John Edwards thanks to a gift from his widow and children in 1905.

**Chappellear Drama Center** (1972) is named for its principal donors, Mr. and Mrs. Monroe Chappellear, of Maplewood, N.J. In addition to a main theatre, the Center includes faculty offices, a studio theatre, and various support offices and shops.

**Schimmel/Conrades Science Center** (2004) is named for George '61 and Patsy Belt '63 Conrades, and Paul '62 and Cleo Ritz '62 Schimmel. The 150,000-square-foot facility houses the botany/microbiology, chemistry, geology-geography, mathematics/computer science, physics/astronomy and zoology departments. It features classrooms, labs, Moore Greenhouse, Swallen Herbarium, Schimmel Atrium, and Hobson Science Library. The center includes the former **Bigelow-Rice, Kleist** and **Stewart Halls**.

The **R.W. Corns Building**, the former Memorial Union Building, was renovated and renamed in 2000. The building was made possible by a multimillion dollar gift from Evan Corns '59, in memory of his father. The building houses the Woltemade Center for Economics, Business and Entrepreneurship; the Economics Department; the Sagan Academic Resource Center; and Information Services.

The **Early Childhood Development Center** (1961), a gift of the late Charles B. Mills, class of 1919, a trustee and former Chairman of the Board, and his late wife, Rachel Mills, is equipped for 30 children.

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# Facilities

## *Instructional and Administrative Buildings*

**Edgar Hall**, renovated in 2001, houses 2D fine arts classrooms and studios. The building is on the National Register of Historic Places. It is named in honor of University friend E.E. Edgar who facilitated the building's purchase in the 1920s.

**Elliott Hall** (1835) was built as the Mansion House, later became the University's original building. It now houses the departments of History, Politics and Government, and Sociology/Anthropology as well as the Office of Marketing and Communication. The building is listed on the National Register of Historic Places and was honored in 2003 with an Ohio Bicentennial Marker as the state's oldest Collegiate Greek Revival Building. It is named for Rev. Charles Elliott who was instrumental in the establishment of Ohio Wesleyan.

**Hamilton-Williams Campus Center** (1991) features the Norman Vincent Peale '20 Chapel, bookstore, student mailboxes, a food court, offices of the Housing Director, Vice President and Office of Student Affairs, Campus Programs director, student yearbook, Women's Resource Center, lounges and meeting rooms, the University Chaplain, Office of International Student Services, Office of Multicultural Student Affairs, Career Services and Counseling Services. The building is named in honor of the mother of David Hamilton Smith '53.

**Haycock Hall**, renovated and expanded in 2001, houses the 3D art disciplines. It was named in honor of Professor Emeritus of Fine Arts Everett "Ebb" Haycock.

**Littick Field** (1969) is the site of varsity baseball and practice diamonds and practice football fields.

**Margaret Sagan Field** is named for its primary benefactor, Margaret Pickett Sagan '48, and is the new venue for women's softball.

**Meek Aquatics and Recreation Center** is named for Phillip '59 and Nancy LaPorte '59 Meek. It opened in Fall 2010 as Ohio Wesleyan's first "green" building, heated and cooled by more than 90 geothermal wells.

**Merrick Hall** (1873) was originally named the Alumni Building and Science Hall and the third floor, initially built as a chapel, housed the Science Museum. The building is listed on the National Register of Historic Places.

The **Frances E. Mowry Memorial Alumni Center** (1986) is a gift from E.J. Benes and his wife, Mrs. Frances E. Mowry Benes, class of 1932. The center houses the offices of Alumni Relations, Development, and Alumni Records, as well as the large Monnett Room.

**Perkins Observatory** (1924) is one of the nation's most important astronomical research centers.

**Phillips Hall** (1958) was the gift of the late Ellis and Kathryn Sisson (class of 1901) Phillips. It holds the offices and classrooms of the departments of Education, Journalism, Philosophy, Psychology, and Religion.

**Richard M. Ross Art Museum** (2003) is named after the late photographer and founder of Ross Laboratories through a gift by his wife, Libby Ross. Located in Delaware's original post office, the Ross Art Museum hosts several exhibits each year and is home to the Humphreys Gallery. The building is listed on the National Historic Register.

**Roy Rike Field** (1934), named after E. Roy Rike '62, accommodates varsity soccer and intramural activities. It became the Bishops' home field in 1964 and a three-phase reconstruction, completed in 1999, added irrigation, lights, fully-enclosed press box, new seating, and locker room facilities.

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# Facilities

## *Instructional and Administrative Buildings*

**Sanborn Hall** (1909), home to the Department of Music, was rededicated in 1983 following extensive renovation in the final phase of the “Renaissance in Music” program. **Presser Hall** was added in 1980 and is an excellent rehearsal facility. The building is listed on the National Register of Historic Places.

**Selby Stadium** (1929), the University’s main athletic stadium, seats 9,100 spectators primarily for football, lacrosse, and track and field. An “all-weather” track was installed in 1985 as a gift from alumni and friends. The facility received a face-lift before the 2006-07 athletic season with the addition of a new synthetic surface. Selby Stadium is listed on the National Register of Historic Places.

**Slocum Hall** (1898) served as the University library until 1966. The building now houses the Departments of Black World Studies and Women’s and Gender Studies, in addition to the Admission Office, Financial Aid, WSLN radio, and several classrooms. The building is listed on the National Register of Historic Places.

**Student Observatory** (1897) is used for elementary astronomy laboratories. The building is listed on the National Register of Historic Places.

**Sturges Hall** (1855) was constructed as the University’s first library and now houses the departments of English and Humanities-Classics. The building is listed on the National Register of Historic Places.

**University Hall** (1893), home of **Gray Chapel**, contains numerous administrative offices, including that of the President, as well as faculty offices and classrooms. Gray Chapel is among the region’s preeminent concert halls, having reopened in 1980 after extensive renovation and the installation of the Rexford Keller Memorial Concert Organ, constructed and installed by Klais Orgelbau of Germany. The building is listed on the National Register of Historic Places.

# University Offices

## University Offices

*University offices are open from 8:30 a.m. - noon and 1 - 5 p.m., Monday through Friday, throughout the academic year. Summer hours are 8:30 a.m. - noon and 1 - 4:30 p.m., Monday through Friday.*

|  |                                      |
|--|--------------------------------------|
| Academic Advising.....                     | Corns 324                            |
| Academic Affairs.....                      | University Hall 107                  |
| Accounting.....                            | University Hall 018                  |
| Admission.....                             | Slocum Hall 110                      |
| Alumni Relations.....                      | Mowry Alumni Center                  |
| Audiovisual.....                           | Beeghly Library                      |
| Buildings and Grounds.....                 | Maintenance Building                 |
| Calendar Coordinator.....                  | Hamilton-Williams Campus Center      |
| Career Services Office.....                | Hamilton-Williams Campus Center 324  |
| Cashier.....                               | University Hall 018                  |
| Chaplain's Office.....                     | Hamilton-Williams Campus Center 208  |
| Counseling Center.....                     | Hamilton-Williams Campus Center      |
| Duplicating.....                           | Schimmel/Conrades Science Center 184 |
| Finance and Administration.....            | University Hall 116                  |
| Financial Aid.....                         | Slocum Hall                          |
| Fraternity and Sorority Life.....          | Hamilton-Williams Campus Center      |
| Health Service.....                        | Stuyvesant Hall                      |
| Information Systems.....                   | R.W. Corns Building                  |
| International and Off-Campus Programs..... | Hamilton-Williams Campus Center 213  |
| Lost and Found (Information Desk).....     | Hamilton-Williams Campus Center 143  |
| Mail Room.....                             | Schimmel/Conrades Science Center 188 |
| Marketing and Communication.....           | Elliott Hall Ground Level            |
| Payroll.....                               | University Hall 027                  |
| President's Office.....                    | University Hall 101                  |
| Provost's Office.....                      | University Hall 108                  |
| Public Safety Office.....                  | Smith Hall                           |
| Registrar's Office.....                    | University Hall 007                  |
| Residential Life.....                      | Hamilton-Williams Campus Center 225  |
| Sagan Academic Resource Center.....        | R.W. Corns Building                  |
| Student Accounts.....                      | University Hall 012                  |
| Student Conduct.....                       | Hamilton-Williams Campus Center 225  |
| Student Involvement.....                   | Hamilton-Williams Campus Center 143  |
| Student Life Office.....                   | Hamilton-Williams Campus Center 230  |

## Student Offices

|   |                                     |
|---|-------------------------------------|
| University Food Service (Chartwells)..... | Hamilton-Williams Campus Center 142 |
| University Relations.....                 | Mowry Alumni Center                 |
| Women's Resource Center.....              | Hamilton-Williams Campus Center 324 |
| Campus Programming Board.....             | Hamilton-Williams Campus Center 217 |
| IFC/Panhellenic Council.....              | Hamilton-Williams Campus Center 211 |
| Intramurals.....                          | Edwards Gymnasium                   |
| OWL.....                                  | Sturges Hall 305                    |
| Pride and GLBT Resource Center.....       | Hamilton-Williams Campus Center 218 |
| Transcript.....                           | Phillips 102                        |
| WCSA.....                                 | Hamilton-Williams Campus Center 210 |
| WSLN Radio.....                           | Slocum Hall 341                     |
| Yearbook.....                             | Hamilton-Williams Campus Center 20  |

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# The Corporation (Board of Trustees)

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## Officers of the Board

MICHAEL G. LONG, Chairperson  
THOMAS R. TRITTON, Vice-Chairperson  
JAMES W. PRY, University Counsel  
ERIC S. ALGOE, Treasurer  
LISA D. JACKSON, Secretary  
BRENNAN B. MORSE, Assistant Secretary

## Ex-Officio

JOHN HOPKINS, B.A., M.Div., Bishop, Ohio East Area Conference of the United Methodist Church, North Canton, Ohio  
BRUCE R. OUGH, B.A., M.Div., Bishop, Ohio West Area Conference of the United Methodist Church, Worthington, Ohio

## Life Trustees

DALE E. BICHSEL, B.A., B.D., M.A., D.D., Delaware, Ohio  
WILLIAM E. BLAINE, JR., B.A., J.D., M.B.A., Ph.D., Columbus, Ohio  
JEAN F. BUSSELL, B.A., M.S.W., Ph.D., West Manchester, Ohio  
GEORGE H. CONRADES, B.A., M.B.A., Boston, Massachusetts  
CLYDE A. COX, B.A., M.Div., D.Min., Lakeside, Ohio  
MARTHA LOU D. DIEM, B.A., Bay Village, Ohio  
DOUGLAS H. DITTRICK, B.A., Ridgewood, New Jersey  
ANDRÉS DUARTE, B.A., M.S., A.M.P., I.E.S.A., Caracas, Venezuela  
WILLIAM E. FARRAGHER, B.A., Canfield, Ohio  
HAL A. FAUSNAUGH, B.A., LL.B., Rocky River, Ohio  
LLOYD FERGUSON, B.A., Chicago, Illinois  
MARIBETH A. GRAHAM, B.A., Dayton, Ohio  
RICHARD G. ISON, B.A., J.D., LL.B., Columbus, Ohio  
PHILLIP J. MEEK, B.A., Frankfort, Michigan  
CARLETON P. PALMER, B.A., M.B.A., Findlay, Ohio  
KATHLEEN L. RHINESMITH, B.A., M.A.T., Chatham, Massachusetts  
FRAZIER P. SHIPPS, B.A., J.D., Nashua, New Hampshire  
HELEN C. SMITH, B.A., M.A., Potomac, Maryland  
WILLIAM E. SMITH, A.D., S.T.B., Th.D., D.D., Southern Pines, North Carolina  
JAMES D. TIMMONS, B.A., St. Simons Island, Georgia  
SALLY K. YOUNG, B.F.A., Shaker Heights, Ohio

## Trustees from the Alumni Association

| Date of First Election/Term Expires |   |
|-------------------------------------|---|
| 2008/2014                           | CHRISTOPHER P. ANDERSON, B.A., J.D., Brooklyn, New York |
| 2010/2013                           | CATHLEEN BUTT, B.A., J.D., Windham, Maine               |
| 2012/2015                           | SALLY CHRISTIANSEN HARRIS, B.A., Greenwich, CT          |
| 2010/2013                           | AARON GRANGER, B.A., J.D., Columbus, Ohio               |
| 2012/2015                           | EDWARD HADDOCK, B.A., J.D., Winter Park, Florida        |
| 2011/2014                           | CHLOE HAMRICK, B.A., Westerville, Ohio                  |
| 2010/2013                           | GREGORY LEWIS, B.A., Pickerington, Ohio                 |



# The Corporation (Board of Trustees)

|                                  |           |   |
|----------------------------------|-----------|---|
|                                  | 1996/2014 | MICHAEL G. LONG, B.A., J.D., Columbus, Ohio                     |
|                                  | 2012/2015 | MIKE McCLUGGAGE, B.A, J.D., Chicago, IL                         |
|                                  | 2010/2013 | JOHN MILLIGAN, B.A., M.S., Hillsborough, California             |
|                                  | 2008/2014 | C. PAUL PALMER, B.A., J.D., Findlay, Ohio                       |
|                                  | 2012/2015 | NICHOLAS PERANZI, B.A., Rehoboth, Massachusetts                 |
|                                  | 2011/2014 | ANAND PHILIP, B.A., M.B.A., New York, New York                  |
| Trustees at Large                | 2010/2013 | RICHARD ALEXANDER, B.A., M.S., Rowayton, Connecticut            |
|                                  | 2012/2015 | NICHOLAS CALIO, B.A., J.D., Chevy Chase, MD                     |
|                                  | 2004/2013 | KATHY WENZLAU COMER, B.A., C.P.A., Powell, Ohio                 |
|                                  | 1998/2013 | PATRICIA B. CONRADES, B.A., Asso. RN, Boston, Massachusetts     |
|                                  | 2010/2013 | ADRIAN CORBIERE, B.S., M.Ed., Reston, Virginia                  |
|                                  | 2001/2014 | BELINDA B. FOUTS, B.A., Cleveland Heights, Ohio                 |
|                                  | 2007/2013 | ROBERT W. GILLESPIE, B.A., M.B.A., Gates Mills, Ohio            |
|                                  | 2011/2014 | DANIEL GLASER, B.A., New York, New York                         |
|                                  | 2010/2013 | CAROL LATHAM, B.A., Bay Village, Ohio                           |
|                                  | 2012/2015 | MARGARET McDOWELL LLOYD, B.A., Akron, Ohio                      |
|                                  | 2010/2013 | TODD LUTTINGER, B.A., Hingham, Massachusetts                    |
|                                  | 2012/2015 | MYRON F. McCOY, B.A., M.DIV., Kansas City, Missouri             |
|                                  | 2012/2015 | KEVIN J. McGINTY, B.A., M.B.A., Cleveland, Ohio                 |
|                                  | 2010/2013 | CYNTHIA MITCHELL, B.A., Columbus, Ohio                          |
|                                  | 2011/2014 | BYRON PITTS, B.A., Weehawken, N.J.                              |
|                                  | 2012/2015 | GEORGE ROMINE, B.A., M.B.A., Palos Verdes Estates, CA           |
|                                  | 2011/2014 | KATHERINE BOLES SMITH, B.A., MED, Raleigh, N.C.                 |
|                                  | 2010/2013 | THOMAS TRITTON, Ph.D., Philadelphia, Pennsylvania               |
|                                  | 2012/2015 | TIMOTHY SLOAN, B.A., M.B.A, San Marino, CA                      |
|                                  | 2012/2015 | KARA TROTT, B.A., J.D., Powell, Ohio                            |
|                                  | 2012/2015 | GRANT WHITESIDE, B.A., Cherry Hills Village, Colorado           |
| From the Ohio East<br>Conference | 2011/2015 | ORLANDO CHAFFEE, B.A., M.Div, Youngstown, Ohio                  |
|                                  | 2012/2015 | WILLIAM L. McFADDEN, B.A., M.Div., D.Min., Sheffield Lake, Ohio |
| From the Ohio West<br>Conference | 2012/2015 | LISA SCHWEITZER COURTICE, B.A., M.A., Ph.D., Columbus, Ohio     |
|                                  | 2012/2015 | DAVID E. PAPOI, B.A., M.B.A., Cincinnati, Ohio                  |
|                                  | 2012/2015 | ROBERT M. ROACH, B.A., New Albany, Ohio                         |
|                                  | 2008/2014 | JEFFREY BENTON, B.A., Delaware, Ohio                            |

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# University Personnel

## *Office of the President*

## *Office of Enrollment Management*

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### **Office of the President**

The year listed represents the year of appointment to the faculty or staff.

ROCK JONES, Ph.D., President, 2008. B.A., Hendrix College; M.Div., Duke University, Ph.D., University of Texas, Austin.

JON R. POWERS, Th.M., University Chaplain, 1988. B.A., Michigan State University; Th.M., Boston University.

MARK SHIPPS, B.A., Special Assistant to the President, 2006. B.A., Ohio Wesleyan University.

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### **Office of Enrollment Management**

REBECCA R. ECKSTEIN, M.A., Vice President for Enrollment, 2011. B.A., Mary Baldwin College; M.A., Hollins University.

MELANIE RELLINGER, B.A., Data Manager/Research Analyst, 2011. B.A., Bowling Green State University.

### **Admission**

LAUREN COLPITTS, B.A., Associate Director of Admission, 2006. B.A., Ohio Wesleyan University.

ALISHA COUCH, M.B.A., Associate Director of Admission, 2010. B.S. and M.B.A., Butler University.

ELIZABETH DOYLE, B.A., Assistant Director of Admission, 2010. B.A., Ohio Wesleyan University.

ELLEN ERIKSON, M.U.R.P., Assistant Director of Admission, 2006. B. A. and M.U.R.P., University of Illinois.

PATRICIA A. KELLY, M.Ed., Senior Assistant Director of Admission/Coordinator of Diversity Recruitment, 2007. B.A., California State University-Hayward; M.Ed., Florida Atlantic University.

LAURIE WESP PATTON, B.A., Senior Associate Director of Admission and Financial Aid/Events Coordinator, 1997. B.A., Ohio Wesleyan University.

GRACE POLING, M.A., Associate Dean/Director of International Recruitment, 2002. B.A., National Sun Yat-Sen University; M.A., George Fox University.

RHETT RYBARCZYK, B.A., Assistant Director of Admission, 2011. B.A., Ohio Wesleyan University.

KELLEY WIDERMAN, B.A., Assistant Director of Admission, 2011. B.A., Ohio Wesleyan University.

### **Financial Aid**

LEE HARRELL, M.A., Assistant Vice President of Admission and Financial Aid, 2007. B.A. Armstrong State College; M.A., The Ohio State University.

AMY KAPLE, B.S., Assistant Director of Financial Aid, 2008. B.S., Pennsylvania State University.

LEANN KENDZERSKI, B.A., Associate Director of Admission and Financial Aid, 2006. B.A., Lake Erie College

NANCY SANFORD, M.A., Associate Director of Financial Aid, 1987. B.A., Ohio Northern University; M.A., University of Dayton.

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# University Personnel

## *Office of Marketing and Communication*

### *Office of the Provost*

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#### Office of Marketing and Communication

MARK COOPER, B.A., Director of Marketing and Communication, 2009. B.A., The Ohio State University.  
PAMELA BESEL, B.A., Director of Internal Communications, 1981. B.A., The Ohio State University.  
MARK BECKENBACH, B.A., Director of Sports Information/Associate Director of Media Relations, 1984. B.A., Ohio Wesleyan University.  
COLE E. HATCHER, B.A., Director of Media & Community Relations, 2006. B.A., The Ohio State University.  
GRETCHEN S. HIRSCH, B.A., Writer, 2006. B.A., The Ohio State University.  
SARA H. STUNTZ, B.A., Graphic Designer, 2006. B.A., Miami University.  
DOUGLAS E. THOMPSON, B.S., Manager of Web and Electronic Communications, 2006. B.S. Carnegie Mellon University.

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#### Office of the Provost

CHARLES L. STINEMETZ, Ph.D., Interim Provost, 2012. B.A., Ohio Wesleyan University; M.Sc., Ph.D., The Ohio State University.

#### Academic Affairs

BARBARA S. ANDERECK, Ph.D., Interim Dean of Academic Affairs, 2012. Jacob S. Zook Professor of Physics and Astronomy, 1985. B.S., Missouri State University; Ph.D., Rutgers University.  
DALE E. SWARTZENTRUBER, Ph.D., Associate Dean for Institutional Research, 2005; Professor of Psychology, 1992. B.S., The Ohio State University; M.A., Ph.D., University of Vermont.

#### International and Off-Campus Programs

DARRELL ALBON, M.A., Director of International and Off-Campus Programs, 2004. B.A., Carleton University, Canada; M.A., University of Dayton.

#### Sagan Academic Resource Center

DONNA L. DAWSON, M.A.T., Director of the Sagan Academic Resource Center and the Quantitative Skills Center, 2000. Part-time instructor of Mathematics, 2002. B.S., Ashland University; M.A.T., Miami University.  
TANYA J. KUNZE, M.A., Learning Strategist, 2012. B.M.E., Ashland University.  
RICHARD L. LEAVY, Ph.D., Director of the Academic Skills Center, 1996; Professor of Psychology, 1980. B.S., University of Pittsburgh; M.S., Ph.D., University of Massachusetts.  
MARTINE L. STEPHENS, M.A., Assistant Director of the Writing Center, 2008. Part-time Associate Professor in the Writing Center and Department of English, 1988. B.A., Washington and Jefferson College; M.A., The Ohio State University.  
JAMES N. STULL, Ph.D., Director of the Writing Center, 2008; Associate Dean of Advising, 2012. B.A., Western Illinois University; M.A., University of Illinois; Ph.D., University of Iowa.

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# University Personnel

## *Office of the Provost*

### Registrar

SHELLY McMAHON, M.A., Registrar, 2010. B.A., M.A., Franklin University.  
KAITLYN A. ELWELL, B.A., Associate Registrar, 2009. B.A., Ohio Wesleyan University.  
MICHELLE D. LIVINGSTON, B.A., Associate Registrar, 2009. B.A., Capital University.

### Libraries

CATHERINE A. CARDWELL, M.L.S., Director of Libraries, 2012. B.A., Youngstown State University; M.A., University of Pittsburgh; M.L.S., Kent State University.  
JOY GAO, M.L.S., Public Services Librarian, 1996. B.A., Nanjing University, China; M.L.S., Kent State University.  
EMILY HADDAWAY, M.L.I.S., Digital Initiatives Librarian and Copyright Manager, 2012. B.A., The Ohio State University; M.L.I.S., Kent State University.  
CAROL HOLLIGER, M.L.S., Curator of the Archives of Ohio United Methodism, 2002. B.A., Whitman College; M.A.R., Yale University; M.L.S., Kent State University.  
JILLIAN MARUSKIN, M.L.I.S., Public Services Librarian and Interlibrary Loan Manager, 2012. B.A., Bowling Green State University; M.L.I.S., Kent State University.  
DEBORAH PEOPLES, M.L.S., Head of Collection Services and Science Librarian, 2012. B.A., University of California, Davis; M.L.I.S., Kent State University.  
DEANNE PETERSON, M.L.S., Public Service Librarian, 2008. B.A., Indiana University of Pennsylvania; M.L.S., Clarion University.  
PETER SZABO, M.L.S., Music Librarian, 2003. B.A., Rutgers University; M.A. Eastern Illinois University; M.L.S. University of Buffalo.

### Information Services

BRIAN A. RELINGER, M.B.A., Chief Information Officer, 2010. B.S., B.A., M.B.A., Bowling Green State University.  
DAVID C. SOLIDAY, M.Div., Instructional Technologist, 2008. B.S. DeVry University. M.Div., M.T.S., Methodist Theological School in Ohio.  
HAROLD D. WIEBE, Ph.D., Director of the Computer Center; Professor of Mathematics and Computer Science, 1970. B.A., Ph.D., University of Oklahoma.

Information Services provides technical support to OWU students in a variety of ways. A number of computer labs on campus are available for use, and we provide basic troubleshooting for personally owned computers. Additionally, the Information Services Help Desk provides support for Self-Service, BishopApps, cable TV, Print Services, and Media Services. More information is available at <http://infoserv.owu.edu/>.

### Upward Bound

DEBORAH LIPSCOMB, B.S., Director, Upward Bound, 1988. B.S., North Carolina Agricultural and Technical State University.  
DORLISA W. COE, M.A., Assistant Director of Upward Bound, 2004. M.A., The Ohio State University.  
ROBERT LOUIS-CHARLES, B.A., Academic and Student Service Coordinator, 2009. B.A., Ohio Wesleyan University.

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# University Personnel

## *Office of the Provost*

### *Student Affairs*

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|                        |   |
|------------------------|---|
| Athletics              | ROGER INGLES, M.A., Athletics Director, 2004. B.S., M.A., The Ohio State University.<br>MARGARET E. REDMOND, B.S., Associate Director of Athletics and Senior Women's Administrator, 2011. B.S., Ohio University.   |
| <b>Student Affairs</b> | CRAIG E. ULLOM, Ed.D., Vice President for Student Affairs, 2008. B.A., M.S., Eastern Illinois University; Ed.D., University of Georgia, Athens.   |
| Dean of Students       | KIMBERLIE GOLDSBERRY, 2009. B.S., M.A., Bowling Green State University; Ph.D., Ohio University.   |
| Residential Life       | WENDY PIPER, M.Ed., Assistant Dean of Student Life and Director of Residential Life, 1999. B.S., M.Ed., Kent State University.<br>JULIE BLASZAK, M.A., Assistant Director of Residential Life, 2002. B.A., University of Michigan; M.A., Bowling Green State University.<br>ERIN BURKHOLDER, M.S., Residential Life Coordinator, 2010. B.A., University of Northern Iowa; M.S., University of Central Arkansas.<br>MEGAN C. JOHNSON, B.S.S.W., Residential Life Coordinator, 2009. B.S.S.W., Bowling Green State University.<br>CARRIE E. MILLER, M.S., Residential Life Coordinator, 2010. B.A., University of Maryland Baltimore County; M.S., Northeastern University<br>ANDREW T. "DREW" PETERSON, B.A., Residential Life Coordinator, 2007. B.A., Allegheny College. |
| Public Safety          | ROBERT A. WOOD, M.A., Director of Public Safety, 2006. B.S., M.A., The Ohio State University.<br>CATHY L. HURSEY, Administrative Lieutenant, 1992. OPOTA Certified.<br>CHRISTOPHER MICKENS, Sergeant, 1999.   |
| Career Services        | LESLIE J. DELERME, M.S. Director of Career Services, 2008. B.A., M.S., Northern Illinois University.<br>NANCY A. WESTFIELD, M.A., Assistant Director of Career Services, 2002. B.S., M.A., Ball State University.   |
| Counseling Services    | COLLEEN M. COOK, Ph.D., Assistant Dean of Student Life and Coordinator of Counseling, Career and Health Services, 1998. B.A., The Ohio State University; M.A., Ph.D., University of Akron.<br>EMILY S. MOWRY DOBRAN, Ph.D., Counselor/Substance Prevention Programmer, 2004. B.S., Muskingum College; M.S., Indiana University; Ph.D., University at Albany, SUNY.<br>ERIC S. JOHNSON, Psy.D., Assistant Director of Counseling Services, 1998. B.A., Ohio University; M.A., Psy.D., Illinois School of Professional Psychology.  |

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# University Personnel

## *Student Affairs*

### *Office of University Relations*

|                               |   |
|-------------------------------|---|
| Multicultural Student Affairs | TERREE STEVENSON, M. Ed., Director of Multicultural Student Affairs, 2008. B.A., Ohio Wesleyan University; M.Ed., Wright State University.  |
| Student Conduct               | MICHAEL V. ESLER, Ph.D., Coordinator of Judicial Affairs, 1997. B.S., M.A., Arizona State University; Ph.D., The Ohio State University.   |
| Student Health                | MARSHA TILDEN, C.N.P., Director of Student Health Services, 1999. B.S., Ohio Wesleyan University; M.S., The Ohio State University.<br>JASON J. DIEHL, M.D., Physician, 2009. B.A., Ohio Wesleyan University; M.D., The Ohio State University.<br>PATRICIA A. HUBBELL, M.D., Physician, 1979. B.A., M.D., University of Missouri.. |
| Student Involvement           | NANCY BIHL RUTKOWSKI, Acting Director of Student Involvement, 1987. B.A., M.Ed. University of Toledo.   |
| Fraternity/Sorority Life      | DANA BEHUM, M.Ed., Assistant Director of Student Involvement for Fraternity and Sorority Life, 2007. B.A., Bowling Green State University; M.Ed., Ohio University.  |
| Leadership                    | NANCY BIHL RUTKOWSKI, M.Ed., Assistant Director of Student Involvement for Leadership, 1987. B.A., M.Ed., University of Toledo.   |

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## **Office of University Relations**

|                  |  |
|------------------|--|
|                  | COLLEEN GARLAND, Vice President for University Relations, 2011. B.A., The Ohio State University.   |
| Alumni Relations | BRENDA DeWITT, B.A., Director of Alumni Relations, 2003. B.A., Wittenberg University.<br>JULIA HATFIELD, B.A., Assistant Director of Alumni Relations, 2011. B.A., Ohio Wesleyan University.<br>EDWARD W. LENANE, M.Ed., Associate Director of Alumni Relations, 2006. B.S., State University of New York at Plattsburgh; M.Ed., University of South Carolina.<br>EMILY J. ROUDEBUSH, B.A., Assistant Director of Alumni Relations, 2010. B.A., Baldwin-Wallace College. |
| Annual Giving    | JENNIFER ROBERTS, B.A., Director of Annual Giving, 2012. B.A., Denison University.<br>ASHLEY WALTERMEYER, B.A., Phonathon Coordinator, 2011. B.A., Ohio State University.<br>EMILY WINNENBERG, B.S., Assistant Director of Annual Giving, 2012. B.S., Ohio University.<br>MIRANDA ZINK, B.A., Associate Director of Annual Giving, 2012. B.A., The Ohio State University.  |
| Development      | DAVID B. CHAMBLISS, M.Ed., Development Officer, 2010. B.A., Bowling Green State University; M. Ed., Clemson University.<br>JENNY JOERGER, J.D., Assistant Director of Gift Planning, 2011. B.A., University of Indianapolis; J.D., The Ohio State University.  |

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## University Personnel

*Office of University Relations*

*Office of Finance and Administration*

*Perkins Observatory*

JIM MENDENHALL, B.A., Development Officer, 2011. B.A., Ohio Wesleyan University.

ANNIE G. SEILER, B.A., Senior Development Officer, 2002. B.A., Ohio Wesleyan University.

Development Services JEREMY D. BALL, M.B.A., Director of Development Services, 2007. B.S., Eastern Michigan University; M.B.A., Capital University.  
REBECCA C. SHERMAN, B.A., Assistant Director of Development Services for Research & Prospect Management, 2008. B.A., Bowling Green State University.

Foundation / Corporate  
& Governmental  
Relations

KAREN CROSMAN, B.A., Director of Foundation, Corporate and Governmental Relations, 1992. B.A., Ohio University.

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### **Office of Finance and Administration**

ERIC S. ALGOE, M.B.A., Vice President for Finance and Administration & Treasurer, 2008. B.A., The Ohio State University; M.B.A., Franklin University.

EILEEN M. WALKER, B.B.A., C.P.A., Associate Vice President and Controller, 1994. B.B.A., Cleveland State University; C.P.A., State of Ohio.

DEBRA GUILBERT, M.A., Chief Human Resources Officer, 2011. B.A., Ohio Wesleyan University; M.A., The Ohio State University.

AMY J. METROFF, A.A.S., B.A., C.P.A., Accounting Manager, 2010. A.A.S., Columbus State University; B.S., Franklin University, C.P.A., State of Ohio.

CARLA REED, B.A., Office Manager/Student Loan Officer, 1993. B.A., The Ohio State University.

CHRISTOPHER J. SETZER, M.S., Director of Physical Plant, 1999. B.S.E.E., Purdue University; M.S., Massachusetts Institute of Technology.

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### **Perkins Observatory**

THOMAS L. BURNS, M.A., Director of Perkins Observatory, 1991. B.A., College of Wooster; M.A., The Ohio State University.

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### **Adjunct Faculty**

JANN ICHIDA, M.S., Adjunct Instructor in Botany-Microbiology, 1984. B.S., University of Wisconsin; M.S., The Ohio State University

NANCY A. MURRAY, Ph.D., Adjunct Professor of Botany-Microbiology, 1993. B.A., Boston University; Ph.D., University of Michigan.

BRUCE R. ROBERTS, Ph.D., Adjunct Professor of Botany-Microbiology, 1974. B.A., Gettysburg College; M.A., Ph.D., Duke University.

SALLY M. WATERHOUSE, M.S., Adjunct Professor of Zoology, 2008. B.A., Hiram College; M.S., Miami University.

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# University Personnel

## *Adjunct Faculty*

### *New York Arts Program*

#### *Faculty and Staff Emeriti*

GREGORY WATKINS-COLWELL, M.S., Adjunct Professor of Zoology, 2012. B.A., Ohio Wesleyan University; M.S., Ohio University.

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## **New York Arts Program**

LINDA EARLE, M.F.A., Executive Director, 2009. M.F.A., Columbia University; B.A., Hampshire College.

EMILIE CLARK, M.F.A., Program Associate, Assistant Professor of Fine Arts, 2004. B.F.A., Cornell University; M.F.A., Bard College.

GEORGE G. GRIFFIN, M.F.A., Program Associate, Assistant Professor of Fine Arts, 1991. B.F.A., M.F.A., School of the Art Institute of Chicago.

DANA TARANTINO, Ph.D., Program Associate, Associate Professor of Theatre, 1988. B.A., Queens College; M.A., Adelphi University; Ph.D., New York University.

PETER ZUMMO, M.A., Program Associate, Professor of Music, 1981. B.A., M.A., Wesleyan University.

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## **Faculty and Staff Emeriti**

The year listed represents the year of retirement.

LESTER E. ANGENE, Ph.D., Professor Emeritus of Education, 1978.

HARRY P. BAHRICK, Ph.D., Professor Emeritus of Psychology, 1999.

JOSE C. BALLON, Ph.D., Professor Emeritus of Modern Foreign Languages, 2003.

JAMES W. BIEHL, Ph.D., Professor Emeritus of English, 2006.

PHILLIPS B. BURNSIDE, Ph.D., Professor Emeritus of Physics, 1995.

LAURIE J. CHURCHILL, Ph.D., Associate Professor Emeritus of Humanities-Classics, Coordinator Emeritus of Women's Studies Program, 2003.

DANIELLE CLARK, M.L.S., Public Services Librarian Emeritus, 2006.

A. KAAREN COURTNEY, Ph.D., Professor Emeritus of Modern Foreign Languages, 2008.

CLIFFORD G. COOK, M.B.A., C.P.A., Professor Emeritus of Economics, 2006.

GARY E. DECOKER, Ph.D., Professor Emeritus of Education, 2003.

L. THOMAS DILLMAN, Ph.D., Professor Emeritus of Physics and Astronomy, 1998.

MARY ALICE DILLMAN, Ph.D., Assistant Professor Emeritus of English & Writing Resource Center, 2000.

KIM G. DOLGIN, Ph.D., Professor Emeritus of Psychology, 2010.

VERNE E. EDWARDS, JR., M.S., Professor Emeritus of Journalism, 1986.

LEWIS E. FIKES, Ph.D., Professor Emeritus of Chemistry, 2004.

ROBERT J. FLANAGAN, M.A., Professor Emeritus of English, 2001.

JACK D. FOUTS, M.A., Associate Professor Emeritus of Physical Education, 1984.

JAMES M. FREED, Ph.D., Professor Emeritus of Zoology, 2001.

HARVEY R. FREEMAN, Ph.D., Professor Emeritus of Psychology, 2011.

BETTY SMYTHE FRESHWATER, Ph.D., Professor Emeritus of Family Studies, 1983.



# University Personnel

## *Faculty and Staff Emeriti*

ANNE E. FRY, Ph.D., Professor Emeritus of Zoology, 2004.  
MARVIN J. FRYE, M.Ed., Professor Emeritus of Physical Education, 1997.  
RICHARD D. FUSCH, Ph.D., Professor Emeritus of Geology-Geography, 2007.  
NORMAN J. GHARRITY, Ph.D., Professor Emeritus of Economics, 2005.  
RICHARD D. GORDIN, Ph.D., Professor Emeritus of Physical Education, 1991.  
ROBERT A. GRIFFITH, M.M., Professor Emeritus of Music, 2009.  
THOMAS A. GREEN, M.A., Associate Director of Libraries and Head of Public Services Emeritus, 2009.  
SANDRA N. HARPER, Ph.D., Professor Emeritus of Modern Foreign Languages, 2011.  
EVERETT HAYCOCK, M.A., Professor Emeritus of Fine Arts, 1985.  
ALEXANDER HEINGARTNER, Ph.D., Professor Emeritus of Psychology, 2000.  
DAVID HULL, Ph.D., Professor Emeritus of Mathematics, 2000.  
ROLLIN T. KEARNS, Ph.D., Professor Emeritus of Religion, 2010.  
MARTY J. KALB, M.A., Professor Emeritus of Fine Arts, 2007.  
HELMUT J. KREMLING, Ph.D., Professor Emeritus of Modern Foreign Languages, 2009.  
JUSTIN R. KRONEWETTER, M.F.A., Professor Emeritus of Fine Arts, 2008.  
ROBERT CALVIN LAWRENCE, M.A., Professor Emeritus of Music, 1992.  
LYMAN L. LEATHERS, Ph.D., Professor Emeritus of English and Humanities-Classics, 1994.  
JAMES LESLIE, Ph.D., Chaplain Emeritus, 1988.  
ÜLLE E. LEWES, Ph.D., Professor Emeritus of English, 2008.  
CORINNE LYMAN, Ph.D., Professor Emeritus of Politics and Government, 1999.  
ANNA MACIAS, Ph.D., Professor Emeritus of History, 1993.  
AKBAR MAHDI, Ph.D., Professor Emeritus of Sociology/Anthropology, 2009.  
CHERYL L. MCGINNIS, Ph.D., Associate Professor Emeritus of Modern Foreign Languages, 2002.  
ROBERT D. McQUIGG, Ph.D., Professor Emeritus of Chemistry, 1999.  
GENE MEHAFFEY, P.E.D., Professor Emeritus of Physical Education, 1999.  
RINDA M. METZ, Ph.D., Professor Emeritus of Fine Arts, 2001.  
ROBERT MEYER, M.A., Vice President Emeritus of Business Affairs, 1986.  
BERNARD MURCHLAND, Ph.D., Professor Emeritus of Philosophy, 2004.  
LOUISE S. MUSSER, Ph.D., Professor Emeritus of Education, 2007.  
DAVID W. NARDIN, M.D., Physician Emeritus, 1999.  
MILDRED NEWCOMB, Ph.D., Professor Emeritus of English, 1979.  
LAURA M. NEWMAN, B.A., Director Emeritus of Alumni Relations, 1993.  
ROBERT M. NIMS, M.M., Professor Emeritus of Music, 2002.  
WILLIS R. OLSON, M.M.E., Professor Emeritus of Music, 1984.  
MARY C. PARKER, M.Ed., Professor Emeritus of Physical Education, 1994.  
WENDELL K. PATTON, Ph.D., Professor Emeritus of Zoology, 2000.  
MORGAN L. PHILLIPS, Ph.D., Professor Emeritus of Religion, 2006.  
CARL F. PINKELE, Ph.D., Professor Emeritus of Politics and Government, 2010.  
HAROLD E. PINKSTON, SR., Ph.D., Professor Emeritus of English, 1997.  
DENNIS J. PRINDLE, Ph.D., Professor Emeritus of English, 2008.

# University Personnel

## *Faculty and Staff Emeriti*

### *Department Chairpersons 2012-2013*

LLEWELLYN B. RABBY, Ph.D., Professor Emeritus of Theatre and Dance, 2004.  
 DENNIS C. RADABAUGH, Ph.D., Professor Emeritus of Zoology, 2008.  
 D. CRAIG RAMSAY, Ph.D., Professor Emeritus of Politics and Government, 2012.  
 JOHN HENRY REED, M.S.L.S., Special Collections Librarian Emeritus, 1984.  
 LIBUSE L. REED, M.A., Professor Emeritus of English, 1984.  
 MARY JEAN ROACH, M.Ed., Registrar Emeritus, 2000.  
 LEONARD N. RUSSELL, Ph.D., Professor Emeritus of Physics and Astronomy, 1985.  
 JON SANGER, Ph.D., Professor Emeritus of Botany-Microbiology, 2000.  
 CATHERINE N. SCHLICHTING, M.L.S., Reference Librarian Emeritus (Professor), 1986.  
 KATHRYN C. SCHWARTZ, Ph.D., Professor Emeritus of English, 1993.  
 MARGARET E. SHADE, Ph.D., Professor Emeritus of Physical Education, 2011.  
 ELWOOD B. SHIRLING, Ph.D., Professor Emeritus of Botany/Bacteriology, 1979.  
 JAN S. SMITH, Ph.D., Professor Emeritus of Sociology/Anthropology, 2009.  
 RICHARD W. SMITH, Ph.D., Professor Emeritus of History, 1986.  
 DAVID H. STALEY, Ph.D., Professor Emeritus of Mathematical Science, 1994.  
 JOHN R. TILLMAN, Ph.D., Professor Emeritus of Geology, 1997.  
 JOHN W. TOMBARGE, M.S., Director Emeritus of the Physical Plant, 1994.  
 JOHN H. TOPPING, M.A.B., Director Emeritus of Administrative Computing, 2009.  
 WILLIAM F. WABER, Ph.D., Professor of Philosophy, 1997.  
 RANDALL H. WALDRON, Ph.D., Professor Emeritus of English, 1992.  
 CHARLES M. WEIS, Ph.D., Professor Emeritus of English, 1985.  
 CONSTANCE C. WHITAKER, Ph.D., Professor Emeritus of Family Studies, 1983.  
 HILDA M. WICK, M.L.S., Reference Librarian Emeritus (Associate Professor), 1982.  
 LAUREN H. WIEBE, Ph.D., Professor Emeritus of Modern Foreign Languages, 2009.  
 ROY P. WITTLINGER, Ph.D., Professor Emeritus of Psychology, Director Emeritus of Information Systems, 2000.  
 DARRELL E. WOOD, Ph.D., Professor Emeritus of Music, 1993.  
 CONNIE S. ZITLOW, Ph.D., Professor Emeritus of Education, 2006.

### **Department Chairpersons 2012-2013**

|                                  |                     |
|----------------------------------|---------------------|
| Botany-Microbiology              | David Johnson       |
| Chemistry                        | Heather Grunkemeyer |
| Economics                        | Barbara MacLeod     |
| Education                        | Paula White         |
| English                          | Martin Hipsky       |
| Fine Arts                        | James Krehbiel      |
| Geology-Geography                | Barton Martin       |
| Health and Human Kinetics        | Christopher Fink    |
| History                          | Jeremy Baskes       |
| Humanities-Classics              | Anne Sokolsky (L-2) |
| Journalism                       | Trace Regan         |
| Mathematics and Computer Science | Alan Zaring (L-AY)  |
| Modern Foreign Languages         | Juan Armando Rojas  |
| Music                            | Timothy Roden       |

# University Personnel

## *Department Chairpersons 2012-2013*

### *Program Directors*

#### *University Libraries*

#### *Faculty of Instruction*

|                             |                                    |   |
|-----------------------------|------------------------------------|---|
|                             | Philosophy                         | Scott Calef                             |
|                             | Physics and Astronomy              | Robert Harmon                           |
|                             | Politics and Government            | James Franklin                          |
|                             | Psychology                         | Lynda Hall                              |
|                             | Religion                           | Blake Michael (L-2)                     |
|                             |                                    | Patricia Ahearne-Kroll (Acting, Spring) |
|                             | Sociology/Anthropology             | Theodore Cohen                          |
|                             | Theatre & Dance                    | Edward Kahn                             |
|                             | Zoology                            | Ramon Carreno                           |
| <b>Program Directors</b>    | Ancient, Medieval & Renaissance    | Patricia DeMarco                        |
|                             | Black World Studies                | Randolph Quaye (L-2)                    |
|                             | East Asian Studies                 | James Peoples (L-1)                     |
|                             | Environmental Studies              | TBA                                     |
|                             | International Studies              | Sean Kay                                |
|                             | Latin American Studies             | Jeremy Baskes                           |
|                             | Neuroscience                       | Jennifer Yates                          |
|                             | Pre-Engineering                    | Barbara Andereck                        |
|                             | Pre-Law                            | Michael Esler                           |
|                             | Pre-Health Professionals           | John Gatz                               |
|                             | Pre-Optometry                      | David Robbins                           |
|                             | Pre-Physical Therapy               | Danielle Hamill                         |
|                             | Pre-Public Administration          | James Franklin                          |
|                             | Pre-Theology                       | Blake Michael                           |
|                             | Pre-Veterinary Medicine            | Ramon Carreno                           |
|                             | Sagan Academic Resource Center     | Donna Dawson                            |
|                             | Urban Studies Program              | Richard Fusch                           |
|                             | Women's and Gender Studies Program | Richelle Schrock                        |
|                             | Writing Center                     | James Stull                             |
| <b>University Libraries</b> | Director of Libraries              | Catherine Cardwell                      |

**Faculty of Instruction** The following is the instructional faculty for 2012-13. The year listed represents the year of appointment to the faculty. Leaves of absence are indicated by L-1 (on leave Fall Semester), L-2 (on leave Spring Semester) or L-AY (on leave all year).

PATRICIA AHEARNE-KROLL, Ph.D., Associate Professor of Religion, 2006. B.A., The University of Notre Dame; M.Div., Jesuit School of Theology at Berkley; Ph.D., The University of Chicago Divinity School. (L-1)

MARK A. ALLISON, Ph.D., Assistant Professor of English, 2007. B.A., Kenyon College; M.A., University of Chicago; Ph.D., University of California, Berkeley.

BARBARA S. ANDERECK, Ph.D., Jacob S. Zook Professor of Physics and Astronomy, 1985. B.S., Southwest Missouri State University; Ph.D., Rutgers State University.

LAUREL J. ANDERSON, Ph.D., Professor of Botany-Microbiology, 2001. B.A., Colby College; Ph.D., University of Colorado.

# University Personnel

## *Faculty of Instruction*

- CHUKWUEMEKA ANIAGOLU, M.A., Part-time Assistant Professor in Black World Studies Program, 1990. B.A., Xavier University, M.A., The Ohio State University.
- ELLEN F. ARNOLD, Ph.D., Assistant Professor of History, 2010. B.A., University of Louisville; M.A., Ph.D., University of Minnesota. (L-2)
- MELISSA A. AWENOWICZ, Ph.D., Assistant Professor of Education, 2009. B.A., Indiana University of Pennsylvania; M.A., Ph.D., University of Pittsburgh.
- JEREMY ALAN BASKES, Ph.D., Professor of History, 1993. A.B., Grinnell College; M.A., University of Wisconsin; Ph.D., University of Chicago.
- ASHLEY N. BISER, Ph.D., Assistant Professor of Politics and Government, 2008. B.A., Mount Holyoke College; Ph.D., University of Minnesota.
- KRISTINA BOGDANOV, Associate Professor of Fine Arts, 2007. B.F.A., Belgrade University; M.F.A., University of Kentucky.
- JOHN D. BOOS, M.B.A., R.W. Corns Professor of Management and Accounting in the Department of Economics, 1983. B.S.M.E., Duke University; L.L.B., George Washington University; M.B.A., University of Connecticut.
- ANDREW E. BRANDT, M.A., Instructor in Psychology, 2010. B.S., University of North Dakota; M.A., Western Michigan University.
- JUSTIN P. BREIDENBACH, M.Acc., CPA, CFE, Assistant Professor of Accounting, 2012. B.S., Bowling Green State University, MAcc, Bowling Green State University.
- DALE J. BRUGH, Ph.D., Professor of Chemistry, 1999. A.B., Wabash College; Ph.D., University of Utah.
- GLENN A. BRYAN, D.B.A., Assistant Professor of Economics, 2010. B.S., Eastern Nazarene College; M.B.A., Boise State University; D.B.A., Cleveland State University.
- SARAH L. BUNNELL, Ph.D., Assistant Professor of Psychology, 2011. B.A., Middlebury College; M.A., Ph.D., University of Kansas.
- THOMAS L. BURNS, M.A., Part-time Associate Professor of English and Physics-Astronomy, 1989. B.A., College of Wooster; M.A., The Ohio State University. (L-1)
- EDWARD H. BURTT, JR., Ph.D., Cincinnati Conference Professor of Zoology, 1977. A.B., Bowdoin College; M.S., Ph.D., University of Wisconsin.
- SCOTT W. CALEF, Ph.D., Guy Max Clarke and William L. Ripley Professor of Philosophy, 1995. B.S., Ph.D., University of Oregon.
- DAVID CAPLAN, Ph.D., Associate Professor of English, 2000. B.A., Hobart College; M.F.A., University of Florida; M.A., Ph.D., University of Virginia. (L-1)
- LYNETTE CARPENTER, Ph.D., Benjamin T. Spencer Professor of English, 1989. B.A., University of Texas; M.A., Ph.D., Indiana University.
- RAMON A. CARRENO, Ph.D., Associate Professor of Zoology, 2002. B.S., University of Toronto; M.S., Lakehead University; Ph.D., University of Guelph.
- CYNTHIA CETLIN, M.F.A., Professor of Fine Arts, 1987. B.A., Barnard College; M.A., Simmons College; M.F.A., State University of New York. (L-2)
- XIAOMING CHEN, Ph.D., Professor of History, 1991. B.A., Beijing Second Institute of Foreign Languages, M.A., Chinese Academy of Social Sciences; Ph.D., The Ohio State University.
- JI YOUNG CHOI, Ph.D., Assistant Professor of Politics and Government, 2009. B.A., Yonsei University (Korea); M.I.S., Sogang University (Korea); M.A., University of Kansas; Ph.D., Purdue University.

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# University Personnel

## *Faculty of Instruction*

- EMILE CLARK, M.F.A., Program Associate, New York Arts Program; Assistant Professor of Fine Arts–Courtesy Appointment, 2004. B.F.A., Cornell University; M.F.A., Bard College.
- THEODORE F. COHEN, Ph.D., Professor of Sociology/Anthropology, 1984. B.A., City University of New York at Brooklyn; M.A., Ph.D., Boston University.
- ANDREA R. COLVIN, Ph.D., Assistant Professor of Modern Foreign Languages, 2009. B.A., University of Delaware; M.A., Ph.D., University of California.
- NANCY A. COMORAU, Ph.D., Assistant Professor of English, 2009. B.A., Wake Forest University; M.A., Villanova University; Ph.D., University of Maryland.
- COLLEEN M. COOK, Ph.D., Coordinating Director of Counseling, Assistant Professor of Psychology–Courtesy Appointment, 1998. B.A., The Ohio State University; M.A., Ph.D., University of Akron.
- DAVID W. COUNSELMAN, M.A., Instructor in Modern Foreign Languages, 2010. B.A., University of South Alabama; M.A., Pennsylvania State University.
- PAUL S. DEAN, M.A., Instructor in Sociology–Anthropology, 2012. B.A., Binghamton University; M.A., University of Maryland.
- PATRICIA DeMARCO, Ph.D., Professor of English, 2000. B.A., LeMoyne College; M.A., State University of New York, Binghamton; Ph.D., Duke University. (L-2)
- ELANE DENNY, M.F.A., Professor of Theatre, 1992. B.A., Western Maryland College; M.F.A., Indiana University.
- VICKI DiLILLO, Ph.D., Associate Professor of Psychology, 2004. B.A., Wake Forest University; Ph.D., University of Miami.
- MICHELLE R. DISLER, Ph.D., Assistant Professor English, 2008. B.A. Grand Valley State University; M.A., Western Michigan University; Ph.D., Ohio University.
- AMY L. DOWNING, Ph.D., Alumni Professor of Zoology, 2001. B.A., Lawrence University; M.S., Ph.D., University of Chicago.
- JOHN C. DURST, Ph.D., Part-time Associate Professor of Sociology/Anthropology, 1994. B.A., Kent State University; M.A., Ph.D., The Ohio State University.
- LINDA A. EARLE, M.F.A., Executive Director, New York Arts Program, 2009. M.F.A., Columbia University; B.A., Hampshire College.
- DAVID L. EASTMAN, Ph.D., Assistant Professor of Religion, 2011. B.A., The Ohio State University; M.A., Gordon-Conwell Theological Seminary; M.A., Ph.D., Yale University
- RICHARD D. EDWARDS, Ph.D., Assistant Professor of Music, 2009. B.M., Ohio University; M.M., Ph.D., The University of North Carolina.
- JANALEE EMMER, Ph.D., Assistant Professor of Fine Arts, 2011. B.A., M.A., Brigham Young University; Ph.D., The Pennsylvania State University.
- MICHAEL V. ESLER, Ph.D., Professor of Politics and Government, 1995. B.S., M.A., Arizona State University; Ph.D., The Ohio State University.
- CHRISTOPHER L. FINK, Ph.D., Assistant Professor of Health and Human Kinetics, 2007. B.S., Lake Superior State University; M.S., Indiana University; Ph.D., The Ohio State University.
- MICHAEL W. FLAMM, Ph.D., Professor of History, 1998. B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University.
- ERIN E. FLYNN, Ph.D., Associate Professor of Philosophy, 2004. B.A., University of Colorado at Boulder; Ph.D., Stony Brook University.
- JAMES C. FRANKLIN, Ph.D., Associate Professor of Politics and Government, 2000. B.A., Auburn University; Ph.D., Texas A&M University. (L-1)

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# University Personnel

## *Faculty of Instruction*

- LEE M. FRATANTUONO, Ph.D., Associate Professor of Classics and William Francis Whitlock Professor of Latin, 2005. A.B., The College of the Holy Cross; A.M., Boston College; Ph.D., Fordham University.
- KAREN H. FRYER, Ph.D., James Banks Foundations Professor of Geology-Geography, 1986. B.A., Wellesley College; M.S., Ph.D., University of Illinois.
- NANCY M. GAMSO, D.M.A., Professor of Music, 1991. B.S., University of Alabama; M.M., Florida State University; D.M.A., University of North Texas.
- BONNIE MILNE GARDNER, Ph.D., George S. and Louise C. Peters University Professor of Theatre and Dance, 1985. B.A., Ohio Wesleyan University; M.A., University of Akron; Ph.D., Kent State University.
- A. JOHN GATZ, Ph.D., William and Elizabeth Austin Professor of Zoology, 1975. A.B., Dickinson College; Ph.D., Duke University.
- MARIA L. GIES, Ph.D., Assistant Professor of Health and Human Kinetics, 2011. B.A., University of North Florida; M.Ed., University of Florida; M.A., Ph.D., The Ohio State University.
- MARK P. GINGERICH, Ph.D., James S. Britton Professor of History, 1991. B.A., University of Massachusetts; M.A., Ph.D., University of Wisconsin.
- ROBERT J. GITTER, Ph.D., Joseph A. Meek Professor of Economics, 1976. B.A., University of Michigan; M.A., Ph.D., University of Wisconsin.
- KATHERINE GLENN-APPLEGATE, Ph.D., Assistant Professor of Education, 2011. B.A., Point Park College; M.Ed., Plymouth State University; Ph.D., The Ohio State University.
- GERALD GOLDSTEIN, Ph.D., Professor of Botany/Microbiology, 1983. B.S., M.S., Ph.D., University of Wisconsin. (L-1)
- GEORGE G. GRIFFIN, M.F.A., Program Associate, New York Arts Program; Assistant Professor of Fine Arts–Courtesy Appointment, 1991. B.F.A., M.F.A., School of the Art Institute of Chicago.
- LARRY GRIFFIN, D.M.A., Professor of Music, 1986. B.M.E., Virginia State University; M.M., D.M.A., University of Minnesota.
- HEATHER G. GRUNKEMEYER, Ph.D., Associate Professor of Chemistry, 2001. B.A., Gustavus Adolphus College; Ph.D., The Ohio State University.
- SUSAN GUNASTI, Ph.D., Assistant Professor of Religion, 2010. B.A., Brown University; M.A., Johns Hopkins University; Ph.D., Princeton University.
- LYNDA K. HALL, Ph.D., Professor of Psychology, 1989. B.A., Wittenberg University; M.A., Ph.D., University of Notre Dame.
- DANIELLE HAMILL, Ph.D., Professor of Zoology, 2001. B.A., Lawrence University; Ph.D., University of Kansas.
- SHALA J. HANKISON, Ph.D., Assistant Professor of Zoology, Spring 2009. B.A., Ohio Wesleyan University; M.S., Ohio University; Ph.D., Clemson University.
- ROBERT HARING-KAYE, Ph.D., Associate Professor of Physics and Astronomy, 2004. B.S., M.S., Ph.D., Florida State University.
- ROBERT O. HARMON, Ph.D., Perkins-Howard Professor of Physics and Astronomy, 1999. B.S., Case Western Reserve University; M.S., Ph.D., The University of Chicago.
- RICHARD L. HAWES, JR., M.S., Professor of Physical Education, 1992. B.S., M.S., Illinois State University.
- KATHERINE L. HERVERT, Ph.D., Assistant Professor of Chemistry, 2004. B.S., Creighton University; Ph.D., Colorado State University.

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# University Personnel

## *Faculty of Instruction*

- DAVID H. HICKCOX, Ph.D., Professor of Geology-Geography, 1978. B.A., University of Colorado; M.A., University of Montana; Ph.D., University of Oregon.
- JASON A. HIESTER, M.M., Assistant Professor of Music, 2002. B.M., University of Miami; M.M., University of Cincinnati.
- MARTIN HIPSKY, Ph.D., Professor of English, 1995. B.A., Yale University; M.A., Ph.D., Duke University.
- FRANK I. HOBBS, M.F.A., Associate Professor of Fine Arts, 2007. B.A., Virginia Polytechnic Institute and State University; M.F.A., American University.
- MARY T. HOWARD, Ph.D., Professor of Sociology/Anthropology, 1986. B.A., Ohio Dominican College; M.A., Ph.D., Michigan State University.
- CRAIG H. JACKSON, Ph.D., Assistant Professor of Mathematics and Computer Science, 2009. B.S., University of Alaska; M.S., The Ohio State University; Ph.D., University of Chicago. (L-1)
- DAVID M. JOHNSON, Ph.D., Allen Trimble Professor of Botany/Microbiology, 1989. B.A., Hendrix College; M.S., Ph.D., University of Michigan.
- EDWARD KAHN, Ph.D., Associate Professor of Theatre and Dance, 2004. B.A., Lehigh University; M.F.A., Northwestern University; Ph.D., Tufts University.
- SEAN I. KAY, Ph.D., Professor of Politics and Government, 1999. B.A., M.A., Kent State University; M.A., Free University of Brussels; Ph.D., University of Massachusetts.
- SCOTT KELLY, Ph.D., Assistant Professor of Zoology, 2011. B.A., Drury University; M.S., Missouri State University; Ph.D., University of California.
- NANCY L. KNOP, Ph.D., Professor of Health and Human Kinetics, 1999. B.S., University of Illinois; M.S., University of California; M.A., Ph.D., The Ohio State University.
- JAMES W. KREHBIEL, M.F.A., Nancy La Porte Meek Professor of Fine Arts, 1986. B.A.A., Montana State University; M.F.A., Indiana University.
- JOHN B. KRYGIER, Ph.D., Professor of Geology-Geography, 1999. B.S., M.S., University of Wisconsin; Ph.D., Pennsylvania State University. (L-2)
- KIM A. LANCE, Ph.D., Professor of Chemistry, 1988. B.A., College of Wooster, M.S., Ph.D., The Ohio State University.
- DONALD LATEINER, Ph.D., John R. Wright Professor of Humanities-Classics, 1979. B.A., University of Chicago; M.A., Cornell University; Ph.D., Stanford University. (L-1)
- RICHARD L. LEAVY, Ph.D., Professor of Psychology, 1980. B.S., University of Pittsburgh; M.S., Ph.D., University of Massachusetts.
- MARIN E. LEGGAT, M.F.A., Assistant Professor of Theatre and Dance, 2011. B.A., Brigham Young University; M.F.A., University of Utah.
- DAVID C. LEVER, Ph.D., Associate Professor of Chemistry, 1994. B.A., Colgate University; Ph.D., University of Utah. (L-2)
- RICHARD S. LINDER, Ph.D., Professor of Mathematics and Statistics, 2000. B.S., University of California; M.A., San Diego State University; M.S., Ph.D., The Ohio State University. (L-2)
- SALLY A. LIVINGSTON, Ph.D., Professor of Humanities-Classics, 2011. B.A., M.A., University of Manitoba; Ph.D., Harvard University
- ZACKARIAH C. LONG, Ph.D., Assistant Professor of English, 2007. B.A., The College of William and Mary; M.A., Ph.D., University of Virginia.
- WILLIAM CARL LOUTHAN, Ph.D., McKendree Professor of Politics and Government, 1972. B.A., M.A., Ph.D., The Ohio State University.

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# University Personnel

## *Faculty of Instruction*

- BARBARA MacLEOD, C.F.A., John J. Joseph Professor of Management, 1999. B.A., Iowa State University; M.M.F., Northwestern University.
- KEITH O. MANN, Ph.D., Professor of Geology, 1997. B.S., University of Michigan; M.Sc., University of Texas at Arlington; Ph.D., University of Iowa.
- DAVID D. MARKWARDT, Ph.D., Associate Professor of Zoology, 2003. B.S., Ph.D., University of Wisconsin.
- BARTON S. MARTIN, Ph.D., Professor of Geology-Geography, 1992. B.S., Furman University; M.S., Washington State University; Ph.D., University of Massachusetts.
- JOHN A. MARTIN III, Ph.D., Professor of Health and Human Kinetics, 1977. B.S., Springfield College; M.A., Ph.D., The Ohio State University.
- AMY McCLURE, Ph.D., Rodefer Professor of Education, 1979. B.A., Ohio Wesleyan University; M.A.T., Emory University; M.Ed., Ph.D., The Ohio State University.
- SEAN T. McCULLOCH, Ph.D., Associate Professor of Mathematics and Computer Science, 2001. B.A., State University of New York; M.C.S., Ph.D., University of Virginia.
- JOAN E. McLEAN, Ph.D., Professor of Politics and Government, 1990. B.A., University of Florida; MA., Ph.D., The Ohio State University.
- STEPHANIE L. MERKEL, Ph.D., Associate Professor of Humanities-Classics, 1998. B.A., University of Notre Dame; M.A., Ph.D. Cornell University.
- ANDREW G. MEYER, Ph.D., Assistant Professor of Economics, 2009. B.A., Gustavus Adolphus College; M.A., Ph.D., University of Colorado.
- R. BLAKE MICHAEL, Ph.D., Swan-Collins-Allan Professor of Religion, 1978. A.B., University of North Carolina; M.Div., A.M., Ph.D., Harvard University. (L-2)
- MARK MITTON-FRY, Ph.D., Assistant Professor of Chemistry, 2012. B.A., Carleton College; Ph.D., University of Colorado.
- NANCY A. MURRAY, Ph.D., Part-time Professor of Botany/Microbiology, 1993. B.A., Boston University; Ph.D., University of Michigan.
- JOSEPH F. MUSSER, Ph.D., Helen Whitelaw Jackson University Professor and Benjamin F. & Margaret Cessna Professor of English, 1977. B.A., Union College; M.A., Ph.D., University of Virginia.
- CAROL L. NEUMAN de VEGVAR, Ph.D., Frank L. & Eva L. Packard Professor of Fine Arts, 1988. A.B., Bryn Mawr College; Ph.D., University of Pennsylvania. (L-1)
- GLENDA Y. NEITO-CUEBAS, Ph.D., Assistant Professor of Modern Foreign Languages, 2011. B.A., Interamerican University of Puerto Rico; M.A., University of Puerto Rico; Ph.D., The University of Massachusetts.
- JEFFREY A. NILAN, M.F.A., Associate Professor of Fine Arts, 2008. B.S., University of Nebraska; M.F.A., Indiana University.
- MARILYN NIMS, M.M., Part-time Professor of Music, 1989. B.M., Boston University; M.M., The Ohio State University.
- JEFFREY L. NUNEMACHER, Ph.D., Parrott Professor of Mathematics and Computer Science, 1985. B.A., Oberlin College; M.Phil., Ph.D., Yale University.
- ROBERT M. OLMSTEAD, M.A., Professor of English, 2002. B.A., M.A., Syracuse University.
- TAMARA M. PANHUIS, Ph.D., Assistant Professor of Zoology, 2009. B.S., University of Maryland; Ph.D., University of California.
- JAMES G. PEOPLES, Ph.D., Professor of Sociology/Anthropology, 1988. B.A., Ph.D., University of California. (L-1)



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# University Personnel

## *Faculty of Instruction*

- SALLY A. PERRET, M.A., Instructor in Modern Foreign Languages, 2012. B.A., M.A., University of North Texas
- KAREN M. POREMSKI, Ph.D., Associate Professor of English, 2002. B.A., University of Maryland-College Park; M.A., San Francisco State University; Ph.D., Emory University.
- RANDOLPH K. QUAYE, Ph.D., Associate Professor of Black World Studies, 2004. B.A., University of Ghana; M.A., Acadia University; Ph.D., Northeastern University. (L-2)
- JONATHAN C. QUICK, M.F.A., Part-time Associate Professor of Fine Arts, 1990. B.A., M.F.A., State University of New York.
- M. SAIF RAHMAN, Ph.D., Robert Bauman Assistant Professor of Economics, 2000. B.S., Montclair State College; Ph.D., University of North Carolina. (L-2)
- D. CRAIG RAMSAY, Ph.D., Kernan Robson Professor of Politics and Government, 1981. B.A., M.A., Ph.D., University of Michigan.
- L. TRACE REGAN, Ph.D., Warren Charles Fairbanks Professor of Journalism, 1983. A.A.S., Manhattan Community; B.A., York College; M.A., University of Wisconsin; Ph.D., Ohio University.
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## OHIO WESLEYAN UNIVERSITY CALENDAR 2012-2013

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### *Fall Semester*

|                      |                  |   |
|----------------------|------------------|---|
| August 23, 2012      | Thursday         | New Students Arrive   |
| August 23-26, 2012   | Thursday-Sunday  | New Student Orientation   |
| August 27, 2012      | Monday           | Classes Begin   |
| September 4, 2012    | Tuesday          | Last Day for Changing Credit / No Entry Status, Adding, and Dropping Full-Semester and First-Module Courses |
| September 25, 2012   | Tuesday          | Last Day for Withdrawing from First-Module Courses  |
| October 16, 2012     | Tuesday          | Exams in First-Module Courses   |
| October 17-21, 2012  | Wednesday-Sunday | Mid-Semester Break  |
| October 22, 2012     | Monday           | Second Module Begins  |
| October 30, 2012     | Tuesday          | Last Day for Changing Credit / No Entry Status, Adding, and Dropping Second-Module Courses                  |
| November 17-25, 2012 | Saturday-Sunday  | Last Day for Withdrawing from Full-Semester Courses   |
| November 27, 2012    | Tuesday          | Thanksgiving Break  |
| December 7, 2012     | Friday           | Last Day for Withdrawing from Second-Module Courses   |
| December 14, 2012    | Friday           | Last Day to Present Petitions for Withdrawing from Full-Semester and Second-Module Courses                  |
| December 15-16, 2012 | Saturday-Sunday  | Last Day of Classes   |
| December 17-19, 2012 | Monday-Wednesday | Reading Days  |
| December 20, 2012    | Thursday         | Final Examinations  |
|                      |                  | Final Examinations  |
|                      |                  | Term Ends at 10:30 p.m.   |

### *Spring Semester*

|                   |                  |   |
|-------------------|------------------|---|
| January 14, 2013  | Monday           | Classes Begin   |
| January 22, 2013  | Tuesday          | Last Day for Changing Credit / No Entry Status, Adding, and Dropping Full-Semester and First-Module Courses |
| February 12, 2013 | Tuesday          | Last Day for Withdrawing from First-Module Courses  |
| March 8, 2013     | Friday           | Exams in First-Module Courses   |
| March 9-17, 2013  | Saturday-Sunday  | Mid-Semester Break  |
| March 18, 2013    | Monday           | Second Module Begins  |
| March 26, 2013    | Tuesday          | Last Day for Changing Credit / No Entry Status, Adding, and Dropping Second-Module Courses                  |
| April 16, 2013    | Tuesday          | Last Day for Withdrawing from Full-Semester Courses   |
| April 26, 2013    | Friday           | Last Day for Withdrawing from Second-Module Courses   |
| May 2, 2013       | Thursday         | Last Day to Present Petitions for Withdrawing from Full-Semester and Second-Module Courses                  |
| May 3, 2013       | Friday           | Last Day of Classes   |
| May 4, 2013       | Saturday (a.m.)  | Reading Day   |
|                   | Saturday (p.m.)  | Final Examinations  |
| May 5, 2013       | Sunday           | Reading Day   |
| May 6-8, 2013     | Monday-Wednesday | Reading Day   |
| May 9, 2013       | Thursday         | Final Examinations  |
|                   |                  | Final Examinations  |
|                   |                  | Term Ends at 5 p.m.   |
| May 12, 2013      | Sunday           | Commencement  |

### *Summer Session*

|                        |               |                |
|------------------------|---------------|----------------|
| May 20 - June 21, 2013 | Monday-Friday | Summer Session |
|------------------------|---------------|----------------|



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