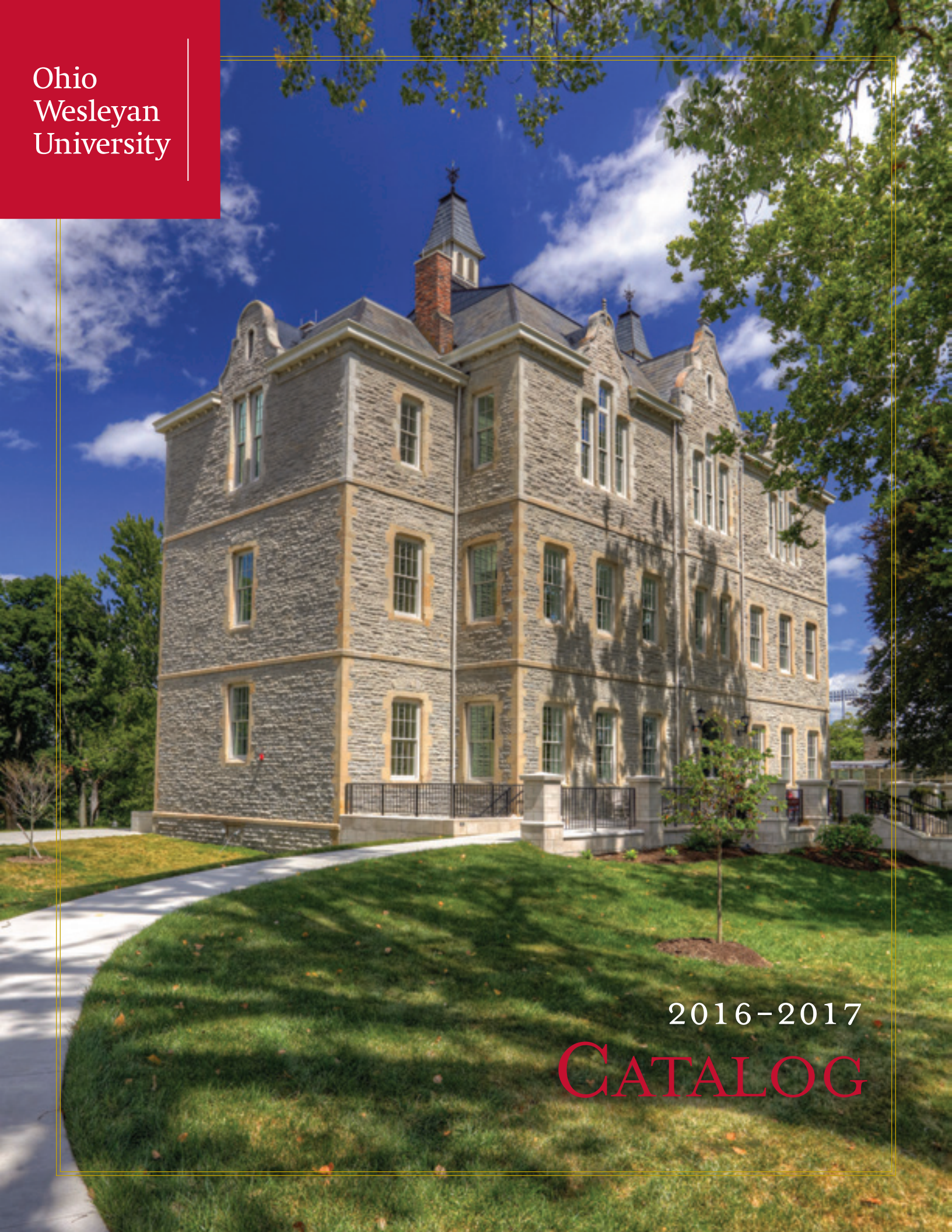


Ohio  
Wesleyan  
University



2016-2017

CATALOG

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## CORRESPONDENCE DIRECTORY

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Correspondence should be addressed to: Ohio Wesleyan University, 61 South Sandusky Street, Delaware, Ohio 43015. The University's general telephone number is (740) 368-2000 and the University's website is located at <https://owu.edu>. When dialing from off campus, use "368" (preceded with area code "740," if required) and the extension for the offices and individuals listed below. A complete directory of University offices and employees is available online at <https://owu.edu/directory>.

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UNIVERSITY COMMUNICATIONS	Mr. Will Kopp, Chief Communications Officer (Extension 3108, wekopp@owu.edu)

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# 2016-2017 Catalog

## Ohio Wesleyan University

### *Contents*

---

#### **Contents**

<b>Calendar</b> .....	<b>inside back cover</b>
<b>The University</b>	
Introduction.....	1
Statement of Aims.....	3
Intellectual Freedom and Responsibility.....	4
Statement on Student Rights.....	5
University Diversity Efforts.....	6
Traditions.....	6
<b>Academic Regulations and Procedures</b>	
Academic Advising.....	8
Admission.....	8
Advanced Placement.....	9
International Baccalaureate.....	11
Examinations for Placement and/or Credit.....	12
Registration in Courses.....	13
Reports and Grades.....	16
Residence Requirement.....	19
Academic Probation and Dismissal.....	19
Academic Honesty.....	20
Academic Grievance Policy.....	23
Responsibility for Meeting Requirements.....	25
Final Examination Policy.....	25
Leave of Absence.....	26
Withdrawal from the University.....	26
Reinstatement.....	26
Classification of Students.....	27
Transfer of Credits.....	27
Student-Initiated Courses.....	27
Petitions.....	28
<b>Academic Honors and Distinctions</b>	
Academic Honors.....	29
Honorary Societies.....	32

---

# 2016-2017 Catalog

## Ohio Wesleyan University

### *Contents*

#### **Degrees and Special Programs**

Requirements for All Degrees .....	33
The Bachelor of Arts Degree .....	36
The Bachelor of Fine Arts Degree .....	39
The Bachelor of Music Degree .....	40
Two Bachelor's Degrees .....	40
Combined Bachelor's / Professional Degrees .....	40
Other Pre-Professional Programs .....	41
Other Interdepartmental Majors .....	41
Self-Designed Majors .....	42
The OWU Connection .....	43
Sagan National Colloquium .....	45
Cross-Cultural Experience .....	45
Off-Campus Study Programs .....	45
International Programs .....	46
Domestic Programs .....	49
Apprenticeships and Internships .....	50
Special Language Program .....	51
Summer School .....	51

#### **Majors and Courses of Instruction**

Key to Abbreviations .....	52
Course Selection .....	52
Majors and Minors .....	53
Courses of Instruction .....	146

#### **Student Affairs and Non-Academic Regulations**

Student Affairs and Non-Academic Regulations .....	245
Student Affairs .....	245
The Student Handbook .....	245

#### **Expenses and Financial Aid**

Tuition and Fees .....	246
Financial Aid .....	246
Fees .....	247
Payment Methods .....	251
Withdrawals and Refunds .....	252

#### **Facilities**

Libraries .....	253
University Housing .....	254
Instructional and Administrative Buildings .....	256
University Offices .....	259
Student Offices .....	260

---

# 2016-2017 Catalog

## Ohio Wesleyan University

### *Contents*

<b>The Corporation (Board of Trustees)</b>	
Officers of the Board .....	268
<b>University Personnel</b>	
Office of the President .....	270
Office of Enrollment Management .....	270
Office of University Communications.....	271
Office of the Provost .....	271
Student Engagement and Success .....	272
Office of University Advancement.....	273
Office of Finance and Administration .....	275
Perkins Observatory .....	275
Adjunct Faculty .....	275
New York Arts Program.....	276
Faculty and Staff Emeriti.....	276
Department Chairpersons 2016-2017.....	278
Program Directors .....	279
University Libraries .....	279
Faculty of Instruction .....	280
<b>Index .....</b>	<b>287</b>



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# The University

## *Introduction*

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### **Introduction**

Ohio Wesleyan University is an independent, undergraduate liberal arts institution enrolling about 1,675 students, almost equally men and women, from nearly all 50 states and more than 30 countries. The multicultural enrollment total of approximately 27 percent includes both U.S. multicultural students and international students; the University is strongly committed to racial, ethnic, and cultural diversity. In 2015, the average OWU student ranked in the top 28% of his or her 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 146 full-time faculty positions, of which nearly 40 percent are female. One hundred percent of full-time tenure-track faculty holds a Ph.D. or equivalent, or is completing work toward the degree.

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; a Student Symposium, 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, 230 North LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1411 (Phone: 312-263-0456, <http://www.hlcommission.org/>). The University also is 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 nonprofit corporation of 13 leading independent institutions in Indiana, Michigan, Pennsylvania, 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 Ohio Wesleyan students, an extraordinary percentage of whom participate in volunteering and philanthropic initiatives. For the sixth consecutive year, Ohio Wesleyan University students are being recognized for their service to others with inclusion on the 2014 President's Higher Education Community Service Honor Roll.

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# The University

## *Introduction*

For nearly 175 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 signing 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: the late Sherwood Rowland '48 won the prize in chemistry in 1995, and Woodrow Clark '67 shared the 2007 Nobel Peace Prize with Al Gore as a member of the Intergovernmental Panel on Climate Change.

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, M.D. '53, inventor of the *Haemophilus influenzae* type b (HiB) vaccine
- Phillip Meek '59, Senior VP and President, publishing group, Capital Cities/ABC (retired)
- George Conrades '61, Chairman, Akamai Technologies
- Paul Schimmel, Ph.D., '62, Ernst & Jean Hahn Professor of Molecular Biology, Schimmel-Yang Laboratory, Scripps Research Institute
- William Batchelder '64, Speaker of the House, Ohio House of Representatives (retired)
- Edward D. Miller, M.D., '64, CEO and Dean of the Medical Faculty, Johns Hopkins School of Medicine (retired)
- Richard North Patterson '68, multiple best-selling author
- JoAnn Verburg '72, internationally known photographer
- Greg Moore '76, Editor, *The Denver Post* (retired)
- Susan Headden '77, Pulitzer Prize-winning journalist
- Tom Jolly '77, Associate Masthead Editor, *The New York Times*
- Bob DiBasio '77, Senior Vice President of Public Affairs, the Cleveland Indians
- Byron Pitts '82, "Nightline" Anchor, Emmy Award-winning broadcast journalist.
- Jeff Long '82, Vice Chancellor and Director of Athletics, University of Arkansas

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

An exciting sense of energy at Ohio Wesleyan is based largely on a new curricular plan that offers a series of connected courses allowing 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-to-Practice 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.



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# The University

## *Introduction*

### *Statement of Aims*

In addition, the University has embarked upon an ambitious donor-funded campus renewal program, including a \$14 million renovation of Stuyvesant Hall, \$8 million renovation of Merrick Hall to create the Home of The OWU Connection, and \$10 million renovation of Edwards Gymnasium, which also created the state-of-the-art Simpson Querrey Fitness Center and Jannuzi Dance Studio. In 2015, the University began building a new donor-funded Small Living Unit (SLU) complex, which opens in fall 2016. Construction on a second donor-funded SLU began in May 2016, with completion expected in time for spring semester 2017.

The JAYwalk, which is the thoroughfare between the academic and residential sides of campus, has been lengthened and upgraded, most recently with a fountain, open lawn, and garden that brings the feel of a European plaza to the middle of campus and with additional green and garden space.

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 379 Colleges*, *The Fiske Guide to Colleges 2016*, and the latest edition of *Colleges That Change Lives*. *Washington Monthly* has named the University among the nation's top 45 liberal arts institutions based upon OWU's performance as an engine of social mobility, its contribution to fostering scientific and humanistic research, and its promotion of an ethic of community service. *Newsweek* has called Ohio Wesleyan one of the nation's top 25 service-minded schools, and *The Princeton Review* has cited OWU students as among the nation's "happiest."

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## 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. Ohio Wesleyan 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, and great leaders 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.

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# The University

## *Statement of Aims*

### *Intellectual Freedom and Responsibility*

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

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# The University

## *Intellectual Freedom and Responsibility*

### *Statement on Student Rights*

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 the formulation of institutional policy.

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# The University

## *University Diversity Efforts*

### *Traditions*

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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.

#### **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 students 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.

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# The University

## *Traditions*

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 Monnett campus early in the morning and concealing themselves in trees 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 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 the Saturday before Mother's Day in early May 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 south terrace of Merrick Hall. In case of rain, Commencement is held in Branch Rickey Arena. At the conclusion of Commencement, the bell in the tower of University Hall rings to mark the close of another academic year and the University president rings the hand bell that was rung at Ohio Wesleyan's first 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 of them 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 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, whether 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*

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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 Office of the Registrar 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), email ([owuadmit@owu.edu](mailto:owuadmit@owu.edu)), or on the web (<https://owu.edu/admission/>).

#### **What Are Your Entrance Requirements?**

The Admission Committee has determined that a college preparatory course of study in high school will best prepare students for academic success at OWU. Minimum requirements include 4 years of English, 3 years of social science, 3 years of math and science, and 2 years of foreign language study (3 years recommended).

We accept scores for both the SAT and the ACT, although we require only one set of scores. We do not require the ACT writing test. If you're interested in Ohio Wesleyan, ask that your scores be sent directly to us by indicating our institutional code on the score request form. OWU's SAT code is 1594; the ACT code is 3316.

*Note: OWU is now test-optional for many students. Read <https://owu.edu/admission/apply/first-year-students/> for more information.*

Admission to the University is offered on a selective basis. To be considered for admission, candidates must submit an application, official high school or GED transcripts, results of the ACT or SAT examination, a teacher's recommendation, a personal essay and a summary of school and community activities. OWU requires that applicants have earned either a diploma from an accredited high school or the GED Certificate prior to enrolling at the University. Students who have been home schooled should consult with the Office of Admission.

Successful candidates for admission typically rank in the top quarter of their high school classes, have earned a minimum B average in their academic course work and have demonstrated involvement and leadership in school or community organizations. Standardized test scores generally reflect commensurate achievement and ability; however test scores are optional in the admission process.

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# Academic Regulations And Procedures

## *Advanced Placement*

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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. Students who wish to receive credit should have their official examination results sent to the Office of the Registrar for evaluation.

Advanced placement credit is given by the following departments:

**Biology.** A student who achieves a 4 or a 5 on the Advanced Placement test in Biology will be awarded credit for BIOL 120. Those same students may be eligible to take proficiency exams for BIOL 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 CS 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 ECON 110.

Students receiving a 4 or better on only one part of the exam (micro or macro) will receive one unit of lower-level general Economics credit. THIS IS NOT EQUIVALENT TO OWU'S ECON 110 Principles of Economics course. Before this student can take additional economics courses, the student is required to attend class and pass the instructor's exam for 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 ECON 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 ENG 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 ENG 105. Students receiving scores of 4 or 5 on both AP exams in English will be exempted from ENG 105 and will receive one unit of credit for ENG 105 and one unit of credit for an English literature course. The literature credit received will not substitute for ENG 150.

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# Academic Regulations And Procedures

## *Advanced Placement*

**Environmental Science.** Any student receiving a 4 or better on the Advanced Placement Examination in Environmental Science will be given one unit of credit. This unit will be equivalent to BOMI 233 (Ecology and the Human Future), and may be applied toward major and 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 ART 110 or ART 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 ART 112 or ART 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 HIST 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 HIST 113 or HIST 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 HIST 120. This unit will not fulfill any distribution but will count as an elective course for the major or minor.

Students successfully completing A-levels will receive one credit to be applied to the appropriate departmental area to be determined by the department.

**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 GEOG 110.

**Latin.** Any student receiving a composite grade of 3 or better on either of the Advanced Placement Examinations in Latin will be given credit for LATI 110 Beginning Latin I and LATI 111 Beginning Latin II and will be exempt from the language requirement. Students scoring less than 3 will be examined by the Classics faculty.

**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 4 or 5 in the BC exam will receive two credits (for MATH 110 and MATH 111) and place into MATH 210 or MATH 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 score of 3 on the Advanced Placement Examination in Chinese, French, German, Italian, or Spanish will be exempted from the language requirement and will receive one unit of credit (110) toward graduation not to be counted in the major. With a composite score of 4 or 5 the student will be exempt from the language requirement and will receive two units of credit (110 and 111) toward graduation not to be counted in the major.



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# Academic Regulations And Procedures

## *Advanced Placement*

### *International Baccalaureate*

**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 MUS 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 MUS 110 and MUS 155.

**Physics.** Any student receiving a 4 or 5 on the Advanced Placement Examination in Physics (B exam) will receive 1.25 units of credit toward graduation for PHYS 115. Starting in the 2015-2016 academic year, any student receiving a 4 or 5 on the new Advanced Placement Physics 1: Algebra-Based Examination will receive 1.25 units of credit toward graduation for PHYS 115. In addition, any student who receives a 4 or 5 on the Advanced Placement Physics 2: Algebra-Based Examination will receive 1.25 units of credit toward graduation for PHYS 116. Any student receiving a 4 or 5 on the Advanced Placement Examination in Physics (C exam, Part I and/or Part II) will receive 1.0 unit of credit toward graduation for PHYS 110C and/or one unit of credit for PHYS 111C. Students should be aware that PHYS 110L and PHYS 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 PG 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 PG 113.

**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 PSYC 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.

International Baccalaureate credit is granted as follows:

**Biology:** A student with a 5 or higher on the International Baccalaureate Higher Level Examination in Biology will be awarded credit for both BIOL 120 and BIOL 122.

**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.

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# Academic Regulations And Procedures

## *International Baccalaureate*

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

**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. Students receiving 5 or better on a high-level (International) Baccalaureate in history will be given credit toward graduation. If the completed course resembles an existing 100-level course, to be determined by the department, the student will be given credit for that course. Otherwise, credit will be awarded as History 126, IB 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 or StART and at other times specified by the department. No college 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.

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# Academic Regulations And Procedures

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

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.

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### **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.

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# Academic Regulations And Procedures

## *Registration in Courses*

### Course Overload

Students in good academic standing may enroll for as many classes as they and their academic advisor agree are appropriate up to 5.50 units. Students who wish to exceed the 5.50 unit maximum must file a petition with the Academic Status Committee before registering for an overload. Any additional tuition and fees assessed for exceeding the 5.50 unit maximum are the student's responsibility and cannot be waived. Students on academic probation (less than 2.0 cumulative grade point average) must also 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 Office of the Registrar or on their website under Forms. Please see the Fees section of this Catalog for information on the tuition charged.

Independent studies, tutorials, directed readings, or practicums may be included in the schedule at pre-registration with a signed change-of-schedule form. Students may obtain a form in the Office of the Registrar or on their website under Forms. Regular unit courses taken in excess of four must be added during the designated registration portal that opens after each class has had an opportunity to register.

### Change of Schedule

Once registered for a set of courses, students who wish to change their registration may do so online until one week after 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 Tuesday of the tenth 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 through the petition process. The students' transcripts will indicate a "W" as the final grade.

After the tenth week (fifth week for modular courses), students may withdraw only with permission of the Academic Status Committee by petition, and such permissions will be based only on extenuating circumstances beyond the students' control. For such courses, instructors will submit final grades of "WP" (withdrawn with passing work) or "WF" (withdrawn with failing work), depending on the instructors' evaluations of the students' work prior to the withdrawal. Petition forms are available in the Office of the Registrar or on their website under Forms.

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.

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# Academic Regulations And Procedures

## *Registration in Courses*

### 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 student's schedule in self-service or on a change-of-schedule form on file in the Office of the Registrar.*

Students who miss the deadline to add or drop a course must petition the Academic Status Committee.

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 electronically to the student and academic advisor through OWU self-service. Students may provide others access to their grades through the self-service portal using the Shared Access function.

### 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), CR (credit by examination, credit but no grade is computed in semester or cumulative average), S (satisfactory, credit but no grade is computed in semester or cumulative average), I (incomplete), PR (progress), NR (no grade reported), T (transfer credit, credit but no grade is computed in semester or cumulative average), U (unsatisfactory), and WVR (waiver, no credit and no grade is computed in semester or cumulative average).

### Midterm Estimates

Students receive midterm estimates for full semester courses taken at Ohio Wesleyan falling within the normal academic calendar with the exception of the summer session. Estimates give students an overview of their academic status at mid-semester. Appropriate midterm estimates are as follows:

- P** current grade of C- or higher
- PN** passing negligent or not engaged (student is passing but has stopped attending or is no longer engaged in the class)
- U** current grade of D+ or lower (student is engaged but does not comprehend the material)
- UN** not passing negligent or not engaged (student is at the D+ level but is not attending and/or is not engaged)
- Q** no basis for evaluation
- QN** no basis for evaluation due to negligence
- X** student registered but never attended (students should take steps to withdraw from this course, as it will revert to a failing grade at the end of the semester)

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# Academic Regulations And Procedures

## *Reports and Grades*

### 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 or on their website. 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 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 Tuesday of the second week of classes of any 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 in writing to the Associate Registrar. Such requests 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.

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# Academic Regulations And Procedures

## *Reports and Grades*

- 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 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 excluding the summer session. 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 or online. 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, excluding the summer session. 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 or online. 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. 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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# Academic Regulations And Procedures

## *Residence Requirement*

## *Academic Probation and Dismissal*

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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 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 Regulations And Procedures

## *Academic Honesty*

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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.

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.

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# Academic Regulations And Procedures

## *Academic Honesty*

### **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.

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.

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# Academic Regulations And Procedures

## *Academic Honesty*

### **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 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.

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# Academic Regulations And Procedures

## *Academic Honesty*

## *Academic Grievance Policy*

- 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 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.

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# Academic Regulations And Procedures

## *Academic Grievance Policy*

### 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 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 Office of the Registrar 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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# Academic Regulations And Procedures

## *Responsibility for Meeting Requirements*

### *Final Examination Policy*

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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 schedule a senior-checkout to review their 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 or senior-checkout, 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. Visit the Office of the Registrar's website to schedule a senior-checkout.

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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.

- 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 necessary. 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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# Academic Regulations And Procedures

## *Leave of Absence*

## *Withdrawal from the University*

## *Reinstatement*

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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 and the request must be received prior to the start of the term in which the student plans to take leave. 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 Office of the Registrar. 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 tenth week, grades of W will be recorded for each course. After the tenth 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 cumulative average, but will appear on the student's permanent record. See the Expenses section 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 and a half months 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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# Academic Regulations And Procedures

## *Classification of Students*

## *Transfer of Credits*

## *Student-Initiated Courses*

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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 or regional 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 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 Office of the Registrar 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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# Academic Regulations And Procedures

## *Petitions*

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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 or on their website under Forms. Petitions regarding a specific course must be submitted to the Office of the Registrar 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 Distinctions

## *Academic Honors*

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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 Honors 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.

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# Academic Honors and Distinctions

## *Academic Honors*

### Graduation with University Honors

To graduate with University Honors, one must:

1. Achieve at least 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.

**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 courses 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.

A student who satisfies these conditions is graduated with *University Honors*. 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 University Honors*.

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# Academic Honors and Distinctions

## *Academic Honors*

### Graduation with Departmental Honors

Graduation with Departmental Honors 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 Departmental Honors—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). 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 includes 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*.

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# Academic Honors and Distinctions

## *Honorary Societies*

### 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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### 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*

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### 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 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. Any student receiving a composite grade of 4 or 5 on the Advanced Placement Examination in English Literature and Composition will be exempted from ENG 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 ENG 105. Students receiving scores of 4 or 5 on both AP exams in English will be exempted from ENG 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.
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.**

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# Degrees and Special Programs

## *Requirements for All Degrees*

### Competency in Writing Across the Curriculum

To be certified as competent in writing across the disciplines, students must complete three writing-intensive 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 a Writing Requirement or Writing Option, 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 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 Writing Requirement Dual Requirement or Writing Option Dual Requirement notation on their transcripts for all courses in which they successfully complete the Writing Requirement 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. Students will receive the Diversity Dual Requirement notation on their transcripts upon successful completion of a Cultural Diversity course from the list below.

Those courses which meet the diversity requirement are: ART 348, ART 349; BUS 345; BWS 105, BWS 122, BWS 126, BWS 128, BWS 200.3, BWS 224, BWS 274, BWS 300.3, BWS 300.4, BWS 305, BWS 342, BWS 343, BWS 348, BWS 350, BWS 356, BWS 368, BWS 370, BWS 400.2; CHIN 201, CHIN 320, CHIN 321, CHIN 351, CHIN 499; CMLT 113, CMLT 130, CMLT 131, CMLT 200.6, CMLT 300.3, CMLT 300.4, CMLT 320, CMLT 321, CMLT 323, CMLT 499A, CMLT 499C; ECON 345, ECON 353, ECON 370; EDUC 115; ENG 145.11, ENG 224, ENG 268, ENG 273, ENG 278, ENG 300.4, ENG 369; FREN 300.3, FREN 300.4, FREN 351\*, FREN 499\* (\*only when concentration is Francophone literature/culture studies course); GEOG 110, GEOG 270, GEOG 300.3, GEOG 333, GEOG 334, GEOG 345, GEOG 370; HIST 115, HIST 116, HIST 320, HIST 322, HIST 323, HIST 324, HIST 325, HIST 331, HIST 332, HIST 333, HIST 334, HIST 335; MUS 347, MUS 348; PG 113, PG 260, PG 365, PG 344, PG 347, PG 348, PG 349, PG 363; REL 103, REL 104, REL 111, REL 141, REL 300.4, REL 300.5, REL 300.6, REL 300.7, REL 300.8, REL 310, REL 316, REL 336, REL 337, REL 342, REL 343, REL 344, REL 346, REL 352, REL 353; SOAN 111, SOAN 291, SOAN 292, SOAN 293, SOAN 294, SOAN 295, SOAN 347, SOAN 348, SOAN 354, SOAN 357, SOAN 358, SOAN 360, SOAN 365, SOAN 367; SPAN 250\*, SPAN 300.8, SPAN 350, SPAN 360, SPAN 362, SPAN 364, SPAN 368, SPAN 370, SPAN 499\* (\*special sections only when concentration is Latin America); THEA 331; WGS 110, WGS 250, WGS 260, WGS 300.4, WGS 325, WGS 351, WGS 499D, WGS 499E.

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



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# Degrees and Special Programs

## *Requirements for All Degrees*

### 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 also could be used in a student’s major or as a distribution requirement. Successful completion of a “Q” course will result in a Quantitative Dual Requirement notation on the student’s transcript.

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

### UC 160: The OWU Experience

All first-year students are required to complete this .25 unit introduction to the ethos of a liberal arts education, their new intellectual community, and the opportunities offered at Ohio Wesleyan.

### Proficiency in Writing (The “U” Notation)

Any instructor in the University may submit, in addition to the regular grade in any course for any student, an unsatisfactory in writing (“U”) notation, regardless of the final grade, including courses taken credit/no entry, even though credit may not have been earned and the course not entered on the record. Students who receive a “U” notation in any course are required to work with a Writing Center instructor on their writing skills in the following semester. All “U” notations will be erased from the student’s academic record once the Writing Center staff certifies to the Registrar that the work to remove the “U” has been completed. If a student does not successfully complete the program to remove the “U” by the end of the semester after the “U” is received, the Committee on Academic Status will review the student’s records, which may result in academic dismissal. Seniors with “U”s on their record may not graduate until all “U”s are removed.

### Policy on Participation In Commencement

Students who have at least 32 total completed and in-progress units toward graduation at the Spring semester withdrawal deadline will be eligible to participate in commencement in May. One’s intention to participate in commencement must be stated on the Application for Graduation and submitted to the Office of the Registrar.

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# Degrees and Special Programs

## *The Bachelor of Arts Degree*

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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 ACTV or VAR 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 must declare a major when they achieve junior status, although they are free to do so prior to that time. (Students who have earned 15 units are considered juniors for the purposes of registration.) Until they declare a major, juniors will have a hold placed on their registration. Students who do not meet the requirements for their desired major by the deadline should declare their intention to major by selecting the conditional major option. 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 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.

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# Degrees and Special Programs

## *The Bachelor of Arts Degree*

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 also may 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 foreign language 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 or StART.

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.

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

Heritage speakers, nomad students, and/or those students whose native language is not English and is not offered at OWU, but who finished high school in the U.S. still need to complete the foreign language competency. Even then, in such cases where a student is interested in being exempt from the foreign language competency requirement, the student will need to verify Foreign Language Proficiency. The Department of Modern Foreign Languages recommends that such students take the ACTFL Oral and Writing Proficiency Assessment test. For more information, contact the Department of Modern Foreign Languages and visit: <http://www.actfl.org/professional-development/proficiency-assessments-the-actfl-testing-office>.

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# Degrees and Special Programs

## *The Bachelor of Arts Degree*

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 you 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.

### Distribution Requirements

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, 200.3, 305, 348, 350

Economics (ECON courses only): all courses below 490

Education: 100.3, 110, 115, 251

Geography: all courses

History: all courses

Journalism: all courses *except* 355, 378, 379, 382, 384, 385, 386, 491, 495, 499

Politics and Government: all courses

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

Sociology/Anthropology: all courses

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

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# Degrees and Special Programs

## *The Bachelor of Arts Degree*

## *The Bachelor of Fine Arts Degree*

**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

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

Classics: all courses

Comparative Literature: all courses in the department

English: all literature courses; *excluded* are 105, 254, 260, 265, 310, 314, 316, 318, 319, 391, 395, 480, 482

French: 250, 300.3, 300.4, 351, 365, 371, 372, 378, 499

German: 361, 363, and 365

Philosophy: all courses

Religion: all courses *except* 390-399 and 490-499

Spanish: 350, 360, 361, 362, 363, 364, 365, 367, 369, 370, 375, 377, 499

Theatre/Dance: 331, 341, 351, 371, 381, 499

Women's and Gender Studies: 110, 250, 499A, 499B, 499D

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

Dance: 105, 205, 215, 220, 300.2, 300.3, 305, 315, 325, 355

English: 254, 318

Fine Arts: all courses *except* 301, 302, 307

Music: 105, 229, 347, 348

Theatre: all courses *except* 237, 269, 331, 337, 341, 351, 371, 381, 407, 417, 427, 437, 447, 457, 467, 477, 487, 490, 491

**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 the Education section for distribution requirements.

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## The Bachelor of Fine Arts Degree

For requirements supplemental to the Requirements for All Degrees section, see Fine Arts in the following chapter, Majors and Minors. 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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# Degrees and Special Programs

*The Bachelor of Music Degree*

*Two Bachelor's Degrees*

*Combined Bachelor's / Professional Degrees*

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## **The Bachelor of Music Degree**

For requirements supplemental to the Requirements for All Degrees section, see Music in the following chapter, Majors and Minors. 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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## **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, Minors, 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</sup>/<sub>2</sub> 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</sup>/<sub>2</sub> 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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# Degrees and Special Programs

## *Other Pre-Professional Programs*

## *Other Interdepartmental Majors*

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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.

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 advisors 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 Minors. They are offered in the following fields:

Art Therapy (see Fine Arts)

Dentistry (see Pre-Medicine)

Law (see Pre-Law)

Medicine (see Pre-Medicine)

Music Therapy (see Music Education)

Public Administration (see Pre-Public Administration)

Theology (see Pre-Theology)

Veterinary Medicine (see Pre-Medicine)

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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 Minors, in appropriate alphabetical order:

Ancient Studies

Black World Studies

East Asian Studies

Environmental Studies

International Business

International Studies

Latin American Studies

Medieval Studies

Neuroscience

Planetary Science

Renaissance Studies

Urban Studies

Women's and Gender Studies

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# Degrees and Special Programs

## *Self-Designed Majors*

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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,” historian 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: UC 160 (The OWU Connection / First-Year Seminar); Course Connections (CC), Travel-Learning Courses (TLC), and Student Individualized Projects (SIP). Up-to-date information about The OWU Connection is available at <https://owu.edu/connection>.

### Course Connections

Course Connections are courses networked around a common theme. They are designed to help students develop linkages among the four divisions of the Ohio Wesleyan curriculum: Natural Sciences, Social Sciences, Humanities, and Arts. 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 courses within their Connection. Students who complete a Course Connection receive a special transcript acknowledgement. The specific Course Connections can vary from year to year but have explored the following topics.

- *American Landscape* – This 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 and human beings. In addition, students explore how the landscape has been interpreted in literature and art. (Faculty Contact: Dr. Lynette Carpenter, English)
- *Crime, Responsibility, and Punishment* – This network examines issues of criminality, responsibility, and the criminal justice system from varied perspectives arising from fields such as sociology, neuroscience, philosophy, and history. (Faculty Contact: Dr. Jennifer Yates, Psychology)
- *Food: How Production and Consumption Shape our Bodies, Our Cultures, and Our Environment* – By studying food across a range of disciplines, students in this network investigate and debate 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. (Faculty Contacts: Dr. Vicki DiLillo, Psychology; Dr. Laurie Anderson, Botany/Microbiology; Dr. Chris Fink, Health and Human Kinetics)
- *Modern Life and Its Discontents* – This Course Connection examines the concept of modern life from multiple disciplinary perspectives, helping students 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. (Faculty Contact: Dr. Ashley Biser, Politics and Government)

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# Degrees and Special Programs

## *The OWU Connection*

- *Poverty, Equity, and Social Justice* – This Course Connection includes courses from disciplines such as Black world studies, economics, education, English, history, music, philosophy, sociology, women’s and gender studies, and zoology. In addition to coursework, students engage in talks and practical experiences to see how systems of power and privilege affect these important social problems. (Faculty Contact: Dr. John Durst, Sociology/Anthropology)
- *The Silk Road* – In this network, students learn about the history and culture of the Silk Road, a modern term for both land and sea trade routes that connected Asia to Europe. Students make comparisons about how ideas, whether cultural, technological, or scientific, were transmitted during the age of the Silk Road and how such ideas are transmitted today in our globalized economy. (Faculty Contact: Dr. Anne Sokolsky, Comparative Literature)
- *Water Rights and Rites* – This Course Connection provides a multidisciplinary approach to addressing how water (including but not limited to its availability, safety, and symbolism) affects societies and cultures worldwide. (Faculty Contact: Dr. Laura Tuhela-Reuning, Botany/Microbiology)

### 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 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 Ireland, Japan, Spain, Brazil, and Italy.

For information about the specific courses being offered in the current academic year, visit the Travel-Learning Courses website (<https://owu.edu/tlc>).

### 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 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. For more information visit <https://owu.edu/sips>.

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

*Sagan National Colloquium*

*Cross-Cultural Experience*

*Off-Campus Study Programs*

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## **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, the Colloquium spotlights an issue of enduring concern in the liberal arts as well as in public life—issues such as 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 upper-class 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. Many international and domestic programs have been approved by the University for credit transfer (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. For additional information visit <https://owu.edu/iocp>. For eligibility requirements visit <https://owu.edu/offcampuselibility>.

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# Degrees and Special Programs

## *Off-Campus Study Programs*

### *International Programs*

#### Approval for Off-Campus Study

A student must go through the following steps to receive approval for off-campus study.

1. Attend Off-Campus Programs information sessions and ROUND ONE and ROUND TWO meetings.
  2. CONSULT files and books in IOCP office (HWCC 213) and talk with returned students, program representatives, office assistants, et al.
  3. Complete OWU LEAVE APPLICATION including faculty recommendations, clearances, \$50 fee, essay, transcript, judicial clearance, etc. by deadline.
  4. After receiving permission to study off-campus, complete Off-Campus PROGRAM APPLICATION for chosen program as well as course-planning, housing, and liability forms and submit to IOCP office by deadline.
- Programs not on this pre-approved list, require ad hoc approval by the Cross-Cultural Programs Committee. A non-standard program petition and complete supporting information must be submitted by the application deadline.
  - IOCP communicates through the OWU Daily. Read it carefully and regularly.
  - Consult the Ohio Wesleyan University Catalog for further information about Off-Campus Programs policies and procedures.

*Remember that all application materials MUST flow through the IOCP Office at OWU. DO NOT apply directly to these or any other programs prior to approval from OWU. DO NOT apply to programs online.*

Students are encouraged to attend information sessions and complete planning exercises in order to prepare themselves for their off-campus experiences.

#### 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. Students must complete academic planning exercises and course transfer pre-approval procedures prior to departure. 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 operates programs abroad in addition to participating in the cooperative programs listed below, including GLCA-approved programs. For a complete list of approved programs, see <https://owu.edu/studioabroad>.

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# Degrees and Special Programs

## *International Programs*

### Ohio Wesleyan 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).

#### **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. David Counselman (Modern Foreign Languages).

#### **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. Contact Dr. Randolph Quayle (Black World Studies), director of Ohio Wesleyan University in Tanzania.

### GLCA-Approved Programs

**The Border Studies Program** is based in Tucson, Arizona, with travel seminars to Mexico and Guatemala. 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 Dr. 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 Study Program** at Waseda University in Tokyo, offering class instruction in English. (One semester of college Japanese or equivalent is required). Students may pursue a one- or two-semester program. Contact Dr. James Peoples (Sociology/Anthropology).

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# Degrees and Special Programs

## *International Programs*

### 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)

**Tokyo, Japan** (Aoyama Gakuin)

**Osaka, Japan** (Kansai Gaidai)

Ohio Wesleyan also approves for use by its students numerous other sites and programs administered by 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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# Degrees and Special Programs

## *Domestic Programs*

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### Domestic 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).

### Ohio Wesleyan 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. Sean Kay (Politics and Government).

### GLCA-Approved Programs

**New York Arts Program (NYAP).** This program provides students seriously interested in dance, fine arts, music, theatre, and communications 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 Darrell Albon (International and Off-Campus Programs).

**Oak Ridge Science Semester.** This is a fall semester research seminar for superior upper-class 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 Darrell Albon (International and Off-Campus Programs).

### 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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# Degrees and Special Programs

## *Apprenticeships and Internships*

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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. Students will be charged regular tuition whether they are on- or off-campus during their apprenticeships.

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 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 been placed recently 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 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 section).

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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# Degrees and Special Programs

## *Special Language Program*

### *Summer School*

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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 may 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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#### **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 Minors

## *Key to Abbreviations*

### *Course Selection*

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#### **Key to Abbreviations**

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

To aid students in long-range planning, the letters F for fall semester and S for spring semester have been placed after selected 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 Minors

## *Accounting*

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

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#### **Accounting**

See the program and major requirements listed under Economics.

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

*Professors DeMarco, Fratantuono, Neuman de Vegvar, Roden, Spall*  
*Associate Professors Arnold, Calef, Eastman, Livingston, Long*  
*Assistant Professor Nieto Cuebas*

Ohio Wesleyan offers the B.A. degree for the interdisciplinary and interdepartmental major in Ancient, Medieval, and Renaissance Studies. AMRS provides students interested in the foundations of Western civilization an opportunity to study the material and spiritual cultures of the past. Students explore literature, the arts, music, philosophy, religion, and history, developing skills in critical inquiry and analysis. 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. Foundation and Core courses are listed below. 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.

All majors must complete AMRS 490: Independent Study, the interdisciplinary capstone project, which 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 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.

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

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

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# Majors and Minors

## *Ancient, Medieval, and Renaissance Studies*

- Ancient Studies Major Foundation Courses (select any three)
- ART 110 Survey of Art History I
  - CLAS 122 Classical Mythology
  - CMLT 121 Love & Sexuality in Literature: From Hesiod to Hip-Hop
  - ENG 176 Alternative Worlds in Literature: Vengeance
  - HIST 110 Introduction to Ancient History
  - PHIL 110 Introduction to Philosophy
  - REL 103 Religions of the West
  - 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)
- AMRS 300.1 History of the Book
  - ART 341 Classical Art
  - CLAS 250 The Ancient Novel
  - CLAS 251 Women in Antiquity
  - CLAS 310 Literature and Thought of Ancient Greece
  - CLAS 320 Alexander the Great
  - CLAS 321 Literature and Thought of Ancient Rome I: The Republic
  - CLAS 322 Literature and Thought of Ancient Rome II: The Empire
  - ENG 342 Drama and Theatre to 1700
  - GREE 110 - GREE 111 Beginning Greek I and II
  - GREE 330 Readings in Greek Prose and Poetry
  - HIST 341 Roman History
  - LATI 110 - LATI 111 Beginning Latin I and II
  - LATI 225 Continuing Latin
  - LATI 330 Readings in Latin Prose and Poetry
  - PHIL 346 History of Ancient Philosophy
  - PHIL 391 Seminar in Plato
  - REL 310 Gender and Religion in the Ancient Near East
  - REL 316 Ancient Mediterranean Religions
  - REL 318 Judaism During the Time of Jesus
  - REL 326 Religions of the Roman Empire
  - REL 331 History of Christian Thought
  - REL 336 Judaism in Late Antiquity
  - REL 391 Biblical Hebrew
- AMRS 490 Independent Study (capstone interdisciplinary project)

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# Majors and Minors

## *Ancient, Medieval, and Renaissance Studies*

Medieval Studies Major Foundation Courses (select any three)

ART 110 Survey of Art History I

CMLT 120 Love & Sexuality in Literature: The Western Tradition

CMLT 122 Classical Mythology

ENG 176 Alternate Worlds in Literature: Vengeance

HIST 111 Introduction to Early European History

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)

AMRS 300.1 History of the Book

ART 342 Medieval Art

ART 349 Islamic Art

CMLT 340 Medieval and Renaissance Thought

CMLT 499b Medieval Margins

ENG 330 Medieval Literature

ENG 334 Chaucer and His Contemporaries

ENG 342 Drama and Theatre to 1700

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

LATI 110 - LATI 111 Beginning Latin I and II

LATI 491 Directed Readings: Medieval Latin Literature

MUS 357 Music of the Middle Ages, Renaissance and Baroque

REL 331 History of Christian Thought

AMRS 490 Independent Study (capstone interdisciplinary project)

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# Majors and Minors

## *Ancient, Medieval, and Renaissance Studies*

### *Astrophysics*

#### Renaissance Studies Major

Foundation Courses (select any three)

ART 110 Survey of Art History I

or

ART 111 Survey of Art History II

CLAS 122 Classical Mythology

CMLT 120 Love & Sexuality in Literature: The Western Tradition

CMLT 121 Love & Sexuality in Literature: From Hesiod to Hip-Hop

ENG 145 Reading Shakespeare

ENG 176 Alternate Worlds in Literature: Vengeance

HIST 111 Introduction to Early European History

PHIL 110 Introduction to Philosophy

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)

AMRS 300.1 History of the Book

ART 343 Italian Renaissance Art

CMLT 340 Medieval and Renaissance Thought

ENG 336 Studies in Shakespeare

or

ENG 338 Shakespeare: This Great Stage

ENG 340 The Renaissance Author

ENG 342 Drama and Theatre to 1700

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

LATI 110 - LATI 111 Beginning Latin I and 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 Early Modern Spanish Literature and Culture (in Spanish)

THEA 351/ENG 342 Drama and Theatre to 1700

AMRS 490 Independent Study (capstone interdisciplinary project)

#### Courses

For a list of AMRS courses, see the alphabetical listing in Courses of Instruction.

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#### Astrophysics

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

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# Majors and Minors

## *Biological Sciences*

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### **Botany and Microbiology**

*Professors Anderson, Goldstein, Johnson, Wolverton*  
*Assistant Professor Ambegaokar*  
*Continuing Part-time Professors Murray, Tuhela-Reuning*  
*Adjunct Professors Ichida, Roberts*

### **Zoology**

*Professors Carreno, Downing, Gatz, Hamill*  
*Associate Professors Hankison, Markwardt, Panhuis*  
*Assistant Professors Kelly, Reichard*  
*Continuing Part-time Professor Tuhela-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 only a 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 do many other schools of our size.

Accordingly, the twin departments offer six different majors. Most majors begin with a common set of core courses, but each major has unique features that make it most appropriate for the specific area of biology in which a student has the greatest interest. Some students are especially interested in particular groups of organisms, such as microbes, plants, or human beings and other animals. These students may best be served by majors in Microbiology, Botany, or General Zoology, respectively. Other students, however, may be attracted to the study of biological processes, and these students will be better served by combining courses from both departments. Genetics, molecular biology, physiology, evolution, and ecology, for example, apply across all groups of organisms. For students interested in the process-oriented approach, the Genetics or Biology majors may be more appropriate.

All members of the Biological Sciences departments serve as academic advisors and help majors and 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 transmission electron microscope laboratory, and molecular biology laboratories. In addition, two museum facilities serve the program: a museum for Zoology and a herbarium for Botany and Microbiology. 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.

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# Majors and Minors

## *Biological Sciences*

Numerous awards are available to biological sciences majors. The Burns-Shirling Award recognizes academic excellence or service to the Botany & Microbiology Department. The Edwin G. Conklin Award recognizes excellence in independent studies by a senior zoology major. The Ralph 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 Kraus Nature Preserve. The William D. Stull Award supports a student who performs curatorial duties in the Ohio Wesleyan Museum of Zoology. The Ichida-Decker 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 ZOOL 101, ZOOL 104, BOMI 103, BOMI 104, BOMI 106, BOMI 107, BOMI 233, ZOOL 251, ZOOL 261, and ZOOL 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 BIOL 120 and BIOL 122. A student who achieves a 4 or a 5 on the Advanced Placement test in Biology will be awarded credit for BIOL 120. Those same students may be eligible to take proficiency exams for BIOL 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

The two biological science departments cooperate to deliver different major and minor options. Courses taught by faculty in Botany and Microbiology are designated with a BOMI prefix, courses taught by faculty in Zoology are designated with a ZOOL prefix, and courses taught by faculty from both departments are designated with a BIOL prefix.

**Biology Major:** (may be declared under either department): Core courses are BIOL 120, BIOL 122, CHEM 110, and CHEM 111, and either ZOOL 261 or BIOL 271. Beyond this core, the requirements are (a) five additional upper-level biology courses under the 400 level: two from BOMI, two from ZOOL, and one of the student's choice from BOMI, ZOOL, or BIOL. 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 ZOOL for a second major.

**Botany Major:** BIOL 120, BIOL 122, BIOL 271; BOMI 252, BOMI 326, BOMI 344; CHEM 110, CHEM 111; two additional upper level courses in BOMI plus two additional courses in natural sciences or mathematics/computer science. PSYC 210 or a geography course teaching GIS may count among the two additional courses. In addition, students are required to complete ONE of the following: a travel-learning course (any department), one semester of study abroad, one unit of BOMI 490, or one unit of BOMI 495. Students completing a companion major in Environmental Studies may reduce their upper level/ additional requirement by one course.



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# Majors and Minors

## *Biological Sciences*

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

**Pre-professional Zoology Major:** BIOL 120 and BIOL 122 and four full- unit zoology courses, including one from each of the following three groups: (a) ZOOL 261, ZOOL 271; (b) ZOOL 311, ZOOL 313, ZOOL 331, ZOOL 341, ZOOL 343, ZOOL 345, ZOOL 347, ZOOL 349, ZOOL 353, ZOOL 361; (c) ZOOL 325, ZOOL 333, ZOOL 335, ZOOL 351 & ZOOL 356. Also required are CHEM 110, CHEM 111, CHEM 260, CHEM 261; MATH 110, MATH 111 or MATH 230 or MATH 200.3; and PHYS 115 & PHYS 116 or PHYS 110 & PHYS 111; and one additional science or math or computer science course. 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 biological science. Most health professions schools (e.g., medical, dental, or veterinary) would also require a semester of biochemistry.

**General Zoology Major:** BIOL 120, BIOL 122, and ZOOL 261 or BIOL 271; CHEM 110 and CHEM 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, ZOOL 333, ZOOL 335, ZOOL 351, ZOOL 356; (b) ZOOL 311, ZOOL 313, ZOOL 345, ZOOL 361; (c) ZOOL 331, ZOOL 341, ZOOL 343, ZOOL 347; and three additional courses in the natural sciences or math or computer science. Also recommended are MATH 105, MATH 200.3, MATH 230, or PSYC 210.

**Genetics Major:** (may be declared under either department): BIOL 120, BIOL 122, CHEM 110 and CHEM 111, ZOOL 261, BIOL 271 and BIOL 272, BOMI 326 or BOMI 328, ZOOL 333 or ZOOL 356, ZOOL 351, BOMI 353, two semesters of BOMI or ZOOL 499, plus three additional courses in BOMI, ZOOL or CHEM. CHEM 260 and CHEM 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, CHEM 111, CHEM 260; MATH 110, MATH 111, MATH 210, MATH 280; PHYS 110, PHYS 111, and PHYS 275 or PHYS 280; BIOL 120, BIOL 325; one from among CHEM 261, BIOL 271, ZOOL 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-BIOL course) and two units from Zoology. Two of the five units must be upper level. ***Not available to majors in either botany-microbiology or zoology.***

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# Majors and Minors

## *Biological Sciences*

**Botany Minor:** Five unit courses including at least two lower-level courses and three upper-level courses chosen from the following: BIOL 120 and BIOL 122, BOMI 103, BOMI 104, BOMI 107, BOMI 200.1, BOMI 233, BOMI 252, BOMI 326, BOMI 337, BOMI 344, and BOMI 355. ***Biology sequence majors and genetics sequence majors cannot also minor in Botany.***

**Microbiology Minor:** Five unit courses including BIOL 120 and BOMI 125 and three upper-level courses chosen from the following: BOMI 280, BOMI 285, BOMI 328, BOMI 353, and BOMI 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 also minor in Zoology.***

*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.

### Courses

For a list of BOMI and ZOOL courses, see the alphabetical listing in Courses of Instruction. Note that courses taught by both Botany & Microbiology and Zoology faculty appear under the prefix BIOL.

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# Majors and Minors

## *Black World Studies*

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### **Black World Studies**

*Associate Professor Quaye*

*Continuing Part-time Assistant Professor Aniagolu*

*Continuing Part-time Associate Professor Skandor*

*Instructor Samson Wasao*

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 Arusha and 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 is currently scheduled to be offered Fall 2017. For further information, contact Dr. Randolph Quaye, *Black World Studies*, Director of the Ohio Wesleyan University program in Tanzania.

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# Majors and Minors

## *Black World Studies*

## *Botany-Microbiology*

### Majors and Minors

The Black World Studies (BWS) major consists of BWS 105, BWS 499; 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.

#### **Category I: African**

BWS 122  
BWS 200.2  
BWS 305  
GEOG 334  
SOAN 291

#### **Category II: African-American**

BWS 126  
BWS 128  
BWS/ENG 224  
BWS/ENG 268  
BWS/ENG 273  
BWS 348  
BWS 350  
BWS/ENG 369  
HIST 372  
MUS 347

#### **Category III: Electives**

BWS 200.3  
MUS 348  
PG 352  
REL 353  
SOAN 348  
SOAN 357  
SOAN 360

HIST 332  
PG 260  
REL 352  
SOAN 111  
SOAN 347  
SOAN 354  
SOAN 359

### Courses

For a list of BWS and SWAH courses, see the alphabetical listing in Courses of Instruction.

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### **Botany-Microbiology**

See the program and major requirements listed under Biological Sciences.

# Majors and Minors

## Chemistry

### Chemistry

*Professors Brugh, Lance, Vogt*  
*Associate Professors Grunkemeyer, Lever, Thomas*

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, CHEM 111, CHEM 260, CHEM 261, CHEM 270, CHEM 350, CHEM 352; two full-unit equivalents from CHEM 340, CHEM 341, CHEM 351, CHEM 460, CHEM 470, CHEM 480, CHEM 490, CHEM 491; MATH 110, MATH 111; and PHYS 110, PHYS 111 (preferably) or PHYS 115, PHYS 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, CHEM 111, CHEM 260, CHEM 261, CHEM 270, CHEM 340, CHEM 341, CHEM 350, CHEM 352; one full-unit equivalent of biochemistry-related offerings from CHEM 480, CHEM 490, CHEM 491, or (with approval of the Chemistry Department) BOMI 490, ZOOL 490; MATH 110, MATH 111; PHYS 110, PHYS 111 (preferably) or PHYS 115, PHYS 116; BIOL 120; one course from BIOL 271; BOMI 280, BOMI 326, BOMI 328, BOMI 353, BOMI 357; BOMI/ZOOL 351, BOMI/ZOOL 356; 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, CHEM 111, CHEM 260, CHEM 261, CHEM 270, CHEM 340, CHEM 350, CHEM 351, CHEM 352, CHEM 460, CHEM 470, CHEM 490; MATH 110, MATH 111, and either MATH 210, MATH 270 or MATH 280; PHYS 110, PHYS 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 prepared for graduate study in chemistry and biochemistry and for industrial research. This major is strongly recommended for students pursuing a career in biochemistry.

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# Majors and Minors

## *Chemistry*

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

When possible, chemistry majors are encouraged to complete courses such as CHEM 340 and CHEM 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:** CHEM 110, CHEM 111, CHEM 260, CHEM 261, and one of CHEM 270, CHEM 340, or CHEM 350.

Courses

For a list of CHEM courses, see the alphabetical listing in Courses of Instruction.

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# Majors and Minors

## *Classics*

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### Classics

*Professor Fratantuono*

Classics is the study of ancient Greece and Rome, in particular the ancient Greek and Latin languages and literatures. Classics majors and minors study ancient Greece and Rome through direct access to the rich tradition of Greek and Latin literature in a variety of genres: epic, lyric and elegiac poetry; tragedy and comedy; ancient history and philosophy; classical mythology and religion.

Classics at Ohio Wesleyan has a long tradition that dates back to the very founding of the college in 1842. Advanced courses in Virgil; Homer; Tacitus; Sophocles; Horace; Pindar; Lucretius; Aeschylus (and many others) are offered alongside surveys of Roman Republican and Imperial history and literature; Greek literature and thought; and the hallmark of Classics at Ohio Wesleyan: small tutorials and independent studies on a variety of classical topics. Classics hosts a chapter of the national Classics Honor Society, Eta Sigma Phi.

Classics majors are well trained for a variety of career and lifetime pursuits; the Classics program at Ohio Wesleyan regularly sees its alumni/ae admitted to graduate programs in Classics, and has a rich tradition of scholarship and creative endeavors; Classics students are regularly afforded the opportunity to collaborate on scholarly projects with Classics faculty and to assist in cooperative research. Classics majors will often double major in another discipline; they are given a sound training in skills of critical reasoning and the rigor of close, careful analysis that makes Classics an attractive option either as a standalone major or in combination with another (especially for those interested in careers in law and medicine).

Classics students also have the ability to apply to study in Greece and Italy; they are introduced to a vibrant series of lecturers from top Classics programs who visit Ohio Wesleyan to deliver lectures in Classics. In short, Classics majors and minors are able to engage with the rich and varied treasures of the noble traditions of the ancient Greeks and Romans that stand at the very heart of western civilization.

### Majors and Minors

#### **The Major in Classics**

The Major in Classics requires ten (10) courses, of which six (6) must be in the original languages, chosen from among the following courses:

- GREE 110-GREE 111 Introduction to Classical Greek
- GREE 330 Readings in Greek Prose and Poetry
- GREE 490 Independent Study in Greek
- GREE 491 Directed Readings in Greek
- LATI 110-LATI 111 Introduction to Latin
- LATI 225 Intermediate Latin
- LATI 330 Readings in Latin Prose and Poetry
- LATI 490 Independent Study in Latin
- LATI 491 Directed Readings in Latin

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# Majors and Minors

## *Classics*

All majors in Classics must achieve advanced proficiency in at least one classical language (Greek or Latin) by completing a minimum of one (1) advanced level course in the language (e.g., Greek 330 or Latin 330). At least five (5) courses in the major must be numbered 250 or higher. All students of Classics (especially those interested in pursuing further work in graduate school) are strongly urged to study both Greek and Latin through the advanced level.

The remaining four (4) courses must be Classics courses in translation (as listed below). Two (2) of these courses must be CLAS 310 Greek Literature and Thought and either CLAS 321 Roman Literature and Thought: The Republic or CLAS 322 Roman Literature and Thought: The Empire.

- CLAS 122 Classical Mythology
- CLAS 251 Women in Antiquity
- CLAS 310 Greek Literature and Thought
- CLAS 320 Alexander the Great
- CLAS 321 Roman Literature and Thought: The Republic
- CLAS 322 Roman Literature and Thought: The Empire
- CLAS 490 Independent Study in Classics
- CLAS 491 Directed Readings in Classics

Classics students are urged to consider semester and summer study abroad opportunities in Greece and Italy (e.g., the American School of Classical Studies at Athens, the Intercollegiate Center in 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 Minor in Classics**

The Classics minor consists of five (5) courses: a minimum of three (3) unit courses beyond the elementary sequence in Latin and/or Ancient Greek language; and both CLAS 310 and either CLAS 321 or CLAS 322. Cognate courses may be substituted for these required courses if the required courses are unavailable in the semesters left for the student in question.

For a list of CLAS courses, see the alphabetical listing in Courses of Instruction.

Courses



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# Majors and Minors

## *Combined Degree Programs*

### *Pre-Engineering Program*

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#### **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*.

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#### **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, CHEM 111, and CHEM 260; MATH 110, MATH 111, MATH 210, and MATH 280; PHYS 110, PHYS 111, PHYS 275 or PHYS 280; BIOL 120; ZOOL 325; one from among CHEM 261, BIOL 271, 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, CHEM 111, CHEM 260, CHEM 261, CHEM 270, CHEM 350, CHEM 351, CHEM 352, CHEM 460; MATH 110, MATH 111, MATH 210; PHYS 110, PHYS 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.

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## Majors and Minors

*Pre-Engineering Program*

*Interdisciplinary and Applied Science*

*Pre-Optometry*

### Computer, Electrical Engineering

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

Sixteen courses are required: CS 110, CS 210, CS 255, and CS 270; CS 360 or CS 380; one additional course from CS 320, CS 340, CS 350, CS 355, CS 360, CS 370, CS 380, or CS 410; MATH 110, MATH 111, MATH 210, MATH 250, and MATH 280; PHYS 110 and PHYS 111; PHYS 275 or PHYS 375 (with PHYS 375 recommended); CHEM 110 and CHEM 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. Fink, Dr. Haring-Kaye, Dr. Harmon, Dr. Trees, Physics & Astronomy.*

Sixteen courses are required: PHYS 110C, PHYS 110L, PHYS 111C, PHYS 111L, PHYS 275, PHYS 280C, PHYS 280L, PHYS 310 or PHYS 320, PHYS 345 or PHYS 375, and one from among PHYS 360, PHYS 361, or PHYS 380; CHEM 110, CHEM 111; MATH 110, MATH 111, MATH 210, MATH 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.

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### 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.

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### 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 approved interdisciplinary majors. The courses listed below for the pre-optometry majors are those courses most frequently required for admission to optometry schools. Admission requirements vary and may include a second semester of Organic Chemistry and Biochemistry in addition to courses within our general distribution requirements. Students are encouraged to meet with the pre-optometry advisor regarding specific entrance requirements of the different optometry schools.

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## Majors and Minors

### *Pre-Optometry*

### *Pre-Physical Therapy*

Twelve courses are required to complete the pre-optometry major: BOMI 125; CHEM 110, CHEM 111, CHEM 260; MATH 105 or PSYC 210; MATH 110; PHYS 115, PHYS 116; PSYC 110; PSYC 343 or PSYC 346; BIOL 120; and one course from among the following: ZOOL 251, ZOOL 271, ZOOL 331, or ZOOL 351. Optional courses include CHEM 261 and CHEM 340.

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

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### **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 BIOL 120 (general biology) and BIOL 122, ZOOL 325 and ZOOL 331 (or ZOOL 251) (anatomy and physiology), CHEM 110 and CHEM 111, PHYS 115 and PHYS 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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# Majors and Minors

## *Comparative Literature*

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### **Comparative Literature**

*Associate Professors Livingston, Merkel, Sokolsky*

*Assistant Professor Raizen*

The Comparative Literature Department is a cross-cultural and cross-temporal study of literatures written originally in languages other than English and offers a major and minor in Comparative Literature. Courses are taught by faculty trained in languages and literatures from around the world including Russian, German, Latin, Italian, French, Japanese, Chinese, Arabic, and Hebrew. Courses cover a variety of themes (myth, love, gender, rites of passage, freedom, tragedy, cosmopolitanism, and sense of place) as well as periods (Ancient, Medieval, Renaissance, Modern, and Post-Modern). Students learn about the extraordinary wealth of pre-modern and modern works of literature from Europe, Russia, Asia, the Middle East, and the Mediterranean. Courses are therefore structured to encourage students to compare the values and literary strategies of different traditions and to observe numerous formulations from around the world of enduring questions regarding freedom and constraint, love and sexuality, social duty versus personal desire, the transition from childhood to adulthood, and the sense of space and place. We also combine the study of literature with comparative literary and cultural theory written by writers from around the world. Finally, because we study foreign literatures in English translation, we discuss the art of translation and the various issues that arise when one reads a story not in the original language.

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# Majors and Minors

## *Comparative Literature*

### Majors and Minors

#### **The Major in Comparative Literature**

Major in Comparative Literature requires 10 courses distributed as follows:

#### **Major Requirements**

Complete 10 courses as follows:

##### **Required Courses (3 courses):**

- CMLT 200.9 Discourses in Comparative Literature
- CMLT 300.5 The Art and Theory of Translating Literature
- CMLT 499 Senior Seminar (Students may request to substitute CMLT 491 Directed Readings or CMLT 490 Independent Studies for Senior Seminar.) The final paper for the major must include reading and analysis of at least one work in the original foreign language.

##### **Elective Courses (7 courses):**

- 2 CMLT courses numbered below CMLT 250
- 2 CMLT courses numbered between CMLT 250 and CMLT 299
- 3 300-level CMLT courses

#### **The Comparative Literature Minor**

Complete 5 courses as follows:

##### **Required Course (1 course):**

- CMLT 200.9 Discourses in Comparative Literature

##### **Elective Courses (4 courses):**

- 2 100- or 200-level CMLT courses
- 2 300- or 400-level CMLT courses

### Courses

For a list of CMLT courses, see the alphabetical listing in Courses of Instruction.

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# Majors and Minors

*Computer Science*

*Dance*

*Earth Science*

*East Asian Studies*

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## Computer Science

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

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## Dance

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

China, Japan, and Korea are among the world's most influential countries, due to their global cultural as well economic influences. Ohio Wesleyan's interdisciplinary program in East Asian Studies allows students to draw on resources of several OWU departments and faculty. Students who major will participate in off-campus programs in either Japan, Korea, or China. East Asian Studies provides majors with (1) substantial language training in Chinese and/or Japanese; (2) a broad background in the past and present of East Asia from the perspective of at least four academic disciplines, a specialization in a specific East Asian country; and (3) knowledge and understanding of the role of East Asia in the global economic system and in international relations. Students interested in pursuing a major or minor are advised to contact the director of the program by the end of their sophomore year. East Asian Studies Faculty 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, Program Director), and Anne Sokolsky (Comparative Literature).

## Major

**Requires a minimum of seven courses plus four language courses.**

**Language:** Minimum of four 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.

# Majors and Minors

## *East Asian Studies*

### **Other courses:**

- HIST 116, SOAN 293, plus one religion and one CMLT course from Category I below.
- Three additional elective courses, of which at least two must be upper level. At least two must be drawn from Category I. The remainder may be chosen 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 research-based paper Senior Thesis written as an independent study project or as an extension of a course requirement. The thesis, generally about 40 pages, must be approved in advance by the EAS Director. 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.
- Students pursuing a minor in Chinese must take at least one of the following courses as part of their East Asian Studies major: ECON/BUS 345, HIST 325, CMLT 300.1, or REL 346.

**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 International and Off-Campus Programs office are preferred and most convenient, but other programs are possible with advanced approval by the EAS Program Director.

### Minor

**Minimum of four courses plus four East Asian language courses.**

**Language:** Minimum of four semesters. Two courses may be taken during study abroad.

### **Other Courses:**

- Four courses, of which at least one must be either HIST 116 or SOAN 293. Two of the remaining three courses must be drawn from Category I below. An Independent Study or Directed Readings may substitute for one of the Category II courses.

### Courses in East Asian Studies

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

CMLT 131, CMLT 300.1, CMLT 320, CMLT 321, CMLT 499a, ECON/BUS 345, HIST 322, HIST 323, HIST 324, HIST 325, PG 349, REL 104, REL 346, THEA 331.

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

ART 348, CMLT 113, MUS 348, PG 360. Students using 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.

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# Majors and Minors

## *East Asian Studies*

### **Study Abroad Programs**

Ohio Wesleyan students may participate in study abroad programs through OWU exchange agreements or through Great Lakes Colleges Association programs. At present 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. Contact the Director of International and Off-Campus Programs for further information and application procedures.



# Majors and Minors

## *Economics*

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### **Economics (Including Accounting, Business Administration, and Finance)**

*Professors Gitter, MacLeod, Simon*  
*Associate Professors Bryan, Rahman, Skosples, Yazar*  
*Assistant Professors Breidenbach, Charna*  
*Part-Time Assistant Professor Reulbach, Professor Emeritus Boos*

The economics department offers majors in economics, accounting, business administration, finance economics, and management economics. A major in international business is available in conjunction with other departments. (See “International Business” in this catalog.) Minors are provided in three areas: accounting, economics, business.

#### **Description of Majors**

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

**Business Administration:** The business administration major provides a high-quality business education delivered in a liberal-arts environment that enables students to excel in their chosen field and prepares them for meaningful work and life in a dynamic world.

**Finance Economics:** This major provides a strong foundation in economics coupled with advanced courses in finance.

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

**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 economics, finance economics, or management economics. Students who already have knowledge of several areas of the world should major in business administration or management economics if they are interested in this mix of courses.

All six 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 six 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. Additionally, International Business majors must meet with the Chair of the department.

Double majors in the department are allowed only if one of the majors is Accounting. Some major/minor combinations are permitted, but a minor in business or economics may not be combined with a major in finance economics, management economics, or international business.

For all majors, it is recommended that the statistics course (MATH 105 or MATH 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.

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

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# Majors and Minors

## *Economics*

Only one unit of 495 may be counted and a maximum of two units from 490A, 490B, 491, and 495 may be counted toward any major in the Economics department. BUS courses do not count toward the economics major, and ECON courses will not usually count toward the business administration major.

For all majors and minors in the department, only MATH 105 or MATH 230, PSYC 210, and ACCT, BUS, and ECON courses (or their off-campus equivalents) can be used to meet department 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 to qualify for enrollment in the subsequent course.**

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

All economics courses (ECON) below the 490 level meet the Social Science distribution requirement (Group I).

### **A-Levels, International Baccalaureate, Advanced Placement, and Other Credits**

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 Business with a C or better will receive a total of only one credit, and that will be a general-unit of lower level business credit.

Information on credit for International Baccalaureate and Advanced Placement may be found in the Academic Regulations and Procedures section of this Catalog.

Students may use a proficiency examination or an advanced placement examination to meet the requirements of ECON 110. Information on the proficiency examination for ECON 110 will be given during new student orientation. Advanced Placement Rules are listed in the Academic Regulations and Procedures section of this Catalog.

Students who transfer courses to 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 at OWU.

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# Majors and Minors

## *Economics*

### Majors

**ECONOMICS Major:** A total of 11 units consisting of the following:

Required Courses: 6 units ECON 110, ECON 251, ECON 252, ECON 255 or ECON 259, ECON 499 and MATH 105 or MATH 230 or PSYC 210. A limited number of students each year may complete a senior project and presentation in ECON 355 rather than ECON 499. A grade of C- or better is required in the capstone course—either ECON 499 or ECON 355. 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 ECON 252. Students must pre-register for ECON 499 in the Economics Department in the spring semester of their junior year.

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.

Group I – Advanced Courses (an Advanced Course is one that has ECON 252 as a prerequisite)

ECON 372, ECON 375, ECON 378, ECON 385, or ECON 387.

Group II – International Courses

ECON 282, ECON 345, ECON 353, ECON 370, or ECON 372.

(NOTE: If both ECON 255 and ECON 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, ECON 490B, ECON 491, ECON 495 and ECON 499R may count toward the major. Only one unit of ECON 495 can be counted and BUS 495 does not count toward the Economics major.

Recommended: Substantial work in mathematics is required if considering graduate work in economics.

**ACCOUNTING Major:** A total of 12 units consisting of the following:

Required Courses:

ACCT 217, ACCT 341, ACCT 342, ACCT 343, ACCT 348, ACCT 349, ACCT 350, ACCT 351, ACCT 352, ACCT 353, ACCT 473; and BUS 361.

Recommended:

ACCT 280; ENG 310; ECON 110; BUS 210, BUS 264, BUS 269, BUS 363, BUS 462, BUS 465; and MATH 105.

# Majors and Minors

## *Economics*

**BUSINESS ADMINISTRATION Major:** Students will choose either the Management concentration or the Marketing concentration. Both concentrations require a total of 14 units consisting of the following:

Required Courses:

BUS 105, BUS 210, ACCT 217, ACCT/BUS 280 (0.5 unit), EITHER BUS 331(0.5 unit) or BUS 361 (*may only receive credit for one*), ECON 110, ECON 252, ACCT 348, BUS 499 (*a grade of C- or better in BUS 499 is required*), and one of MATH 105 or MATH 230 or PSYC 210. It is recommended that the statistics course be completed by the end of the sophomore year, as it is a prerequisite for ECON 252.

**Management Concentration (an additional five upper-level units)**

Required Courses: ACCT 341, BUS 425

Elective Courses (choose 3 units): BUS/PSYC 264, BUS/PHIL 269, BUS 300.1 Special Topics in Human Resource Management (0.5 unit), BUS 300.1 Special Topics in Operations/Production Management (0.5 unit), BUS 320, BUS/SOAN 363, BUS 462, BUS 476, BUS 490, BUS 491, BUS 495, ENG 310, ECON 255 or ECON 259 (*may only receive credit for one*), ECON 277, ECON 375

**Marketing Concentration (an additional five upper-level units)**

Required Courses: BUS 410 and four 0.5 module courses BUS 300.1 – Special Topics in Public Relations (0.5 unit), Digital Marketing (0.5 unit), Marketing Research (0.5 unit), and Advertising (0.5 unit)

Elective Courses (choose two units): BUS/PHIL 269, BUS 425, BUS 476, BUS 490, BUS 491, BUS 495, ENG 310, PSYC 300.13 or ECON 300.8 (*may only receive credit for one*)

**FINANCE ECONOMICS Major:** A total of 13.5 units consisting of the following:

Required Courses: 9.5 units

ECON 110, ECON 251, ECON 252, ECON 255 or ECON 259, ACCT 217, ACCT/BUS 280 (0.5 unit), BUS 361, BUS 462, BUS 465, and (MATH 105 or MATH 230 or PSYC 210). 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 ECON 252. BUS 361 must be completed by fall semester of the junior year. Note that two of the required courses (BUS 462 and BUS 465) are offered only every other year. A grade of C- or better is required in the senior year course (either BUS 462 or BUS 465).

Elective Courses: 4 upper-level units (numbered 250 or above)

**Finance Elective courses:** 1 unit from ACCT 341, BUS 490, BUS 491, or BUS 495.

The focus must be finance related and pre-approved by the department chair.

**Economics Elective courses:** 3 Economics (ECON) units. Of these three units, at least one must be an Advanced course, and at least one must be an International course, with the remaining units from any other ECON courses. Recommended: ECON 255 or ECON 259, 355, 372, 378. NOTE: If both ECON 255 and ECON 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, ECON 375, ECON 378, ECON 385, ECON 387, and ECON 300.8.

**International Courses:** ECON 282, ECON 345, ECON 353, ECON 370, and ECON 372. BUS 345 or BUS 476 may be taken to meet the international requirement, but three ECON electives are still required.

Recommended: English 310 and MATH 110 for those considering graduate work in finance.

# Majors and Minors

## *Economics*

**MANAGEMENT ECONOMICS Major:** A minimum of 14 units consisting of the following:

Required Courses: 9 minimum units

ECON 110, ECON 251, ECON 252, ECON 255, or ECON 259; ACCT 217; BUS 210; BUS 280 (0.5 unit); either BUS 331 (0.5 unit) or BUS 361; either ECON or BUS 499; and MATH 105 or MATH 230 or PSYC 210. A grade of C- or better in ECON 499 or BUS 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 ECON 252.

Students can choose to complete either BUS 331 Core Financial Concepts (0.5 unit) or BUS 361 Financial Management (1.0 unit). Credit is not earned for both.

Students must take a senior seminar, either ECON 499 or BUS 499. If students take more than one, the second seminar can be used to meet an elective requirement. Students must pre-register for senior seminars in the Economics Department spring semester of their junior year.

Elective Courses: 5 minimum upper-level units (numbered 250 or above)

**Business Elective courses:** Two units of upper-level business electives.

- At least one unit of business courses from ACCT 341, ACCT 348; BUS 264, BUS 269, BUS 300.1 (may be repeated with different topics), BUS 300.6, BUS 320, BUS 340, BUS 345, BUS 363, BUS 410, BUS 425 (previously EMAN 365), BUS 462, BUS 476 (previously EMAN 376), BUS 490, BUS 491, BUS 495, BUS 499, or HONS 300.7. No more than one accounting course can be used. If ACCT 341 or ACCT 348 is used for the Accounting major or minor, it cannot be used in completion of the business elective requirement.
- **Advanced Course:** At least one unit of business courses from BUS 365, BUS 376, BUS 410, or BUS 462

**Economics Elective courses:** Two upper-level Economics (ECON) units. Of these two units, at least one must be an Advanced ECON course, with the remaining units from any other ECON courses. (NOTE: If both ECON 255 and ECON 259 are taken, one will serve as the required course, and the other may be used as one of the electives.)

- **Advanced Course** (an Advanced Course is one that has ECON 252 as a prerequisite): ECON 372, ECON 375, ECON 378, ECON 385, ECON 387, or ECON 300.8.

**General Elective:** One additional upper-level unit of the student's choice from either Business or Economics, after consultation with the Department Chair.

**International Courses:** Of the five elective courses, one must have an international emphasis. Qualifying courses include ECON 282, ECON 345, ECON 353, ECON 370, and ECON 372; BUS 345 and BUS 476. This course may also be used toward fulfillment of the other elective categories (Business, Economics, or General), noted above.

Recommended: English 310 and MATH 110 for those considering graduate work in business.

**INTERNATIONAL BUSINESS Major:** Requirements are outlined separately in this *Catalog* under the title "International Business."

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# Majors and Minors

## *Economics*

### Minors

**ACCOUNTING Minor:** A total of 5 units consisting of ACCT 217, ACCT 341, ACCT 342, and two courses from ACCT 343, ACCT 350, or ACCT 352. If the minor is combined with another major or minor in the department (business administration major, finance economics major, management economics major, business minor), ACCT 341, ACCT 348, or ACCT 349 may only be chosen as an elective course for one designation. This student could then take all three: ACCT 343, ACCT 350, and ACCT 352.

**BUSINESS Minor:** A minimum of 7 units consisting of BUS 105, ECON 110, ACCT 217, BUS 210, BUS 280 (0.5 unit), either BUS 331 (0.5 unit) or BUS 361 (may only receive credit for one); and two upper-level business electives from among ACCT 341, ACCT 348, or any other upper-level BUS courses. BUS 300.1 Topics in Business (0.5 unit each) may be repeated with different topics. Only one unit of BUS 495 may be counted. If this minor is combined with another major or minor in the department (finance economics major, accounting major, accounting minor), ACCT 341, ACCT 348, and ACCT 349 may only be chosen as an elective course for one designation. Credit cannot be earned for both BUS 331 and BUS 361.

**ECONOMICS Minor:** A total of 7 units consisting of ECON 110, ECON 251, ECON 252, ECON 255 or ECON 259, two other upper-level ECON courses, and MATH 105, MATH 230, or PSYC 210. Only one unit of ECON 495 may be counted.

### Courses

For a list of ACCT, BUS, and ECON courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *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 either Multi-age or Adolescent to Young Adult (secondary) 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  
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 (C- or higher) of two foundational courses in education (EDUC 110 and EDUC 251), ratings of "3" or higher for the field experiences associated with the foundational courses, two positive recommendations from OWU faculty members, a GPA of 2.8 (overall and, for education minors, in the subject area major), required SAT or ACT scores, satisfactory scores on the department Dispositional Survey, and "adequate" or above ratings on the application essays. Contact the education department for a complete description of the admission and retention policy.

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# Majors and Minors

## *Education*

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 licensure examination(s), are entitled to an Ohio Four-Year Resident Educator license. The teacher education program is approved by the Ohio Board of Regents, and it has achieved national accreditation through the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for the Accreditation of Teacher Education (NCATE). The University is accredited by The Higher Learning Commission. 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, *EDUC 110: Role of the School*, all candidates participate in a field experience working with students in a diverse setting (i.e., Big Brothers/Big Sisters, Columbus Initiative Tutoring Experience at Linden Elementary, Autism Equine Ranch). During their second foundational course, *EDUC 251: Psychological Foundations of Education*, candidates complete their field experience by tutoring diverse learners in one of two high-poverty urban Columbus schools (Linden Elementary or KIPP Academy). These two placements give candidates over 50 hours of experience working in diverse settings. Candidates continue their field experiences during their methods courses. In total, candidates will have completed a minimum of 100 hours observing and assisting teachers, and teaching lessons based on ideas developed in their methods courses before they begin their student teaching experience. All candidates seeking licensure student teach for 15 weeks, resulting in a total of over 450 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.

### **2013-14 Data**

During the 2013-14 academic year, 25 students completed their teacher education program. Of these, 12 were in the Early Childhood education program; 1 in the Middle Childhood program; 1 in Language Arts; 1 in Life Science; 2 in Mathematics; 1 in Music; 4 in Social Studies; 2 in Visual Arts; and 1 in Spanish. Female students made up 80%; male, 20%. The overall enrollment at OWU was 1,830: 54.5% female and 45.5% male. International enrollment was 7.4%; American Indian/Alaskan Native was .2%; Asian was 2.7%; Black, non-Hispanic was 6.1%; Hispanic/Latino was 4.5%; White, non-Hispanic was 72.1%; two or more races was 4.1%; and Race/ethnicity unknown was 2.9%.

Of the 24 program completers, 23 took the Praxis II or OAE 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 Early Childhood II, 100%; Education of Young Children, 100%.

Seventy-four students were formally enrolled in the teacher education program in 2013-14. Of those, 23% were male, 77% female. Five full-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.



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# Majors and Minors

## *Education*

### **EARLY CHILDHOOD EDUCATION PROGRAM**

#### **Major in Education; Early Childhood License (PreK-3)**

The following courses in education are required: EDUC 105, EDUC 110, EDUC 251, EDUC 252, EDUC 321, EDUC 322, EDUC 323, EDUC 329, EDUC 351, EDUC 352, EDUC 461, EDUC 462, EDUC 463, EDUC 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 in the Requirements for All Degrees section.

#### Group I (Social Studies)

Three courses including: Psychology: Applied Atypical Development 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

#### 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 or DANC 205; THEA 101, THEA 210

Diversity: Students seeking a teaching license must complete two unit courses with the OWU diversity designation.

**Endorsement in Teaching Grades 4 and 5:** Students may add an endorsement for teaching Grades 4 and 5 by taking the following courses: PSYC 282, EDUC 330 and EDUC 339.

### **MIDDLE CHILDHOOD PROGRAM**

#### **Major in Education; Middle Childhood License (4-9)**

The following courses in education are required: EDUC 110, EDUC 251, EDUC 252, EDUC 341, EDUC 349, EDUC 351, EDUC 352, EDUC 353, EDUC 481, EDUC 482, EDUC 483, EDUC 484, and two of the following: EDUC 345, EDUC 346, EDUC 347, EDUC 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 the OWU diversity designation.

### **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.

The following courses in education are required: EDUC 110, EDUC 251, EDUC 369, EDUC 370, EDUC 377, EDUC 471, EDUC 472, EDUC 473, EDUC 474, plus additional course(s) in content methods (EDUC 365, EDUC 366, EDUC 367, or EDUC 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 the OWU diversity designation.

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# Majors and Minors

## *Education*

### **Minor in Education: Multi-Age License (PreK-12) in Music, Physical Education, Visual Arts.**

The following courses in education are required: EDUC 110, EDUC 251, EDUC 377, EDUC 471, EDUC 472, EDUC 473, EDUC 474, plus additional course(s) in the teaching area. ENG 145 is required as well. (ENG 176 or ENG 180 and ENG 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 the OWU diversity designation.

### **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

For a list of EDUC courses, see the alphabetical listing in Courses of Instruction.

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# Majors and Minors

## *English*

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### English

*Professors Caplan, Carpenter, DeMarco, Hipsky, Olmstead*  
*Associate Professors Allison, Comorau, Long, Poremski, Ryan*  
*Assistant Professor Butcher*  
*Part-time Professors Burns, Richards*  
*Part-time Associate Professor Stephens*  
*Senior Lecturer 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 literary works and watch films selected to illustrate the linguistic connections among texts, historical perspectives, cultural contexts, the development of English as a language, and the canon, its critics, and its alternatives. The major and minor foster curiosity about language, and the conviction that literature and film enrich human experience.

In English courses, students develop close reading skills—heightening their awareness of the conventions of literary and cinematic 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. Creative 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, especially in the age of the Internet.

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

Majors may concentrate on literature or creative writing. **All prospective majors are encouraged to take ENG 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, ENG 176, both ENG 180 and ENG 182, ENG 224, ENG 226, ENG 228, ENG 266), 2 British literature courses (ENG 330 - ENG 354), one American literature course (ENG 268, ENG 273, ENG 278, and ENG 360 - ENG 374), one language or upper-level writing course (ENG 260, ENG 265, ENG 391, or ENG 395), one seminar, the portfolio (ENG 410); 3 electives (any English courses except ENG 105, ENG 495, and ENG 496). At least one course must deal with literature written prior to 1800.

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# Majors and Minors

## *English*

**Creative Writing Concentration:** ENG 150; one theme course (ENG 145, ENG 176, both ENG 180 and ENG 182, ENG 224, ENG 226, ENG 228, ENG 266); one British literature course (ENG 330 - ENG 354); one American literature course (ENG 268, ENG 273, ENG 278, ENG 360 - ENG 374); three creative writing and language courses, selected from more than one of the following groups: topics courses (ENG 260, ENG 265); creative writing workshops (ENG 314, ENG 315, ENG 316, ENG 318, ENG 319); and language courses (ENG 391, 395); ENG 480; the portfolio (ENG 410); two electives (any English courses except ENG 105, ENG 495, and ENG 496).

**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 ENG 496 do not count toward the major.

A course taken credit/no entry may not be counted toward the major. **At least seven 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 ENG 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, ENG 495, and ENG 496 do not count toward the minor.

# Majors and Minors

## *English*

### *Film Studies 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 ENG 260, ENG 265, or ENG 310);
  - LINGUISTICS OR HISTORY OF ENGLISH — one course (select from ENG 391 or ENG 395);
- AMERICAN LITERATURE — two courses (select from ENG 224, ENG 226, ENG 268, ENG 273, ENG 278, ENG 360, ENG 362, ENG 369, ENG 372, ENG 374, ENG 486; ENG 150 may count as either American OR British, but not both; also possible, depending on the topic: ENG 176, ENG 415);
- BRITISH LITERATURE — two courses (select from ENG 228, ENG 330, ENG 334, ENG 336, ENG 338, ENG 340, ENG 342, ENG 344, ENG 346, ENG 348, ENG 350, ENG 352, ENG 354, ENG 484; ENG 150 may count as either American OR British, but not both; also possible, depending on the topic: ENG 176, ENG 415);
- WORLD LITERATURE — one course (select from ENG 342 [may not also be used as a British literature course]);
- NON-PRINT MEDIA — one course (select from ENG 254 or ENG 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 ENG 224, ENG 266, ENG 268, ENG 273, ENG 278, ENG 350, ENG 352, ENG 354, ENG 362, ENG 369, ENG 372, ENG 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).

#### **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 language 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, 355; CMLT 300.3 (Cinemas of the Middle East), 321; 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); EDUC 100.3 (Examining School Through Film), FREN 300.1 (French Language Film); GERM/SPAN 490 (focus on film); PHIL 310 (Philosophy Through Film); 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); CMLT 250; MUS 105; SPAN 370; THEA 210.

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# Majors and Minors

## *The Writing Center*

### **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 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 mid-semester “U” notation in any course are required to report to the Writing Center at the beginning of the second module, and must complete the program to remove the “U” by the end of the semester; students receiving a “U” notation at the end of a semester 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 that semester. Failure to complete the tutoring program for clearing “U” notations may result in academic dismissal.

First-years 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.

### **Courses**

For a list of ENG courses, see the alphabetical listing in Courses of Instruction.

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# Majors and Minors

*Environmental Studies*

*Film Studies*

*Food Studies*

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## Environmental Studies

*Advisor — Dr. Krygier, Geology-Geography*

Environmental Studies at Ohio Wesleyan is a broad, cross-disciplinary approach to the environment, encompassing the natural and social sciences, arts, and humanities within the context of the liberal arts. Environmental Studies at Ohio Wesleyan consists of nearly 50 courses taught by more than 20 faculty throughout the university. 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. Environmental Studies majors should coordinate their two majors with the help of the Director of Environmental Studies and faculty in their second major. In particular, students are encouraged to select elective courses in the Environmental Studies program that contribute to their future career and graduate education goals.

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. BIOL 122; BOMI 233 (not required if BOMI 344, BOMI 355, BIOL 255, ZOOL 345, ZOOL 347, ZOOL 349 or ZOOL 353 are satisfactorily completed); CHEM 230 (not required if CHEM 110 and CHEM 111 are satisfactorily completed); ECON 366 or GEOG 360; GEOG 347; PHIL 250; and SOAN 367.
  - B. One semester of statistics (MATH 105 or MATH 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 approved by the Director of Environmental Studies.
- II. Four electives from the following: BOMI 252, BOMI 337, BOMI 344, BOMI 355; BIOL 255; CHEM 110, CHEM 111, CHEM 270; ECON 110, ECON 353, ECON 370; ENVS 490, ENVS 491, ENVS 495; GEOG 111, GEOG 235, GEOG 300.6, GEOG 345, GEOG 370, GEOG 375, GEOG 499 (Sustainability Practicum); GEOL 110, GEOL 270, GEOL 275, GEOL 280; HHK 114, HHK 347; HIST 350 (Black Death); SOAN 291, SOAN 292, SOAN 352, SOAN 354; URB 250; ZOOL 341, ZOOL 345, ZOOL 347, ZOOL 349, ZOOL 353. Other courses may qualify as Environmental Studies electives. Please contact the Director of Environmental Studies.

### Minor:

Five units: BIOL 122, BOMI 233, CHEM 230, GEOG 347, SOAN 367. Same course substitutions apply as for major.

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## Film Studies

See the minor requirements listed under English.

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## Food Studies

See the minor requirements listed under Health and Human Kinetics.

# Majors and Minors

## *Fine Arts*

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### Fine Arts

*Professors Cetlin, Krebbiel, Neuman de Vegvar*  
*Associate Professors Bogdanov, Hobbs, Nilan*  
*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, ART 111, ART 112, ART 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, ART 302, ART 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 advisors 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 ART 110, ART 111, ART 112, ART 113, ART 345 or ART 347, ART 351; at least one additional art history or seminar course; at least two additional studio courses from among ART 354, ART 355, ART 356; and at least two additional studio courses from among ART 358, ART 359, ART 360. The declaration of major form will be submitted upon completion of ART 110, ART 111, ART 112, and ART 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, ART 302, and ART 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 ART 110, ART 111, ART 112, ART 113, and ART 345 or ART 347; at least three additional art history courses from among: ART 300.3, ART 341, ART 342, ART 343, ART 344, ART 345, ART 346, ART 347, ART 348 and ART 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 ART 495, cannot be counted among the 11 basic units for the major.



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# Majors and Minors

## *Fine Arts*

### Bachelor of Fine Arts Degrees

This degree is for students preparing to become professional artists, art teachers, 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, ART 111, ART 112, ART 113, and ART 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 ART 110, ART 111, ART 112, ART 113, ART 345 or ART 347, ART 351; two 2D studio courses from among ART 354, ART 355, ART 356; two 3D studio courses from among ART 358, ART 359, ART 360; at least two additional art history courses; and at least one additional drawing or figure 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 ART 110, ART 111, ART 112, and ART 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, ART 302 and ART 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 Pre K-12:** completion of twelve additional courses to include ART 302, ART 307, and ART 353 (can be one of the 2D studio courses required of BFA ART 354, ART 355, ART 356), EDUC 110, EDUC 251, EDUC 370, EDUC 377, EDUC 471, EDUC 472, EDUC 473, EDUC 474, ENG 145, and a second diversity course. EDUC 110 and EDUC 251 can count as two of the Group I requirements. ENG 145 can count as a Group III requirement. ENG 176 or ENG 180 and ENG 182 can be submitted for ENG 145 when scheduling conflicts occur.

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 PSYC 322, PSYC 327; and one in developmental psychology from PSYC 333, and PSYC 336.

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# Majors and Minors

## *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 ART 110 and ART 111, two two-dimensional studio courses including ART 112 or ART 351 or both, ART 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 ART 110, ART 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.

### 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.

### Courses

For a list of ART courses, see the alphabetical listing in Courses of Instruction.

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# Majors and Minors

*French*

*Geography*

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## French

See the program and major requirements listed under Modern Foreign Languages.

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## Geography

*Professor Krygier*

*Assistant Professor Amador*

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:** GEOG 110, GEOG 111, GEOG 222, GEOG 235, GEOG 345, GEOG 353, GEOG 370, GEOG 375; three from among GEOG 200.1, GEOG 270, GEOG 300.3, GEOG 300.6, GEOG 330, GEOG 332, GEOG 333, GEOG 334, GEOG 347, GEOG 355, GEOG 360, GEOG 380, GEOG 490, GEOG 491, GEOG 499; MATH 105 or MATH 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: GEOG 110, GEOG 111, GEOG 222, GEOG 235, GEOG 345, GEOG 353, GEOG 355, GEOG 370, GEOG 375, GEOG 380; two from among GEOG 200.1, GEOG 300.3, GEOG 330, GEOG 332, GEOG 333, GEOG 334, GEOG 347, GEOG 400.2, GEOG 490, GEOG 491; MATH 105 or MATH 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.

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# Majors and Minors

## *Geography*

**Geography minor:** Three tracks:

- Cultural/Human minor: GEOG 110, GEOG 345, GEOG 370, and three additional geography courses
- Physical/Environmental minor: GEOG 111, GEOG 235, GEOG 347, and three additional geography courses
- Mapping/GIS minor: GEOG 222, GEOG 353, GEOG 355 or GEOG 300.6, and three additional 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.

### Courses

For a list of GEOG courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *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

All students majoring or minoring in Geology or Earth Science **must** consult with members of the geology faculty in the selection of their courses. Students majoring in Geology **must** also submit a plan for your major to the Chair of the department.

**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 is required: GEOL 110, GEOL 111 (.25 unit), GEOL 112, GEOL 290, GEOL 310, GEOL 320, and GEOL 340; two other GEOL courses numbered above 265, one of which must be numbered above 300 (except GEOL 318); CHEM 110 and CHEM 111; MATH 110 and MATH 111, or MATH 110 and MATH 105 or MATH 230; a capstone experience - typically GEOL 490, GEOL 491, or GEOL 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, GEOL 491, or upper level R course in Geology. The following additional courses are recommended based on professional and graduate school requirements: GEOL 315, GEOL 330, GEOL 345; PHYS 110C, PHYS 111C; MATH 111; BIOL 120, BIOL 122.

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.

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# Majors and Minors

## *Geology*

### *German*

Ten unit courses are required: GEOL 110, GEOL 111 (.25 unit), GEOL 112, GEOL 290, GEOL 310, GEOL 320, and GEOL 340; two other upper-level GEOL courses numbered above 265; two courses from among ASTR, BIOL, BOMI, CHEM, CS, MATH, PHYS, and ZOO.

**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, GEOL 111 (.25 unit), GEOL 112; GEOG 375; ASTR 110, ASTR 111; MATH 105; three courses chosen as follows: one course from among GEOL 270, GEOL 290, GEOL 310; one course from among GEOL 285, GEOL 340, GEOL 345; one course from among GEOL 320, GEOL 330; three courses chosen as follows: one course from among BIOL 120, BIOL 122, BOMI 125; one course from among CHEM 110, CHEM 111; one course from among PHYS 110, PHYS 111, PHYS 115, PHYS 116; choose one additional upper level course: GEOG 353, or any upper level lab course in any natural science (GEOL, ASTR, BOMI, CHEM, PHYS, ZOO). Also, see Education for courses required in that department. EDUC 110, EDUC 251, EDUC 367, EDUC 369, EDUC 370, EDUC 377, EDUC 471 - EDUC 473, EDUC 474.

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:** GEOL 110, GEOL 111, and GEOL 112 and three upper level GEOL courses numbered above 265. At least one of the upper level GEOL courses must include a lab. Students minoring in geology **must** consult with a member of the geology faculty in the selection of the appropriate upper level courses.

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

For a list of GEOL courses, see the alphabetical listing in Courses of Instruction.

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## German

See the program and major requirements listed under Modern Foreign Languages.

# Majors and Minors

## *Health and Human Kinetics*

### Health and Human Kinetics

*Professors Hawes, Martin*

*Associate Professor Fink*

The HHK major can be completed with a general focus, or students can select one of three concentrations. The HHK department provides innovative theoretical and applied knowledge and experiences across the health, fitness, and sports spectrum. At the heart of the program is the opportunity to develop progressively strong theoretical content knowledge with multiple opportunities to test that knowledge in the field. Students in the program can prepare for advanced study or careers in exercise science, sport management, health promotion, and public health, or in allied health professions such as physical therapy, occupational therapy, and nursing.

### Major

Students preparing for careers or graduate school programs related to health and human kinetics may adopt the Health and Human Kinetics (HHK) Major. Students can also choose to specialize in a concentration as defined below. General HHK majors, as well as those with concentrations in Exercise Science or Health Promotion, must be certified in First Aid and Adult and Pediatric CPR through an approved organization before they complete HHK 260, and students must maintain certification in Adult and Pediatric CPR and First Aid through graduation. Several American Red Cross classes are offered on campus each year. Recertification opportunities are also offered on a regular basis.

### Concentrations

**Health and Human Kinetics General Major:** The General major prepares the student for a variety of options within the field and allows for an integrative approach to building a course of study. Students interested in a combination of the HHK concentrations could use the flexible requirements to structure their courses around key areas of interest within the department. HHK majors are well prepared for graduate study and/or careers in health, movement, wellness, or sport.

Students interested in completing the major must have a combined GPA of 2.33 or better in HHK 114, HHK 140, HHK 141, HHK 260 or HHK 270, and BIOL 120 (recommended) or ZOOL 101 or BIOL 122.

A minimum of 13.25 total course units are required for the concentration. Please note that some courses listed may have prerequisites that are not indicated below.

#### Required Courses:

HHK 114	HHK 140 (0.5 unit)	HHK 141 (0.5 unit)
HHK 260 *	HHK 343 or HHK 363	HHK 499
BIOL 120 (recommended) or ZOOL 101 or BIOL 122		ZOOL 251
MATH 105 or PSYC 210		

\* General HHK majors, as well as those with concentrations in Exercise Science or Health Promotion, must be certified in First Aid and Adult and Pediatric CPR through an approved organization before they complete HHK 260, and students must maintain certification in Adult and Pediatric CPR and First Aid through graduation. Several American Red Cross classes are offered on campus each year. Recertification opportunities are also offered on a regular basis.

# Majors and Minors

## *Health and Human Kinetics*

Five additional units from the options below (only one can be a lower-level class):

HHK 163	HHK 200.2	HHK 270	HHK 286
HHK 300.7	HHK 300.8 (0.5 unit)	HHK 300.9 (0.5 unit)	HHK 343
HHK 345	HHK 347	HHK 352	HHK 355
HHK 363	HHK 365	HHK 384 (0.5 unit)	HHK 395
HHK 495			

**Sports and Exercise Management Concentration:** Students may choose this area of concentration to prepare for opportunities in a variety of fields that combine physical/sport activity with other areas such as sport management, marketing, and retail fitness.

Students interested in completing this concentration must have a combined GPA of 2.67 or better in HHK 114 or HHK 163, HHK 200.2, ECON 110 (C- or better), and BUS 210 (C- or better) and obtain department approval before proceeding. Students with this concentration cannot earn a Business minor in the OWU Department of Economics.

A minimum of 14 total course units are required for this concentration. Please note that some courses may have prerequisites that are not indicated below.

### Required Courses:

HHK 114 or 163	HHK 200.2	HHK 300.7
HHK 343 or HHK 363	HHK 495 (Apprenticeship 1)	HHK 495 (Apprenticeship 2)
HHK 499	ECON 110 (C- or better)	BUS 210 (C- or better)
MATH 105	ACCT 217	

Three additional units from (please see prerequisites for each Course):

BUS/PSYC 264	BUS 320 (summer only)	BUS 280 (0.5 unit)
BUS 331 (0.5 unit)	BUS 361	BUS 363
BUS 410	BUS 425	ENG 476
ACCT 348	ENG 310	



# Majors and Minors

## *Health and Human Kinetics*

**Exercise Science Concentration:** This area of concentration prepares the student for advanced study in the fields of health and fitness training, exercise physiology, athletic training, biomechanics, sport psychology, and allied health professions like physical therapy, occupational therapy, nurse practitioner, or physician assistant.

Students interested in completing this concentration must have a combined GPA of 2.67 or better in HHK 114, HHK 260, BIOL 120, and ZOOL 251 (C- minus or better) and obtain department approval before proceeding.

A minimum of 15.75 total course units are required for this concentration. Please note that some courses may have prerequisites that are not indicated below.

### Required Courses:

HHK 114	HHK 140 (0.5 unit)	HHK 141 (0.5 unit)
HHK 260 * (C- or better)	HHK 270	HHK 395 or HHK 495
HHK 499	BIOL 120 (C- or better)	ZOOL 251 (C- or better)
ZOOL 325	PSYC 210 or MATH 105	
Choose 3 of the following 4:		
HHK 345	HHK 352	HHK 355
HHK 365		

\* General HHK majors, as well as those with concentrations in Exercise Science or Health Promotion, must be certified in First Aid and Adult and Pediatric CPR through an approved organization before they complete HHK 260, and students must maintain certification in Adult and Pediatric CPR and First Aid through graduation. Several American Red Cross classes are offered on campus each year. Recertification opportunities are also offered on a regular basis.

In addition, students are required to take at least 2 more units from the options shown below:

- Two upper-level HHK courses (among those not shown in the required course list), or
- CHEM 110 & 111, or
- PHYS 115 & 116, or
- Two upper-level ZOOL/BOMI courses (among those not shown in the required course list)

# Majors and Minors

## *Health and Human Kinetics*

**Health Promotion Concentration:** The World Health Organization defines Health Promotion as "... the process of enabling people to increase control over their health and its determinants, and thereby improve their health." Therefore, courses in this concentration are organized around key content areas in HHK, Psychology, Human Physiology, and Marketing / Communication, as these are core areas for developing Health Promotion outcomes. The Health Promotion concentration prepares students for advanced study and work in areas such as public health, health program planning, health policy, wellness programs, community health, and dietetics, among others.

Students interested in completing this concentration must have a combined GPA of 2.67 in HHK 114, HHK 260 or HHK 270, PSYC 110, and BIOL 120 or BIOL 120 or ZOOL 101 (each C- or better) and obtain department approval before proceeding.

A minimum of 14.75 total course units are required for this concentration. Please note that some courses may have prerequisites that are not indicated below.

### Required Courses:

HHK 114	HHK 140 or HHK 141 (0.5 unit)	HHK 260 *
HHK 270	HHK 300.8 (0.5 unit)	HHK 300.9 (0.5 unit)
HHK 347	HHK 495	HHK 499
ZOOL 120 (recommended) or ZOOL 101 or BIOL 122		
ZOOL 251	PSYC 110	PSYC 262
PSYC 326*	BUS 210	JOUR 110

\* General HHK majors, as well as those with concentrations in Exercise Science or Health Promotion, must be certified in First Aid and Adult and Pediatric CPR through an approved organization before they complete HHK 260, and students must maintain certification in Adult and Pediatric CPR and First Aid through graduation. Several American Red Cross classes are offered on campus each year. Recertification opportunities are also offered on a regular basis.

### Additional Recommended Courses:

BOMI 233	BOMI 280	ECON 110	BUS 410
PHIL 360	PSYC 264	PSYC 323	SOAN 347
SOAN 352	SOAN 359	PSYC 210 or MATH 105	

\* Students in this concentration will have permission to enroll in PSYC 326 after having taken PSYC 110 and 262.

# Majors and Minors

## *Health and Human Kinetics*

### Minors

The HHK department also offers a physical education/coaching or exercise science minor for the student with a major in another department.

Additionally, the HHK department co-administers a food studies mentored minor, in collaboration with the environmental studies program. Details for completion of this interdisciplinary minor are included below. Unlike the physical education/coaching minor or the exercise science minor, HHK majors can complete the food studies mentored minor.

HHK minors in physical education/coaching or exercise science must be certified in First Aid and Adult and Pediatric CPR through an approved organization before they complete HHK 260, and students must maintain certification in Adult and Pediatric CPR and First Aid through graduation. Students may not minor in HHK if HHK has already been selected as the major.

#### **Coaching Minor**

This minor requires a minimum of six course units. Please note that some courses may have prerequisites that are not indicated below.

##### Required Courses:

HHK 114	HHK 140 (0.5 unit)	HHK 141 (0.5 unit)
HHK 163	HHK 260 *	HHK 343 or 363
HHK 495 – Mentored Apprenticeship in Coaching (requires dept. chair approval)		

\* HHK Coaching minors must be certified in First Aid and Adult and Pediatric CPR through an approved organization before they complete HHK 260, and students must maintain certification in Adult and Pediatric CPR and First Aid through graduation. Several American Red Cross classes are offered on campus each year. Recertification opportunities are also offered on a regular basis.

#### **Exercise Science Minor**

This minor requires a minimum of six course units. Please note that some courses may have prerequisites that are not indicated below.

##### Required Courses:

HHK 114	HHK 140 (0.5 unit)	HHK 141 (0.5 unit)
HHK 260 *		

\* HHK Exercise science minors must be certified in First Aid and Adult and Pediatric CPR through an approved organization before they complete HHK 260, and students must maintain certification in Adult and Pediatric CPR and First Aid through graduation. Several American Red Cross classes are offered on campus each year. Recertification opportunities are also offered on a regular basis.

Three additional courses from:

HHK 270	HHK 345	HHK 352
HHK 355	HHK 365	

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# Majors and Minors

## *Health and Human Kinetics*

### **Food Studies Mentored Minor – Overview**

The Food Studies mentored minor is overseen collaboratively by the OWU Department of Health & Human Kinetics and the Environmental Studies Program, and views food from a multidisciplinary perspective. 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 minor 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

To complete the mentored minor, a student must:

1. Identify an OWU faculty member associated with the Food Studies minor to serve as their mentor.
2. Create a proposal, in collaboration with their mentor, to the food studies faculty contacts, outlining courses and projects that fit with their specific interests in food.
3. Complete 5.5 units of coursework, consisting of:
  - 3 units of courses selected from the list below, 1 unit from each of 3 different departments
  - 0.5 unit INT 300.6 – Interdisciplinary Food Seminar (after completion of at least 1 full unit food course)
  - 2 project-based units (Independent Study, Directed Readings, Internship)

### Courses

The following are the courses that can be used for the 3 non-seminar and non-project courses required in the minor. As a reminder, students must take the 0.5 unit Interdisciplinary Food Seminar (INT 300.6 – Interdisciplinary Food Seminar) and select three other courses representing three different departments. They must complete at least 1 full unit of coursework from this list before enrolling in the Food Seminar. The Food Seminar will be offered in alternating years.

- BIOL 122 – Organisms and Their Environment (Anderson, Downing, Hankison, Johnson, Kelly, Reichard)
- BOMI 103 – Biology of Cultivated Plants (Murray)
- BOMI 106 – Enology (summer only) (Goldstein)
- BOMI 107 – Food (summer only) (Wolverton)
- BOMI 233 – Ecology and the Human Future (Anderson)
- CMLT 110 – Myth, Legend, and Folklore of the European Continent (Merkel)
- ENG 145 – Reading: The Global Kitchen (Comorau)
- GEOG 499 – Sustainability Practicum (Krygier)
- HHK 114 – Personal Health (Fink, Busch)
- HHK 270 – Sport and Exercise Nutrition (Fink, Staff)

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# Majors and Minors

## *Health and Human Kinetics*

- HHK 347 – Special Topics in HHK: A Qualitative Inquiry (Fink)
- HHK 300.8 (0.5 unit) – Health Program Planning (Fink) and HHK 300.9 (0.5 unit) – Health Education Instructional Methods (Fink)
- PHIL 250 – Environmental Ethics (Stone-Mediatore)
- PSYC 262 – Health Psychology (DiLillo)
- SOAN 111 – Cultural Anthropology (Howard, Peoples)
- SOAN 347 – Health, Illness, Disability and Dying (Howard)
- SOAN 367 – Human Ecology (Peoples)
- ZOOL 101 – Human Biology (Kelly)
- ZOOL 325 – Human Physiology (Kelly)
- ZOOL 335 – Ecological and Evolutionary Physiology (Kelly)

### Mentors

A current list of mentors can be obtained from the faculty contacts for this minor, Dr. Laurie Anderson (Botany/Microbiology) and Dr. Christopher Fink (Health & Human Kinetics). Faculty mentors will oversee the development of proposals from students and may also serve as the faculty supervisors of independent studies, directed readings, or apprenticeships.

### Food Studies Mentored Minor Faculty Contacts

Dr. Christopher Fink (Health & Human Kinetics) and Dr. Laurie Anderson (Botany/Microbiology)

## Activity Courses

In addition to the major and minor, the Department of Health and Human Kinetics offers activity courses for the student body. These courses emphasize lifetime activities. 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

## Courses

For a list of ACTV and HHK courses, see the alphabetical listing in Courses of Instruction.

# Major and Minors

## *History*

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### History

#### Major and Minor

*Professors Baskes, Chen, Flamm, Gingerich, Spall*  
*Associate Professors Arnold, Terzian*

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 Pacific Asia, Latin America, or the Middle East. 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 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 HIST 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 Pacific Asia, Latin America, or the Middle East. 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.

**Exemptions.** Scores of 4 or 5 on the American History Advanced Placement test may be honored as credit for HIST 113 or HIST 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.

Students successfully completing A-levels will receive one credit to be applied to the appropriate departmental area to be determined by the department.

#### Minor

Five units of history courses; two of the department areas (America, Europe, and Pacific Asia, Latin America, or the Middle East, and Europe) must be represented.

#### Courses

For a list of HIST courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *International Business*

### **International Business Major**

The international business major is a minimum 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. This means, for example, that if a student chooses Europe and studies abroad in Italy, then the student will study Italian and the area studies courses will be related to Italy specifically or Europe generally, but not another European country. If a student chooses Asia and studies Chinese, the study abroad experience could be either in Taiwan or China but not Japan, and the area studies courses must correspond as well.

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 courses 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 business administration or management economics if they are interested in this mix of courses. International Business majors may not double major in economics, finance economics, or management economics, nor may they minor in economics or business.

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, ECON 251, ECON 252, ECON 255 or ECON 259, ECON 372, MATH 105/MATH 230/or PSYCH 210, and one additional upper level course with an international emphasis (for example: ECON 282, ECON 345, ECON 353, ECON 370).

**Business Courses:** ACCT 217; BUS 210, BUS 280 (0.5 unit), either BUS 331 (0.5 unit) or BUS 361 (may receive credit for only one), BUS 476; and one upper-level elective business course. A grade of C- or better in BUS 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 ENG 105 and any two courses in American literature or writing courses as defined by the English department. Writing courses are limited to: ENG 260, ENG 265, ENG 310, ENG 312, ENG 314, ENG 316, ENG 318, ENG 319, ENG 480, ENG 482. Other ENG courses do not count.

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# Majors and Minors

## *International Business*

### *International Studies*

**Foreign Experience:** At least one semester (or equivalent time) of the undergraduate program must be spent in study abroad. Students should consult the Director of International and Off-Campus 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 346, PG 347, PG 360, PG 362, PG 364, PG 365; SOAN 111; and GEOG 345. Plus 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 develop a cohesive program and be directed to **only one area of the world**. 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**

*Program Director: Dr. Kay*

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 program booklet for a detailed description of the major. The booklet and further information can be found on the International Studies Program website (<https://owu.edu/internationalstudies>).

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 composed 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 112 Global Issues or PG 113 Democracy, Dictatorship, and Political Change; PG 360 International Politics or PG 344 Comparative Political Topics: Democratization; PG 499B Senior Seminar in International Relations; and ECON 370 Economic Systems or ECON 372 International Economics.

## Concentrations

Concentrations are offered in general international studies or in particular areas of the world (Europe, Africa, Asia, Latin America, Middle East). The latter concentrations occasionally involve one country.



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# Majors and Minors

## *International Studies*

### *General International Studies*

Three units are specified: PG 362; ECON 353 OR GEOG 345 OR PG 364; and either HIST 380 or PG 361. Three elective units chosen from among PG 346, PG 361, PG 371; HIST 352, HIST 380, and possibly HIST 377 or HIST 378; ECON 366, ECON 354/HIST 354, ECON 376; BUS 376; GEOG 345 (if not taken as a specified unit), GEOG 375; GEOL 270; HIST 360; SOAN 367; WGS 300.4. Two cognate units are chosen from among the humanities, including the art, English, humanities-classics, modern foreign languages, music, philosophy, religion, and theatre & dance departments. **Note:** A few courses are being revised, and electives may be modified. Contact program chairperson with any questions.

### Area Studies

Area Concentrations: See website (<https://owu.edu/internationalstudies>) 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, comparative literature, modern foreign languages, music, and religion departments.

European Area. Three units are specified: PG 346, HIST 352, and either ECON 357 or ECON 354/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, comparative literature, 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. Exemption if student is international and is fluent in another language if student does not have a concentration.

### Minor

Three units are specified: ECON 370 OR ECON 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, ECON 357, ECON 370 or ECON 372 (if ECON 370 taken as core); (2) HIST 320, HIST 323, HIST 324, HIST 325, HIST 331, HIST 332, HIST 333, HIST 352, HIST 354, HIST 356, HIST 357, HIST 360, HIST 362, HIST 377, HIST 378, HIST 381; (3) PG 364, PG 344, PG 346, PG 348, PG 349, PG 361, PG 362, PG 365; (4) SOAN 291, SOAN 292, SOAN 293, SOAN 294, SOAN 347, SOAN 348, SOAN 354, SOAN 360, SOAN 367; GEOG 330, GEOG 333, GEOG 334, GEOG 345, GEOG 370, GEOG 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 Minors

## *Journalism*

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### **Journalism**

*Associate Professor Paul E. Kostyu*

*Instructor T.C. Brown*

*Media Adviser Jo Ingles*

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.

#### **Requirements for the Journalism Major**

Complete 17 units as follows:

##### **Journalism Core (7.5 units)**

- JOUR 110 Fundamentals of Journalism 1.0
- JOUR 250 Radio Production (0.5)
- JOUR 341 Journalism and the American Landscape 1.0
- JOUR 350 Data Journalism and Media Ethics 1.0
- JOUR 355 Editing and Design 1.0
- JOUR 370 Media Law 1.0
- JOUR 381 Digital Media 1.0
- JOUR 499 Senior Seminar 1.0

##### **Journalism Elective (1.0 unit)**

- Complete an additional unit of Journalism courses

##### **Journalism Internship (0.5 to 1.0 units)**

(Internship requirement must be completed by the end of the student’s first semester as a senior.)

- JOUR 378 Campus Internship (0.5) or JOUR 495 Apprenticeship (1.0)

##### **Supporting Course Work in Other Departments (3 credits)**

- One course from: ENG 265, ENG 310, ENG 260, ENG 314, ENG 480, or ENG 482.
- One course from: any ECON course, any BUS course, ACCT 217, MATH 105, PG 279, PSYC 210, or SOAN 279.
- One course from: HIST 377, HIST 378, HIST 380, HIST 381, PG 261, PG 350, PG 351, PG 352, PG 353, PG 354, PG 355, PG 356, PG 358, PG 361, PG 371, or PG 373.

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# Majors and Minors

## *Journalism*

### **A Unified Concentration of Course Work (5 units)**

The department recommends but does not require students to take a unified concentration of course work. Taking such courses either as 5 units, a minor or a second major allows the student to specialize in another area of interest that could be beneficial for a career. (This course work can be used to satisfy other degree requirements.)

- An approved major OR
- An approved minor OR
- 5.0 units of coursework outside of journalism chosen in consultation with the Chair by the end of the first semester of junior year.

### **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 13 units within the journalism program may be taken, only 13 units may be counted toward graduation.
- A maximum of 1.5 units in JOUR 378 and JOUR 379 may count toward graduation, although more units may be taken.

### Minor

Complete 6.0 units in Journalism as follows:

- JOUR 378 Campus Internship (0.5)
- JOUR 250 Radio Production (0.5)
- JOUR 101 Introduction to Mass Media OR JOUR 341 Journalism and the American Landscape
- JOUR 110 Fundamentals of Journalism (1)
- JOUR 370 Media Law (1)
- 2 units from JOUR 350, JOUR 355, JOUR 381 or JOUR 499

### Courses

For a list of JOUR courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *Latin American Studies*

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### 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)*

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 the 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, HIST 331, HIST 332, HIST 333, HIST 334, HIST 335A, HIST 335B, or HIST 335C); and Spanish Language coursework or placement through SPAN 250 plus two (2) of the following (SPAN 300.8, SPAN 350, SPAN 360, SPAN 362, or SPAN 364).

**Cognate Courses:** Two (2) of the following courses selected from different departments. ECON 353, ECON 372, GEOG 345, GEOG 370, PG 347, (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.

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# Majors and Minors

## *Latin American Studies*

### 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 (Crane)
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)
HIST 335A	Latin America in Revolution (Baskes)
HIST 335B	The Spanish Conquest of America (Baskes)
HIST 335C	Economic History of Latin America (Baskes)
SPAN 250	Composition: Topics in Hispanic Culture (Staff)
SPAN 300.8	The Construction of Latin American Identities: From the Center to the Margins (Colvin)
SPAN 350	Introduction to Hispanic Literature (Staff)
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)
SPAN 370	The Child in Contemporary Latin American Literature and Film (Colvin)
PG 347	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 (Crane)
GEOG 370	The World's Cities (Crane)
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

For a list of LAS courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *Mathematics and Computer Science*

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### **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*

*Associate Professor of Mathematics Jackson*

*Assistant Professor of Mathematics Pyzza*

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, Schwartz, or Pyzza.

### **Majors & Minors**

**Mathematics major:** MATH 111, MATH 210, MATH 250, MATH 270, MATH 340 or MATH 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 MATH 230, MATH 340, MATH 350, and either MATH 360 or MATH 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 MATH 230 and MATH 320 among their electives and also take MATH 370.

Recommended courses to prepare for graduate school in mathematics include MATH 330, MATH 340, MATH 370, MATH 440, and MATH 470. In particular, a strong preparation for graduate school will include more than the minimum number of courses required to complete the mathematics major.

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# Majors and Minors

## *Mathematics and Computer Science*

**Mathematics Minor:** MATH 110, MATH 111, MATH 210, MATH 250, MATH 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, MATH 111, MATH 250; CS 110, CS 210, CS 255, CS 270, CS 360, CS 380; and any three CS courses numbered 250 or above. (CS 110, CS 210, CS 270, and MATH 250 must be completed by the end of the sophomore year).

**Computer Science Minor:** MATH 110, MATH 111, MATH 250; CS 110, CS 210, CS 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, CS 210, CS 255, and CS 270; CS 360 or CS 380; one additional course from CS 320, CS 340, CS 350, CS 355, CS 360, CS 370, CS 380, or CS 410; MATH 110, MATH 111, MATH 210, MATH 250, and MATH 280; PHYS 110 and PHYS 111; PHYS 275 or PHYS 375 (with PHYS 375 recommended); CHEM 110 and CHEM 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, MATH 111, and MATH 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

For a list of CS and MATH courses, see the alphabetical listing in Courses of Instruction.

The faculty whose names appear with any specific course 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.

# Majors and Minors

## *Modern Foreign Languages*

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### Modern Foreign Languages

*Professor Rojas*

*Associate Professors Colvin, Wolber*

*Assistant Professors Counselman, Lewis, Nieto, Oancea, Paris-Huesca*

“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 a critical and creative appreciation of the culture, civilization, and literature of the areas where the language is spoken. The Department of Modern Foreign Languages (MFL) offers majors and minors in French, German, and Spanish, and a minor in Chinese, as well as courses in Italian and Japanese. 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 German are urged to study abroad in one of the approved programs in a German-speaking area. The department strongly recommends that students minoring in a modern foreign language also participate in a foreign-study program. Financial aid is available for all approved programs. Detailed information concerning billing and financial aid is available in the Office of International and Off-Campus Programs. For programs other than Salamanca, in preparation for study abroad, French and Spanish students must make an appointment with the chair of the MFL department to discuss and complete the academic guidelines for studying abroad.

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, in the Degrees and Special Programs section, or contact the chair of the department.

### Majors

**French Major:** At least nine semester units above the FREN 111 level. No more than two units numbered below FREN 300 may be counted toward the major. At least six courses must be taken at Ohio Wesleyan. (Normally, no more than one independent study (FREN 490, FREN 491) may be applied to the major.)

**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; GERM 225, GERM 254, and one course chosen from GERM 352, GERM 355, or GERM 356; three additional courses taught in German, one of which must be in literature; the remaining three 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 SPAN 111 level. No more than three units numbered below SPAN 300 may be counted toward the major. At least six courses must be taken at Ohio Wesleyan. (Normally, no more than one independent study (SPAN 490, SPAN 491) may be applied to the major.)



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# Majors and Minors

## *Modern Foreign Languages*

### Minors

**Chinese Minor:** Four language courses beyond CHIN 110 and CHIN 111 (among CHIN 225, CHIN 254, CHIN 310, CHIN 311, CHIN 320, CHIN 321, CHIN 330, CHIN 331). At least four courses must be taken at Ohio Wesleyan. The 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 may substitute for Third Year Chinese I and Fourth Year Chinese I and II.

**French Minor:** Six semester units above the FREN 111 level. No more than two units numbered below FREN 300 may be counted toward the minor. At least four courses must be taken at Ohio Wesleyan. (Normally, no more than one independent study or directed reading [FREN 490, FREN 491] may be applied to the major.)

**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: GERM 225, GERM 254, and one course chosen from GERM 352, GERM 355, or GERM 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 SPAN 111 level. No more than three units numbered below SPAN 300 may be counted toward the minor. At least four courses must be taken at Ohio Wesleyan. (Normally no more than one independent study or directed reading [SPAN 490, SPAN 491] may be applied to the minor.)

No modern foreign language course taken credit/no entry may be applied to a major or minor.

### Courses

For a list of CHIN, FREN, GERM, ITAL, JAPN, and SPAN courses, see the alphabetical listing in Courses of Instruction.

### 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, history, and art through Ohio Wesleyan. Up to three (3) course credits from Salamanca may be counted toward the Spanish major or minor. Students interested in this program should contact Professor David Counselman of the Modern Foreign Languages department. For a list of Salamanca Program courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *Music*

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### Music

*Professors Gamso, Griffin, Roden*  
*Associate Professor Hiester*  
*Assistant Professors Chiou, Edwards, Jolley, Whitehead*

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 in the The University section.

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 prepares for graduate study and/or the pursuit of one of the various professional areas of music; the Bachelor of Music in Music Education curriculum prepares students to teach general, vocal and instrumental music in PreK–12 schools; the Bachelor of Music in Music Composition fosters the original voice of young composers, preparing them for graduate study and/or independent activity in their field; 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: two different minors (academic and performance), 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 (MUS 110, MUS 155).

All students wishing to enter the Bachelor of Music degree program must complete a successful performance audition *prior to* entry into the respective degree program. Students wishing to enter the Bachelor of Arts in Music degree must complete a successful performance audition either prior to entry into the program or at the conclusion of the first semester of study. 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 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.

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.

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# Majors and Minors

## *Music*

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 an independent study in the pedagogy and literature of their applied area, as described in the *Department of Music Handbook*, prior to the final semester of applied study.

Required courses in music are: MUSP 020 (each semester), MUS 109, MUS 155, MUS 156, MUS 230, MUS 231, MUS 232 and MUS 233 (keyboard majors only), MUS 235 and MUS 236 (voice majors only), MUS 255, MUS 256, MUS 355, MUS 356 (instrumental majors only), MUS 357, MUS 358, MUS 359, and MUS 490. Twelve total electives are required: eight units from other departments, including one unit of English composition, and five elective units in music and/or non-music areas, including the University cultural diversity (which must be met by taking MUS 347 or MUS 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 (MUSP 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 select two courses from MUS 241, MUS 243, MUS 245 and MUS 247; and MUS 344; choral/voice majors must take MUS 235 and MUS 236; choral/keyboard majors must enroll for two semesters of Piano Accompanying (MUSP 012) and take MUS 232 and MUS 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), and meet the piano proficiency requirements as established by the music department. Instrumental majors must take MUS 240, MUS 241, MUS 243, MUS 245, MUS 247, and MUS 356. In addition to the organization requirement, one semester of participation in the Choral Art Society is required before the end of the junior year.

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# Majors and Minors

## *Music*

Requirements for both choral and instrumental majors are: MUSP 020 (semesters I-VII), MUS 109, MUS 155, MUS 156, MUS 230, MUS 231, MUS 255, MUS 256, MUS 357, MUS 358, MUS 359, MUS 373, MUS 374; EDUC 110, EDUC 251, EDUC 377, EDUC 471, EDUC 472, EDUC 473 and EDUC 474. To meet State of Ohio Licensure requirements, choral and instrumental education majors must take ten (10) general education courses as follow: ENG 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 MUS 348); 2 additional courses as selected from outside the Department of Music; and must complete the University quantitative reasoning requirement.

### Music Composition

Students must complete a total of 34.25 graduation units, including music organizations. Candidates must complete 8 units of applied composition, 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 music composition majors must successfully complete two semesters in each of the following ensembles: Chamber Orchestra, Choral Art Society, and Symphonic Wind Ensemble.

Required courses in music are MUSP 020 (each semester), MUS 109, MUS 155, MUS 156, MUS 230, MUS 240; two courses selected from MUS 241, MUS 243, MUS 245, or MUS 247; MUS 255, MUS 256, MUS 355, MUS 356, MUS 357, MUS 358, and MUS 359. Other course requirements include ENG 105, one other English course (focusing on either composition or literary analysis), one course in Physics or Computer Science (PHYS 101, CS 103, or CS 110), one course in Fine Arts and Theater, plus 5.5 elective units. Students must also complete the University's requirements in cultural diversity and quantitative skills.

### 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. Distribution requirements for the B.A. in music (all emphasis) can be found in the Distribution Requirements section.

The B.A. in Music major consists of 12 units: MUSP 020 (each semester), MUS 109, MUS 155, MUS 156, MUS 255, MUS 357, MUS 358; MUS 256 or MUS 359; MUS 347 or MUS 348; MUS 116; 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**

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 of music theory (MUS 110 and MUS 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 Minors

## Music

### Minor in Academic Music: 6 units

Five units are required: MUS 110 and MUS 155 (0.50 unit each); MUS 105; one selected from MUS 109, MUS 156, MUS 347, MUS 348, MUS 357, MUS 358, or MUS 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

For a list of MUS courses, see the alphabetical listing in Courses of Instruction.

### 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.

CREDITS		.25 Units	.50 Units	1.0 Unit
COURSE NUMBER	Applied Piano	MUSP 111	MUSP 251	MUSP 311
	Applied Organ	MUSP 112	MUSP 252	MUSP 312
	Applied Voice	MUSP 113	MUSP 253	MUSP 313
	Applied Violin	MUSP 114	MUSP 254	MUSP 314
	Applied Viola	MUSP 115	MUSP 255	MUSP 315
	Applied Cello	MUSP 116	MUSP 256	MUSP 316
	Applied String Bass	MUSP 117	MUSP 257	MUSP 317
	Applied Guitar	MUSP 118	MUSP 258	MUSP 318
	Applied F Horn	MUSP 119	MUSP 259	MUSP 319
	Applied Trumpet	MUSP 120	MUSP 260	MUSP 320
	Applied Trombone	MUSP 121	MUSP 261	MUSP 321
	Applied Baritone	MUSP 122	MUSP 262	MUSP 322
	Applied Tuba	MUSP 123	MUSP 263	MUSP 323
	Applied Flute	MUSP 124	MUSP 264	MUSP 324
	Applied Oboe	MUSP 125	MUSP 265	MUSP 325
	Applied Clarinet	MUSP 126	MUSP 266	MUSP 326
	Applied Bassoon	MUSP 127	MUSP 267	MUSP 327
	Applied Saxophone	MUSP 128	MUSP 268	MUSP 328
	Applied Percussion	MUSP 129	MUSP 269	MUSP 329
	Applied Composition	MUSP 130	MUSP 270	MUSP 330

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# Majors and Minors

## *Music*

**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 the The Bachelor of Arts Degree – Unit Courses section for restrictions on the number of music organization and ensemble units that B.A. candidates may count toward graduation.

A list of Music Organization MUSP courses is in the Music section of Courses of Instruction.

**Music Ensembles** Study and performance of small ensemble and chamber music literature. F, S.

A list of Music Ensemble MUSP courses is in the Music section of Courses of Instruction.

# Majors and Minors

## *Neuroscience*

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### Neuroscience

*Associate Professor Yates*

*Assistant Professors Ambegaokar, Bailey, Fink, Pyzza*

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; botany/microbiology; physics; mathematics and computer science; 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, zoology, microbiology, and physics 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 a major in neuroscience should contact Dr. Yates (Director; Psychology), Dr. Fink (Physics), Dr. Ambegaokar (BOMI), Dr. Bailey (Psychology), or Dr. Pyzza (Mathematics).

Neuroscience research themes (and faculty expertise) tend to veer towards 3 major interests: 1) *behavioral and cognitive neuroscience*, in which topics such as cognitive processes, emotion, behavior, the connectivity of brain regions, and the neuro-regulation of physiological processes are studied; 2) *molecular & cellular neuroscience*, in which topics such as synaptic function, neuronal development, genetic regulation, cellular ultrastructures, and cell-to-cell communication are studied; and 3) *computational neuroscience*, which seeks to model the “algorithms” used by neurons and neuronal networks (and eventually the entire brain) as information processors and regulators.

The Behavioral/Cognitive Neuroscience track requires students to be proficient in techniques to study behavior and thought processes, in humans and other organisms. Students should also be proficient in anatomy (in particular neuroanatomy) to understand the connectivity between brain regions, and between the brain and other physiological processes with which it controls or interacts (e.g., movement, the endocrine system). This track also applies specialized courses in understanding the neural correlates of specific behaviors, cognition, emotion, and learning & memory, and neurochemical effects on these processes.

The Molecular/Cellular Neuroscience track requires students to be proficient in cell biology and genetic regulation in order to understand the nervous system at a molecular level (e.g., protein, DNA, RNA). The study of neurons must be included in this, but students should also be knowledgeable of other cellular, molecular, and genetic examples to broaden their understanding of the nervous system. This helps to place the nervous system in the context of other cell types; to understand how to apply molecular properties found in other cell types to neurons and the nervous system; and to learn molecular techniques that are applicable to many cell types (not just neurons).

As a discipline, Computational Neuroscience involves both mathematically modeling neurobiological processes and studying the means by which neural systems process information. These endeavors require a strong technical foundation.

It is not possible to double-major Neuroscience and Computational Neuroscience.

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# Majors and Minors

## *Neuroscience*

### Neuroscience Major

**Neuroscience core courses (9): required for all Neuroscience majors.**

Lower division core courses (5):

- PSYC 110 – Introduction to Psychology
- CHEM 110 – General Chemistry I
- CHEM 111 – General Chemistry II
- BIOL 120 – Introduction to Cell Biology
- Statistics (PSYC 210, MATH 105, MATH 230, or MATH 200.3)

Upper division core courses (4):

- NEUR 300.1 – Introduction to Neuroscience
- CHEM 260 – Organic Chemistry I
- ZOOL 325 – Human Physiology
- PSYC 374 – Topics in Neuroscience

Students may elect to fulfill the remainder of the major either through the Behavioral & Cognitive Neuroscience Track or through the Molecular & Cellular Neuroscience Track:

Behavioral & Cognitive Neuroscience Track courses (6):

- 1 from the following:
  - ZOOL 331 – Vertebrate Anatomy
  - ZOOL 300.12 – Human Anatomy
  - INTL 300.11 – Neuroanatomy (summer only)
- 3 from the following (Behavioral & Cognitive Neuroscience):
  - PSYC 343 & 344 – Behavioral Neuroscience; Behavioral Neuroscience Laboratory
  - PSYC 300.15 – Cognitive Neuroscience with lab
  - PSYC 345 – Psychopharmacology
  - PSYC 300.16 – Affective Neuroscience
- 1 from the following (Molecular & Cellular Neuroscience):
  - NEUR 300.12 – Molecular & Cellular Neuroscience
  - BOMI 300.9 – Neurobehavioral Genetics
- 1 from the following (Computational Neuroscience):
  - NEUR 323 – Computational Neuroscience with lab
  - PHYS 300.2 – Biophysics of the Brain
  - MATH/NEUR 300.3 – Dynamical Systems in Neuroscience



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# Majors and Minors

## *Neuroscience*

Molecular & Cellular Neuroscience Track courses (6):

- 1 from the following:
  - BIOL 271 – Genetics
  - ZOOL 351 – Cell & Molecular Biology
  - NEUR 300.12 – Molecular & Cellular Neuroscience
  - BOMI 300.9 – Neurobehavioral Genetics
- 1 from the following (Behavioral & Cognitive Neuroscience):
  - PSYC 343 & 344 – Behavioral Neuroscience, Behavioral Neuroscience Lab
  - PSYC 300.15 – Cognitive Neuroscience with lab
  - PSYC 345 – Psychopharmacology
  - PSYC 300.16 – Affective Neuroscience
- 1 from the following (Computational Neuroscience):
  - NEUR 323 – Computational Neuroscience with lab
  - PHYS 300.2 – Biophysics of the Brain
  - MATH/NEUR 300.3 – Dynamical Systems in Neuroscience
- 1 upper division molecular and/or cellular biology elective with lab:
  - BOMI 353 – Molecular Genetics
  - BOMI 280 – Medical Microbiology
  - BOMI 328 – Bacterial Physiology
  - BOMI 357 – Molecular Biology of Viruses
  - CHEM 340 – Biochemistry I
  - ZOOL 333 – Developmental Biology
  - ZOOL 356 – Immunology

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# Majors and Minors

## *Neuroscience*

### Computational Neuroscience Major

The following requirements would serve to complete the major's technical foundation (6 courses):

- MATH 110 and 111 – Calculus I & II
- MATH 280 – Differential Equations
- PHYS 110 and 111 – General Physics I & II
- CS 110 – Introductory CS & Programming

The following course requirements would then provide depth in computational neuroscience as well as breadth in the other primary sub-fields of neuroscience (10 courses):

- PSYC 110 – Introduction to Psychology
- BOMI/ZOOL 120 – Introduction to Cell Biology
- NEUR 300.1 – Introduction to Neuroscience
- 3 Computational Neuroscience courses:
  - PHYS 300.2 – Biophysics of the Brain
  - PHYS 300.3 – Digital Signal Processing
  - MATH/NEUR 300.3 – Dynamical Systems in Neuroscience
- 1 neuroscience course from Behavioral/Cognitive track:
  - PSYC 343 & 344 – Behavioral Neuroscience; Behavioral Neuroscience lab
  - PSYC 345 – Psychopharmacology
  - PSYC 300.15 – Cognitive Neuroscience with lab
  - PSYC 300.16 – Affective Neuroscience
- 1 neuroscience course from Cellular/Molecular track:
  - NEUR 300.12 – Molecular & Cellular Neuroscience with Lab
  - BOMI 300.9 – Neurobehavioral Genetics
  - PSYC 374 – Topics in Neuroscience

In addition to the major requirements, these courses might be recommended for students' preparation for graduate study in Computational Neuroscience:

- CHEM 110 – General Chemistry I
- CS 210 – Intermediate CS and Data Structures
- MATH 230 – Applied Statistics
- MATH 270 – Linear Algebra
- MATH 380 – Applied Mathematics
- CS 340 – Artificial Intelligence

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# Majors and Minors

## *Philosophy*

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### Philosophy

*Professors Calef, S. Stone-Mediatore*

*Associate Professor Flynn*

#### Major Content Areas

While we offer a wide array of courses, we emphasize two areas in particular. One is the **history of philosophy**. A good education in philosophy requires training in its history. One of our principal missions is to introduce our students to historically important works that have influenced the thought of cultures and people well beyond the recognized boundaries of philosophy itself. In addition to courses dedicated to the histories of ancient and modern philosophy, we offer historically-oriented courses covering more recent developments in nineteenth- and twentieth-century philosophy as well as classes allowing students to concentrate on the study of individual philosophers, such as Plato or Nietzsche. To understand the present state of philosophy, one must understand its past.

But philosophy is also a practical discipline, and **practical philosophy** is our other main area of focus. By practical philosophy, we mean philosophy dedicated to questions about how to live, act, understand, and evaluate our lives. Coursework in practical philosophy endeavors to help students raise and answer questions about how to live well as individuals and as members of social, cultural, and ecological communities. Many of our courses are dedicated to aspects of these questions, including social and political philosophy, feminist philosophy, ethical theory, and courses dedicated to the application of ethics to business, medicine, and the environment. Many of our courses in the history of philosophy also take up these types of questions, just as our courses in practical philosophy engage the history of philosophy.

In sum, our goal is for philosophy majors to leave OWU with a broad understanding of the history of the discipline and deep appreciation for philosophy as an eminently practical pursuit. Our confidence is that philosophy helps our students live better, freer, and more reflective lives.

#### Skills Development

Philosophy is not only about the content it provides but also the skills it cultivates. Philosophy students are professionally trained in the arts of **critical thinking**, including logical analysis, argument construction and evaluation, creative adjudication of competing views, and facility with seeing complex issues from diverse perspectives. Philosophy students learn how to scrutinize not only their own views but also those that are common or culturally dominant. Critical thinking is the cornerstone of philosophy and is essential for all intellectual and personal development. Every course we offer focuses on the development of critical thinking.

Another essential skill in philosophy is **writing**. Philosophy courses offer training in thoughtful, clear, precise, and persuasive writing, a skill essential to clear thinking and invaluable in many professional endeavors. Recent philosophy majors and minors have won university writing prizes and been published in peer review journals. Majors are required to complete a Senior Research Seminar, in which a single paper is revised and developed through the course of a semester. Thus, every graduate of the Ohio Wesleyan philosophy department leaves with a writing sample exemplifying the student's very best work, one often suitable for submission with graduate school applications or for publication in undergraduate journals.

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# Majors and Minors

## *Philosophy*

Good philosophers are good readers. Perhaps no other discipline attends so closely to the meaning of words. Hence, close and careful **reading** is a fundamental skill we develop. Our courses guide students in developing careful, precise, and meaningful interpretations of difficult philosophical texts. We also help students appreciate the ways that interpretation functions in all spheres of life and distinguish better from worse interpretations. Once students gain skills in reading and interpreting philosophical texts, such skills extend to other areas, and students become more adept and thoughtful interpreters in other text-based disciplines.

Finally, philosophy is about **conversation**. In our courses, students develop an array of abilities associated with conversation and oral communication. These include the ability to listen carefully to the ideas of others, to raise precise and interesting questions, and to articulate and defend complex ideas. In numerous courses students also are forced to work together to try to find common ground or points of consensus in areas that are inherently controversial.

As you can see, these skills are crucial for many aspects of intellectual and professional life. Our development of these skills helps explain why philosophy majors do so well in their post-graduate endeavors, whether academic or professional. Philosophy majors routinely perform at or near the top in the LSAT, GRE, and GMAT. A crucial part of our mission is helping each student develop these skills to their greatest potential.

### **Degree Requirements**

Our major and minor requirements have a relatively open structure. This enables our students to craft their philosophy degree according to their interests and needs. It also allows many of our students to double major, which is something we encourage. Part of our mission is to help students see the value of philosophy as a discipline that complements many other disciplines. Our graduates attest to philosophy enriching and improving their knowledge of those other disciplines, and many have gone on to professional or graduate work in disciplines as various as law, neuroscience, education, psychology, classics, and design analysis, as well as philosophy. We are not a department narrowly concerned with producing graduate students in philosophy. Rather, we aim to make philosophy part of a student's whole life, and to enrich that life, no matter where life takes them.

### Major and Minor

**Major in Philosophy:** At least nine courses in philosophy, which must include PHIL 499.

**Minor in Philosophy:** Five courses in philosophy, which must include at least one upper-level course.

Students with special interests—for example, students who desire to study philosophy as preparation for law school—are encouraged to consult with the department for assistance in tailoring their specific major.

### Courses

For a list of PHIL courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *Physics and Astronomy*

### Physics

*Professors Andereck, Haring-Kaye, Harmon, Trees*  
*Assistant Professor Fink*

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. Students wishing to major in the department will normally complete during the freshman year the general physics sequence (PHYS 110C, PHYS 110L, PHYS 111C and PHYS 111L) and MATH 110 and MATH 111; MATH 280C, MATH 280L, and MATH 210 should normally be completed in the sophomore year. Pre-engineering students must take a year of introductory chemistry (CHEM 110, CHEM 111) during their residency at Ohio Wesleyan. Some of these requirements also can be met by transfer of credits, proficiency examinations, or advanced placement.

### 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 additional coursework. 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.

**Physics Major with 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, 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 Caltech is not automatic for those qualified, and is considered on a case-by-case basis 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.

**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.

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# Majors and Minors

## *Physics and Astronomy*

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 major in physics and minor in astronomy.

**Planetary Science Major:** The department contributes several courses to the planetary science major, which is described in a separate entry in the *Catalog*.

**Physics Major Requirements:** PHYS 110C, PHYS 110L, PHYS 111C, PHYS 111L, PHYS 275, PHYS 280C, PHYS 280L, PHYS 310 or PHYS 320, PHYS 345, PHYS 360, PHYS 380, PHYS 498, PHYS 499; MATH 110, MATH 111, MATH 210, MATH 280. Physics graduate school preparation should include the remaining of PHYS 310 and PHYS 320 and, if possible, PHYS 381. Recommended: CS 110, MATH 270, MATH 330, MATH 380.

**Physics Major with Pre-Engineering Option Requirements:** PHYS 110C, PHYS 110L, PHYS 111C, PHYS 111L, PHYS 275, PHYS 280C, PHYS 280L, PHYS 310 or PHYS 320, PHYS 345 or PHYS 375, PHYS 360 or PHYS 380; CHEM 110, CHEM 111; MATH 110, MATH 111, MATH 210 and MATH 280. Recommended: CS 110, MATH 270, MATH 330, MATH 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. This option is appropriate for students wishing to pursue aeronautical, ceramic, civil, computer, electrical, electronic, environmental, industrial, materials, mechanical, or nuclear engineering.

**Astrophysics Major Requirements:** ASTR 310, ASTR 311, ASTR 345, ASTR 498, ASTR 499; PHYS 110C, PHYS 110L, PHYS 111C, PHYS 111L, PHYS 280C, PHYS 280L, PHYS 310 or PHYS 320, PHYS 360, PHYS 380; MATH 110, MATH 111, MATH 210, MATH 280. Astrophysics graduate school preparation should include the remaining of PHYS 310 and PHYS 320 and, if possible, PHYS 381. Recommended: CS 110; MATH 270, MATH 330, MATH 380.

**Physics Minor Requirements:** PHYS 110C, PHYS 110L, PHYS 111C, PHYS 111L, PHYS 280C, and two additional physics and/or astronomy courses numbered 275 or above.

**Astrophysics Minor Requirements:** ASTR 310, ASTR 311, and ASTR 345; PHYS 280C and PHYS 280L; and ASTR 490 or PHYS 320.

**Astronomy Minor Requirements:** ASTR 110, ASTR 111, and ASTR 260; PHYS 110C or PHYS 115; and one additional course numbered 250 or above in astronomy, physics, or geology, to be determined in consultation with the Physics and Astronomy Department Chairperson. 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.*

### 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 Department of Physics and Astronomy faculty member.

### Courses

For a list of ASTR and PHYS courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *Planetary Science*

### Planetary Science

*Faculty Committee: Karen Fryer (Geology & Geography), Bart Martin (Geology & Geography), 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 independent research. This major is designed to meet graduate school entrance requirements, as an advanced degree is necessary for jobs in this field. If you wish to be prepared for a larger job market, including positions available at the bachelor's level, a major in a traditional science field such as chemistry, geology, or physics would likely server you better.

### Major

Fifteen unit courses are required as follows:

Core Courses:

<b>Astronomy</b> —	<b>ASTR 110, ASTR 345;</b>
<b>Chemistry</b> —	<b>CHEM 110;</b>
<b>Geology</b> —	<b>GEOL 110, GEOL 111 (0.25 unit course), GEOL 280, GEOL 345;</b>
<b>Mathematics</b> —	<b>MATH 110 and MATH 111;</b>
<b>Physics</b> —	<b>PHYS 110C, PHYS 111C;</b>

Choices (1 from each group):

**GEOG 353 or GEOG 355;**  
**GEOL 285 or GEOL 340;**  
**GEOL 290 or GEOL 310 or GEOL 330;**

Individual work: A minimum of 1.0 unit of research as either ASTR 499 or GEOL 490, focused on an aspect of planetary science.

Please discuss your specific interests within planetary science with any of the Planetary Science advisors to help make your selections and plan for your research components.

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# Majors and Minors

## *Politics and Government*

### *Pre-Theology*

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#### **Politics and Government**

*Professors Esler, J. Franklin, Kay, Louthan*

*Associate Professors A. Biser, J. Choi*

*Assistant Professor J. Holland*

*Adjunct Professor W. Franklin*

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 at least 10 departmental courses, students select at least one from each of four areas: American politics, international relations, comparative politics, 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- or higher in one course in the department.

#### Major and Minor

**Major.** The major must complete at least 10 courses in the department including the following:

- Two of the following introductory courses: PG 111, PG 112, or PG 113. Alternatively, students may satisfy the introductory requirement by earning a B- or higher in one of these courses taken at OWU. No more than two introductory courses may count toward the major.
- PG 279 and PG 499
- At least one course in each of the following subfields: (I) American politics (PG 260, PG 261, PG 280, PG 350, PG 351, PG 352, PG 353, PG 354, PG 355, PG 356, PG 357, PG 358, or PG 359); (II) International relations (PG 360, PG 361, PG 362, PG 363, PG 364, or PG 365); (III) Comparative politics (PG 344, PG 346, PG 347, PG 348, or PG 349); and (IV) Political Theory (PG 300.34, PG 371, PG 372, PG 373, or PG 374).

**Minor.** The minor must complete five courses in the department consisting of one introductory course (PG 111, PG 112, or PG 113), and one course from three of the four subfields listed above. One of these three must be in the area of Political Theory. The fifth course can be any other PG course.

#### Courses

For a list of PG courses, see the alphabetical listing in Courses of Instruction.

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#### **Pre-Theology**

See the program and major requirements listed under Religion.



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# Majors and Minors

## *Pre-Law*

## *Pre-Medicine / Pre-Dentistry*

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### **Pre-Law**

*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. Six other courses complete the major: these are chosen with an eye toward breadth and depth of preparation 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 American, British, French, German, or Spanish Literature course; PHIL 341 or PHIL 112; two from PG 350, 351, or 352; and any upper-level (250 or above) American or British History course.

**Electives:** six courses from ACCT, BWS, CMLT, ECON, ENG (excluding 105), GEOG, HIST, JOUR, PHIL, PG, PSYC, REL, WGS. No more than two may be taken in one department.

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**

*Pre-Medical/Dental Advisor — Dr. Gatz, Zoology*

The pre-medicine/pre-dentistry major includes those courses most frequently required for admission to colleges of medicine and dentistry. 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 recommended only for students wishing to combine it with a second major. Any student wishing to pursue only a single major is strongly encouraged to obtain that major in a regular department (e.g., zoology, chemistry, botany-microbiology, psychology, neuroscience, or some other area) and to take the courses appropriate to prepare for the professional school admissions test as well.

Students wishing to attend professional school directly after graduating must take either the Medical College Admission Test or the Dental Admission Test by late spring of their junior year, and apply that June, so 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 more biology
- *Junior Year:* Introductory physics, biochemistry, and upper-level biology

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## Majors and Minors

*Pre-Medicine / Pre-Dentistry*

*Pre-Veterinary Medicine*

*Pre-Public Administration*

Currently less than half of entering medical students come directly from undergraduate schools. Students who choose to take a bridge year can spread the required courses out over four years. 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. Not every course necessary to achieve these goals is required for the major; for example, the MCAT now includes sections on psychology, sociology, and statistics as well as the physical and biological sciences, and some dental schools require a course in microbiology.

**Core Courses:** CHEM 110, CHEM 111, CHEM 260, CHEM 261, and CHEM 340; MATH 110 (MATH 230 also strongly recommended); PHYS 115, PHYS 116 or PHYS 110C, PHYS 111C; BIOL 120; two of the following: BOMI 280; BIOL 271; ZOOL 325, ZOOL 331, ZOOL 333, ZOOL 351, ZOOL 356; 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:** BOMI 125 or BOMI 280; CHEM 341; ENG 265 or ENG 310; MATH 111; PSYC 110, PSYC 262, PSYC 310, PSYC 343, PSYC 344; SOAN 110, SOAN 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 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

*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 GEOG 370; MATH 105 or MATH 230; PG 111, PG 346, PG 350 or PG 351, PG 354, PG 355, PG 356; PSYC 110, PSYC 252; SOAN 352.

**Electives:** one semester of apprenticeship taken in the spring of the junior year or fall of the senior year; PHIL 341.

# Majors and Minors

## *Psychology*

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### Psychology

*Professors DiLillo, Hall*

*Associate Professors Brandt, Smith, Yates*

*Assistant Professors Bailey, Bunnell, Henderson*

The department provides a broad spectrum of courses in psychology useful to both students with a general interest in the field and those interested in pursuing graduate or professional training. Although the overall emphasis of the department is to provide students with 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 psychological disorders, from operant and Pavlovian analyses of behavior to 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 in an apprenticeship.

Course prerequisites in Psychology are largely handled through our tiering system. With a few exceptions, courses in Psychology are categorized into three tiers. Introduction to Psychology (PSYC 110) is the only Tier 1 course and, as such, has no prerequisites. Tier 2 courses are those that are appropriate for students to take early in their psychology careers, while Tier 3 courses are appropriate for more advanced students. More specifically:

The following ten courses comprise Tier 2. In order to enroll in these courses, students must complete Introduction to Psychology with a grade of C- or better.

- PSYC 252 Social Psychology
- PSYC 255 Clinical Neuroscience
- PSYC 258 Psychology and the Law
- PSYC 259 Personality Psychology
- PSYC 262 Health Psychology
- PSYC 264 Organizational Psychology (also listed as BUS 264)
- PSYC 282 Adolescent Psychology
- PSYC 288 Maturity and Aging
- PSYC 300.12 Applied Atypical Child Development
- PSYC 300.13 Behavioral Decision Making

PSYC 300.14, PSYC 300.15, PSYC 300.16 and all courses numbered between 311 and 399 are Tier 3 courses. These courses require that students complete Introduction to Psychology with a grade of C- or better and pass two Tier 2 courses prior to enrollment. Tier 3 Psychology courses that fulfill requirements for the Neuroscience major may be taken by students who have completed the above prerequisites or by students who have completed NEUR 300.1 – Introduction to Neuroscience.

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# Majors and Minors

## *Psychology*

PSYC 210 is a course that teaches statistical theory and techniques that are used in psychological research. Because of significant content overlap, students may not receive credit for PSYC 210 and credit for any other statistics course (i.e., MATH 105, 200.3, or 230). When PSYC 210 serves as a required prerequisite for another course in the department, MATH 105, 200.3, or 230 will satisfy the prerequisite requirement. Students intending to major in psychology are encouraged to take PSYC 210 as opposed to any of the other statistics courses. A maximum of one freshman honors tutorial may count as a Tier 2 course for the purpose of determining eligibility to enroll in Tier 3 courses. For a comprehensive list of the prerequisites for each course, see the course listing later in the catalog.

### 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) (or MATH 105, MATH 200.3, or MATH 230), 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. Students must complete a minimum of five of the major courses at Ohio Wesleyan. Research Methods courses taken at other institutions will not be counted in place of PSYC 310. Students are encouraged to take the required statistics course at Ohio Wesleyan rather than transferring a course from another institution for this requirement, as courses taken at other institutions often do not provide adequate preparation for PSYC 310.

**Minor: two tracks are available.**

- (1) **Research emphasis:** a minimum of five units of credit in psychology including PSYC 110, PSYC 210, and PSYC 310 and at least two unit content courses from Tier 2. (MATH 105, MATH 230, or MATH 360 may substitute for PSYC 210.)
- (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.

Students must complete a minimum of three Psychology courses at Ohio Wesleyan to earn the minor. Credit/no-entry courses will not count toward either 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.

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# Majors and Minors

## *Psychology*

### Group A: Neuroscience

- 255 Clinical Neuroscience
- 300.15 Cognitive Neuroscience
- 300.16 Affective Neuroscience
- 343 Behavioral Neuroscience

- 344 Laboratory in Behavioral Neuroscience (.25 units)
- 345 Psychopharmacology
- 346 Sensation and Perception
- 374 Topics in Neuroscience

### Group C: Psychology Across the Lifespan

- 282 Adolescent Psychology
- 300.12 Applied Atypical Child Development
- 333 Child Psychology
- 336 Clinical Child Psychology
- 348 Maturity and Aging

### Group E: Psychological Health

- 262 Health Psychology
- 322 Abnormal Behavior
- 326 Public Health: Psychological, Behavioral, and Social Issues
- 327 Counseling and Psychotherapy

### Group B: Thinking and Adaptive Behavior

- 300.13 Behavioral Decision Making
- 363 Learning
- 364 Cognitive Psychology
- 366 Behavior Modification

### Group D: Social Aspects

- 252 Social Psychology
- 258 Psychology and the Law
- 259 Personality Psychology
- 264 Organizational Psychology
- 300.14 Psychology of Women and Gender
- 323 Community Psychology
- 452 Social Cognition

Checklists for the major and both minors can be found on the department's website.

All psychology courses except PSYC 210, PSYC 310, and PSYC 420 will serve partially to fulfill Group I (social sciences) distribution requirements for graduation.

For a list of PSYC courses, see the alphabetical listing in Courses of Instruction.

# Majors and Minors

## *Religion*

### Religion

*Professors Michael, Twesigye*  
*Associate Professors Eastman, Gunasti*

A prime motivation for the founding of Ohio Wesleyan was the training of a skilled and literate ministry. Almost 150 years 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 (REL 111, REL 121, REL 316, REL 318, REL 321, REL 322, REL 326); Religion and Society (REL 103, REL 151, REL 300.7, REL 310, REL 331, REL 332, REL 333, REL 337, REL 351, REL 352, REL 353, REL 358, REL 361, REL 362, REL 372); History of World Religion (REL 104, REL 141, REL 300.4, REL 300.5, REL 300.6, REL 300.8, REL 336, REL 342, REL 343, REL 344, REL 346). Two elective religion courses from the above groups, and two courses are the Capstone sequence—REL 270 and REL 498/REL 499 (0.5 units each).

**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.

### Courses

For a list of REL courses, see the alphabetical listing in Courses of Instruction.

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## Majors and Minors

*Renaissance Studies*

*ROTC Program*

*Sagan National Colloquium*

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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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### **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.

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# Majors and Minors

## *Sociology/Anthropology*

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### **Sociology/ Anthropology**

*Professors Cohen, Howard, Peoples  
Continuing Part-time Associate Professor Durst  
Assistant Professors Dean, Yalçinkaya (on leave 2016-2017)*

Sociology and Anthropology study humans as social and cultural beings, as we live with one another in societies and are members of diverse cultural heritages. The department combines these two related disciplines to provide extensive knowledge about human cultures and societies, to demonstrate how that knowledge is acquired and applied, to learn about life in a globalized and interdependent world, and to prepare students for a broad range of careers and graduate programs.

### Major and Minor

**Major:** Ten courses consisting of SOAN 110 or SOAN 117, SOAN 111, SOAN 279, SOAN 379, SOAN 499, and five electives. Majors are recommended to take SOAN 279 by their junior year. PSYC 210, MATH 105 or MATH 230 will be accepted for credit in the major, although none may replace SOAN 279.

To be eligible to declare a SOAN major, 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 SOAN course.

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 are graded credit/no entry. No other course counting for credit in the major may be taken credit/no entry.

**Minor:** Five courses consisting of SOAN 110 or SOAN 117 and SOAN 111 and three electives. No course awarded for credit in the minor may be taken credit/no entry.

### Courses

For a list of SOAN courses, see the alphabetical listing in Courses of Instruction.



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# Majors and Minors

*Spanish*

*Theatre & Dance*

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## Spanish

See the program and major requirements listed under Modern Foreign Languages.

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## Theatre & Dance

*Professors Denny, Vanderbilt, Kahn*

*Assistant Professor Smith*

The goals of the Department of Theatre & 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 Chappelle Drama Center. Participation in these productions is open to the entire University community. Except in works where race, ethnicity, or gender is required, casting is decided on ability alone. Classes are held in the CDC, as well as the new Jannuzi Dance Studio in the Simpson-Querrey Fitness Center. This state-of-the-art studio offers a large and fully sprung hardwood floor.

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 an 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 should 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 counts as general university credit, not 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 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 (not 220), 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* THEA 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 Minors

## *Theatre & Dance*

Majors should be involved in theatre production every semester.

**Dance Major:** Normally, 11 units are required, including DANC 205: Workshop in Modern Dance; DANC 215: Dance Technique II; DANC 355: Dance Technique III; DANC 300.2: Dance History; DANC 300.3: Advanced Studio Topics; DANC 315: Composition/Choreography I. In addition to dance classes, the following theatre courses are taken: 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. Lastly, 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.

Majors should be involved in a theatre or dance production every semester.

All senior Theatre and Dance majors must complete a **capstone experience for credit**. This credit can be earned under THEA 407 - THEA 497 (Senior Production Projects), THEA 490, THEA 491, THEA 495, DANC 445, or through other internships, student teaching, or off-campus study. 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 degrees must complete all additional distribution requirements.

**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:** Five units of 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:** Five units of 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, sociology, health and human kinetics (pre-dance therapy); theatre and music (musical theatre); theatre and fine arts (design); theatre and English (playwriting and criticism); theatre or dance and Management Economics (theatre or dance management); theatre, history, and foreign language (research); etc.

Majors may choose to concentrate in an area of interest such as design, performance, or dramatic literature, through the selection of elective courses. The department course offerings, by area, are as follows:

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# Majors and Minors

## *Theatre & Dance*

Dance Courses:	DANC 105	The Art of Dance
	DANC 205	Workshop in Modern Dance
	DANC 215	Dance Technique II
	DANC 220	Movement
	DANC 300.3	Advanced Studio Topics
	DANC 305	Dance History
	DANC 315	Dance Composition/Choreography I
	DANC 325	Dance Composition/Choreography II
	DANC 355	Dance Technique III
General Theatre Courses:	THEA 101	The Art of Theatre
	THEA 110	Effective Communication
	THEA 269	Managing Non-Profit Arts Organizations
	THEA 359	Theatre Education Methods
	THEA 369	Playwriting
	THEA 499	Seminar
Acting and Directing:	THEA 200.1	Script Analysis for Performance
	THEA 210	Beginning Acting
	THEA 220	Movement
	THEA 250	Vocal Interpretation for the Actor
	THEA 259	Developmental Drama
	THEA 260	Acting Workshop I
	THEA 360	Acting Workshop II
	THEA 380	Directing for the Stage
	THEA 460	Acting Workshop III
	THEA 470	Acting Workshop IV
Design and Technical Production:	THEA 126	Introduction to Technical Theatre
	THEA 136	Topics in Technical Theatre
	THEA 256	Elements of Design
	THEA 366	Design Studio
History, Literature, and Theory:	THEA 331	Asian Drama and Theatre
	THEA 341	American Drama and Theatre
	THEA 351	Drama and Theatre to 1700
	THEA 371	Modern Drama and Theatre
	THEA 381	Theories of Performance

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# Majors and Minors

## *Theatre & Dance*

Practica and Independent Study:	DANC 225	Dance Practicum
	DANC 345	Advanced Dance Practicum
	DANC 445	Advanced Dance Projects
	THEA 237, 247	Theatre Practicum
	THEA 257	Summer Theatre Practicum
	THEA 337, 347	Advanced Theatre Practicum
	THEA 407-498	Senior Production Projects
	DANC/THEA 490	Independent Study
	DANC/THEA 491	Directed Readings
	DANC/THEA 495	Apprenticeship

### Courses

For a list of DANC and THEA courses, see the alphabetical listing in Courses of Instruction.

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# Majors and Minors

## *Urban Studies*

## *Women's and Gender Studies*

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### **Urban Studies**

*Advisor - To Be Announced*

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, URB 499; GEOG 345, GEOG 353, GEOG 355, GEOG 370, GEOG 380; MATH 105 or MATH 230; HIST 354, HIST 376, HIST 377, HIST 378; PG 355, PG 356, PHIL 250; SOAN 352, SOAN 357, SOAN 359.

Category II (Cognate Courses): CHEM 230; GEOG 347, GEOG 360; PHIL 233; PG 350, PG 352; SOAN 279, SOAN 354, SOAN 356, SOAN 363.

### **Courses**

For a list of URB courses, see the alphabetical listing in Courses of Instruction.

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### **Women's and Gender Studies**

*Program Director and Associate Professor Schrock*

*Continuing Part-time Instructor Richards*

The Women's and Gender Studies Program at Ohio Wesleyan is an interdisciplinary program that examines how historical and current constructions of gender impact society. The program has a three-fold mission. First, we aim to engage students in the intellectual content of the discipline, which examines women's issues, the role that constructions of gender play in shaping our thinking and social institutions, and the relationship between gender and other aspects of identity, including race, class, age, religion, and sexuality in society. Second, we strive to instill in students the importance of interdisciplinary inquiry. They develop an understanding of women's and gender issues from an interdisciplinary perspective, that is, one that recognizes the interconnections among the disciplines and that draws on the methodologies and knowledge-bases of more than one discipline, so as to analyze problems related to women and gender in their full and multi-faceted character. Third, we aim to show our students the real-life implications of their academic engagement in the context of globalization. That is, we challenge students to be cognizant of the social and ethical implications of knowledge practices and to see the relationship between theory and practice in both local and global contexts.

# Majors and Minors

## *Women's and Gender Studies*

### **Curricular Goals**

The Women's and Gender Studies Program is dedicated to helping students to develop rigorous analyses of the gendered dimensions of culture, politics, ideas and texts. We aim to teach our students the history, analysis and practice of feminist scholarship and its connection to political service and activism. To that end, we require our students to take an introductory course, a senior level theory seminar, a course dedicated to analyses of representations of gender in the media and to choose between taking a course dedicated to examining current feminist scholarship on sexuality or a course that focuses on women's movements in a global context. The required courses in the major and minor explore gender and justice issues, provide analytic methods and conceptual tools to conduct rigorous analysis and teach our students how to analyze and practice feminist scholarship as well as examine relations between feminist scholarship and activism. The elective courses do the same in the context of their field of study.

Women's and Gender Studies course are categorized in two ways: (I) **Program Courses** are interdisciplinary, taught within the WGS program, and carry a 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 constructions of gender through the frameworks of feminist theories, methodologies and activism. These courses explore how constructions of femininity and masculinity, coupled with additional social locations and identities (race/ethnicity, socioeconomic class, sexuality and nationality) shape our social world and our individual subjectivities. (II) **Electives** are courses 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).

### Major

A minimum of ten units consisting of: WGS 110, WGS 325, either WGS 350 or 351, WGS 499, and any two additional program courses. The additional four units can be chosen from the list of electives or program courses. At least seven out of the 10 courses must be 250 or higher.

### **Requirements for Women's and Gender Studies Major:**

- WGS 110
- WGS 325
- WGS 350 or WGS 351
- WGS 499
- Two Additional Program Courses:
  - WGS 250, WGS 266, WGS 310 (variable topics course; can be taken multiple times), WGS 340, WGS 350, WGS 351, WGS 375, WGS 420, WGS 490, WGS 491, WGS 495
  - Remaining Four Units from Electives
    - CLAS 251; CMLT 250, CMLT 499A; ENG 224, ENG 266, ENG 268, ENG 278, ENG 348, ENG 350, ENG 352, ENG 354, ENG 360, ENG 362, ENG 415; HIST 375, HIST 385B; PG 260, PG 371, PG 372, PG 373; PHIL 211, PHIL 250; PSYC 300.14; REL 310, REL 342, REL 352; SOAN 348, SOAN 349, SOAN 351

### Minor

**Minor:** Minimum of five units consisting of: WGS 110; either WGS 325, WGS 350, or WGS 351; and three additional units from either program courses or electives.

### Courses

For a list of WGS courses, see the alphabetical listing in Courses of Instruction.

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# Majors and Minors

## *Zoology*

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### **Zoology**

See the program and major requirements listed under Biological Sciences.

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# Courses of Instruction

## *Key to Abbreviations*

### *Course Selection*

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#### **Key to Abbreviations**

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

To aid students in long-range planning, the letters F for fall semester and S for spring semester have been placed after selected 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.



# Courses of Instruction

## Accounting

### **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 toward any major or minor in the department. By permission of instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. Summer only.

### **ACCT 217. Principles of Financial Accounting (Breidenbach, MacLeod, Staff)**

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.

### **ACCT 280. Financial Statement Analysis (0.50 unit; Charna, MacLeod)**

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 BUS 280. Prerequisite: C- or better in ACCT 217. F, S.

### **ACCT 341. Managerial Accounting (Staff)**

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.

### **ACCT 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.

### **ACCT 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.

### **ACCT 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.

### **ACCT 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.

### **ACCT 350. Cost Accounting (Staff)**

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.

### **ACCT 351. Accounting Systems (Staff)**

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.

### **ACCT 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.

### **ACCT 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.

### **ACCT 473. Advanced Accounting Issues and Problems (Staff)**

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. S.

# Courses of Instruction

## **ACCT 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.

## **ACCT 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.

## **ACCT 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.

## **ACCT 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.

## **Activity**

**ACTV 001-093. Elected HHK Activity Courses (0.25 units each; Staff)**

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

### **AMRS 300.1. History of the Book (Arnold, DeMarco, Neuman de Vegvar, Livingston)**

From papyrus scrolls to printed books, from Egypt to England, this course introduces students to the material forms of books and gives students the methods needed to read and understand handwritten books, documents, and scrolls from antiquity through the early modern era. It also covers the historical, cultural, and social meanings of books. A range of exercises using the resources of rare book archives and digital collections provides hands-on learning. No prerequisites. Core course for AMRS majors and minors. Alternate years (2016, 2018). (Group III)

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

An interdisciplinary capstone project culminating in a research paper (15-30 pages) or examination (covering primary and secondary texts). The project is directed by a faculty supervisor. Depending on the nature of the topic, the supervisor may advise the student to secure the participation of additional 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.

## **Fine Arts**

### **ART 110. Survey of Art History I (Neuman de Vegvar, Staff)**

Introduction to the visual language of art and the major periods of art history from prehistoric times to the Renaissance. F, S. (Group IV)

### **ART 111. Survey of Art History II (Staff)**

Introduction to the visual language of art and the major periods of art history from the Renaissance through contemporary art. F, S. (Group IV)

### **ART 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. (Group IV)

### **ART 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. (Group IV)

### **ART 300.3. Romanticism to Realism: European Art 1750-1850 (Staff)**

(Not offered 2016-2017)

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. (Group IV)

### **ART 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.

# Courses of Instruction

## **ART 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.

## **ART 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: ART 302 or consent of instructor. F.

## **ART 341. Classical Art (Neuman de Vegvar)**

Aegean, Greek, Etruscan, and Roman architecture, sculpture, and painting from 2,500 B.C.E. to 330 C.E. Prerequisite: ART 110 or consent of instructor. S. (Group IV)

## **ART 342. Medieval Art (Neuman de Vegvar)**

(Alternate years; Not offered 2016-2017)

Architecture, sculpture, and painting of the Early Christian, Byzantine, Early Medieval, Romanesque, and Gothic periods—300 to 1300. Prerequisite: ART 110 or consent of instructor. (Group IV)

## **ART 343. Italian Renaissance Art (Neuman de Vegvar)**

(Alternate years; Not offered 2016-2017)

Architecture, sculpture, and painting in Italy from the Proto-Renaissance through Mannerism—1300 to 1600. Prerequisite: ART 110, ART 111, or consent of instructor. (Group IV)

## **ART 344. Baroque Art (Neuman de Vegvar)**

(Alternate years; Not offered 2016-2017)

Seventeenth-century architecture, sculpture, and painting in Europe. Prerequisite: ART 111 or consent of instructor. (Group IV)

## **ART 345. Modern Art (Staff)**

(Alternate years; Not offered 2016-2017)

Impressionism to the present, with an emphasis on major developments in 20th Century painting and sculpture. Prerequisite: ART 111 or consent of instructor. (Group IV)

## **ART 346. American Art (Staff)**

(Alternate years; Not offered 2016-2017)

Architecture, painting, sculpture, and other art forms of the United States with an emphasis on the period from 1776 to 1913. Prerequisite: ART 111 or consent of instructor. F. (Group IV)

## **ART 347. Contemporary Art (Staff)**

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: ART 111 or consent of instructor. S. (Group IV)

## **ART 348. Asian Art (Staff)**

A survey of the art of India, China, and Japan with emphasis on major traditions and their religious/philosophical context. Prerequisite: ART 110, ART 111, or consent of instructor. F. (Group IV, Diversity)

## **ART 349. Islamic Art (Neuman de Vegvar)**

(Not offered 2016-2017)

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 partially subsumed within Islam; Arabic, Persian, Anatolian, Mughal Indian, medieval Spanish, and West African. Prerequisites: ART 110, ART 111, or consent of instructor. S. (Group IV, Diversity)

## **ART 351. Drawing I (Bogdanov, Hobbs)**

Drawing as a means of developing visual perception and basic skills for depicting representational and non-representational elements. F, S. (Group IV)

## **ART 361. Drawing II**

## **ART 371. Drawing III**

## **ART 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. (Group IV)

## **ART 352. Figure Drawing I (Bogdanov, Hobbs)**

Drawing from the model. A study of the structure, anatomy, and expressive potential of the human form. Prerequisite: ART 351 or consent of instructor. (\$75 studio fee.) F, S. (Group IV)

## **ART 362. Figure Drawing II**

## **ART 372. Figure Drawing III**

## **ART 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. (Group IV)

## **ART 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: ART 112 or consent of instructor. (\$75 studio fee, \$75 software fee.) F, S. (Group IV)

# Courses of Instruction

## **ART 363. Computer Imaging II**

## **ART 373. Computer Imaging III**

## **ART 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. (Group IV)

## **ART 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, ART 112 and ART 351 or consent of the instructor for majors. (\$75 studio fee.) F, S. (Group IV)

## **ART 364. Painting II**

## **ART 374. Painting III**

## **ART 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. (Group IV)

## **ART 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: ART 112 or consent of instructor. (\$75 studio fee.) F, S. (Group IV)

## **ART 365. Photography II**

## **ART 375. Photography III**

## **ART 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. (Group IV)

## **ART 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 ART 351 or consent of the instructor. (\$75 studio fee.) S. (Group IV)

## **ART 366. Printmaking II**

## **ART 376. Printmaking III**

## **ART 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. (Group IV)

## **ART 357. Graphic Design I (Risario)**

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: ART 112 and ART 353, Computer Imaging I, or consent of department chair. (\$75 studio fee, \$75 software fee.) F, S. (Group IV)

## **ART 367. Graphic Design II**

## **ART 377. Graphic Design III**

## **ART 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: ART 357 and ART 353, or consent of department chair. (\$75 studio fee, \$75 software fee.) F, S. (Group IV)

## **ART 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: ART 113 or consent of instructor. (\$75 studio fee.) F, S. (Group IV)

## **ART 368. Ceramics II**

## **ART 378. Ceramics III**

## **ART 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. (Group IV)

## **ART 359. Metals I (Cetlin)**

Design and fabrication of metals and non-conventional materials into body adornment, hollowware, and/or small sculpture. Prerequisite: ART 113 or consent of instructor. (\$75 studio fee.) F, S. (Group IV)

# Courses of Instruction

## **ART 369. Metals II**

## **ART 379. Metals III**

## **ART 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. (Group IV)

## **ART 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: ART 113 or consent of instructor. (\$75 studio fee.) F, S. (Group IV)

## **ART 370. Sculpture II**

## **ART 380. Sculpture III**

## **ART 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. (Group IV)

## **ART 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.

## **ART 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.

## **ART 492. Gallery Practicum (Museum Director)**

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.

## **ART 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.

## **ART 499. Seminar (Staff)**

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. S.

## **Astronomy**

### **ASTR 110. The Sky and the Solar System (Andereck)**

The sky and celestial motions. History of astronomy from ancient civilizations through Newton. Survey of the solar system. (Group II)

### **ASTR 111. Stars, Galaxies, and Cosmology (Harmon)**

The stars, their properties, classification, and evolution. Galaxies, quasars, and cosmology. Note: ASTR 110 is not a prerequisite for ASTR 111. (Group II, Quantitative)

### **ASTR 260. Cosmology (Harmon)**

(Offered as needed. Not offered 2016-2017.)

A study of historical and modern understanding of the origin of the universe. The emerging picture of the evolution of the universe due to improved observations and the theories proposed to explain them will be explored. Prerequisite: ASTR 111 or permission of instructor. (Group II)

### **ASTR 310. Astrophysics I (Harmon)**

(Alternate years. Not offered 2016-2017.)

The first in a two-course survey of modern astrophysics intended for junior- and senior-level students majoring in physics or astrophysics. Topics include celestial mechanics, stellar atmospheres and interiors, star formation, and stellar evolution. Prerequisite: PHYS 280C. Corequisite: MATH 210.

## Courses of Instruction

### **ASTR 311. Astrophysics II (Harmon)**

(Alternate years. Not offered 2016-2017.)

Continuation of ASTR 310. Topics include white dwarfs, neutron stars, black holes, galaxy structure and evolution, the large-scale structure of the universe, and cosmology. Prerequisite: ASTR 310.

### **ASTR 345. Observational Astronomy Laboratory (1.25 units; Harmon)**

(Alternate years. Offered 2016-2017.)

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 280L or permission of instructor.

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

For students who wish to pursue topics in astronomy not covered in regular courses.

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

### **ASTR 498. Astrophysics Seminar (0.5 unit; Fink)**

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 (ASTR 499). Also listed as PHYS 498. S.

### **ASTR 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 PHYS 499. F, S.

## Biology

*(BIOL courses are taught by faculty from both biological science departments. For other biology courses, see listings under Botany & Microbiology and Zoology.)*

### **BIOL 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. BIOL 120 and BIOL 122 may be taken in either order. F, S. (Group II)

### **BIOL 122. Organisms and Their Environment (1.25 units; Anderson, Downing, Hankison, Johnson, Kelly, Reichard)**

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 of organisms using both laboratory and field techniques. Students engage in experimental design and statistical analysis. Lecture and laboratory. BIOL 122 and BIOL 120 may be taken in either order. F, S. (Group II)

### **BIOL 255. Tropical Biology (1.25 units; Carreno, Johnson)**

(Irregular intervals. Not offered 2016-2017)

Biodiversity and ecology of tropical ecosystems of the world, examining evolutionary processes that account for the remarkable diversity of the tropics through reading and discussion of the research literature. Course field trip to the neotropics constitutes the laboratory portion of the course and includes student-designed projects. Each student prepares and presents a research report upon return to campus. Honors Course, Travel-Learning Course. S. (Group II)

### **BIOL 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 (BIOL 272) is available. Prerequisite: BIOL 120. F, S. (Group II)

### **BIOL 272. Genetics Laboratory (0.25 units; Hamill)**

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

## Black World Studies

### **BWS 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. (Group I, Diversity)

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## Courses of Instruction

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

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, SWAH 111. F, S.

### **BWS 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. (Group III, Diversity)

### **BWS 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. (Group I, Diversity)

### **BWS 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. (Group I, Diversity)

### **BWS 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.

### **BWS 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. (Group I, Diversity, Writing)

### **BWS 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. (Group III, Diversity)

### **BWS 225. Continuing Swahili (Skandor or Wasao)**

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.

### **BWS 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. (Group III)

### **BWS 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. (Group III)

### **BWS 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. S. (Diversity)

## Courses of Instruction

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

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. S. (Diversity)

### **BWS 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 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. S. (Diversity)

### **BWS 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. F. (Group I, Diversity, Writing)

### **BWS 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. (Group I, Diversity)

### **BWS 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. (Group I, Diversity)

### **BWS 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. (Group III, Diversity)

### **BWS 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. F. (Diversity)

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

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

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

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

### **BWS 499. 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. S. (Writing)

## **Botany and Microbiology**

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

An introduction to plant growth and reproduction as well as an exploration of the coevolution of plants and people. A variety of propagation techniques, from seeds and spores to tissue culture allow students to build their own collection of plants. Lecture and laboratory. No prerequisites. F, S. (Group II)

### **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. No prerequisites. Summer only. (Group II)



## Courses of Instruction

### **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 prerequisites. Summer only. (Group II)

### **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. No prerequisites. Summer only. (Group II)

### **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, S. (Group II)

### **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 climate change, pollution and waste management problems, human population growth, species and ecosystems in jeopardy, biogeochemical cycles, food webs, invasive species, conservation issues, and agricultural impacts on the environment. This course is intended for first and second year science majors and non-science majors of any class year. Lecture. S. (Group II)

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

Diversity and evolution of the flowering plants, emphasizing woody plant diversity of eastern North America. Breeding systems, hybridization, and speciation processes are examined through reading of primary literature; weekly field trips build plant identification skills. Macroevolutionary trends in morphology, biochemistry, and molecular evolution of flowering plants are outlined, and students are introduced to current techniques of phylogenetic reconstruction. Prerequisite: One BIOL, BOMI, or ZOOL course, or permission of instructor. F. (R Course; Group II)

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

(Alternate years; Offered Spring 2017, Spring 2019)  
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 (BIOL 120 or BOMI 125 suggested); CHEM 110, CHEM 111. S. (Group II)

### **BOMI 300.9. Neurobehavioral Genetics (1.00 unit; Ambegaokar)**

(Alternate years; Offered Fall 2016, Fall 2018)  
This course will discuss the pathophysiology of genes linked to or associated with Alzheimer, Parkinson, frontotemporal dementia and other neurodegenerative diseases, as well as psychiatric disorders such as schizophrenia and autism. The course will also discuss the design and validity of genetically engineered animal models for these diseases, genome-wide association studies (GWAS), and genomic technologies that can be applied to other complex disorders. This course is designed for students with an interest in genetics or neuroscience. Lecture only. Cross-listed as NEUR 300.9. Prerequisites: NEUR 300.1; or PSYC 110 and BIOL 271; or permission of instructor. F. (Group II)

### **BOMI 300.11. Medical and Medicinal Mycology (1.00 unit; Ambegaokar)**

(Alternate years; Not offered 2016-2017)  
Medical mycology is the study of fungal-borne diseases pertinent to human and animal (veterinary) health. This course will discuss how fungi infect and invade several types of tissues (skin, mucous membranes, and brain), ways to treat these infections, and compounds produced by fungi that are toxic (mycotoxins). This course will also discuss how fungi can be used for medicinal and/or biomedical research purposes, and take a broader look at the impact fungi have had in human society. Lecture only. Prerequisites: One 100-level BIOL, BOMI, or ZOOL course and CHEM 110, or permission of instructor. S. (Group II)

## Courses of Instruction

### **BOMI 300.12. Molecular & Cellular Neuroscience (1.25 units; Ambegaokar)**

The course examines the fundamental molecular and cellular properties of neurons and other cells of the nervous system. Topics include biochemical properties of ion channels, neurotransmitters, and their receptors; signaling cascades and genetic regulation; synaptic transmission and synaptic plasticity (the cellular basis of learning & memory); neuronal development and developmental disorders; neural stem cells; and sensory receptors (vision, olfaction, taste, touch, temperature, pain, hearing, and balance). The lab portion includes molecular biology techniques, the use of in vitro and in vivo model systems, and bioinformatics. Lecture and laboratory. Cross-listed as NEUR 300.12. Pre-requisites: NEUR 300.1 or BIOL 271 and CHEM 111 (CHEM 260 recommended), or permission of instructor. S. (Group II)

### **BOMI 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. Cross-listed as GEOL 318 and ZOOL 318. Prerequisites: any two science courses that count toward a science major, or permission of instructor. F. (Group II)

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

Introduction to the fundamental concepts of plant physiology by following a seed from germination through growth and development, responses to environmental cues, photosynthesis, defense, and reproduction. The perspective is mostly cellular and molecular, with reference to the whole plant and organs only occasionally. The laboratory includes techniques useful in assessing plant growth and development from many perspectives, with emphasis on the process of scientific investigation. Lecture and laboratory. Prerequisite: one course in BIOL, BOMI, or ZOOL, or permission of instructor. S. (Group II)

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

(Alternate years; Offered Fall 2017, Fall 2019)

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: BIOL 120 or BIOL 271, CHEM 110, and CHEM 111. F. (Group II)

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

(Alternate years; Not offered 2016-2017)

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. Lecture and laboratory. Prerequisite: One course in BIOL, BOMI, or ZOOL, or permission of instructor. S. (R Course; Group II)

### **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. Field trips to local plant communities are a major focus of the laboratory component. Students will design and carry out an independent research project. Lecture and laboratory. This course is intended for sophomore to senior science majors. Prerequisite: BIOL 122 or BOMI 233, or permission of instructor. F. (Group II)

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

(Alternate years; Offered Fall 2016, Spring 2018)

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: BIOL 120 or BOMI 125, BIOL 271, CHEM 110, and CHEM 111. F, S. (Group II)

## Courses of Instruction

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

(Alternate years; Offered 2016-2017 as Travel-Learning Course) 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 carbon dioxide, increasing nitrogen deposition, and changing precipitation patterns. Laboratory exercises include observations of flowering times in local plant communities, plant gas exchange, 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. The laboratory is replaced by the travel component when taught as a Travel-Learning Course. This course is intended for junior and senior science majors. Prerequisites: BIOL 122 or BOMI 233, plus one additional course in the biological sciences, or permission of instructor. S. (Group II)

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

Molecular biology of bacterial, plant, and animal viruses, including replication strategies, virus induced cytopathology and disease, viruses and cancer, and immune defenses. Laboratory includes *in vitro* cell culture work with continuous lines of human epithelial and/or monkey kidney cells, and methods for quantifying viruses and viral infectivity. Lecture and laboratory. Prerequisites: BIOL 271, CHEM 110, and CHEM 111, or permission of instructor. F. (Group II)

### **BOMI 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 353 or ZOOL 351, or permission of instructor. F, S.

### **BOMI 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 instructor. F, S.

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

Practical experience related to a senior or junior's major area of study. The department maintains formal ties with the Stratford Ecological Center, 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 499. Seminar in Current Research (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.

## **Business**

### **BUS 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 toward any major or minor in the department. By permission of instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. Summer only.

### **BUS 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.

### **BUS 105. Exploring Business (Bryan, Charna, MacLeod)**

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. F,S.

# Courses of Instruction

## **BUS 130. Economics Management Fellows Seminar (Team taught)**

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.

## **BUS 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 toward any major or minor in the department. Prerequisite: C- or better in ECON 110 or BUS 210 or permission of instructor. Summer only.

## **BUS 210. Marketing Management (Bryan, Charna, Staff)**

This course explores the role of marketing in business organizations while covering basic marketing concepts and applications. Course includes analyzing marketing opportunities, organizing, controlling the marketing effort, and planning new marketing programs. F, S.

## **BUS 264. Organizational Psychology (Henderson)**

A broad introductory survey of psychological science on social behavior in organizations, with a focus on the application of psychological theory and research to human management. We will examine how individuals can become more effective members of organizations and create better organizations. Course topics and overarching questions include: how to rally other people to support our goals; how to design effective work teams; how to communicate our ideas effectively; how to avoid common pitfalls when working in a different culture; who has power in organizations and how to get it; and how to become an effective leader in organizations. Students will learn to analyze common organizational problems that people encounter in their everyday work and social lives. Also listed as BUS 264. Prerequisite: C- or better in PSYC 110. Tier 2 course. F, S. (Group I)

## **BUS 269. International Business Ethics (Flynn)**

(Alternate years. Offered 2016-2017)

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 269. S.

## **BUS 280. Financial Statement Analysis (0.50 unit; Charna, MacLeod)**

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, 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 280. Prerequisite: C- or better in ACCT 217. F, S.

## **BUS 300.1. Topics in Business (0.50 unit; MacLeod, Staff)**

This is an advanced, variable content course that explores selected topics, issues, and themes in management. Specific modules will vary from semester to semester and year to year. Topics anticipated for 2016–2017 include Marketing Research, Digital Marketing, Human Resource Management, Operations, and Financial Derivatives. S.

## **BUS 300.6. The Internet: Economic Choices and Business Strategies (Boos, Simon)**

(Not offered 2016-2017)

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 BUS 210 or consent of the instructors.

## **BUS 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.

# Courses of Instruction

## **BUS 331. Core Financial Concepts (0.5 unit; Charna, MacLeod)**

A fast and hard-hitting course on the essential topics for understanding financial management. Topics include time value of money, stock and bond valuation, risk and return, capital budgeting techniques, and the cost of capital. Corns Scholars, majors in Accounting or Finance Economics, or students wanting more in-depth analysis on these topics should take BUS 361 Financial Management. Credit is not awarded for both BUS 331 and BUS 361. Prerequisites: C- or better in ACCT/BUS 280 Financial Statement Analysis. S, F.

## **BUS 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.

## **BUS 345. The Economic Growth of Modern Japan (MacLeod/Rahman)**

(Not offered 2016-2017)

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 BUS credit, but not both. Prerequisite C- or better in ECON 110. (Diversity)

## **BUS 361. Financial Management (Charna, MacLeod)**

The scope and nature of corporate 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. Credit is not awarded for both BUS 331 and BUS 361. Prerequisite: C- or better in ACCT 217. F. (Quantitative)

## **BUS 363. Organizational Structure and Design (Staff)**

(Not offered 2016-2017)

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.

## **BUS 410. Brand Strategy and Management (Bryan)**

This course extends the marketing concepts introduced in BUS 210 and explores branding theory, concepts, and tactics within a strategic marketing management perspective. Emphasis is placed on building competitive advantage through effective brand design, development, and management. Teaching methodologies range from theoretical study to applied case analysis. Prerequisites: C- or better in BUS 210, ECON 110 and MATH 105 or MATH 230 or PSYC 210. Juniors and above. S.

## **BUS 425. Entrepreneurship (Charna, 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. Prerequisites: C- or better in BUS 210 and BUS 280 or permission of instructor. F, S.

## **BUS 462. Advanced Corporate Finance (MacLeod)**

(Alternate years; offered 2016-2017)

This course extends the financial concepts introduced in BUS 361, exploring topics in corporate finance such as corporate restructuring (mergers, acquisitions and leveraged buyouts), 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, BUS 361, and MATH 105 or equivalent. S.

## **BUS 465. Modern Portfolio Theory (MacLeod)**

(Alternate years; not offered 2016-2017)

This course extends the basic financial concepts introduced in BUS 361, exploring topics in security analysis such as modern portfolio theory (MPT), individual security instruments, general security markets, behavioral finance, futures, 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, BUS 361, and MATH 105 or equivalent. S.

## **BUS 476. International Business (Boos, Bryan, MacLeod)**

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 BUS 210. F, S.

## **BUS 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.

## Courses of Instruction

### **BUS 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.

### **BUS 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.

### **BUS 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.

### **BUS 499. Senior Seminar (Bryan, Charna, MacLeod)**

Analysis of contemporary management issues (e.g., strategic planning, LBOs, and mergers) for seniors and other students who have done substantial work in business 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 ACCT/BUS 280 and BUS 210 or consent of department chair. F, S.

## Chemistry

### **CHEM 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. (Group II)

### **CHEM 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. (Group II)

### **CHEM 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. (Group II, Quantitative)

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

(Not offered Spring 2017)

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

### **CHEM 260. Organic Chemistry I (1.25 units; Lever, Thomas)**

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 CHEM 111. F. (Group II)

### **CHEM 261. Organic Chemistry II (1.25 units; Lever, Thomas)**

Continuation, with special projects. Prerequisite: C- or better in CHEM 260. S. (Group II)

### **CHEM 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: CHEM 111, MATH 110. Recommended: CHEM 260. S. (Group II)

### **CHEM 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 CHEM 261. Accelerated summer organic chemistry courses will not be accepted as a substitute for the CHEM 261 prerequisite for this course. F. (Group II)

### **CHEM 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: C- or better in CHEM 340. S. (Group II)

### **CHEM 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. (Group II)

## Courses of Instruction

### **CHEM 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: CHEM 350. S. (Group II)

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

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

### **CHEM 460. Instrumental Analysis (1.25 units; Grunkemeyer)** (Offered Fall 2017 and Fall 2019)

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: CHEM 270; CHEM 350 or consent of instructor. F. (Group II)

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

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: CHEM 261, CHEM 270; CHEM 350 or consent of instructor. S. (Group II)

### **CHEM 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.

### **CHEM 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.

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

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

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

## Chinese

### **CHIN 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. S.

### **CHIN 110, CHIN 111. First Year Chinese I and II (Staff)**

Introductory courses emphasizing four basic language skills: listening, speaking, reading, and writing. Consideration of the cultural and historic background of the areas where the language is spoken is promoted, and readings are designed to introduce students to the cultures of the Chinese-speaking world. Emphasis is on class participation and active use of the language in a grammatically accurate and culturally appropriate fashion. The aim is to prepare students to achieve the Novice-mid level of the ACTFL (American Council on the Teaching of Foreign Languages) standard:

- Listening: Understand key words and formulaic expressions from sentence-length speech in highly contextualized, predictable situations, such as greetings.
- Speaking: Communicate by applying a number of isolated words and memorized phrases on very familiar, everyday topics that affect them directly, such as self-introduction.
- Reading: Recognize approximately 300 frequently-used characters and understand predictable and formulaic phrases in highly contextualized texts and/or with extra-linguistic support, such as street signs and class schedules.
- Writing: Demonstrate a high degree of accuracy when writing on very familiar topics using well-practiced language; able to recombine learned characters and structures to produce simple sentences, such as writing a postcard and short messages.

### **CHIN 201. Meet Taiwan: The Modern and Traditional (Staff)**

This is a travel-learning course. Students will travel to Taiwan for cultural immersion and intensive language practice. Prior to the trip, students will learn about the traditions, people, modernization, and places of Taiwan. The trip aims to provide ample opportunity to converse with native speakers in Chinese and experience regional cultures in the rural and metropolitan areas of Taiwan. Prerequisite or co-requisite: CHIN 111 or permission of instructor. (Diversity)

## Courses of Instruction

### **CHIN 225, CHIN 254. Second Year Chinese I and II (Staff)**

Sequential courses following CHIN 110 and CHIN 111. These courses build upon the linguistic skills developed in CHIN 110 and CHIN 111, stressing improvement in listening, speaking, reading, and writing. Consideration of the cultural and historic background of the areas where the language is spoken is further promoted, and readings are designed to advance students' understanding of the cultures of the Chinese-speaking world. Emphasis is on class participation and active use of the language in a grammatically accurate and culturally appropriate fashion. The aim is to prepare students to achieve the Intermediate-low level of the ACTFL (American Council on the Teaching of Foreign Languages) standard:

- **Listening:** Understand one utterance at a time in face-to-face conversations or in routine, highly contextualized listening tasks, such as straightforward announcements, simple directions, and high-frequency commands; reply on repetition, derive meaning from rephrasing and/or a slowed rate of speech.
- **Speaking:** Converse in some concrete exchanges and familiar topics in straightforward social situations necessary for survival in Chinese-speaking communities, such as expressing their personal preferences and some immediate needs.
- **Reading:** Comprehend loosely-connected texts that deliver basic information in non-complex and predictable pattern of presentation, such as online bulletin boards and forums; understand discourse that is primarily organized in individual sentences containing predominantly commonly-used vocabulary.
- **Writing:** Meet some practical writing needs, such as short messages; craft simple conversational-style sentences with basic word order and repetitive structure; write on highly familiar content areas and personal information with adequate vocabulary to express elementary needs.

Prerequisite: CHIN 111 or permission of instructor

### **CHIN 310, CHIN 311. Third Year Chinese I and II (Staff)**

Sequential courses following CHIN 225 and CHIN 254. These courses promote the acquisition of more advanced Chinese language skills in listening, speaking, reading, and writing. The cultural and historic background of the areas where the language is spoken is an integral part of this course, with a wider reading component imparting students varied and detailed knowledge of the cultures of the Chinese-speaking world. Emphasis is on class participation and active use of the language in a grammatically accurate and culturally appropriate fashion. The aim is to prepare students to achieve the Intermediate-high level of the ACTFL (American Council on the Teaching of Foreign Languages) standard:

- **Listening:** Comprehend, with ease and confidence, simple sentence-length speech; derive substantial meaning from some basic connected social and personal discourse; require a controlled listening environment where they hear what they anticipate to hear, such as classroom instruction and story summaries.
- **Speaking:** Communicate with ease and confidence during routine tasks and uncomplicated social situations related to their work, school, and areas of competence; form connected discourse of paragraph-length to narrate and describe in all major time frames, such as a birthday party.
- **Reading:** Comprehend fully and with ease basic information conveyed in short, non-complex texts on personal and social topics to which the reader brings personal knowledge or interest; understand some connected texts of description and narration, such as a text that announces a house for sale.
- **Writing:** Meet practical writing needs in paragraph-length texts, such as an email to request a meeting; describe and narrate everyday events and situations in a fashion generally comprehensible to natives.

Prerequisite: CHIN 254 or permission of instructor



## Courses of Instruction

### **CHIN 320, CHIN 321. Third Year Chinese Conversation I and II (Staff)**

The class is delivered in Chinese. The focus is on development in students' speaking and listening skills, including temporal fluency, grammatical accuracy, pronunciation, use of idioms, and culturally appropriate speaking manners. The course emphasizes three communicative modes (interpersonal, presentational, and interpretative) in students' speaking and listening skills. Examples of class activities are presentations, group discussions, speeches, interpretations, debates, and role-plays. A wide range of conversational topics includes, for instance, culture, literature, environmental issues, science, politics, art, and the news. Both the mid-term and final exams are oral, and students' speaking proficiency is evaluated on fluency, accuracy, word choice, and pronunciation. The aim is to prepare students to reach the Advanced-low level of the ACTFL (American Council on the Teaching of Foreign Languages) standard.

- Listening: Derive meaning primarily from situational and subject-matter knowledge; comprehend lexically uncomplicated narration and description with underlying structure; process authentic, connected speech of several paragraphs length, such as a news report that does not require specialized knowledge on the part of the listener.
- Speaking: Convey their intended message with sufficient accuracy, clarity, and precision; link sentences into connected discourse of paragraph length on topics relating to, for example, their employment, matters of public interest, academic life, and simple negotiations; understood by native speakers unaccustomed to speaking with non-native speakers with communicative strategies, such as restatement and circumlocution.

Prerequisite: CHIN 254 or permission of instructor. (Diversity)

### **CHIN 330, CHIN 331. Fourth Year Chinese I and II (Staff)**

Sequential courses following CHIN 310 and CHIN 311 aimed at perfecting the four language skills: listening, speaking, reading, and writing. Consideration of the cultural and historic background of the areas where the language is spoken is presented at an advanced level, and is complemented through diverse readings on the rich cultures of the Chinese-speaking world. Emphasis is on class participation and active use of the language in a grammatically accurate and culturally appropriate fashion. The aim is to prepare students to achieve the Advanced-mid level of the ACTFL (American Council on the Teaching of Foreign Languages) standard:

- Listening: Comprehend the main ideas and most supporting details in authentic, connected speech of concrete, conventional discourse on an array of general interest topics, such as news stories; be able to derive some meaning from unfamiliar topics.
- Speaking: Convey their intended messages clearly in most informal and some formal situations on a variety of concrete topics, such as the real estate market in the speaker's area; describe in the major time frames with a full account; rephrase to compensate for limitations in lexical and structural control of the Chinese language, for example by using general or generic vocabulary.
- Reading: Comprehend texts with expanded descriptions of things and narrations about events in all major time frames; understand main ideas, facts, and details and predict what they are going to read in texts of the standard linguistic conventions of Chinese, such as a news article reporting on the result of laws allowing the government to recover the cost of rescuing people who attempt to suicide.
- Writing: Meet a variety of work and academic writing needs, such as a term paper; write with a range of cohesive devices and syntactic structures in texts of several paragraphs in length; express main ideas and elaborate with supporting details; exhibit good control of high-frequency structures and generic vocabulary.

Prerequisite: CHIN 311 or permission of instructor.

# Courses of Instruction

## **CHIN 351. Introduction to Reading Chinese Literature (Staff)**

This is a travel-learning course. The goal is to give the students an overall view of Chinese literature. The approach is to explore and discuss the selected works of literature in the classroom during spring semester and then travel to the places pertaining to the readings in the following summer so the students can interweave the scenic environments into the texts, appreciate the related artwork, and interpret the texts beyond their literal meaning. A selection of poetry and prose from Chinese classical, contemporary, and modern literature is studied, analyzed, and compared to develop students' understanding of how Chinese literature styles, philosophy, history, values, people, and society have evolved over time. The class will be conducted in Chinese, and the reading materials will be in Chinese. The class will meet 3 hours per week during spring semester and then travel to different poetic sites in China, which the students learn about in the selected literature work.

Prerequisite: CHIN 254 or permission of instructor. (Diversity)

## **CHIN 490. Independent Studies**

Students will conduct research on the interested topics relating to Chinese language and culture. Students will read materials, present the results, and write their papers using Chinese. Prerequisite: Permission of instructor. F, S.

## **CHIN 491. Directed Reading**

Students will read Chinese texts that are written for native speakers of Chinese and approved by the supervising faculty member, meet with the professor to discuss the content, and write mid-term and final papers in Chinese. Prerequisite: Permission of instructor. F, S.

## **CHIN 499. Seminar**

Seminar on a topic within Chinese pedagogy, linguistics, culture, or literature for advanced students of Chinese. Prerequisite: Permission of instructor. F, S. (Diversity)

## **Classics**

### **CLAS 122. Classical Mythology (Fratantuono, Staff)**

Classical Mythology is devoted to the legends and lore of ancient Greece and Rome. Readings in primary sources of classical mythology (e.g. Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, and Ovid's *Metamorphoses*) provide material for lectures and discussion of the great heroic tradition of the classical world: the stories of Achilles and Hector before Troy; Perseus, Andromeda, and the slaying of Medusa; Jason, Medea and the quest for the Golden Fleece; Aeneas, Romulus, and the founding of Rome. This course is an introduction, too, to the discipline of Classics and the world of classical antiquity. (Group III)

### **CLAS 251. Women in Antiquity (Fratantuono, Staff)**

This Classics course may focus on the lives of women (both mortal and immortal) in ancient Greece and Rome, with special consideration of the surviving literary and historical evidence. The women of imperial Rome (especially of the Julio-Claudian dynasty): Livia, Antonia Augusta, Agrippina the Younger and Elder, and Messalina, may provide a particular focus; depictions of women in tragic poetry (especially of Sophocles and Euripides), as well as epic (especially Virgil's Dido and Camilla), lyric (Sappho and Horace), and elegiac verse (especially Propertius and Ovid) may also provide a suitable direction for inquiry. Readings in primary sources in translation will be supplemented by secondary works that explore depictions of the feminine in ancient Greek and Roman authors. (Group III)

### **CLAS 310. Greek Literature and Thought (Fratantuono, Staff)**

This Classics course considers the literature of the ancient Greeks, from the early poetry of Hesiod and Homer through the literary works produced in the Greek world under Roman imperial domination. From the great narrative and didactic epics of the archaic period and the stirring account of the Persian Wars by Herodotus we move to the fifth century B.C. at Athens and the tragedies of Aeschylus, Sophocles, and Euripides, as well as the lyric poetry of Pindar. Consideration will also be given to Thucydides' account of the war between Sparta and the Athenian Empire, and certain masterworks of Plato (especially the *Republic* and the *Phaedrus*). From the so-called Hellenistic Age after the death of Alexander the Great we consider the poetic corpus of Callimachus and Apollonius of Rhodes, especially the latter's account of the voyage of the Argo. F. (Group III)

### **CLAS 320. Alexander the Great (Fratantuono, Staff)**

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 *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. This course provides a good introduction or supplement to the surveys of the Roman Republic and Empire, as we survey the beginnings of the Hellenistic Age. (Group III)

## Courses of Instruction

### **CLAS 321. Roman Literature and Thought: The Republic (Fratantuono, Staff)**

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 Lucretius and Catullus; Sallust's *Bellum Jugurthinum*; Virgil's *Eclogues* and *Georgics*; Horace's lyric poetry; Propertius' and Tibullus' elegiacs; a comedy or two of Terence; and the remains of archaic Latin (especially Ennius and Naevius). S. (Group III)

### **CLAS 322. Roman Literature and Thought: The Empire (Fratantuono, Staff)**

A comprehensive lecture survey of the history and literature of ancient Rome from the Battle of Actium in 31 B.C. through the collapse and fall 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 Tacitus with selections from his monumental histories; Dio Cassius on the Augustan principate; Suetonius with his lives of the Caesars; Virgil with his *Aeneid*; Ovid (especially his *Heroides* and *Fasti*); Juvenal and Persius; Petronius; Seneca (especially his tragedies); Pliny the Younger; epic poets of the Silver Age (especially Statius and Valerius Flaccus). (Group III)

### **CLAS 490. Independent Study**

### **CLAS 491. Directed Reading**

## Comparative Literature

### **CMLT 105. Rites of Passage (Livingston)**

This course will focus on one particular rite of passage: the coming of age. Through the literature of different time periods and cultures, we will examine the transition from adolescence to adulthood. Readings may include Sophocles, *Oedipus at Colonus*; Chrétien de Troyes, *Perceval*; Rita Mae Brown, *Rubyfruit Jungle*; Junot Diaz, *The Brief Wondrous Life of Oscar Wao*; Duong Thu Huong, *Paradise of the Blind*; Khaled Hosseini, *The Kite Runner*; and the films *Cinema Paradiso* and *Harold and Maude*. (Group III)

### **CMLT 110. Myth, Legend, and Folklore of the European Continent (Merkel)**

In this course we will focus on the folklore of the European continent. The term "folklore" will be considered in its broadest sense to include folk narratives, rituals, customs, traditions, and beliefs. Although our central focus will be verbal lore, we will study folk art, traditional festivals, and folk costume. Special emphasis will be given to food traditions. The verbal lore read and discussed will include animal tales, fairy tales, legends, myths, riddles, jokes, and proverbs. Students will learn to prepare ancient Slavic dishes: kutia, blini, kasha, and kvas. The European fairy tale will be a centerpiece of the course. Students can expect to read and write about tales from Russia, Ukraine, Germany, France, Italy, and Poland. Readings in these traditions will be extensive. In addition to the tales themselves, students will become acquainted with major theoretical approaches to studying folklore. These approaches include the works of Vladimir Propp, Claude Lévi-Strauss, Bruno Bettelheim, Karen Rowe, Alison Lurie, Max Lüthi, Carl Jung, and others. The transposition of traditional narratives into modern poetry, film, and visual art will complement our study. (Group III)

### **CMLT 113. Myth, Legend, and Folklore of Asia (Sokolsky)**

Why do we read myths, legends, and folklore? When do we usually read such tales? And how are these tales imparted to us? Do you remember the tales you were told as a young child? Can you recall the lessons about life that you were supposed to cull from these stories? Now as an adult, with a more mature eye, you can probably see that these myths, legends, and folklore that often seem to be for entertainment purposes can also have a social agenda. What about the tales that come from Asia? Are the underlying premises of tales from Asian cultures the same as those from Anglo-European traditions?

In this class, through assigned literary readings, we will travel to Japan, China, Korea, India, and ancient Mesopotamia to see how people of these areas have been shaped by the myths, legends, and folklore 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 as Carl Jung posits with his idea of archetypes? Or are there cultural differences in the way people from different countries perceive the world? How do ideas of gender roles, social order, national identity, and morality get subtly transmitted in these tales? Moreover, we will look at the various ways in which such tales get transmitted. By studying the myths, legends, and folklore 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 and assignments will include one of the earliest extant epics *Gilgamesh*; tales from China, Japan, and Korea; and India's *The Ramayana*. (Group III, Diversity)

## Courses of Instruction

### **CMLT 120. Love and Sexuality in Literature: The Western Tradition (Livingston)**

“Love is the answer; but while you’re waiting for the answer, sex raises some pretty good questions.” – Woody Allen

The emotion of love, the drive of sex: what is their relationship and how has culture constructed them? Must they go together? Is one necessarily better than the other? Do modern ideas of gender complicate or illuminate their relationship? In this course, we will investigate the literary, artistic, and musical manifestations of these two powerful forces from the Bible through contemporary times. Beginning with Genesis, we’ll read Plato’s *Symposium* and some of Sappho’s poems, look at two surprisingly progressive medieval texts (*The Letters of Abelard and Heloise* and *The Romance of Silence*), examine some of Shakespeare’s love sonnets, and enjoy Eliza Heywood’s seventeenth-century tale of *Fantomina*. As we move into the modern era, we’ll use various theoretical ideas (Freud, Foucault, Lacan) to understand literary texts such as Flaubert’s *Madame Bovary*, Tolstoy’s “Kreutzer Sonata” (along with Beethoven’s work of the same name), and Anne Carson’s *Autobiography of Red*. We’ll end the course with the film *Jules et Jim*, some episodes of *Sex and the City*, and our own selection of poems about love and/or sexuality. (Group III)

### **CMLT 121. Love and Sexuality in Literature and the Arts: From Hesiod to Hip-Hop (Stone-Mediatore)**

Love and sexuality—how the two intersect, how they diverge, the joy and the pain they bring: these have been central topics in literature and art since the dawn of human culture. And as a glance at any TV, magazine, or movie screen attests, our interest in love and sexuality certainly has not waned. How could it be otherwise? Love and sexuality are two of the most basic forces in human life; yet they are also two of the most mysterious and complex forces.

This course explores Western perspectives on love and sexuality ranging from the Paleolithic period to postmodernity, including prehistoric art, the ancient Greeks (Hesiod and Plato); the Bible (Song of Solomon and excerpts from Genesis, Leviticus, and Paul’s Letters); Freud’s *Civilization and Its Discontents*; Milan Kundera’s *The Unbearable Lightness of Being*; John Berger’s *Ways of Seeing*; Edward Lucie-Smith’s *Sexuality in Western Art*; Alan Moore’s critically-acclaimed graphic novel, *V for Vendetta*; and contemporary pop music. (Group III)

### **CMLT 130. Love and Sexuality in the Literary Arts of the Mediterranean (Raizen)**

The Mediterranean region, with its dense weave of historical encounters, has long been a site of intimacies and entanglements, love and war. What is it about love that brings out the most tender and the most violent impulses at the same time? In this course we will explore the concepts of self and other, reflection, agency, representation, and reciprocity as they figure in Mediterranean literary, artistic, and musical treatments of love and sexuality. We will open with a look at two foundational love stories from the Hebrew and Arabic literary traditions: “Song of Solomon” and “Majnun Layla,” respectively. We will then move through a unit on the Hebrew gothic short stories of S.Y. Agnon. With Edward Said’s *Orientalism* as a theoretical anchor, we will look at intimate encounters between East and West in works such as Ahdaf Soueif’s *In the Eye of the Sun*. Moving into present-day Israel-Palestine, we will explore works that feature romantic entanglements between Israeli-Jews and Palestinians. From the poetry of Mahmoud Darwish to the semi-autobiographical novel *Yasmine* by the Iraqi-born Israeli author Eli Amir, these texts foreground some of the thorniest questions regarding love: Can we really love outside of ourselves? Where is the line between self-love and self-loathing? When does love collapse into narcissism? What happens to love when uneven power dynamics come into play? The course will close with a unit on love and sexuality in the digital age. With a focus on the Arab Spring and its aftermaths, this unit explores how texts such as Ahmed Alaidy’s *Being Abbas el Abd* introduces questions of voyeurism, exposure, and rumors. (Group III, Diversity)

### **CMLT 131. Love and Sexuality in the Literary Arts of East Asia (Sokolsky)**

This course will examine the words *love* and *sexuality* as depicted in East Asian (Chinese, Taiwanese, Japanese, and Korean) literature and film. By exploring the way love and sexuality get treated in the literature and films of cultures on the other side of the globe, we will consider whether there is a universal component to the ideas of love and sexuality, or do these ideas vary from culture and historical setting? Stereotypes of Asian culture in the media of the United States can vary. Images of the Asian man include effete asexual men, kung fu artists, or philandering perverts. Images of the Asian woman vary from the demure geisha to school-girl porn and evil dragon ladies. The goal of this course is to challenge these stereotypes of Asian sexual culture and to seriously examine the assumptions of what *love* and *sexuality* mean in East Asian culture as well as in our own. Topics will include: attitudes toward marriage, family, homosexuality, sexual violence, and recent trends in China and Japan’s underground youth culture regarding sex and drugs. (Group III, Diversity)

## Courses of Instruction

### **CMLT 200.6. Cairo Cosmopolitan (Raizen)**

In the globalized Middle East of the twenty-first century, Cairo occupies a unique position as both a relic of a bygone era and a hotbed of political, cultural, and artistic activities that point to emergent contemporary forms of cosmopolitanism. This course offers a look at literary and cinematic representations of Cairo as both an iconic urban center steeped in nostalgia and a wellspring of what Diane Singerman and Paul Amar, in *Cairo Cosmopolitan: Politics, Culture, and Urban Space in the New Globalized Middle East*, have termed “vernacular, bottom-up cosmopolitanisms” or grass-roots visions of what a cosmopolitan city should embody. The literary works and films discussed in this course will range from wistful depictions of Cairo as *Umm al-dunya* (mother of the Earth) in the glory days of her Golden Age, to contemporary reflections on the city as a central player in the political, cultural, and demographic dynamics of the Middle East. The course will feature units on nostalgia, belle époque Cairo, the Egyptian Jewish diaspora, Cairo in the Israeli literary imagination, gender and cosmopolitics, and cosmopolitanism in the wake of the Arab Spring. Texts include Waguih Ghali’s postcolonial coming-of-age novel *Beer in the Snooker Club*, Nadia Kamel’s documentary film *An Egyptian Salad*, selected essays by the Jewish-Egyptian author Jacqueline Kahanoff, Lucette Lagnado’s memoir *The Man in The White Sharkskin Suit*, Mia Ghröndal’s photo collection *Revolution Graffiti*, and excerpts from Wael Ghonim’s memoir *Revolution 2.0*. (Group III, Diversity, Writing Option)

### **CMLT 200.9. Discourses in Comparative Literature (Livingston, Sokolsky)**

The purpose of “Discourses in Comparative Literature” is to provide a theoretical foundation for subsequent courses offered in the Department of Comparative Literature.

The Comparative Literature major or minor is the cross-cultural and cross-temporal study of foreign literatures in English translation. As part of this comparative study, we examine articulations of cultures from around the world and over time as well as the various modes of inquiry that comprise the field of Comparative Literature. What does “culture” and its concomitant ideas of “humanity” and “civilization” mean? How does literature play a role in the transmission of these questions about our individual being and our place in the grand scheme of society, the world, and nature? The purpose of this seminar is to provide the historical and theoretical foundations of Comparative Literature and to introduce students to the literature and themes of subsequent courses offered in the department. Questions we will explore are 1) What is Comparative Literature? 2) What is the difference between Comparative Literature and World Literature? 3) Who are the major global literary theorists? 4) What does it mean to read literature in a comparative way? Finally, because we read works that are in translation, we will introduce you to the theory and art of translating literature. What happens to our reading experience when what we are reading is a translation of a work through the translator’s language rather than that of the author’s original language?

The course is intended for students who are or are considering Comparative Literature as a major or minor. Prerequisite: at least one prior course in the Department of Comparative Literature or permission of the instructor. (Group III, Writing Option)

### **CMLT 250. Gender and Identity (Sokolsky, Stone-Mediatore)**

What do the words “male,” “female,” “man,” and “woman” mean? Are “man” and “woman” simply nouns or (as eminent feminist theorist Judith Butler argues) are they also *verbs*, implying a *performance* of gender? Growing awareness of transgendered identities complicates simple binaries such as “man” and “woman” even further. Do these words refer to any natural bodily reality, or are they socially-constructed concepts? And what is “identity” anyway? Is it possible to “know thyself,” as the ancient Greeks exhorted us? Does a “true self” even exist, or is the self, too, a social construction? In this class we will explore such challenging questions via the study of literature, theory, film, and other art forms from around the world, and we will examine how conceptions of gender and identity have changed over time and place. This course also counts for the Women and Gender Studies major/minor. (Group III, Diversity)

## Courses of Instruction

### **CMLT 255. The Devil, the Hero, and God (Merkel)**

“Den Göttern gleich ich nicht! Zu tief ist es gefühlt.” (“Not like the gods am I – profoundly it is rued!”) – *Faust*, Johann Wolfgang von Goethe

In this course, students heroically pursue excellence in thought and written expression by reading, discussing, and writing about The Iliad, Dante’s *Inferno*, Goethe’s *Faust*, Dostoevsky’s *The Brothers Karamazov*, and Bulgakov’s *Master and Margarita*. Autonomy, integrity, perseverance, rationality, empathy, humility, courage, and probity—essential traits of literary heroes and hero students—are topics of daily discussion and debate. This course is equally concerned with the tradition of thought behind hero stories. Readings from Aristotle’s *Metaphysics*, Gregory the Great’s *Moralia of Job*, Aquinas’s *Summa Theologiae*, Capellanus’s *On Love*, and Vladimir Solovyov’s *Lectures on Divine Humanity* provide essential context for the literary texts read in this course. (Group III, Writing Course)

### **CMLT 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*. (Group III)

### **CMLT 265. Freedom and Constraint (Sokolsky)**

This Honors 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 how people have fought against such atrocities. We will read both fiction and non-fiction. Works may include 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*. (Group III, Honors, Writing Option)

### **CMLT 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*. (Group III)

### **CMLT 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. (Group III)

### **CMLT 290. Rogue’s Progress: The Picaresque Experience (Merkel)**

Weary of the glory-seeking, soul-searching, ordeal-tested do-gooder hero? Spend the semester with rogues, adventurers, servants, beggars, prostitutes, parvenus, tramps, thieves, pickpockets, liars, and fools! According to Mikhail Bakhtin, these literary outlier types have had—apart from a lot of fun—an enormous significance for the history of the novel: “Stupidity (incomprehension) in the novel is always polemical: it interacts dialogically with an intelligence (a lofty pseudo intelligence) with which it polemicalizes and whose mask it tears away... Stupidity in the novel is always implicated in language, in the word: at its heart always lies a polemical failure to understand someone else’s discourse, someone-else’s pathos-charged lie that has appropriated the world and aspires to conceptualize it, a polemical failure to understand generally accepted, canonized, inveterately false languages with their lofty labels for things and events: poetic language, scholarly and pedantic language, religious, political, judicial language and so forth.” From “Discourse in the Novel” in *The Dialogic Imagination* by Mikhail Bakhtin (Caryl Emerson and Michael Holquist, trans.) In this course we will explore the roots of novelistic discourse in the tradition of the picaresque, starting with trickster myths. Works read will include novels classified as picaresque and those not formally classified as picaresque but imbued with the picaresque spirit. *Lazarillo de Tormes, Moll Flanders, The Gambler, Felix Krull, Dead Souls, Envy, and Lolita* are among works read. (Group III, Writing Option)

## Courses of Instruction

### **CMLT 300.2. Literary Encounters in the Medieval Mediterranean (Livingston)**

In the Middle Ages, the Mediterranean was the site of cultural interaction between Western Europe, the Islamic world, and the Far East. Trade, including the lucrative Silk Road traffic, war, and the diffusion of scholarship all contributed to significant cross-fertilization of ideas. This course will focus on literary texts that reflect the meeting of East, Middle East, and West in the years between 1000 and 1500. Reading will include both the Middle English and Persian versions of the Alexander romance, *Floire and Blancheflor*, Chrétien de Troyes, *Cligès*, selections from Christian, Jewish, and Muslim poetry, *Aucassin and Nicolette*, Marco Polo's *Travels*, and stories from *The 1001 Nights*. (Group III, Writing Option)

### **CMLT 300.3. Cinemas of the Middle East (Raizen)**

This course examines Middle Eastern cinema from the early twentieth century to the present day. As a comparative literature course with a focus on the textual medium of film, "Cinemas of the Middle East" takes up questions of representation, translation, cultural identity, multilingualism, cosmopolitanism, trauma, and dissidence. The course is structured around several historical moments that reshaped the geopolitical and cultural landscape of the Middle East. We will start with a unit on Egyptian film and examine the notion of Egypt as the "Hollywood of the Middle East." We will then move through a unit on the 1948 Arab-Israeli War and look at the ways in which 1948 is portrayed alternately as the birth of the Israeli nation and the catastrophic start of the Palestinian refugee crisis. Subsequent units examine cinematic treatments of the 1967 Arab-Israeli War and its aftermaths, the decline of cosmopolitanism, Mizrahi cinema and identity politics in Israel, the Lebanese civil war and trauma narratives, the 1979 Iranian Revolution and responses to censorship, transnational productions, and new filmic techniques that reflect the aesthetics and modes of communication of the digital age. Theoretical readings include Hamid Naficy's *An Accented Cinema*, Ella Shohat's *East/West And the Politics of Representation*, Nurith Gertz and George Khleifi's *Palestinian Cinema: Landscape, Trauma, and Memory*, Joseph Gugler's *Film in the Middle East and North Africa: Creative Dissidence*, Viola Shafik's *Arab Cinema*, and Yaron Shemer's *Identity, Place, and Subversion in Contemporary Mizrahi Cinema in Israel*. (Group III, Diversity, Writing Option)

### **CMLT 300.4. The Arabic Novel from the 19th Century to the Digital Age (Raizen)**

This course examines the genre of the novel as it developed in the Arabic-speaking world. We will begin by looking at the concept of storytelling as it figures in *A Thousand and One Nights*, a cornerstone of the Arabo-Islamic literary tradition. We will then move to the nineteenth-century *nahda* (Arabic Renaissance) and discuss the inception of the Arabic novel at the crossroads of Western Enlightenment thought and the project of Arab modernity. The *nahda* unit will be followed by an exploration of the postcolonial Arabic novel and the tensions between the ongoing fascination with the Western novel and the push to forge an independent Arabic-language novelistic tradition. From the postcolonial Arabic novel we will move through units on the 1967 Arab-Israeli War and the "Generation of Defeat," the Palestinian novel, the "new" Arabic novel of the 1980s, and the Arabic novel in the digital age. Readings include *Zaynab* (1913) by Mohammed Haykal, *Men in the Sun* (1962) by Ghassan Kanafani, *Season of Migration to the North* (1966) by Tayib Salih, *Children of the Alley* (1967) by Naguib Mahfouz, *The Pessimist* (1974) by Emile Habibi, and *Girls of Riyadh* (2005) by Rajaa Alsanea. (Group III, Diversity, Writing Option)

### **CMLT 300.5. The Art and Theory of Translating Literature (Livingston, Merkel, Sokolsky)**

What does it mean to read literature translated from one language to another? Are you in fact reading the same work of literature? How does one capture the art of one language and translate it into the art of another? These are just some of the questions we will explore in this upper-level course on the art and theory of translation. This course is a requirement for the Comparative Literature Major. (Group III, Writing Option)

### **CMLT 320. 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 of Confucius*, *The Tao Te Ching*, *The Tale of the Heike*, Shi Nai'an's *The Water Margin*, Lu Xun's *Diary of a Madman*, Natsume Soseki's *Kokoro*, Kawabata Yasunari's *Snow Country*, Yi Kwang-su's *Mujong*, Gao Xingjian's *Soul Mountain*, and Wu Zhouliu's *Orphan of Asia*. (Group III, Diversity, Writing Option)

## Courses of Instruction

### **CMLT 321. 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 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 influenced Hollywood. Genres we will study include: Japanese anime, J-Horror, and Chinese martial arts films. We will also look at classics such as: *The Seven Samurai*, *Farewell My Concubine*, and *Raise the Red Lantern*. (Group III, Diversity, Writing Option)

### **CMLT 323. Elegance and Brutality: Topics in Modern Japanese Literature (Sokolsky)**

Japan is a country known for its sublime beauty as well as its mystifying brutality. It is a small island nation with a rich cultural history. Despite its size, it has played a pivotal role in world politics since the late 1800s. To date, it is the only non-Western country to have had an empire in the modern era. In the 1980s, it was an economic threat to the American automobile industry. Today, its economy is stagnant and consequently there is a rise of postmodern ennui and nihilism amongst its youth. The purpose of this class is to study through literature both sides of Japan's fascinating cultural history. We will read works that celebrate Japanese civilization in its most elegant forms as well as its most brutal. A major question we will ask is how can a country that has a philosophy of "wabi sabi" (appreciating the beauty in the simple and sublime) also be a country that reveres "bushidō" (the way of the samurai) and fanatical militarism? Pre-requisite: (CMLT 113, CMLT 131, CMLT 320, or permission of instructor. (Group III, Diversity, Writing Option)

### **CMLT 340. 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 Christine de Pizan, Dante, Petrarch, Boccaccio, Machiavelli, and Gaspara Stampa. (Group III, Writing Option)

### **CMLT 350. Reason and Romanticism (Merkel)**

Reason and Romanticism covers the "long 18th-century." Students explore the spirit of the Enlightenment and its relation to the subsequent Romantic rebellion—roughly, 1750–1850. However, course readings will include seminal writings of John Locke (1632–1704), Francis Bacon (1561–1626), Isaac Newton (1642–1727), and other thinkers who shaped Enlightenment questions about nature and reason, reason and God, politics, and art. The first half of the course features writings of German, French, Irish, Scottish, English, Russian, and American Enlightenment thinkers. Literary works include *Tristram Shandy*, *Candide*, Rameau's *Nephew* and *Nathan the Wise*, and plays of Catherine the Great.

The second half of the course features writings of French, German, and Russian participants in the Romantic cultural age. *The Sorrows of Young Werther*, *Queen of Spades*, and *A Hero of Our Time* are among works read.

We enlist the 20th- and 21st-century theoretical and philosophical approaches of Ernst Cassirer, Isaiah Berlin, and Bill Brown (Thing Theory) to understand the legacy and lasting influence of "the long 18th-century." (Group III, Writing Option)

### **CMLT 360. Great Books of the 19th Century (Merkel)**

(Alternate years.)

*"I started out very quiet and I beat Mr. Turgenev. Then I trained hard and I beat Mr. de Maupassant. I've fought two draws with Mr. Stendhal, and I think I had an edge in the last one. But nobody's going to get me in the ring with Mr. Tolstoy unless I'm crazy or I keep getting better."* – E. Hemingway

In this course, students will match wits with Hemingway's heavyweights of nineteenth-century literature: Turgenev, Stendhal, golden-gloved Tolstoy, and Dostoevsky. (Hemingway in *A Moveable Feast*: "In Dostoevsky there were things unbelievable and not to be believed, but some so true they changed you as you read them; frailty and madness, wickedness and saintliness, and the insanity of gambling were there to know as you knew the landscape and the roads in Turgenev.") In the first half of the course, students will read *War and Peace*, aided by theoretical approaches of Mikhail Bakhtin, Lydia Ginzburg, and Julia Kristeva; in the second half of the course, *Red and Black*, *Crime and Punishment*, and *Fathers and Sons*. Course requirements include class presentation, course paper, and participation in a literary trial. (Group III, Writing Option)



# Courses of Instruction

## **CMLT 370. The Modern Temper (Stone-Mediatore)**

This course is an exploration of human subjectivity as it is revealed in modernist literature, music, art, and film. Investigation begins with brief readings of Darwin, Wagner, Nietzsche, Marx, and Freud—thinkers who shaped the intellectual climate in which modernism took root and flourished. We turn then to aesthetic modernism, including works by Charles Baudelaire (*The Flowers of Evil*), Arnold Schoenberg (*Pierrot Lunaire*), Pablo Picasso, the Surrealists, Franz Kafka (*The Metamorphosis*), T.S. Eliot (*The Love Song of J. Alfred Prufrock*), Alain Robbe-Grillet (*The Voyeur*), the abstract expressionists, Alfred Hitchcock (*Psycho*), and Don DeLillo (*Point Omega*). Special attention will be given to the major modernist themes of alienation, experimentation, relativism, fragmentation of the subject, rebellion against tradition, and the quest for new meaning. (Group III, Writing Option)

## **CMLT 375. Postmodern World Literatures (Stone-Mediatore)**

This course investigates postmodernist literature and the light that it casts on contemporary life and subjectivity, particularly the ways in which phenomena such as globalization, multiculturalism, consumerism, and the electronic media profoundly shape our experience of the world, one another, and ourselves. Readings include brief theoretical texts that help illumine the meaning of “postmodernism” and its associated concepts such as (inter)textuality, deconstruction, the nouveau roman, discourse, metafiction, metanarrative, pastiche, schizophrenia, and simulacra, among others. Theorists engaged include Fredric Jameson, Umberto Eco, Brian McHale, Jean Baudrillard, and Jean-François Lyotard. Literary texts include works by Marguerite Duras (*The Lover*), Alain Robbe-Grillet (*La Maison de rendez-vous*), Don DeLillo (*White Noise*), Umberto Eco (*The Name of the Rose*), Milan Kundera (*The Book of Laughter and Forgetting*), and Art Spiegelman (*Maus*). (Group III, Writing Option)

## **CMLT 380. Great Books of Russia: The Russian Enigma (Merkel)**

Do you love the way Russian authors think, but you aren't sure why? This course explores the close relationship between literature and philosophy in Russia. The literary works of Pushkin, Gogol, Turgenyev, Dostoevsky, and Tolstoy form the core of our studies. Together with Russian literary works, we will also read the writings of journalists, philosophers, political activists, religious thinkers, and literary critics. Chaadaev, Belinsky, Herzen, Chernyshevsky, and Solovyov constitute the other half of the literary-philosophical dialogue under consideration. Literary works read include *Eugene Onegin*, *Dead Souls*, *Hunter's Sketches*, *The Idiot*, and *Hadji Murat*. (Group III, Writing Option)

## **CMLT 490. Independent Study**

## **CMLT 491. Directed Readings**

## **CMLT 495. Apprenticeship**

## **CMLT 499. Senior Seminar**

### **CMLT 499A. The Myths 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 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 were they 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? Readings include: *Memoirs of a Geisha*, *The Good Earth*, *1001 Arabian Nights*, Raja Alem's *Fatma*, Sei Shonagon's *The Pillow Book*, Kyung -Sook Shin's *Please Look After Mom*, *The Memoirs of Lady Hyegyong*, Natsuo Kirino's *Out*, and Rana Husseini's *Murder in the Name of Honor*. This course is cross-listed with WGS and counts for the WGS major/minor. (Group III, Diversity, Writing Option)

### **CMLT 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*. (Group III, Writing Option)

## Courses of Instruction

### **CMLT 499C. Refiguring the Divide: The Arab Jew in Literature and Film (Raizen)**

The Tunisian-born author Albert Memmi sparked a heated debate with his 1975 essay “Who is an Arab Jew?” Activists and scholars alike have revisited Memmi’s postulation, “We would have liked to be Arab Jews...It is now too late for us to be Arab Jews.” Somewhere between the nostalgic reverie of “we would have liked” and the swan song of “it is now too late,” there exists a vast range of responses to the controversial designation “Arab Jew.” Though used historically by a select group of Jewish intellectuals in 19th century Cairo, Baghdad, and Beirut, the term “Arab Jew,” as it is used today, surfaced in the 1970s as a critical intervention into discourses that posit Arab and Jewish as two mutually exclusive and antagonistic terms of identification. This course will examine literary and cinematic attitudes toward the designation “Arab Jew” with its attendant notions of nostalgia, trauma, exile, and political agency. We will also explore the political ramifications of the term when it is used by governments or heads of state, to gesture at new possibilities for community and minority rights. Theoretical readings include Gil Hochberg’s *In Spite of Partition: Arabs, Jews, and the Limits of Separatist Imagination*, Ella Shohat’s “Reflections by an Arab Jew,” Lital Levy’s *Poetic Trespass: Writing Between Hebrew and Arabic in Israel/Palestine*, Ammiel Alcalay’s *After Jews and Arabs: Remaking Levantine Culture*, and Yehouda Shenhav’s *The Arab Jews: A Postcolonial Reading of Nationalism, Religion, and Ethnicity*. Literary and cinematic texts include but are not limited to Sami Michael’s *Victoria*, Albert Memmi’s *The Pillar of Salt*, Eli Amir’s *The Dove Flyer*, Almog Behar’s “I am of the Jews,” Ronit Matalon’s *The One Facing Us*, Samir’s *Forget Baghdad* (film), and Boris Maftsir’s *Tarab* (film). (Group III, Diversity, Writing Option)

## Computer Science

### **CS 103. Exploring Computer Science (Staff)**

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 CS 110 or any computer science course with a higher number than 110. F, S. (Group II, Quantitative)

### **CS 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 modeling and representation of values and entities; control flow and modularity. A high-level programming language is introduced and used. F, S. (Group II, Quantitative)

### **CS 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: CS 110. S. (Group II, Quantitative)

### **CS 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: CS 110 and CS 210 or consent of instructor. F. (Group II)

### **CS 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 CS 380. Prerequisites: CS 210, CS 255, MATH 250. S. (Group II)

### **CS 310. Database Systems (Zaring)**

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: CS 210, CS 270 or consent of instructor, MATH 250. (Group II)

### **CS 320. Computer Systems and Architecture (McCulloch)**

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: CS 210, CS 255, MATH 250. (Group II)

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## Courses of Instruction

### **CS 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: CS 210, CS 270, MATH 250. (Group II)

### **CS 350. Operating Systems (Wiebe)**

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: CS 210, CS 255, MATH 250. (Group II)

### **CS 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: CS 210, CS 255, MATH 250. (Group II)

### **CS 360. Algorithm Analysis and Design (McCulloch)**

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: CS 210, CS 270, MATH 111, 250. (Group II)

### **CS 370. Programming Languages (Zaring)**

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: CS 210, CS 270, MATH 250. (Group II)

### **CS 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: CS 270 or consent, MATH 250. F. (Group II)

### **CS 390. Special Topics in Computer Science**

A course of varying content reflecting the needs and interests of students. (Group II)

### **CS 410. Compiler Theory and Design (Zaring)**

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: CS 210, CS 255, CS 270, CS 380. S. (Group II)

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

Independent study of a topic in advanced computer science under the guidance of a faculty member. Individually arranged.

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

Readings in advanced computer science under the guidance of a faculty member. Individually arranged.

### **CS 499. Seminar (Staff)**

Intensive study of a topic selected by the faculty member in charge with presentation by students.

## Dance

### **DANC 105. The Art of Dance (Becker, Smith)**

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 Majors. F, S. (Group IV)

### **DANC 205. Workshop in Modern Dance (Becker, Smith)**

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 major and minor, and can also be taken by non-majors with previous dance training to fulfill Group IV Art requirement, or by instructor's consent. F, S. (Group IV)

### **DANC 215. Dance Technique II (Becker, Smith)**

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 205, or by instructor's consent. S. (Group IV)

### **DANC 220. Movement (Denny)**

(Alternate years. Not offered 2016-2017)

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: THEA 210 or permission of instructor. (Group IV)

## Courses of Instruction

### **DANC 225. Dance Practicum (0.25 unit; Smith)**

Through participation in the production program in the Chappellear 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.

### **DANC 300.3. Advanced Studio Topics (Smith, Staff)**

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 majors or minors to expand exposure and fluency in other dance genres, and also by non-majors with dance experience to fulfill an Arts IV requirement. Prerequisite: DANC 205, or by instructor's consent. F, S. (Group IV)

### **DANC 305. Dance History (Smith)**

(Alternate years. Offered 2016–2017)

From the European origins of classical ballet to the influence of the Africanist aesthetic to boundary-breaking experimentations of the twentieth and twenty-first centuries, the course investigates the aesthetic and cultural themes embedded in the history of Western concert dance, with emphasis on major stylistic trends, multi-cultural influences, as well as significant artists and their works. Topics span important traditions and innovations from the Renaissance to the present, with discussions of artistic concerns, as well as implicit social and political issues such as race, class, and gender. Prerequisite: English 105 or equivalent. S. Writing Option. (Group IV)

### **DANC 315. Dance Composition/Choreography I (Smith)**

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 DANC 215. F. (Group IV)

### **DANC 325. Dance Composition/Choreography II (Smith)**

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: DANC 315 or permission of instructor. F. (Group IV)

### **DANC 345. Advanced Dance Practicum (0.5 unit; Smith)**

Through participation in the production program in the Chappellear 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 role. Two fractional units equal one semester-credit course. Prerequisite: contract must be arranged with instructor.

### **DANC 355. Dance Technique III (Becker, Smith)**

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. (Group IV)

### **DANC 445. Advanced Dance Projects (Smith)**

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.

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

Elective under certain restrictions and with permission of instructor.

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

Elective under certain restrictions and with permission of instructor.

### **DANC 495. Apprenticeship (Staff)**

Elective under certain restrictions and with permission of instructor.

## Economics

### **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 toward any major or minor in the department. By permission of instructor and department chair. Credit is awarded on a satisfactory/unsatisfactory basis. Summer only.

### **ECON 110. Principles of Economics (Gitter, Rahman, Simon, Skosples, Yazar, Staff)**

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. (Group I, Quantitative)

### **ECON 251. Research Methods in Economics (Skosples, Staff)**

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 a statistics course (MATH 105, MATH 200.3, MATH 230, or PSYC 210.) F, S. (Group I)

## Courses of Instruction

### **ECON 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 a statistics course (MATH 105, MATH 200.3, MATH 230, or PSYC 210.) F, S. (NOTE: Prerequisite for ECON 252 Honors is C- or better in ECON 110 and MATH 110.) (Group I, Quantitative)

### **ECON 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. S. (Group I)

### **ECON 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. 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. Special attention is given to the Great Depression and the Financial Crisis of 2008-09. Prerequisite: C- or better in ECON 110. F. (Group I)

### **ECON 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. (Group I)

### **ECON 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. (Group I)

### **ECON 282. Global Poverty (Rahman)**

(Not offered 2016-2017)

This course explores the conceptualization of poverty, the contrasting states of poverty around the globe, and the various causes of and potential solutions to persistent poverty. The core segments of the course are devoted to the economics of various poverty traps, the corresponding issues involving markets, governance and institutional constraints, and the pros and cons of different approaches in dealing with poverty at individual, local and national levels. The main objective of the course is to understand: (i) the complexities of various trade-offs and constraints that limit income opportunities of the extreme poor; (ii) incentive structures and institutional rigidities that undermine poverty alleviation efforts from governmental agencies and NGOs; and (iii) new issues and solutions that need to be considered in the global fight against poverty. Diversity course. Prerequisite: C- or better in ECON 110. Summer only. (Group I)

### **ECON 300.6. The Internet: Economic Choices and Business Strategies (Boos/Simon)**

(Not offered 2016-2017)

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 BUS 210 or consent of the instructors. (Group I)

# Courses of Instruction

## **ECON 300.8. Behavioral Economics (Yazar)**

This course is an upper-level course in behavioral economics building on the tools and methods introduced in microeconomic Theory and Research Methods. Empirical evidence from laboratory and the field suggests that human behavior diverges often from standard notions of economic rationality in predictable ways. This course is focused on modeling these departures from perfect rationality, self-interest, and risk-aversion assumptions of conventional economic theory. The course reviews experimental behavioral evidence from the literature regarding human decision processes and focus on formal modeling of this evidence in a way that can be used by economists. Applications of the theory are presented to illustrate how this new framework can improve predictive power of economic theory in applications. Prerequisites: C- or better in ECON 251 and ECON 252 or consent of the instructor. S.

## **ECON 345. The Economic Growth of Modern Japan (MacLeod/Rahman)**

(Not offered 2016-2017)

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 BUS credit, but not both. Prerequisite C- or better in ECON 110. (Group I, Diversity)

## **ECON 353. Economic Development (Rahman)**

This course provides an economic analysis of the problems and prospects of development, with a special focus on growth, poverty and related problems seen in contemporary less developed countries. Our analysis will begin with the age-old question regarding the determinants and dynamics of long-term economic growth. We will then analyze some key issues in the domestic context, such as: Income inequality, income poverty, population growth, rural development, unemployment, and access to capital. Finally, we will focus on some key issues in the international context, including gains and risks associated with trade, international capital flows, and the debate over foreign aid. While opinions on these issues are abundant and tend to be wide-ranging, the goal of our course is to focus on the positive analysis of these topics, understand the subtleties and complexities surrounding them, and build an intellectual foundation for informed thought. Prerequisite: C- or better in ECON 110. F. (Group I, Diversity, Quantitative)

## **ECON 354. Economic History (Spall)**

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. F. (Group I)

## **ECON 355. Econometrics (Gitter)**

(Not offered 2016-2017)

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. (Group I)

## **ECON 357. History of Economic Thought (Staff)**

(Not offered 2016-2017)

This course studies the history of economic thought from the Bible and classical Greek philosophers to the twentieth-century economists such as John Maynard Keynes, F. A. Hayek, and Milton Friedman. Rather than exploring economic history, this course deals with the history of economics. The course will focus on the most important individuals who have been influential in developing various schools of economic thought. Prerequisite: C- or better in ECON 110 or permission of instructor. S. (Group I)

## **ECON 366. Environmental and Natural Resource Economics (Staff)**

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. F. (Group I)

## **ECON 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. (Group I, Diversity)

## Courses of Instruction

### **ECON 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 analyzes the economics of capital and migration flows, the dynamics of product cycles and intra-industry trade, and the pros and cons of interventionist trade policies. Finally, it looks at international balance of payments, foreign currency markets, and the role of exchange rates in understanding the macroeconomics of open economies and the viability of economic and political unions. Prerequisite: C- or better in ECON 110, and ECON 252, or permission. S. (Group I, Quantitative)

### **ECON 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 a statistics course (MATH 105, MATH 200.3, MATH 230, or PSYC 210.) F. (Group I)

### **ECON 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. (Group I)

### **ECON 385. Mathematical Analysis for Economists (Staff)**

(Not offered 2016-2017)

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. (Group I)

### **ECON 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, ECON 252, and MATH 110, or permission of instructor. S. (Group I)

### **ECON 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.

### **ECON 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.

### **ECON 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.

### **ECON 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.

### **ECON 499. Senior Seminar (Simon, 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. S.

## Education

### **EDUC 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. This is a required course for Early Childhood Majors. F.

# Courses of Instruction

## **EDUC 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. The required field experience includes 20 hours working with a community-based education program. This course has a service-learning component that is met through the required field experience. Transfer students should talk with the Education Department Chair to determine if they need to complete this field experience before applying to the Teacher Education Program. F, S. (Group I)

## **EDUC 115. Teaching for Equity and Social Justice**

Exploration of equitable and inequitable educational practices. Using social justice education as the theoretical framework, students will investigate the 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. (Group I, Diversity)

## **EDUC 251. Psychological Foundations of Education**

Examination of current research in educational psychology. Topics include: theories of learning, human development, intelligence, motivation, instructional strategies, assessment, multicultural education, and inclusion issues. The required field experience includes 30 hours of weekly tutoring visits to area schools and supports service-learning practices. Transfer students should talk with the Education Department Chair to determine if they need to complete this field experience before applying to the Teacher Education Program. Prerequisites: C- or above in EDUC 110 or permission of instructor. Sophomores or above only. F, S. (Group I)

## **EDUC 252. Teaching Reading with Children's Literature in Grades PreK-8**

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 and requirements of the Common Core State Standards with these practices also are addressed. Prerequisites: EDUC 251 or permission of instructor. F.

## **EDUC 259. (See THEA 259 for information)**

Prerequisite: EDUC 322 or taken concurrently.

## **EDUC 301. (See ART 301 for information)**

Prerequisite: EDUC 322 or taken concurrently.

## **EDUC 300.3. Pedagogy of Teaching Algebra**

Exploration of 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. Prerequisites: EDUC 251 and admission to the teacher education program or consent of the instructor. Summer only.

## **EDUC 321. Literacy Instruction in the Preschool and Elementary Years, Grades PreK-5**

An exploration of the theory and research concerning the teaching of reading and writing to young children, ages 3-11. 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 or linguistic differences. The Common Core State Standards for literacy also are addressed. S. Prerequisite: EDUC 322 and admission to the teacher education program. EDUC 329: Early Childhood Field Experience to be taken concurrently.

## **EDUC 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 also discuss authentic assessment strategies and the impact of subsequent data on instruction. In addition, teachers will explore productive use of manipulatives, models, and technology in the teaching of mathematics, science, and social studies. F. Prerequisite: EDUC 251 and admission to the teacher education program. EDUC 329 taken concurrently.

## **EDUC 323. Integrated Methods for Early Childhood Teachers: II**

Continuation of EDUC 322. S. Prerequisite: C- or above in EDUC 322.

## **EDUC 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. Prerequisite: EDUC 251 and admission to the teacher education program. F, S.



# Courses of Instruction

## **EDUC 330. 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.

## **EDUC 339. Field Practicum: Grades 4-5 (0.5 unit)**

Students participate in a series of planned, supervised field experiences in a grades 4-5 classroom, do focused observations, plan and teach lessons, and make informed decisions about the use of varied instructional strategies. Prerequisite: EDUC 251, EDUC 323, and admission to the teacher education program.

## **EDUC 341. Middle School Principles and Practices**

An overview of the historical, social, and cultural influences in the development of the middle school concept. Students examine alternative patterns of school organization appropriate for young adolescents. Multiple instructional approaches are emphasized with a strong focus on student-centered teaching. Topics include: significant work with interdisciplinary teams, advisory programs, integrative curriculum, and authentic formative and summative assessments. Prerequisite: EDUC 251 and admission to the teacher education program.

## **EDUC 345. Middle School Methods: Math (0.5 unit)**

Exploration of the 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 instructional materials and resources, and formative and summative assessment strategies. Prerequisite: EDUC 251 and admission to the teacher education program. F. EDUC 349 taken concurrently.

## **EDUC 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 non-print media. Special topics include literature instruction, language acquisition and structure; dialects, usage, and issues of communication; composition; and multiple ways of assessment. Prerequisite: EDUC 251 and admission to the teacher education program. F. EDUC 349 taken concurrently.

## **EDUC 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. Prerequisite: EDUC 251 and admission to the teacher education program. F. EDUC 349 taken concurrently.

## **EDUC 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. Prerequisite: EDUC 251 and admission to the teacher education program. F. EDUC 349 taken concurrently.

## **EDUC 349. Field Practicum: Middle School (0.5 unit)**

Field-based exploration of teaching and learning in a middle school classroom. Students participate in a planned, supervised field experience in each of their area of concentrations for which they plan and teach lessons. Includes a weekly seminar. Prerequisite: EDUC 251 and admission to the teacher education program. F.

## **EDUC 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 disabilities, particularly dyslexia, on decoding, spelling, and word recognition also is explored. S.

## **EDUC 352. Corrective Reading**

This course provides a theoretical, research, and experimental base for instructional decision making for working with students diagnosed with reading challenges. Using a theoretical framework candidates will 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 Language Learners and students with dyslexia. A field experience provides the opportunity to practice these teaching skills with children. Prerequisite: EDUC 251 and admission to the teacher education program. F.

# Courses of Instruction

## **EDUC 353. Developmental Reading: Content Literacy and Young Adult Literature**

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. This course is required for AYA English/Language Arts and Middle Childhood candidates. Prerequisite: EDUC 251 and admission to the teacher education program. F.

## **EDUC 354. Multicultural Education**

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.

## **EDUC 363. Teaching Music: Elementary (0.5 unit)**

See MUS 363 for information. Prerequisite: EDUC 251 and admission to the teacher education program.

## **EDUC 365. Secondary Methods: Math (0.5 unit)**

Exploration of the 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 instructional materials and resources, and formative and summative assessment strategies. Prerequisite: EDUC 370 and admission to the teacher education program. EDUC 369 to be taken concurrently. F.

## **EDUC 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 non-print media. Special topics include teaching literature, language structure and variation, and composition. Attention is given to issues of communication and multiple ways of assessment. Prerequisite: EDUC 370 and admission to the teacher education program. EDUC 369 to be taken concurrently. F.

## **EDUC 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. Prerequisite: EDUC 370 and admission to the teacher education program. EDUC 369 to be taken concurrently. F.

## **EDUC 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. Prerequisite: EDUC 370 and admission to the teacher education program. EDUC 369 to be taken concurrently. F.

## **EDUC 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. Prerequisite: EDUC 370 and admission to the teacher education program. F.

## **EDUC 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. Prerequisite: EDUC 251 and admission to the teacher education program. Juniors and seniors only or consent of the instructor. S.

## **EDUC 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. The causes and appropriate instructional strategies for students with dyslexia also are explored. Prerequisite: Admission to the teacher education program. S.

## **EDUC 378. Foreign Language in the 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. Prerequisite: EDUC 370 and admission to the teacher education program. Offered as needed.

# Courses of Instruction

## **EDUC 461, EDUC 462, EDUC 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. Prerequisite: Admission to the teacher education program.

## **EDUC 464. Teaching as a Professional Community Builder: Early Childhood Student Teaching Seminar (0.5 unit)**

Seminar that 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. This course has a service-learning component. Prerequisite: Admission to the teacher education program.

## **EDUC 471, EDUC 472, EDUC 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.

## **EDUC 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. Prerequisite: Admission to the teacher education program.

## **EDUC 481, EDUC 482, EDUC 483. Student Teaching: Middle School**

Students participate in a planned clinical 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. Middle School Student Teaching is graded. S/U as described in the Student Teaching Handbook. Prerequisite: Admission to the teacher education program.

## **EDUC 484. Becoming a Member of a Teaching Team: Middle School Student Teaching Seminar (0.5 unit)**

Seminar accompanies middle school student teaching. Topics include the integration of content, working with a teaching team, professional problem-solving, and teacher as an adult advocate. Prerequisite: Admission to the teacher education program.

## **EDUC 490. Independent Study**

## **EDUC 491. Directed Readings**

# English

## **ENG 105. College 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.

## **ENG 120. Introduction to Poetry Writing (Caplan)**

The goal of this class is deceptively simple. We will learn how to write better poetry. We will write poems, read poems, and discuss poems, all with this goal in mind. This class is an introduction to the art of poetry composition; the only requirement is an interest in poetry. F.

## **ENG 145. Reading [a text or texts] (Comorau, Caplan, Ryan, Allison)**

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. F, S. (Group III)

- Reading the Global Kitchen (Comorau), F
- Reading W.H. Auden and T.S. Eliot (Caplan), F
- Reading Short Fiction by Black Writers (Ryan), S.
- Reading the Classic British Novel (Allison), S.

## **ENG 150. Introduction to Literary Study. Required of all majors and minors. (Butcher, Carpenter, Long, 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. 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. (Group III)

# Courses of Instruction

## **ENG 176. Alternative Worlds in British and American Literature (DeMarco, Long)**

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. (Group III)

- Alternative Worlds in Shakespeare (Long), F.
- Vengeance (DeMarco), S.
- Comedy and Satire (Musser), S.

## **ENG 180. Narratives (1): The Short Story (0.5 unit; Butcher)**

This course focuses on the form of the short story and the primal pleasure of storytelling. S.

## **ENG 182. Narratives (2): Longer Forms (Novella, Novel) (0.5 unit; Butcher)**

This course focuses on longer narrative forms, particularly the novella, with special attention to the strategies and demands of an extended narrative. S.

## **ENG 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. (Group III, Diversity)

## **ENG 226. American Images (Caplan, Carpenter, Poremski)**

A survey of selected poets, novelists, essayists, and filmmakers 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.” (Group III)

## **ENG 228. British Images (Allison, Comorau)**

A survey of selected poetry, fiction, prose, drama, or film from across the spectrum of British literature. This course will probe the diversity of traditions and counter-traditions in British literature, reading selected texts against the appropriate contexts and backgrounds. Reading and course content will vary by instructor. (Group III)

- Re-Placing Great Britain (Comorau), S.

## **ENG 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. (Group IV)

## **ENG 260. Writing Essays (Allison, Butcher)**

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 ENG 260. F, S.

## **ENG 265. Elements of Style and Rhetoric (Butcher, Staff)**

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. S.

## **ENG 266. Women’s Literature in English (Butcher, Carpenter, Comorau, DeMarco)**

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. (Group III)

- Contemporary Wild Women (Butcher), S.

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

Examines a variety of texts by Black women writers such as Zora Neale Hurston, Gwendolyn Brooks, Toni Morrison, Ntozake Shange, Alice Walker, and Jamaica Kincaid. 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 Feminist Readings of Visual Text, Black Women’s Literature and Spirituality, and Twentieth-Century Black Women Writers. Also listed as BWS 268. S. (Group III, Diversity)

## **ENG 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. (Group III, Diversity)

# Courses of Instruction

## **ENG 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. 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. (Group III, Diversity)

## **ENG 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.

## **ENG 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.

## **ENG 315. Writing Nonfiction (Butcher)**

This workshop helps juniors and seniors who want to continue developing their nonfiction writing style(s). Students will write numerous essays in various nonfiction modes, comment on their peers' work, and revise their own essays. Prerequisites: One from ENG 260, ENG 265, ENG 310, ENG 312, ENG 314, or ENG 316.

## **ENG 316. Writing Poetry (Caplan)**

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.

## **ENG 318. Playwriting (Staff)**

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. (Group IV)

## **ENG 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. F.

## **ENG 330. Studies in Medieval Literature (DeMarco)**

An investigation of literary works written during the Middle Ages (600–1550) through the lens of a specific theme, genre; cultural, political, or intellectual trend; and/or literary antecedents and afterlives. Possible topics may include “The Quest Narrative,” “Twice-told tales: Re-reading the Classics in Medieval English Literature,” and “Middle English Romance.” (Group III)

## **ENG 334. Chaucer and his Contemporaries (DeMarco)**

A survey of the wide range of Chaucer's writings: selections may be drawn from Chaucer's early lyric poetry, to his short stories known collectively as the *Canterbury Tales*, to his dream visions, to his novel-like romance, *Troilus and Criseyde*. To better appreciate Chaucer's debt to tradition and his creative innovations, students will also read literature written by Chaucer's contemporaries; selections will vary. (Group III)

## **ENG 336. Studies in Shakespeare (Long)**

A survey of Shakespeare's plays and/or 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 practicable 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. (Group III)

## **ENG 338. Shakespeare: This Great Stage (Long)**

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. (Group III)

## **ENG 340. The Renaissance Author (Long)**

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, theology, gender ideology, and print culture. Authors studied may include More, Shakespeare, Marlowe, the Sidneys, Spenser, Wroth, Jonson, Donne, Herbert, Herrick, Marvell, and Milton. (Group III)

# Courses of Instruction

## **ENG 342. Drama and Theatre to 1700 (Long)**

A survey of European drama from the Greek theatre of Classical Athens to the neoclassical theatre of seventeenth-century France. 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. Also listed as THEA 351. S. (Group III)

## **ENG 344. Drama, 1700-1900: The Development of “Realism” (Long)**

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. 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. (Group III)

## **ENG 346. Studies in Eighteenth-Century Literature and Culture (Allison, Comorau, Long)**

An investigation of literary works written during the long eighteenth century (1660–1800) through the lens of a specific theme. Depending upon instructor expertise, this course may stress particular genres; cultural, political, or intellectual trends; and/or literary antecedents and afterlives. Possible topics may include “The Rise of the Novel: Creating Desire in the Eighteenth Century,” “Drama and Theatre in the Long Eighteenth Century,” “The Age of Reason or the Age of Sentiment?” and “The Eighteenth Century Novel and Empire,” among others. (Group III)

## **ENG 348. The British Romantics (Allison)**

This course explores one of the richest periods of literature in world history. The Romantic age (c. 1789–1830) produced extraordinary poets (Wordsworth, Keats), path-breaking novelists (Austen, Mary Shelley), and fascinating eccentrics. In less than fifty years, they revolutionized British literature and gave us the contemporary meaning of such keywords as “imagination,” “artist,” and “literature.” Reading widely, we will explore Romanticism’s roots in the eighteenth century; theories of poetry, beauty, and artistic inspiration; and the relationship of Romanticism to revolution, religion, and war. F. (Group III)

## **ENG 350. The Victorians (Allison)**

The Victorian period (c. 1830–1901) was a time of unprecedented change. Revolutionary developments in technology, politics, and everyday life catapulted Britain into a position of global supremacy. In this course, we will read widely in the extraordinary literature that arose in response to these transformations. Texts will include fiction by Dickens, Stevenson, and Eliot; poetry by Tennyson and the Brownings; and drama by Wilde and Shaw. S. (Group III)

## **ENG 352. Modern British Literature (Hipsky)**

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. Writers may include Joseph Conrad, D. H. Lawrence, James Joyce, Virginia Woolf, W. B. Yeats, and T. S. Eliot. S. (Group III)

## **ENG 354. Contemporary British Literature (Comorau)**

Studies in British fiction, drama, poetry, and film from 1940 to the present, a time period characterized by changing understandings of gender and sexuality, unprecedented levels of immigration to the United Kingdom, and anxieties over Britain’s crumbling empire, all of which led to conflicting notions of British identity. Writers may include Salman Rushdie, Samuel Beckett, Tom Stoppard, Dylan Thomas, Seamus Heaney, A.S. Byatt, Carol Anne Duffy, Jackie Kay, and Jeanette Winterson. F. (Group III)

## **ENG 360. Early American Literature (Poremski)**

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. F. (Group III)

## **ENG 362. Nineteenth-Century American Literature (Poremski)**

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. F. (Group III)

## **ENG 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 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. (Group III, Diversity)

## **ENG 372. Modern American Literature (Caplan)**

Studies in American literature from the early twentieth century to World War II. Focusing on selected poets and/or novelists, this course will examine American modernist literature, with attention given to innovations in literary form and cultural critique. (Group III)

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## Courses of Instruction

### **ENG 374. Contemporary American Literature (Caplan)**

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. (Group III)

### **ENG 380. Critical Methods: Literary Criticism and Cultural Theory (Allison)**

This course provides an introduction to the modes of critical analysis that revolutionized the study of literature and culture in the twentieth century. The interpretative methods we will examine include formalism, historicism, feminism, and poststructuralism. In the final weeks of the class, we will turn our attention to several contemporary and emerging theoretical paradigms. Some of the readings for this class will be exceptionally challenging. But the payoff is a richer set of categories with which to interpret literature, culture, and life. (Group III)

### **ENG 391. Issues in English Linguistics (DeMarco)**

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.

### **ENG 395. History of the English Language (DeMarco)**

English has one of the richest recorded histories of any language, and this course examines the development of the English language from its earliest origins in Anglo-Saxon England (AD 450) to its contemporary state in places as geographically disparate as Ireland and India. English will be examined in respect to its internal history, and students will learn to read English in its earliest forms: the Old English of the epic author of *Beowulf*, the Middle English of Chaucer's day, and the Early Modern English written during the Renaissance by poets such as Shakespeare and Milton. F.

### **ENG 410. The Portfolio (0.25 units). Required of all majors and minors. (Ryan)**

*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. (Group III)

### **ENG 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.

### **ENG 480. Advanced Creative Writing Workshop (Caplan, Olmstead)**

The capstone creative writing course, this workshop is for students who have successfully completed two of the five genre workshops: Writing Fiction (ENG 314), Writing Nonfiction (ENG 315), Writing Poetry (ENG 316), Playwriting (ENG 318), or Screenwriting (ENG 319) and wish to do advanced work in their chosen genre. Prerequisite: ENG 314, ENG 316, ENG 318, or ENG 319. S.

### **ENG 484. Seminar in British and Postcolonial 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.

### **ENG 486. Seminar in American Literature (Hipsky)**

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.

### **ENG 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.

### **ENG 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.

# Courses of Instruction

## **ENG 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 University Communications, 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.

## **ENG 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. This course does not count toward the English major.

## **Environmental Studies**

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

Faculty-supervised investigation of original research problem, including literature search, research, and final completed project (paper or documentation of project). ENVS 490 may be taken with any OWU faculty member in any department, upon approval of the Director of Environmental Studies. Prerequisite: Consent of instructor prior to registration.

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

Faculty-supervised readings on a focused environmental subject. ENVS 491 may be taken with any OWU faculty member in any department, upon approval of the Director of Environmental Studies. Prerequisite: Consent of instructor prior to registration.

### **ENVS 495. Apprenticeship (Staff)**

University credit for an off-campus apprenticeship or internship with a substantial intellectual and practical component focused on the environment. The Director of Environmental Studies and a supervising faculty member must approve the ENVS apprenticeship. The ENVS apprenticeship may be taken with any OWU faculty member in any department, upon approval of the Director of Environmental Studies. Prerequisite: Consent of instructor prior to registration.

## **French**

### **FREN 110, FREN 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.

### **FREN 230. Continuing Toward Fluency (Lewis, Oancea, Staff)**

This intermediate French language course provides a thorough review of French grammar through an exploration of issues relevant to young people in the Francophone world. It seeks to improve the students' spoken and written mastery of the language, in addition to their reading and aural comprehension. At the end of this course, students will be able to converse with native speakers on everyday topics and express themselves flowingly in brief pieces of writing. Their interest in Francophone cultures will be fostered through the use of a variety of authentic materials, including film, music, newspaper and magazine articles, and brief literary texts. F, S.

### **FREN 241. French Language Practicum (0.25 unit; Lewis, Oancea)**

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 Modern Foreign Language House requirement should enroll in FREN 241 for the fall semester, FREN 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: FREN 225 or the equivalent. F.

### **FREN 242. French Language Practicum (0.25 units; Lewis, Oancea)**

Continuation. FREN 242 may be repeated once for a total of 0.5 unit, not to be counted toward the major or minor. S.

### **FREN 250. Composition and Conversation: Topics From the French-Speaking World (Lewis, Oancea, Staff)**

In FREN 250, students will build on what they learned in FREN 230. Through sustained engagement with texts and cultural artifacts from the French and Francophone world, they will also work toward honing their critical thinking, reading, writing, argumentation, and basic analysis skills in French. This class functions as a "bridge course" between more linguistically oriented courses and the literary and cultural seminars they will encounter at the 300 levels. Prerequisite: FREN 230. (Group III)



# Courses of Instruction

## **FREN 300.1. French Language Film: Le Cinéma de Langue Française (Oancea)**

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 that continue to shape both films of fiction and documentary. Prerequisites: FREN 350 or FREN 351 or permission of instructor. F.

## **FREN 300.2. Paris in the French Imagination (Oancea)**

The French capital has long been considered the birthplace of modernity. How do authors and artists construct its distinction? In what ways does their work draw on historical events and on the city's rich culture? These questions guide our exploration of Parisian modernity through varied literary selections, films, photographs, and other documents. The city's many facets will be presented through primary sources, which are linked thematically, and focus on topics such as the Eiffel Tower as a symbol, the boulevards and café culture, and Paris as the ideal place to realize one's extraordinary ambitions. Prerequisite: FREN 351 or FREN 350.

## **FREN 300.3. The Captive and Captivity in Contemporary Francophone North African Literature (Lewis)**

In this seminar, we explore the theme of captivity in the context of 20th and 21st century Francophone North Africa. Through close and critical readings and analysis of literary and critical texts as well as through the study of film, we will "think" captivity, and by extension, freedom and subjectivity, both epistemologically and aesthetically. Throughout this course, students will hone their critical thinking, argumentation, textual analysis, and writing skills and will continue to progress in their fluency in French. Prerequisite: FREN 350 or FREN 351. (Group III, Diversity)

## **FREN 300.4. Contemporary Franco-Arab Cultural Exchanges: Exploring the Literature and Film of French Expression From the Maghreb and Mashreq (Lewis)**

In this seminar, we will study the relationships between France and the Arab world in the twentieth century through the analysis of literary and critical texts as well as through the study of film. Through close readings of Francophone texts and films from Morocco, Algeria, Tunisia, Lebanon, and Syria, students will engage with such questions as how to think and understand the role of the French language outside of France; the ways colonization and decolonization shape (or do not shape) these texts; how to understand postcolonial identity; and the manner in which an author's (or auteur's) politics, narrative, and aesthetics interact with one another. Throughout this course, students will hone their critical thinking, argumentation, textual analysis, and writing skills and will continue to progress in their fluency in French. Prerequisite: FREN 350 or FREN 351. (Group III, Diversity)

## **FREN 351. Introduction to Literatures of the French-Speaking World (Lewis, Oancea)**

In this French discussion-based course, students discover major French and Francophone literary works of varied genres (poetry, theater, short story, novel, essay). These texts are explored in cultural and historical context, giving students a strong overview of the intellectual landscape in which they arose. Students practice different forms of analytical writing, using precise critical vocabulary, and are introduced to basic theory (literary, cultural, visual, etc.). (Group III, Diversity – only when concentration is Francophone literature studies course)

## **FREN 354. Phonetics (Lewis)**

Systematic study of the French sound system with correction of pronunciation. Prerequisite: FREN 350 or permission of instructor. S.

## **FREN 365. Culture of Rebellion (Oancea)**

This course examines figures in French literature and culture who rebel against the artistic, political, or gender norms of their age. Examples will include the dangerous seductress, the damned poet, the mad scientist, and the enlightenment philosopher, with attention to the cultural and historical context in which they evolved. We will reflect on the individual's relationship with and responsibility to society, while also considering various visions of creative freedom and intellectual property. We will establish connections between different historical periods, the classics and popular literature, and literature and other media. Prerequisite: FREN 350 or FREN 351 or permission of instructor. (Group III)

## **FREN 371. Topics in Prose of the Modern Period (Lewis, Oancea)**

This course addresses the development of prose fiction in French literature during the 19th and 20th 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: FREN 350 or FREN 351 or permission of instructor. (Group III)

## **FREN 372. Public and Private Performances (Oancea)**

Major French plays from the literature of the 17th-21st centuries form the focus of this course. Selections are grouped around a theme, allowing us to explore the many intersections of private and public life. Representative topics include the generation gap, relations between the sexes, and ambition. The texts will be explored in socio-historical context, offering students a detailed understanding of the medium's evolution and significance through the centuries. As the culmination of their scholarly and creative work in this course, students will collaborate in staging a short theatrical performance. Prerequisite: FREN 350 or FREN 351 or permission of instructor. (Group III)

## Courses of Instruction

### **FREN 378. French Culture and Civilization (Oancea)**

Aimed at enhancing the students' understanding of modern France, this course investigates issues of central cultural significance. It offers a comprehensive survey of diverse topics that make up French identity and define the French worldview, drawing on journalism, film, music, and other sources. Our reflection will bear on the dynamics of French society, popular culture, the arts and sciences, historical events and figures, regional identity, and current political and intellectual debates. Prerequisite: FREN 350 or FREN 351 or permission of instructor. (Group III)

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

Guided research on a topic in French. Prerequisite: At least one 300 level course; advance consultation with the supervising faculty member is required before pre-registration. F, S.

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

A reading program in French. Prerequisite: At least one 300 level course; advance consultation with the supervising faculty member is required before pre-registration. F, S.

### **FREN 499. Seminar: Special Topics in French (Lewis, Oancea)**

Seminar on topics of interest to advanced French students. Prerequisite: One course numbered 360 or above or permission of instructor. May be repeated once. (Group III, Diversity – only when concentration is Francophone literature/culture studies course)

## Geography

### **GEOG 110. Cultural Geography (Staff)**

Cultural differences, and ways of understanding cultural difference, in a global context are examined. After an introduction to key moments in the recent history of the discipline (Cultural Geography), students develop a geographical perspective on: (1) the relationship between culture and politics; (2) the relationship between culture and economic development; and (3) the relationship between culture and nature. Students explore these themes through lecture and discussion copiously illustrated with maps, slides, and videos; short writing projects; the analysis of maps and visual representations of cultural difference; and the reading of specialized materials. F, S. (Group I, Diversity)

### **GEOG 111. Physical Geography (Amador, Krygier)**

Developing an understanding of the physical world around us is the primary course objective. A systems approach is used to understand how landscapes are built up (tectonics) and how they are rearranged through weathering, stream transport, and glacial movement. The processes responsible for the patterns that we see (e.g., why mountain ranges are where they are, why the Midwest is flat) are discussed. Readings, lectures, and discussions are used to do this. Additional weekly exercises allow students to have interactive (e.g., Google Earth), hands-on experiences that reinforce the concepts learned in the course. *Freshmen and sophomores only.* F, S. (Group I)

### **GEOG 200.1. Geographic Analysis of Agriculture Production in Central Ohio (Staff)**

(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. (Group I)

### **GEOG 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. (Group I)

### **GEOG 235. Energy Resources (Amador)**

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. F. (Group I)

### **GEOG 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. (Group I, Diversity)

## Courses of Instruction

### **GEOG 300.3. Geography, Globalization and Place: the Mexico-U.S. Border at Tijuana (Staff)**

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 crossings 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. (Group I, Diversity)

### **GEOG 300.6. Remote Sensing of the Environment (Amador)**

Remote sensing is the acquisition of information about a surface or an object without direct contact. Increasingly, remotely sensed imagery and data are being used in research and by the public (e.g., Google Earth). Course objectives include developing an understanding of fundamental photogrammetry and the physical properties of satellite and aircraft-derived imagery, and learning about how interdisciplinary problems may be solved using different remote sensing applications. We explore the use of the following types of data: aerial photography; multispectral, hyperspectral, and thermal imaging; RADAR; and LIDAR. Geographical applications of remote sensing are emphasized. *Sophomores, juniors, and seniors. Freshman may be added with instructor permission. S.*

### **GEOG 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.). (Group I)

### **GEOG 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. (Group I)

### **GEOG 333. Latin American Geographies (Staff)**

Developing 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 is the objective of the course. Perceptions of the region from the inside, as well as how the region has been socially constructed from the outside, are focal points. Readings on and discussions of the construction of the region called Latin America from a cultural and political-economic perspective, and by following the themes of colonialism, imperialism, development and underdevelopment, globalization, neoliberalism, and the formation of post-neoliberal alternatives in the region are used. The chosen themes overlap; their overlap is examined in specific cases (e.g., how the deterioration of the agricultural sector has spurred large scale rural-to-urban migration; the rise and decline of regional economic alliances; memory practices in the wake of dictatorships; and contemporary student activism across the region). *No prerequisites; sophomores, juniors, and seniors only. F.* (Group I, Diversity)

### **GEOG 334. Cultural Geography of Africa (Staff)**

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. (Group I, Diversity)

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## Courses of Instruction

### **GEOG 345. Geographies of the Global Economy (Staff)**

“Globalization,” which demands a thematic emphasis on how local economies relate to produce the global and also how “the local” is entangled in “the global,” is the starting point for the course. The building of great cities, the extraction of natural resources, the migration of people 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 landscapes of globalization. This course is an introduction to economic geography and spatial dimensions of economic change. During the semester, students examine how their world has given rise to and been shaped by economic forces. Issues and themes include: (1) the historical geography of capitalism; (2) spatial patterns of economic interaction, including directional flows of goods, labor, consumers, and firms; (3) forces and actors promoting global economic interconnectivity, including transnational corporations, trade routes, trading blocks, international financial institutions, and technologies that mitigate the economic impact of distance and borders; (4) geographies of development and underdevelopment, and shifting geographical patterns of wealth, poverty, and economic growth; and (5) social difference and issues of social justice as related to the global economy. *No prerequisites; sophomores, juniors, and seniors only.* S. (Group I, Diversity)

### **GEOG 347. Environmental Alteration (Amador)**

Global environmental change is among the most important of issues in the next century. The primary objective of the course is to explore the relationship between the human and environmental systems—at local to global scales. In order to grasp the importance of global environmental change, students need to understand: (1) the importance of scale in order to differentiate behaviors that modify the landscape (i.e., an individual throwing trash versus tropical deforestation) and the impacts they have (i.e., local stream pollution versus variability in large-scale precipitation patterns); (2) data collection methods, data analysis, and presentation of findings; (3) how research outcomes can affect local, positive changes to address negative local and global environmental degradation; and (4) the differential impacts of global environmental change by comparing various worldwide locations, including differences between the Global South (e.g., Costa Rica) and Global North (e.g., the U.S.). *Open to sophomores, juniors, and seniors.* F. (Group I)

### **GEOG 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. (Group I)

### **GEOG 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. *No prerequisites.* S. (Group I)

### **GEOG 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. (Group I)

## Courses of Instruction

### **GEOG 370. The World's Cities (Staff)**

The development of cities and urban regions in global context is examined. Students examine urbanization processes, the historical development of cities, and the internal spatial interrelationships of urban functions and systems through readings that synthesize cultural and political-economic perspectives on cities. The course also draws inspiration from cognate fields of study, including urban planning, architectural history, and urban cultural studies. Videos and other visual materials allow students to examine the relationship between representation, everyday practices, and identity formation. In addition to developing insights through discussion of case studies, theoretical literature, and visual material, students experiment with fieldwork in order to apply what they know and to develop their own urban-geographical analyses. *Open to juniors and seniors only, or by permission of instructor.* S. (Group I, Diversity)

### **GEOG 375. Weather, Climate and Climate Change (Amador)**

The primary objective of this course is to study our atmosphere by understanding its composition and the processes responsible for the observed daily fluctuations in weather (e.g., warm and cold fronts, severe weather), along with the multi-decadal controls on climate, including climate change. *No prerequisites; sophomores, juniors, and seniors only.* S. (Group I)

### **GEOG 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. (Group I)

### **GEOG 400.1 The Role of the City in the History of Western Civilization (Staff)**

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. (Group I)

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

Permission of instructor required. F, S.

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

Permission of instructor required. F, S.

### **GEOG 495. Apprenticeship (Staff)**

Permission of instructor required. F, S.

### **GEOG 499. 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. (Group I)

## Geology

### **GEOL 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. Freshmen, sophomores, and juniors only; seniors by permission of instructor if related to major course of study. F, S. (Group II)

### **GEOL 111. Field and Lab Geology (0.25 unit; Mann, Martin)** (Alternate years; Offered 2017-2018)

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 multiple field trips during lab time. Optional for those students currently enrolled in GEOL 110 and open to those who have previously taken GEOL 110. F.

### **GEOL 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: GEOL 110 or advanced standing in another natural science with permission of instructor. F, S. (Group II)

## Courses of Instruction

### **GEOL 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. Does not count toward the major or minor. Summer only. (Group II)

### **GEOL 270. Economic Geology (1.25 units; Martin)**

(Alternate years; Offered 2016-2017)

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: GEOL 110. F. (Group II)

### **GEOL 275. Hydrogeology (Mann)**

(Alternate years; Offered 2018-2019)

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. Groundwater is addressed 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. Numerous case studies are used to cultivate student understanding of groundwater in a variety of geologic settings. Prerequisite: GEOL 110 or GEOG 111. Additional natural science courses highly recommended. S. (Group II)

### **GEOL 280. Volcanology (Martin)**

(Alternate years; Offered 2016-2017)

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: GEOL 110. S. (Group II)

### **GEOL 285. Tectonics: Earthquakes and Mountain Belts (Fryer)**

(Alternate years; Offered 2017-2018)

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: GEOL 112 or permission of instructor. F. (Group II)

### **GEOL 290. Mineralogy (1.25 units; Martin)**

(Alternate years; Offered 2017-2018)

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 either GEOL 290 or GEOL 310. Prerequisites: GEOL 110 and CHEM 110, or CHEM 110 concurrent with permission of the instructor. F. (Group II)

### **GEOL 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. (Group II)

### **GEOL 310. Igneous and Metamorphic Petrology (1.25 units; Martin)**

(Alternate years; Offered 2017-2018)

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 GEOL 310. Writing option. Prerequisite: GEOL 290. S. (Group II)

## Courses of Instruction

### **GEOL 315. Petrography (1.25 units; Fryer)**

(Alternate years; Offered 2017-2018)

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: GEOL 290. S. (Group II)

### **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 toward a science major or permission of instructor. F. (Group II)

### **GEOL 320. Paleontology (1.25 units; Mann)**

(Alternate years; Offered 2016-2017)

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 (GEOL 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. Several field trips allowing students to have the opportunity to collect and work on the excellent fossilized material preserved in the sediments of central and southern Ohio are included. Prerequisite: GEOL 112 or advanced standing in botany or zoology. S. (Group II)

### **GEOL 330. Sedimentology and Stratigraphy (1.25 units; Mann)**

(Alternate years; Offered 2017-2018)

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 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: GEOL 112 or permission of instructor. F. (Group II)

### **GEOL 340. Structural Geology (1.25 units; Fryer)**

(Alternate years; Offered 2016-2017)

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: GEOL 112 or permission of instructor; GEOL 345 recommended but not required. S. (Group II)

### **GEOL 345. Geological Techniques (1.25 units; Fryer)**

(Alternate years; Offered 2016-2017)

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: GEOL 112 or permission of the instructor. F. (Group II)

### **GEOL 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.

## Courses of Instruction

### **GEOL 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.

### **GEOL 495. Apprenticeship (Staff)**

Supervised geology-related work experience that earns credit. Must be approved by geology faculty prior to preregistration.

### **GEOL 499. Seminar (Staff)**

Special topics in geology; an integrative course for geology majors who have departmental consent. F, S, with sufficient demand.

## German

### **GERM 110, GERM 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.

### **GERM 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: GERM 111 or equivalent. F.

### **GERM 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 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.

### **GERM 300.1. Landmark Films of the German Language (Staff)**

(Every third year)

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 1920s 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 (1918-1933), 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 decades. Prerequisite: GERM 254 or equivalent.

### **GERM 352. The German-Speaking Countries (Wolber)**

(Every third year.)

The course provides a systematic overview of the German-speaking countries, especially Austria, Germany, and Switzerland. Their geography, economy, and politics will be discussed. Additional topics 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 research project in German. Prerequisite: GERM 254 or equivalent.

### **GERM 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, including the arts, humanities, social sciences, and natural sciences. Especially recommended for students anticipating graduate study and research. Prerequisite: GERM 254 or equivalent.

### **GERM 356. History of German Civilization (Wolber)**

(Every third year)

Survey of German cultural history from the Middle Ages to the present. Prerequisite: GERM 254 or equivalent.

### **GERM 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. Prerequisite: GERM 254 or equivalent. F. (Group III)

### **GERM 363. The Age of Goethe (Wolber)**

(Every third year)

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: GERM 254 or equivalent. (Group III)



## Courses of Instruction

### **GERM 365. 20th-Century German Literature (Wolber)**

(Every third year.)

The main currents of German literature since 1900. Reading and interpretation of prose, drama, and poetry representative of 20th-century German literature. Prerequisite: GERM 254 or equivalent. (Group III)

### **GERM 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.

### **GERM 491. Directed Readings (Wolber)**

A reading program in German. Advance consultation with the supervising faculty member is required before pre-registration. F, S.

## Greek

### **GREE 110 – GREE 111. Introduction to Classical Greek (Fratantuono, Staff)**

An introduction to the language and literature of the ancient Greeks, with some consideration, too, of the rich history and culture of the founders of western civilization. Students move from a study of the Greek alphabet and basic grammar and syntax to the reading of prose and poetic texts of Greek literature. By the end of the spring semester of this full-year course students have the ability to approach straightforward texts of Greek literature with the aid of a lexicon. F, S.

### **GREE 330. Readings in Greek Prose and Poetry (Fratantuono, Staff)**

A variable content advanced reading course in Greek prose and poetry. This course will focus on a different author or genre each semester. Students will read extensively from the works of a given author; possible topics include Homer's *Iliad* and *Odyssey*; Hesiod and the Homeric Hymns; Greek Lyric Poetry; Aeschylus; Sophocles; Euripides; Aristophanes; Herodotus; Thucydides; Greek Pastoral; Plato and the treasures of Hellenistic and imperial Greek poetry. F, S. (Group III)

### **GREE 490. Independent Study**

### **GREE 491. Directed Readings (Group III)**

## Health and Human Kinetics

### **HHK 114. Personal Health and Exercise (Fink, Staff)**

Our personal health is dependent upon many factors over which we can take personal control and responsibility. The lifestyle choices we make in the areas of physical activity and nutrition in particular will affect our long-term health and our risk of developing catastrophic but often preventable diseases. A key portion of this class will be dedicated to food and nutrition education, including a hands-on cooking component. In addition, this class will provide students with sufficient health and fitness information to evaluate personal lifestyle choices as well as the knowledge of behavior change strategies needed to successfully act on new choices. We will also examine the role of environment, family history, and personal choice and how these influence health and fitness behavior, to better equip students to become advocates for better health in the communities in which they study, work, live, and play. Freshmen, sophomores, or consent. F, S.

### **HHK 140. Core and Dynamic Strength Training (0.5 unit; 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. F, S.

### **HHK 141. Cardiovascular and Flexibility Training (0.5 unit; Boey, Staff)**

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. F, S.

### **HHK 163. Coaching and Sport: Leadership Development (Martin, Staff)**

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. Students will engage in observational experiments and writing opportunities. Interest in coaching, sports, and physical activity. Freshmen, sophomores, or consent. F, S.

## Courses of Instruction

### **HHK 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: Freshmen and sophomores, or consent. F.

### **HHK 260. Exercise Prescription (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: HHK 114 and HHK 140 or HHK 141. F, S.

### **HHK 270. Sports and Exercise Nutrition (Fink, Staff)**

This course will use principles from human physiology to explore the inter-relationship between exercise, energy use, nutrition, and health. We will address basic nutritional principles as a jumping-off point for examining the impact and differences that sport and movement demands exert on the performer’s nutritional needs. Students will consider the socio-cultural environment and behavioral correlates of sport and exercise nutrition from a group and an individual perspective. Students will also gain practical experience in applying these concepts with an eye to making better nutritional choices for themselves and being an advocate for knowledge and availability of good food. Prerequisites: BIOL 120, BIOL 122, or ZOOL 101 or equivalent; HHK 114; or consent. F, S.

### **HHK 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. S.

### **HHK 300.8. Health Program Planning (0.5 unit; Fink)**

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. S.

### **HHK 300.9. Health Instructional Strategies (0.5 unit; Fink)**

The goal of this course is to support continued growth toward delivering quality and meaningful health programming in various settings. In class, students will be guided through the process of generating appropriate instructional strategies using knowledge gained and content created in HHK 300.8, Health Programming Planning, as a starting point. Students will deliver appropriate and progressive content and learn to use constructive feedback to self-reflect on planning and delivery effectiveness. Prerequisite: HHK 114 or consent; junior or senior status. F.

### **HHK 343. Contemporary Issues in Sport (Staff)**

The purpose of this course is to develop awareness and critical understanding of issues occurring in sport and exercise by examining how these issues are shaped by social context, people, and behaviors. The term sociological imagination as coined by American sociologist C. Wright Mills (1959) and related theoretical concepts have been used to guide inquiry into contemporary issues in sports and exercise (Molnar & Kelly, 2013) by examining social or cultural norms within a sporting or exercise context, competing motives of the players, and the social context in which the sport or exercise occurs. With the framework of sociological imagination, students will be introduced to social theories and will learn to use those theories to develop the ability to more critically analyze and understand the social and cultural constructions of sport or exercise in the U.S. In essence, students will learn skills and processes to become more aware and knowledgeable consumers of sport and exercise. S.

### **HHK 345. Kinesiology (Hawes)**

This course focuses upon the development of techniques of human movement analysis from structural and functional points of view and incorporates principles of mechanics as they apply to the analysis of human motion. Examples will be drawn from joint movements and sport skills to illustrate these types of analyses. Prerequisite: ZOOL 251 or equivalent or consent of instructor. F.

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## Courses of Instruction

### **HHK 347. Special Topics in Health and Human Kinetics: A Qualitative Investigation (Fink)**

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.

### **HHK 352. Motor Learning (Staff)**

The focus of this course is on skill acquisition with primary consideration given to the cognitive and motor processes underlying the learning of skills, as well as the factors that influence skill learning. To give context to motor learning, the initial focus of the course is on motor development. Here we will focus on the cognitive, physical, social, and behavioral developmental and maturational issues that influence learning throughout the lifespan. The course is geared toward those students preparing for a career in which motor skill instruction is an important part of the job, as is the case with physical education teachers, dance instructors, coaches, strength and conditioning coaches, personal trainers, and physical and occupational therapists or other pre-health professions. The goal is to provide students with a foundation for understanding the learning process and how different factors influence the course of learning; the characteristics and capabilities of the persons with whom they will work; and the effectiveness of various instructional strategies. Prerequisite: HHK 114 or consent of instructor. S.

### **HHK 355. Medical Aspects of Sport Activities (Staff)**

This course is designed as a case-based class intended to allow students to explore the breadth of concepts presented in class with greater depth. The course is focused on future health professionals, coaches, physical and athletic trainers, and fitness specialists. The goal of the course is to increase student understanding of the complexity of issues impacting effective and healthy fitness or performance training. In addition to learning and applying concepts of sports medicine, students will investigate a specific population of interest and research likely injury or movement limitation risks and their causes or mechanisms. Students will then research evidence-based strategies to prevent and care for these injuries or movement limitations. They will also consider the role of movement in preventing, rehabilitating, or prehabilitating injury or illness risk by learning to critically evaluate training programs and movement prescriptions appropriate to this population. In addition, students will investigate and consider the impact of psychosocial and neurokinetic limiters to movement. Finally, environmental concerns and illness will be explored (i.e., heat, cold, humidity, elevation, air quality) and considered relative to population pursuit of healthful training, performing, and living behaviors. The main objective of this course is to gain knowledge of sports medicine and apply relevant knowledge to a population of people who share specific exercise, fitness, or movement needs. Prerequisite: C- or better in HHK 260 and ZOOL 251 or equivalent, or consent of instructor. F.

### **HHK 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 114 or HHK 163 or consent of instructor. Sophomore, junior or senior status. F, S.

### **HHK 365. Physiology of Exercise (Hawes)**

The purpose of this course is to increase the student's knowledge and understanding about human physiology and the adaptations that occur during exercise. Exercise physiology is a branch of physiology that deals with the functioning of the human body during exercise. An understanding of how the body responds to acute and chronic exercise is crucial for the physical educator, athletic trainer, coach, fitness expert, or exercise physiologist. Emphasis is placed on bioenergetics as well as circulatory, respiratory, and neuromuscular responses to the physical stress of exercise. The objective of this course is for the student to gain an understanding and working knowledge of how the body responds to exercise so that they may apply this knowledge to their chosen field. Indeed, understanding the interactions of metabolism, circulation, and structural adaptations in response to exercise and training are required to be an effective teaching or health care professional. Prerequisite: ZOOL 251 or equivalent or consent of instructor. F, S.

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## Courses of Instruction

### **HHK 384. Field Experience (0.5 unit; Fink)**

Students participate in a series of planned and mentored field experiences. These experiences will include focused observations and the integration of theory and practice as students plan and teach, and make appropriate curricular and pedagogical decisions in a learning environment. Prerequisites: Consent of instructor.

### **HHK 395. Adult Fitness: Prescription, Delivery, and Assessment Evaluation (Staff)**

This course allows students to develop the skill and ability to carefully and competently assess, deliver, document, and create programming progressions for effective and appropriate fitness training for adults. Using assessment tools and methods learned in HHK 260, students will assess and document client progress across the semester. Students will be responsible for the development of appropriate prescriptive programming for their specific population 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. Students will work toward competency, developing and delivering a progressive and holistic strength and cardiovascular fitness program. Prerequisites: HHK 140 or HHK 141, B- or better in HHK 260, current CPR and First Aid certification, and consent of instructor. F, S.

### **HHK 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.

### **HHK 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 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.

### **HHK 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 department faculty sponsor who is responsible for approving the apprenticeship proposal and final report of the student. Students are required to accumulate 120 hours during this experience. Please refer to the HHK website (<https://owu.edu/hhk>) for forms and additional information. Prerequisite: Junior or senior status and consent of instructor. F, S.

### **HHK 499. Senior Seminar: Topics in Research and Current Trends in Health, Physical Education, and Sport (Fink)**

This course is the Health and Human Kinetics capstone experience. Students will investigate current trends and issues in health, human kinetics, sports, and their holistic relationship to high-quality living. The purpose is to unify and provide a broader context for understanding and applying the breadth of knowledge gained across the undergraduate years. Students will engage in projects requiring both individual and cooperative work applying theory into practice. They will have the opportunity to reflect, debate, organize, plan, present, research, assess, interpret, and analyze various pieces of work central to their inquiry. Part of the class will focus on understanding post-college transitioning issues and planning for a successful transition. Students are required to keep a portfolio that includes a sampling of completed assignments. Multiple technologies are used to complete the portfolio. Note: Students need a B- or better in this class to graduate. Prerequisite: senior majors. F.

## History

### **HIST 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. (Group I)

### **HIST 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.) (Group I)

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## Courses of Instruction

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 115. Introduction to Latin American History (Baskes)**

A general introduction to the civilizations, populations, economies, societies, and politics of Latin America. (Group I, Diversity)

### **HIST 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. (Group I, Diversity)

### **HIST 120. AP World History**

This course number designates credit granted to students who scored a 4 or better on their AP World History exam. The credit counts as one elective course toward the major or minor. It does not fulfill any of the three departmental field requirements. (Group I)

### **HIST 126. IB History**

This course number designates credit granted to students who scored 5 or better on an IB examination in a course that does not adequately resemble one of our existing 100-level courses. The credit counts as a 100-level elective toward the major or minor. It does not fulfill any of the three departmental field requirements. (Group I)

### **HIST 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). (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I, Diversity)

### **HIST 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. (Group I, Diversity)

### **HIST 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. (Group I, Diversity)

# Courses of Instruction

## **HIST 324. Topics in Asian History (Chen)**

This upper-division seminar is open to all students.

### **HIST 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, Western imperialism, Western impact, China's nationalism, and the various roles that the West has played in China's modernization. (Group I, Diversity)

### **HIST 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. (Group I, Diversity)

### **HIST 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. (Group I, Diversity)

## **HIST 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. (Group I, Diversity)

## **HIST 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. (Group I, Diversity)

## **HIST 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. (Group I, Diversity)

## **HIST 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. (Group I, Diversity)

## **HIST 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. (Group I, Diversity)

## **HIST 335. Topics in Latin American History (Baskes)**

An advanced course that examines selected topics and themes of Latin American history. Prerequisite: Permission of instructor.

### **HIST 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. (Group I, Diversity)

### **HIST 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. (Group I, Diversity)

### **HIST 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. (Group I, Diversity)

## **HIST 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. (Group I)

# Courses of Instruction

## **HIST 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 and Renaissance Studies majors. (Group I)

## **HIST 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 and Renaissance Studies majors. (Group I)

## **HIST 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. (Group I)

## **HIST 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. (Group I)

## **HIST 348. 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. This 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 Late Rome through the 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. (Group I)

## **HIST 350 C. Topics: Black Death (Arnold)**

From 1347-1350, a great plague swept across Europe, killing an estimated 1/3 of the entire human population. This had both immediate and long-term effects, changing daily life, social networks, and economic decision making. Understanding the degree to which the medieval world was altered by (and survived) this disaster offers glimpses of medieval psychology, scientific knowledge, spirituality, and aesthetics. However, this disastrous disease was but one moment in a long history of human/disease interaction. We will set the medieval epidemic in its broader context, looking at the earlier outbreak of plague in Europe at the end of the Roman Empire as well as other pandemics, epidemics, and disasters. This class will use the medieval epidemic as a way to understand how diseases affect human history, and how "natural" disasters are experienced, created, and perceived. (Group I)

## **HIST 350 D. Topics: Saints and Society (Arnold)**

In the Middle Ages, religious practices and beliefs were deeply integrated into the social, political, and economic fabric of society. This class examines how medieval people interacted with saints (both living and dead) in order to discuss the character and nature of medieval society. It covers the earliest desert saints who shaped ideas of Christian holiness, crusading-era ideas about the power of saintly intervention in worldly conflict, gendered and social structures of medieval life, and ideas about miracles, monasticism, and the power of the "very special dead". The class extends from the waning of the Roman Empire to the beginnings of the Protestant Reformation. (Group I)

## **HIST 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. (Group I)

## **HIST 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. (Group I)

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## Courses of Instruction

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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 HIST 111 or HIST 112 prior to their departure. Also listed as SPAN 378. (Group I)

### **HIST 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.

#### **HIST 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. (Group I)

#### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)



## Courses of Instruction

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 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. (Group I)

### **HIST 378. The Challenges of Modern America, 1960-2008 (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). (Group I)

### **HIST 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. (Group I, R)

### **HIST 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. (Group I)

### **HIST 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. (Group I, R)

#### **HIST 385A. Crime and Punishment in Modern America**

From the exploits of Al Capone and John Dillinger to the trial of O.J. Simpson and to the politics of mass incarceration, 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 view 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. (Group I, R)

#### **HIST 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. (Group I, R)

#### **HIST 385C. 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 all students and assumes no substantial prior knowledge of modern American history, but emphasizes reading and discussion at an advanced level. (Group I, R)

# Courses of Instruction

## **HIST 490. Independent Study, Historical Research (Staff)**

Guided research project for students with specific research interests. Consent of instructor.

## **HIST 491. Independent Study, Directed Readings (Staff)**

Guided readings and/or tutorial project. Consent of instructor.

## **HIST 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 HIST 494. Students considering graduate school may request an oral defense with a second reader. The defense must occur within the limits of the semester. Prerequisite: HIST 250.

## **HIST 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: HIST 250 and departmental approval.

## **HIST 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.

## **Italian**

### **ITAL 110, ITAL 111. Beginning Italian (Bertolini-Puckett)**

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 are designed to introduce students to Italian culture. 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.

### **ITAL 225. Continuing Italian (Bertolini-Puckett)**

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 student's ability and desire to use the oral and written language. There will be readings of various kinds and video in Italian added to supplement the text. Students will continue to explore Italian culture, present and past, through a variety of media. F.

## **Japanese**

### **JAPN 110, JAPN 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.

### **JAPN 225, JAPN 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: JAPN 111 or permission of instructor. S.

### **JAPN 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: JAPN 254 or equivalent. F.

# Courses of Instruction

## Journalism

### **JOUR 101. Introduction to the Mass Media (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, cable, satellite, new communication technology, advertising, and public relations. This course is not required of majors. (Group I)

### **JOUR 110. Fundamentals of Journalism (Brown)**

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. Prerequisites: C- grade or higher in ENG 105 or course waiver and word-processing skills. F, S. (Group I, Writing)

### **JOUR 250. Radio Production (0.5 unit; Ingles)**

Students learn how to use audio and sound to create interesting and high quality radio programming. This course covers the basic techniques involved in radio production including interviewing, recording, writing skills for radio, producing, editing, and vocal delivery. F, S.

### **JOUR 341. Journalism and the American Landscape (Kostyu)**

People and events have contributed to the development of America's free press. Emphasis is on acquainting students with the heritage of the news media and relating that heritage to the political, social, economic, and technological development of the United States. F. (Group I, Writing)

### **JOUR 350. Data Journalism and Media Ethics (Kostyu)**

Exploration of advanced reporting techniques used to cover government, business, non-profit organizations, and human interest stories. The emphasis is on computer-assisted reporting, qualitative research skills, public records work, and the human side of news coverage. The course involves reporting, writing, and the study of ethical decision-making. Exercises in writing, interviewing, and observation are included. Writing-intensive course. Prerequisite: C- grade or higher in JOUR 110 or its equivalent. F. (Group I, Writing)

### **JOUR 355. Editing and Design (Kostyu)**

Techniques of editing for the news media. Includes editing copy, writing headlines, integrating photographs and art, designing pages for print and Web, and packaging the news. Some laboratory work on the student paper is required. Intensive in-class lab work. Prerequisite: C- grade or higher in JOUR 110 or its equivalent. S.

### **JOUR 370. Media Law (Kostyu)**

Legal considerations in journalism and related fields. Subjects include free press issues, the law of libel, privacy, access to information, journalists' relationship to the courts, and the regulation of broadcasting and advertising. F. (Group I, Writing)

### **JOUR 378. Campus Internship (0.5 unit; Kostyu, Ingles)**

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 JOUR 379. Prerequisite: C- grade or higher in JOUR 110 and consent of the instructor. F, S.

### **JOUR 379. Off-Campus Internship (0.5 unit; Kostyu)**

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 JOUR 379. Prerequisite: permission of department chair. Graded satisfactory/no entry.

### **JOUR 381. Digital Media (Brown)**

Telling stories through and on a variety of platforms that go beyond traditional newspaper text. It includes writing, video, audio, photo and graphics, and story mapping. Students conceive, develop, and create a storyboard for a news project that will be produced over the course of a semester using three components—writing, visuals, and info-graphics. Prerequisite: C- grade or higher in JOUR 350. S. (Group I, Writing)

### **JOUR 382. Special Topics in Journalism (0.5 unit; Staff)**

Techniques in specialized areas of journalism. F, S.

### **JOUR 384. Column and Editorial Writing (0.5 unit; Brown)**

Advanced and specialized work in commentaries, editorials, and reviews. Material includes critical analysis, research, and persuasive development of thought. F. Prerequisite: C- grade or higher in JOUR 110.

### **JOUR 385. Feature Article Writing (0.5 unit; Brown)**

Advanced and specialized work in the development of long-form presentations for newspapers, magazines, and the Internet. Prerequisite: C- grade or higher in 110 F.

### **JOUR 386. Experimental Topic (Staff)**

### **JOUR 490.\* Independent Study (Kostyu)**

Special individual projects. Prerequisite: consent of instructor, written proposal of project, and approval of department chair. F, S.

## Courses of Instruction

### **JOUR 491.\* Directed Readings (Kostyu)**

Prerequisite: Consent of instructor, written proposal of readings, and approval of department chair. F, S.

### **JOUR 495. Apprenticeship (Kostyu, Ingles)**

On-Campus. *Transcript* or OWU Radio managers. Regular meetings with faculty and other leadership staff. Graded based on performance. Prerequisite: Consent of instructor. F, S.

### **JOUR 499. Senior Seminar (Kostyu)**

Current issues involving the media. Prerequisites: JOUR 370 for majors and consent of instructor for non-majors. S. (Writing)

\* 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.

## Latin American Studies

### **LAS 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.

## Latin

### **LATI 110 – LATI 111. Introduction to Latin (Fratantuono, Staff)**

An introduction to the language and literature of the ancient Romans, with some attention to the history and culture of ancient Rome. Students advance from a study of the basic principles of grammar and syntax to the reading of passages of prose and poetry from the great corpus of surviving Latin literature. By the end of the year students will have the ability to read passages of straightforward Latin prose and poetry with the aid of a dictionary. F, S.

### **LATI 225. Intermediate Latin (Fratantuono, Staff)**

The intermediate level of Latin provides a review of grammar and syntax alongside a reading of texts of Latin prose and poetry. Students gain experience and confidence in the reading of continuous works of Latin literature through a close study of the works of major Latin authors such as Cicero; Livy; Virgil; Horace. Some consideration of the history of ancient Rome and the literature of both the Republic and Empire are considered. F. (Group III)

### **LATI 330. Readings in Latin Prose and Poetry (Fratantuono, Staff)**

This variable content course is an advanced reading course in Latin literature that focuses on a particular author of genre. Topics may include Virgil and Roman epic poetry; Lucretius and his Epicurean gospel, the *De Rerum Natura*; Ovid's *Metamorphoses*; Horace's odes; the elegies of Propertius and Tibullus; Sallust, Livy, and Tacitus; Cicero's oratory, philosophical works, and letters; the Roman comedies of Terence and the satires of Juvenal; the Neronians Lucan; Petronius; Seneca. F, S. (Group III)

### **LATI 490. Independent Study in Latin**

### **LATI 491. Directed Readings in Latin (Group III)**

## 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. (Group II, Quantitative)

### **MATH 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 MATH 111 may not be awarded after credit for MATH 105. F, S. (Quantitative)

### **MATH 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.

# Courses of Instruction

## **MATH 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. (Group II, Quantitative)

## **MATH 111. Calculus II (Staff)**

Continuation of MATH 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: MATH 110. F, S. (Group II, Quantitative)

## **MATH 200.2. Mathematical Models of Climate (Jackson)**

This course will examine climate from the point of view of mathematical modeling. Emphasis will be on simple models that serve to highlight the relative roles and interactions of individual climate processes. This course will have a particular focus on the near-polar regions primarily through the modeling of glaciers and climate-glacier interaction. Prerequisite: MATH 110. S. (Group II)

## **MATH 200.3. Biostatistics (Linder)**

Introduction to statistical methods common in biological and biomedical sciences. Includes sampling and experimental design, probability, continuous and discrete random variables, sampling distributions, one and multiple sample inferences using confidence intervals and significance tests, contingency table analysis, simple and multiple linear regression, one-factor ANOVA with multiple comparisons. Students will use the R statistical software package. Students may count for graduation credit only one of the courses MATH 105, MATH 200.3, MATH 230, and PSYCH 210. Prerequisite: MATH 110. F. (Group II, Quantitative)

## **MATH 210. Multivariable Calculus (Pyzza)**

Vectors and geometry of three-dimensional space, partial derivatives, multiple integrals, and an introduction to vector analysis. Computer symbolic algebra projects are included. Prerequisite: MATH 111. F. (Group II, Quantitative)

## **MATH 230. Applied Statistics (Linder)**

Introductory course in statistics. Exploratory data analysis, questions of causation, probability, continuous and discrete random variables, distributions of sums of random variables, sampling distributions, one and two-sample confidence intervals and significance tests, limitations of inference, model selection and inference in simple and multiple linear regression. Students may count for graduation credit only one of the courses MATH 105, MATH 200.3, MATH 230, and PSYC 210. Prerequisite: MATH 110. F, S. (Group II, Quantitative)

## **MATH 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: MATH 111 F. (Group II)

## **MATH 270. Linear Algebra (Jackson)**

Matrix algebra, finite dimensional vector spaces, linear transformations, determinants, eigenvalues, and applications. Prerequisite: MATH 210 or MATH 250. Recommended: MATH 250. S. (Group II)

## **MATH 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: MATH 111. S. (Group II)

## **MATH 300.3. Dynamical Systems in Neuroscience (Pyzza)**

A mathematical modeling course focusing on dynamical systems with applications in neuroscience. Topics include equilibria, bifurcations, phase plane analysis, limit cycles, and numerical integration techniques. Neuroscience examples will be taken from Hodgkin-Huxley, integrate-and-fire, and firing-rate models. Prerequisite: MATH 280. F. (Group II)

## **MATH 310. 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, Gödel's Incompleteness Theorem, and axiomatic set theory. Some attention will be given to related philosophical issues. Prerequisite: MATH 250. Also listed as PHIL 371. (Group II)

## **MATH 320. Geometry (Schwartz)**

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: MATH 250 or consent of instructor. F. (Group II)

## **MATH 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: MATH 210 and one course numbered 250 or above. (Group II)

## Courses of Instruction

### **MATH 335. Vector Analysis and Geometry (Nunemacher)**

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: MATH 210. (Group II)

### **MATH 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: MATH 210 and MATH 250. Recommended: MATH 270. F. (Group II)

### **MATH 345. Special Topics in Mathematics (Staff)**

A course of varying content reflecting the needs and interests of students. (Group II)

### **MATH 350. Probability (Schwartz)**

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: MATH 210. F. (Group II)

### **MATH 360. Mathematical Statistics (Linder)**

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: MATH 230, and 350. S. (Group II)

### **MATH 365. Special Topics in Statistics (Linder)**

A course of varying content reflecting the needs and interests of students. (Group II)

### **MATH 370. Abstract Algebra I (Jackson)**

Introduction to the algebraic systems of groups, rings, and fields; with applications. Attention is given to the construction of formal proofs. Prerequisite: MATH 250, MATH 270. F. (Group II)

### **MATH 380. Applied Mathematics (Wiebe)**

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: MATH 210 and MATH 280. (Group II)

### **MATH 385. Numerical Analysis (Pyzza)**

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: MATH 210, MATH 270, CS 110. (Group II)

### **MATH 440. Analysis II (Schwartz)**

An advanced analysis course considering topics such as Lebesgue measure and integration, Hilbert and Banach spaces, Fourier series, and topology. Prerequisite: MATH 340. (Group II)

### **MATH 470. Abstract Algebra II (Jackson)**

Continuation of MATH 270 and MATH 370. Topics may include further group theory, field and Galois theory, and linear algebra topics such as Jordan normal form. Prerequisite: MATH 370. (Group II)

### **MATH 490. Independent Study in Mathematics (Staff)**

Independent study of a topic in advanced mathematics under the guidance of a faculty member. Individually arranged.

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

Reading in advanced mathematics under the guidance of a faculty member. Individually arranged.

### **MATH 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: MATH 250.

### **MATH 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.

## Music

### **MUS 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.

### **MUS 105. Appreciation of Music Literature (Gamsso, 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. F, S. (Group IV)

# Courses of Instruction

## **MUS 108. Introduction to Music Education (Edwards)**

(Alternate years, offered 2017)

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. F.

## **MUS 109. Survey of Music Literature for Majors (Roden)**

This course provides a foundation for understanding the musical chronology and repertoire of the Western classical tradition as well as introducing basic methods of analysis in representative genres. Emphasis is also placed on developing familiarity with important reference tools for study in the discipline. Required for all B.A. and B.M. music majors during the second semester of the freshman year, also open to music minors. Prerequisite: MUS 110, 155. S.

## **MUS 110. Fundamentals of Music Theory (0.50 unit; Chiou)**

A basic course introducing the materials of music—notation, intervals, rhythm and meter, scales, key signatures, triads and seventh chords, Roman numerals and figured bass; introduction to counterpoint. Both written and aural skills are emphasized. All students taking MUS 110 are expected to be familiar with the topography of the piano keyboard (i.e., layout of black and white keys and their names) and have at least basic competency reading treble and bass clefs. Fluency in at least one of the clefs is highly recommended. 1st half of the semester. F.

## **MUS 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.

## **MUS 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: S in MUS 116. S.

## **MUS 155. Music Theory I (0.50 unit; Chiou, Jolley)**

Beginning of basic theory sequence, covering both theory and aural skills. Theory: diatonic functions and Roman numeral analysis with the tonic, dominant, subdominant, and supertonic triads; principles of four-part voice leading; inverted triads; monochord tones. Harmonic concepts are exercised through score analysis and guided part writing and basic composition exercises. Aural skills: sight reading and dictation of diatonic melodies in the major and minor modes; rhythmic dictation; basic harmonic dictation. Prerequisite: minimum a grade of C- in MUS 110 or by examination. Second half of semester. F.

## **MUS 156. Music Theory II (Chiou, Jolley)**

Continuation of basic theory sequence, covering both theory and aural skills. Theory: the dominant seventh and its inversions; all other diatonic triads and seventh chords; cadences; harmonic rhythm; harmonic sequences; secondary dominants. Aural skills: sight singing and dictation of melodies with larger intervals; alto and tenor clefs; basic chromaticism; longer harmonic dictation, including applied chords. Prerequisite: minimum grade of C- in MUS 155. S.

## **MUS 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. and B.A. music majors only. Prerequisite: S in MUS 117. F.

## **MUS 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. or B.A. music majors only. Prerequisite: S in MUS 216. S.

## **MUS 229. Introduction to Electronic Music Composition (Jolley)**

This course will teach the early history of electronic music, analog synthesis and instruments, digital synthesis and computer music, and electronic music repertoire. The student will also learn how to operate a digital audio editor using Audacity, and the student will create a simple synthesizer using Pure Data Extended (Pd-extended), a real-time graphical programming environment for audio, video, and graphical processing, and the MaKey MaKey, a simple pre-programmed Arduino board. S. (Group IV)

## **MUS 230. Conducting I (0.50 unit; Edwards)**

Development of basic skills in conducting and score analysis. Required of all B.M. majors. Prerequisite: MUS 156 for music majors or consent of instructor for non-majors. F.

# Courses of Instruction

## **MUS 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: MUS 230. S.

## **MUS 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.

## **MUS 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: MUS 232. S.

## **MUS 235. Diction for Singers I (0.50 unit; Whitehead)**

(Alternate years. Offered 2015-2016)

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.

## **MUS 236. Diction for Singers II (0.50 unit; Whitehead)**

(Alternate years. Offered 2015-2016)

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: MUS 235. Does not fulfill a University foreign language requirement. S.

## **MUS 240. Voice Methods (0.25 unit; Whitehead)**

For the instrumental music education major, fundamentals of singing, voice production, diction, and pedagogical skills in class voice instruction. F.

## **MUS 241. Brass Instrumental Methods (0.50 unit; Griffin)**

## **MUS 243. Percussion Instrumental Methods (0.50 unit; Burdett)**

## **MUS 245. String Instrumental Methods (0.50 unit; Staff)**

## **MUS 247. Woodwind Instrumental Methods (0.50 unit; Gamso)**

Each course in the sequence MUS 241 - MUS 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.

## **MUS 255. Music Theory III (Chiou)**

Continuation of basic theory sequence. Theory: secondary leading-tone chords; pivot-chord modulation; modal mixture; phrase structure; simple and rounded binary forms, ternary form; introduction to larger forms (sonata, rondo). Aural skills: sight singing and dictation of chromatic melodies; longer harmonic dictation; modulation to closely related keys. Prerequisite: minimum grade of C- in MUS 156. F.

## **MUS 256. Music Theory IV (Yip)**

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; sight singing; dictation of appropriate melodies, harmonic exercises, and rhythmic patterns. Prerequisite: a grade of C- or better in MUS 255. S.

## **MUS 344. Choral Techniques (0.50 unit; Hiester)**

(Alternate years. Offered 2014-2015)

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.

## **MUS 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. S. (Group IV, Diversity)

## **MUS 348. Music in World Cultures (Roden)**

(Alternate years. Offered 2015-2016)

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. S. (Group IV, Diversity)

## **MUS 355. Form and Analysis (Chiou)**

(Alternate years. Offered 2015-2016)

An advanced course in music analysis covering in greater detail concepts introduced in the basic theory sequence. Topics include binary and ternary forms, sonata, rondo, concerto, and variation forms; 19th-century chromaticism and 20th-century harmonic techniques. Prerequisite: minimum grade of C- in MUS 256 or permission of instructor. F.



## Courses of Instruction

### **MUS 356. Instrumentation and Orchestration (Jolley)**

(Alternate years. Offered 2015-2016)

This course will give the student a working knowledge of each orchestral instrument for practical applications such as arranging, composing, and general scoring. It will discuss the peculiarities (methods of sound production, ranges, timbre, etc.) of the various instruments. It will also explore how to make quality decision in combining these instruments so that they can work together as a unified whole. Prerequisite: minimum grade of C- in MUS 256 or permission of instructor. F.

### **MUS 357. Music of the Middle Ages, Renaissance and Baroque (Roden)**

Survey of European music to 1750. Prerequisite: music major or permission of instructor. F.

### **MUS 358. Music of the 18th and 19th Centuries (Roden)**

Survey from 1750 to 1900. Prerequisite: MUS 357 or permission of instructor. S.

### **MUS 359. Music of the 20th Century (Roden)**

The principal musical styles from 1900 to the present. Prerequisite: MU 358 or permission of instructor. F.

### **MUS 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/classroom instruments, music reading, movement, and listening are stressed. Required of all elementary education majors. Prerequisite: EDUC 251. Also listed as EDUC 363. S.

### **MUS 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 MUS 373. S.

### **MUS 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: MUS 373 and EDUC 251. Note: Music education majors should have been admitted to the teacher education program before taking MUS 374. F.

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

Music major or consent of instructor.

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

Music major or consent of instructor.

### **MUS 499. Seminar (Staff)**

#### **MUSP 001. Choral Art Society (0.25 unit; Hiester)**

#### **MUSP 002. Symphonic Wind Ensemble (0.25 unit; Griffin)**

#### **MUSP 003. Jazz Band (0.25 unit; Griffin)**

#### **MUSP 005. Chamber Orchestra (0.25 unit; Staff)**

#### **MUSP 006. String Ensemble (0.13 unit; Niwa)**

#### **MUSP 007. Brass Ensemble (0.13 unit; Griffin)**

#### **MUSP 008. Woodwind Ensemble (0.13 unit; Gamso)**

#### **MUSP 009. Percussion Ensemble (0.13 unit; Burdett)**

#### **MUSP 011. Opera Theater (0.25 unit; Hiester)**

#### **MUSP 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.

#### **MUSP 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.

#### **MUSP 014. Chamber Singers (0.13 unit; Hiester)**

#### **MUSP 015. Guitar Ensemble (0.13 unit; Burselson)**

#### **MUSP 016. Jazz Combo (0.13 unit; Griffin)**

## Neuroscience

### **NEUR 300.1. Introduction to Neuroscience (Ambegaokar, Bailey)**

An introduction to the study of neuroscience through the Molecular & Cellular, Behavioral & Cognitive, and Computational sub-fields. Fundamental principles of neuronal electrochemical properties, neuronal communication, and brain structure will be explored to allow discussion of larger themes such as Memory & Cognition, Biological Rhythms & Sleep, and Neurobehavioral Disorders. This course exposes students to the unique but complementary research methods that each sub-field uses in addressing questions in neuroscience. Lecture and laboratory (fused lecture/lab format where laboratory exercises are interspersed with lecture material). Prerequisites: 2 of the following 3 courses: BIOL 120, PSYC 110, or CHEM 110; or by permission of the instructor. F.

## Courses of Instruction

### **NEUR 300.9. Neurobehavioral Genetics (Ambegaokar)**

This course will discuss the pathophysiology of genes linked to or associated with Alzheimer, Parkinson, frontotemporal dementia and other neurodegenerative diseases, as well as psychiatric disorders such as schizophrenia and autism. The course will also discuss the design and validity of genetically engineered animal models for these diseases, genome-wide association studies (GWAS), and genomic technologies that can be applied to other complex disorders. This course is designed for students with an interest in genetics or neuroscience. Lecture only. Cross-listed as BOMI 300.9. Prerequisites: NEUR 300.1; or PSYC 110 and BIOL 271; or by consent of instructor. F.

### **NEUR 300.12. Molecular and Cellular Neuroscience (Ambegaokar)**

The course examines the fundamental molecular and cellular properties of neurons and other cells of the nervous system. Topics include biochemical properties of ion channels, neurotransmitters, and their receptors; signaling cascades and genetic regulation; synaptic transmission and synaptic plasticity (the cellular basis of learning & memory); neuronal development and developmental disorders; neural stem cells; and sensory receptors (vision, olfaction, taste, touch, temperature, pain, hearing & balance). The lab portion includes molecular biology techniques, the use of in vitro and in vivo model systems, and bioinformatics. Lecture and lab. Prerequisites: CHEM 111 (CHEM 260 recommended); NEUR 300.1 or BIOL 271; or by permission of instructor.

### **NEUR 300.3. Dynamical Systems in Neuroscience (Pyzza)**

A mathematical modeling course focusing on dynamical systems with applications in neuroscience. Topics include equilibria, bifurcations, phase plane analysis, limit cycles, and numerical integration techniques. Neuroscience examples will be taken from Hodgkin-Huxley, integrate-and-fire, and firing-rate models. Prerequisite: MATH 280. F.

### **NEUR 323. Computational Neuroscience (Fink, Pyzza)**

An introduction to computational modeling of neural systems and neural data analysis techniques for students majoring in neuroscience. Topics include models of the individual neuron, neural encoding and decoding of sensory information, models of memory formation, and information theory. Prerequisite: NEUR 300.1 AND one of CS 110, MATH 105, MATH 110, MATH 230, or PSYC 210; OR permission of instructor. Corequisite: NEUR 323L. S.

### **NEUR 323L. Computational Neuroscience Lab (Fink, Pyzza)**

Accompanies NEUR 323C, with a focus on computational analysis of neural data. Topics include spike train processing, construction of tuning curves, time-frequency analysis of neural signals, and image processing techniques. Corequisite: NEUR 323C. S.

*See also PHYS 300.2, PSYC 300.15, PSYC 300.16, PSYC 343 and 344, PSYC 345, and PSYC 374.*

## Politics and Government

### **PG 111. Power and American Politics (W. Franklin, Holland, 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. (Group I)

### **PG 112. 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. F, S. (Group I)

### **PG 113. Democracy, Dictatorship, and Political Change (Biser, J. Franklin)**

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. F, S. (Group I, Diversity)

### **PG 260. Equality and American Politics (W. Franklin)**

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. F. (Group I, Diversity)

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## Courses of Instruction

### **PG 261. American Politics and the Mass Media (Holland)**

(Not offered 2016-2017)

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. (Group I)

### **PG 279. The Conduct of Political Inquiry (J. Franklin, Holland)**

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 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. (Group I)

### **PG 280. Environmental Politics (Staff)**

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. S. (Group I)

### **PG 300.34. Citizenship in an Age of Empire: Theories of Global Citizenship (Biser)**

In Aristotle's *Politics*, he defines a citizen as one "who has the power to take part in the deliberative or judicial administration of any state." This definition, which emphasizes active participation in the institutions that govern our lives, is a central component of democratic theory. However, the political and economic realities of globalization pose daunting challenges to our conceptions of citizenship. What kinds of opportunities for participation exist in a world where the sovereignty of the nation-state is impinged upon by international economic and political institutions? In short, what are the rights and duties of a global citizen? This course investigates these questions through the lens of democratic theory. Although the challenges posed to democratic citizenship by globalization are often assumed to be purely modern—driven by recent advances in transportation and communication technologies—this course offers students a historical perspective on global citizenship by situating the concept in ancient Athens before turning to contemporary theories of citizenship. This is not a travel course. R-option. S. (Group I)

### **PG 344. Democratization in the Developing World (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. S. (Group I, Diversity)

### **PG 346. European Politics (Kay)**

(Not offered 2016-2017)

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. (Group I)

## Courses of Instruction

### **PG 347. Protest and Political Violence (J. Franklin)**

(Not offered 2016-2017)

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. R-option. (Group I, Diversity)

### **PG 348. Latin American Politics (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 in 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. R-option. F. (Group I, Diversity)

### **PG 349. East Asian Politics (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. S. (Group I, Diversity)

### **PG 350. Law and Courts (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: PG 110, PG 111, or permission of instructor for underclassmen; open to upperclassmen without prerequisite. F. (Group I)

### **PG 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 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. PG 350 recommended as a prerequisite. F. (Group I)

### **PG 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: PG 110, PG 111 or permission of the instructor. PG 351 is recommended as a prerequisite. S. (Group I)

### **PG 353. Congress and Legislative Process (W. Franklin)**

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. (Group I)

### **PG 354. The American Presidency (W. Franklin)**

(Not offered 2016-2017)

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. (Group I)

# Courses of Instruction

## **PG 355. American Federalism and Public Policy (Staff)**

(Not offered 2016-2017)

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. R-option. (Group I)

## **PG 356. Public Administration (Holland)**

(Not offered 2016-2017)

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. (Group I)

## **PG 357. The United States Supreme Court: Current and Future (Louthan)**

(Not offered 2016-2017)

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 PG 352 or permission of instructor. (Group I)

## **PG 358. Political Parties (Holland)**

(Not offered 2016-2017)

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. R-option. (Group I)

## **PG 359. Voting and Elections in the U.S. (Holland)**

This course examines voting behavior, campaigns, and elections within the context of democratic politics. In a democracy, the consent of the governed is fundamental. Candidates for public office make their case to the people during the campaign season, and the people then vote their preferences on Election Day. Thus, voting, campaigns, and elections are inherently linked as the means through which the consent of the governed is achieved. In this course, we will explore the various factors that influence the electoral process. This includes the study of campaigns (presidential and congressional), candidate strategy and behavior, campaign advertising, and campaign finance. We will also address voter choice, including ideology and partisanship, as well as influences on political participation. Attention will also be given to recent developments in the current political environment. R-option. F. (Group I)

## **PG 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. R-option. F, S. (Group I)

## **PG 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. (Group I)

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## Courses of Instruction

### **PG 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 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. (Group I)

### **PG 363. Human Rights in International Perspective (J. Franklin)**

(Not offered 2016-2017)

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. (Group I, Diversity)

### **PG 364. 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). 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. R-option. F. (Group I)

### **PG 365. 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. S. (Group I, Diversity)

### **PG 371. Power and Authority: Political Theory from the Canon to Fanon (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 politics 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. R-option. S. (Group I)

### **PG 372. Democracy and its Critics (Biser)**

(Not offered 2016-2017)

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. R-course. (Group I)

### **PG 373. Freedom, Equality, and Democracy in American Political Thought (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. R-course. F. (Group I)

### **PG 374. Political Theory, Science and Technology (Biser)**

(Not offered 2016-2017)

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 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. R-course. (Group I)

# Courses of Instruction

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

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

**PG 495. Apprenticeship (Staff)**

**PG 499. Senior Seminar (Choi, Esler, Franklin)**

- 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.

## Philosophy

**PHIL 110. Introduction to Philosophy (Staff)**

Introductory examination of major concepts, themes, and issues in philosophy. Special attention will be paid to traditional problems in metaphysics, epistemology, and ethics. F, S. (Group III)

**PHIL 110 A. Introduction to Philosophy (S. Stone-Mediatores)**

An introduction to philosophy with special attention to texts from diverse historical and cultural contexts. Readings from Plato to Martin Luther King will help us explore questions such as the following: What does it mean to be wise? What does it mean to have a conscience? And how might we distinguish moral commitment from zealotry? This section will also study critical race theory and explore how we might distinguish social identities from stereotypes, how our own social identities both enable and constrain our thinking, and how we might view the world from the standpoint of people different than us. F, S. (Group III, Diversity)

**PHIL 112. Critical Thinking: Ideology Critique (S. Stone-Mediatores)**

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. S. (Group III)

**PHIL 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. F. (Group III)

**PHIL 113. Rock Music and Philosophy (Calef)**

(Summer only)

What can we learn from the lyrics of an artist like Bruce Springsteen? What is the source of Led Zeppelin's aesthetic appeal? How did eastern gurus like the Maharishi or Meher Baba influence the music of bands like the Beatles and the Who? What can Pink Floyd teach us about the nature of perception, Metallica about the meaning of life, or Radiohead about capitalism? In this lower-level course we will listen to music and read lyrics in conjunction with, and to set the stage for, discussion of essays that explore philosophically interesting aspects of rock artists, their music, and the music industry. We will also discuss the cultural significance and legacy of these extremely powerful performers and their work. (Group III)

**PHIL 211. Ethics (S. Stone-Mediatores)**

A jointly historical and problem-oriented approach to enduring ethical problems. Beginning with Aristotle and advancing through contemporary Europe and North America, the course examines questions such as: Can education make us more ethical people? How do social and cultural power relations complicate ethical norms, and how might we act ethically in the context of such social hierarchies? How might we resist wide-scale and institutionalized violence such as racism and militarism? And what are the ethical implications of our own knowledge practices? Likely authors include Aristotle, Hobbes, Kant, Arendt, and contemporary feminist theorists. (Group III)

**PHIL 250. Environmental Philosophy (S. Stone-Mediatores)**

A critical study of human relations with the more-than-human environment. Particular attention will be paid to questions such as: How can more reflective relations with the non-human world throw new light on human concerns, such as education, militarism, racism, and sexism? What remains of the project of "preserving nature" when we acknowledge the social and technological construction of what we have called "natural?" And why have theorists from Rachel Carson to Sandra Steingraber linked environmentalism to human rights? Readings in American transcendentalism ecology, eco-feminism, postmodern environmentalism, and environmental justice will be supplemented with several field trips and practical environmental activities. (Group III)

**PHIL 269. 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 BUS 269. (Group III)

**PHIL 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. (Group III)

## Courses of Instruction

### **PHIL 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. (Group III)

### **PHIL 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. S. (Group III)

### **PHIL 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. S. (Group III)

### **PHIL 345. Philosophy of Religion (Calef)**

This course is designed (a) to introduce the student to some of the central philosophical questions that have been raised by philosophers thinking about religion, especially in the West, and (b) to examine some of the key answers that have been given to those questions. We will examine the basis and justification of a variety of common religious claims and cover such issues as the attempt to prove God's existence, the nature and attributes of God, the problem of evil, the status and interpretation of religious language, the nature of religious experience, the relation of faith to reason, religious ethics, miracles, the fate of the soul and the meaning of death, and religious pluralism. Also listed as REL 372. (Group III)

### **PHIL 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. (Group III)

### **PHIL 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. (Group III)

### **PHIL 349. From Hegel to Nietzsche: The Struggle for Self-Determination (Flynn)**

A study of major philosophical figures of 19th-century Europe, 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. (Group III)

### **PHIL 350. Mind, Language, and World in Twentieth Century Philosophy (Flynn)**

A study of philosophical figures and movements of the 20th 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, existentialism, and post-structuralism. (Group III)

### **PHIL 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. (Group III)

### **PHIL 354. Social and Political Philosophy (S. Stone-Mediatore)**

A critical study of modern Western political philosophies in historical context. Through a close and historically informed study of the philosophers who first championed freedom and democracy in Western Europe, the course will explore the visions, conflicts, and contradictions that continue to influence modern Western political culture. Likely authors include More, Hobbes, Locke, Marx, and contemporary critical theorists. (Group III)



# Courses of Instruction

## **PHIL 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, 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. (Group III)

## **PHIL 362. Aesthetics (Staff)**

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. (Group III)

## **PHIL 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. (Group III)

## **PHIL 390. Seminar in Existentialism (Flynn)**

Intensive study of the existential themes of freedom, individuality, and the meaning of life from Kierkegaard to Sartre. (Group III)

## **PHIL 391. Seminar in Plato (Calef)**

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. S. (Group III)

## **PHIL 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.

## **PHIL 491. Directed Readings (Staff) F, S.**

## **PHIL 495. Apprenticeship (Staff)**

Internships, practicums, and field work that can be linked to philosophical concepts in the form of research papers and reports.

## **PHIL 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 and others may enroll with the instructor's consent. F. (Group III, R)

## **Physics**

### **PHYS 110C. General Physics for Physical Science Majors I (Trees)**

The first semester of a two-semester sequence of introductory physics. Topics include 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 PHYS 110C and PHYS 115. Corequisite: PHYS 110L and MATH 110. F. (Group II, Quantitative)

### **PHYS 110L. General Physics Laboratory I (0.25 unit; 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: PHYS 110C. F.

### **PHYS 111C. General Physics for Physical Science Majors II (Trees)**

Continuation of PHYS 110C. Topics include thermal physics, electromagnetism, electric circuits, electromagnetic waves, and optics. Prerequisite: PHYS 110C, PHYS 110L. Students may not receive graduation credit for both PHYS 111C and PHYS 116. Corequisite: PHYS 111L and MATH 111. S. (Group II, Quantitative)

### **PHYS 111L. General Physics Laboratory II (0.25 unit; 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: PHYS 111C. S.

# Courses of Instruction

## **PHYS 115. Principles of Physics I (1.25 units; Haring-Kaye)**

The first semester of a two-semester sequence of introductory physics for biological science majors, including pre-professional majors. Topics include classical mechanics, fluids, and thermodynamics. 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 PHYS 115 and PHYS 110C. Laboratory included. F. (Group II, Quantitative)

## **PHYS 116. Principles of Physics II (1.25 units; Fink)**

Continuation of PHYS 115. Topics include wave motion, acoustics, electromagnetism including DC circuits, optics, and modern physics. Students may not receive graduation credit for both PHYS 116 and PHYS 111C. Laboratory included. Prerequisite: PHYS 115. S. (Group II, Quantitative)

## **PHYS 275. Analog Electronics (1.25 units; Haring-Kaye)**

Topics include signal filtering, solid-state diodes, bipolar and field-effect transistors, and operational amplifier theory and practice. This is an integrated lecture-laboratory course. Prerequisite: PHYS 280L or permission of instructor.

## **PHYS 280C. Contemporary Physics (Andereck)**

An intermediate-level course providing the ideas and tools needed for students to study advanced physics. Topics include quantum physics, relativity, and Fourier analysis, as well as a selection of additional topics of interest in contemporary physics. Prerequisite: PHYS 111 or permission of instructor. F.

## **PHYS 280L. Contemporary Physics Laboratory (0.25 unit; Haring-Kaye)**

An intermediate-level laboratory to accompany PHYS 280C. Laboratory techniques and analysis skills developed in PHYS 110L and PHYS 111L are enhanced and refined through a more sophisticated development of statistical methods in data analysis, error propagation, and data acquisition techniques. Experiments strongly correlate with the topics covered in PHYS 280C. Emphasis is also given to the process of writing effective formal lab reports that follow the structure and format of professional scientific journals. Required for Physics and Astrophysics majors, but optional for other students in PHYS 280C. Prerequisite: PHYS 111L or permission of instructor. Corequisite: PHYS 280C. F.

## **PHYS 300.1. Biophysics of the Brain (Fink)**

An introduction to mathematical modeling of neural systems. Topics include the biophysics of individual neurons, the collective dynamics of networks of neurons, neuronal encoding and processing of sensory information, and neuronal plasticity mechanisms. This course emphasizes the trade-offs involved in implementing mathematical models of varying levels of complexity. Prerequisite: MATH 280 or permission of instructor.

## **PHYS 300.2. Biophysics of the Brain**

(Offered alternate years.)

An introduction to mathematical modeling of neural systems. Topics include the biophysics of individual neurons, the collective dynamics of networks of neurons, neuronal encoding and processing of sensory information, and neuronal plasticity mechanisms. This course emphasizes the trade-offs involved in implementing mathematical models of varying levels of complexity. Prerequisite: PHYS 280 or permission of instructor. F.

## **PHYS 300.3. Digital Signal Processing (Fink)**

An introduction to the mathematical techniques involved in digital signal processing, with applications to the processing of real-world signals (especially neural signals). Topics include linear time-invariant systems, convolution, transfer functions, correlation, the discrete Fourier transformation, digital filtering, image processing, and time-frequency analysis. Co-requisite: MATH 280.

## **PHYS 310. Mechanics (Trees)**

(Alternate years. Offered 2016-2017.)

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: PHYS 280C or permission of instructor.

## **PHYS 320. Thermal and Statistical Physics (Trees)**

(Alternate years. Not offered 2016-2017.)

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: PHYS 280C or permission of instructor. Recommended: MATH 280.

## **PHYS 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: PHYS 280L or permission of instructor. Recommended: CS 110.

## Courses of Instruction

### **PHYS 360. Electromagnetic Theory (Harmon)**

(Alternate years. Not offered 2016-2017.)

Topics include electrostatics, magnetostatics, induced electromotive forces, Maxwell's equations in free space and in dielectric and magnetic materials, and electromagnetic waves. Vector calculus is used throughout. Prerequisites: PHYS 280C, MATH 280. Corequisite: MATH 210.

### **PHYS 375. Digital Electronics (1.25 units; Fink)**

(Offered as needed.)

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: PHYS 275.

### **PHYS 380. Quantum Mechanics I (Andereck)**

(Alternate years. Offered 2016-2017.)

Topics include Schrödinger's equation and its solution for the free particle, wells, steps, barriers, the harmonic oscillator and the hydrogen atom. Prerequisites: PHYS 280C, MATH 280. (MATH 270 is helpful.) Corequisite: MATH 210.

### **PHYS 381. Quantum Mechanics II (Staff)**

(Offered as needed.)

Continuation of PHYS 380 at a more advanced level. Topics include multi-electron atoms, properties of solids, nuclear models and reactions, and particle physics. Prerequisite: PHYS 380.

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

For students who wish to pursue topics in physics not covered in regular courses.

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

### **PHYS 498. Physics Seminar (0.5 unit; Fink)**

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.

### **PHYS 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.

## Psychology

### **PSYC 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. Tier 1 course. F, S. (Group I)

### **PSYC 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, MATH 200.3, or MATH 230. Prerequisite: C- or better in PSYC 110 and one additional PSYC course. F, S. (Quantitative)

### **PSYC 252. Social Psychology (Smith)**

An introduction to the scientific study of how individuals think, feel, and behave when in the presence of 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 PSYC 110. Tier 2 course. F, S. (Group I)

### **PSYC 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. Prerequisite: C- or better in PSYC 110. Tier 2 course. S. (Group I)

## Courses of Instruction

### **PSYC 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 lie detection) 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 PSYC 110. Tier 2 course. S. (Group I)

### **PSYC 259. Personality Psychology (Henderson)**

This course is an introduction to the study and science of personality psychology—consistencies in qualities, thoughts, feelings, and behaviors that characterize a person's individuality. We will explore the diversity of modern theories of human personality, the empirical research they consider, and the procedures they use for systematically gaining information about the personality of individuals. Course topics include: personality development; biological and situational influences on personality; traits and motives; identity and the self; and personality through the lens of gender and culture. Prerequisites: C- or better in PSYC 110. Tier 2 course. S. (Group I)

### **PSYC 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 PSYC 110. Tier 2 course. F. (Group I)

### **PSYC 264. Organizational Psychology (Henderson)**

A broad introductory survey of psychological science on social behavior in organizations, with a focus on the application of psychological theory and research to human management. We will examine how individuals can become more effective members of organizations and create better organizations. Course topics and overarching questions include: how to rally other people to support our goals; how to design effective work teams; how to communicate our ideas effectively; how to avoid common pitfalls when working in a different culture; who has power in organizations and how to get it; and how to become an effective leader in organizations. Students will learn to analyze common organizational problems that people encounter in their everyday work and social lives. Also listed as BUS 264. Prerequisite: C- or better in PSYC 110. Tier 2 course. S. (Group I)

### **PSYC 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 PSYC 110. Tier 2 course. F, S. (Group I)

### **PSYC 288. Maturity and Age (Hall)**

(Not offered 2016-2017)

The psychological and physiological aspects of the mature and aged individual with emphasis on the intellectual, emotional, social, economic, political, and medical concerns experienced in these periods of life. Prerequisites: C- or better in PSYC 110. Tier 2 course. F. (Group I)

### **PSYC 300.12. Applied Atypical Child Development (Bunnell)**

This course introduced students to the developmental trajectories, abilities, and challenges of children with a range of atypical developmental patterns (e.g., learning disabilities, communication disorders, intellectual disabilities, giftedness), with a focus on the policy decisions, controversies, and scientific and pseudoscientific evidence and claims that relate to the care, education, and wellbeing of children with atypical development. This course is particularly relevant for individuals considering a future in which they will be educating, parenting, or providing for a child with special needs, or individuals who are interested in a broad and applied focus on childhood atypical development. Prerequisite: C- or better in PSYC 110. Tier 2 course. F. (Group I)

### **PSYC 300.13. Behavioral Decision Making (Brandt)**

Adult life comes with the responsibility of managing difficult decisions about relationships, health, money, and work, and the classic rational-agent view of human behavior assumes that people are predisposed to view life decisions objectively and to make sound choices regardless of other circumstances. Instead, researchers have discovered that each of us sees the world through a subjective lens that is influenced by our personal experiences, evolutionary history, and immediate surroundings, none of which consistently promotes rational choice. In this course, we will examine the associative, emotional, and motivational processes that govern how people evaluate their environment and make real-life choices in the face of uncertainty and incomplete information. We will also explore how the psychological work on these topics has enhanced our ability to predict and control peoples' choices and has influenced contemporary decision theory. Learning about these concepts will encourage you to be skeptical about your own judgments, to look out for the many pitfalls of sound decision-making, and to weigh the perspectives of others when judging their choices. Prerequisite: C- or better in PSYC 110. Tier 2 course. S. (Group I)

## Courses of Instruction

### **PSYC 300.14. Psychology of Women and Gender (Henderson)**

The psychological science of women, men, and gender. Course topics include: gender stereotypes, gender socialization, love relationships, sexuality, pregnancy and parenthood, women and work, and violence against women. The course will focus on the lived experiences of women, and themes will include the social construction of gender, the gendered nature of social institutions, and the way that gender intersects with race/ethnicity, sexual orientation, social class, and other social categories. Throughout, we will learn how all of these issues relate to women's mental health and well-being. We will also take a developmental perspective on these issues to understand how they unfold across the lifespan. By the end of the course, students should have a good understanding of what it means to be female in North America. Prerequisite: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. S. (Group I)

### **PSYC 300.15. Cognitive Neuroscience (Bailey)**

This course explores the cognitive and neural processes that support perception, attention, memory, social cognition, language, executive function, and decision making. It will explore the evolution and development of the neural structures that underlie these cognitive processes. Students will gain experience with cognitive neuroscience experimental techniques including behavioral and electrophysiological methods of research. Prerequisite: C- or better in PSYC 110 and two Tier 2 psychology courses; or NEUR 300.1; or permission of instructor. Tier 3 course. S. (Group I)

### **PSYC 300.16. Affective Neuroscience (Bailey)**

This course explores the neural processes that give rise to affect and emotion. Emphasis will be on mapping affective experience and behavior to brain function. Both human and animal literatures will be surveyed, and relevant areas covered will include basic theories of emotion, neural circuitry of emotion, fear learning and memory, emotion regulation, and reward. Prerequisite: C- or better in PSYC 110 and two Tier 2 psychology courses; or NEUR 300.1; or permission of instructor. Tier 3 course. F. (Group I)

### **PSYC 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: C- or better in PSYC 110; C- or better in either PSYC 210, MATH 105, MATH 200.3, MATH 230, or MATH 360 and one additional psychology course. R course. F, S.

### **PSYC 322. Abnormal Behavior (Staff)**

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: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. S. (Group I)

### **PSYC 323. Community Psychology (Staff)**

(Not offered 2016-2017)

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: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. F. (Group I)

### **PSYC 326. Public Health: Psychological, Behavioral, and Social Issues (DiLillo)**

(Not offered 2016-2017)

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: C- or better in PSYC 110 and two Tier 2 courses or permission of instructor. Tier 3 course. S. (Group I)

### **PSYC 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: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. F. (Group I)

# Courses of Instruction

## **PSYC 333. Child Psychology (Bunnell)**

The psychological and physiological development of the child from conception to adolescence. This course examines the effects of parents, school, and community practices on emotion, social, and intellectual aspects of child behavior. Prerequisites: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. S. (Group I)

## **PSYC 336. Clinical Child Psychology (Bunnell)**

(Not offered 2016-2017)

This course discusses the development of children with both physical and emotional difficulties, with a focus on the etiology of childhood disorders, as well as the efficacy of treatment and intervention. This course is designed for individuals interested in pursuing research and/or practice in a clinical child field or those who would like to gain a stronger background in the clinical child psychological literature. Prerequisites: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. (Group I)

## **PSYC 343. Behavioral Neuroscience (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 (PSYC 344) is available. Prerequisites: C- or better in PSYC 110 and two Tier 2 psychology courses; or NEUR 300.1; or permission of instructor. Tier 3 course. F. (Group I)

## **PSYC 344. Laboratory in Behavioral Neuroscience (0.25 unit; Yates)**

Laboratory exercises focusing on the anatomical organization of the brain and a novel experiment using systemic interventions, behavioral measures and/or histological techniques, and data analysis. This optional laboratory must be taken concurrently with PSYC 343 or after. F. (Group I)

## **PSYC 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. Prerequisites: C- or better in PSYC 110 and two Tier 2 psychology courses; or NEUR 300.1; or permission of instructor. Tier 3 course. S. (Group I)

## **PSYC 346. Sensation and Perception (Staff)**

(Not offered 2016-2017)

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: C- or better in PSYC 110, two Tier 2 courses, and PSYC 255, PSYC 343, or permission of instructor. Tier 3 course. S. (Group I)

## **PSYC 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: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. F. (Group I)

## **PSYC 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: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. F. (Group I)

## **PSYC 366. 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: C- or better in PSYC 110 and two Tier 2 courses. Tier 3 course. S. (Group I)

## **PSYC 374. Topics in Neuroscience (Yates)**

(Not offered 2016-2017)

In-depth examination of a current topic in the field of neuroscience. The course will use primary sources and discussion to examine, in depth, a current neuroscientific focus. Previous topics have included Neural and Psychiatric Disorders, Spinal Cord Injury, and Neurolaw. Prerequisites: C- or better in PSYC 110 and two Tier 2 psychology courses; or NEUR 300.1; or permission of instructor. Tier 3 course. R course. S. (Group I)

## **PSYC 410. Advanced Research Methods (Staff)**

(Not offered 2016-2017)

Individual empirical research that builds upon the fundamentals covered in PSYC 310. Prerequisite: PSYC 310 and permission of instructor.

# Courses of Instruction

## **PSYC 420. Advanced Quantitative Methods (Hall)**

(Not offered 2016-2017)

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: PSYC 210, MATH 105, MATH 200.3, or MATH 230, or permission of instructor.

## **PSYC 452. Social Cognition (Smith)**

(Not offered 2016-2017)

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 expectations and desires have on information processing and how feedback from the body can influence social cognitive processes. Prerequisites: C- or better in PSYC 110, two Tier 2 courses, and either PSYC 252, PSYC 364, or permission of instructor. Tier 3 course. S. (Group I)

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

Individually supervised empirical projects in psychology. It is normally expected that the student have a B average in psychology. Prerequisite: PSYC 210, PSYC 310, and permission of instructor. F, S.

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

Individually supervised surveys of the literature on a topic in psychology. Prerequisite: C- or better in PSYC 110 and permission of instructor. F, S. (Group I)

## **PSYC 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 PSYC 322 for clinical/ counseling apprenticeship. F, S.

## **PSYC 499. Seminar (Bunnell)**

A psychology topic of contemporary concern presented in a seminar format. Prerequisites: C- or better in PSYC 110, two Tier 2 courses, and junior or senior standing or permission of instructor. May not be taken more than twice. Tier 3 course. S. (Group I)

# Religion

## **REL 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. No prerequisite. F. (Group III, Diversity)

## **REL 104. Religions of the East (Michael)**

A survey of the major religious traditions of the world — Hindu, Buddhist, Confucian, Taoist, 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. (Group III, Diversity)

## **REL 111. Old Testament History and Literature (Staff)**

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. D. (Group III, Diversity)

## **REL 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. (Group III)

## **REL 141. Islam: An Introduction (Gunasti)**

A basic introduction to the Islamic tradition from the perspective of world events that occurred over the course of the past century or so. The main focus of the course will be the development of Islam in the modern period, but a basic understanding of earlier Islamic history will be introduced as needed. The course will cover such topics as the Prophet Muhammad's memory, law, gender, and interpretations of the Qur'an through a focus on Muslim communities living in the Middle East, Europe, and North America. We will examine how different, and often competing, understandings of Islam have arisen in the modern context. We will also explore what it means to be a Muslim in contemporary society and consider the impact of modernity on the development of Islam. No prerequisite. (Group III, Diversity)

## **REL 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. (Group III)

*At least one of the introductory courses (REL 103, REL 104, REL 111, REL 121, REL 141, REL 151) is recommended before taking any of the following courses:*

# Courses of Instruction

## **REL 270. Theory & Method in the Study of Religion (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 religion. S. (Group III)

## **REL 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. (Group III, Diversity)

## **REL 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. (Group III, Diversity)

## **REL 300.6. Medieval Islamic Society (Gunasti)**

Exploration of Islamic society, history, and civilization from 1258, which marks the end of the Abbasid Caliphate as a result of the Mongol invasions, to 1798, the date of Napoleon Bonaparte’s arrival in Egypt, which is the traditional date marking the beginning of the modern period in the Muslim world. This period represents a remarkable intellectual florescence within the Islamic tradition, the transformation of cultural institutions, and a geo-political shift from the Arab world to Asia. We will explore life, intellectual currents, politics and law, institutions, gender relations, and culture under Muslim rule within the context of the major political powers, including the Mamluk, Timurid, Safavid, Mughal, and Ottoman dynasties. This course does not require any prior coursework in Islam. (Group III, Diversity)

## **REL 300.7. Early Christianity in Africa (Eastman)**

The history and development of early Christianity on the African continent prior to the Muslim Conquests. Informed by the study of the primary sources—both literary and archaeological—the course will examine the major figures and debates that shaped African Christian identity, theology, and practice in its three epicenters: Egypt, North Africa, and Ethiopia. Attention will also be given to the impact of developments in Africa on Christianity as a whole. D. (Group III, Diversity)

## **REL 300.8. Women in Judaism (Staff)**

How have women understood and experienced Judaism in different times and places? This course will begin to explore this question by examining Jewish women’s traditional roles and status, how these roles have changed and varied in different periods of history and different cultural settings, and how Jewish women themselves identify with and practice Judaism. Special emphasis will be placed on the experiences of Jewish women in the Holocaust and in the State of Israel. Finally, it will consider the impact of feminism on Judaism and consider the question of what it means to be a Jewish feminist and a Jewish woman in contemporary Jewish life. (Group III, Diversity)

## **REL 310. Gender and Religion in the Ancient Near East (Staff)**

(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. (Group III, Diversity)

## **REL 316. Ancient Mediterranean Religions (Staff)**

(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. (Group III, Diversity)

## **REL 318. Judaism During the Time of Jesus (Staff)**

(Alternate years.)

Examination of Jewish literature written during the Hellenistic and early Roman periods (c. 300 B.C.E. – 100 C.E.). The main focus will be on reading primary literature mostly translated from Greek but also from Hebrew (from the Dead Sea Scrolls). The course also will provide a survey of the sociological and historical contexts of Jewish life in this period (especially in Egypt and Judea/Galilee), and it will address how Jewish identity was formulated in antiquity. This course is essential for anyone interested in the history of Judaism and/or Christianity. REL 111 or REL 121 is strongly recommended prior to taking this course. (Group III)

## **REL 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. (Group III)



# Courses of Instruction

## **REL 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. (Group III)

## **REL 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. (Group III)

## **REL 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). (Group III)

## **REL 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. (Group III)

## **REL 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. (Group III)

## **REL 336. Judaism in Late Antiquity (Staff)**

(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. (Group III, Diversity)

## **REL 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. (Group III, Diversity)

## **REL 342. Women and Gender in Islam (Gunasti)**

Through the categories of gender and sexuality, an examination of the tension that exists between an Islamic textual tradition and the everyday lives of Muslims. The contrast between the social lives of Muslims and the Islamic tradition and the way in which Muslim societies have negotiated these tensions will be a recurring theme in the course. Broadly speaking, the course will take a chronological approach to the study of women. The first part of the course will provide an overview of Islamic history – with an emphasis on women – as well as an introduction to important Islamic sources. We will then take a thematic treatment of issues regarding law, sexuality, politics and feminist reinterpretations of the Islamic tradition. We will also read literature and watch films that address the issues we cover in class. No prior study of Islam is necessary. (Group III, Diversity)

## **REL 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. (Group III, Diversity)

## **REL 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. (Group III, Diversity)

## **REL 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. (Group III, Diversity)

## **REL 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.

# Courses of Instruction

## **REL 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. (Group III, Diversity)

## **REL 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. (Group III, Diversity)

## **REL 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. (Group III)

## **REL 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. (Group III)

## **REL 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. (Group III)

## **REL 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. (Group III)

## **REL 391. Biblical Hebrew (Staff)**

(Alternate years.)

Introductory and advanced Biblical Hebrew including grammar, vocabulary, and reading of selected texts. Permission of instructor required.

## **REL 392. Koine Greek (Staff)**

Introductory and advanced Greek including grammar, vocabulary, and reading of selected texts. Prerequisite: GREE 111 and permission of instructor.

## **REL 394. Sanskrit (Michael)**

(Alternate years.)

Introductory and advanced Sanskrit including grammar, vocabulary, and reading of selected texts. Permission of instructor required.

## **REL 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. (Group III)

## **REL 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.

## **REL 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.

## **REL 495. Apprenticeship (Staff)**

Pre-theology majors may receive one unit of credit for supervised field experience. Fulfills pre-theology capstone requirement; others by permission. (Satisfactory/unsatisfactory grading.)

## **REL 498. Research Seminar (0.5 unit; Eastman, 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.

## **REL 499. Seminar in Study of Religion (0.5 unit; Eastman, 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.

# Courses of Instruction

## Russian

### **RUSS 110, RUSS 111. Beginning Russian**

(Not offered 2015-2016)

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.

### **RUSS 225. Continuing Russian**

(Not offered 2015-2016)

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.

## Sociology/Anthropology

### **SOAN 110. Introductory Sociology (Cohen, Durst, Yalçinkaya)**

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. (Group I)

### **SOAN 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. (Group I, Diversity)

### **SOAN 117. Introduction to Social Problems (Dean)**

This course provides an introduction to contemporary social problems by using a sociological perspective to analyze problems depicted in HBO's *The Wire*. The focus is on problems in American society, including poverty, racism, gender inequality, gangs, drugs, education, and family. Through heavy use of multimedia (including watching *The Wire*), students learn basic sociological concepts and the causes and consequences of enduring social problems. F. (Group I)

### **SOAN 221. Archaeology of North America (Peoples)**

(Alternate years; Not offered 2016-2017)

Covers the prehistory of the Americas north of the Rio Grande. Discusses the latest evidence and debates about the initial Native American settlement of the Americas. Most of the course is devoted to three specific regions 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. (Group I)

### **SOAN 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. S. (Group I)

### **SOAN 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: SOAN 110 or SOAN 117 plus SOAN 111, SOAN major or minor, or consent of instructor. F. (Group I)

### **SOAN 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: SOAN 111. S. (Group I, Diversity)

### **SOAN 292. Cultures of the Pacific (Peoples)**

(Not offered 2015-2016)

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. (Group I, Diversity)

# Courses of Instruction

## **SOAN 293. East Asia Yesterday and Today (Peoples)**

An overview of the traditional civilizations and modern nations 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 family structures, gender roles, development, religion, incorporation into global systems, and contemporary social and environmental problems. F. (Group I, Diversity)

## **SOAN 294. Peoples & Cultures of the Middle East (Yalçinkaya)**

(Not offered 2016-2017)

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 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. Writing Option. (Group I, Diversity)

## **SOAN 295. Native American Cultures of the Southwest (Peoples)**

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 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 natives are discussed. F. (Group I, Diversity)

## **SOAN 315. Society and the Economy (Dean)**

A study of contemporary capitalism and market systems. It examines the institutional and cultural contexts of markets, including the role of the modern corporation, consumer society, health care and the economy, the environment, and the Great Recession. Special emphasis is placed on the rise of corporate social responsibility and ethical consumption. Prerequisite: SOAN 110, SOAN 117, or ECON 110, or permission of instructor. (Group I)

## **SOAN 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. (Group I, Diversity)

## **SOAN 348. Gender in Cross-Cultural Perspective (Howard)**

(Not offered 2016-2017)

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: SOAN 111. (Group I, Diversity)

## **SOAN 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: SOAN 110 or SOAN 111 or permission of instructor. S. (Group I)

## **SOAN 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: SOAN 110 or SOAN 111 or permission. F. (Group I)

## **SOAN 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. F. (Group I)

## **SOAN 354. Demography (Howard)**

(Not offered 2016-2017)

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. (Group I, Diversity)

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## Courses of Instruction

### **SOAN 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: SOAN 110 or SOAN 111 or permission. F.

### **SOAN 357. Race and Ethnicity (Dean)**

Comparative study of racial and ethnic relations, with a focus on racial and ethnic minorities within the United States. Topics include racial stratification, racial identity, theories of race and ethnicity, intersectionality, contemporary forms of racism, and anti-racist movements. Prerequisites: SOAN 110, SOAN 111, or SOAN 117, or permission of instructor. F. (Group I, Diversity)

### **SOAN 358. Society, Politics, and Social Movements (Dean)**

Is a better world possible? This course examines the sociological foundation of politics in society, social movements, and power. It discusses the nature and inter-relationship of capitalism, socialism, democracy, the state, and civil society. Through a comparison of different social movements and their effects, it analyzes various alternatives for organizing society and its institutions. We draw upon different social movement theories and examples to analyze when and why social movements emerge, what factors influence how and why people engage in collective action, how movements promote change, and what tactics have been successful. Prerequisites: SOAN 110 or SOAN 117, or permission of instructor. S. (Group I)

### **SOAN 359. Social Inequality (Dean)**

Is the American Dream alive or dead? This course examines class inequality, including its causes, characteristics, and consequences. Special attention to trends in contemporary American society, including the economic, social, and cultural dimensions of class. Prerequisite: SOAN 110 or SOAN 117, or permission of instructor. S. (Group I)

### **SOAN 360. Cultural and Social Change (Yalçinkaya)**

(Not offered 2016-2017)

This course focuses on sociological theories on cultural and social change and examples of change from across the world. Topics covered include modernization theory and its critics, world systems and dependency approaches to change, development and underdevelopment. Interactions between technological change and social and cultural change are analyzed. Dimensions and consequences of globalization are explored with examples from Africa, the Middle East, and Latin America as well as the US. Writing Option. (Group I, Diversity)

### **SOAN 362. Sociology of Knowledge (Yalçinkaya)**

(Not offered 2016-2017)

This course investigates how societies define, classify, and produce knowledge. Along with an analysis of concepts such as ideology, worldview, and common sense, it offers insights on how particular forms of knowledge become institutionalized and authoritative while others are marginalized. Based on these insights, it then focuses specifically on science and provides an overview of sociological approaches to science as a social institution, the production of scientific knowledge, expertise, trust, and credibility. The public understanding of science and the relations between science and other institutions such as religion and politics are also discussed. (Group I)

### **SOAN 363. Organizational Structure and Design (Staff)**

(Not offered 2016-2017)

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 BUS 363. (Group I)

### **SOAN 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. Honors. (Group I, Diversity)

### **SOAN 367. Human Ecology (Peoples)**

(Not offered 2016-2017)

The diverse ways 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. (Group I, Diversity)

## Courses of Instruction

### **SOAN 379. Social Theory (Yalçinkaya, Staff)**

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 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 SOAN 117 plus SOAN 111 and SOAN 279 or permission of instructor. S. (Group I)

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

Individually supervised projects. Prerequisite: SOAN 110, SOAN 117 or SOAN 111 and at least one upper-level course in the department. Open only to majors. F, S.

### **SOAN 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.

### **SOAN 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.

### **SOAN 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 instructors. Emphasis is placed on applications of sociology and anthropology to significant problems in the United States and abroad. Prerequisite: Declared SOAN major and six (6) SOAN courses before course begins. S.

## Spanish

### **SPAN 110, SPAN 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.

### **SPAN 225. Continuing Spanish: Intensive Review (Colvin, Counselman, Nieto, Paris-Huesca, 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 would like to continue to increase their fluency in Spanish. Prerequisite: SPAN 111 or equivalent. F, S.

### **SPAN 226. Continuing Spanish: Intensive Review II (Colvin, Counselman, Nieto, Paris-Huesca, Rojas)**

An intermediate course with intensive review of 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: SPAN 225 or equivalent. F, S.

### **SPAN 241. Spanish Language Practicum (0.25 unit; Staff)**

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 SPAN 241 for the fall semester and SPAN 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.

### **SPAN 242. Spanish Language Practicum (0.25 unit; Staff)**

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.

### **SPAN 250. Composition: Topics in Hispanic Culture (Colvin, Counselman, Nieto, Paris-Huesca, Rojas)**

This class features intensive vocabulary building, development of skills in listening, reading, writing and conversation through topics in the cultures and literatures of the Hispanic world. This course stresses preparation of students to express their ideas clearly and concisely in Spanish, primarily in writing as well as in oral conversation. Prerequisite: SPAN 226 or permission of professor. F, S. (Diversity)

# Courses of Instruction

## **SPAN 300.1. Femmes Fatales, Murderers, and Other Outcasts: Spanish Noir and Detective Fiction (Paris-Huesca)**

The primary focus of this course is to introduce students to the origins, developments, distinguishing elements, and ideological uses of Spanish noir and detective fiction. The course includes a selection of primary works in literature and cinema from the beginning of the twentieth century to the present, as well as critical articles that analyze these genres from different perspectives (history, sociology, psychology, gender). The authors included are Manuel V. Montalbán, Rosa Montero, Juan Madrid, Patricia Ferreira, and Enrique Urbizu, among others. The main goals of this interdisciplinary course are two. First, to give students a better understanding of the use of this broad genre as a cultural space to discuss, denounce, and advance social and political issues at a national and global level. Second, to provide them with the basic tools to analyze the selected works critically and logically. Particular attention will be given to gender role representation, aesthetics, and leitmotifs. Prerequisite: SPAN 350 or permission of instructor. (Group III)

## **SPAN 300.7. Sorcerers and Witches in Spanish Literature (Nieto)**

This course will focus on the representation of sorcerers and witches in early modern Spanish literature during the 16th and 17th centuries. It will take into account the historical, social and religious context in which they were produced. Some of the questions that will be addressed are: Where do these characters come from? Why are they often portrayed as women? Why are they so appealing to writers and their audiences? What do they represent? Works to be studied include, but are not limited to: *La Celestina*, by Fernando de Rojas; *El Coloquio de los perros*, by Miguel de Cervantes; *El caballero de Olmedo*, by Lope de Vega; *Amazonas en las Indias*, by Tirso de Molina; *El mayor encanto amor*, by Calderón de la Barca; *La fuerza del amor*, by María de Zayas; *El Conde Partinuplés*, by Ana Caro; and *Entremés famoso de las brujas*, by Agustín Moreto. These texts will be complemented by secondary sources, including works of art, historical documents, as well as films and other forms of modern media. The course will be taught in Spanish. Prerequisite: SPAN 350 or permission of instructor. (Group III)

## **SPAN 300.8. The Construction of Latin American Identities: From the Center to the Margins (Colvin)**

Ever since the Latin American Wars of Independence in the early 19th century, much of Latin America's literary production has been characterized by the ongoing search for a sense of national identity. This course will examine works by both canonical and non-canonical authors in order to study the quest for identity from the perspective of the center (represented by the government or the ruling class) as well as various points of view of those who exist at the margins of the nation(s), thus opening a discussion of national identity that takes into account questions of race and gender, ethnic and linguistic variations, as well as the experience of exile and cultural imperialism. The course will focus on various regions in Latin America (the Southern Cone, the Andean Highlands, and the Caribbean) and include excerpts from essays, short stories, poetry, novels and films. Prerequisite: SPAN 350 or permission of instructor. (Group III, Diversity)

## **SPAN 300.9. Spanish Phonetics and Phonology (Counselman)**

This upper level Spanish course, taught in Spanish, will focus on the phonetics and phonology of the Spanish language. Topics covered will include articulatory phonetics, Spanish phonology, the difference in phonetics and phonology, the differences in English and Spanish speech sounds, the phonetic and phonological variations that exist in the Spanish-speaking world, and the perception of speech sounds, particularly regarding the perception of a foreign accent. Students will also become familiar with Praat, an acoustic analysis software, learn to record themselves or others, and analyze the sound spectrograms of that recorded speech. Prerequisites: SPAN 350 or permission of instructor. F

## **SPAN 350. Introduction to Hispanic Literature (Colvin, Nieto, Paris-Huesca, Rojas)**

An introductory course designed to prepare students for advanced literary study. 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 Spain and Spanish America. The readings will be complemented by secondary sources, including works of art, films and other forms of modern media. Prerequisites: SPAN 250 or permission of instructor. F, S. (Group III, Diversity)

## **SPAN 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. (Salamanca Program)

## Courses of Instruction

### **SPAN 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. (Salamanca Program)

### **SPAN 360. Twentieth and Twenty-First Century Mexican Literature and Popular Cultures (Rojas)**

This course explores the (inter)relationship between Mexican literature and popular cultures in the 20th 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 and beginning of the twenty-first. Prerequisite: SPAN 350 or permission of instructor. (Group III, Diversity)

### **SPAN 361. Contemporary Spanish Drama: From the 1900s to the Present (Paris-Huesca)**

This course examines Spanish drama from the XX and XXI centuries, in relation to the political, cultural, and artistic developments of the social scene of contemporary Spain. The main objective of this course is to provide students with the basic tools to analyze Spanish theatrical literature. The course follows an interdisciplinary approach to the study of the works of Jacinto Benavente, Paloma Pedrero, José Luis Alonso de Santos, Federico García Lorca, Cristina Fernández Cubas, and Diana de Paco, among others. The goal is to help students develop a thorough knowledge of the selected works in relation to their particular socio-political and cultural contexts, to enhance their skills in the Spanish language, and to develop critical and analytical thinking skills. Theoretical exposition will be combined with collective discussion based on active and spontaneous participation, weekly readings and comprehension handouts, and oral presentations. Film and other forms of media, art, and popular culture will be used to complement themes and explore the transformation of a literary text to a staged representation or media production. Prerequisite: SPAN 350 or permission of instructor. (Group III)

### **SPAN 362. The Poetics of Latin American Literature: Short Stories and Poetry (Rojas)**

This course examines Latin America's literature of the 20th and 21st 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: SPAN 350 or permission of instructor. (Group III, Diversity)

### **SPAN 364. The Latin American Novel Within Its Revolutions, Cultures and Social Changes (Rojas)**

In this class, we'll study the main narrative works of Spanish America from the end of the 19th century to the establishment of the "post-boom" at the end of the 20th century. We will 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: SPAN 350 or permission of instructor. (Group III, Diversity)

### **SPAN 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. The course will be taught in Spanish. Prerequisite: SPAN 350 or permission of instructor. (Group III)



## Courses of Instruction

### **SPAN 367. Spanish Literature and Culture from the 1800s to the Present (Paris-Huesca)**

This course examines Spanish literature and culture from 1800s to the present. The course will focus on short story, poetry, drama, essay, novel, and cinema in relation to the major literary movements and periods in Spain (romanticism, pre-modernism, realism, naturalism, vanguardias, civil war, postwar, democracy, and new millennium). Among the authors included are Emilia P. Bazán, Gustavo A. Bécquer, Benito P. Galdós, Vicente Huidobro, Pedro Almodóvar, Federico G. Lorca, Antonio and Manuel Machado, Carmen M. Gaité, and Luis Buñuel. The goal is to help students develop an extensive knowledge of the selected works within a broader socio-political and cultural national and global context, to enhance their skills in the Spanish language, and to develop a critical and analytical thought. Theoretical exposition will be combined with collective discussion based on active and spontaneous participation, weekly readings and comprehension handouts, and oral presentations. The course follows an interdisciplinary approach to the study of literature, with additional emphasis on cinema. A selection of documentaries, paintings, journal articles, artistic adaptations, and other forms of popular culture will be used along with the main texts to familiarize students with the cultural developments of the Spanish literary and visual art scene. Prerequisite: SPAN 350 or permission of instructor. (Group III)

### **SPAN 368. Special Topics in Hispanic Cinema and Literature (Colvin, Counselman, Nieto, Paris-Huesca, Rojas)**

Course designed for students who want to improve their conversational abilities in Spanish while acquiring the basic tools to analyze filmic texts. A variety of films and literary selections from Latin America and Spain will be the basis for classroom activities that relate to particular aspects of the Hispanic world. Students will work collaboratively in a variety of settings (dialogues, interviews, film reviews, group discussions, and oral presentations). This class will be conducted in Spanish. Co-requisite: In order to be eligible to enroll in this course, the student must simultaneously be enrolled in SPAN 250 or SPAN 350 with permission of instructor. Not open to students with prior credit for SPAN 250 or SPAN 350. (Group III, Diversity)

### **SPAN 369. Early Modern Spanish Literature and Culture (Nieto)**

This course will study Early Modern Spanish literature and culture. Focus will be given to the analysis of the comedia, an innovative type of drama that gave birth to a lively and eminent theatrical tradition. Some topics to be considered are: cross-dressing, the role of women as directors, spectators, actresses, and fictional characters, as well as censorship and propaganda. Other literary genres cultivated during this period, such as the novel, will be reviewed in order to examine the socio-political issues affecting Spanish society during the 16th and 17th centuries and to analyze how they have been adapted for present-day audiences. Writers include but are not limited to: Miguel de Cervantes, Lope de Vega, Tirso de Molina, María de Zayas, Ana Caro, Calderón de la Barca, and Agustín Moreto, among others. Course readings will be supplemented with secondary sources, including works of art, contemporary productions of plays, films, and other forms of modern media. The course will be taught in Spanish. Prerequisite: SPAN 350 or permission of instructor. (Group III)

### **SPAN 370. The Child in Contemporary Latin American Literature and Film (Colvin)**

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 or permission of instructor. (Group III, Diversity)

### **SPAN 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, demystification, and genre, among others. Authors include Horacio Quiroga, Alfredo Bryce Echenique, Isabel Allende, Rosario Ferré, Julio Cortázar, Gabriel García Márquez, Luisa Valenzuela, and Ana María Shua. (Group III, Diversity, Salamanca Program)

## Courses of Instruction

### **SPAN 375. The Golden Age in Literature and Culture (Staff)**

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. (Group III, Salamanca Program)

### **SPAN 377. Contemporary Spanish Literature (María Isabel Toro Pascua)**

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. (Group III, Salamanca Program)

### **SPAN 378. Contemporary Spanish History (Francisco J. Rodríguez Jiménez)**

The major themes and problems of twentieth century Spanish history will be presented in the context of Spanish traditions. 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. (Group I, Salamanca Program)

### **SPAN 381. Advanced Spanish Grammar (Counselman)**

An advanced analytical approach to Spanish grammar through linguistics. In this course students receive an introduction to the areas of linguistics known as syntax (the structure of phrases and sentences), morphology (the structure of words) and semantics (the meaning of words, phrases, and sentences). The course concentrates on the morphosyntactic errors most frequently made by learners of Spanish. This is not a review of basic Spanish grammar, but rather students learn terms and concepts related to sentence structure, verbs and verbal complements, tense, mood, aspect, and noun phrases, among others. Students use their knowledge of these terms and concepts as a tool to gain a more profound understanding of Spanish grammar and morphosyntactic differences in English and Spanish. Variations in grammatical structures are discussed, especially when typical native speaker usage deviates from introductory textbooks. Students are expected to read, study, and complete exercises outside of class and be prepared to participate and discuss exercises in class. Students are evaluated based on their class participation and their performance on exams, quizzes, homework exercises, and final projects. Taught in Spanish. Prerequisites: SPAN 350 or permission of instructor.

### **SPAN 382. Spanish Linguistics (Counselman)**

This course provides an introduction to linguistics (with a focus on Spanish and taught in Spanish) and covers the linguistic history of the Spanish language as well as some of its current dialectal variations. Students gain a better understanding of the linguistic evolutions of Latin into Spanish from the Roman invasion of the Iberian Peninsula to the current varieties of Spanish spoken today. They also learn about sociolinguistic research and write a sociolinguistic research proposal as a final paper. Students are expected to read and prepare for class discussion outside of class and are evaluated based on their class participation and performance on exams, quizzes, homework assignments, and final paper. Prerequisites: SPAN 350 or permission of the instructor.

### **SPAN 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.

### **SPAN 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.

### **SPAN 499. Seminar Special Topics in Spanish (Staff)**

Seminar on a topic within Latin American literature for advanced Spanish students. Prerequisite: SPAN 350 and one additional 300 level course in Spanish, or permission of instructor. (Group III, Diversity – only when Latin American literature/culture studies course)

## Swahili

### **SWAH 110, SWAH 111. Beginning Swahili (Gusa)**

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 BWS 110, BWS 111. F, S.

### **SWAH 225. Continuing Swahili (Gusa)**

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 BWS 225. F.

# Courses of Instruction

## Theatre

### **THEA 101. The Art of Theatre (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. F, S. (Group IV)

### **THEA 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)

### **THEA 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. F, S. (Group IV)

### **THEA 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      |

### **THEA 200.1 Script Analysis for Performance (Kahn)**

This course will explore how theatre artists use dramatic texts: First to analyze elements such as function, form, and theme, and second to uncover choices that actors, directors, and designers make to clarify and amplify experiences for audiences. S.

### **THEA 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. F, S.

### **THEA 220. Movement (Denny)**

(Alternate years. Not offered 2016-2017.)

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. Prerequisite: THEA 210 or permission of instructor. (Group IV)

### **THEA 237, THEA 247. Theatre Practicum (0.25 unit; Staff)**

Through participation in productions in the Chapplear 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.

### **THEA 250. Vocal Interpretation for the Actor (Denny)**

(Alternate years. Offered 2017-2018.)

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. F. (Group IV)

### **THEA 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 of line, color, and texture in scene, lighting, and costume designs. Lab assignments required. Prerequisite: THEA 126 and permission of instructor. F.

### **THEA 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.

### **THEA 259. Developmental Drama (0.5 unit; Staff)**

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)

# Courses of Instruction

## **THEA 260, THEA 360, THEA 460, THEA 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: THEA 210 and permission of instructor. S.

## **THEA 269. Managing Non-Profit Arts Organizations (Staff)** (Alternate years. Not offered 2016-2017.)

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.

## **THEA 331. Asian Drama and Theatre (Kahn)** (Not offered 2016-2018)

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. Prerequisite: ENG 105. F. (Group III, Diversity)

## **THEA 337, THEA 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.

## **THEA 341. American Drama and Theatre (Staff)**

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. Prerequisite: ENG 105. S. Writing Option. (Group III)

## **THEA 351. Drama and Theatre to 1700 (Long)** (Offered 2016-2017.)

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. Also listed as ENG 342. S. Writing Option. (Group III)

## **THEA 359. Theatre Education Methods (0.5 units; Staff)**

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.

## **THEA 366. Design Studio (Vanderbilt)**

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: THEA 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.)

## **THEA 369. Playwriting (Staff)**

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.

## **THEA 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. Prerequisite: ENG 105. F. Writing Option. (Group III)

## **THEA 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: THEA 126 and THEA 210. F.

## **THEA 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 areas of purpose, process, and product especially as related to a personal aesthetic of the performing artist. Prerequisite: THEA 126 and THEA 210. S. (Group III.)

# Courses of Instruction

## **THEA 407 - THEA 498. Senior Production Projects (Staff)**

Senior majors 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

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

Elective under certain restrictions and with permission of instructor.

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

Elective under certain restrictions and with permission of instructor.

## **THEA 495. Apprenticeship (Staff)**

Elective under certain restrictions and with permission of instructor.

## **THEA 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. (Group III)

## University Courses

### **UC 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.

### **UC 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 and/or S.

### **UC 160 The OWU Experience. (.25 unit; staff)**

The OWU Experience is an interdisciplinary course designed to introduce new students to the ways of thinking expected of students in the liberal arts and to the diverse intellectual community of Ohio Wesleyan. First-year students will meet in a small, informal group once a week with an OWU professor to learn about academic and other opportunities, discuss readings, attend campus events, and reflect on their own experience at a liberal arts college as it unfolds. Discussions and out-of-class events are intended to enhance awareness of the OWU experience and provide opportunities for students to explore potential academic paths, gain exposure to new perspectives, participate in community service, and take intellectual risks. First year students only. F, S.

## Urban Studies

### **URB 250. Human Values and the Urban Process (Staff)**

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.

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

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

### **URB 495. Apprenticeship (Staff)**

### **URB 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.)

## Women's and Gender Studies

### **WGS 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. (Group III, Diversity)

# Courses of Instruction

## **WGS 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 200.2 course specifically is targeted toward 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.” (Group I, Diversity)

## **WGS 250. Gender and Identity (Sokolsky, Stone-Mediatore)**

What do the words “male,” “female,” “man,” and “woman” mean? Are “man” and “woman” simply nouns or (as eminent feminist theorist Judith Butler argues) are they also *verbs*, implying a *performance* of gender? Growing awareness of transgendered identities complicates simple binaries such as “man” and “woman” even further. Do these words refer to any natural bodily reality, or are they socially-constructed concepts? And what is “identity” anyway? Is it possible to “know thyself,” as the ancient Greeks exhorted us? Does a “true self” even exist, or is the self, too, a social construction? In this class we will explore such challenging questions via the study of literature, theory, film, and other art forms from around the world, and we will examine how conceptions of gender and identity have changed over time and place. This course counts for the Women and Gender Studies major/minor. (Group III, Diversity) Also listed as CMLT 250.

## **WGS 300.1. Gender & Race in the Sciences (Richards, Tuhela-Reuning)**

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. No prerequisite.

## **WGS 300.2. Women and Media (Richards/Schrock)**

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. (Group I) Also listed as JOUR 300.2.

## **WGS 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. (Group I, Diversity)

## **WGS 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 to all students. Topics here include: “Consumption, Gender, and Social Justice” or “Gender and International Development.” (Group I, Diversity)

## Courses of Instruction

### **WGS 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. Also listed as PHIL 340.

### **WGS 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 WGS 490 or WGS 491 may be counted toward the major. F, S.

### **WGS 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 WGS 490 or WGS 491 may be counted toward the major. F, S.

### **WGS 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 WGS 495 may count toward the major. F, S.

### **WGS 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).

### **WGS 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. (Group III)

### **WGS 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 toward 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. Also listed as ENG 415. (Group III)

### **WGS 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. (Group I)

## Courses of Instruction

### **WGS 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). (Group III, Diversity)

### **WGS 499E. The Myths 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, 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. F (Group III, Diversity, Writing Option) Also listed as CMLT 499A.

## Zoology

### **ZOOL 101. Human Biology (1.00 units; Staff)**

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. S. (Group II)

### **ZOOL 104. Animal Reproduction (1.00 units; Reichard, Staff)**

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 is the dragonfly’s penis 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. F, S. (Group II)

### **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, dissections, 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 ZOOL 251 may not enroll in ZOOL 325 without special consent of the instructor. Prerequisite: BIOL 120 (preferred), or BIOL 122, or ZOOL 101, or another life science course plus permission from the instructor. S. (Group II)

### **ZOOL 261. Evolution (1.00 units; Hankison, Panhuis)**

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 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: BIOL 120, ZOOL 101, or equivalent. F, S. (Group II)

### **ZOOL 300.12 Human Anatomy (Gatz)**

An introduction to anatomy in general and the anatomy of humans in particular. The anatomy of organ systems will be covered: skeletal, muscular, integument, nervous (including sense organs), endocrine, digestive, respiratory, circulatory, excretory, and reproductive. The course provides a foundation in understanding human anatomy. This course may be taken in conjunction with ZOOL 325 (Human Physiology) by students who wish to enter a graduate program that requires a full year of Human Anatomy and Physiology. Students may not receive credit for both ZOOL 331 and ZOOL 300.12 or for both ZOOL 251 and ZOOL 300.12. Prerequisite: ZOOL/BOMI (BIOL) 120. F. (Group II)



# Courses of Instruction

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

More than 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: BIOL 122. F. (Group II)

## **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. Lecture and laboratory. Prerequisite: BIOL 122. F. (Group II)

## **ZOOL 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 toward a science major or permission of instructor. F. (Group II)

## **ZOOL 325. Human Physiology (1.25 units; Panhuis, Kelly) (Fall of 2016-2017)**

This course will focus on the structure, function, and regulation of organs in humans. Students will gain an understanding of the major body systems including the nervous, cardiovascular, muscular, endocrine, respiratory, and renal. The course will explore physiology using a proximate and mechanistic approach that focuses on important details, terms, and processes. Students will not only learn specific body systems and functions, but will leave the course with an understanding of how these systems are integrated to produce a functional human body. Laboratory work will be used to expose students to the scientific method, experimental design, statistical analysis, presentations, and scientific writing. Prerequisite: BIOL 120 and CHEM 110, or ZOOL 251 with a C- or better. (Group II)

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

The evolutionary history of vertebrate anatomy including functional morphology, from a comparative perspective. Laboratory study of representative species complements the lecture portion of this class. Prerequisite: one course in BOMI or ZOOL. S. (Group II)

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

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: BIOL 120 or permission of instructor. S. (Group II)

## **ZOOL 335. Ecological and Evolutionary Physiology (Kelly) (Fall of 2016-2017)**

Examines the interactions between organisms and their environments from ecological and evolutionary perspectives. Emphasizes allometry and scaling, metabolism and locomotion, heat and water exchange, evolution of endothermy, and artificial selection experiments. Major animal organ systems covered include: neural, endocrine, cardiovascular, digestive, and renal. Laboratory component focuses on experimental design and data analysis. This course may be taken before or after ZOOL 325. Prerequisites: BIOL 122 and BIOL 120. S. (Group II)

## **ZOOL 341. Ornithology (1.25 units; Reichard)**

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. Prerequisite: BIOL 122 or permission of instructor. S. (Group II)

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

Exploration of the integrative nature of animal behavior, including 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: BIOL 122. F. (Group II)

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

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: BIOL 122. F. (Group II)

## Courses of Instruction

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

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: BIOL 122. F. (Group II)

### **ZOOL 349. Island Biology (1.25 units; Kelly & Panhuis)** (Spring of 2016-2017)

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. (Group II)

### **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, CHEM 111 and BIOL 120. One additional course in genetics or molecular biology strongly recommended. S. (Group II)

### **ZOOL 353. Conservation Biology (1.00 units; 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: BIOL 122 or permission of instructor. F. (Group II)

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

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: BIOL 120. One additional course in genetics or molecular biology strongly recommended. F, odd years. (Group II)

### **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: BIOL 120 or BIOL 122. F. (Group II)

### **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. Critical analysis of scientific articles, experimental design, and the use of the scientific method are emphasized. May be repeated with change of topic. Prerequisites: ZOOL 351 or BOMI 353; permission of the instructor. F, S.

### **ZOOL 490. Individual Study and Research (1.00 units; 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.

### **ZOOL 491. Directed Readings (1.00 units; 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.

### **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.

### **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.

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# Student Affairs and Non-Academic Regulations

*Student Affairs*

*The Student Handbook*

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## **Student Affairs**

The Division of Student Affairs provides a wide variety of support and co-curricular learning opportunities through formal and informal programs and services. Each Student Affairs office is staffed with professionals educated and skilled at assisting students to pursue a broad liberal arts education. Most Student Affairs staff members hold at least a master's degree in student development or a related field. Student Affairs offices include Residential Life, Public Safety, Career Services, Counseling Services, Multicultural Student Affairs, Student Conduct, Student Health Services, Service Learning, Student Involvement (Fraternity/Sorority Life, Leadership Development, New Student Orientation, the Campus Center and Student Activities), the Women's Resource Center, the Spectrum Resource Center (LGBTIQ) and Student Government (WCSA).

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## ***The Student Handbook***

*The Student Handbook* includes a listing of academic and non-academic regulations and policies (Code of Conduct) and highlights some University offices and services important to students. The Handbook is posted on the University's website each fall and updated as needed during the course of the academic year. The handbook supplements the University's *Catalog* as the official statement of nonacademic policies and procedures. All students are responsible for becoming familiar with the University policies outlined in these publications. Any changes in University rules and regulations within the academic year that are covered in the Student Handbook/Code of 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 2016-17 this includes:

Tuition	\$43,770
Student Activity Fee	320
Room (Unrenovated Tier 2)	6,350
Board (Plan B)	*5,420
	<hr/>
	\$55,860

\* The actual costs of room and board (food) on campus also varies from student to student, as the room rate depends on the building and room type to which a student is assigned, and several board plan options 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 \$1,500, and for personal expenses is \$1,700.

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 no later than March 1. Students are encouraged to complete the yearly FAFSA online at <https://fafsa.ed.gov/>. All students, and for dependent students, a parent, should also create a Federal Student Aid ID (FSA ID) at <https://fsaid.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*

#### 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

There currently is no fee to apply to Ohio Wesleyan.

#### Enrollment Deposit

All entering domestic students must make a one-time enrollment deposit of \$400. International students must make a one-time enrollment deposit of \$450. 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 \$4,750 for 2016-2017.

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 activities, 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 in the time allotted for dropping a course from the student's enrollment.

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# Expenses and Financial Aid

## *Fees*

**Student Activity Fee.** A separate student activity fee of \$320 per year (\$160 per semester) is charged to all full-time students who are enrolled in on-campus courses. Part-time students will be charged \$240 per year (\$120 per semester). 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 \$4,750 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 will pay regular semester or per-course tuition, but no additional 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 activities. See the appropriate sections in "Majors" and "Courses of Instruction." There is also a \$200 fee for student teaching.

# Expenses and Financial Aid

## Fees

**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
- 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) (\$30)
- 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 29, 2016.

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 2016-2017 total \$10,200. This figure includes a Tier 1 room \$5,490 and the minimum meal plan \$4,710. For a Tier 2 room, the charge is \$6,350. The charge for a Tier 3 room is \$7,450. These charges are divided in half and billed in equal amounts per semester.

Residents of fraternity houses pay a room fee of \$6,350 and a fraternity board fee of \$5,730.

Residents of renovated rooms located at Stuyvesant Hall, 118 Rowland Avenue, 4 Williams Drive, 23 Williams Drive, 35 Williams Drive, and 123 Oak Hill Avenue are billed at the following rates:

- Tier 1 – \$6,040
- Tier 2 – \$6,990
- Tier 3 – \$8,190

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.

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# Expenses and Financial Aid

## *Fees*

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 (\$5,920); Plan B (Bishop), which covers the average student (\$5,420); Plan C (Squire) the minimum (\$4,710). 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 to be used at the Bookstore only. 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 or debit cards may be made online at <https://owu.afford.com/>. (A convenience fee of approximately 3% is charged for credit and debit card payments.) All deposits will be available the next 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.**



# Expenses and Financial Aid

## Payment Methods

### 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 Bursar's 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 1, 2016. For the 2016-2017 year, the amount of discount is \$600, therefore the total advance payment due on June 1, 2016, is \$55,260. The amount and due date vary from year to year.

#### Monthly Payment Options

Ohio Wesleyan has made arrangements with Tuition Management Systems (TMS), to offer a monthly payment plan option. For an enrollment fee of \$40, a family can opt to pay their portion of the semester's tuition, room, and board over a five-month payment period, with no interest. The first payment for fall semester is due June 1, 2016. Information on this option will be mailed in a separate package. If you need further information, call TMS at (800) 335-6902 or visit <https://owu.afford.com/>.

Fall semester bills will be available electronically approximately July 10, 2016 and Spring Semester bills will be available electronically approximately November 15, 2016. Average amounts and due dates are as follows:

	Tuition	Room (Average)	Board (Plan B)	Fees	<b>Total</b>
Fall Semester	\$21,885	\$3,175	\$2,710	\$160	<b>\$27,930</b>
Spring Semester	\$21,885	\$3,175	\$2,710	\$160	<b>\$27,930</b>
<b>Total</b>	<b>\$43,770</b>	<b>\$6,350</b>	<b>\$5,420</b>	<b>\$320</b>	<b>\$55,860</b>

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/late fee 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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# Expenses and Financial Aid

## *Withdrawals and Refunds*

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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 45 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.

If a student stops attending classes and fails to notify the University, a withdraw date will need to be determined to calculate a refund. To determine when a student withdrew, the registrar's office will use the date that is listed on the departure form, or an email will be sent to the student's instructors to determine the last date of attendance.

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 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.

### 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.**

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# Expenses and Financial Aid

## *Withdrawals and Refunds*

### *Libraries*

#### Enrollment Deposit

Upon graduation, \$300 of the enrollment deposit is applied to the student's account and refunded if there are no outstanding charges (\$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	Jan. 1	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 29, 2016. Families should receive a credit for the Health Insurance charge on their 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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## Libraries

The Ohio Wesleyan University Libraries actively support the teaching, study, and research activities of the University and serve 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. In person, via email or over chat, librarians provide brief reference assistance and in-depth research consultations to OWU students, faculty, and staff.

The main library, the L.A. Beeghly Library, is open approximately 100 hours per week during fall and spring semesters when classes are in session. The Internet 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. Across campus is the Hobson Science Library in the Schimmel/Conrades Science Center. Both libraries have wireless access to the Internet, wireless printing, and ample electrical outlets. Students are encouraged to bring their computers to work alone or with others.

In the L.A. Beeghly Library, students have a choice of study environments, from collaborative and social on the first and second floors to silent on the third floor. Recently, the Libraries created the ICEcube, a presentation room equipped with a large flat panel monitor with HDMI and VGA cables, a conference table with built-in power, and a large whiteboard. Students may reserve the room for up to three hours at a time whenever the library is open.

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# Facilities

## *Libraries*

### *University Housing*

The collection has more than 500,000 items with a distinct rare book collection and one of the country's oldest depositories of federal government publications. All OWU libraries are linked by the integrated on-line catalog and circulation system, CONSORT. The Libraries' holdings consist of approximately 75,000 e-journals, 182 research databases, and 230,000 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 Libraries subscribe to an extensive and diverse array of electronic resources, such as JSTOR, LexisNexis Academic, SciFinder Scholar, Academic Search Complete, and ebrary. The home page (<https://owu.edu/library>) provides access to all of these resources, most of which are available for use off-campus.

Ohio Wesleyan University is a member of the Five Colleges of Ohio, along with Denison University, Kenyon College, Oberlin College and the College of Wooster. The Libraries are members of OhioLINK, a statewide consortium of academic libraries, as well as the Oberlin Group of Libraries, a prestigious national organization of selective, top-ranked liberal arts college libraries.

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## **University Housing**

University students currently may live in one of six large residence halls, seven Small Living Units (SLUs), four residential houses, or eight national fraternity houses. Students may also live in Austin Manor, an intergenerational residential facility on campus that houses current students, alumni, faculty, staff and residents from the local community in an apartment style complex.

All residential facilities are directly overseen by a professionally trained, full-time Master's level Residential Life Coordinator (RLC) and a student staff of Resident Assistants (RA) and SLU Moderators. 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 either an RA or a non-student Fraternity House Director (FHD).

Living in an on-campus residential learning community throughout one's college career is an integral part of the Ohio Wesleyan University educational experience. As a residential university, we require full-time enrolled students to reside on campus unless they meet one of the following criteria of exception:

1. Residing with parents or legal guardians at their primary place of residence within 30 miles driving distance of campus. The student must provide documentation that the address given is the bona fide primary place of residence of the parents or guardians. "Primary place of residence" is defined as the one place where an owner of the property has his/her true, fixed, and permanent home, and it shall continue as a primary place of residence until another primary place of residence is established. If the parents or legal guardians rent—rather than own—their primary place of residence, copies of leases reflecting the necessary continuous period of occupancy must be provided. Further documentation may be required at the discretion of the Residential Life staff.
2. Twenty-three years of age or older during the academic year for which an exception is requested
3. Fifth-year seniors
4. Legally married (must provide documentation)

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# Facilities

## *University Housing*

5. Parents of dependent children (must provide documentation)
6. Medical or psychological conditions that cannot be accommodated by the University. Ohio Wesleyan is committed to making accommodations in our residences for medical or psychological conditions for which a student has been diagnosed by a licensed health care provider. These accommodations are made in consultation with University personnel including representatives from Student Health Services, Counseling Services, and the Disability Services Center. In rare circumstances when the University is unable to make accommodations as determined by these University personnel, the student will be granted an exception.

If a student who is approved for a housing exemption based on criteria #1 above (residing with parents or legal guardians at their primary place of residence) is later found to be residing somewhere other than their parents' or legal guardians' primary place of residence, the University reserves the right to require the student to move back on campus with applicable room and board charges and refer the student to the student conduct system.

## Residence Halls

**Bashford Hall**, named in honor of Bishop James Bashford, fourth President of Ohio Wesleyan, provides living space for 136 men and women. Bashford Hall is single-gender by floor, with men and women each occupying two floors of the building. Most rooms are double occupancy, and bath facilities are shared by all of the residents on the floor. There is a common lounge on the 1st floor, while a recreation room, as well as kitchen and laundry facilities, are located on the lower level.

**Lucy Webb Hayes Hall** (1963) provides living spaces for 196 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 female student and later the wife of Rutherford B. Hayes, 19th President of the United States. Most suites feature two bedrooms, a common study room, a bath, and built-in desks and dressers. Hayes has recently renovated kitchen and community areas on each floor and a computer lab on the lower level.

**Smith Hall** (1968) houses 369 men and women in two five-story wings separated by a two-story community area. Included among the building's facilities are study rooms on each floor, meeting rooms, and a recreation room. The building is named in honor of Dr. Elden T. Smith and his wife, Betty Smith. Dr. Smith was the University's 11th president.

**Stuyvesant Hall** (1930) is Ohio Wesleyan's oldest residence hall. Originally built with a generous gift of the late Frank E. Stuyvesant, and totally renovated in 2012, the hall accommodates 243 men and women. Suites include two double-occupancy rooms joined by a shared bath. Stuyvesant Hall—complete with a courtyard, chime tower, study rooms on each floor, and numerous unique common spaces—embodies the tradition and history of Ohio Wesleyan.

**Thomson Hall** (1954) houses 109 men and women and is single-gender by floor. Most students live in two-person rooms, and bath facilities are shared by all of the residents on the floor. Additional study lounges are on the second and third floors, while a kitchen and common room are located on the first floor. Laundry facilities for the building are located on the lower level. Thomson Hall is named for Bishop Edward Thomson, first president of Ohio Wesleyan.

**Welch Hall** (1963), renovated in 2012, is an honors residence hall for 195 men and women. Students must achieve a 3.0 GPA and observe the 24-hour quiet policy. It is coed by suite, and each suite contains two double occupancy bedrooms and a shared bath. Rooms are equipped with built-in desks and dressers. There are kitchens and study rooms on the ground floor, along with a computer lab and TV lounge. Students utilize additional kitchenettes and study rooms throughout the facility. This building is named in honor of Bishop Herbert Welch, Ohio Wesleyan's fifth president.

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## Facilities

### *University Housing*

### *Instructional and Administrative Buildings*

#### Small Living Units

This program consists of seven houses with individual capacities for 10 to 16 students. Each house focuses on an interest in and commitment to some thematic program. Currently, OWU's SLUs include the Tree House, Citizens of the World House, Sexuality and Gender Equality House, Peace and Justice House, Inter-Faith House, House of Spiritual Athletes, and Modern Foreign Languages House. SLUs offer opportunities for a small group of students interested in particular topics and issues to create a small community and live together in a progressive living environment. Housing assignments in the SLUs are not available to first-year students.

#### Residential Houses

**4 Williams Drive** is a former fraternity house that was renovated in 2010. It holds 32 residents, mostly in single occupancy rooms. The Williams Drive house is exclusively for students in their junior or senior year. It also houses the Office of University Communications.

**The Bigelow-Reed House** at 23 Williams Drive was renovated in 2010 and is named for two OWU Alumni: William F. Bigelow, class of 1905; and John Reed, HON 2004. The house combines living and learning for students interested in business. With the motto "Where Passion Meets Opportunity," this living space is a welcome addition to the OWU campus and curriculum.

**The Honors House** at 123 Oak Hill Avenue is a former family residence, renovated in 2010, that provides a residential space to complement 11 students' participation in their academic pursuits as a part of the OWU Honors Board and Honors Program.

**The House of Black Culture** (1970) is a former family residence that houses 10 students. The house is named for former sociology professor Butler A. Jones, known for his work with race relations and the civil rights movement. The House of Black Culture has played a significant part in campus history and continues to serve as an important campus resource.

#### Fraternity Houses

Fraternities may occupy residential houses on campus, per the Memorandum of Understanding (MOU) that outlines the relationship between the fraternities and residential facilities owned by the University. All fraternity houses have a Resident Assistant. Only active members of the fraternity may reside in the house occupied by that Chapter.

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## Instructional and Administrative Buildings

Except for Sanborn and Presser Halls, the Student Observatory, and Perkins Observatory, most instructional and administrative buildings are grouped on the eastern portion of campus. The first three are on the western portion of campus, which is primarily residential, while Perkins lies three miles south of campus on U.S. 23. 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, bisected by the JAYwalk, 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.

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## Facilities

### *Instructional and Administrative Buildings*

**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 (named by ESPN as the most influential sports figure of the 20th century) 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, racquetball, 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 **Simpson Querrey Fitness Center**, formerly Pfeiffer Natatorium (1953). The recent renovations connect the two buildings and include a new fitness center and dance studio, as well as renovated offices and classrooms. 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.

**Chappelear Drama Center** (1972) is named for its principal donors, Mr. and Mrs. Monroe Chappelear, of Maplewood, N.J. In addition to a main theatre, the Center includes faculty offices, a main stage, 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 and geography, mathematics and computer science, physics and 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** (MUB), 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. It is also used as a laboratory school for the departments of education and psychology.

**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 and later became the University's original building. It now houses the departments of History, Politics and Government, and Sociology/Anthropology. 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. In 2014, OWU's oldest building was renovated and restored following winter-related interior flooding. 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, the 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.

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# Facilities

## *Instructional and Administrative Buildings*

**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.

**Jay Martin Soccer Complex** houses Roy Rike Field and practice areas used by the Battling Bishop men’s and women’s soccer teams. The complex is named in honor of legendary men’s soccer coach Jay Martin – the winningest coach in all divisions of U.S. collegiate men’s soccer in history.

**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 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. Thanks to an anonymous \$8-million gift, Merrick Hall is being transformed into the home of The OWU Connection curricular initiative. The work is scheduled to be completed in fall 2015.

The **Frances E. Mowry Memorial Alumni Center** (1986) is a gift from E.J. Benes and his wife, Frances E. Mowry Benes, Class of 1932. The center houses the Office of University Advancement, 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 Register of Historic Places.

**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, including the George Gauthier Track**, (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. An OmniGrass artificial playing surface and lights have been installed, making Selby one of the most impressive venues among NCAA Division III institutions. A new, interactive scoreboard was added in 2012. An Ameritan FP surface has been added to the track. Selby Stadium is believed to be the oldest facility in the nation constructed to Olympic specifications and remaining in its original configuration. It is listed on the National Register of Historic Places.

**Slocum Hall** (1898) served as the University library until 1966. The building now houses the Black World Studies, Classics, and Women’s and Gender Studies programs, in addition to the Offices of Admission and Financial Aid, and several classrooms. The building is listed on the National Register of Historic Places.



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# Facilities

## *Instructional and Administrative Buildings*

### *University Offices*

**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 Comparative Literature. 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 and completely upgraded and retuned in 2013. The building is listed on the National Register of Historic Places.

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## 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.....	R.W. Corns 324
Academic Affairs.....	University Hall 107
Accounting.....	University Hall 018
Admission .....	Slocum Hall 110
Audiovisual.....	Beeghly Library
Buildings and Grounds .....	Maintenance Building
Career Services Office.....	Hamilton-Williams Campus Center 324
Cashier .....	University Hall 018
Chaplain's Office .....	Hamilton-Williams Campus Center 308
Counseling Center .....	Hamilton-Williams Campus Center 324
Duplicating .....	Schimmel/Conrades Science Center 184
Finance and Administration .....	University Hall 016
Financial Aid .....	Slocum Hall 246
Fraternity and Sorority Life .....	Hamilton-Williams Campus Center 143
Hamilton-Williams Coordinator/Reservationist .....	Hamilton-Williams Campus Center 143
Health Services.....	Stuyvesant Hall
Information Systems .....	R.W. Corns 100
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
Payroll .....	University Hall 003
President's Office.....	University Hall 101
Provost's Office.....	University Hall 108
Public Safety Office.....	Smith Hall First Floor
Registrar's Office .....	University Hall 007
Residential Life.....	Hamilton-Williams Campus Center 225
Sagan Academic Resource Center.....	R.W. Corns 316
Student Accounts .....	University Hall 012
Student Conduct.....	Hamilton-Williams Campus Center 225
Student Involvement .....	Hamilton-Williams Campus Center 143
Student Affairs Office.....	Hamilton-Williams Campus Center 230
University Advancement .....	Mowry Alumni Center
University Communications.....	4 Williams Drive

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# Facilities

## *Student Offices*

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### **Student Offices**

Campus Programming Board.....	Hamilton-Williams Campus Center
IFC/Panhellenic Council.....	Hamilton-Williams Campus Center 208
Intramurals.....	Edwards Gymnasium
OWL.....	Sturges Hall 305
Spectrum Resource Center .....	Hamilton-Williams Campus Center 218
<i>The Transcript</i> .....	Phillips Hall 106
WCSA.....	Hamilton-Williams Campus Center 210
WSLN Radio .....	Phillips Hall 106
Women's Resource Center .....	Hamilton-Williams Campus Center 207

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# Prizes and Awards

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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.

**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 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.

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## Prizes and Awards

**The E. Rolland Dickson Scholarship**, established in 2007 by E. Rolland “Rollie” Dickson, is awarded to an outstanding junior or senior planning to enter the medical profession. Dr. Dickson, a Pre-Med major of the Class of 1955, established this scholarship in memory of OWU Professor of Chemistry, Dr. W.A. Manuel, and Instructor of Mathematics, Mrs. J.W. Page.

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

**Excellence in 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.

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## Prizes and Awards

**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.

**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 majors in Classics or majors/minors in Comparative Literature. The award is given to students who plan to participate in a travel program or study during the summer related to their Classics major or Comparative Literature 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.

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## Prizes and Awards

**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 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 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.

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## Prizes and Awards

**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.

**The Dwight Nelson Robinson Prize** is intended for graduating seniors who have declared a major or minor in Comparative Literature or Classics through either the Classics program or the Comparative Literature 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 Classics and 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.

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

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## Prizes and Awards

**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 health and human kinetics 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.

**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.



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## Prizes and Awards

**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.

# The Corporation (Board of Trustees)

## *Officers of the Board*

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JOHN F. MILLIGAN, Vice-Chairperson  
TBA, Treasurer  
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KIM ECKHART, Assistant Secretary

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GREGORY V. PALMER, B.A., M.Div., Bishop, Ohio West Area Conference of the United Methodist Church, Worthington, Ohio

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# The Corporation (Board of Trustees)

## *Officers of the Board*

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#### Date of First Election/Term Expires

2014/2017	JAN BARAN, B.A., J.D., Alexandria, Virginia
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2013/2016	JASON DOWNEY, B.A., Columbus, Ohio
2014/2017	PETER EASTWOOD, B.A., M.B.A., Norwell, Massachusetts
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2012/2018	SALLY CHRISTIANSEN HARRIS, B.A., Greenwich, Connecticut
2015/2018	CRAIG LUKE, B.A., Stone Mountain, Georgia
2012/2016	MIKE McCLUGGAGE, B.A., J.D., Chicago, Illinois
2014/2017	JACOB MILLER, B.A., Middlebury, Vermont
2010/2016	JOHN F. MILLIGAN, B.A., M.S., Hillsborough, California
2015/2018	CYNTHIA O'NEILL, B.A., Annapolis, Maryland
2011/2017	ANAND PHILIP, B.A., M.B.A., New York, New York
2015/2018	IBRAHIM SAEED, B.A., Karachi, Pakistan

### Trustees at Large

2010/2016	RICHARD ALEXANDER, B.A., M.S., Rowayton, Connecticut
2012/2020	NICHOLAS CALIO, B.A., J.D., Chevy Chase, Maryland
2013/2016	DOREEN DELANEY CRAWLEY, B.A., J.D., Columbus, Ohio
2008/2017	BELINDA B. FOUTS, B.A., Cleveland Heights, Ohio
2011/2017	DANIEL GLASER, B.A., New York, New York
2015/2018	EDWARD HADDOCK, B.A., J.D., Winter Park, Florida
2010/2016	CAROL LATHAM, B.A., Bay Village, Ohio
2013/2016	JACK LUIKART, B.A., San Francisco, California
2010/2016	TODD LUTTINGER, B.A., Hingham, Massachusetts
2012/2018	KEVIN J. MCGINTY, B.A., M.B.A., Cleveland, Ohio
2009/2018	CYNTHIA MITCHELL, B.A., Columbus, Ohio
2015/2018	GREGORY L. MOORE, B.A., Golden Colorado
2014/2017	COLLEEN K. NISSEL, B.A., Columbus, Ohio
2014/2017	C. PAUL PALMER, B.A., J.D., Findlay, Ohio
2015/2018	THOMAS W. PALMER, B.A., J.D., Toledo, Ohio
2013/2016	FRANK QUINN, B.A., M.B.A., Chicago, Illinois
2012/2020	GEORGE ROMINE, B.A., M.B.A., Palos Verdes Estates, California
2012/2020	TIMOTHY SLOAN, B.A., M.B.A., San Marino, California
2011/2017	KATHERINE BOLES SMITH, B.A., M.Ed., Raleigh, North Carolina
2010/2016	THOMAS R. TRITTON, Ph.D., Philadelphia, Pennsylvania
2012/2018	KARA TROTT, B.A., J.D., Powell, Ohio

### From the Ohio East Conference

2008/2017	JEFFREY BENTON, B.A., Delaware, Ohio
2015/2018	ROBERT C. HICKSON, JR., B.A., J.D., Mt. Gilead, Ohio

### From other United Methodist Conferences

2015/2018	MYRON F. McCOY, B.A., M.Div., Chicago, Illinois
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# The Corporation (Board of Trustees)

*Office of the President*

*Office of Enrollment Management*

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The year listed represents the year of appointment to the faculty or staff.

## **Office of the President**

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.

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## **Office of Enrollment Management**

SUSAN DILENO, M.B.A, Vice President for Enrollment, 2014. B.S., Niagara University; M.B.A., Case Western Reserve University.

RACHEL BRANNING, B.A., Assistant to the Vice President for Enrollment, 2013. B.A., Agnes Scott College.

MELANIE RELLINGER, B.A., Data Manager/Research Analyst, 2011. B.A., Bowling Green State University.

## **Admission**

ALISHA COUCH, M.B.A., Director of Admission Operations and Transfer Recruitment, 2010. B.S. and M.B.A., Butler University.

NICOLE DIANZUMBA, B.A., Admission Counselor, 2014. B.A., Ohio Wesleyan University.

ELLEN ERIKSON, M.U.R.P., Associate Director of Admission, 2006. B. A. and M.U.R.P., University of Illinois.

ROSS GRIPPI, Director of Admission, B.A., Baldwin-Wallace College; M.S., University of New Mexico.

PATRICIA A. KELLY, M.Ed., Senior Associate Director of Admission, 2007. B.A., California State University-Hayward; M.Ed., Florida Atlantic University.

NICOLE MORE, M.Ed., Director of International Recruitment, 2015. B.A., Wartburg College; M.Ed., South Dakota State University.

REGINALD ONYIDO, M.B.A., Assistant Director of Admission, 2014. B.A., Ohio Northern University; M.B.A., Mount Vernon Nazarene University.

LAURIE WESP PATTON, B.A., Senior Associate Director of Admission /Events Coordinator, 1997. B.A., Ohio Wesleyan University.

## **Financial Aid**

AMY KAPLE, B.S., Associate Director of Financial Aid, 2008. B.S., Pennsylvania State University.

LEANN KENDZERSKI, B.A., Associate Director of Financial Aid, 2006. B.A., Lake Erie College

KEVIN PASKVAN, B.S., Director of Financial Aid, 2013. B.S., Franklin University.

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 University Communications*

*Office of the Provost*

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## **Office of University Communications**

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.  
WILL KOPP, M.A., Chief Communications Officer, 2014. B.A., Ohio University; M.A., The Ohio State University.  
LINDSAY MAUTER, B.S., Associate Director, Project Manager, 2012. B.S., Ohio 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., Provost, 2013. B.A., Ohio Wesleyan University; M.Sc., Ph.D., The Ohio State University.  
BARBARA S. ANDERECK, Ph.D., Assistant Provost, 2013. Jacob S. Zook Professor of Physics and Astronomy, 1985. B.S., Missouri State University; Ph.D., Rutgers University.  
DALE E. SWARTZENTRUBER, Ph.D., Associate Provost, 2013; Professor of Psychology, 1992. B.S., The Ohio State University; M.A., Ph.D., University of Vermont.

## **Academic Affairs**

JUAN ARMANDO ROJAS, Ph.D., Associate Dean for Diversity and Inclusion, 2016. B.A., M.A., University of Texas at El Paso; Ph.D., University of Arizona.  
ASHLEY N. BISER, Ph.D., Associate Dean for Faculty Development, 2016. B.A., Mount Holyoke College; Ph.D., University of Minnesota.  
DALE J. BRUGH, Ph.D., Associate Dean for Innovation, 2016. B.A., A.B., Wabash College; Ph.D., University of Utah.  
LYNDA K. HALL, Ph.D., Associate Dean for Student Academic Success, 2016. B.A., Wittenburg University; M.A., Ph.D., University of Notre Dame.

## **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**

TBA, Director of the Academic Skills Center.  
MARTINE L. STEPHENS, M.A., 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 Sagan Academic Resource Center, 2008; Associate Dean of Advising, 2012. B.A., Western Illinois University; M.A., University of Illinois; Ph.D., University of Iowa.

## **Registrar**

SHELLY McMAHON, M.S., Registrar, 2010. B.S., M.S., Franklin University.  
JENNIFER E. GLIEBE, Associate Registrar, 2015. B.A., Ohio Wesleyan University; M.L.I.S., Kent State University.  
JAIME E. MILBURN, Associate Registrar, 2016. B.S., Eastern Nazarene College.

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# University Personnel

## *Office of the Provost*

### *Student Engagement and Success*

Libraries	TBA, Director of Libraries. JOY GAO, M.L.S., Public Services Librarian, 1996. B.A., Nanjing University, China; M.L.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., Coordinator of User Services, 2008. B.A., Indiana University of Pennsylvania; M.L.S., Clarion University.
Information Services	BRIAN A. RELLINGER, Ed.D., Chief Information Officer, 2010. B.S., B.A., M.B.A., Ed.D., 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.
Athletics	ROGER D. INGLES, M.A., Athletics Director, 2004. B.S., M.A., The Ohio State University. TBA, Associate Director of Athletics and Senior Women's Administrator.

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### **Student Engagement and Success**

	DWAYNE C. TODD, Ph.D., Vice President for Student Engagement and Success and Dean of Students, 2016. B.M., Samford University; M.Div., Southwestern Theological Seminary; Ph.D., The Ohio State University.
Residential Life	WENDY PIPER, M.Ed., Assistant Dean of Student Affairs and Director of Residential Life, 1999. B.S., M.Ed., Kent State University. MEREDITH M. DIXON, M.Ed., Assistant Director of Residential Life, 2011. B.A., Bowling Green State University, M.Ed., University of Toledo. THEA SMEKENS, M.Ed., Residential Life Coordinator, 2015. B.A., University of Saint Francis; M.Ed., McKendree University.
Public Safety	ROBERT A. WOOD, M.A., Director of Public Safety/Chief of Police, 2006. B.S., M.A., The Ohio State University. CATHY L. HURSEY, Administrative Lieutenant, 1992. OPOTA Certified. CHRISTOPHER MICKENS, Sergeant, 1999.
Career Services	LESLIE J. MELTON, M.S. Director of Career Services, 2008. B.A., M.S., Northern Illinois University. NANCY A. WESTFIELD, M.A., Assistant Director of Career Services, 2002. B.S., M.A., Ball State University.

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# University Personnel

## *Student Engagement and Success*

### *Office of University Advancement*

Counseling Services	DOUGLAS L. BENNETT, Ph.D., Director of Counseling Services, 2014. B.A., M.A., Ph.D., The Ohio State University. JULIE M. DUHIGG, Ph.D., Staff Psychologist, 2013. B.A., M.A., University of Cincinnati; Ph.D., University of Kentucky. LISA A. HUTSON, Psy.D., Staff Counselor, 2014. B.A., University of Dayton; M.A., University of Cincinnati; Psy.D., The Chicago School of Professional Psychology.
Multicultural Student Affairs	TERREE STEVENSON, M.Ed., Director of Multicultural Student Affairs, 2008. B.A., Ohio Wesleyan University; M.Ed., Wright State University.
Service Learning	SALLY S. LEBER, B.A., Director of Community Service Learning, 2012. B.A., Capital University.
Student Conduct	MICHAEL V. ESLER, Ph.D., Coordinator of Student Conduct, 1997. B.S., M.A., Arizona State University; Ph.D., The Ohio State University.
Student Health (operated by OhioHealth)	MARSHA TILDEN, C.N.P., Director of Student Health Services, 1999. B.S., Ohio Wesleyan University; M.S., The Ohio State University. JASON J. DIEHL, M.D., Physician, 2009. B.A., Ohio Wesleyan University; M.D., The Ohio State University. DONALD C. LeMAY, D.O., Physician, 2013. B.S., Northeast Missouri State/Truman State University; D.O., Kirksville College of Osteopathic Medicine.
Student Involvement	NANCY BIHL RUTKOWSKI, M.Ed., Acting Director of Student Involvement, 1987. B.A., M.Ed., University of Toledo. 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.

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#### **Office of University Advancement**

	COLLEEN GARLAND, B.A., Vice President for University Advancement, 2011. B.A., The Ohio State University. KATHY EARLS, B.A., Assistant to the Vice President for University Advancement, 2012. B.A., The Ohio State University.
Alumni Relations	BRENDA SHAW, B.A., Director of Alumni Relations, 2003. B.A., Wittenberg University. CHRIS LEMANSKI, B.A., Alumni Relations Assistant, 2008. B.A., Otterbein College. 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. JIM MENDENHALL, B.A., Associate Director of Alumni Relations, 2011. B.A., Ohio Wesleyan University.
Annual Giving	CAROL BURNS, M.S., Secretary, Ohio Wesleyan Fund, 2004. B.S., Ohio University; M.S., Kent State University. BOBBY CAMILLERI, B.A., Assistant Director of Annual Giving, 2014. B.A., Messiah College.

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# University Personnel

## *Office of University Advancement*

JULIA HATFIELD, M.A., Assistant Director of Annual Giving, 2011. B.A., Ohio Wesleyan University; M.A., The Ohio State University.

LAUREN VERMILLION, M.Ed., Associate Director of Annual Giving, 2015. B.A., Otterbein College; M.Ed., Kent State University.

PABLO VILLA, B.A., Assistant Director of Annual Giving, 2013. B.A., Ohio Wesleyan University.

MIRANDA ZINK, B.A., Director of Annual Giving, 2012. B.A., The Ohio State University.

### Development, Stewardship & Foundation / Corporate & Governmental Relations

PABLO BANHOS, M.A., Development Officer for Major Gifts, 2013. B.A., M.A., Wright State University.

JODI BOPP, B.A., Assistant Vice President for University Advancement, 2014. B.A., Augustina College.

MINDIE BURKE, Assistant to Development, 2010.

KELLY BURNS, B.A., Development Officer for Major Gifts, 2015. B.A., Kent State University.

COLLEEN BYERS, B.A., Development Officer for Major Gifts, 2015. B.A., Ohio Wesleyan University.

KAREN CROSMAN, B.A., Director of Foundation, Corporate and Governmental Relations, 1999. B.A., Ohio University.

NATALIE DOAN, J.D., Director of Stewardship and Donor Relations, 2012. B.A., Ohio Wesleyan University; J.D., Capital University.

TESS HALLINAN, B.A., Development Officer for Major Gifts, 2015. B.A., Ohio Wesleyan University.

MATT KURK, M.A., Development Officer for Major Gifts, 2015. B.A., Eastern Kentucky University; M.A., Eastern Kentucky University & Boston University.

JENNY JOERGER, J.D., Development Officer for Gift Planning, 2011. B.A., University of Indianapolis; J.D., The Ohio State University.

DEBBIE LEWIS, Administrative Assistant, 2012.

MAUREEN REESE, M.S., Assistant Director of Stewardship and Donor Relations, 2012. B.A., University of Dayton; M.S., Miami University.

ANNIE G. SEILER, B.A., Senior Executive Development Officer, 1983. B.A., Ohio Wesleyan University.

KATIE WEBSTER, B.A., Associate Director of Advancement, 2012. B.A., John Carroll University.

### Advancement Services

SHERRY ALBRIGHT-JONES, M.B.A., Associate Director of Advancement Operations, 2014. B.S., Franklin University; M.B.A., University of Findlay.

JAIME DOUCE, B.A., Gift Processing Coordinator, 2013. B.A., Ohio Wesleyan University.

PAULA EYERMAN, B.A., Associate Director of Advancement Operations, 2014. B.A., Bowling Green State University.

JONI GARLOCH, B.S., Constituent Records Coordinator, 2007. B.S., Youngstown State University.

REBECCA C. SHERMAN, B.A., Director of Advancement Operations, 2008. B.A., Bowling Green State University.



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University Personnel  
*Office of Finance and Administration*  
*Perkins Observatory*  
*Adjunct Faculty*

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**Office of Finance  
and Administration**

LAURI STRIMKOVSKY, M.B.A., Vice President for Finance and Administration & Treasurer, 2016. B.S.B.A., Samford University; M.B.A., University of Missouri – St. Louis.

Accounting

BEN EMCH, B.S., Senior Accountant, 2012. B.S., University of Toledo.  
AMY J. METROFF, A.A.S., B.A., C.P.A., Assistant Controller, 2010. A.A.S., Columbus State Community College; B.S., Franklin University; C.P.A., State of Ohio.

Bursar

JEANNE FARNLACHER, B.S., Bursar, 2011. B.S., Franklin University.

Human Resources

SCOTT SIMON, M.Sc.A., Director of Human Resources, 2016. B.B.A., University of Toledo; M.Sc.A, Central Michigan University.

Buildings and Grounds

PETER SCHANTZ, B.S., Director of Physical Plant Planning and Operations, 2012. B.S., Miami University.

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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.  
GREGORY WATKINS-COLWELL, M.S., Adjunct Professor of Zoology, 2012. B.A., Ohio Wesleyan University; M.S., Ohio University.

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# University Personnel

## *New York Arts Program*

### *Faculty and Staff Emeriti*

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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.  
SUSAN CHILDREY, M.F.A., Program Coordinator, 2009. B.A., University of Texas; M.F.A., Columbia University.  
EMILIE CLARK, M.F.A., Program Associate, Assistant Professor of Fine Arts, 2004. B.F.A., Cornell University; M.F.A., Bard College.  
JOHN REED, M.F.A., Program Associate, Adjunct Assistant Professor, Writing & Publishing, 2012. B.A., Hampshire College; M.F.A. Columbia College.  
DANA TARANTINO, Ph.D., Program Associate, Associate Professor of Theatre, 1988. B.A., Queens College; M.A., Adelphi University; Ph.D., New York University.

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#### **Faculty and Staff Emeriti**

The year listed represents the year of retirement.

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.  
JOHN BOOS, M.B.A., Professor Emeritus of Economics, 2012.  
PHILLIPS B. BURNSIDE, Ph.D., Professor Emeritus of Physics, 1995.  
EDWARD H. BURTT, JR., Ph.D., Professor Emeritus of Zoology, 2014.  
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.  
LEWIS E. FIKES, Ph.D., Professor Emeritus of Chemistry, 2004.  
ROBERT J. FLANAGAN, M.A., Professor Emeritus of English, 2001.  
JAMES M. FREED, Ph.D., Professor Emeritus of Zoology, 2001.  
HARVEY R. FREEMAN, Ph.D., Professor Emeritus of Psychology, 2011.  
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.  
BONNIE MILNE GARDNER, Ph.D., Professor Emeritus of Theatre and Dance, 2016.  
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.

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# University Personnel

## *Faculty and Staff Emeriti*

ALEXANDER HEINGARTNER, Ph.D., Professor Emeritus of Psychology, 2000.  
DAVID H. HICKCOX, Ph.D., Professor Emeritus of Geology-Geography, 2014.  
ROBERT HOLM, B.A., Vice President Emeritus of University Relations, 2003.  
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.  
CONRAD A. KENT, Ph.D., Professor Emeritus of Modern Foreign Languages, 2009.  
NANCY L. KNOP, Ph.D., Professor Emeritus of Health and Human Kinetics, 2015.  
HELMUT J. KREMLING, Ph.D., Professor Emeritus of Modern Foreign Languages, 2009.  
JUSTIN R. KRONEWETTER, M.F.A., Professor Emeritus of Fine Arts, 2008.  
DONALD LATEINER, Ph.D., Professor Emeritus of Humanities/Classics, 2012.  
LYMAN L. LEATHERS, Ph.D., Professor Emeritus of English and Humanities/Classics, 1994.  
RICHARD L. LEAVY, Ph.D., Professor Emeritus of Psychology, 2016  
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.  
JOAN E. McLEAN, Ph.D., Professor Emeritus of Politics and Government, 2015.  
ROBERT D. McQUIGG, Ph.D., Professor Emeritus of Chemistry, 1999.  
GENE MEHAFFEY, P.E.D., Professor Emeritus of Physical Education, 1999.  
BERNARD MURCHLAND, Ph.D., Professor Emeritus of Philosophy, 2004.  
LOUISE S. MUSSER, Ph.D., Professor Emeritus of Education, 2007.  
JOSEPH F. MUSSER, Ph.D., Professor Emeritus of English, 2014.  
DAVID W. NARDIN, M.D., Physician Emeritus, 1999.  
MILDRED NEWCOMB, Ph.D., Professor Emeritus of English, 1979.  
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.  
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.  
TRACE REGAN, Ph.D., Professor Emeritus of Journalism, 2013.  
MARY JEAN ROACH, M.Ed., Registrar Emeritus, 2000.  
DAVID O. ROBBINS, Ph.D., Professor Emeritus of Psychology, 2015.  
LEONARD N. RUSSELL, Ph.D., Professor Emeritus of Physics and Astronomy, 1985.  
JON SANGER, Ph.D., Professor Emeritus of Botany-Microbiology, 2000.  
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 W. TOMBARGE, M.S., Director Emeritus of the Physical Plant, 1994.

# University Personnel

## *Faculty and Staff Emeriti*

### *Department Chairpersons 2016-2017*

JOHN H. TOPPING, M.A.B., Director Emeritus of Administrative Computing, 2009.  
 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.

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### **Department Chairpersons 2016-2017**

Botany-Microbiology	Laurel Anderson
Chemistry	Heather Grunkemeyer
Comparative Literature	Anne Sokolsky
Economics	Barbara MacLeod
Education	Amy McClure
English	Zachariah Long
Fine Arts	James Krehbiel
	Carol Neuman deVegvar (Acting, Fall Semester)
Geology-Geography	Barton Martin
Health and Human Kinetics	Christopher Fink
History	Mark Gingerich
Journalism	Charles Stinemetz (Acting, All Year)
	Paul Kostyu (Acting, All Year)
Mathematics and Computer Science	Mark Schwartz
Modern Foreign Languages	David Counselman (Acting, Fall Semester)
	Andrea Colvin (Acting, Spring Semester)
Music	Larry Griffin
Philosophy	Erin Flynn
Physics and Astronomy	Robert Harmon
Politics and Government	James Franklin
Psychology	Kyle Smith
Religion	R. Blake Michael
Sociology/Anthropology	James Peoples
Theatre & Dance	Glen Vanderbilt
Zoology	Shala Hankison

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# University Personnel

## *Program Directors*

### *University Libraries*

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#### **Program Directors**

Ancient, Medieval & Renaissance	Patricia DeMarco
Black World Studies	Randolph Quayle
Classics	Lee Fratantuono
East Asian Studies	James Peoples
Environmental Studies	John Krygier
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	TBA
Pre-Physical Therapy	Danielle Hamill
Pre-Public Administration	James Franklin
Pre-Theology	R. Blake Michael
Pre-Veterinary Medicine	Ramon Carreno
Urban Studies	TBA
Women's and Gender Studies	Richelle Schrock

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#### **University Libraries**

Director of Libraries

TBA

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# University Personnel

## *Faculty of Instruction*

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**Faculty of Instruction** The following is the instructional faculty for 2016-2017. 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).

- MARK A. ALLISON, Ph.D., Associate Professor of English, 2007. B.A., Kenyon College; M.A., University of Chicago; Ph.D., University of California, Berkeley.
- NATHANAEL S. AMADOR, Ph.D., Assistant Professor of Geology-Geography, 2014. B.S., M.Sc., The Ohio State University; Ph.D., Pennsylvania State University.
- SURENDRA S. AMBEGAOKAR, Ph.D., Assistant Professor of Botany-Microbiology, 2014. B.A., Ph.D., University of California.
- 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.
- CHUKWUEMEKA ANIAGOLU, M.A., Part-time Senior Lecturer in Black World Studies Program, 1990. B.A., Xavier University, M.A., The Ohio State University.
- ELLEN F. ARNOLD, Ph.D., Associate Professor of History, 2010. B.A., University of Louisville; M.A., Ph.D., University of Minnesota.
- JEREMY ALAN BASKES, Ph.D., Professor of History, 1993. A.B., Grinnell College; M.A., University of Wisconsin; Ph.D., University of Chicago.
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- ANDREW E. BRANDT, Ph.D., Assistant Professor of Psychology, 2010. B.S., University of North Dakota; M.A., Ph.D., Western Michigan University.
- JUSTIN P. BREIDENBACH, M.Acc., CPA, CFE, Assistant Professor of Accounting, 2012. B.S., Bowling Green State University, M.Acc., 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.
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- THOMAS L. BURNS, M.A., Part-Time Professor of English, 1989. B.A., College of Wooster; M.A., The Ohio State University.
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- 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., Professor of English, 2000. B.A., Hobart College; M.F.A., University of Florida; M.A., Ph.D., University of Virginia.
- 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., Professor of Zoology, 2002. B.S., University of Toronto; M.S., Lakehead University; Ph.D., University of Guelph. (L-2)

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# University Personnel

## *Faculty of Instruction*

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- 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.
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- 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.
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- MARTIN HIPSKY, Ph.D., Professor of English, 1995. B.A., Yale University; M.A., Ph.D., Duke University.
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- JENNIFER L. JOLLEY, D.M.A., Assistant Professor of Music, 2012. B.M., University of Southern California; M.M., D.M.A., University of Cincinnati.
- EDWARD KAHN, Ph.D., Professor of Theatre and Dance, 2004. B.A., Lehigh University; M.F.A., Northwestern University; Ph.D., Tufts University.
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- SCOTT KELLY, Ph.D., Assistant Professor of Zoology, 2011. B.A., Drury University; M.S., Missouri State University; Ph.D., University of California.
- PAUL E. KOSTYU, Ph.D., Associate Professor of Journalism, 2013. B.S., Heidelberg College; M.A., Ph.D., Bowling Green 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.
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- 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.
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- JEFFREY A. NILAN, M.F.A., Associate Professor of Fine Arts, 2008. B.S., University of Nebraska; M.F.A., Indiana University.
- JEFFREY L. NUNEMACHER, Ph.D., Parrott Professor of Mathematics and Computer Science, 1985. B.A., Oberlin College; M.Phil., Ph.D., Yale University.
- ANA I. OANCEA, Ph.D., Assistant Professor of Modern Foreign Languages, 2013. B.A., University of Virginia; M.A., M.Phil., Ph.D., Columbia University.
- ROBERT M. OLMSTEAD, M.A., Professor of English, 2002. B.A., M.A., Syracuse University.
- TAMARA M. PANHUIS, Ph.D., Associate Professor of Zoology, 2009. B.S., University of Maryland; Ph.D., University of California.
- EVA PARIS-HUESCA, M.A., Instructor in Modern Foreign Languages, 2014. B.A., Universidad de Valencia (Spain); M.A. University of Nebraska.
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- TIMOTHY J. RODEN, Ph.D., Professor of Music, 1993. B.M., Houghton College; M.Mus., Ph.D., Northwestern University.
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- N. KYLE SMITH, Ph.D., Associate Professor of Psychology, 2001. B.S., Union College; M.A., Ph.D., The Ohio State University.
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- ANNE E. SOKOLSKY, Ph.D., Associate Professor of Comparative Literature, 2006. B.A., University of Michigan; M.Ed., Harvard University; Ph.D., University of California, Berkeley.
- RICHARD F. SPALL, JR., Ph.D., Cornelia Cole Fairbanks Professor of History, 1984. B.A., Wittenberg University; M.A., Ph.D., University of Illinois.
- MARTINE L. STEPHENS, M.A., 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.
- SHARI STONE-MEDIATORE, Ph.D., Trumbull G. Duvall Professor of Philosophy, 1998. B.A., University of Michigan; M.A., Ph.D. State University of New York at Stony Brook.
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- PAULA M. WHITE, Ph.D., Professor of Education, 2000. B.S., University of Denver; M.A., University of Colorado; Ph.D., University of Houston.
- JENNIFER M. WHITEHEAD, Assistant Professor of Music, 2014. B.M., Bob Jones University; M.M., D.M.A., The Ohio State University.
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# Index

## A

abbreviations 52, 146  
abroad 1, 31, 46-48, 58, 61, 66, 72-75, 105-107, 110-111, 114-115, 139, 232, 248, 262  
academic advising 8, 259, 285  
academic grievance policy 23-24, 28  
academic honesty 20-23  
academic honors 29-32  
academic probation and dismissal 19  
accounting 52-53, 75-77, 79-80, 146-148, 157, 159, 174, 259, 263-264, 275, 280  
accreditation 1, 82  
adjunct faculty 275  
admission 8, 13, 29, 40-41, 67-69, 81, 90-91, 127, 131, 178-181, 248, 258-259, 270  
advanced placement 9-11, 33, 37, 58, 76, 104, 127  
advising 8, 259, 271, 285  
ancient, medieval, and renaissance studies 53, 56, 137, 148, 261  
ancient studies 41, 54, 198  
anthropology 38, 44-45, 47, 52, 61, 72, 93, 103, 107, 110, 136, 138, 146, 229, 231-232, 241, 257, 262-263, 265, 277-278, 281, 283-284, 286  
application fee 247-248  
apprenticeships 17-18, 31, 44, 50, 86, 90, 103, 138, 151, 186, 204, 239, 241  
arts-professional majors 40  
astronomy 39, 52, 56, 68, 127-129, 146, 151-152, 257, 259, 265, 271, 276-278, 280-282, 285  
astrophysics 56, 127-128, 151-152, 220  
attendance 15, 116, 157, 208, 252  
auditing 15, 147, 248

## B

bachelor of arts 1, 33, 36-40, 90-91, 116-118, 120, 208, 210, 248  
bachelor of fine arts 1, 33, 39, 90-91, 248  
bachelor of music 1, 33, 40, 116-118, 120, 208, 210, 248  
biological sciences 32, 57-59, 62, 132, 145, 157, 220, 244  
black world studies 38-39, 41, 44-45, 47, 52, 61-62, 107, 146, 152, 154, 258, 279-280, 284-285  
board of trustees 4-5, 23, 246, 268-270  
botany 39, 43-44, 52, 57-60, 62, 103, 121, 131, 146, 152, 154, 193, 257, 261, 275, 277-278, 280, 282-283, 285-286  
botany and microbiology 57-58, 154  
business administration 52, 75-76, 78, 80, 105, 146

## C

change of schedule 14, 247  
chemistry 2, 9, 11, 32, 39, 52, 63-64, 67-69, 81, 95, 121-122, 124, 127, 129, 131, 146, 150, 152, 155, 160-161, 192, 247, 257, 262-263, 265, 276-278, 280, 282-283, 285  
china program 47  
classics 10, 32, 39, 52-53, 65-66, 87, 107, 126, 146, 164, 170, 183, 187, 258, 263, 265, 276-277, 279, 282  
classification of students 27  
combined bachelor's/professional degrees 59, 127  
commencement 7, 30-32, 35, 51  
comparative literature 39, 44, 52-53, 70-72, 107, 146, 165, 167, 169, 259, 263, 265, 278, 283-285  
competency requirement 34, 37  
computational neuroscience 121-124, 212  
computer science 9, 11, 36, 39, 52, 58-59, 68, 72, 112-113, 118, 121, 127, 146, 172-173, 207, 257, 264, 266, 272, 278, 283-286  
conditional failure 16, 18  
course connections 43  
course descriptions 52, 137, 139, 146  
course selection 52, 67, 127, 132, 146  
credit/no entry 14, 17-18, 30, 33, 35, 37, 40, 50, 58, 63, 67, 76, 84, 86, 90-92, 96, 105-106, 109, 115-116, 119, 128, 131, 134, 138, 239  
cross-cultural experience 45  
cultural diversity 1, 34, 117-118, 185, 229

## D

dance 3, 39, 49, 52, 72, 107, 139-142, 146, 173-174, 197, 210, 238-239, 257, 261-263, 266, 276-278, 283, 285  
dean's list 29  
degree requirements 25, 40, 46, 83, 109, 126, 250  
degrees and special programs 40, 49-51, 114, 131-132, 137  
departmental honors 29, 31, 104  
department chairpersons 278  
dismissal 19, 35, 88, 252  
distinction 32, 187, 263, 265  
distribution requirements 10, 17, 27, 33, 38-39, 53, 58, 60, 68, 83-84, 90-92, 109, 118, 135, 139-140  
diversity 1, 6, 34, 57, 61, 83-84, 91, 117-118, 149, 152-155, 159, 161, 163-167, 169-172, 175-176, 178, 182-185, 187-191, 199-200, 210, 212-214, 216-217, 222, 225-236, 238-244, 271  
domestic programs 45, 49

# Index

## E

earth science 32, 72, 81, 95-96  
east asian studies 41, 72-73, 279  
economics 1, 9, 12, 32, 38, 44, 47-48, 52-53, 61, 75-80, 93, 95, 98, 105-107, 110-113, 131, 140, 143, 146, 158-159, 174-177, 202, 229, 257, 263-264, 266, 276, 278, 280-282, 284-286  
education 1-4, 6, 15, 32-33, 36, 38-39, 41, 43-45, 48-49, 52, 58, 60-61, 63-64, 75, 81-84, 87, 89-91, 96, 101, 103-104, 112, 116-118, 125-128, 131, 136, 139-141, 146, 148-149, 152, 161, 177-181, 194-198, 209-211, 215, 217, 222, 229-230, 237-238, 241, 245-246, 252, 257-258, 261, 265-266, 276-278, 282-283, 285  
english 87, 140, 180-183, 276  
enrollment deposit 246-247, 253  
environmental studies 41, 58, 63, 89, 93-94, 96, 101-102, 186, 279  
expenses 26, 30, 246-247, 251-253

## F

facilities 6, 57, 254-260  
faculty of instruction 280-283  
failure 13, 16, 18, 22, 88, 168, 248  
fees 13-15, 25, 103, 116, 119, 237, 246-249, 251-252  
final examination policy 25  
financial aid 114, 246-247, 251-253, 258-259, 262, 270  
fine arts 1, 10, 33, 39, 41, 47, 49, 52-53, 90-91, 116, 118, 139-140, 146, 148, 151, 238, 247-248, 257-258, 261-263, 265, 276-278, 280-284  
foreign language 8, 12, 17, 33, 37-38, 48, 52, 71, 81, 83-84, 106, 114-115, 117, 138, 140, 146, 180, 186, 210, 232  
french 10, 36-37, 39, 52, 66, 70, 81, 87, 93, 114-115, 117, 131, 146, 168, 170, 186-188, 199, 201-202, 210, 241, 264  
full-time enrollment 26, 33, 253

## G

general fee 246  
genetics 57, 59-60, 122-124, 152, 155-156, 212, 244  
geography 10, 36, 38, 52, 58, 89, 93-96, 107, 111, 129, 146, 188-192, 194, 239, 257, 265, 276-278, 280, 282-283  
geology 36, 39, 52, 72, 89, 93, 95-96, 128-129, 146, 150, 191-194, 257, 265, 276-278, 280, 282-283  
german 10, 32, 37, 39, 48, 52, 66, 70, 81, 96, 114-115, 117, 131, 146, 170, 194-195, 210, 261-262, 264  
glca 46-47, 49-50, 74, 90, 151

grades 14, 16-19, 26-27, 29, 36-37, 46, 50, 81, 83, 91, 96, 104, 178-181, 237-238  
grants 1, 11, 30, 246-247, 252  
greek 37, 52-54, 65-66, 146, 149, 164, 168, 176, 184, 195, 219, 226, 228, 238, 257

## H

health and human kinetics 12, 43, 69, 89, 97, 103, 140, 195, 197-198, 266, 277-278, 281, 283  
health insurance 249, 252-253  
history 1, 7, 10-12, 32, 38-39, 43-45, 47, 52-56, 61, 65, 72, 83-84, 87, 90-93, 95, 104, 106-107, 110-111, 115-116, 125, 131, 136, 139-141, 144, 146, 148, 151-154, 159, 164-165, 168, 170, 174, 176, 178, 183-185, 187-189, 191-195, 198-207, 209-210, 214-218, 221-222, 224-227, 230, 233-234, 236-243, 255-258, 262, 265, 277-278, 280-282, 285  
honorary societies 32  
honors grade 18  
honors program 1, 30, 256  
honors students 29-30  
housing 26, 45-46, 247, 249, 254-257  
humanities/classics 87, 276-277

## I

incomplete 16, 18, 177, 222  
india/nepal program 47  
intellectual freedom and responsibility 4-5  
interdepartmental majors 41, 140  
international baccalaureate 11-12, 58, 76  
international business 41, 47, 75, 79, 93, 105-106, 158-159, 217  
international programs 46-48  
international studies 32, 41, 45, 47, 93, 106-107, 261, 263, 266, 279  
internships 1, 44, 50, 61, 90, 140, 147, 150-151, 157, 174, 219, 239  
italian 10, 37, 52, 56, 70, 105, 107, 114, 117, 146, 149, 151, 168, 204, 210

## J

japanese 37, 47, 52, 70, 72, 105, 114, 146, 159, 166, 170, 176, 200, 204, 227  
journalism 38, 48, 52, 61, 108-109, 146, 188, 205, 241, 258, 262, 266-267, 277-278, 283

## L

language requirement 10, 37-38, 51, 105, 114, 210, 232

# Index

latin 10, 34, 37, 41, 45, 52-56, 65-66, 70, 81, 93, 104-107, 110-111, 146, 165, 189, 199-200, 206, 214, 228, 231-236, 279, 282  
leave of absence 26  
libraries 253-254, 272, 276, 279  
licensure program 82, 84, 117  
loans 246-247, 250

## M

management 1, 32, 75, 78-80, 93, 95, 97-98, 105, 112, 140, 147, 155, 157-160, 173-177, 179-180, 188, 192, 196, 222, 229, 231, 237-240, 244, 251, 263-264, 270, 283  
mathematics and computer science 36, 39, 68, 72, 112-113, 121, 257, 266, 278, 283-285  
medieval studies 41, 55, 201  
merit awards 247  
methodist 1, 3-4, 136, 227, 268-269, 272  
modern foreign languages 10, 37, 45, 47, 51, 53, 93, 96, 105-107, 110, 114-115, 139, 256, 262, 264, 276-278, 281, 283-285  
music 1, 11, 32-33, 36, 39-41, 44, 49, 52-53, 55-56, 81-82, 84, 107, 116-120, 140, 146, 153, 161, 166, 171, 180, 186, 188, 208-211, 217, 219, 225, 229, 234, 236, 238, 248-249, 258, 262, 264-265, 276-278, 281-285

## N

neuroscience 41, 43, 121-124, 126, 131, 133, 135, 155-156, 207, 211-212, 221, 223-224, 279, 281  
newberry library program 49  
new york arts program 44, 49, 139, 276, 281, 285  
no grade submitted 17

## O

off-campus fees 248  
off-campus study 1, 33, 45-46, 61, 90, 110, 140, 143  
offices 6, 50, 245, 247, 257-260  
owu connection 3, 43-44, 258

## P

payment methods 251  
perkins observatory 152, 256, 258, 275  
petitions 14, 28, 248  
philadelphia urban semester 49  
philosophy 32, 39, 43-44, 52-54, 56, 65, 87, 107, 112, 125-126, 131, 146, 153, 161, 164, 170-171, 196, 209, 217-219, 224, 227-228, 240, 258, 261-262, 277-278, 280, 282, 285

physical therapy 1, 69, 97, 99, 279  
physics and astronomy 56, 68, 127-128, 257, 265, 271, 276-278, 280, 282, 285  
planetary science 41, 68, 96, 128-129, 194  
politics and government 11, 38, 43, 49, 52, 61, 72, 93, 95, 106-107, 110, 130-132, 143, 146, 212, 229, 257, 266, 277-278, 280-283  
pre-dentistry 131-132  
pre-engineering 67-68, 112, 127-128, 221, 279  
pre-law 41, 131, 279  
pre-medicine 41, 63, 131-132  
pre-optometry 68-69, 279  
pre-physical therapy 69, 279  
pre-professional programs 41, 131-132  
pre-public administration 41, 132, 279  
pre-theology 41, 130, 136, 228, 279  
prizes and awards 261  
professional degrees 40, 59, 127  
proficiency examination 13, 15, 76, 248  
proficiency in writing 35  
psychology 11-12, 32, 38, 43, 52, 61, 68-69, 83, 91, 99-100, 103, 121-122, 124, 126, 131-136, 140, 146, 149, 158, 178, 201, 211, 221-225, 233, 237, 257-258, 264, 271, 273, 276-278, 280-282, 285-286

## Q

quantitative reasoning requirement 35, 118

## R

refunds 248, 252-253  
registration in courses 13-15  
regulations 8-28, 76, 147, 245, 252  
reinstatement 19, 26  
religion 6, 32, 39, 45, 47, 52-54, 61, 65, 72-73, 107, 130, 136, 143, 146, 153, 172, 178, 183-184, 188, 194, 198, 201, 214, 216, 218, 225-231, 234, 241, 258, 265, 277-278, 281-282, 284  
renaissance studies 41, 52-53, 56, 137, 146, 148, 201, 261, 263  
repeated course 18  
reports and grades 16-18  
requirements for all degrees 33-35, 39-40, 83, 90-91  
residence halls 249, 254-255  
residence requirement 19, 33  
responsibility for meeting requirements 25  
rights and freedoms of students 5, 23  
room and board 246, 249, 251-252, 255  
rotc 137  
russian 37, 42, 52, 70, 105, 107, 146, 170-171, 202, 229

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# Index

## S

sagan national colloquium 1, 45, 137  
salamanca program 114-115, 233-236  
scholarships 247, 252  
secondary education 60, 64, 112, 127-128  
self-designed majors 42  
senior citizens 15, 248  
service charge 249, 251  
sociology 32, 38, 43-44, 47, 52, 61, 72, 93, 107, 110, 132, 136, 138, 140, 143, 146, 229, 231-233, 256-257, 262-263, 265-266, 277-278, 281, 283-284, 286  
spanish 10, 37, 39, 47, 52, 56, 81-82, 110-111, 114-115, 131, 139, 146, 149, 200, 202, 232-236, 264  
special fees 103, 248  
special language program 51, 114  
special students 248  
statement on student rights 5  
student handbook 116, 208, 245  
student individualized projects 43-44  
student-initiated courses 27  
student offices 260  
study abroad 31, 47-48, 58, 61, 66, 72-74, 105-107, 111, 114, 248, 262  
summer school 51, 63  
swahili 37, 52, 61, 105, 146, 153, 236

## T

teacher licensure 81, 104, 117  
theatre & dance 107, 139, 266, 278  
theory-to-practice 1-2, 44  
traditions 6-7, 65, 70, 149, 153, 161, 165-166, 168, 170, 174, 182, 187, 199, 202, 216, 225-228, 236  
transfer of credits 27, 127  
travel-learning 1-2, 43-44, 58, 152, 157, 161, 164  
tuition 13-14, 18, 26, 50, 246-248, 250-252  
tuition refund 252  
two bachelor's degrees 40

## U

unit courses 13-14, 36, 59-60, 66-67, 83-84, 95-96, 120, 127, 129, 136  
university honors 29-31, 90  
university housing 254-256  
university offices 245, 259  
urban semester 49  
urban studies 41, 52, 93-94, 143, 146, 239, 279

## W

wesleyan in washington 49  
withdrawal 14, 22, 26, 35, 250, 252-253  
woltemade center 1, 44, 257, 264  
women's and gender studies 38-39, 41, 44-45, 143-144, 182, 230, 239-240, 258, 279, 284

## Z

zoology 39, 44, 49, 52, 57-60, 67, 69, 121, 131-132, 145-146, 152, 193, 242, 257, 261, 263, 266, 275-278, 280-285



## OHIO WESLEYAN UNIVERSITY CALENDAR 2016-2017

<b>FALL SEMESTER</b>	
Wednesday, August 24, 2016	Classes Begin
Thursday, September 1, 2016	Last Day to Add/Drop Full-Semester and First-Module Courses
Thursday, September 22, 2016	Last Day to Withdraw from First-Module Courses
Tuesday, October 11, 2016	Exams in First-Module Courses
Wednesday-Sunday, October 12-16, 2016	Mid-Semester Break
Monday, October 17, 2016	Midterm Estimates Due
Monday, October 17, 2016	Second Module Begins
Tuesday, October 25, 2016	Last Day to Add/Drop Second-Module Courses
	Last Day to Withdraw from Full-Semester
Tuesday, November 15, 2016	Last Day to Withdraw from Second-Module Courses
Saturday-Sunday, November 19-27, 2016	Thanksgiving Break
Friday, December 2, 2016	Last Day to Present Petitions for Withdrawing from Full-Semester and Second-Module Courses
Friday, December 9, 2016	Last Day of Classes
Saturday-Sunday, December 10-11, 2016	Reading Days
Monday-Thursday, December 12-15, 2016	Final Examinations
Thursday, December 15, 2016	Term Ends at 10:30 p.m.
Tuesday, December 20, 2016	Grades due at 4:30 p.m.
<b>SPRING SEMESTER</b>	
Wednesday, January 18, 2017	Classes Begin
Thursday, January 26, 2017	Last Day to Add/Drop Full-Semester and First-Module Courses
Thursday, February 16, 2017	Last Day to Withdraw from First-Module Courses
Tuesday, March 7, 2017	Exams in First-Module Courses
Wednesday, March 8, 2017	Second Module Begins
Friday, March 10, 2017	Midterm Estimates Due
Saturday-Sunday, March 11-19, 2017	Spring Break
Thursday, March 23, 2017	Last Day to Add/Drop Second-Module
	Last Day to Withdraw from Full-Semester
Thursday, April 13, 2017	Last Day to Withdraw from Second-Module
Friday, April 28, 2017	Last Day to Present Petitions for Withdrawing from Full-Semester and Second-Module Courses
Tuesday, May 2, 2017	Last Day of Classes
Wednesday, May 3, 2017	Reading Day
Thursday-Friday, May 4-5, 2017	Final Examinations
Saturday, May 6, 2017	Final Examinations (a.m.)
Saturday, May 6, 2017	Reading Day (p.m.)
Sunday, May 7, 2017	Reading Day
Monday-Tuesday, May 8-9, 2017	Final Examinations
Monday-Tuesday, May 9, 2017	Term Ends at 5 p.m.
Wednesday, May 10, 2017	Senior Grades Due at 5 p.m.
Saturday, May 13, 2017	Commencement
Monday, May 15, 2017	Remaining Grades Due at 4:30 p.m.
<b>SUMMER SESSION</b>	
Monday, May 22 - Friday, June 23, 2017	Summer Session
Tuesday, June 27, 2017	Grades Due at 4:30 p.m.

# Ohio Wesleyan University

**CATALOG 2016-2017**

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