

# Wheaton

2003/2005 CATALOG

WHEATON COLLEGE  
Norton, Massachusetts  
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# College Calendar

<b>Fall Semester</b>	<b>2003–2004</b>	<b>Fall Semester</b>	<b>2004–2005</b>
New Student Orientation	Aug. 30–Sept. 2, 2003	New Student Orientation	Aug. 28–Aug. 31, 2004
Labor Day	September 1	Classes Begin	September 1
Upperclasses Return	September 1	Labor Day (no classes)	September 6
Classes Begin	September 3	October Break	October 11–12
October Break	October 13–14	Mid-Semester	October 20
Mid-Semester	October 22	Course Selection	Nov. 18–13
Course Selection	Nov. 10–15	Thanksgiving Recess	Nov. 24–28
Thanksgiving Recess	Nov. 26–30	Classes End	December 13
Classes End	December 12	Review Period	Dec. 14–15
Review Period	Dec. 13–14	Examination Period	Dec. 16–20
Examination Period	Dec. 15–20	Residence Halls Close (9:00 p.m.)	December 20
Residence Halls Close (9:00 p.m.)	December 20	Winter Break and Internship Period	Dec. 20 – Jan. 25, 2005
Winter Break and Internship Period	Dec. 20–Jan. 26, 2004		
<b>Spring Semester</b>		<b>Spring Semester</b>	
Residence Halls Open (9:00 a.m.)	January 27, 2004	Residence Halls Open (9:00 a.m.)	January 25
Classes Begin	January 28	Classes Begin	January 26
Mid-Semester	March 12	Mid-Semester	March 11
Spring Break	March 15–19	Spring Break	March 14–18
Course Selection	April 12–26	Course Selection	April 11–15
Classes End	May 7	Classes End	May 6
Review Period	May 8–9	Review Period	May 7–8
Examination Period	May 10–15	Examination Period	May 9–14
Commencement	May 22	Commencement	May 21
<b>First Semester Deadlines, 2003–2004</b>		<b>First Semester Deadlines, 2004–2005</b>	
Course registration concludes	September 11	Course registration concludes	September 9
Last day to declare pass/fail registration	September 26	Last day to declare pass/fail registration	September 24
Mid-semester grades due (Registrar’s Office)	October 22	Mid-semester grades due (Registrar’s Office)	October 20
Last day to drop course without record	October 31	Last day to drop course without record	October 29
Registration deadline for spring courses (Registrar’s Office)	November 15	Registration deadline for spring courses (Registrar’s Office)	November 13
<b>Spring Semester Deadlines, 2003–2004</b>		<b>Spring Semester Deadlines, 2004–2005</b>	
Course registration concludes (Registrar’s Office)	February 5	Course registration concludes (Registrar’s Office)	February 3
Last day to declare pass/fail registration	February 20	Last day to declare pass/fail registration	February 18
Mid-semester grades due (Registrar’s Office)	March 12	Mid-semester grades due (Registrar’s Office)	March 11
Last day to drop a course without record	April 2	Last day to drop a course without record	April 1
Registration deadline for fall courses, 2004 (Registrar’s Office)	April 16	Registration deadline for fall courses, 2004 (Registrar’s Office)	April 15

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# Learning for Life

Wheaton College provides an excellent liberal arts education in a residential, coeducational community, enabling students to develop the knowledge and skills to define and reach their academic, professional and personal goals.

As members of a vigorous educational community, Wheaton's students are committed to the highest standards of scholarship in all areas of the arts, humanities, sciences and social sciences. And as intellectual activists, they are encouraged to pursue learning in and beyond the classroom. Whether it be at our Boston-area campus or in another part of the world, students seek links among their academic explorations and the real-world settings of workplace and community.

Wheaton's high-quality education begins in the classroom, where collaborations with professors challenge and transform students into lifelong learners, equipped with the skills to participate in shaping the multicultural world of which they are a part. Wheaton teaches women and men to live and work as equal partners by linking learning, work and service in a community that values equally the contributions of men and women.

The college, in turn, takes students seriously as important contributors to its intellectual life. The Wheaton Foundation fosters student scholarship through grants for independent research. Other funds support collaborative faculty-student research projects and field-based learning experiences, which may lead to academic credit. Wheaton students may enroll in university courses thanks to a cross-registration program with Brown University and other regional institutions.

The Wheaton Curriculum encourages students to explore their interests fully through connected courses that examine related topics from multiple perspectives. This innovative educational program combines the breadth of the liberal arts with the opportunity to develop a fully dimensional view of the world.

The emphasis on forging connections in learning goes beyond the classroom, to include internships, research fellowships and field experiences. With the support of the Filene Center for Work and Learning, students undertake outside-the-classroom learning experiences such as an internship, volunteer activity, work-study job or campus leadership position. This initiative is unique in higher education and builds on more than a decade of pioneering work in linking work and learning.

Being a responsible citizen of a world made smaller by technology and scarce resources means learning to appreciate differences among people of other countries, within the U.S., and even on the college campus. To increase students' awareness of perspectives beyond their own, Wheaton has made the study of cultural diversity and the non-Western world an integral part of its curriculum, through courses and experiential learning opportunities in the U.S. and abroad. With leadership from the Center for Global Education, the college's study abroad offerings now include more than 33 programs in 20 countries. Students also participate in internship programs in London, Paris, Moscow, Haifa and Sidney, and in summer fellowships at a language camp in Istanbul, Turkey. Likewise, special opportunities exist for faculty to expand their overseas experience; many have gained new insights through work and study in countries such as Egypt, Israel, Korea, Thailand and the Seychelles. This commitment to multiculturalism is also reflected on campus, as the Wheaton community respects and values the diversity of each of its members.

Inside the classroom, Wheaton professors work to create a learning environment that promotes discussion and collaboration—an environment that empowers and enriches every student. This approach is reflected in the composition of Wheaton's faculty, whose equal numbers of men and women make this

college unique among coeducational schools. Many of these professors were pioneers in creating the college's gender-balanced curriculum, in which courses include the scholarship and achievements of both sexes. Wheaton classrooms themselves have become important settings in which to explore how the learning styles, expectations and aspirations of men and women may differ. A faculty-student ratio of 1-to-12 and discussion classes numbering from eight to eighteen students further encourage intellectual discourse among professors and students.

Learning for life, serving a diverse community, aspiring to academic excellence and personal fulfillment: Wheaton values these commitments as it prepares the next generation to contribute to a complex and rapidly changing world. While characteristic of the contemporary Wheaton, these traits are rooted in the college's founding, in 1834, as one of the earliest models of higher education for women. It is this blend of tradition and innovation that has distinguished Wheaton for more than 165 years, and continues to guide the college in its mission.

### **Wheaton College Mission Statement**

The Mission of Wheaton College is to provide an excellent liberal arts education in a small, residential, coeducational learning community, enabling students to understand and participate in shaping the multicultural, interdependent world of which they are a part.

Collaborations with faculty and staff challenge and transform students into lifelong learners with skills to become problem solvers committed to justice and the global community.

Wheaton teaches men and women to live and work as equal partners by linking learning, work, and service in a community that values equally the contributions of men and women.

# A Tradition of Innovation

Institutions, like people, are shaped by the experiences, people and events that fill their past. The forces that sparked the founding of Wheaton College began more than 165 years ago, with a father's wish to memorialize his recently deceased and much-loved daughter. Rather than erect a marble statue or another static structure, Judge Laban Wheaton, at the urging of his daughter-in-law, Eliza Baylies Chapin Wheaton, decided to create a living monument. The Wheaton Female Seminary opened its doors on April 22, 1835, with three teachers and 50 pupils.

From its founding, Wheaton Seminary was a pioneering institution, offering young women the means to pursue serious study at a time when women's educational options were few. In planning their school, the Wheaton family turned to one of the recognized leaders of the day in female education: Mary Lyon. Miss Lyon created the seminary's first curriculum with the goal that it be equal in the "English branches"—science, philosophy, mathematics, rhetoric, history, composition, logic and religious studies—to the curricula of men's schools.

Among those whose ideas and influence shaped the early Wheaton was Caroline Cutler Metcalf. Strong-willed, conscientious and creative, Mrs. Metcalf served as seminary principal from 1851-1876. Finding and retaining outstanding teachers was high on her list of priorities. Caroline Metcalf sought educators willing to put aside tradition and custom to employ the most effective teaching methods possible. Graduates paid tribute to Mrs. Metcalf's many contributions to their lives and to the institution by creating the Wheaton Alumnae/i Association in 1870, in honor of Caroline Metcalf's 20th year as seminary principal; the group also elected Mrs. Metcalf as its first president. One of the oldest such organizations in the country, the Wheaton Alumnae/i Associa-

tion today numbers more than 14,000 members worldwide.

## Educators of vision

Lucy Larcom, who taught writing, literature and history from 1854-1862, may be the best known of Wheaton's 19th-century faculty. She certainly characterized the innovative teacher-scholars who would follow her as Wheaton faculty members. The founder of the student literary magazine *Rushlight* (which still exists), Miss Larcom also was the catalyst behind the creation of "Psyche," an intellectual discussion group. In the classroom, she defied accepted methods of teaching history and English literature, eschewing recitation and memorization in favor of discussing ideas. A close friend of poet John Greenleaf Whittier, Miss Larcom compiled several anthologies published under his name, from which she received steady royalty income.

Seminary teacher Mary Cragin, meanwhile, made significant contributions in mathematics. Nicknamed "Miss Why?" by students, Mary Cragin pioneered the teaching of geometry without textbooks, encouraging her pupils to think through and solve mathematical problems on their own. This teaching method earned Miss Cragin national acclaim after she left Wheaton to teach at the St. Louis, Missouri, Normal School. Five years after her death, the *National Teachers Monthly* praised Mary Cragin as "a woman who came as near the ideal of true teacher, everything considered, as any that we have known."

A third outstanding educator during Wheaton's early history was Clara Pike, who taught science from 1869-1901. At her urging Wheaton built science facilities and acquired equipment unusually sophisticated for a female seminary. Miss Pike regularly attended classes at the

Women's Laboratory of Massachusetts Institute of Technology, and invited MIT professors to lecture at Wheaton. In planning the seminary's science courses Miss Pike consulted extensively with Ellen Swallow Richards, the founder of the Women's Laboratory at MIT.

### **From seminary to college**

Eliza Baylies Chapin Wheaton played an ongoing part in the life of the seminary. In the mid-1890s she was among the first to recognize that the age of the seminary was ending. Four-year colleges were becoming the rule rather than the exception, for women as well as men. (Indeed, seminary enrollment in 1897 was a mere 25 students.) Convinced that Wheaton should seek collegiate status, Mrs. Wheaton called upon trustees to appoint the Reverend Samuel Valentine Cole as the seminary's first president. Within six months of assuming the position, Rev. Cole announced his intention to seek a college charter "at some future time if circumstances shall seem to warrant."

So began a massive revitalization project that resulted in an expanded and strengthened curriculum and several new buildings. The effect of these improvements was dramatic: By 1899-1900, Wheaton's enrollment had more than tripled. In November 1911, trustees announced their decision to apply for a college charter, which was granted by the Massachusetts Legislature in February 1912.

The first half of the 20th century brought further expansion. In planning the physical development of Wheaton's campus, President Cole consulted with well-known Boston architect Ralph Adams Cram as early as 1897. Cram's pencil sketch of a "Court of Honor"—a rectangular, open space surrounded by groups of buildings—became a blueprint for campus development; a college chapel, three dormitories, a library and an observatory were constructed between 1900 and 1925. Ralph Adams Cram would later become supervising architect at Princeton, Rice, MIT and the U.S. Military Academy at West Point.

Following Samuel V. Cole's death in 1925, the Reverend John Edgar Park became Wheaton's second president. He began his tenure by modernizing the curriculum. Among his accomplishments: introducing departmental honors and senior seminars, instituting a system of academic majors and minors, and establishing a Wheaton chapter of Phi Beta Kappa.

The year 1935 brought Wheaton's centennial anniversary, which the college commemorated with a two-day celebration that included commencement, alumnae reunions, historical exhibits and the performance of a pageant written by English department members Ellen Ballou and Louise Barr MacKenzie. Student enrollment and the size of the faculty increased steadily during Dr. Park's presidency, and new buildings continued to appear on the campus horizon. Wheaton's growth and vitality during these years is particularly noteworthy in the context of two major world events: the Great Depression and World War II.

### **Growth and transformation**

A. Howard Meneely began his 17-year tenure as Wheaton president when Dr. Park retired in 1944. By the mid-1950s pursuing a college education had become an increasingly desirable goal for growing numbers of students nationwide. Noting Wheaton's own steady enrollment growth since World War II, President Meneely voiced his concern that unless college facilities and the number of faculty increased across the country, a crisis in education could result. At the same time Dr. Meneely believed that Wheaton should remain a "small" college, continuing to provide students with individualized attention and a homelike atmosphere.

While agreeing with President Meneely in principle, trustees acknowledged the changing definition of a small college and voted, in 1955, to increase Wheaton's enrollment by 250 students. This initiative, combined with another vote taken six years later, doubled enrollment to 1,200 students. In turn, such growth allowed Wheaton to expand and improve its



curriculum, faculty and building program.

On the academic front, Wheaton established in 1959 a major lecture series through the generosity of Henry Witte Otis. (Two of Mr. Otis's daughters graduated from Wheaton.) Wheaton Professor of Religion J. Arthur Martin developed the idea for the Otis Lecture Series to give students, as he put it, "an opportunity to hear and to come to know distinguished theologians and philosophers, and to profit from the inspiration and guidance of a person of such intellectual stature as is usually found in our leading universities." Today, the purpose of the Otis Fund has broadened to support a colloquium in social justice—a forum through which the Wheaton community may address key contemporary social issues. The first Otis Social Justice Award was presented in 1990 to former U.S. Surgeon General C. Everett Koop. Two years later the award went to Jonathan Kozol, author and critical observer of American public education. The annual Miriam Lee Tropp Memorial Lecture, meanwhile, has featured CBS *60 Minutes* correspondent Lesley Stahl '63, economist Elizabeth Janeway and Chinese political observer William Hinton, among others; the Wright-Shippe Memorial Lecture has brought to campus well-known artists and art historians.

During his last year as Wheaton president, Dr. Meneely suffered from cancer, and the administration of the college fell increasingly to Dean of the College Elizabeth S. May. Dr. May was named acting president upon Dr. Meneely's death, and served in that capacity from 1961 – 1962 during the search for a new leader.

Trustees found President Meneely's successor in Dr. William C.H. Prentice, a psychology professor and administrator from Swarthmore College who was to hold the Wheaton presidency from 1962-1975. In completing the building program necessary to accommodate growing enrollment, President Prentice oversaw the creation of Wheaton's Watson Fine Arts building, Meadows residence hall and Clark Recreation Center. Additionally, in 1966, the college constructed the Elisabeth

Amen Nursery School to replace the school built in 1931, one of the first laboratory nursery schools in the country.

### **Faculty-student collaboration**

Wheaton built on its longstanding commitment to student and faculty research in the sciences with the opening of a new science facility in 1968. Since the late 1950s students had been conducting original research in ultrasonics, under the direction of Professor of Chemistry Bojan Hamlin Jennings. Grants from the National Science Foundation, the American Chemical Society and other prestigious groups funded the purchase of scientific equipment and provided financial support for student researchers to study high-frequency sound. Professor Jennings and Suzanne Townsend Purrington, Class of 1960, described this research in an article published in the *Journal of Physical Chemistry* in 1961. Wheaton's tradition of faculty-student collaboration in the sciences continues as exemplified by Professor of Astronomy Tim Barker and his students. With support from the National Science Foundation, the Wheaton researchers are searching for supernovae in other galaxies. In June 1994 the team logged its first discovery: a dying star some 65 million light years away.

Another of Wheaton's most distinguished faculty members was Rhodes Scholar Ernest John Knapton, professor of history from 1931 to 1968. An authority on the French Revolution in general and the Napoleonic era in particular, Professor Knapton wrote more than 50 scholarly articles and book reviews as well as 10 books. Among the latter was *Empress Josephine*, the definitive biography of Napoleon's wife. In May 1969 Jack Knapton was the only American invited to the Third International Congress of Napoleonic Studies, held at Portoferraio, Elba, to commemorate the bicentennial of Napoleon's birth. At the conference he presented a paper entitled "American Historical Writing on Napoleon in the Twentieth Century," for which Wheaton history major Susan Aivano Hall '70 did

much of the bibliographic work. Wheaton recognized Professor Knapton's achievements by awarding him an honorary degree and naming the social sciences building in his honor in 1972.

### **Building on tradition**

The 1970s also saw the inauguration of Wheaton's first woman president: Alice F. Emerson, former dean of students at the University of Pennsylvania. During her 16-year tenure, President Emerson continued the tradition of campus improvement and curricular innovation. Physical changes included a major addition to the library; a complete renovation of Wheaton's oldest building, Mary Lyon Hall; and the creation of the Balfour-Hood Student Center. The latter two initiatives were part of a major fund-raising campaign that the college conducted from 1983-1986. Alumnae, parents, friends, corporations and foundations contributed more than \$26 million for student scholarships, faculty development, library acquisitions and other priorities. Such support was characteristic of the renewed sense of purpose and pride with which Wheaton celebrated its 150th anniversary in 1984-1985. Additions to campus facilities since the mid-1980s include the \$10 million Haas Athletic Center, which opened in 1991 and supports Wheaton's growing array of intercollegiate, intramural and recreational sports programs; Gebbie Hall, a residence for about 50 students funded by a \$1.2 million grant from the Gebbie Foundation of Jamestown, N.Y.; and a new book store, housed in a restored historic building and expanded to serve the local community as well as the college.

In January of 1987 Wheaton trustees recommended, in principle, that the 152-year-old women's college open its doors to young men. After several months of discussion among alumnae, parents and friends, the board approved the move in May of that year. Wheaton's first coeducational class—412 young men and women—arrived on campus in September 1988.

On July 1, 1992, Dale Rogers Marshall became Wheaton's sixth president. The

former Wellesley College academic dean succeeded President Emerson, who left office in November of 1991; Hannah Goldberg, college provost and academic vice president since 1983, served as acting president during the interim. Dr. Marshall, a political scientist who specializes in urban politics, holds degrees from Cornell University, the University of California at Berkeley and U.C.L.A.

At Dale Marshall's inauguration ceremony on October 3, 1992, trustees urged her to "heed the proud history of Wheaton College, recognizing the promise of the future in the strengths of the past." The new leader also was charged with engaging the whole of the Wheaton family—students and their parents, alumnae/i, faculty, staff members and friends—in articulating and pursuing the mission of the college.

Toward that end, a strategic planning effort began in the fall of 1992 to identify and prioritize goals for the coming decade. The effort involved the entire college community, including alumnae/i and friends, and resulted in the adoption of a plan, "Excellence and Equilibrium: Wheaton in the 21st Century," for ensuring the institution's strength for the future.

Central to the plan was the Campaign for Wheaton, successfully concluded in June 2000 with \$90 million in support for the college. The final total, which far exceeded the original \$65 million goal, included a \$10 million gift from Trustee Andrienne Bevis Mars '58 and her husband, John, the largest gift to Wheaton in its history. The effort created a wealth of new resources in diverse areas, including more than 70 new student scholarship funds, 12 new endowed faculty chairs, new programs such as the Davis International Fellows program and the Jane E. Ruby Lecture Series, and a host of new facilities. The campaign was capped by the largest building project in Wheaton history, the construction of Mars Arts and Humanities and the expansion of Watson Fine Arts.

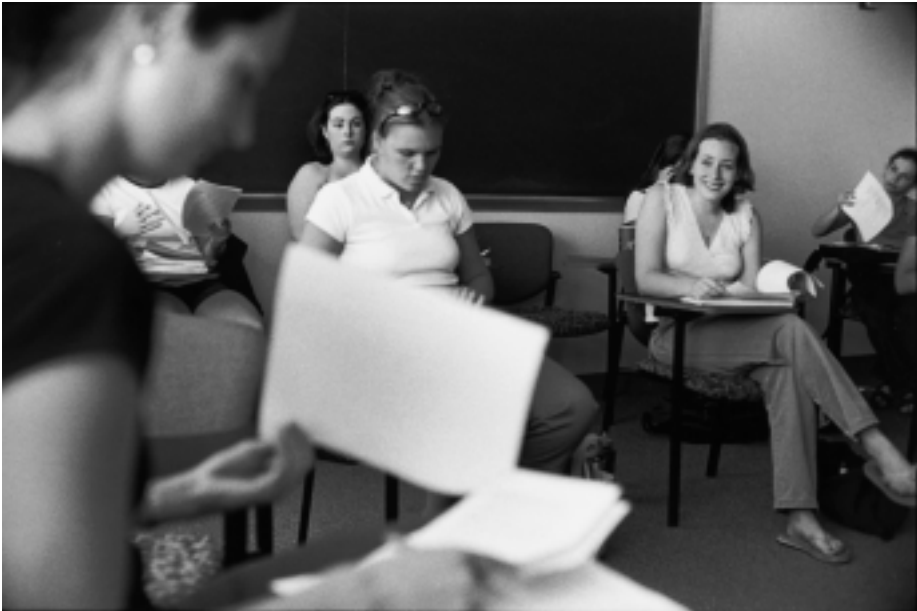
In addition to the appointment of a new president, 1992 brought two other

milestones: the graduation of Wheaton's first coeducational class and the enrollment of the largest freshman class in the college's history. The latter propelled total enrollment to an all-time high.

The young women and men now on campus share with past generations the rich academic tradition of the liberal arts and sciences. At the same time, today's students benefit from a host of curricular initiatives begun during the past two decades—new programs that help undergraduates develop technological literacy, enhance writing skills,

explore work and family issues and link academic study with learning outside the classroom. These and other areas of intellectual inquiry are described in detail on the pages to follow.

Despite the diversity of the courses and programs that constitute the Wheaton Curriculum, all draw on the college's historic commitment to the liberal arts and sciences. And all help us meet the challenge confronting every institution of higher learning: to prepare young people for lives of consequence in the 21st century and beyond.





# The Wheaton Curriculum

A liberal arts curriculum may mean different things to different people. At Wheaton it means:

- Broad exposure to different ways of knowing the world;
- Deep involvement in subjects that interest the individual student;
- Emphasis on the learning process itself, so the student will truly be a life-long learner.

A Wheaton education prepares students for life, not just a life of work. Students assume responsibility for their education and their lives through raising and answering questions about their experiences and understanding their relation to a complex world. The Wheaton Curriculum invites students to be thoughtful citizens and to develop the intellectual and personal skills to be leaders in a changing society.

The student accomplishes these goals both through the structure of Wheaton's unique curriculum and the intellectual process that connects the classroom to the world beyond the campus. Students at Wheaton learn how to analyze, evaluate, and understand the world and themselves, and how to express effectively what they know. The process includes intense discourse inside the classroom, active learning through a variety of laboratory, studio, and interactive situations, and out-of-class learning in a multitude of settings on and off campus.

The Wheaton Curriculum centers on the connectedness of knowledge and the student's particular interests. Students work with advisors to design programs of study that meet individual interests and needs, as they take a variety of courses that develop critical reading, writing and speaking skills, ease with quantitative material, and sensitivity to ethical and social issues. The curriculum invites students to become more self-confident and articulate and better prepared to act beyond self-interest in meeting the challenges of responsible leadership.

Wheaton offers more than 600 courses of study and over 40 majors. With faculty guidance students may also create independent study courses and self-designed majors or programs of study around a particular issue or area of interest. Students may cross-register for selected courses at Brown University, the Maritime Studies Consortium in Boston, or nine other local institutions through SACHEM, the Southeastern Association of Colleges of Higher Education in Massachusetts.

## The Wheaton Curriculum

The Wheaton Curriculum consists of four parts:

- Foundations, to assure sophisticated skills in writing and quantitative analysis, and a knowledgeable approach to the broader world.
- Connections, pairs or sets of courses connected across disciplinary boundaries to provide a broad view of the world of knowledge.
- The Major and an optional Minor, to ensure students in an in-depth exploration of their interests.
- Electives, to allow student's to expand their intellectual and creative interests.

*(Students who matriculated prior to Fall 2003 should consult the General Education requirements, which are available from the Registrar's Office, Academic Advising and online at: [www.wheatoncollege.edu/catalog](http://www.wheatoncollege.edu/catalog))*

## Foundations

During their first two years, all students at Wheaton take courses that provide a foundation for further exploration and for the major. The schedule of courses identifies courses that fulfill these requirements by using a letter code in the last column of the course listing.

**First-Year Seminar.** Each section of this course focuses on a different topic, but each

is designed to illustrate how differently people may interpret or understand these topics in the arts, humanities, sciences and social sciences.

Required of students in their first semester, the course is designed to foster active learning and class participation and stresses many of the skills needed for success at Wheaton.

**Writing.** Unless exempted on the basis of Advanced Placement test scores or Wheaton's English placement procedure, all students complete a section of English 101 in the first year. The course is taught in small groups on a variety of topics; the instructional emphasis is on developing writing skills. Across all levels of the major, students will encounter increasing emphasis on writing within the discipline.

**Foreign Language.** Each student completes at least two semesters of study in a single language at a level appropriate to the student's proficiency. Advanced language courses may also fulfill the arts and humanities requirement. Wheaton offers language instruction in Chinese, French, German, Ancient Greek, Italian, Latin, Russian and Spanish. Students are encouraged to include language courses early in their course of study, since this may open other opportunities within their academic careers, such as study abroad or work in major fields (international relations, art history or philosophy). Students for whom English is a second language may fulfill this requirement with English 106.

**Quantative Analysis.** Students must complete one course that emphasizes quantitative analysis. Courses with the QA designation include courses in math, computer science and logic, and some statistical methods courses. Math courses are designed both for students planning to continue in math or use math in other areas and for students who do not expect to study math in depth. Some math courses also are linked with other courses (in art or English literature, for example) and count toward the Connections requirement as well.

**Beyond the West.** Recognizing that most students will have had substantial exposure

to the perspectives of Western societies (Europe and English-speaking North America), Wheaton expects students to complete at least one course that focuses on an aspect of non-Western societies. These courses are offered in several different departments, and may also serve other parts of the curriculum, such as Connections or even the major. Since the Wheaton curriculum emphasizes issues of race, gender and global perspectives throughout the curriculum, a Foundations course in history, culture or issues that have been traditionally excluded from Western inquiry will enhance a student's entire academic career.

## Connections

Wheaton's unique Connections program provides an exciting way to explore different areas of knowledge and different approaches to problems. All Wheaton students must take either two sets of two-course connections (a total of four courses), or one set of three connected courses. Courses are linked across any two of six academic areas: creative arts, humanities, history, math and computer science, natural sciences, and social sciences.

Each linked course is a regular Wheaton course that has been approved as part of a Connection. For example, the Connection *Darwin, Evolution, Race and Culture* links English 235 (Empire, Race, and the Victorians) with Biology 111 (Evolution and Ecology); *African Worlds* links Anthropology 225 (African Cultures in Transition) with English 245 (African Literature) and/or Music 124 (World Music: Africa and the Americas) and/or History 143 (Africans on Africa) and/or Political Science 203 (African Politics). *Genes in Contexts* links Computer Science 121 (DNA) with Philosophy 111 (Ethics). For a complete list, see: [www.wheatoncollege.edu/catalog/CONX/](http://www.wheatoncollege.edu/catalog/CONX/)

Students are normally expected to take a pair or set of linked courses in the same or adjoining semesters. Students are also invited to discover their own possible linked courses, and to approach the faculty and propose a Connection.

Students are encouraged to think about possible Connections early on, though many will prefer to fulfill this requirement in their sophomore year. (Note that if the chosen

Connections do not include courses from all three of the traditional academic divisions—arts and humanities, natural sciences, and social sciences—students will be expected to take at least one course in the missing division(s). Faculty advisors help students plan accordingly.)

### **The Major Concentration**

The major may be fulfilled in a variety of ways. Most Wheaton students elect a traditional academic major by the end of the sophomore year from among more than 36 available choices. The requirements for each of these established major programs are outlined under individual departmental headings in the “Courses of Instruction” section of this catalog. Students should meet with major advisors to discuss their plans and outline their major programs before formally declaring their major to the Registrar’s Office.

Wheaton offers a number of interdepartmental majors, such as international relations, psychobiology, women’s studies, American civilization, mathematics and economics, and religion and philosophy, guidelines for which have been determined by the departments concerned and approved by the faculty. Information about these majors is available under appropriate headings in the sections which follow and, in greater detail, from major advisors.

A student may propose her or his own independent major, which allows the student to determine and define the focus of study. Such majors are normally designed with the guidance of faculty advisors and combine courses from two or more departments. These majors require the approval of the provost, and must be declared by the end of the fifth semester. Interested students should talk with the dean of academic advising and pick up petition forms in the advising center.

### **The Minor Concentration**

All departments offering majors also offer minor concentrations in the same field. Some departments also offer minors in more specialized areas. Other minors are offered in areas with no corresponding major, including:

- Africana Studies
- Development Studies
- Education, including Early Childhood, Elementary and Secondary
- Environmental Studies
- Family Studies
- Latin American Studies
- Legal Studies
- Management
- Public Policy
- Urban Studies

Minor concentrations consist of at least five interrelated courses, at least one of which is taken at an advanced level (300 level or above). Students planning minors may consult with appropriate major advisors about guidelines and restrictions. Only one course in a minor program may also be counted toward the student’s major, and no course may be included in more than one minor program.

### **Electives**

The Wheaton Curriculum invites students to explore a broad range of topics, and to choose a large proportion of courses based entirely on where their interests lead. Additional courses in astronomy, biology, chemistry, computer science, geology or physics can empower an alert observer of the natural world and an informed participant in important changes happening in science and technology. Courses in the arts—music, theatre, dance, creative writing, literature, studio art and art history—can offer lifelong pleasure in artistic performance and expression. Courses in anthropology, classics or history will help put contemporary events and modern cultures into perspective. Courses in economics, psychology, political science, or sociology will provide a foundation for understanding how individuals and groups function and interact. Additional courses in philosophy or mathematics will strengthen the ability to analyze problems, while advanced foreign language study will enrich understanding of others and provide a valuable tool for communicating with them. Students might even want to pursue one or more of these self-chosen courses through an additional Connection.

This is an opportunity to take risks, taking two of these self-chosen courses for “Pass” credit (students earn a “Pass” with C work or better). Or students may decide to pursue a minor, a coherent set of courses in either a traditional major area, or in one of Wheaton’s of interdisciplinary areas, such as Latin American studies, urban studies, or women’s studies. Students may even choose a second major, such as one in a foreign language that will enhance other studies.

### **Enhanced Courses**

Every year a number of introductory-level courses will offer an additional “enhanced” version designed to give students the opportunity to work with more advanced materials or engage in additional independent work. Students will be expected to complete all the work for the regular introductory courses alongside other students, but may also meet separately for additional class hours and may earn additional credit. These courses are identified in the schedule of courses for each semester and, for entering students, in the advising publication sent to new students over the summer. Registration for these versions of a course will occur during the drop/add period after classes have begun. Any student is free to select an enhanced course after attending the first class meeting and learning more about it.

### **Experimental Courses**

From time to time, departments design new courses that are offered on an experimental basis. These courses may be offered only once or may eventually become part of the regular curriculum. Numbered 198, 298 or 398, such courses often offer unusual opportunities to study at the cutting edge of a field of knowledge.

### **Individualized Study**

**Independent majors.** Wheaton students interested in creating interdisciplinary or cross-disciplinary majors may design their own independent major. Students will develop their own rationale for their proposed major in consultation with advisors

from two or more departments and will select an appropriate program of courses from two or more areas of study in the established curriculum. Proposals must be approved by the faculty who will advise the program, by the dean for advising and by the provost. There is no minimum grade point average requirement. Guidelines and proposal forms are available in the advising center. Independent majors who are approved for honors in that field of concentration will be designated Wheaton Scholars.

**Individual research.** Individual research courses are typically undertaken as year-long courses in the senior year and involve the production of a senior thesis or other advanced work to qualify the student for departmental honors. These courses are numbered 500.

**Independent study.** These courses are arranged individually between faculty and students and provide the means by which students interested in pursuing a topic not covered in an existing course may do so with appropriate scholarly guidance. These courses are numbered 099, 199, 299, 399, or 499, depending on the level of the work involved, and are normally undertaken only after the first year.

### **Experiential Study**

A number of departments offer opportunities to integrate field work into a student’s academic programs. Students may complete up to four credits of field work courses (but no more than two credits within the major). Some field work courses are a part of a department’s normal offerings, but other field work opportunities are arranged as independent study courses.

**Internships.** Students completing internships through the Filene Center for Work and Learning may wish to develop these experiences into a field work or independent study course yielding academic credit. Students interested in this possibility should speak with the director of the Filene Center, the dean of academic advising, or appropriate faculty before undertaking the internship to determine the best way to prepare for such a course. Normally the student can



expect to complete additional research and reading and a paper or project to be evaluated by a faculty member. Field work may consist of work in museums, with government or social service agencies, or in business or public service offices, but it must be primarily an educational rather than a career-oriented experience if it is to become the basis for academic credit.

## **Global Study**

Over the past decade, the number of American students studying abroad has more than doubled, and here at Wheaton international study has become an ever more popular feature of the undergraduate experience. Increasingly, Wheaton students understand that study abroad enriches their academic experience and better prepares them for life after college.

Wheaton offers an exciting range of study abroad options and activities through the Center for Global Education to encourage students to broaden their cultural boundaries and knowledge of the world.

The Wheaton Curriculum emphasizes the infusion of global perspectives, and the college has set a priority on preparing every graduate to be globally competent. To support these goals, Wheaton now offers 33 study abroad programs in 20 countries, including Argentina, Australia, Austria, Chile, China, Costa Rica, Cuba, Denmark, England, France, Germany, Ireland, Italy, Japan, Mexico, New Zealand, Russia, Scotland, South Africa and Spain. Students select from a wide range of academic disciplines, become immersed in the culture of their host country and gain unique insights into themselves and their world.

To be eligible for study abroad, students must be in good academic and social standing and must maintain a grade point average of 2.67 (B-), cumulative after three semesters at Wheaton and for the semester immediately preceding overseas enrollment. Most students elect to study abroad in their junior year, but applications from sophomores (second semester) and seniors (first semester) are considered in relation to the plan of study and preparation. Each fall, the Center for Global Education sponsors a

Study Abroad Fair featuring information about Wheaton overseas partner schools and programs. Students may also take advantage of general, country-specific and major-specific information meetings, the resource library at the center, and peer advisers who, as study abroad returnees, share their knowledge with prospective study abroad students. Students submit study abroad applications to the Center for Global Education and receive advice regarding the program most appropriate to meet their academic objectives. Prior to departure, a mandatory orientation program is offered, as well as a reception to honor those selected to participate in study abroad.

In most cases, students who participate in Wheaton study abroad programs pay regular Wheaton comprehensive fees that cover most overseas fees and educational expenses. Details are outlined in specific program literature available at the Center for Global Education. Airfare is covered for all Wheaton programs. All forms of grant, loan and scholarship assistance may be used on Wheaton study abroad programs.

Wheaton faculty members serve as resident directors in the two most popular study abroad regions—the United Kingdom and Australia/New Zealand. Most other study abroad destinations are visited by Wheaton faculty or staff at least once per year.

Students whose academic needs cannot be met through Wheaton programs may petition to participate in an approved non-Wheaton program. Such petitions must receive the support of the faculty advisor. Staff at the Center for Global Education will assist students in identifying appropriate non-Wheaton programs.

In addition to the traditional semester and year-long options, students may participate in short-term, faculty-led study abroad programs. In past years, these opportunities have included field research in tropical biology in Belize and Costa Rica, sociology in Cambodia and Vietnam, and elementary education/English literature in England.

## **Off Campus Study in the U.S.**

### **Salt Institute for Documentary Studies.**

Selected Wheaton students may participate in a semester of interdisciplinary studies with a concentration in documentary photography, non-fiction writing and editing, and field research at the Salt Center, based in Portland, Maine. Selected student projects are published in the center's magazine, become part of the permanent archives and are displayed in the Salt Gallery for a wider public audience. Enrollment is limited to approximately 25 students, who receive close guidance and individual supervision as they develop their projects. Students learn the steps of field data collection and the development of professional skills needed to shape their independent research for publication. Grades and credits become part of a Wheaton student's academic record and students pay regular Wheaton tuition and fees for this Wheaton-affiliated program, with merit scholarship and financial aid available as described in the Financial Aid and Costs sections of this catalog.

**The Marine Biological Laboratory, Woods Hole, Massachusetts.** Wheaton is a member of the MBL Consortium in Environmental Science. Select students with strong backgrounds in environmental studies may qualify for fall semester study at this world-renowned center for research, education and training in biology. While at the MBL, students enroll in two core lab and lecture courses in aquatic ecosystems and terrestrial ecosystems, select elective seminars and undertake an independent project. A special effort is made to understand the links between ecosystems on land and in water at global, regional and local scales. The MBL library is jointly operated with the Woods Hole Oceanographic Institution, serving as a primary source of scientific information for the large, multi-institutional Woods Hole scientific community. Grades and credits become part of a Wheaton student's academic record and students pay regular Wheaton tuition and fees for this Wheaton-affiliated program, with merit scholarship and financial aid available as described in the Financial Aid and Costs sections of this catalog.

### **Williams-Mystic, the Maritime Studies Program of Williams College and Mystic Seaport.**

Under the auspices of Williams College and Mystic Seaport, this program offers an interdisciplinary, field-based approach to studies of the sea: American maritime history, literature of the sea, oceanography or marine ecology and marine policy. Students also learn maritime skills under professional instruction, including boatbuilding, shipsmithing, sailing or celestial navigation. The program offers three field seminars each semester, with a two-week offshore voyage on a research schooner, eight days exploring the coasts of California or Oregon, and a four-day trip to Nantucket. Application information is available in the Academic Advising Center. Grades and credits become part of a Wheaton student's academic record, but students pay tuition and fees directly to Williams-Mystic. Wheaton merit scholarships are not available, but Wheaton grants are available, as described in the Financial Aid and Costs sections of this catalog.

**The National Theater Institute at the Eugene O'Neill Theater Center.** Under the auspices of Connecticut College and the Twelve College Exchange Program, described below. Students in theater may spend one semester of concentrated studies in directing, play writing, acting, movement and voice, design and other electives. A final project draws together all these elements, culminating in a performance open to the public. The semester opens with two weeks spent abroad, either in Stratford-upon-Avon or at Russia's Moscow Art Theater (subject to change). The program is very competitive and may require an audition with NTI staff. Grades and credits become part of a Wheaton student's academic record. Students pay tuition and fees to Connecticut College for the NTI Program. Wheaton merit scholarships are not available, but Wheaton grants are available, as described in the Financial Aid and Costs sections of this catalog.

### **Boston Marine Studies Consortium.**

Wheaton students may enroll through the normal preregistration process in one of

eight Marine Studies courses offered through the member schools of the Boston Marine Studies Consortium. Students may generally enroll in no more than two courses, generally one per semester. Eligible students must be enrolled as full-time students at Wheaton and, where appropriate, have the necessary prerequisite courses. Courses are taught at Brandeis University, Northeastern University and the New England Aquarium. Students must provide their own transportation. Students should direct questions to the advising center.

#### **The Twelve College Exchange Program.**

Regional colleges cooperating with Wheaton in exchanging junior-year students include Amherst, Bowdoin, Connecticut College, Dartmouth, Trinity, Wellesley and Wesleyan. Admission is competitive, and students should indicate strong curricular reasons for wishing to participate in the exchange. Applications and information on eligibility are available through the Academic Advising Center; a minimum G.P.A. of 2.67 (B-) is required. Grades and credits become part of a Wheaton student's academic record. For the period of study away, no fees are paid to Wheaton; students pay tuition and fees to the host exchange institution. Wheaton merit scholarship and financial aid funds are not available, though students are eligible for state and federal aid programs. (See the Student Aid and Costs section of this catalog.)

**Washington Semester.** Qualified students majoring in political science or economics may spend one semester of their junior year at American University (Washington, D.C.) studying American government or economic policy. Students enroll in a core seminar, which consists of meetings with guest lecturers from a huge network of national and international organizations and agencies, and class readings. An elective course or research project is undertaken, along with an internship placement two days a week. For the period of study away, no fees are paid to Wheaton; students pay tuition and fees to American University. Wheaton merit scholarship and financial aid funds are not available, though students are eligible for

state and federal aid programs and may apply to American University for special scholarships. (See the Financial Aid and Costs sections of this catalog.)

#### **Cross-Registration Options**

**Brown University.** A limited number of Wheaton students may cross-register for Brown University courses in subjects or areas not covered in the Wheaton curriculum. A minimum G.P.A. of 2.67 (B-) is required. Applications and details regarding eligibility and other limitations for Brown cross-registration are available in the Academic Advising Center. Both institutions must approve all applications.

**SACHEM.** The Southeastern Association for Cooperation in Higher Education in Massachusetts is a collaborative effort among nine local colleges, which allows full-time students to enroll in a limited number of courses at other SACHEM institutions. Members of SACHEM are Bridgewater State College, Stonehill College, University of Massachusetts–Dartmouth, Massachusetts Maritime Academy, Dean College, Cape Cod Community College, Bristol Community College and Massasoit Community College. Students may take courses for credit at any of the nine colleges with the approval of their faculty advisors and the Wheaton Registrar, providing that such courses are unavailable at Wheaton.

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

Wheaton actively encourages students to continue their education in professional and graduate programs. Information and advice about graduate schools and undergraduate preparation for graduate study is available in the advising center and the Filene Center for Work and Learning as well as through graduate school symposia for juniors and seniors each semester. Wheaton also offers graduate and professional school test preparation courses at no charge.

**Dual-degree programs.** Dual-degree programs permit a student to begin graduate-level study in studio art, communications, engineering, business, theology and optometry before graduating from Wheaton. A student will take one to three additional years

to earn a second degree in one of these fields; the Wheaton A.B. is normally awarded at the same time as the second degree.

More detailed information about these programs and the undergraduate programs of study that lead to them is available under dual-degree programs in the section of the catalog entitled "Courses of Instruction."

Dual-degree programs exist with the following institutions:

Thayer School of Engineering, Dartmouth College (*B.S. Engineering*)

Clark University Graduate School of Management (*M.B.A.*)

Emerson College (*M.A. Mass Communications and Communications Studies*)

Graduate School of Management, University of Rochester (*M.B.A.*)

George Washington University (*B.S. Engineering*)

School of the Museum of Fine Arts (*B.F.A.*)

Worcester Polytechnic Institute (*B.S. Engineering*)

Andover-Newton Theological School (*M.A. Religion*)

New England School of Optometry (*Doctor of Optometry*)

#### **Pre-med and other health professions.**

Students interested in postgraduate work in medicine, dentistry, and other health professions should consult one of the pre-med advisors early in their first year to plan a program of study that will ensure their eligibility as a medical or professional school applicant by their senior year. Medical and dental schools normally require a minimum of two semesters of biology, two years of chemistry (including one year of organic chemistry), two semesters of physics, and two semesters of English. Some schools have additional requirements and all admit students who have completed majors outside of the sciences if their record in science courses is strong.

**Law.** Because law schools recognize the value of traditional liberal arts education, there are no set courses making up a pre-law program. An interested student should select courses that will develop an ability to write, to argue persuasively and to analyze

critically the arguments of others. Students considering a career in law should consult one of the pre-law advisors about their academic program and to prepare for law school admissions. Wheaton does offer a legal studies minor but this minor is not a prerequisite for law school.

**Architecture and related fields.** Students interested in architecture and art-related fields such as architectural restoration, city planning, landscape design or urban design may enroll in advanced degree programs at other institutions after completing their Wheaton A.B. Their Wheaton program should include at least one year of calculus and physics, as well as courses in drawing, art and architectural history and design.

**Communications.** In addition to the Emerson College program, students may prepare for journalism or media careers in any of several graduate schools of journalism or communications. Students may prepare by completing the writing/literature program in the English department, the studio art major (with an emphasis on graphic design or photography), or the sociology major (with an emphasis in documentary sociology or media and society). They are encouraged to meet with members of the relevant departments or the dean of academic advising about their interests.

**Teaching.** Students may earn a Massachusetts certification for early childhood, elementary and secondary school teaching through the education department. Observation and practical teaching experience through supervised student teaching is available at local, private and public schools as well as at the nursery school run by the college. Students considering teaching careers may major in any liberal arts field, but should meet with members of the education department to plan courses leading to certification. Further information may be found under the Education Department listing of courses.

**Management.** Preparation for post-graduate education in management requires no prescribed undergraduate curriculum; most schools offering the Master of Business

Administration degree are concerned with the overall quality of an applicant's undergraduate work, and many prefer students who have completed majors in traditional liberal arts fields. Some work, however, in mathematics, economics, and/or the behavioral sciences is relevant for M.B.A. programs.

**Graduate school.** Many students will be interested in postgraduate education in an academic discipline or field, and will find that opportunities for careers in college and university teaching and research will grow rapidly in the next two decades. A liberal arts education offers the best preparation for

most graduate school programs, and interested students should consult major advisors in appropriate departments at their earliest opportunity. Juniors and seniors will be invited to attend graduate preparation symposia through academic advising. Further information about graduate school admissions and Wheaton's free graduate/professional school admission test preparation courses (Graduate Record Exam, Medical College Admission Test, General Management Admission Test, Law School Admission Test) is available in the advising center and the Filene Center for Work and Learning.



# Academic Resources

## Academic Advising

Academic advising at Wheaton College is a shared responsibility between student and advisor. Advisors assist students as they:

- explore learning inside and outside the classroom,
- reflect upon their goals and academic choices,
- plan their academic programs, and
- monitor their progress toward completion of all degree requirements.

Academic advisors can recommend courses and fields of study appropriate to the individual student's interests and abilities. Students are responsible for understanding the college's requirements and for seeking appropriate academic advice to guide them in their choices; students, not their advisors, are ultimately responsible for their own academic decisions and for fulfilling the requirements for the degree.

Advisors may also guide students' adjustment to the academic expectations of the college. Students should turn freely to their advisors for information and guidance in all matters that have an impact on their academic activities. If an advisor is unable to help, he or she will refer the student to other resources in the college.

**First-Year Seminar advisors and transfer advisors.** All first-year students are assigned a faculty advisor when they select their First-Year Seminars. Most students are advised by the faculty member who serves as the instructor for their seminar. This enables the advisor to offer guidance based upon firsthand knowledge of the student's academic skills. Normally, students remain with this advisor until they declare their major.

Similarly, all new transfer students are assigned to a faculty advisor. They work with that advisor to resolve any transfer credit questions and make their initial course choices. With the transfer advisor, students identify their areas of academic interest,

explore major options and initiate the major declaration process.

**New student advising teams.** In addition to their First-Year Seminar advisor or transfer advisor, each new student is assigned peer and administrative advisors. Advising teams are led by the faculty advisor and offer each student academic, peer and staff support throughout their transition to Wheaton.

Preceptors are academic peer advisors who assist new students throughout orientation and their first year at Wheaton. They provide peer perspectives on academic issues and responsibilities, guide students in their preliminary course selections in preparation for their meetings with their faculty advisors, and serve as study-strategy tutors, offering reading, time management, note-taking and test-taking strategies.

Administrative mentors assist students during their first two years at the college. They offer guidance on any administrative questions students may have, from financial to residential to life planning. They can assist with referrals and problem solving as students navigate their life at the college.

**Major advisor.** Once a student declares a major at Wheaton, he or she will be advised by a major advisor. Assigned by the departments, major advisors help students find courses inside and outside of the major that fit their field of interest, find faculty who share their academic focus, and assist students in setting and making progress on their postgraduate goals.

**Pre-professional advisors.** In addition to advisors assigned by the college, Wheaton students interested in a range of professional fields may also consult faculty with expertise in those professions. Students may seek pre-professional advice in the fields of medicine and health, education, law, business, communications, theology, engineering and art.

**Professional advisors.** Wheaton College offers professional advising support through the Academic Advising Center. The academic deans in the advising center are available to deal with specialized academic concerns (domestic off-campus study, study skills, learning differences, graduate school, scholarships and advising for students at academic risk). In addition, they serve as “back-up” advisors when faculty advisors are unavailable.

General academic advising is also available through the deans located in the Multicultural Center. In addition, the Multicultural Center offers academic workshops to the diverse communities at Wheaton College.

Students interested in study away opportunities may consult one of the advisors in the Center for Global Education. Both peer and professional advisors are available to assist Wheaton students as they explore global learning opportunities.

Students uncertain about their majors or students ready to explore the life and career implications of their identified majors may wish to consult an advisor in the Filene Center for Work and Learning. They assist students seeking out-of-class learning opportunities, service learning, jobs and summer stipends, in addition to helping students explore the life and career implications of a range of academic choices.

**Tutoring services.** Tutoring services are available to all Wheaton students, at no charge, through both the College Learning Center and the Academic Advising Center.

Peer writing tutors, trained and supervised by the Writing Program, provide assistance on written assignments. This tutoring is available in Meneely and the Café, with hours posted each semester. In addition, writing associates offer professional assistance on special projects through the College Learning Center.

Quantitative associates in the College Learning Center offer professional assistance with quantitative questions. In addition, peer Quantitative Analysis (QA) tutors provide assistance to students in need of fundamental quantitative skills development necessary for success in quantitative and quantitative-influenced fields.

Course tutors, trained and supervised by the advising center, provide academic tutoring in all academic areas at Wheaton by individual appointment. A schedule of available tutors and times is published each semester. Study strategy tutoring, provided by preceptors, offers help with time management, test taking, note taking and reading. A schedule for study strategy tutors is available each semester from the advising center.

In addition to the study skills tutoring offered by preceptors, the Academic Advising Center staff periodically offer academic support workshops throughout the academic year. Topics covered include time management, major declaration and academic support groups. The advising center also hosts two “for-fee” reading and study strategy courses offered by Learning Skills–Correct Read (a two-three week course offered in October) and the Baldrige Reading and Study Skills course, offered one weekend in November.

Visit the center online at [www.wheatoncollege.edu/advising](http://www.wheatoncollege.edu/advising).

## The Wallace Library

The curricular resources and services provided by the Madeleine Clark Wallace Library are central to the educational mission of the college. Librarians are readily available to assist students with research or use of the library facilities. As part of the First-Year Seminar, librarians teach basic information-access skills, strategies for effective research and methods for critical evaluation of information. Librarians also partner with Wheaton faculty to incorporate library research skills into course work beyond the first year.

The library’s collections include more than 380,000 circulating volumes, over 1,200 newspapers and journals in print, many unique and historic items in Archives and Special Collections, and thousands of audio and video recordings. The library provides 24-hour online access to many resources, including more than 4,100 electronic journals, numerous research databases, encyclopedias and electronic reserve readings for courses. Through



cooperative borrowing and lending agreements with libraries worldwide, the library can assist students who need materials not available in the local collections.

The library provides public computing and printing facilities with Windows and Macintosh computers, as well as network ports and wireless access for laptop users. All public computers provide access to the Internet and are installed with Microsoft Office applications and other productivity software. Listening and viewing facilities for multimedia materials are also available in the library. Visit the library online at [www.wheatoncollege.edu/library/](http://www.wheatoncollege.edu/library/).

### **Filene Center for Work and Learning**

The Wheaton Curriculum emphasizes an active education in which students seek connections of all types, among scholarship, contemporary issues, professional pursuits and personal interests. Since its inception in 1986, the Filene Center for Work and Learning has assisted students in the pursuit of meaningful out-of-classroom experiences. The center's goal is for students to discover and make connections among their academic, co-curricular, civic and professional interests. Students work with the Filene Center in multiple ways through individual advising, workshops, information sessions and peer mentors. During individual advising sessions, students gain understanding of their goals, skills and strengths, and next steps. The center offers an extensive career resource library, graduate and professional school advising, and programs that connect students with alumnae/i in their prospective career field of interest.

#### **Career exploration internship program.**

Internships provide Wheaton students with the opportunity to preview potential career paths, experience "real world" connections to their coursework, and learn more about their interests and strengths. Whether undertaken during the summer or January break, or incorporated into the academic year, internships enable students to experience the world beyond Wheaton. Filene Center staff members assist students in identifying ways their interests may be explored through internships in a wide variety

of organizations, including museums, hospitals, newspapers, social service organizations, government agencies, brokerage houses and television stations. While some Wheaton students pursue internships in major cities such as Boston, Washington, D.C., and New York, many Wheaton students work closely with the Filene Center staff to uncover opportunities close to their homes.

**Wheaton, Davis and other fellows programs.** With the support of foundations, individual donors and college funds, the Filene Center sponsors a number of paid internships during the summer break, including the Wheaton and Davis International Fellows programs. Students are invited to design educationally meaningful placements that address their personal and career goals. The Wheaton and Davis fellows programs support students embarking on internships, service experiences and structured independent research. Additionally, students can apply to a summer program to work as English as a Second Language instructors and camp counselors in Turkey.

**Public and community service.** The community service program provides service opportunities to all students, faculty and staff while promoting student involvement and leadership. Community service at Wheaton aims to increase campus awareness of our local and global community needs as well as the pressing social issues students can expect to encounter both in and beyond the immediate community. Students initiate and coordinate frequent service opportunities with off-campus partners such as Big Brothers/Big Sisters, local food pantries and animal shelters. Other opportunities to become involved in service include alternative fall and spring breaks, Orientation Service Day, introduction to careers in service, and support of course-based service learning.

**Workshops.** The Filene Center offers workshops throughout the year on such topics as career and life planning, résumé writing, researching career fields, and job hunting techniques and strategies. Students can refine the skills necessary to develop

their personal and professional potential through the workshop series.

**Gertrude Adams Professional Development Program.** This program began in 1988 to provide students with a comprehensive approach to examining life and career choices. Projects and activities include programs such as "Major Connections," a series of career panels that brings Wheaton alumnae/i back to campus to talk about the links between their college career and their profession; Alumnae/i Career Information Sessions, during which alumnae/i talk to students about building their resumes and experience in a specific career field; and an alumnae/i Filene Center Liaison Network in cities nationwide to assist seniors and graduates with their professional development needs. The Gertrude Adams Professional Development Program is underwritten with the generous support of a Wheaton alumna and trustee in honor of her mother.

**Off-campus job location program.** The Filene Center develops numerous off-campus jobs available to students during the academic year. Filene Center staff partner with students to explore part-time and/or summer job options. Students can also participate in thematic workshops offered throughout the academic year pertaining to part-time and summer job search strategies.

Visit the Filene Center online at [www.wheatoncollege.edu/filene](http://www.wheatoncollege.edu/filene).

### **College Learning Center**

The College Learning Center offers resources, programs and services for faculty and for students to enhance teaching and learning across Wheaton's liberal arts curriculum. It promotes curricular innovation by supporting faculty efforts to develop, maintain and evaluate all components of the college's academic program according to the goals set for it by the faculty. The center coordinates the creation of new courses, of interdisciplinary connections among courses and of academic programs that provide strong foundation skills, instill cross-disciplinary and lifelong learning, and deepen an awareness of the diversity of cultural identities and of social and civic responsibility

ties for Wheaton students. It encourages and supports dynamic teaching and innovative pedagogy through resources and workshops for faculty. It supports student learning through the College Writing Program and the Center for Quantitative Analysis and by coordinating a range of other peer tutoring services. The center and its mission are supported in part by a grant from the Andrew W. Mellon Foundation.

The center is located in the Merrill and Clark rooms on the second floor of the Madeleine Clark Wallace Library. Its staff includes professional associates in writing and quantitative analysis who are available to students seeking outside-the-classroom help in these areas. Its library offers resources on pedagogy and curriculum development for faculty use. Its Web site, available at [www.wheatoncollege.edu/CLC/](http://www.wheatoncollege.edu/CLC/), is a guide to resources and databases on and off campus and the source of information about on-campus programs and resources for curricular development.

**College writing program.** Writing plays a crucial role in Wheaton life. Every member of our English Department teaches first-year composition (English 101), which is required of all first-year students, except those who have passed the Advanced Placement examination with a 4 or 5, or have passed the Wheaton exemption examination. But attention to writing proficiency does not end with the completion of a student's first year. Supported by a grant from the Mellon Foundation, the new Wheaton Curriculum allows each department to develop its own discipline-situated approach to writing. Within each department, students both write to learn and learn to write.

Support for student writing is provided through consultations with our writing associate and our peer writing tutor program. Our writing associate teaches composition and consults individually with students about their writing projects and processes. Our peer writing tutor program, begun in 1978, offers a collaborative learning model for students at all stages in their writing development.

Evidence of writing beyond the classroom takes many forms, including publications such as *Midnight Oil* and *Rushlight*, which are written, edited, and managed by Wheaton students.

**Center for Quantitative Analysis.** The purpose of the Center for Quantitative Analysis is to support the faculty in developing curricular and pedagogical resources that fulfill the college's commitment to making quantitative analysis and numeracy an integral part of the educational experience of every Wheaton graduate and to provide students with the means to appreciate and further develop quantitative reasoning skills and numeracy.

### **Center for Global Education**

The Center for Global Education was established in 2002 to focus attention and resources on the task of preparing Wheaton students to be globally competent. The center's mandate is linked to the Wheaton Curriculum, which redefines a liberal education to include a significant grounding in global perspectives. The center supports faculty as they develop academic experiences that help students encounter, negotiate and understand global issues in relation to their own lives.

The center manages a wide range of study abroad programs, the result of recent connections and partnerships with overseas institutions. Wheaton programs are located in 20 countries, as diverse as Australia, South Africa, Argentina, Spain, Denmark, Japan and England. As extensions of the Wheaton Curriculum, these opportunities enrich the academic experience of students and provide unique cross-cultural insights. Generally, students participate in study abroad during their junior year, but sophomores (second semester) and seniors (first semester) are also considered in relation to their plan of study and preparation. Most forms of financial aid may be used on Wheaton-affiliated study abroad programs.

The center provides services to Wheaton's growing and important population of international students, visiting scholars

and language assistants. It sponsors the Model UN seminar and works closely with the Worldfest Committee and other student groups to bring cross-cultural programs to campus. The center is committed to institutionalizing global education values on campus—one of the significant ways in which Wheaton is transforming itself to make its educational experience relevant for the 21st century.

For further information, visit the center in the Davis House or online at [www.wheatoncollege.edu/Global/](http://www.wheatoncollege.edu/Global/).

### **Multicultural Center**

The Wheaton Multicultural Center offers a variety of programs and services open to the entire college community.

Multicultural programs, consisting of individual events as well as long-term initiatives, take place throughout the academic year. Programs include classroom/faculty collaborations, theme month programming and training opportunities, open to the campus community.

Academic services include individualized academic advising, support and development throughout a student's undergraduate career. The staff also provides one-on-one consultation with faculty members interested in addressing unique classroom dynamics, focusing on issues of difference. Collaboration with faculty and advising staff is at the core of this approach. The center strives to provide a supportive experience that is often crucial to a student's academic success at Wheaton.

The multicultural orientation program and first-year orientation program, "First Impressions," traditionally kick off the academic year, which is filled with a variety of academic, social and cultural events that support Wheaton College's academic mission.

The center seeks to provide programs and services that are educational, cultural and social, while adhering to a collaborative model that includes faculty, staff and students in coordination and implementation. The center's programs are an

extension of the college's commitment to social justice, equity, equality and multiculturalism.

Visit the center online at [www.wheatoncollege.edu/multi](http://www.wheatoncollege.edu/multi).

### **Kollett Academic Computing Center**

The Kollett Academic Computing Center provides rich computing resources to students and faculty. From Macintosh and Windows computers, students access course-specific software as well as standard e-mail, Web and writing applications. Video editing stations and music composition stations in KACC are maintained for intensive project work. Elsewhere on campus the group maintains labs for graphic design and photography, foreign language, literature and culture, psychology, physics, astronomy, biology, and geographical information systems. Computer-mediated classrooms, strategically located on campus, are designed by faculty to meet their specific teaching requirements.

Students at Wheaton, as part of a dynamic electronic community, use technology frequently in their courses and assignments. The purpose of the computing center is to support students in their use of technology, whether using basic tools at the novice level, or using professional tools at an advanced level. In line with Wheaton's commitment to involve students in faculty research, students have access to software and support, and they are encouraged to become proficient with the technologies in use within their chosen discipline.

The Kollett Academic Computing Center is open every day. Five nights per week it is open until 1 a.m. All labs and computer classrooms comply with the Americans with Disabilities Act, and multiple stations in the KACC are equipped with universal access technologies. Workshops are available to augment instruction from professors. Intensive training sessions, targeted at computer novices, are offered in January, on diverse topics such as robotics,

multimedia development, and Web page design. The KACC is closely allied with the Wallace Library and the college's computer support center. Computers in all buildings are networked; some have wireless access.

Visit the center at [www.wheatoncollege.edu/academiccomputing](http://www.wheatoncollege.edu/academiccomputing).

### **Registrar's Office**

The Registrar's Office handles all matters pertaining to course registration and academic records, including transcripts and letters certifying enrollment at the college. The electronic schedule of classes and WINDOW, through which students can complete their registrations at the designated times, as well as many forms and publications, are available online through the Registrar's Office. Declarations of majors and minors are filed in this office by the established deadlines. Students can also find answers to many of their academic, registration and financial questions at the information desk in the Registrar's Office.

Visit the office online at [www.wheatoncollege.edu/admin/registrar](http://www.wheatoncollege.edu/admin/registrar).

### **Elisabeth W. Amen Nursery School**

The college's nationally accredited nursery school is affiliated with the Psychology Department and has been a site for child study and research since its beginning in 1931. The primary functions of the lab school are to demonstrate good nursery school practices, to provide a sound educational setting for preschool children and to serve as an active center for child study and research. Thus, in addition to providing a supportive atmosphere for preschoolers, the nursery school offers a wide range of experiences to college students in the fields of psychology, education, family studies and related areas. The children in this laboratory school benefit from expert guidance by teachers and college professors actively working in the fields of child development and early childhood education; college students gain hands-on experience in both teaching and research.

# Academic Standards

## Credits for the A.B. degree

**Credit for Work At Wheaton.** The unit of credit is the semester course. One course credit (the equivalent of four semester hours of credit) is awarded upon the completion of a semester course, and up to two credits for a year-long course. Fractional credit may be awarded for courses which involve less than a semester's work and these fractional credits may also be divided across two semesters. These regulations govern the earning of course credits:

- a. *At least 16 of the 32 credits must be earned in courses taken at Wheaton* ("in residence"); normally these must include the last eight credits (the "senior residency requirement"). Students may, at the time of their matriculation and before the end of their *first semester*, seek transfer and/or advanced placement credit for work or examinations completed before enrolling at Wheaton, and all students may earn transfer credit for appropriate work completed at other accredited institutions. Students planning to complete the degree requirements in less than eight semesters, or wishing to waive one or both semesters of the senior residency requirement, should petition the Committee on Admissions and Academic Standing before they have completed 20 course credits.
- b. *The normal semester load is four course credits* (16 semester hours). A full-time student *must* enroll in at least seven credits for any two consecutive semesters to maintain good academic standing. Students seeking to enroll in fewer than four credits or more than 5.5 credits must have the permission of the Committee on Admissions and Academic Standing. Part-time status (less than three credits) is only granted upon successful petition to the Committee on Admissions and Academic Standing.

- c. *No more than six credits among the first sixteen (normally in the first two years) may be completed in any one department*, ensuring that most of the work in the major will be completed in the final two years. Exceptions involving, for example, courses in anthropology and sociology or art history and studio art are noted in the section on courses of instruction.
- d. *At least sixteen course credits of work must be outside of the field of the major.*
- e. *Both semesters of a year-long course must be completed before final credit and a grade are earned.*

**Alternative Sources of Credit.** Credit toward the A.B. may be earned in ways other than through Wheaton courses. Transfer students may apply up to 16 credits toward the Wheaton degree from courses earned at other institutions before enrolling at Wheaton. These courses may be applied toward fulfillment of the Wheaton Curriculum and major requirements, as appropriate. Normally transfer credits will be evaluated before the transfer student begins work at Wheaton.

Wheaton students may also earn credit at other institutions that can be applied toward graduation requirements. Students completing summer school or January courses or who enroll at other institutions while on a leave of absence from Wheaton normally submit an "Application for Transfer Credit" to the Registrar's Office before beginning course work elsewhere. Transfer credits must be approved by the chairperson of the Wheaton department into which the credit shall be transferred. Students must earn grades of C or better for courses to transfer successfully to Wheaton College, though transfer grades do not appear on the Wheaton transcript and are not computed in the Wheaton G.P.A.

The college also grants academic credit for scores earned on College Entrance Examination Board (C.E.E.B.) Advanced Placement examinations and other examinations such as the General Certificate of Education (British

University A-Levels), the French Baccalaureate and the International Baccalaureate, as approved by the dean of academic advising. The amount of credit and any conditions on recording it will be determined on the basis of departmental evaluation of the examination and the student's score. The college will grant advanced placement credit for college-level work completed before matriculation only when that work has been reviewed and credit recommended by the appropriate department, subject to the approval of the dean of academic advising. Application for advanced standing based on placement exams or college-level work must be made at the time of matriculation and completed by the end of the student's first year. A limit of eight course credits is placed on credits earned in this way.

### **Graduation Requirements**

1. A student must present 32 course credits for graduation.
2. A student must attain an average of 2.00 (C) across all credits earned at Wheaton to maintain good academic standing and to qualify for graduation.
3. Among the 32 course credits presented for graduation, each student must include courses that fulfill the Wheaton Curriculum (students matriculating fall 2003 or later) or the General Education Program (students matriculating prior to fall 2003).
4. Each student must include among the 32 course credits presented for graduation courses that complete requirements for a major field of concentration. These are outlined in general here, but each major has its own specific requirements, which are detailed under departmental sections. Students are expected to declare their majors by no later than the end of the fourth semester by submitting a declaration form, signed by the appropriate major advisor, to the Registrar's Office.
  - a. The major consists of a minimum of nine courses (more in some departments), at least three of which must be at the 300-level or above. Some majors require more than three advanced-level courses.

- b. At least half the courses in the major must be completed at Wheaton, and at least six course credits in the major must be among the last sixteen earned (that is, normally completed in the final two years).
- c. A student must maintain an average of 2.00 (C) across all courses taken in the major. Most departments do not permit courses in the major to be completed under the pass/fail grading option.

**5. In the case of students matriculating prior to fall 2003**, each student must obtain at least one entry on his or her Wheaton Work and Service Record, maintained by the Filene Center for Work and Learning, documenting an out-of-class learning experience (not included among the 32 credits necessary for graduation). Entries may be volunteer activities, internships or meaningful employment (on or off campus), extracurricular activities and campus leadership, for which the student has documented his or her experiential learning. This documentation ensures that Wheaton students have pursued an important part of their liberal arts education through learning outside of the classroom.

**6. In the case of students matriculating prior to fall 2003**, each student must also complete two full credits of physical education (usually completed through four half-credit courses) to meet the graduation requirements. These credits do not count as part of the 32 academic credits required for graduation.

### **Honors**

Outstanding students may attain a variety of academic honors at Wheaton. Students with semester averages of 3.25 or better may be named to the Dean's List. Students with cumulative G.P.A.'s of 3.75 at the end of each year may be designated Presidential Award recipients. Others with outstanding achievements in particular areas may earn departmental prizes at Honors Convocation at the close of the academic year.

Students may become candidates for honors in their fields of concentration at the invitation of their major departments or advisors at the end of their junior year. Candidates for honors complete at least two semesters of special or independent work

beyond the usual departmental requirements and an oral examination on that work. Most students will fulfill this requirement with two semesters of senior thesis (Individual Research 500) in their senior year. Candidates must also have an average of B+ (3.33) in all courses in the major and an overall average of B (3.0). Independent majors who meet the requirements for honors will be designated Wheaton Scholars.

Students may be granted the degree with Latin honors (*cum laude*, *magna cum laude*, or *summa cum laude*) on the basis of their overall academic record. High-ranking juniors and seniors may be elected to the Wheaton College chapter (KAPPA of Massachusetts) of Phi Beta Kappa. Selected departments also nominate students to major honor societies within the discipline. Criteria vary by department.

## Academic Standards

**Grading.** Letter grades are awarded in courses on a four-point scale as follows:

A	=	4.00
B	=	3.00
C	=	2.00
D	=	1.00
F	=	0

Plus and minus grades are proportioned fractionally (e.g., B+ = 3.33, C- = 1.67). Students must maintain an overall grade-point average of 2.00 (C) by the end of the first year and thereafter. Wheaton awards grades of A+ as a commendation, but these grades award no more than 4.00 points.

In year-long courses a temporary grade is awarded at the end of the first semester and is replaced by a full-credit grade (most often two credits) at the end of the year. Students must complete both semesters of a year-long course to earn a permanent grade and all credits.

**Pass/D/F.** A student may complete up to four full-credit courses under the Pass/D/F option. This permits students to enroll in courses they might not otherwise take, with a minimal risk to their academic standing. Instructors are not informed that students have selected this option and will submit normal letter grades, which are then converted to P by the Registrar's Office if the

course is completed with a grade of C or better. This grade is not computed in the grade-point average.

Any grade below C is recorded as submitted by the instructor and computed in the G.P.A. Students may select this option at any time up to two weeks after final registration by properly informing the Registrar's Office. Students should not expect to be able to use this option after that deadline in order to deal with academic difficulties in a course. The decision to use this grading option must be made on the basis of a student's self-assessment of interests and abilities before the deadline, not on the basis of poor performance after the deadline. Students should also note that most departments do not permit courses in the major to be completed under this option.

Beginning fall 2003, Wheaton students may not elect the Pass/D/F option for courses used to fulfill the Foundations or Connections requirements of the Wheaton Curriculum.

**Incomplete Courses.** Students who, for reasons beyond their control, find that they are unable to complete course work as scheduled may ask for an Incomplete by meeting with an academic dean in the advising center. Students are expected to provide documentation of the circumstances necessitating this Incomplete and the Incomplete must be supported by the instructor. Incompletes are recorded with the symbol "I" and must be removed within a specified time, normally before the end of the following semester. Incompletes cannot be granted by individual instructors. The notation "NG" is used only when an instructor has been unable to award a final grade; it must be replaced by a letter grade or Incomplete before the beginning of the next semester.

Occasionally, students may seek to drop or withdraw from a course for which they have registered. Students may do so up to the deadline simply by consulting their advisor and submitting a Drop Form in the Registrar's Office, as long as this does not leave them with fewer than four credits of course work (a normal course load). Students seeking to adjust their schedule

below a normal course load or seeking to withdraw from a course after the deadline must petition the Committee on Admissions and Academic Standing to do so and are urged to meet with one of the deans in the advising center to review the circumstances of their request before submitting it to the committee. When such requests are granted, the course will normally appear on the student's transcript with the notation "WD." A student who wishes to withdraw from a course after the deadline without permission will receive a "WF" or "Withdrawal with Failure," computed in the grade-point average as a failing grade.

**Audit.** Students may elect to audit a course (register for it without doing the work that would earn academic credit) with the permission of the instructor. Students seeking to audit a course must submit a course override form, signed by the instructor, to the Registrar's Office by the audit deadline. Students may not switch a course from credit status to audit status after this deadline. The grade "AU" designates successful completion of a course as an auditor and is assigned only when the student has met the requirements of the instructor for attendance and participation as an auditor throughout the semester.

**Good Standing and Normal Progress.** To remain in good standing a student must maintain at least a 2.00 (C) cumulative average, maintain at least a 2.00 (C) average in courses in their major, and maintain normal progress toward the degree. Normal progress requires that a student fall no more than two credits behind his or her class standing. Class standing is defined as follows:

Sophomore standing	8 course credits
Junior standing	16 course credits
Senior standing	24 course credits

Failure to meet any of these criteria normally results in the student's being placed on academic probation. A student who fails to regain normal good standing after one semester may be subject to suspension or dismissal by the Committee on Admissions and Academic Standing. If a student demonstrates exceptionally poor academic

performance, the college may suspend that student immediately, rather than first placing the student on academic probation. First-time probationary students are considered in conditional good standing and remain eligible for financial aid. (For students receiving federal financial aid, please refer to the Student Aid section for more specific information on the relationship between good academic standing and the aid award.)

**Mid-Semester Evaluations.** In their first year, students will be evaluated in each course at the mid-semester point; any first-year student whose work is unsatisfactory (below C level) at that time will receive a course warning, which obliges the student to meet with his or her instructor immediately. Warnings are not a part of a student's permanent record, but provide an opportunity for students to remedy academic deficiencies at a point when positive results are still possible. Upperclass students may also receive warnings, although instructors are not required to submit warnings for these students. A student whose work is sufficiently poor as to make passing the course improbable may be prohibited by the instructor from completing the final examination and failed in the course before the end of the semester.

First-year students who have been excessively absent may also receive a mid-semester excessive absence notification. A student receiving such a notice should meet immediately with the instructor to determine the impact of those absences on their grade and the probability of successful completion of the course, and to resolve any registration errors.

First-year students may also receive mid-semester commendations, identifying that the work they have completed, to date, is of exceptional quality. Students receiving commendations are urged to meet with their instructors and advisors to discuss further work in this area.

**Family Educational Rights and Privacy Act.** The college complies with the federal Family Educational Rights and Privacy Act (FERPA). FERPA precludes the college from sharing grades or other confidential information with anyone other than the student without the student's consent. In particular, unless a student has signed a Release of Information



form, parents will not be notified of their son's or daughter's grades. This can prove a challenge for parents accustomed to receiving report cards or notices from their son's or daughter's school. Students may complete a release through the Registrar's Office to authorize the college to mail copies of grade reports to the individuals designated.

Similarly, if a parent wishes to have a conversation with an academic dean, instructor, faculty advisor, or mentor, the student must sign a Release of Information form. Forms are available in the Registrar's Office and the advising center.

### **Course Completion Requirements**

**Course Registration.** Continuing students register for courses via WINDOW (Wheaton Information Delivered on the Web) after receiving approval for their course of study from their faculty advisor. Students obtain a new PIN number from their faculty in each advising period preceding the registration week. Normally, students complete this on-line registration during course registration week in the preceding semester. Students away from the campus at these times will be contacted by the registrar and may follow different deadlines for submitting their course registrations. Students who fail to register for courses by the deadlines will be assessed a fine of \$45 to process or correct their registrations; students not registered or improperly registered may not receive credit for their work.

Students may change course registrations without penalty or fee within the first seven days of instruction each semester by logging into WINDOW to drop or add courses. Students wishing to add a course after the seventh day of instruction may do so only with the written permission of the instructor and the dean of advising and payment of a \$45 fee. Students may drop courses without penalty or fee at any time before the mid-semester date, provided they maintain a normal course load (at least four credits) and have consulted a faculty advisor. No course may be dropped if it takes a student below a normal course load, or after the mid-semester deadline, without the

approval of the Committee on Admissions and Academic Standing.

Students may repeat a course for which they have already earned credit only with the written consent of the instructor and the approval of the dean of academic advising. The grade for the repeated course will appear on a student's transcript and will be computed in the grade point average, but no additional credit may be earned through the repetition of the course.

**Integrity of Academic Work.** All work submitted for evaluation in a course must be completed in accordance with the standards of academic integrity in the college's Honor Code. *All dependence on the ideas or language of others in a student's written work must be properly acknowledged and documented;* students should consult their instructors whenever they are unsure of their responsibilities toward the Honor Code. The code also means that a student may not give or receive aid in completing laboratory assignments, computer programs or other work assigned in courses. The Honor Code also precludes a student's submitting the same assignment in two or more classes.

Examinations and quizzes are normally unproctored—completed without faculty present. Students are on their honor to refrain from giving or receiving aid during an exam or quiz, and are obliged by the Honor Code to report any allegations of academic dishonesty, either to the College Hearing Board chair or the dean of students' office. Regulations governing the administering of final examinations are available in the Registrar's Office and distributed each semester to all students taking final examinations.

Beginning Fall 2003, students will be required to acknowledge in writing the integrity of all work submitted and all exams or quizzes completed.

**Class Attendance.** Students are expected to attend classes regularly and are responsible for all work conducted or assigned in classes they miss. Individual instructors may set individualized attendance policies and enforce them. In certain classes, it may not be possible to pass the course once a student exceeds the number of allowed absences, no matter how valid the reasons for the ab-

sences. Accommodations for students who have missed classes, examinations or quizzes, labs, or deadlines for written work will be made only at the discretion of the instructor, who may require the student to have medical or other external confirmation that the accommodation is justified by circumstances beyond the student's control.

In addition, according to Massachusetts state law, any student whose religious beliefs prevent class attendance or participation in any examination, study or work requirement on a particular day shall be excused from any such requirement. The student will also receive an opportunity to make up any examination, study or work requirement that may have been missed because of such absence on a particular day; however, such make-up examination or work shall not create an unreasonable burden upon the school. No fees of any kind shall be charged by the institution for making this opportunity available. No adverse or prejudicial effects shall result to any student who takes advantage of the provisions of this section.

**Completing Course Work.** All course assignments except for final examinations or work in lieu of final exams must be completed by the last day of classes each semester. All final examinations or work in lieu of exams must be completed by the end of the examination period. No regular course work may be submitted after the last day of classes. Failure to meet these deadlines may, under special circumstances outlined above, be accommodated by granting the grade of "I" (or Incomplete). All Incompletes must be approved by one of the deans in the

Academic Advising Center and require documentation of the circumstances necessitating the Incomplete.

**Final Exams.** Students normally complete their final exams during the week following the last week of classes. Faculty may substitute a final research paper or some other project in lieu of an examination.

Final examinations may be pre-scheduled or self-scheduled, as determined by the instructor. *Pre-scheduled exams* are offered by the instructor during the final examination time associated with that class, as published by the Registrar's Office each semester. Once a student's registration in a class is final, he or she should identify any pre-scheduled final exam times prior to making any end-of-semester travel arrangements. Alternatively, final examinations may be *self-scheduled*, allowing students to select the date and time during exam week in which they wish to take that course final. *Please note:* The college cannot reschedule exams to accommodate family plans or holiday travel. The exam schedule is available at the beginning of each semester. Incompletes (I) may be granted only when circumstances are confirmed to be beyond the student's control; students must receive permission from one of the academic deans in the Academic Advising Center and work out a contract with the instructor for the completion of all work before the end of the next semester. Failure to complete work by that date shall result in instructions to the faculty member to submit a final grade, with zero points awarded for the work still outstanding.

# The Wheaton Community

Student life at Wheaton is characterized by a strong sense of community. The college has a longstanding tradition of student involvement and participation in all levels of campus affairs. Wheaton students become aware that learning takes place both inside and outside the classroom, and they are encouraged to use their liberal arts experience as preparation for creative involvement in a changing society. A residential learning environment prepares students to become world citizens. Students at Wheaton acquire an understanding of and appreciation for responsibility by learning to manage their own lives, actively participating in institutional governance and engaging in community service. Women and men at Wheaton learn to work in partnership, care about others, balance independence and interdependence and celebrate human differences. In the course of four years here, we expect students to become open to differences in race, class, religion, age, gender, sexual orientation and lifestyle, culture, physical ability, language and nationality.

## The Honor Code

Wheaton accepts and encourages individuality while also affirming the community dimensions of college life. The Honor Code describes each individual's responsibility as a member of the Wheaton community:

*As members of the Wheaton community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of campus life. We are accountable for all that we say and write. We are responsible for the academic integrity of our work. We pledge that we will not misrepresent our work nor give or receive unauthorized aid. We commit ourselves to behave in a manner which demonstrates concern for the personal dignity, rights and freedoms of all members of the community. We are respectful of college property and the property of others. We will not tolerate a lack of respect for these values.*

*I accept responsibility to maintain the Honor Code at all times.*

A student's continuing enrollment at Wheaton is contingent upon the student's willingness to uphold and live within the Honor Code.

There are specific requirements of academic and social integrity that are to be followed by community members. The College Hearing Board is the vehicle that is used to maintain the education, application, and protection of these standards set forth by the Honor Code.

Students who have violated the requirements of the Honor Code, or who have reason to believe that others have violated the academic or social provisions of the code, should report themselves, confront others and encourage them to report themselves, or report violations or alleged violations either to the chair of the College Hearing Board or to the dean of students.

**Honor Code history.** The honor system for social responsibility at Wheaton was established in 1921 to replace the demerit system that Wheaton had practiced since its founding in 1834. In 1925, the honor system expanded to encompass all academic work. This was the beginning of a self-governance system at Wheaton that required not only academic and social integrity of students but the responsibility of all community members to uphold the honor system. Over the past decades, the Honor Code has evolved to meet the changing needs of students and this institution, but it has continued to maintain unquestionable integrity and purpose. For a complete set of guidelines, please refer to the Student Government Constitution.

**Academic responsibility.** The rights and responsibilities that accompany academic freedom are at the heart of the intellectual integrity of the college. Academic integrity requires that all work for which students

receive credit be entirely the result of their own effort. Plagiarism will not be tolerated in any form. Examinations at Wheaton are not proctored. All students are responsible for the integrity of their examination papers and for the integrity of the work of others taking examinations.

**Statement on plagiarism.** The long history of the Honor Code at Wheaton College is indicative of the uniqueness of its faculty and students who have worked hard to maintain high standards of academic integrity. In order to ensure that these standards are upheld, we must remind ourselves of the academic responsibilities that we all inherit as members of the Wheaton community.

We should all be aware that we are part of a wider community of scholars, and it is the exchange of ideas, information, concepts and data that make the advancement of knowledge possible. However, just as we expect others to acknowledge the ideas that we have worked hard to develop, so we must also be careful to recognize the people from whom we borrow ideas.

There are several reasons why we should acknowledge our borrowing from the work of others. We do this certainly to show our gratitude, but also in order to provide our readers with the opportunity to consult our sources if they wish to review the evidence, consider other interpretations, or determine the basis for the cited material. Moreover, we can determine the author's own originality and insight only in the context of appropriately identified sources. The citation of relevant background material is also evidence that the author has tried to become familiar with the views developed by others in the field.

Plagiarism (from the Latin for "kidnapper") in its most general form is the taking of ideas from another and passing them off as one's own. Authors who fail to acknowledge their sources are, at the very least, guilty of being ignorant about the ethics governing the wider community of scholars; at the worst, they are guilty of blatant dishonesty. In any case, plagiarism in any form constitutes a serious violation of the most basic principles of scholarship, and cannot be tolerated.

Plagiarism can take many forms, from the inadvertent passing off as one's own the work

of another due to ignorance or carelessness, to the hiring of someone else to write a paper or take an examination. The following examples serve to illustrate the most common forms of plagiarism.

1. Submitting papers, examinations or assignments written by others is perhaps the most blatant form of plagiarism.
2. Word-for-word copying of portions of another's writing without enclosing the copied passage in quotation marks and acknowledging the source in the appropriate scholarly convention is equally unacceptable.
3. The use of a particularly unique term or concept that one has come across in reading without acknowledging the author or source, while less blatant, is also a form of plagiarism.
4. The paraphrasing or abbreviated restatement of someone else's ideas without acknowledging that another person's text has been the basis for the paraphrasing is a form of academic dishonesty.
5. False citation: Material should not be attributed to a source from which it has not been obtained.
6. False data: Data that has been fabricated or altered in a laboratory or experiment, although not literally plagiarism, is clearly a form of academic fraud.
7. Unacknowledged multiple submission of a paper for several purposes without prior approval from the parties involved is a violation of the ethics of scholarship.
8. Unacknowledged multiple authors or collaboration: While collaboration is entirely appropriate in many instances, the contributions of each author or collaborator should be made clear. In cases where collaboration is not permitted, such collaboration is a form of academic fraud.

While students have the responsibility of avoiding any form of plagiarism or academic dishonesty, it is the task of the faculty to clarify for students what these responsibilities are. Although the most general forms of plagiarism are clear, Wheaton recognizes that the precise manner in which these guidelines are implemented may vary across disciplines. For this reason, it is extremely important that individual faculty members and departments make explicit what their expectations are about academic honesty and integrity. Faculty

members also have the responsibility of making use of the Honor Code procedures and reporting violations of these when it is necessary to do so. When both students and faculty recognize their respective responsibilities and have a shared understanding of them, we can ensure that our system of academic values is upheld consistently and equitably.

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy and right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

### **The New Student Experience**

Each new academic year begins with an orientation program to welcome new, transfer and continuing education students to the college community. Minority and international students and their families are invited to a two-day pre-college multicultural workshop. Orientation allows students to sample aspects of college life and to become familiar with the values Wheaton considers an important part of its liberal arts tradition. Academic choices are explored through meetings with advisors, student preceptors and residence hall staff, placement examinations and workshops designed to address key aspects of academic success. To strengthen a sense of community, orientation includes co-curricular activities such as concerts, athletic events, community service day, and workshops on residential life, multicultural diversity and the Wheaton Honor Code.

### **Residential Life**

The college has 18 residence halls and 11 houses shared by members of all four classes.

Wheaton students are required to live on campus for four years and to enroll in the college's meal plan. Students who live in communities contiguous to Norton and continuing education students may enroll as day students. Both single-sex and coeducational housing options are available. First-year students and sophomores live in double rooms, triples or quads; juniors and seniors in double and single rooms. Room assignments for new students are based on residence questionnaires. Returning students select their rooms in a campus-wide lottery each spring.

Students take an active role in planning and maintaining their living environments. Residence halls are staffed by professionals from the student affairs staff who live in each residential area. In addition, upperclass students known as hall staff mentors live on each floor. These hall staff mentors are available to offer peer counseling on issues of academic and social adjustment. They also serve as resources within the hall, answering questions about the campus, sponsoring educational and social programs, and promoting a sense of community and respect for diversity on the floors and in the buildings. Students share responsibility for making decisions about residence policies, promoting security within their buildings, and maintaining appropriate standards so residents may live together harmoniously.

The residence halls are an important learning environment at Wheaton. Students study together, play and relax with friends, build friendships and work through the issues associated with living in a community. Residence halls and quads initiate social events, faculty-led discussions, potluck dinners and intramural teams and sponsor campus-wide events.

### **On Campus**

Wheaton offers many opportunities for active learning outside the classroom. Students, faculty and administrators serve together on college committees that formulate college policy and organize campus events. Elected student representatives serve as members of a variety of administrative groups, including the Student-Trustee Liaison Committee, the

Educational Policy Committee and the college's Budget Advisory Committee. Students are regularly asked to serve on search committees and task forces in the college.

All students are members of the Student Government Association (SGA) at Wheaton. The SGA Executive Board is composed of elected student officers who oversee a variety of campus functions, including the Student Senate, Programming Council, Educational Council, College Hearing Board, Intercultural Board and Finance Committee. The SGA administers a budget from student activities fees, which supports an extensive program of social and cultural events, campus communications and more than 60 student organizations each year.

Activities abound in the arts, athletics, academics, politics, religion, service and communications. Special interest clubs enrich intellectual and social life, and new organizations are formed by students every year to accommodate the changing needs of the campus population. Among them are academic interest clubs, global awareness groups, foreign language clubs, multicultural associations (such as Black Students' Association, Asian and Southeast Asian Association, Latino Students' Association), political organizations, religious groups, various men's and women's groups (such as the Lesbian, Gay, Bisexual, Transgender Alliance or the Wheaton Organization for Women) and sports clubs. All sports clubs are funded and administered by the Student Government Association. Students who participate in sports clubs are required to sign a waiver of liability and participate at their own risk.

Wheaton students also find opportunities to discover or expand upon their creative talents. They become active in the theatre company, which often produces the works of student writers, or act in major productions of the theatre department. They perform with student bands and read their original poetry and prose in campus coffeehouses. The Wheaton Dance Company, the Chorale, the Jazz Band, the World Music Ensemble and the Orchestra all sponsor major productions each semester. Four *a cappella* singing groups entertain at campus functions: the

Whims, the Wheatones, the Gentlemen Callers, and The Blend. Many students write for one of the student publications: the *Wheaton Wire*, the campus newspaper; *Rushlight*, the literary magazine; or *Nike*, the yearbook. Students interested in broadcast media take part in managing and operating Wheaton's campus radio station, WCCS.

Among college- and student-sponsored events are drama and dance presentations, concerts, art exhibitions, scholarly colloquia, films and lectures.

Wheaton students also celebrate a number of annual events, including Homecoming: the Academic Festival, the Boston Bash, Spring Weekend, the Women's Music Festival, Worldfest@Wheaton and class-sponsored events such as Class Weekend and the Valentine semi-formal.

### **Balfour-Hood Center**

The Balfour-Hood Center is open Monday through Friday, 8 a.m. to 2 a.m., and Saturday and Sunday, 10 a.m. to 2 a.m., during the academic year. The following is a list of facilities and services located in the center. For further information, dial ext. 3833.

**Atrium.** The Atrium is the large open area adjacent to the Information Desk at the base of the stairs, often housing large functions and events. This space is also used for outside vendors to sell their merchandise.

**Band Practice Room.** Scheduled and coordinated by the Band Club, this room is located just across from the Fitness Center. The room is available at 5 p.m., after the close of the work day.

**Café.** Located on the upper level of the Balfour-Hood Center, off the Dimple-side entrance, the Café offers through-the-line deli selections, including muffins, bagels, salads, sandwiches, daily specials, juices and coffee.

**Continuing Education and Day Student Lounge.** This room is the gathering place for commuting students. It is located on the Atrium level next to the 1962 Room.

**Ellison Dance Studio.** This large workout space for the Dance Company and aerobic and TaeBo classes is located at the end of the Atrium-level hallway on the right.

**Fitness Center.** Free weights, Nautilus stations and aerobic workout equipment are available in the Fitness Center, which is located at the end of the hallway past Events and Conferences. Locker rooms are adjacent to the Fitness Center.

**Game Room.** The game room, open during Balfour-Hood Center hours, offers pool, foosball, air hockey, ping pong, darts and board games. It is located at the left corner of the Atrium across from the Information Desk.

**Information Desk.** Located in the Atrium and staffed by campus center assistants when the Balfour-Hood Center is open, the Information Desk is the central spot for information dissemination on campus. This desk handles the Info Desk Line (ext. 3833), transportation schedules, Game Room equipment sign-out, flower delivery pick-up and access to the Band Practice Room.

**Loft.** The night spot for pizza, wings, entertainment and social events, the Loft is located at the end of the Atrium-level hallway, up the stairs on the left and around the corner by the parking lot entrance to the Balfour-Hood Center.

**Media Center.** Located on the balcony level of the second floor, the Media Center supports campus events with projection systems, loudspeakers, and videotaping. It also provides audio-video and computer systems in classrooms.

**Meeting Rooms.** The New Yellow Parlor and the 1960 Room are located on the balcony. Both rooms can be reserved through the Office of Events and Conferences.

**1962 Room.** This lounge area is equipped with a 52" screen TV with access to cable and a VCR. It is located on the Atrium level to the right of the Continuing Education and Day Student Lounge.

**Office of Events and Conferences.** Coordinates campus events, including room reservations, equipment requests and food requests. It is located on the left through the double doors to the right of the WCCS broadcast booth (past the dance studio).

**Office of Student Life.** Houses student activities and residence life. Located above the Café.

**Office Services.** The campus printing shop with copy and fax machines. Located beyond the Atrium, behind the post office mailboxes.

**Post Office.** Located directly off the Atrium, the post office houses student, faculty and administrative mailboxes and facilities for sorting and distributing campus mail.

**Student Government Association offices.** Houses the Student Government Executive Board, Class Officers, Programming Council, Student Banker, *Wheaton Wire* (newspaper), and *Nike* (yearbook). This space is available to all SGA-recognized clubs and organizations. Located on the balcony level of the second floor.

**WCCS Radio Station.** The student-coordinated radio station with offices and broadcast studio, located near the Dance Studio on the Atrium level.

## **Athletics, Recreation and Physical Education**

Reaching for excellence on the athletic field can be the perfect complement to intellectual growth in the classroom. Wheaton athletics, whether at the intercollegiate, intramural or recreational level, offer students the opportunity to tone the spirit as well as the body, to sharpen the will to succeed and the desire to compete, to teach the value and rewards of team work. Wheaton athletes are students who come to get an education, to develop and to mature both on the playing field and off. The college generally attracts student athletes who are looking for good competition, want to develop their skills and seek a challenge as well.

With a natatorium, gymnasium and field house, the Haas Athletic Center is the setting for both recreational and intercollegiate athletics. The eight-lane stretch pool provides a place for recreational swimming and diving, intramural water polo and volleyball; it is the home of Wheaton's nationally ranked synchronized swimming team, and the intercollegiate swimming and diving teams for women and men. The Emerson Gymnasium offers facilities for basketball, volleyball and badminton. The Beard Field House, home of Wheaton's

national champion track team, includes a six-lane track, five indoor tennis courts, three basketball courts and space for field events and batting practice. Indoor soccer and Frisbee are also played there.

In addition, the college has seven lighted outdoor tennis courts plus a practice court playing fields for soccer, lacrosse, field hockey and softball; the Sidell Baseball Stadium; and the Clark Recreation Center for intramurals and social activities. The Fitness Center, housed in the Balfour-Hood Student Center, contains Nautilus equipment, free weights and cardiovascular machines such as the "Stair-master." Aerobics classes are held in the Ellison Dance Studio.

Wheaton is a NCAA Division III school and led the way in the formation of the New England Women's and Men's Athletic Conference (NEWMAC) in 1998. The NEWMAC is now one of the most competitive Division III conferences in the country and includes Babson, MIT, Smith, Wellesley, and Mount Holyoke. Wheaton women play competitively on twelve teams, Wheaton men on nine.

Since the inception of the NEWMAC, Wheaton teams have captured 22 conference championships, played in 30 NCAA post-season tournaments and won eight national championships. In the past 10 years, Wheaton scholar-athletes have won All-American honors more than 150 times. Best of all, the college's athletics program has been ranked among the top 25 in the nation for the last few years, finishing 21<sup>st</sup> in the country at the end of the 2002–2003 school year.

Wheaton's track and field teams exemplify the college's athletics' successes. The Wheaton women's indoor track and field team has won the NCAA national championship for five consecutive years. This year's victory puts Wheaton in a tie with Louisiana State University for the second-longest winning streak in NCAA women's indoor track and field history. The outdoor track and field team won its third consecutive NCAA Division III championship this year. The team's accomplishments are all the more impressive to those who know that the college's track program only began compet-

ing at the varsity level in 1993, and trains for meets without the use of an outdoor facility.

Women's teams include cross-country, basketball, soccer, field hockey, volleyball, lacrosse, softball, synchronized swimming, tennis, track and field, and swimming and diving. The college fields men's teams in baseball, cross-country, soccer, lacrosse, basketball, tennis, track and field, and swimming and diving.

Intramural activities are organized in flag football, floor hockey, volleyball, softball, soccer, basketball, water polo, pool and ping pong. Recreational opportunities abound, with a full schedule of aerobics classes and the availability of the fitness center and swimming pool.

The instructional program in athletics includes golf, swimming, tennis, badminton, archery, fencing, an exciting leadership program—Project Adventure—and yoga.

Wheaton values recreational and intercollegiate athletics not only for its importance in developing lifelong practices of fitness but for the leadership skills it fosters in participants.

## Health Care

Wheaton student health services are provided by the Norton Medical Center, associated with Sturdy Memorial Hospital in Attleboro. The center is located on the Wheaton campus on Taunton Avenue next to the bookstore. Services to Wheaton students are coordinated by the director of student health services, whose office is located in the medical center. The center provides outpatient services Monday through Friday. Services are available to students during the academic year by appointment only. Some services and referrals are billable to students' required health insurance, but routine care is provided as part of the college's contract with Sturdy Hospital. That hospital and the Mansfield Health Center in Mansfield provide direct care when the Norton Medical Center is not open.

**Emergency health care.** Emergency medical treatment is provided by the Norton Medical Center during daily business hours. After hours and on weekends, emergency medical treatment is provided by Wheaton public



safety officers or the emergency medical team of the Norton Fire Department and Sturdy Memorial Hospital in nearby Attleboro.

**Outreach.** The director of student health services, in cooperation with the Wheaton Counseling Center, the Office of Student Life, the Student Health Advisory Board and local public health agencies, provides regular programs on sexuality, stress, wellness, drug and alcohol abuse and current health topics that are relevant to college students.

**Confidentiality.** Health services observes strict rules of confidentiality in the doctor-patient relationship. Under no circumstances are records ever shown or discussed with anyone without knowledge and written consent of the student. Medical records are kept on file to ensure continuity and quality health care. Only the health services staff has access to the contents of medical charts. This policy means that no one has access to information about medical or personal histories without signed authorization from the patient. This information remains confidential.

Students should be aware that if they have their own insurance policy (not Wheaton's), treatment will be billed to that policy (which is not covered by Wheaton's confidentiality regulations) and a statement for services provided may be sent to the policy owner.

## Counseling

The Counseling Center provides support and counseling services to students as they deal with the inevitable problems, stress, difficulties in relationships and conflicts they

will encounter in their young adult years. In order to meet the developmental needs of an increasingly diverse student body, the center provides flexible and varied approaches to helping students, both on campus and with referrals to off-campus resources. The center offers a variety of outreach programs ranging from lunchtime discussion groups to workshops focusing on specific themes. The Counseling Center is staffed by licensed mental health professionals and graduate interns in advanced training. Any concern that a student brings to the center is treated with respect, caring and confidentiality.

Counseling services are confidential and free of charge to all Wheaton students.

## The Larger Community

Students at Wheaton have the benefit of attending a college in a New England town with access to nearby Boston and Providence, R.I. Both cities provide opportunities for internships, jobs, field work or shopping. Students are also actively involved in internships and community service projects in the local communities of Norton, Mansfield, Attleboro and Taunton.

The local public transportation system, GATRA, provides regular connections to trains and the Boston metropolitan transportation system. Students travel regularly to visit museums, attend concerts, the theatre or social events at other colleges and universities. College vans are rented to student organizations for field trips and sponsored excursions. Students may also register cars on campus. There is a limit on the number of parking permits available for first-year students.



# Admission

Wheaton enrolls a diverse group of students who share certain characteristics: the desire to explore knowledge in the classroom and in the world, the willingness to seek challenge and the confidence to participate in the exchange of ideas.

Admission is highly competitive and is based on both the applicant's academic and personal qualifications. Wheaton students come from hundreds of different secondary schools each year, and the college recognizes and values the variations in curricular background and academic preparation represented among applicants. Each student's secondary school performance and background will be considered individually in assessing his or her potential for success at Wheaton.

It is the college's policy to admit students without regard to gender, race, color, creed or national origin. Wheaton complies with the requirements set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and the regulations in implementation thereof.

## Admission of Freshmen

Although Wheaton does not prescribe rigid entrance requirements, the college strongly recommends the following high school curriculum: four years of English with emphasis on composition skills, three or four years of mathematics, three or four years of a foreign language, three years of social studies, and two or three years of laboratory science. Honors-level and advanced placement (AP) courses, as well as substantive courses in the visual and performing arts, add further strength to an applicant's record. These guidelines are not requirements, however; each student's program is viewed in light of the opportunities open to him or her. Academic achievement, challenge of the curriculum and evaluations by teachers and counselors are all used to determine the quality of a candidate's record.

The submission of standardized test results is optional. Applicants who wish their scores to be considered should arrange for official score reports to be sent from the appropriate testing agency (the College Board and/or ACT) directly to the Wheaton Admission Office. Reports must be received no later than the application deadline for the corresponding decision plan. Unofficial test scores (i.e., those reported on high school transcripts) will not be considered.

Because of the college's commitment to evaluating all applicants as individuals, the Admission Office encourages students to submit any additional material that may illuminate their particular talents and interests. Though not required, such submissions may include: slides of original artwork, samples of creative writing and audio- or videotapes. Once received in the Admission Office, these items cannot be returned. Therefore, students should make all necessary copies prior to including them with their application materials.

**Interviews.** It is expected that all students who apply to Wheaton will arrange for a personal interview with a member of the admission staff prior to the application deadline. On-campus interviews are available by appointment between April 1 and January 15. If you are unable to schedule a visit to the campus, the Office of Admission will, upon request, attempt to arrange an interview with a member of the Alumnae/i and Parent Admission Committee (APAC) near your home or school.

Please contact the Office of Admission well in advance to schedule an on-campus or APAC interview. Because a mail request will delay our response to you, we recommend that you make your arrangements by calling the office toll free at 800-394-6003 between the hours of 8:30 a.m. and 4:30 p.m. (Eastern Time) Monday through Friday.

**Applying.** Wheaton uses the Common Application as its only application (with supplementary submissions). Students may

obtain all necessary forms and instructions directly from the Wheaton Admission Office (<http://www.wheatoncollege.edu/admission>), from the Common Application Web site ([www.commonapp.org](http://www.commonapp.org)), or from most high school counseling offices. Applications must be submitted with the fee of \$50 by January 15 of the student's senior year. Applicants will be notified of admission committee decisions by early April. Since Wheaton subscribes to the Candidates' Reply Date, admitted students wishing to enroll must do so by May 1 with a non-refundable deposit of \$300.

### **Named Scholar Programs**

There are no separate applications required for merit scholarship consideration at Wheaton. Students are selected at the time of admission to the college. Students who receive need-based financial aid packages and are also named merit scholars will have their scholarships incorporated into their need-based packages.

**Balfour Scholars.** Established in 1983 with a gift from the Lloyd G. and Mildred Balfour Foundation, the Balfour Scholar award enables Wheaton to recognize entering freshmen who have demonstrated outstanding academic ability, unusual talents and potential for leadership. Each Balfour Scholar receives a \$10,000 scholarship plus a \$4,000 stipend to support research, career or community service opportunities in the summer following their sophomore or junior year. Balfour Scholars represent the most outstanding students in the applicant pool. No additional application is required.

**Trustee Scholars.** Trustee Scholars are recognized for their superior academic achievement and demonstrated extra-curricular commitment. Each Trustee Scholar receives a \$6,000 scholarship plus a \$4,000 stipend to support research, career or community service opportunities in the summer following their sophomore or junior year.

**Community Scholars.** The Community Scholars program recognizes students who demonstrate both strong academic performance and an ongoing commitment to

community service and/or leadership. Community Scholars each receive a \$5,000 scholarship and a \$3,000 stipend to support community service, internships or research opportunities in the summer following their sophomore or junior year.

Each of these scholarship awards is renewable annually upon the achievement of at least a 3.0 grade point average.

### **Early Decision Plan**

If Wheaton is a student's first choice college, she or he may wish to consider one of the early decision plans. For "ED I," completed applications are due November 15 and should include grades from the first term of twelfth grade (and the results of the SAT or ACT exam, if the applicant wishes these scores to be considered). Notifications are sent by mid-December. Students who decide that Wheaton is a first choice after November 15 may utilize "ED II," which requires that all application materials be received by January 15.

Students applying under either early decision plan are free to initiate applications to other colleges, but must withdraw them when notified by Wheaton of acceptance and financial aid (if eligible).

It is not always possible to reach a definite decision on an application under the early decision plans. In this case, a student is released from the Early Decision Agreement and will be considered among the regular applicant pool for an April 1 decision. In some cases, early decision candidates may be denied admission rather than being reconsidered with the regular decision applicant pool.

Applicants accepted under the early decision plans will be expected to pay a non-refundable deposit of \$300 in early January (ED I) or early March (ED II).

### **Second Semester Admission**

Wheaton accepts a limited number of students (generally transfers) for admission in the second semester. Candidates must complete their applications by November 15; notifications are sent by January 1. Candidates for freshman admission may be considered for mid-year entrance, depending upon individual circumstances.

## Deferred Admission

For many students a college career is richer and more relevant if, between high school and college, they take some time to gain the broader experience and added maturity that may come from some non-academic, interim activity. For this reason, Wheaton usually will grant deferred admission to candidates who are accepted through the normal process, upon receipt of the \$300 non-refundable tuition deposit. Accepted applicants who wish to enroll in academic institutions before coming to Wheaton should plan to reapply for admission, and must submit transcripts of all post-high school academic work.

## Early Admission

An unusually mature and well-qualified student who wishes to enter college after three years of high school may apply for early admission to Wheaton. A strong academic record and supporting recommendations from teachers and counselors will be major factors in the evaluation of candidates for early admission. A personal interview is required.

## International Students

Wheaton is pleased to receive applications from international students. Students for whom English is not the native language must submit scores earned on the Test of English as a Foreign Language (TOEFL) in addition to all other required application materials. Students are expected to earn a minimum score of 550 on the paper version (or 213 on the computer-based version) of TOEFL, and must submit their scores by January 15 of the year they intend to enter Wheaton. To receive Wheaton application forms, students should write directly to the Admission Office for detailed information. Where possible, the Admission Office will arrange an interview with a Wheaton graduate in the applicant's home country.

Wheaton encourages all U.S. citizens and permanent residents who seek support for their education to apply for financial aid. *Non-U.S. citizens without permanent residency status who require financial aid to meet their educational expenses are not encouraged to apply for admission to Wheaton, as the college is unable to provide them with need-*

*based financial support. Non-U.S. citizens are eligible to receive Wheaton's merit scholarships.*

Every financial aid decision is based on a combined evaluation of the student's demonstrated financial need and overall high school record. No student who can finance only one year at Wheaton should enroll with the expectation that financial aid and/or scholarships will be available in subsequent years.

Currently, international students at Wheaton hail from over 35 countries and territories including Austria, Belgium, Brazil, Canada, Chile, Colombia, Egypt, England, France, China, Germany, Guatemala, Haiti, Hong Kong, India, Israel, Japan, Jordan, Republic of Korea, Kuwait, Lichtenstein, Malaysia, Nepal, Nicaragua, Pakistan, Panama, Peru, Philippines, Portugal, Saudi Arabia, South Africa, Spain, Switzerland, Taiwan, Thailand, Turkey, the United Arab Emirates and Venezuela.

## Admission of Transfer Students

Each year Wheaton admits students to the freshman, sophomore and junior classes. To transfer to Wheaton, a candidate must combine strong secondary school preparation, a promising record at another college and satisfactory personal credentials. In order to receive a Wheaton degree, a student must attend Wheaton for at least two years (four semesters), one of which is normally the senior year, and must complete a minimum of 16 course credits in residence.

The admission committee considers candidates for entrance in both the fall and spring terms; candidates for the spring term should submit their applications by November 15. They will be notified of the admission decision by early January.

Transfer applicants for the fall term who complete their applications by the April 1 deadline will be notified by mid-May. Applications received after April 1 will be reviewed individually and decided upon as space at the college permits. Official transcripts of college work in progress should be forwarded as soon as possible after the close of the term. An interview and campus visit for transfer applicants are strongly recommended. If the candidate is unable to visit the campus, the

admission office will attempt to arrange an interview with a Wheaton graduate near the student's home or college.

### **Readmission**

Students seeking readmission to the college must submit an application to the Committee on Admissions and Academic Standing. This will include a statement of their activities while away from the college and of their plans if readmitted. Students who have enrolled in another college or taken courses elsewhere must submit transcripts of that work with their application.

Students who voluntarily withdraw from the college in academic good standing and with no history of medical, disciplinary, or academic problems may expect to be readmitted. Students who have a history of medical, disciplinary or academic problems should understand that the Committee on Admissions and Academic Standing will want to determine how these problems have been addressed while the student has been away from Wheaton. The committee will sometimes recommend that a student be conditionally readmitted with the understanding that the student must meet specified expectations in order to continue.

### **Admission of Special Students**

Wheaton encourages qualified individuals who live within commuting distance of the college to enroll as special students in regular course work at the college. They are invited to discuss their specific interests with the Admission Office. Students not seeking a Wheaton degree may enroll in courses directly through the Registrar's Office. Financial aid is not available for special students.

### **Admission of Continuing Education Students**

To be eligible for continuing education admission, a candidate will typically have been away from full-time education for at least three years or be 24 years of age or older. While admission criteria for this program are broadly defined and flexible, admission is based on the evaluation of each candidate's individual academic goals and background. An interview, therefore, is a most important feature of the application process. Application forms and interview appointments should be requested from the Admission Office.

Applications for the fall semester should be submitted by April 1.

### **Students with disabilities**

Wheaton is committed to achieving equal educational opportunity and full participation for students with disabilities. It is the college's policy that no qualified person shall be excluded from participating in any college program or activity, be denied the benefits of any Wheaton program or activity, or otherwise be subjected to discrimination with regard to any program or activity. Wheaton College will make every effort to provide reasonable accommodations and appropriate support for otherwise qualified students with disabilities. Students requesting accommodations or seeking support services should notify the ADA/504 coordinator at least one month prior to the start of classes for a given semester so that the college has sufficient time to evaluate and respond to the request.

The Committee on Admission and Academic Standing is charged with responsibility for reviewing appeals of college policies and practices on issues related to students with disabilities and the college's efforts to provide reasonable accommodations and support.

### **Visiting Students**

Students attending colleges or universities within the Twelve College Exchange who wish to spend a year or a semester at Wheaton should make arrangements with the exchange coordinator at their own institutions.

Students from other colleges may apply for visiting student status for a year or a semester through the Wheaton Admission Office. These students should arrange to take leaves of absence from their own institutions to assure their readmission upon completion of their work at Wheaton. Visiting students are considered non-degree candidates; students wishing to transfer to Wheaton upon completion of their visiting semester or year should follow the guidelines for transfer admission.

### **Contacting the Admission Office**

To contact the Admission Office, you may write a letter, call 800-394-6003, or send an e-mail message to [admission@wheatoncollege.edu](mailto:admission@wheatoncollege.edu). We are accessible on the World Wide Web at <http://www.wheatoncollege.edu>.

# Financial Aid

Financial aid at Wheaton is a partnership that draws on the combined resources of the student and his or her family, federal and state governments, and the college itself. Wheaton believes that the primary responsibility for paying for college lies, to the extent possible, with families themselves. Eligibility for all need-based aid from the college is determined by a combination of financial need and academic promise, with financial need the predominant factor.

Wheaton also offers merit-based scholarships to recognize outstanding academic achievement at the high school level and continued achievement in college. If a financial aid applicant is the recipient of one of the college's merit scholarships, this award will reduce his or her eligibility for need-based aid.

Institutional financial aid and merit scholarship support are limited to a maximum of eight semesters. Students who require additional semesters to complete their degree are not eligible for need-based or merit scholarship funding after their eighth semester. Merit scholarships may only be used while enrolled at Wheaton or on a Wheaton-affiliated program.

## Determining Eligibility

Wheaton determines the amount that a family can realistically be expected to contribute toward total college expenses by reviewing the family's overall financial circumstances as presented on the financial aid application. This needs analysis takes into account such factors as family income and assets, mandatory expenses (federal, state, and local taxes and Social Security payments, for example), extraordinary expenses, family size and the number of siblings attending undergraduate college. In addition to examining the family's current circumstances, the needs analysis attempts to assess the family's ability to finance college costs. Thus, families may meet their responsibility to the

educational partnership through a combination of resources: savings, current income and, often, some long-term financing.

Wheaton also expects the student to pay a portion of his or her own expenses, from summer earnings, savings or other assets as well as from wages earned during the academic year. We typically expect students to contribute between \$1,400 and \$1,600 each academic year.

Together, the amount of the parents' responsibility and the student's resources make up the expected family contribution. The difference between the total cost of education (tuition, fees, room, board, books and supplies, and personal and travel expenses) and the expected family contribution is the student's eligibility for aid.

## Sources of Aid

Each year, Wheaton attempts to fund as many financially eligible students as possible. Eligible students who complete the aid application on time may receive a "package" of resources. A financial aid package typically includes a combination of grant assistance from Wheaton, student loans (on which no payments are required until after the student leaves school), and/or work-study awards (subsidized student employment). The level of grant funding will depend on a student's need level, academic promise and availability of funds. In years when the demand for institutional grant assistance exceeds available funds, we may not be able to fully fund every eligible aid recipient. In such cases, the student and family must work together to secure adequate funding. In all cases, families are encouraged to seek other sources of financial assistance.

## Federal Aid Programs

**Federal Pell Grant.** This is a federal grant awarded to students with high financial need. Pell Grants may range from \$400 to \$4,000 and need not be repaid. Wheaton requires all

students applying for financial assistance to apply for Pell funds via the Free Application for Federal Student Aid (FAFSA) each year.

**Federal SEOG Grant.** The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to students who demonstrate an exceptional need for assistance. Wheaton determines the size of the student's award based on the amount of FSEOG funds available to the college each year. Ranging from \$500 to \$3,000, these grants need not be repaid.

**Federal Perkins Loan.** This low-interest federal loan is offered through Wheaton to students with exceptional need. No interest is charged and no payments are required until nine months after the student leaves school. Once repayment begins, interest accrues at 5 percent. The minimum monthly payment is \$40 with a maximum 10-year repayment. This loan may be deferred if the student attends graduate school full time. Wheaton determines the size of a student's Perkins Loan, which may range from \$500 to \$4,000 per year. The student signs a promissory note upon arrival on campus in the fall.

**Federal Subsidized Stafford Student Loan.** This is a federally subsidized student loan available from banks and other lenders. No interest is charged and no payments are required until six months after the student leaves school. At that time, interest begins to accrue at an annually variable rate based on the 91-day treasury bill rate plus 3.10 percent, with a cap of 8.25 percent. The minimum monthly payment is \$50 and the maximum repayment period is 10 years. Repayment may be deferred if the student goes on to full-time graduate school. A 3 percent origination fee is deducted from the total amount borrowed prior to disbursement. Repayment of principal and interest begins six months after the student leaves school, graduates, or drops below half-time attendance. Maximum eligibility for freshmen is \$2,625, sophomores, \$3,500, and juniors and seniors, \$5,500.

**Federal Unsubsidized Stafford Loans.** Students who are not eligible for the Subsidized Stafford Loan program may still

be eligible for a Stafford loan without the federal interest subsidy. Although repayment of principal is deferred during enrollment, interest does accrue. The student borrower has the option of making interest payments while in school, or having the accrued interest capitalized (added to the principal borrowed prior to the start of repayment). Interest accrues at a variable rate determined annually, with a cap of 8.25 percent. A 3 percent origination fee is deducted from the total amount borrowed prior to disbursement. Freshmen may borrow up to \$2,625 for the year, sophomores up to \$3,500, and juniors and seniors up to \$5,500. Repayment of principal (and interest, if deferred) begins six months after the student leaves school, graduates, or drops below half-time attendance. Repayment requires a minimum monthly payment of at least \$50 and extends for up to 10 years. Students who wish to apply for the Unsubsidized Stafford Loan must complete the Free Application for Federal Student Aid in addition to the bank loan application; all forms and applications are available from the Office of Student Financial Services.

**Federal Work Study.** This is a campus employment program in which the federal government pays a portion of the student's wage. It is intended to assist with personal expenses (such as travel, books and supplies) during the academic year. While it is the student's responsibility to find a position, Student Financial Services maintains an online job directory of positions available on campus as well as community service opportunities. Wheaton is a participant in the America Reads program, in which federal work study students are placed as reading tutors for preschool and elementary school students. The college holds a job fair early in the fall semester during which students can meet potential campus employers. Students typically work between eight and ten hours per week; paychecks are issued every other week.

**Special Considerations.** Federal and state programs are subject to annual appropriations approval. Programs or funding levels may be subject to change based on federal or state budgetary constraints.



## State Aid Programs

**State Scholarships/Grants.** Connecticut, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island and Vermont have scholarship/grant programs for students who are residents of those states. Students should check with their state scholarship office for specific eligibility information and application deadlines. Wheaton requires students from these states to apply properly for such scholarship funds. Wheaton will not replace anticipated state scholarship or grant dollars with institutional funds for students who fail to complete the application process. If a state scholarship/grant is approved after the student's initial aid award, the college reduces the Wheaton Grant award dollar for dollar, providing that all need has been met.

**Gilbert Grants.** The Gilbert Grant Program is made up of funds allotted to Wheaton by the Commonwealth of Massachusetts. Awarded to high-need residents of the state, Gilbert Grants usually range from \$500 to \$2,500.

### Massachusetts Performance Bonus

**Grants.** The Performance Bonus program was created to reward the success of the commonwealth's neediest students. It provides a financial reward for state residents who perform well in college and persist toward completion of their degree. Eligible students must be Massachusetts residents, with a federal expected family contribution of \$0. The student must have completed one full year of course work while achieving a cumulative G.P.A. of 3.0 or higher. The student must also be a recipient of the MassGrant (the state scholarship program) for the same award year. Students who qualify for the Performance Bonus will receive \$500 for the academic year.

**Massachusetts No-Interest Loan.** The Massachusetts No-Interest Loan (NIL) Program offers a zero-interest, long-term student loan to financially needy Massachusetts residents. Wheaton will award loans to eligible students ranging between \$1,000 and \$4,000. A promissory note is signed by the student on campus.

**Special Considerations.** Federal and state programs are subject to annual appropri-

tions approval. Programs or funding levels may be subject to change based on federal or state budgetary constraints.

## Wheaton Grants

The college funds these need-based student grants with general scholarship resources, income from endowed funds and annual gifts from alumnae/i, parents and friends. Awards range from \$1,000 to \$23,000 and need not be repaid. Because of the college's commitment to meeting the needs of first-year and returning students, the availability of Wheaton grant aid is limited for new transfer students.

## Student Employment

The Office of Student Financial Services coordinates the on-campus student employment program. In order to work on campus, students must demonstrate that they are eligible to work in the United States. In addition, student employees must complete required payroll and work authorization forms. Students are not eligible to work or be paid until all required paperwork has been completed and approved. The SFS staff is available to help students with these forms.

Priority for campus jobs is given to students who have been awarded federal work-study funding as a part of their need-based aid package. The college does not guarantee the availability of on-campus employment for all students. The college may limit the hours or earnings of students to comply with federal regulations and to make employment more widely available to the student population. For more information on student employment policies and procedures, visit [www.wheatoncollege.edu/Admin/SFS/SEO](http://www.wheatoncollege.edu/Admin/SFS/SEO).

## Wheaton Scholarships

There are no separate applications required for merit scholarship consideration at Wheaton. Students are selected at the time of admission to the college. If a financial aid applicant is a merit scholarship recipient, his/her eligibility for need-based financial aid will be reduced in proportion to the scholarship.

**Balfour Scholars.** Established in 1983 with a gift from the Lloyd G. and Mildred Balfour Foundation, the Balfour Scholar award enables Wheaton to recognize entering freshmen who have demonstrated outstanding academic ability, unusual talents and potential for leadership. Each Balfour Scholar receives a \$10,000 scholarship in addition to a \$4,000 stipend to support research, career-development or community service opportunities in the summer of either their sophomore or junior year. Balfour Scholars represent the most outstanding students in the applicant pool.

**Trustee Scholars.** Trustee Scholars are recognized for their superior academic achievement and demonstrated extra-curricular commitment. As a Trustee scholar, each student receives a \$6,000 scholarship in addition to a \$4,000 stipend to support research, career-development or community service opportunities in the summer of either their sophomore or junior year.

**Community Scholars.** The Community Scholars program recognizes students who demonstrate both strong academic performance and an ongoing commitment to community service and/or leadership. Community Scholars each receive a \$5,000 scholarship and a \$3,000 stipend to support community service, internships or research opportunities in the summer of either their sophomore or junior year at Wheaton.

Each of these scholarship awards is renewable annually upon the achievement of at least a 3.0 grade point average.

Merit Scholarships may be used only during terms of enrollment at Wheaton or on Wheaton-affiliated programs. Merit scholarship funds may not be used for non-affiliated programs (abroad or domestic). For a current list of Wheaton-affiliated programs abroad, contact the Center for Global Education. For a current list of Wheaton-affiliated programs in the United States, contact the Academic Advising Office.

### **Private Outside Scholarships**

Outside sources of funding can significantly reduce a student's debt burden and work commitment over the years. For those reasons, we encourage students to

investigate as many alternative funding sources as possible. If Wheaton has not been able to meet the full amount of a student's need-based financial aid eligibility, outside scholarships may be used first to replace any unmet eligibility. If the scholarship amount exceeds the amount of unmet eligibility, we will reduce the "self-help" portion of the package (work-study and/or student loan). Only when all self-help has been eliminated will we have to reduce the grant portion of the package.

Students and families should research private scholarships through as many means as possible. The best sources are within the student's local community and high school. Students may use the World Wide Web to research a myriad of scholarship possibilities.

### **Applying for Aid**

Admission and financial aid decisions at Wheaton are made independently of one another. Once a student is admitted to the college, aid is awarded based on a combined assessment of financial eligibility and the overall strength of the candidate. *We urge all prospective students concerned about meeting college costs to apply for financial assistance when applying for admission to Wheaton.* We also encourage students and their families to investigate all forms of financial aid that may be available outside the college (for example, community-based scholarships).

Students applying for financial assistance must complete both the CSS PROFILE and the FAFSA. The Wheaton CSS code number is 3963 and the Wheaton FAFSA code number is 002227. For more information, please call the Office of Student Financial Services at 508-286-8232. Please note that need-based financial aid is available only to U.S. citizens and U.S. permanent residents.

### **The Free Application for Federal Student Aid (FAFSA).**

The FAFSA is used to determine eligibility for federal funding and is required of all financial aid applicants. The FAFSA is available from high school guidance offices and college financial aid offices. The FAFSA is also available on the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students and their parents should complete and return the

form to the processor as soon as possible after January 1. Although the form asks for specific information from student and parent tax returns, applicants should not wait to complete tax returns for the current year before submitting the FAFSA. Complete the aid forms in early January using the best possible estimates of family income; corrections can be submitted later. Wheaton's federal code number for the FAFSA is 002227.

**PROFILE application.** Wheaton uses the information from PROFILE to determine eligibility for institutional funding. Students can register for the PROFILE service by calling the College Scholarship Service (CSS) at 1-800-778-6888. The PROFILE is also available on the Internet at [www.collegeboard.org](http://www.collegeboard.org), and processing takes only 48 hours. CSS will send each student an individualized application based on the registration information provided. Wheaton's institutional code number for PROFILE is 3963. Applicants with questions about the PROFILE service should call the Office of Student Financial Services at 508-286-8232.

**Student and parent tax returns.** Wheaton also requires students and their parent(s) to submit copies of their federal income tax returns. Individuals who are using estimates on FAFSA and PROFILE because they have not yet completed the appropriate year's tax return must submit the most recent year's tax return by the published deadline. Applicants should include all pages, schedules and W-2 forms. Once a current year tax form has been filed, a complete copy must be forwarded to the college. Students and parents who have not and will not be filing a federal tax return must send a letter stating this and listing all sources of income for the year.

**Noncustodial Parent's Statement.** If a student's natural parents are separated, divorced, or never married, the parent with whom the student does not live (the noncustodial parent) must complete a Noncustodial Parent's Statement. This form will be sent to the student with the PROFILE application. Once the non-custodial parent has completed the form, it should be

submitted directly to Wheaton. Students who are applying to more than one college that requests this form may send photocopies.

**Business/Farm Supplement.** Student or parent(s) who own a business or farm must submit a Business/Farm Supplement to Wheaton. This form will be sent to the student with the PROFILE application. Applicants who do not receive this form may request one directly from the Office of Student Financial Services. The completed form should be returned directly to Wheaton. If the business files a corporate or partnership tax return, we request a copy of the business tax return along with the Business/Farm supplement.

**Aid Deadlines.**

Admission Plan by	Submit FAFSA/PROFILE	Submit all other documentation
Early Decision I	Nov. 1*	Nov. 15
Early Decision II	Jan. 1	Jan. 15
Regular Decision Freshmen	Jan. 15	Feb. 1
Regular Decision Transfer Candidates	April 1	April 15
Returning Students	March 1/April 1	April 20

It is critical that applicants complete their applications on time. We cannot ensure that funding will be available for late applicants. Late applicants may be placed on a financial aid wait-list.

\* ED I candidates need not submit the FAFSA by Nov. 1. Wheaton will send an estimated award based on the CSS PROFILE, tax returns and supplements. In order to finalize the financial aid award, ED candidates must file the FAFSA after Jan. 1 and submit current year tax returns.

**Financial Aid in Continuing Years**

Financial aid is awarded for one year at a time; students must reapply to be considered in subsequent years. As during the first year, eligibility for aid is based both on the family's financial circumstances and the student's academic performance. While the college strives to minimize fluctuations in a student's award from year to year, some changes will be inevitable. A sibling's graduation from college or an increase in a parent's salary, for example, would decrease

the student's need, and, correspondingly, his or her financial aid package. Likewise, the loss of a parent's job or a sibling entering college has the potential to increase the overall aid award.

Irrespective of changes in eligibility, Wheaton expects students to shoulder a greater share of college expenses as time goes on. Juniors and seniors have more earning potential than underclassmen, for example, and are able to borrow more money through federal programs. Expecting students to use these additional potential resources, the college packages slightly larger loans and larger work expectations from one year to the next.

### **Academic Standing and Satisfactory Progress**

Institutional aid is awarded for a maximum of eight semesters to students in good academic standing. (Academic standing for each class is defined in the Academic Standards section of this book.)

Federal regulations require that aid be denied to students who fail to meet the college's academic progress standards. This includes a requirement that a student's G.P.A. meet or exceed the graduation standard (2.0) by the end of sophomore year. Each spring, the Student Financial Services Office reviews the academic progress of each financial aid applicant. Applicants who have not met the qualitative (G.P.A.) and/or quantitative (credits earned) requirements will receive notice that they are ineligible for further financial assistance. Students who believe their circumstances warrant an exception to these policies must submit a letter of appeal to the Student Financial Services Office.

### **Study Away**

#### **Wheaton-Affiliated Programs Abroad.**

Students participating in Wheaton-affiliated programs abroad pay tuition, room and board charges directly to Wheaton, and may use their financial aid award and merit scholarships to fund these programs. The only portion of a student's award that is not available for use in a Wheaton-affiliated

program abroad is the work award; Wheaton does not replace these funds unless a student has eligibility for an increased federal Stafford Loan. Wheaton's Center for Global Education has significantly expanded the number of Wheaton's program affiliations; qualified Wheaton students may now enroll in a Wheaton program abroad in many countries around the world. Additional program affiliations are considered each year, in response to student and faculty interest. Program affiliations are also periodically reviewed and may be discontinued. To obtain a current list of Wheaton-affiliated programs abroad, contact the Center for Global Education directly or visit [www.wheatoncollege.edu/global](http://www.wheatoncollege.edu/global).

#### **Wheaton-Affiliated Programs in the U.S. (Domestic).**

Wheaton maintains affiliations with a very limited number of specialty programs located in the United States. Students participating in Wheaton-affiliated programs in the United States pay tuition, room and board charges directly to Wheaton, and may use their financial aid award and merit scholarships to fund these programs. The only portion of a student's award that is not available for use in a domestic Wheaton-affiliated program is the work award; Wheaton does not replace these funds unless a student has eligibility for an increased federal Stafford Loan. A current list of Wheaton-affiliated programs in the United States may be obtained from the Academic Advising Center.

**Non-affiliated Programs Abroad.** Students may petition for approval to attend non-affiliated programs abroad. If the student's program is approved, s/he may apply for need-based financial aid based on the program cost (not to exceed Wheaton's cost). Institutional need-based grant aid for non-affiliated programs is limited. In years when the demand for financial support for non-affiliated programs exceeds available dollars, the college may reduce awards, or may limit support to one semester. Merit scholarships may not be used on non-affiliated programs abroad.

**Non-affiliated Programs in the U.S.**

**(Domestic).** Although remaining eligible for federal and state aid, students attending approved, but non-affiliated programs in the United States are not eligible for institutional funding (need-based grant or merit scholarship) or work awards. This includes the Twelve College Exchange and American University (Washington Semester) programs.

Exceptions to this policy are for the programs at the National Theatre Institute and the Mystic Maritime Program, for which a student may apply for need-based grant funding only. Merit Scholarships may not be used for NTI or Mystic.

**Eligible Terms.** Wheaton funding (merit and need-based) is available only for programs during the fall and spring semesters. Students interested in participating in short-term programs (summer or winter) may contact Student Financial Services to determine if they have any remaining federal or state eligibility for use on these programs.

**Annual Review.** Study away policies are reviewed yearly and are subject to change.

**Beyond Financial Aid**

Though not all students qualify for financial aid, Wheaton offers a variety of programs to every family working to finance a college education. Alone or in tandem with other financing options, these programs can help aided families meet their contribution as well as assist all families with financing college costs. Applications for these programs are available from the Student Financial Services Office. This list is not all-inclusive, and may change from year to year. The staff in Student Financial Services would be glad to provide you with current program information.

Federal Unsubsidized Stafford Student Loan

Federal PLUS Loan

MEFA—Family Education Loan

The Education Resources Institute, Inc. (TERI)

Interest-Free Monthly Payment Option



# Costs

Wheaton tuition and fees represent approximately two-thirds of the annual cost of a Wheaton education. The difference between costs and tuition fees is met by income earned on endowed funds and gifts to the Wheaton Annual Fund.

## Tuition and Fees

The tuition fee for both resident and non-resident students is \$28,675. The student activities fee is \$225 for all students. The residence fee is \$3,920 for room. Board charges are \$3,510. All resident students are also charged a \$120 network access fee.

**General Fee.** All new students will be charged a general fee of \$50, which is used to defray the cost of common area damage to dorms and other buildings. This is a one-time fee that is charged in the first semester of enrollment.

**Study Abroad Administrative Fee.** Beginning with the spring 2004 semester, all students approved to attend non-Wheaton-affiliated programs will be charged an administrative fee of \$500 per program.

## Special Fees and Expenses.

- Music performance fees are \$450 per semester for non-majors taking performance courses for academic credit. Non-credit lessons are \$300 per semester for 30-minute lessons; \$600 per semester for 60-minute lessons.
- The transcript fee is \$2 for each copy.
- Automobile registration is \$50 per year.

**Health Services Fees.** There are no charges for visits to the professional staff of the Norton Medical Center during clinic hours. There are small charges, however, for medicines dispensed by the health center, for laboratory work and for some clinical services.

**Student Health Insurance.** All college students in Massachusetts are required to be covered by health insurance and to indicate that they have coverage equivalent

to or in excess of that provided by the Wheaton College Student Health Insurance Plan. This plan is available through the Office of Student Financial Services. Students are automatically enrolled in the plan unless a waiver is requested and approved. In accordance with Massachusetts state law, students who are granted a waiver must be enrolled in a health insurance plan that satisfies state regulations. All students are sent a brochure describing the Wheaton College Student Health Insurance Plan, the process for requesting a waiver, and the state requirements for student health insurance.

The plan offered by Wheaton provides twelve-month coverage for areas including preventive health care, accidents, illness, hospitalization, emotional disorders, alcoholism and sports injuries. Further details on the health plan can be obtained through the director of student health services or the Office of Student Financial Services.

The college requires international students, or U. S. students living abroad who do not have coverage by a domestic carrier, to enroll in the Wheaton College Student Health Insurance Plan.

**Optional Accident Insurance Plan.** Wheaton also offers an optional accident insurance plan for any student who waives the Wheaton Student Health Plan. The purpose of the accident plan is to provide low-cost secondary insurance coverage, particularly for varsity athletes (under the accident sections of both policies, varsity athletes are covered 100 percent, subject to the policy limitations). The cost of the optional accident insurance (for 2003-2004) is \$127. The details of the plan are mailed with the billing information packet each June.

**Other Expenses.** It is estimated that approximately \$2,000 will cover a student's general expenses for such items as books, supplies, clothing, recreation, laundry and

transportation during the academic year. This estimate is based on a modest standard of living and may vary from student to student depending on individual needs and expectations.

**Fines.** There are various fines administered by different offices of the college. These include library fines, fines for violation of the alcohol policy, fireworks fines and fines for damage to college property. Students who violate college policies will be subject to disciplinary action, which may also include a substantial fine. Questions should be directed to the Office of the Dean of Students or the office issuing the fine. Failure to pay fines may result in the withholding of grades or transcripts or may prevent registration.

**Tuition Policy for Degree Students.** Tuition charges for full-time students are not based on credit hours for courses. While the normal course load is four courses per semester, some students are approved by the Committee on Admission and Academic Standing to take additional courses; extenuating circumstances may justify an occasional request for a reduced course load. Students living on campus are required to pay full tuition regardless of the number of courses they take in a given semester.

Students who are within two credits of completing the requirements for graduation and who do not live on campus may request a pro-rated tuition charge; if a student chooses to reside on campus, full tuition will be charged, but no restrictions will be placed on the number of courses she or he may take.

Students should be aware that requesting a reduced course load could affect the financial aid they are receiving in the current or future semesters. We recommend that any financially aided student petitioning for a reduced course load meet with a student financial services counselor to review the impact on their aid eligibility.

**Tuition Special Programs.**

Program	Cost	Conditions	Audit cost
Part-time non-degree (special) student	\$3,585	Per course; may not live in campus housing	\$100 per course
Part-time degree student	\$3,585	Per course; approval by petition to CAAS and SFS only; may not live in campus housing	
Visiting student (not living in campus housing)	\$3,585	Per course	
Visiting student, (approved for campus housing)	full-time tuition		
Alumnae/i Audit	\$50	Per course	
Norton Resident	\$150	Per course for four courses (no more than one course per semester for four semesters)	\$15 per course

**Fees May Change.** In the face of rising costs affecting all facets of higher education, tuition and fee increases have been necessary each year for the past decade. As such increases may continue to be necessary, parents and students are advised that the Board of Trustees may change the fee schedule from one academic year to the next, and make changes required by law during the academic year.

**Payments**

**Schedule of Payments.** Statements including tuition, room, board, activities fee, health insurance, phone and network fee, and general fee are mailed in July and December. The payment due date is August 1 for the fall semester and January 1 for the spring semester. Other fees and miscellaneous charges will be billed as incurred through the monthly billing process. Miscellaneous charges are due on the first of the month following the billing statement. Checks should be made payable to Wheaton College, include



the student name and identification number, and be mailed as instructed.

To avoid late payment fees, students should provide the college with an accurate and up-to-date billing address and complete payment by the published deadline. Please allow sufficient time to mail in payment, particularly if you experience difficulty with the postal service in your area. *Late payment fees will be assessed at the rate of \$50 per month.*

**Payment Policy.** Full payment and/or acceptable documentation that demonstrates the balance will be fully paid must be received prior to the published deadline. Payment must be made in U.S. dollars and checks must be drawn on U.S. banks.

Acceptable documentation includes enrollment in the Interest-Free Monthly Payment Option, a copy of an award letter for an outside scholarship or a copy of a billing authorization or sponsorship letter.

**Please note,** loans based on the creditworthiness of the borrower may not be deducted without approval from the lender. A copy of an approval notice with disbursement dates will be accepted as documentation for this type of loan.

Wheaton College does not issue billing statements for students who are not actively enrolled. If you are not actively enrolled, please contact Student Financial Services to request a verbal billing estimate.

**Late payment.** Late payment fees will be assessed at the rate of \$50 per month. Students who reside in campus housing may not be permitted to move into their campus residences until their accounts are settled with the Student Financial Services Office.

Wheaton College policy states that any student with a balance greater than \$2,000 and 60 days past due may not be permitted to enroll. In addition, college policy requires the withholding of all credits, educational services, issuance of transcripts and certifications of academic records from any person whose financial obligations to the college (including delinquent accounts, deferred balances and liability for damage) are overdue and/or unpaid. If any overdue obligation is referred either to the college collection department or to an outside agency or attorney for collection efforts and/or legal suit, the debt is increased to cover

all reasonable costs of collection, including collection agency and attorney fees and court cost. Accounts referred for collection may also be reported to a national credit bureau. By registering for any class in the college, a student accepts and agrees to be bound by the foregoing college policy as applied to any preexisting or future obligation to the college.

**Late payments by bank or cashier's check.**

The college reserves the right to require that a late payment be made in the form of bank or cashier's check, payable to Wheaton College. This may be requested in cases where the student is seeking immediate clearance of a past due balance for such purposes as participation in registration, room lottery or release of an official transcript or diploma. A certified or bank check may also be requested if there is an account history of payments returned for insufficient funds.

**Interest-Free Monthly Payment Option.**

Education expenses can be easier to pay when spread over predictable, interest-free monthly payments. Our Interest-Free Monthly Payment Option, offered in partnership with Tuition Management Systems, Inc.,® is an alternative to large annual or semester payments and helps limit borrowing. The Interest-Free Monthly Payment Option is available for an enrollment fee of \$60, which includes: convenient, interest-free, monthly payments; life insurance coverage for your payment balance; 24-hour, toll-free automated account information through Family InfoLine and personal account service Monday through Saturday.

Families and students may also take advantage of Tuition Management Systems' free education payment counseling service, BorrowSmart®. This service helps families and students make informed choices about combining the Interest-Free Monthly Payment Option with low-interest educational loans. Using BorrowSmart® helps you determine the loan amount you need, keeping your monthly payments within your budget and helping reduce debt burden after graduation. For more information or to enroll in the Interest-Free Monthly Payment Option, call 1-800-722-4867 and speak with an education payment counselor.

## **Financial Leave Policy and Registration Hold**

Any student whose past due account balance is \$2,000 or more will have a registration hold placed on his or her student record. This action will prevent the student from participating in the registration process for the following term until the past due account is paid. If the balance is not paid by the end of the term, the student will be placed on financial leave of absence for the following term.

## **Diploma and Official Transcript Holds**

Any student who has a past due account balance will have a financial hold placed on his/her official transcript and diploma. Once the balance is paid in full, the official record can be released.

## **Room Lottery Hold**

Any student who has a past due account balance will have a financial hold placed on his/her participation in the room selection process (lottery). Once the past due balance is paid in full, the student can select from the remaining rooms.

## **Refund Policy**

Students must notify the Registrar's Office in writing that they are leaving Wheaton in order to be eligible for a refund. The date the written notice is received by the Registrar's Office is used as the official date of withdrawal.

Financial aid recipients who leave the college during a term will have their award recalculated according to the federal refund requirements. Students receiving assistance may have a portion of their original award returned to the programs, as required by regulation, thus creating a balance due to the college. For this reason, we strongly encourage all students contemplating withdrawal during a term of enrollment to

meet with a counselor in the Student Financial Services Office prior to leaving the college.

Students who leave Wheaton during their first semester at the college will have their charges pro-rated based on the number of weeks of attendance, until the tenth week. Students who complete at least ten weeks, but do not complete the full first semester will not be eligible for a refund.

All other students will have their charges refunded as follows:

### **Tuition refund per semester:**

- 100 percent if notice is received prior to the start of the term.
- 80 percent if notice is received by end of second week of classes.
- 60 percent if notice is received by end of third week of classes.
- 40 percent if notice is received by end of fourth week of classes.
- 20 percent if notice is received by end of fifth week of classes.

**Room and board per semester.** There will be no refund of the room charge once classes begin each semester. Seventy-five percent of the board charge will be refunded on a pro-rata basis determined by the date the written notice is received by the Registrar's Office.

**Local Internet and telephone service per semester.** The phone and network service charge will be refunded on a pro-rata basis determined by the date the written notice is received by the Registrar's Office.

Exceptions to the above refund policy may be granted for reasons of health (based on the circumstances) or in the case of academic dismissal.

The refund policy does not apply to students asked to leave the college involuntarily during an academic term.

# Courses of Instruction

This section of the catalog outlines, by department, the requirements for all major and minor concentrations at the college and provides descriptions of the courses offered by each department at the time of publication. It also provides information about dual-degree programs offered by the college in conjunction with other institutions.

While information in the catalog and in these schedules is intended to be accurate at the time of publication, the college reserves the right to make changes in courses, course scheduling and instructors as necessary. Up-to-date information regarding departmental requirements for major and minor programs may always be obtained from major advisors or from the Registrar's Office. Current information about degree requirements and courses is available in the on-line version of the catalog, available at: <http://www.wheatoncollege.edu/Catalog/>.

## Academic Planning

Students planning a program of study or concentration are urged to review requirements and course descriptions before meeting with their advisors. Not all courses listed here are taught every year, and students should consult the sources identified above for current information about offerings in a particular semester. Courses are numbered to indicate levels of advancement as follows: 100-199, elementary or introductory; 200-299, intermediate; 300 and above, advanced. Information is available on-line through WINDOW (at <https://window.wheatoncollege.edu>) about prerequisites that must be completed before enrolling in a course and whether the course fulfills a breadth requirement of the Wheaton curriculum or a general education requirement. Most courses are offered for one course credit; a course credit at Wheaton is the equivalent of four semester hours.



# Africana Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Donna O. Kerner, Coordinator*

Wheaton College offers an interdisciplinary minor in Africana studies as an essential component of the college's mission to "enable students to understand and participate in shaping the multicultural, interdependent world of which they are a part." The minor in Africana studies allows students and faculty to explore the range of interrelated cultures, histories, art and intellectual contributions of Africans and peoples of African descent throughout the Diaspora. Its focus is both domestic (concentrating on communities of people of African descent in the United States) and global (linking the examination of African societies to Diaspora communities in the United States, the Caribbean and Latin America, as well as in Europe and Asia).

The Africana studies program encourages students to complement classroom learning with study, research and internship opportunities abroad and in the United States. The faculty also views participation in co-curricular activities (student and faculty colloquia, guest lectures, campus projects) as vital to the development of students as responsible citizens of the college community and the world.

## Minor

The minor in Africana studies consists of five or more courses chosen from the group listed below. One course must be at or above the 300 level. Courses listed for the minor may be augmented periodically by special courses or seminars on topics applicable to the minor. Please consult the schedule of courses offered each academic year under the numbers 298 and 398. Students considering study abroad programs should consult both the Africana studies program coordinator and advising staff in the Center for Global Education for program information and credit transfer. Africana studies minors, particularly those planning on study, research and internships overseas, are strongly encouraged to pursue a language concentration that will complement their studies. Some study abroad programs provide on-site language training, but others (for example, programs in Latin America, Francophone Africa and the Carib-

bean) may require intermediate fluency in the national language. Introductory and intermediate courses in a number of African languages are also available through a link with Brown and Boston Universities.

## Anthropology

- 225. African Cultures in Transition
- 255. Women in Africa

## Classics

- 130. Egypt in the Greco-Roman World

## Economics

- 222. Economics of Race and Racism
- 252. Urban Economics
- 305. International Finance
- 306. International Trade

## English

- 244. Contemporary Caribbean Literature in English
- 245. African Literature
- 247. Aesthetics in African American Women's Fiction
- 256. Cultural Diversity in U.S. Fiction since 1945
- 257. Race and Racism in U.S. Cinema
- 347. Contemporary African American Fiction

## French Studies

French Studies 331. Other Voices, Other Stories: Great Works of Lesser-Known Authors from France and the Francophone World

## History

- 143. Africans on Africa: A Survey
- 209. African American History to 1877
- 210. African American History: 1877 to the Present
- 213. The History of the Civil Rights Movement
- 339. Slavery in the Americas

## Music

- 212. World Music: Africa and the Americas
- 272. African American Originals I: Spirituals, Blues and All That Jazz
- 273. African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz

## Political Science

- 201. Contemporary Urban Politics
- 203. African Politics
- 371. African American Politics

## Psychology

- 151. Multicultural Issues in Psychology

## Sociology

- 230. Race and Ethnicity

# American Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Alexander Bloom, Samuel Coale, Coordinators*

## Major

A major in American studies is offered jointly by the English and History departments. The major consists of 11.5 courses in History, English, Religion, Art History, Philosophy and related fields.

### English

At least four courses are required:

- 253. Cosmic Struggle to Civil War: American Literature to 1860
  - 255. Cultural Diversity in American Literature: From the Civil War to the 1940s
  - And two from the following:
    - 256. Cultural Diversity in U.S. Fiction since 1945
    - 260. American Voices in Lyric Combat
    - 341. Public Poetry, Private Poetry
    - 343. Fiction of the Modern
    - 376. Literary and Cultural Theory
- or any other course in American literature.

### History

At least four courses are required:

- 331. Social and Intellectual History of the United States to the Civil War
  - 332. Social and Intellectual History of the United States since 1876
  - And two from the following:
    - 201. American Colonial History to 1776
    - 202. America: The New Nation (1776–1836)
    - 203. America: The Nation Divided (1836–1876)
    - 204. Industry and Empire: The United States, 1876–1914
    - 205. America between the Wars: 1914–1945
    - 206. Modern America: 1945 to the Present
    - 209. African American History to 1877
    - 210. African American History: 1877 to the Present
    - 220. Latinos in the United States, 1500 to the Present
    - 230. U.S. Women to 1869
    - 231. U.S. Women since 1869
    - 338. U.S. Labor History
- or any other course in American history.

One additional course chosen from any of the above groups or from a related field is

required. At least one related course from another discipline.

## Seminar

An appropriate seminar (depending upon the individual focus of the major) is required for seniors.

Eng. 401. Seminars

Hist. 401. Seminars

Hist. 050. Senior Colloquium in American Studies

# Ancient Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Joel C. Relihan, Coordinator*

The Classics and Religion departments sponsor an interdepartmental major in ancient studies.

## Major

Majors in ancient studies choose one of three tracks—Hebrew, Greco-Roman and New Testament. Students are required to study at least one ancient language (Hebrew, Greek, Latin) and to be able to apply that language in a required two-semester independent research project. In preparation for this independent research project each track requires students to take six courses relevant to the ancient world, choosing courses from those offered in the departments of classics, religion, art history and philosophy. A minimum of two courses must be at the 300 level. All majors must complete a senior independent project (two semesters).

### Hebrew track

(for students who enter with a knowledge of Hebrew)

Religion 109. Introduction to the Hebrew Bible  
*and*

Religion 209. Hebrew Bible Studies

Two courses in Classics at or above the 200 level

Two additional approved elective courses

### Greco-Roman track

Two courses in either Greek or Latin at or beyond the 200 level

Two appropriate courses in Religion

Two additional approved elective courses

### **New Testament track**

Religion 110. Literature of the New Testament  
*and*

Religion 210. Jesus and the Gospels

One course in Classics at or above the 200 level

Either Religion 109. Introduction to the Hebrew Bible *or*

Religion 209. Hebrew Bible Studies

One other appropriate course in Religion

One additional approved elective course

### **Approved elective courses**

Any course in the Classics Department at or above the 200 level.

Approved courses in the Religion Department are those that feature any of the cultures of the ancient Mediterranean, including

Religion 109. Introduction to the Hebrew Bible

Religion 110. Literature of the New Testament

Religion 204. Scripture in Judaism, Christianity and Islam

Religion 209. Hebrew Bible Studies

Religion 210. Jesus and the Gospels

Religion 310. New Testament: Acts and Letters

Religion 316. Islam: Faith and Practice

Religion 322. Judaism: Faith and Practice

Art History 273. Greek Art and Architecture

Art History 274. Roman Art and Architecture

Philosophy 203. Ancient Philosophy

## **Anthropology**

**For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).**

*Bruce Owens, Coordinator*

*Faculty: Albro, Kerner, Medeiros, Owens*

The anthropology program offers a major in anthropology within the Sociology and Anthropology Department. The program provides students with an understanding of human social behavior, social systems and cultures within a dynamic global context. It examines the social and cultural forces that operate within Asia, Africa, Latin America, Europe and the South Pacific, as well as in American society.

### **Major**

The major in anthropology consists of 10 courses that must include Anthropology 101, Anthropology 102, Anthropology 280, Anthropology 301 and Anthropology 401 or two semesters of independent study at the 500 level (by invitation of the department).

Majors must also take one course dealing with a specific world area. This requirement may be fulfilled either through department offerings or an approved area offering in another department. Students may petition the department to have other related courses accepted toward the major.

Additional courses in other departments that may be approved for credit in the major include:

Art History 255. Pre-Columbian Art and Architecture

Art History 256. Native North American Arts and Culture

Classics 135. Myth and Folklore

Classics 266. Women in the Classical World

English 245. African Literature

Music 211. World Music: Eurasia

Music 212. World Music: Africa and the Americas

Psychology 306. Infancy across Cultures

Religion 357. Indigenous Religions

Sociology 301. Sociological Theory

Sociology 330. Money, Sex and Power

### **Minor**

The minor in anthropology consists of either Anthropology 101 or Anthropology 102, at least one 300-level course and at least one, but not more than two, area courses for a total of five courses in anthropology.

### **Courses**

#### **101. Human Evolution**

Discoveries related to human and cultural evolution are constantly changing our view of where we came from and how we got to be the way we are. This course considers the latest findings and controversies concerning evolutionary theory, our relationship to apes, our sexuality, bipedalism and capacity for language, the relevance of "race," our links to Neanderthals, the development of what we call civilization and other topics.

Owens

**102. Introduction to Cultural Anthropology**

Explores cultural diversity in the contemporary world and introduces the analytical and methodological tools that anthropologists use to understand cultural similarities and differences in a global context. This course will acquaint students with the extraordinary range of human possibility that anthropologists have come to know, provide a means of better understanding the culturally unfamiliar and offer a new perspective through which to examine the cultures that they call their own.

Albro, Kerner, Owens

**210. Feast or Famine: The Ecology and Politics of Food**

This course concerns how food is produced, distributed and consumed. Topics covered include: how culture shapes taste, cuisine, nutrition and food production systems, as well as the ecological, economic and political factors that cause famine and food shortage. Films, case studies, guest speakers, action/service field work and modeling exercises provide opportunities to think creatively about policy and action to increase food security for the most vulnerable at home and abroad. Students are expected to meet the challenge of bringing these issues into a forum for discussion on the Wheaton campus.

Kerner

**225. African Cultures in Transition**

This course takes a topical/historical approach to the study of sub-Saharan African societies. The diversity of unique African cultural features (in kinship, economy, politics and ritual) will be considered against the backdrop of interactions with Europe, the Americas, the Middle East and Asia from the precolonial period to the present. Topics covered include: lineages and stateless societies, chiefdoms and long-distance trade, slavery, colonialism and underdevelopment, social movements and resistance, cosmology, warfare and stratification by ethnicity and gender.

Kerner

**226. Anthropology of Art**

Considers art as diverse as Maori canoe prows, Warhol's Pop, aboriginal sand drawings, gang graffiti, Tibetan tangkas, children's finger painting and Mapplethorpe's photographs from an anthropological perspective, asking: Why do humans make art? How and why does art affect us and those of other

cultures? and What are the relationships between art, artists and society? Artists are encouraged to participate.

Owens

**230. Language and Culture**

This course presents an overview of the major areas of study in linguistic anthropology. Linguistic anthropology is concerned with the many ways that language and communication make us what we are as human beings and affect our daily social and cultural lives. Topics covered include: evolution of language; how language and culture affect the way we know the world; language acquisition; language and communicative behaviors associated with social classes, races and genders.

Albro

**235. Peoples and Cultures of Latin America**

This course examines the historical traditions and cultural diversity of the Latin American region. Particular attention is given to the creation and expression of regional "popular" cultures by considering: ethnicity, gender, social stratification, mass media, religious change, "peasant" societies and social movements. We discuss these topics in a wider sociopolitical context of colonialism, nation-state formation, rural-urban relations and influences of globalization.

Albro

**240. Anthropology of the City**

The 20th century has been characterized by massive urban growth throughout the world. Ethnographic studies serve as a basis for studying the causes, processes and consequences of urban migration and urbanization, as well as cross-cultural similarities and variations in urban ways of life. This course examines how people negotiate urban life as a particular sociocultural world. We develop an anthropological view of cities by surveying rural-urban influences, neighborhoods, ethnicities, subcultures, social networks and stratification to understand how social relations are constructed and how cultural knowledge is distributed in cities, including the metropolitan area.

Albro

**245. Indigenous Movements of Latin America**

This course takes a topical/historical approach to contemporary fortunes and challenges facing native peoples in Latin America. We will consider transformations in "native

identity" as engaged by nations, economic forces and global interests. We will also explore emergent

forms of resistance and self-determination by examining ongoing strategies of leadership, alliance, accommodation, revolt and the uses of multimedia technologies.

Albro

### **250. Power and Leadership**

This course is about the nature of power, structures of authority and how leadership is negotiated and challenged. These issues are explored from a cross-cultural perspective and also historically, with a special emphasis on local-level politics in colonial and postcolonial states. Changing circuits of power and influence in this new era of globalization will be explored as part of the continuing transformation of the world capitalist system.

Kerner

### **255. Women in Africa**

What contributions have women made to the societies of Africa prior to colonialism? How and why did colonialism affect men and women differently? What are the implications of gender inequality for economic development in Africa today? These questions are considered from ethnographic, autobiographical and fictional accounts. Gender, class and cultural identity will be focal points.

Kerner

### **260. Women and Development**

Without a consideration of women's lives in the Third World, our understanding of world-wide problems such as poverty, famine, and AIDS is seriously deficient. This course is concerned with the impact of conquest, colonialism and postcolonial dependency on women in Africa, Asia and Latin America. The approach is anthropological, entering the subject "from the bottom up." Through the use of life histories, novels and films we will have the privilege of hearing the voices of Third World women as they recount their strategies for coping with the difficult circumstances of their daily lives and their dreams for the future.

Kerner

### **270. Psychological Anthropology**

Shamanic cures, ecstatic trance, spirit possession, dream interpretation, identity negotiation and other psychological phenomena that pose challenges for anthropological explanation

are examined in order to better understand the relationship between sociocultural context and individual experience and thought. Case studies from diverse cultural settings are bases for exploring contemporary issues and topics in this field.

Owens

### **280. Research Methods**

In this seminar students learn how to develop a testable hypothesis, conduct a review of research literature, define an appropriate sample and employ a range of ethnographic methodologies in one or more research sites. The course culminates in the design of a pilot project and proposal.

Albro, Kerner

### **285. Stability and Change in the South Pacific**

Melanesian and Polynesian societies have been considered the final frontier of "primitive" culture. Warfare, cannibalism, sorcery, ritualized gender reversals, institutionalized homosexuality and nonmonetary exchange are prevalent throughout the South Pacific. This course examines both the stability of such traditions and the broad impact of development in this culture area.

Kerner

### **295. Peoples and Cultures of South Asia**

Religious diversity and conflict, ritual performance and festivity, caste, colonialism, ancient civilizations, nationalism and modern struggles over development schemes are all features of South Asia that anthropologists find particularly interesting. This course explores the extraordinary cultural diversity of this region that extends from the Himalayas to Sri Lanka and Pakistan to Bhutan in order to better understand the differences and commonalities that divide and unite its peoples.

Owens

### **301. Seminar in Anthropological Theory**

This seminar provides a selective survey of the past one hundred years of anthropological theory, with a particular focus on the contributions of American, British and French theorists in the development of anthropological paradigms that are now most important in the discipline. Evolutionary, functionalist, historical particularist, culture and personality, structuralist, symbolic/interpretive, ecological materialist, Marxist/world systems, feminist, poststructuralist and postmodernist schools of thought receive major attention. Readings



include primary theoretical texts, classic and contemporary ethnographies and biographical materials on a number of influential anthropologists.

Albro, Kerner, Owens

### **333. Economic Anthropology**

The seminar explores capitalism and alternative forms of economic organization, challenging students to reconceptualize "economy" as a cultural system. Students compare nonmonetized economic relations in different societies and interactions between economic cores and peripheries. This reconceptualization informs a critical understanding of the implications for participation in the global economic system and its impact on the rest of the world.

Albro

### **340. Seminar on Religion in Anthropological Perspective**

In places throughout the world, people are killing one another in the name of 'religion' or 'religious beliefs.' Attempts to make sense of these and other phenomena (such as trance, fundamentalism and ecstatic worship) that we call religious often reveal deep-seated prejudices and unfounded assumptions. This seminar examines how anthropologists have sought to understand such phenomena from the perspectives of practitioners in order to develop conceptual frameworks that facilitate cross-cultural understanding.

Owens

### **350. Gender and Social Organization**

A unified analysis of gender and kinship is considered essential to an understanding of social organization. This course starts from the premise that cultural conceptions of gender are not "natural" categories. In this course we will consider how marriage, family and household organization both reflect and structure cultural definitions of gender and sex role behavior and the dynamic interaction of public and private domains in the production of culture. We will be comparing small-scale societies to more complex forms (peasant and industrial economies) and we will also consider the differences among those societies that organize descent bilaterally, matrilineally and patrilineally. Seminar participants are responsible for preparing and presenting the readings and conducting two small field work projects.

Kerner

### **401. Senior Seminar**

A semester of directed research in which students explore topics of their own choice through their own original research. Students meet regularly in a seminar setting, which provides a framework in which to discuss the many stages of the research process, and offer collaborative support for fellow students pursuing their individual projects. Students will be expected to produce a completed thesis in February as their capstone to the major.

Albro, Kerner, Owens

### **500. Individual Research**

Open to majors at the invitation of the department.

## **Art**

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Claudia Fieo, Chair*

*Faculty: Cunard, D'Evelyn, Evans, Forman, Fieo, Howard, Lane, Levy, McPherson, Murray, Stone, Wilson, Wiseman*

The Art Department offers two areas of concentration within the major, one with emphasis on the history of art, the other with emphasis on the making of art (Studio Art). A comprehensive offering in Asian art may be combined with the Asian studies major.

Lectures are often supplemented by visits to museums, collections and architecturally significant buildings in neighboring cities. In addition, the Watson Gallery organizes and brings many exhibitions to the campus. Whenever possible, original works of art from the Wheaton College collection are used in class and Wheaton's extensive art library is an integral part of the art program. Students may also work with the gallery director installing exhibitions and caring for the permanent collection.

### **Museum of Fine Arts Seminar Program**

The MFA Seminar Program offers students from Wheaton and other area colleges and universities the opportunity to participate in art history seminars that are taught by curators and conservators at the Museum of Fine Arts in Boston. One or two seminars are offered each semester.

## Major

The **art history** concentration consists of at least twelve semester courses including:

Art History 101

Art History 102 or their equivalents

Art History 401.

Two semester courses chosen from:

Studio Art 111

Studio Art 112

Studio Art 116

Studio Art 240

Seven additional courses.

Concentrators must take at least one semester course from each of the following five groups:

1. Art History 273 or Art History 274
2. Art History 223, Art History 231, Art History 352 or Art History 353
3. Art History 260, Art History 270, Art History 275 or Art History 276
4. Art History 314, Art History 317, Art History 318 or Art History 360
5. Art History 103, Art History 104, Art History 221, Art History 223, Art History 224, Art History 225, Art History 255 or Art History 256

and at least two semester courses from the following group:

Art History 232, Art History 241, Art History 251, Art History 253, Art History 332 or Art History 336

For the major the college requires at least three courses at the 300 level or above.

Students may elect up to 16 credits in art. It is urged that students take a course in European history prior to 1800. Students who plan to do graduate work in art history are strongly advised to develop a reading knowledge of German and French. Italian may sometimes be substituted.

The **studio art** concentration consists of at least 13 semester courses, including Art History 101. Great Works I and Art History 102. Great Works II

Three semesters chosen from

Studio Art 111. Two-Dimensional Design

Studio Art 112. Three-Dimensional Design and Studio Art 116. Drawing I

One semester of Studio Art 402.

One additional semester course in Art History.

And six additional semester courses in studio

art from the following areas (with a possible emphasis in the student's major interest): drawing, painting, printmaking, sculpture and photography. Studio concentrators are urged to take Art History 318.

For permission to enter the studio concentration, students must submit a portfolio of their work to the department. Portfolio submission for review by faculty may take place for the first time at the end of the first semester of the sophomore year. All students who wish to be studio majors **MUST** have been approved and accepted by the end of their first semester, junior year. No portfolios will be accepted for consideration for the major after that time. Please see the chair of the department for more information. Minor

## Minor

A minor in **art history** consists of Art History 101 and Art History 102 or Art History Art 201 and Art History 202 and three additional courses, at least one of which must be at the 300 level. The minor is designed to provide a cohesive chronological survey of art history, augmented by in-depth study of three areas in which the student has a particular interest. Studio art majors may minor in art history by taking three additional art history courses beyond the three required for the studio major (for a total of six).

A minor in **studio art** consists of five studio courses, at least one of which must be at the 300 level. This means that the student must take two foundation level courses (Studio Art 116 or Studio Art 111 or Studio Art 112) and three additional courses, one of which is a 300-level course. Students contemplating a studio minor should take careful note of the prerequisites for 200- and 300-level courses. Art history majors may minor in studio art by taking four additional studio courses above and beyond the two required for the major (for a total of six).

## Courses in Art History

### 101. Great Works I

A chronological survey of architecture, sculpture and painting from prehistory through the proto-Renaissance of the 14th century. Emphasis on historical/cultural context and stylistic analysis of works of art. The course is team taught, with faculty lecturing in their areas of specialization. Two short papers based on original works at the Museum of

Fine Arts, Boston. Three hours lecture and one hour discussion section per week.

#### **102. Great Works II**

A continuation of Art 101, covering architecture, sculpture and painting in Western art from the early Renaissance to the present. Emphasis on historical/cultural context and stylistic analysis of works of art. The course is team taught, with faculty lecturing in their areas of specialization. Three hours lecture and one hour discussion period per week.

#### **103. Survey of the History of Asian Art I**

An introduction to the art of India, Southeast Asia, Central Asia and the Far East. Presentation of the basic characteristics and salient features of the earliest civilizations and cultures of India, China and Japan. Subsequently, the emphasis will be on Buddhism and its art (architecture, sculpture, painting); its rise and early development in India; and its spread, flourishing and distinctive manifestations in a wide variety of cultural and ideological contexts.

McPherson

#### **104. Survey of the History of Asian Art II**

This survey covers four areas:

- Hindu art of India and Cambodia, including the major deities and their manifestations as represented in the arts, and the Hindu temple, its metaphysics and distinctive varieties. Emphasis is on meaning or content, context/s and form, as well as interrelationships among these.
- Painter and painting in China, including the Five dynasties/Northern Sung through Ch'ing dynasties. Topics include: the theory and practice of painting, landscape painting, Ch'an Buddhist painting and painting of the eccentrics and individualists.
- Art of Japan, primarily the medieval and subsequent periods (Kamakura through Tokugawa).
- Later Indian painting: The Mughal and Rajput outlooks and approaches.

McPherson

#### **115. Tuscan Art and Culture (1250–1580)**

A January course in Florence and other cities of Tuscany, designed to examine the main aspects of art, architecture, history, literature, philosophy, etc., and their interrelationships. Team taught with a member of the Italian Department.

Levy

#### **201. Great Works I (Enhanced)**

Art History 201 and Art History 202 comprise a yearlong course that provides an in-depth examination of the development of the art object from prehistoric to modern times; this course is designed for students seeking greater academic challenge in the field of art history than is available in the standard introductory 101 course. Students will approach the material on several levels: through lecture classes held jointly with Art 101/102; through an 80-minute weekly discussion section based on a seminar model and including student-led discussions and seminal readings in the field and, most importantly, through a spring trip to New York City led by both faculty and students and intended to emphasize the significance of the study of original works of art and architecture. Because of the advanced nature of this course, an additional half credit is offered to students enrolled each semester, for a total of one additional credit for the year.

Department

#### **202. Great Works II (Enhanced)**

Continuation of Art History 201.

Department

#### **221. Arts of India**

The development of Indian art from the Indus Valley civilization to the present, studied against the background of India's cultural history and religious faiths. Art and architecture of the Indian subcontinent and Sri Lanka, Buddhist, Hindu, Jain and Islamic.

McPherson

#### **223. Islamic Art**

The development of Islamic art throughout the Near East, Persia, Iran, North Africa and Spain. Special attention to architectural monuments and painting.

McPherson

#### **224. Arts of China**

This course surveys the development of the major artistic traditions of China from historical, cultural and religious perspectives. Topics include the development of Chinese culture, the response of this culture to the advent of Buddhism and Chinese paintings.

McPherson

#### **225. Arts of Japan**

Beginning with the earliest cultures, this course surveys the major artistic traditions of Japan from a variety of perspectives. Topics

include the joint impact of Buddhism and Chinese/Korean culture on Japan, the role of patronage and cultural values on the development of architecture, sculpture and painting and Japan's artistic response to influences from the West. Aesthetic perceptions and predilections of the Japanese and how they are reflected and embodied in the visual arts.

McPherson

### **231. Italian Medieval Art and Culture**

Italian medieval art is very different from that of the rest of Europe because it clings to a classicism inherited from its Roman past, augmented by frequent borrowings from Byzantium. The course concentrates on the art of Italy from the time Constantine made Rome a "Christian" capital until the time of Giotto, with particular attention to the ecclesiastical and social structures peculiar to Italy that shaped its art in a distinct way.

Lane

### **232. Art and Architecture of the 14th and 15th Centuries in Italy**

Designed to introduce students to the art of the early Renaissance in Italy, with special attention paid to Florence. Issues such as technique, style, iconography, patronage, historical context and art theory are discussed in detail.

Levy

### **241. Northern Renaissance Painting 1400–1550**

The effects of secular patronage on late Gothic painting in France and Flanders (Pucelle, the Limbourg brothers), followed by a thorough analysis of the realistic and mystical currents in northern culture and painting from Jan van Eyck to Hieronymus Bosch; a study of the spread of the Flemish style to Germany and France and the impact of humanism (Dürer, Grünewald, Breughel).

Lane

### **255. Pre-Columbian Art and Architecture**

A historical and cultural examination of the architecture, sculpture and allied arts of the ancient Andes and Mesoamerica. Spanning the first millennium B.C. to the time of the Spanish Conquest, this course considers the role of the arts in the establishment and maintenance of pre-Columbian political/religious authority.

Evans

### **256. Native North American Arts and Culture**

An introduction to the art, architecture and allied arts of native North American peoples. Students will consider cultural periods from the prehistoric to the present and regions from the Eastern Woodlands to the Pacific Northwest, with special emphasis placed upon artistic production following European contact. Required museological study involving local collections.

Evans

### **260. American Art and Architecture: Colonial to 1865**

An examination of the visual arts in North America from the 17th century to the era of the Civil War, considering their role in the formation of national identity. In addition to class readings and lectures, students will study original works and extant structures in Boston, Providence and Newport.

Evans

### **270. The Art of the Print**

The development of woodcut, engraving, etching, lithography, etc., from the 15th century to the present. Special attention to the work of Dürer, Rembrandt, Daumier, Whistler and Cassatt. Religious, social and/or political aspects of their work also considered. Print collections in the Watson Gallery and the Museum of Fine Arts, Boston, will be highlighted.

Lane

### **273. Greek Art and Architecture**

An investigation of the art and architecture of the Greek world from the Aegean Bronze Age cultures to the Hellenistic period. Taught chronologically, but from a sociocultural perspective, particular attention is paid to the role and representation of gender in Greek society.

Levy

### **274. Roman Art and Architecture**

After a brief consideration of Etruscan art, the course concentrates on Roman art and architecture with particular emphasis on the cultural role played by visual art in Roman society. Etruscan and Roman holdings at the Rhode Island School of Design Museum, Boston Museum of Fine Arts and the Wheaton Collection are spotlighted.

Lane

### **275. Neo-Classicism, Romanticism, Realism**

A survey of European painting and sculpture

from the eve of the French Revolution to the mid-19th century. Emphasis on concurrent developments in France, England and Germany, with Italy and Spain also considered. Works of art examined in terms of style, content and theory and in relation to the social and political context.

Murray

## **276. Impressionism and Post-Impressionism**

Murray

## **314. Modern Architecture**

A study of architectural evolution in the West from the French Revolution to the present, in light of technological, political and social developments. Particular attention focused on avant-garde movements of the late nineteenth and twentieth centuries.

Evans

## **317. Cubism, Expressionism and Surrealism**

A study of major developments in art during the first half of the 20th century: Cubism and related styles in France (e.g., Picasso, Braque, Sonia and Robert Delannay); Expressionism in Germany (e.g., Kirchner, Marc, Kandinsky, M&uuml;nter, Kollwitz); the international Dada and Surrealist movements (e.g., Duchamp, Miro, Dalí). Works of art considered in terms of style, content, theory and in relation to their social and political context.

Murray

## **318. Art Since 1945**

An introduction to art, art theory and criticism in the second half of the 20th century. Emphasis on Abstract Expressionism, Pop art, Color-field painting, Minimal, Conceptual, Environmental and Performance art. Class time devoted to issues and developments through the mid 1980s. Exhibitions in Boston, Providence and Wheaton's gallery provide exposure to more recent work and an opportunity to engage in art criticism.

Murray

## **332. Art and Architecture of the 16th Century in Italy**

Designed to introduce students to the art of 16th century Italy, with special attention paid to Florence, Rome and Venice. Issues of technique, style, iconography, patronage, historical context and art theory are discussed in detail.

Levy

## **336. Sex and Death in Early Modern Venice**

This course, organized thematically, offers a critical look into the complexities of ritual, space and spectatorship in early modern Venice. Investigations of visual culture are framed by issues of gender, race and other identity categories.

Levy

## **352. Early Medieval Art and Culture**

The transformation of late antique art and architecture to suit the needs of Christian cultures in the Greek east and Latin west, from the early paintings in catacombs to the year 1000.

Lane

## **353. Castles, Cathedrals and Monasteries**

The art of the western medieval world from the 11th to the 13th centuries. Special attention paid to the Romanesque monastic pilgrimage sites, their architecture and decorations, to the castles of northern Europe, their construction and design and to the great cathedrals of Gothic France, their architecture, sculpture and stained glass. Social, political and economic factors involved in the production of this art are stressed.

Lane

## **360. American Art and Architecture: 1865–1945**

Between the Civil War and World War II, American art and architecture demonstrated an unprecedented sense of confidence. Examining the roles of empire building, commerce and the rise of urban culture, this course will chart the development of American art from the American Renaissance to the triumph of the midcentury New York School.

## **399. Selected Topics**

An opportunity to do independent work in a particular area not included in the regular courses.

## **401. Seminar**

The study of particular periods, special topics or individual artists. A list for the following year is announced each spring. Subjects are chosen to meet the needs and interests of the particular group of art history majors.

Department

## **500. Individual Research**

Offered to selected majors at the invitation of the department.

## **015. Tuscan Art and Culture (1250–1580)**

See Art History 115 for description.

## Courses in Studio Art

### *Foundation programs*

#### **111. Two-Dimensional Design**

As an introduction to visual language, this course will focus on the integration of art elements and principles as a foundation for visual understanding and creative expression.

Fieo

#### **112. Three-Dimensional Design**

An introduction to basic sculptural concepts for beginners. Emphasis on learning to see three-dimensionally by working in a variety of media. No previous experience required.

Cunard

#### **116. Drawing I**

An introductory course which will explore basic drawing techniques through various media and motifs. A strong emphasis will be placed on working from perception and learning to see. No previous experience required.

### *Upper-level courses*

#### **205. Drawing II**

Continued exploration of drawing principles and techniques; emphasis on personal visual statements.

Cunard, Stone

#### **210. Sculpture I**

A course exploring sculptural concepts based on the observation of the human form through modeling and construction. Emphasis on various techniques.

Cunard

#### **215. Relief Printmaking**

An introduction to relief printing; students will create both black-and-white and color prints in woodcut, linocut and contemporary relief techniques. Emphasis is placed on the development of personal imagery.

Fieo

#### **220. Painting I**

An introduction to oil painting, focusing on the basic problems of color, form and composition. Projects will include still life, the figure and color exercises. Emphasis will be placed on working from perception.

Stone

#### **240. Beginning Photography**

The fundamentals of photography including the use of the camera, composition, light and subject; developing, printing and enlarging processes also studied and performed by the student. Students must have a 35mm camera or a medium-format camera that allows for total control.

Howard

#### **250. Graphic Design I**

The concept of design as communication will be explored as students develop an understanding of traditional and modern typography and design layout.

Fieo

#### **298. Figure Drawing**

This course is an introduction to figure drawing and human anatomy for artists. The skeleton and major muscle groups will be studied by drawing directly from the model as well as from anatomical charts, three-dimensional models and the skeleton.

Stone

#### **310. Sculpture II**

An exploration of sculptural concepts through some advanced techniques. Prerequisite: Art 112 or 210 or permission of the instructor. Enrollment limited to 15 students.

Cunard

#### **315. Intaglio Printmaking**

This course introduces the various traditional and contemporary platemaking techniques and the printing process used to create an intaglio print. Emphasis is placed on experimentation and the development of personal imagery.

Fieo

#### **320. Painting II**

A continuation of Painting I, more emphasis will be placed on developing an individual response to subject matter. Painting technique, color mixing and compositional development within a series will be explored. Prerequisites: Art 111 and 220. Enrollment limited to 15 students.

Stone

#### **325. Lithography**

This course will explore the fundamental drawing techniques and printing process of stone lithography and pronto plate lithography while emphasizing the development of personal imagery.

Fieo

### 330. Intermediate Photography

This course is designed to encourage students to explore and develop visual perception and a personal point of view. Basic techniques will be reviewed and refined and more sophisticated techniques introduced. This is a rigorous course with weekly visual assignments. Admission to the course is based on portfolio examination and/or interview with the instructor.

Howard

### 350. Graphic Design II

This course continues to focus on design as communication with further exploration of the relationship between typography and image using traditional design techniques and computer graphics.

Fleo

### 399. Selected Topics

An opportunity to do independent work at an advanced level. Students must preregister with their independent advisor after submitting a written statement of intent for faculty approval.

### 402. Senior Projects

This is the capstone experience for studio art majors. This is a semester-long course which meets once per week for three hours. Senior students are expected to produce a defining body of work in the medium of their choice which will be exhibited in the Beard Gallery at the end of the semester. A variety of topics will be discussed in this seminar. The seminar will also provide students with a series of critiques on the development of their work as it progresses towards the Senior Studio Majors Exhibition.

Department

### 500. Individual Studio

Offered to selected students at the invitation of the department.

## Asian Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Bruce Owens, Coordinator*

The Asian studies program draws upon the perspectives of history, religious studies, anthropology, sociology, political science, art

history and music in order to provide students with a range of multidisciplinary approaches to gaining a broad understanding of this vast and diverse area and acquiring a more detailed knowledge of the region within it that is of particular interest to them.

### Major

The major in Asian studies consists of 10 courses, including History 141 or History 142 (or an acceptable alternative) and an advanced seminar. With the advice and approval of the coordinator, students are expected to develop a coherent and well-balanced program. Majors should achieve a broad familiarity with Asian cultures and a specialized knowledge of at least one of the following areas: Middle East (including both Islamic and Judaic cultures), South Asia and East Asia (China, Japan and Korea). Under certain circumstances students may substitute relevant courses not included in the Asian studies course listings.

The capstone requirement for this major is either a senior seminar offered in a discipline appropriate to the student's program or an independent research project, pursued under the guidance of a member of the program, that results in a senior research paper.

There is no language requirement for the major or minor, but students who are interested in learning an Asian language should consult the coordinator about the various opportunities available. Courses in Asian languages may not be counted towards the Asian studies major or minor. Majors considering graduate school should begin study of an Asian language as early as possible. Students are also urged to take advantage of junior year abroad (JYA) opportunities available in Asia. The program coordinator and Center for Global Education offer guidance on such opportunities.

### Anthropology

295. Peoples and Cultures of South Asia

### Art History

103. Survey of the History of Asian Art I  
104. Survey of the History of Asian Art II  
221. Arts of India  
223. Islamic Art  
224. Arts of China  
225. Arts of Japan

### Economics

232. Economic Development  
305. International Finance

## History

- 141. Culture and Values in Historical Perspective: China and Korea
- 142. Culture and Values in Historical Perspective: Japan and India
- 221. History of the Middle East
- 226. Women in East Asia: Past and Present
- 265. Traditional Chinese Civilization
- 267. Traditional Japanese Civilization
- 365. Modern China
- 367. Modern Japan

## Music

- 211. World Music: Eurasia

## Political Science

- 209. Chinese Foreign Policy
- 223. Contemporary Chinese Politics
- 263. The Politics of the Middle East
- 401. Seminar

## Religion

- 102. Introduction to the Study of World Religions
- 109. Introduction to the Hebrew Bible
- 212. Sacred Texts of Asia
- 230. Mysticism and Spirituality
- 316. Islam: Faith and Practice
- 325. Hinduism: Thought and Action
- 326. Buddhism: Thought and Action

## Sociology

- 280. Asians and America
- 330. Money, Sex and Power

## Minor

Minors are required to take at least five of the courses listed as appropriate for the major, including History 141 or History 142 (or an acceptable alternative) and may concentrate in any of the regions listed above for the major.

# Astronomy

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Timothy Barker, Coordinator*

*Faculty: Barker, G. Collins, J. Collins, Agan*

For course listings and major requirements see Physics.

## Minor

The minor in astronomy consists of Astronomy 130, Astronomy 140, Astronomy 202, Astronomy 203 and Astronomy 302.

## Courses

### 120. Extraterrestrial Life

A scientific investigation into the possible existence of life elsewhere in the universe. Topics include cosmic evolution, the nature and development of life on Earth, solar system exobiology, the astronomical requirements for life, interstellar travel and communication and the implications of contact.

Barker

### 130. The Universe

Properties of stars and how they are born and die; black holes, galaxies, quasars and the origin and evolution of the universe. Weekly two-hour laboratories retrace the steps involved in measuring the age and size of the universe, with enrichment laboratories in astronomical photography and observing.

Barker

### 140. The Solar System

The processes which shape the surfaces and atmospheres of planets and satellites and how the planets have evolved in different directions. Students will learn how planetary data are gathered and how to interpret those data and will design a mission to address one of the many remaining mysteries of the solar system.

Collins, Barker

### 202. Frontiers of Astronomy

Students will write on topics of their own choosing in modern astronomy, such as neutron stars, black holes, quasars, active galaxies, the Redshift Controversy, the big bang and the fate of the universe. Prerequisite: one previous course in astronomy.

Barker



### 203. Observational Astronomy

A laboratory-oriented course covering astronomical coordinate systems, the motions of celestial objects, celestial navigation and astroarcheology. Students will present their own planetarium programs using our portable planetarium and carry out independent research projects using our nine computerized telescopes and research-grade CCD cameras.

Barker

### 302. Astrophysics

Electromagnetic radiation, properties of stars, stellar structure and evolution, the origin of the elements, galactic structure and evolution, active galaxies and cosmology.

Barker

## Biochemistry

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Barbara Brennessel and Elita Pastra-Landis, Coordinators*

A student interested in understanding the molecular basis of living systems may major in biochemistry, offered jointly by the biology and chemistry departments. A background in the physical sciences necessary to understand life at the molecular level is required and the opportunity to study living organisms as functioning systems is provided.

The major in biochemistry is interdisciplinary and requires courses from the Biology, Mathematics, Chemistry and Physics departments.

### Major

Senior majors are required to write an essay or prepare an oral report on a topic designed to demonstrate their ability to integrate biochemical concepts. The topic selected by the biochemistry advisors will be distributed at the beginning of the second semester.

The major consists of the following courses or their equivalents:

#### Biology

- 112. Cells and Genes
- 211. Genetics
- 219. Cell Biology
- 221. Microbiology and Immunology

- 305. Biochemistry and one of the following:
- 307. Cell Evolution
- 316. Molecular Biology and Biotechnology
- 324. Neurobiology
- 347. Endocrinology

#### Chemistry

- 153. Chemical Principles *or*
- 173. Chemical Principles (Enhanced)
- 253. Organic Chemistry I
- 254. Organic Chemistry II
- 331. Analytical Chemistry I
- 352. Physical Chemistry

#### Mathematics

- 104. Calculus II

#### Physics

- 170. Introductory Physics I
- 171. Introductory Physics II

The capstone in biochemistry shall consist of an oral presentation by seniors at a symposium for biochemistry majors held in the spring semester. The presentation will be based on a review of recent primary literature on an approved topic or a student's independent research.

## Biology

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Barbara Brennessel, Chair*

*Faculty: Barrett, Brennessel, Dyer, Fahey, Kollett, Kricher, McCafferty, Morris, Morris, Natrajan, Shumway, Tong*

Biologists study living systems at different levels of organization. To ensure students are exposed to all levels of biological organization, the Biology Department focuses students on the study of cells and molecules, organisms and systems.

### Off-campus credit

It is essential that students get permission from the Biology Department before taking courses to be counted toward the major in summer programs, field research programs and JYA programs.

## Major requirements

### Class of 2004

Biology 111. Evolution and Ecology

Four 200-level biology courses (at least three of which must have a laboratory).

Three 300-level biology courses (at least two of which must have a laboratory).

Chemistry 153. Chemical Principles

Chemistry 154. Inorganic Reactions

Four related courses from biology, chemistry, mathematics or physics.

The 200- and 300-level biology courses must include a minimum of one course from each of the following Biology areas: cells and molecules, organisms, systems.

### Class of 2005 and Beyond

Biology 111. Evolution and Ecology

Biology 112. Cells and Genes

(Biology 111 and 112 can be taken in any order.)

Four 200-level courses, at least three of which must have a laboratory.

Three 300-level biology courses, at least two of which must have a laboratory.

Chemistry 153. Chemical Principles

Chemistry 154. Inorganic Reactions

Three related courses from biology, chemistry, mathematics or physics.

The 200- and 300-level biology courses must include a minimum of one course from each of the following biology areas: cells and molecules, organisms, systems.

## Area requirements

Biologists study living systems at different levels of organization. To ensure students are exposed to all levels of biological organization, effective with the class of 2004, students in the biology major must take at least one course in each of the three following areas: cells and molecules, organisms, systems.

### Cells and molecules

211. Genetics

219. Cell Biology

221. Microbiology and Immunology

254. Developmental Biology

305. Biochemistry

307. Cell Evolution

316. Molecular Biology and Biotechnology

324. Neurobiology

347. Endocrinology

## Organisms

205. Nutrition

207. The Biology of Exercise

226. Comparative Animal Behavior

244. Introductory Physiology

252. Parasitology and Symbiosis

255. Chordate Anatomy and Evolution

262. Plant Biology

331. Advanced Marine Biology

348. Advanced Physiology

375. Ornithology

## Systems

201. Environmental Science

212. Biometry

215. Ecology

231. Marine Biology

261. Vernal Pool Conservation Biology

303. Evolution

317. Molecular Ecology and Evolution

318. Tropical Field Biology

361. Vernal Pool Conservation Biology

364. Freshwater and Marine Botany

## Related majors

Students interested in the biological sciences may consider declaring a major in Biochemistry, Environmental Science or Psychobiology and should meet with the designated program coordinators to discuss the program of interest.

## Health professions

Students planning a career in medicine, dentistry, veterinary or other health professions should consult a health professions advisor early in the first year in order to plan a suitable program. Medical schools require a minimum of two semesters of biology, two semesters of physics, two semesters of mathematics, four semesters of chemistry and two semesters of English. The MCATs include material from anatomy, microbiology, physiology and genetics. Therefore, those 200-level courses are recommended.

Also see information on Wheaton's pre-med advising.

## Honors/graduate school

Biology departmental honors will be awarded on the basis of a B+ or better average in the major, an overall average of B or better and a grade of B+ or better on the Individual Research Project.

Students intending to continue their study of biology in graduate school are strongly

encouraged to take organic chemistry. Graduate and pre-health programs usually require students to have an exposure to organic chemistry, calculus and physics.

### Minor

A minor in biology consists of five courses at least one of which is at the 300 level. Only one course in the minor may overlap with the major courses.

### Courses

#### 101. An Introduction to Biology

This course is taught using an issues-oriented approach and includes topics of current interest to today's society, such as: the human genome project, genetic testing, genetically modified foods, the population explosion, nutrition, cancer and biodiversity. This course encourages critical thinking and questioning and teaches you tools that will enable you to evaluate scientific arguments and make appropriate decisions affecting your life and society. This is an introductory, laboratory-based course in biology for nonmajors. Three hours lecture and three hours of laboratory per week.

#### 106. Basic Anatomy and Physiology

A survey of the essential principles in human physiology combined with basic human anatomy. The emphasis is placed on neuromuscular structures and functions, since the course is connected to a studio art course, Studio Art 298, as well as a theatre course, Theatre Studies and Dance 140. Three hours integrated lecture/lab per week. Each student is required to do a "connected project."

#### 111. Evolution and Ecology

The study of evolution as a process, as it relates to patterns of distribution and abundance of organisms in ecosystems. Three hours lecture, three hours laboratory per week. Bio 111, required for majors in the biological sciences, may be taken either before or after Biology 112.

Kricher

#### 112. Cells and Genes

Introduces the cell as the basic unit of life, genes as the basic unit of inheritance and discusses the cellular and molecular processes and principles shared by living organisms. Three hours lecture, three hours laboratory per week. Bio 112, required for

majors in the biological sciences, may be taken either before or after Biology 111.

Morris

#### 115. Natural History of New England Forests

A field-based course with observational and experimental activities. Students will learn to identify the common flora and fauna of the surrounding forest community. The course will also examine historical and contemporary human impact on New England forests. Field trips to coastal forest ecosystem and Fisher Museum at the Harvard Forest.

Fahey

#### 121. DNA

An amazing blend of biology, chemistry, computing and mathematics emerges when considering the molecule "Deoxyribonucleic Acid" (DNA). DNA is the blueprint of life for all organisms on Earth and throughout evolutionary time. This course explores DNA from the following four points of view: molecular biology, applied mathematics, organismal and evolutionary biology and computer science. Historical and ethical aspects of DNA are discussed.

Dyer, LeBlanc

#### 201. Environmental Science

An overview of current environmental concerns and the scientific theory needed to address them. Population growth, community ecology, biodiversity, endangered species management, ground-water quality and introduced species. This class is not intended to be a substitute for a course in ecology and students planning to pursue careers in ecology or environmental science are advised to take Biology 215 or Biology 218 in addition to this class. Three hours lecture per week.

Shumway

#### 205. Nutrition

The course focuses on nutrients, their digestion and metabolism. The application of the fundamentals of nutrition to daily life, health issues such as dieting, exercise, weight control, eating disorders, heart disease, cancer, safety of food additives and genetically modified foods. Three hours lecture per week. Students will design and implement an independent study project.

Brennessel

#### 207. The Biology of Exercise

Responses and adaptations of the human body to exercise with emphasis on metabo-

lism, skeletal muscles and the cardiovascular-respiratory system. Topics include aerobic performance, anaerobic capacity and the relationships between exercise and nutrition, weight control, strength and endurance training, sex and age differences, health states, drugs and performance aids.

Tong

#### **211. Genetics**

The nature of genes, gene function and gene regulation. The transmission of inherited characteristics and the behavior of genes in populations. Laboratory includes the collection and analysis of data from *Drosophila* crosses. Three hours lecture, three hours laboratory per week.

Dyer

#### **212. Biometry**

An introductory biostatistics course geared to the natural/biological sciences major. The primary focus of the course is the application of basic concepts and methods using examples drawn from the various disciplines within biological sciences. An emphasis is placed on developing a functional understanding of statistics, including experimental design and hypotheses testing.

McCafferty

#### **215. Ecology**

A survey of the basic principles of ecology, particularly terrestrial ecosystems of New England. Laboratory emphasizes field work. Three hours lecture, three hours laboratory per week.

Kricher

#### **219. Cell Biology**

The organization, functions and behaviors of eukaryotic cells. Cell architecture and cell motility will serve as themes to investigate similarities and specializations of protist, plant and animal cells. Other topics include organelle function, the cytoskeleton, cell division, intracellular transport. Lab will emphasize digital imaging to study cells and cell behaviors. Three hours lecture and three hours lab per week.

Morris

#### **221. Microbiology and Immunology**

The biology of microorganisms concentrating on bacteria and viruses and including a section dealing with the fundamental concepts of immunology. The laboratory focuses on the techniques used to culture and identify

microorganisms. Three hours lecture, three hours laboratory per week.

Brennessel

#### **226. Comparative Animal Behavior**

An introduction to the use of evolutionary theory as an organizing framework of understanding human and nonhuman animal behavior, through a comparison of representative behavior patterns in a variety of animal species. The focus in these comparisons will include analysis of both the mechanisms and functions of behaviors. There is a three-hour optional lab. If demand requires, lab assignments will be determined using a lottery system.

Morgan

#### **227. Drugs and Behavior**

See Psychology 127.

#### **231. Marine Biology**

An introduction to the biology of marine organisms from an ecological perspective. Species interactions, distribution patterns and adaptations to the marine environment for the rocky intertidal, soft bottom, subtidal, deep sea, estuarine and coral reef habitats. Laboratories and field trips will provide a survey of marine algae and invertebrates. Three hours lecture, three hours laboratory per week.

Shumway

#### **244. Introductory Physiology**

The function of various animal organ systems, especially the ways in which they interact to maintain homeostasis of the individual. Most examples are from mammalian systems. Three hours lecture, three hours laboratory per week. A service learning component is also included.

Tong

#### **252. Parasitology and Symbiosis**

Parasitology as a world health problem with discussions on economic, political and medical aspects of parasite control. Descriptive parasitology and symbiosis. Genetic and physiological interactions between associated organisms. Three hours lecture.

Dyer

#### **254. Developmental Biology**

Cellular and molecular mechanisms of animal embryogenesis with an emphasis on experimental method and on comparisons of patterns of development. Topics include fertilization, mitosis and the cell cycle, pattern and axis formation, neurodevelopment,

organogenesis and animal cloning. The laboratory will include observations of both fixed and living embryos. Three hours lecture, three hours laboratory per week.

Morris

### **255. Chordate Anatomy and Evolution**

The evolutionary history of vertebrates and the vertebrate body form as revealed by the fossil record and the anatomy of extant vertebrates. Laboratory emphasizes comparisons among the various classes of vertebrates with a focus on skeletal anatomy. Three hours lecture, three hours laboratory per week.

Kricher

### **261. Vernal Pool Conservation Biology**

An introduction to the biology of vernal pools and their inhabitants, conservation issues surrounding vernal pools and the science required to understand those issues. Students will actively engage in research on vernal pools. Juniors and seniors enrolled at the 300 level will serve as principal investigators for research projects and will serve as mentors for students enrolled at the 200 level who will serve as assistant investigators. Three hours per week plus research time.

Shumway

### **262. Plant Biology**

An introduction to the biology of plants including mosses, club mosses, ferns, horsetails, cycads, conifers and flowering plants. Morphology, ecology and evolution will be addressed for each group. Laboratories will include examination of live specimens from all major plant taxa, student-devised experiments and field trips. Three hours lecture, three hours laboratory per week.

Shumway

### **303. Evolution**

A detailed examination of the causes and mechanisms of evolution. This course emphasizes the major concepts of modern evolutionary biology by exploring contemporary issues. Topics include the basics of evolutionary genetics, natural selection, adaptation, speciation, the origins of biological diversity, evolution in modern society and the conflict between evolution and creationism. Three hours lecture, three hours laboratory per week.

McCafferty

### **305. Biochemistry**

The chemistry and metabolism of biological molecules. The laboratory will introduce the student to concepts and techniques of isolation and characterization of biomolecules, enzyme kinetics and genetic engineering. Three hours lecture, four hours laboratory per week.

Brennessel

### **307. Cell Evolution**

Structures and functions of subcellular components of prokaryotes and eukaryotes. Evolution of prokaryotic and eukaryotic cells. Aspects of cell differentiation, multicellularity and cell-cell communication. Laboratory includes methods for histological preparations and an independent project. Three hours lecture, three hours laboratory per week.

Dyer

### **316. Molecular Biology and Biotechnology**

The molecular basis for biological processes. Synthesis, structure, function and regulation of the genome, transcriptome and proteome. A detailed examination of genome dynamics and the control and regulation of genome expression. Contemporary topics in biotechnology such as genetic engineering, cloning, molecular medicine, infectious diseases and biological weapons will also be discussed. Three hours lecture, three hours laboratory per week.

McCafferty

### **317. Molecular Ecology and Evolution**

An introduction to the concepts and issues in molecular evolution and the emerging field of molecular ecology. Course emphasizes the unique insights provided by the application of molecular methods to questions in ecology and evolution. Topics include rates and processes of molecular evolution, phylogenetic systematics, phylogeography, population genetics, forensics and conservation genetics. Three hours lecture and three hours laboratory per week.

McCafferty

### **318. Tropical Field Biology**

An exploration of the biology of tropical rain forests and coral reefs. Course will be taught during January 2005 in Costa Rica and Belize. Previous 200-level courses in biology and permission of the instructors required.

McCafferty, Shumway

**323. Behavioral Neuroscience**

See Psychology 323.

**324. Neurobiology**

Organization and function of nervous systems emphasizing cellular and molecular mechanisms. Topics include cell biology of neurons, neuron growth, motor proteins and the cytoskeleton, physiology of excitable membranes and biological circuits. Laboratory emphasizes experimental methods and includes tissue culture and microscopy. Three hours lecture, three hours laboratory per week.

Morris

**331. Advanced Marine Biology**

A detailed analysis of marine environments and of the adaptations of animals to marine habitats. Topics include physical oceanography, life in flowing fluids and physiological adaptations to the marine environments. Lecture, laboratory and mandatory field trips are tightly integrated and culminate in completion of an individually chosen, collaborative research project. Three hours lecture, three hours laboratory per week.

Morris

**347. Endocrinology**

The mechanisms by which various hormones produce their actions. Emphasis on hormone receptors, the binding of hormones to receptors and the subsequent effector-induced responses. Topics include production, release, distribution and metabolism of hormones. Aspects of endocrine pathophysiology and evolutionary aspects of endocrinology will be discussed. A library research paper using primary literature and an oral presentation of the paper is also included. Three hours lecture and discussion per week.

Tong

**348. Advanced Physiology**

In-depth study of physiology and biophysics of the cardiovascular-respiratory system at organismal, cellular and subcellular levels. Discussion topics include pathophysiological conditions, physical stress, environmental effects. Laboratory includes techniques and instrumentation in animal and human physiological experimentation. Three hours lecture, three hours laboratory per week.

Tong

**361. Vernal Pool Conservation Biology**

See Biology 261.

Shumway

**364. Freshwater and Marine Botany**

Taxonomy, ecology, evolution and economics of cyanobacteria, algae and plants inhabiting freshwater and marine ecosystems. Lake, estuary, rocky intertidal, open ocean, kelp bed, seagrass, salt marsh and mangrove ecosystems will be studied. Labs will include collecting trips to local lakes, estuaries, salt marsh and beaches as well as culture and microscopic examination of algae. Three hours lecture and discussion, three hours laboratory per week.

Shumway

**375. Ornithology**

The study of the origin, anatomy, physiology, classification, behavior and ecology of birds. Much emphasis on field work. Three hours lecture, three hours laboratory per week.

Kricher

**398. Laboratory in Animal Communication and Cognition**

See Psychology 348.

**399. Selected Topics**

Discussion and research on special aspects of biology such as animal or plant physiology, animal development, ecology, microbiology and genetics: content varies with the interest of students and instructors. Offered at the discretion of the department.

**499. Independent Research (one semester)**

One semester independent research supervised by a member of the Biology Department. Approval of the department is required.

**500. Individual Research (two or more semesters)**

Two semesters are required for departmental honors. Two to four semester courses. Members of the department supervise the individual research of a limited number of advanced students with a B+ average in the major and a B average overall. Preliminary consultation with advisors in the area of the student's special interest and the approval of the department are required.

**999. Course Offerings through Affiliated Institutions**

Additional information may be obtained about course offerings through affiliated institutions (Williams-Mystic, MBL and Marine Studies

Consortium) at the Academic Advising Office and the department web pages.

*Through the Marine Studies Consortium:*

Biology 290 Biology of Whales

Biology 291 Introduction to Marine Mammals

Biology 380 Wetlands Ecology, Hydrology, Restoration

Biology 390 Biology of Fishes

Biology 391 Wetlands

Interdepartmental 210 Water Resources Planning and Management

Interdepartmental 215 Coastal Zone Management

*Through Williams-Mystic Maritime Studies Program of Williams College and Mystic Seaport*

Marine Ecology (200 level)

Oceanography (200 level)

*Through Marine Biological Laboratory Semester in Environmental Science*

Aquatic Ecosystems (300 level)

Terrestrial Ecosystems (300 level)

Mathematical Modeling of Ecosystems (300 level)

Microbial Methods in Ecology (300 level)

## Chemistry

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Elita Pastra-Landis, Chair*

*Faculty: Benoit, Ellison, Fitzgibbons, Kalberg, Kukla, Lane, Muller, Pastra-Landis, Stewart*

The curriculum of the Chemistry Department includes introductory courses both for students who have studied chemistry previously and for those who are beginning the subject. These courses aim for a broad understanding of scientific theories and methods as well as an appreciation of the interplay between science, the environment and society. They emphasize both theory and experimentation and prepare students for further study in graduate and medical schools, academic or industrial research and secondary-level teaching. The use of modern instruments and computers for data acquisition as well as data analysis is an integral part of laboratory work. Supervised individual research is encouraged.

## Major

### Chemistry courses

153. Chemical Principles *or*

173. Chemical Principles (Enhanced)

154. Inorganic Reactions *or*

174. Inorganic Reactions (Enhanced)

253. Organic Chemistry I

254. Organic Chemistry II

331. Analytical Chemistry I

332. Analytical Chemistry II

352. Physical Chemistry

361. Advanced Inorganic Chemistry

400. Seminar

### Additional courses

Physics 170. Introductory Physics I

Physics 171. Introductory Physics II

Mathematics 104. Calculus II

An additional course in mathematics is recommended for students contemplating graduate studies.

The curriculum offered for those planning to major in chemistry is certified by the American Chemical Society. Certification requires the courses needed for the major plus Chemistry 362 and one of the following: Chemistry 305 or Chemistry 500 with laboratory work.

Combined majors with other departments such as biology, physics, political science or art can be arranged.

## Minor

Any five chemistry courses including one at the 300 level. Only two courses can be at the 100 level.

## Courses

### 103. Chemistry and Your Environment

Fundamental chemical principles and chemical aspects of air and water pollution as well as energy production and resources. For the nonscience major who desires an introduction to chemistry with applications to environmental problems. Three hours lecture and two hours laboratory per week. No prior knowledge of chemistry required.

Kalberg, Benoit

### 104. The Chemistry of Life

Fundamental principles of organic chemistry leading up to a discussion of biologically relevant molecules. Topics covered include amino acids, proteins, lipids, carbohydrates and pharmaceuticals along with some discussion of the biological effects of each.

The chemistry of food is emphasized in laboratory experiments. Three hours lecture and two hours laboratory per week.

Kalberg

### **109. The Chemistry of Food**

Pastra-Landis

### **145. Art, Color and Chemistry**

The scientific basis of art media including the chemical basis for color, molecular interactions and reactions involved in the creation of works of art, and methods for dating and authenticating works of art. Two two-and-one-half-hour integrated lab/lecture meetings per week.

### **153. Chemical Principles**

Benoit

### **154. Inorganic Reactions**

Precipitation reactions, acids-bases, coordination chemistry, oxidation-reduction, electrochemistry, qualitative analysis and nuclear chemistry. Three hours lecture and three hours laboratory per week.

Benoit

### **173. Chemical Principles (Enhanced)**

Basic concepts: atomic structure, chemical reactions, thermochemistry, gas laws, quantum theory, periodic relationships, chemical bonding and structure. Designed to give well-prepared students interested in the sciences an enhanced experience with additional laboratory, problem solving and writing opportunities. One and one-half credits. Three hours lecture and three hours laboratory per week plus additional laboratory and problem solving sessions.

Ellison

### **174. Inorganic Reactions (Enhanced)**

Properties of liquids and solutions, precipitation reactions, acids and bases, equilibrium, reaction rates, coordination chemistry, oxidation-reduction, electrochemistry and nuclear chemistry. Designed to give well-prepared students interested in the sciences an enhanced experience with additional laboratory, problem-solving and writing opportunities. One and one-half credits. Three hours lecture and three hours laboratory per week plus additional laboratory and problem-solving sessions.

Ellison

### **253. Organic Chemistry I**

The chemistry of carbon compounds includ-

ing structure and bonding, acid-base properties and stereochemistry. Theory of reaction mechanisms, methods of synthesis and spectroscopy. The chemistry of alkanes, alkenes, alkyl halides and free radicals. In the laboratory, fundamental techniques for the isolation, purification and characterization of organic compounds. Three hours lecture and four hours laboratory per week.

Pastra-Landis, Lane

### **254. Organic Chemistry II**

A continuation of Chemistry 253. The chemistry of aromatic, carbonyl and acyl compounds. In the laboratory organic reactions and synthesis projects, including isolation and mass, infrared, uv and nmr spectroscopy. Three hours lecture and four hours laboratory per week.

Pastra-Landis, Lane

### **303. Current Problems in Environmental Chemistry**

An overview of major biogeochemical pathways and basic principles of atmospheric and aquatic chemistry, highlighting human perturbation of natural cycles. Investigation of significant environmental problems including air and water pollution, ozone depletion, global warming and hazardous wastes, with an emphasis on reading scientific literature and writing science papers. Three hours lecture per week.

Benoit

### **305. Biochemistry**

The chemistry and metabolism of biological molecules. The laboratory is designed to introduce a student to the techniques used in working with biological molecules. Three hours lecture and four hours laboratory per week.

Brennessel

### **331. Analytical Chemistry I**

Chemical equilibrium and its application to the analysis of inorganic substances including neutralization and complexometric titrations and optical methods. Three hours lecture and four hours laboratory per week.

Muller, Kukla

### **332. Analytical Chemistry II**

Theory and application of electrochemistry and separation techniques to the solution of chemical problems. Three hours lecture and four hours laboratory per week.

Benoit, Kukla



### 352. Physical Chemistry

Thermodynamics as a basis for consideration of the properties of matter, electrolytic and nonelectrolytic solutions, electrochemistry, kinetics and mechanisms, quantum mechanics. Three hours lecture and four hours laboratory per week throughout the year for two course credits.

Ellison, Kukla

### 361. Advanced Inorganic Chemistry

Principles of bonding, structure and reactions in inorganic chemistry, with emphasis on transition metal complexes. This includes correlation of structure and reactivity, symmetry and group theory, organometallics and catalysis. Three hours lecture and four hours laboratory per week.

Kalberg

### 362. Advanced Organic Chemistry

Structure and reactivity of organic compounds including reaction mechanisms and synthetic methods. Discussion of primary journal reports of recent synthetic accomplishments. A common theme throughout the course is carbon-carbon bond-forming reactions. Three hours lecture and four hours laboratory per week.

Kalberg

### 400. Seminar

Selected topics from contemporary chemistry.

Pastra-Landis

### 500. Individual Research

Research under the direction of individual department members for two semester course credits. A thesis is required of each student.

## Chinese

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

Faculty: Qiu, Zou

### Courses

#### 198. Introductory Chinese

#### 298. Intermediate Chinese Language and Culture

## Classics

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

Joel C. Relihan, Chair

Faculty: Evans, Relihan

The Classics Department offers courses in the languages, literatures and cultures of Greek and Roman antiquity.

All concentrators in classical languages are encouraged to participate in foreign study and archeological programs and substitutions for some requirements may be allowed for those who undertake them.

### Major

The major programs in classics (nine courses, with at least three at the 300 level or above) allow students to concentrate in either of the languages individually (Greek, Latin), in the two languages combined (classics) or in literature and culture (classical civilization). Concentrators in the languages will plan with their advisor a selection of complementary classical civilization courses (Art History 273 and Art History 274, Philosophy 203 and Religion 110 and Religion 210 count as classics); concentrators in classical civilization are required to take three semester courses in either Greek or Latin. All concentrators are encouraged to complete a senior thesis; they are also encouraged to participate in foreign study and archeological programs.

### Ancient Studies

The Classics and Religion departments have drawn up guidelines for an interdepartmental major in Ancient Studies. In addition, the Classics Department will work with students to provide individualized programs when necessary or appropriate: in other interdisciplinary studies; in special preparation for graduate work in classics or classical archeology; in special preparation for the teaching of Greek or Latin at the secondary level.

### Minor

Minors are available in each of the separate concentrations: Greek, Latin, classics and classical civilization.

## Courses

### ***Classical civilization (readings in English)***

#### **120. Greek and Latin Roots of English Vocabulary**

An overview of the historical relation of Greek and Latin to English and a thorough study of the Greek and Latin elements in English vocabulary. Lectures, exercises and readings will lead students to expand both their spoken and recognition vocabularies.

#### **130. Egypt in the Greco-Roman World**

A study of the influence of ancient Egyptian culture in the Greco-Roman world. Lectures and discussions will examine the historical, economic, literary, artistic and religious ties between Egypt and Greece from the Bronze Age to late antiquity and the early Christian era.

#### **135. Myth and Folklore**

Mythology and mythography of the Greeks and Romans, focusing on Ovid's *Metamorphoses*. Comparison with myths of the ancient Near East and other cultures: Egyptian, Norse, Native American, etc. Discussion of what myths are and what they reveal about the societies from which they come.

Evans

#### **Topics in classical literature**

The following courses are offered at both the 200 and the 300 level. All 300-level courses are writing intensive; students at the 300 level will do extra reading, writing and research in projects directed by the instructor.

#### **254. Comedy and Tragedy**

Greek and Roman drama (text, theatre, performance, interpretation) in its diverse forms: from Greek mythical rituals to Roman revenge tragedies, from the obscenity of Greek Old Comedy to the Roman comedy of manners.

#### **354. Comedy and Tragedy**

(See Classics 254. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

#### **256. The Ancient Romance**

Stories of lovers destined to be separated and reunited, of pirates and thieves, false death and miraculous revival, of identity lost and found. From Homer's *Odyssey* through

*Daphnis and Chloe* and *The Ethiopian Tale* to utopian and picaresque literature, Petronius' *Satyricon* and the historical fantasy *The Romance of Alexander the Great*.

#### **356. The Ancient Romance**

(See Classics 256. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

Department

#### **258. Tales of Troy**

A thorough investigation of the stories concerning the destruction of Troy and the end of the age of heroes, through epic (*Iliad*, *Odyssey*, *Aeneid*), drama (*Helen*, *Trojan Women*), late classical and medieval tales and modern retellings and adaptations.

#### **358. Tales of Troy**

(See Classics 258. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

#### **Topics in classical civilization**

The following courses are offered at both the 200 and the 300 level. All 300-level courses are writing intensive; students at the 300 level will do extra reading, writing and research in projects directed by the instructor.

#### **205. The Fall of the Roman Republic**

The history of Rome from 133 B.C. to 69 A.D.: the problems of empire, the fall of the Roman Republic, "band-aid" solutions, Civil Wars and, finally, Augustus and the infamous Julio-Claudians. Emphasis on political, intellectual and social changes.

Relihan

#### **305. The Fall of the Roman Republic**

(See Classics 205. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

Relihan

#### **223. Fifth Century Athens**

The explosion of political and intellectual energy in Athens in the 5th century and its repercussions. Discussions will include the evolution of the Athenian Empire, the interrelationships of politics, religion and the arts and the dissolution of power after the Peloponnesian War.

#### **323. Fifth Century Athens**

(See Classics 223. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

**262. The Ancient Landscape: From Mythology to Ecology**

The land outside the walls of the city: how it was used and abused, praised and feared, personified in myth and religion. Topics will include agriculture and ancient farming manuals, deforestation, the cult of streams and fountains, the divinities of the wild, the Eleusinian mysteries and the literature that idealizes the country life.

**362. The Ancient Landscape: From Mythology to Ecology**

(See Classics 262. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

**266. Women in the Classical World**

The lives of the women of antiquity and their status (their bodies, their minds, their familial and social roles) as understood (and misunderstood) by Greek and Roman medicine, law, religion, mythology, art and politics. The historical range of readings and discussions will include the later Roman Empire and early Christianity in the West.

Evans

**366. Women in the Classical World**

(See Classics 266. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

Evans

**268. Paganism in the Greco-Roman World**

An introduction to the varieties of religious experience in the Greco-Roman world from the 5th century B.C. to the 4th century A.D.: cult practices, sacrifice, festivals, the so-called mystery cults, the roles of women, Eastern and Western traditions in urban rituals, the influence of Jews and Christians on later pagan civic life.

**368. Paganism in the Greco-Roman World**

(See Classics 268. Students at the 300 level will do extra reading, writing and research in projects directed by the instructor.)

**Greek courses****101. Elementary Greek**

A two-semester course that covers the essential grammar of classical Greek and introduces students to the reading of simple Attic prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

Evans

**211. Herodotus**

The ethnography of the ancient world. Selections from the *Histories*.

**213. Plato**

On the death of Socrates. Selections from *Apology*, *Crito*, *Phaedo*.

**215. Lysias and Xenophon**

The court and the army. Selected private speeches; selections from *Anabasis*.

Evans

**222. Homer, *Iliad***

Achilles and Hector at the walls of Troy. Selections from the *Iliad*.

Relihan

**224. Homer, *Odyssey***

The wanderings of Odysseus. Selections from the *Odyssey*, Books 9–12.

**226. Attic Drama**

The tragic hero. Selections from Sophocles and Euripides.

**351. Advanced Greek**

Greek prose reading and prose composition.

**352. Advanced Greek**

Greek prose reading and prose composition.

**381. Intensive Reading in Prose****382. Intensive Reading in Verse****Latin courses****101. Elementary Latin**

A two-semester course that covers the essential grammar of classical Latin and introduces students to the reading of simple Latin prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

Relihan

**211. Livy**

The legendary history of Rome. Selections from the *Histories*, Books 1–5.

**213. Cicero**

Cicero's consulship and the conspiracy of Catiline. Selections from the letters and orations.

Relihan

**215. Caesar and Sallust**

Late Republican history: the Romans in Gaul and Africa. Selections from *The Gallic Wars* and *The Jugurthine War*.

### 217. Petronius and Seneca

Silver Age satire. Selections from *Satyricon* and *Apocolocyntosis*.

### 222. Comedy

Selections from Plautus and Terence.

Relihan

### 224. Didactic Poetry

Selections from Lucretius, *De Rerum Natura* and Vergil, *Georgics*.

### 226. Lyric

Selections from Horace and Catullus.

### 228. Epic

Selections from Vergil, *Aeneid* and Ovid, *Metamorphoses*.

### 351. Advanced Latin

Latin prose reading and prose composition.

### 352. Advanced Latin

Latin verse reading and prose composition.

### 381. Intensive Reading in Prose

### 382. Intensive Reading in Verse

## Computer Science

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

Mark LeBlanc, Coordinator  
Faculty: Gousie, LeBlanc, Michaud

It is an exciting time to study computing. From science to the humanities, computing is at the center of interdisciplinary scholarship and research. Computer science at Wheaton falls into three categories: (1) a major, (2) a minor or (3) an interdisciplinary major (see Mathematics and Computer Science). A complete look at our computer science faculty, students and program can be found on our web page at: <http://cs.wheatoncollege.edu>.

Studies in computer science provide students with the necessary background and skills to design and write software for tomorrow's computing tools. The major prepares students for graduate programs in computer science and/or careers in the computing industry. The minor addresses the changing needs of a liberally educated person in a technological society.

## Facilities

Wheaton provides an impressive array of computational work environments for students in computer science courses. In addition to fully networked dorm rooms, campus classrooms and labs, a dedicated computer science lab features 20 dual-boot Windows/Linux servers. A networked classroom provides experience in MacOSX. Working in a blend of these different operating systems, providing a broad range of experience, students use a number of development environments as they gain experience in an array of different programming languages, including C/C++, Java, Perl and LISP.

## Major

The major in computer science consists of a minimum of 12 courses: six core computer science courses, three mathematics courses, a senior seminar and two electives with at least five of those courses at the 300 level or above. For those students who place out of the introductory course(s), the additional course(s) needed to meet the minimum requirement will be determined in consultation with the department. Courses used to fulfill the major requirements may not be taken on a pass/fail basis. To major in computer science, the department strongly recommends that students achieve at least a C+ average in the first two computer science courses and that the first two math courses be completed by the second year.

### Required courses

115. Programming Fundamentals

116. Data Structures

215. Algorithms

220. Computer Organization and Assembly Language

Select two of these three

335. Principles of Programming Languages

345. Operating Systems

375. Theory of Computation

Three math core courses, to include

Mathematics 211. Discrete Mathematics

and two from

Computer Science 111. Foundations of Computing Theory

Mathematics 101 or

Mathematics 102. Calculus with Economic Applications

Mathematics 104. Calculus II

Mathematics 221. Linear Algebra

Two additional computer science (or mathematics with permission) electives both at the 300 level.

A senior seminar.

Computer Science 401. Senior Seminar  
Minor

**Minor**

The minor in computer science requires completion of six courses: five required courses (one at the 300 level) and one supporting course.

Required courses

Computer Science 115. Programming  
Fundamentals

Computer Science 116. Data Structures

Computer Science 215. Algorithms

Computer Science 111. Foundations of  
Computing Theory  
or

Mathematics 211. Discrete Mathematics

One 300-level Computer Science course.

Supporting course

(only one is needed)

any 100-level Computer Science course

Physics 110. Electronic Circuits

Physics 170. Introductory

Physics I

Mathematics 101. Calculus I

Mathematics 102. Calculus with  
Economic Applications

**Courses**

**106. The Universal Machine**

Computers may be one of the most ubiquitous tools in today's technology-saturated life, but the task-oriented view many users have may be a limited one; while the computer is an excellent vehicle for word processing or online communication with friends and family, its real strength lies in the ways it can be applied as a universal tool toward a broad range of problems in the world. This course explores the real nature of computers from the inside out, beginning with the physical nature of the machine inside the box and journeying through the layers of how it functions. We explore both the mathematical underpinnings of how the computer works and the many ways in which it can be used, from the analysis of

large sets of data through spreadsheets and databases to the creation of Javascript programs for interactive web pages. Three hours of lecture and a one-hour laboratory each week.

Michaud, LeBlanc

**111. Foundations of Computing Theory**

Discrete mathematics represents the core mathematical and problem-solving principles in computer science education. It is not possible to make creative and effective use of computers without involving oneself in mathematical considerations. This course introduces many of the mathematical concepts that appear later in the computer science major. Everyday scenarios are related to discrete topics including algorithms, networks and data communication, parity and error, finite state machines, regular expressions, matrices, propositional logic, Boolean algebra, sets and relations in databases, graphs and trees. Students use these techniques to solve real-world problems, such as forming SQL queries, designing shortest-path communications between cell towers and pattern matching across entire genomes and volumes of English text.

LeBlanc

**115. Programming Fundamentals**

Problem-solving techniques and algorithm development with emphasis on program design, introductory numerical methods and object-oriented programming from the client perspective. This course is intended for those seeking a thorough and rigorous exposure to programming; an ideal course for those considering graduate school in any field. Topics covered include C++ syntax, coding, debugging, testing and good documentation style. Concepts include arithmetic and logical operations, simple input and output, functions and the introductory data structures of arrays, records and classes. Three hours of lecture and a two-hour laboratory per week.

Michaud, Gousie

**116. Data Structures**

An introduction to the theoretical and practical aspects of data structures. Emphasis is on abstract data types and the use of the C++ class mechanism to support their implementations. Examples include stacks, queues, linked lists, binary search trees and general trees and their applications. Pointers

and recursion are used in some implementations. Three hours of lecture and a two-hour laboratory per week.

Gousie, LeBlanc

### **121. DNA**

An amazing blend of biology, chemistry, computing and mathematics emerges when considering the molecule "Deoxyribonucleic Acid" (DNA). DNA is the blueprint of life for all organisms on Earth and throughout evolutionary time. This course explores DNA from the following four points of view: molecular biology, applied mathematics, organismal and evolutionary biology and computer science. Historical and ethical aspects of DNA are discussed.

LeBlanc, Dyer

### **131. Computing for Poets**

The use of computers to manage the storage and retrieval of written texts creates new opportunities for scholars of ancient and other written works. Recent advances in computer software, hypertext and database methodologies have made it possible to ask novel questions about a story, a trilogy, an anthology or corpus. This course teaches computer programming as a vehicle to explore the formal symbol systems currently used to define our digital libraries of text. Programming facilitates top-down thinking and practice with real-world problem-solving skills such as problem decomposition and writing algorithms.

LeBlanc

### **215. Algorithms**

An introduction to the mathematical foundations, design, implementation, and computational analysis of fundamental algorithms. Problems include heuristic searching, sorting, several graph theory problems, DNA string matching and the theoretical expression of their orders of growth. Out-of-class assignments and in-class labs emphasize the balance between theoretical hypotheses and experimental verification. C/C++, Java, Perl or Maple are applied to various solutions. Three hours of lecture and a two-hour laboratory per week.

LeBlanc

### **220. Computer Organization and Assembly Language**

A detailed look at the internal organization and logic of computers.

The programming portion of the course considers a common assembly language and how such instructions are translated to the binary instructions of a traditional 32-bit machine language. Addressing modes and stack behavior related to subroutine calls are discussed in detail.

The computer organization portion of the course discusses gates, storage circuits, the arithmetic and logic unit, fetch/execute cycles, and data paths. Microcoding is discussed in detail. The question of performance, in relation to a computer's architecture and the choices made by programmers, is a major theme throughout the course.

Gousie

### **325. Database Systems**

In an age of information, it is crucial to understand how to design systems to manage and organize potentially large collections of data. This course involves an in-depth study of the issues involved in today's database management systems (DBMS). Topics include the theories behind database architecture (including the relational model), database design and DBMS implementation, as well as the collection, organization and retrieval of data through query languages such as SQL.

Michaud

### **335. Principles of Programming Languages**

A theoretical study of the principles which govern the design and implementation of contemporary programming languages. This includes language syntax (lexical properties, BNF notation and parsing); language representations (data structures, control structures and runtime environments); and practical experience with language styles (procedural, functional, logical and object-oriented). Particular focus is on object-oriented languages. Labs, homeworks and programming assignments include selections from languages that are object-oriented (Java, C++, C#), functional (LISP), declarative (PROLOG) and used for data-interface (PERL), building system tools (C) and object-based applications (Visual Basic).

Gousie, LeBlanc

### **345. Operating Systems**

Operating systems are the software core of computers. This most fundamental of all system programs controls all of the computer's resources and provides the base

upon which all application programs are written. The course introduces the theoretical structure of current computer operating systems, including batch, multiprogramming and multiprocessor systems. Specific strategies for input-output, interrupt handling, file management and concurrency are discussed. Practical experience is gained by writing module simulations, implementing concurrency by using threads and altering actual operating system software.

Gousie

### **355. Artificial Intelligence**

The idea of a thinking machine captivates us as a culture and our long struggle toward an approximation of that goal has pushed us to examine what underlies our own thought processes and how we may create problem-solving models based on different definitions of what constitutes "intelligence." This course examines the fundamentals of artificial intelligence, including searching for problem solutions, game playing, logical reasoning, task planning and robotics. We also explore the advanced topics of natural language communication between man and machine and the challenge of designing a machine that learns from experience.

Michaud, LeBlanc

### **365. Computer Graphics**

A look at many of the mathematical tools, data structures, algorithms and hardware associated with the creation of imagery on the computer. The course covers aspects such as scan conversion, color, animation, 2-D and 3-D geometric transformations, projections, viewing and visible surface determination. Modeling techniques, including fractals, surfaces of rotation and L-systems are discussed. Advanced topics such as ray tracing, texture mapping and shading are covered as time permits. Major programming projects put theory into practice, using OpenGL or other computer graphics application programmer interfaces.

Gousie

### **375. Theory of Computation**

Many complex problems can be solved using a finite state machine approach. This course looks at various kinds of such theoretical machines and how understanding them can lead to practical solutions to programming problems. Topics include regular languages, context-free languages, finite automata,

pushdown automata, nondeterminism and Turing machines. The halting problem and the problem of computability versus undecidability are investigated. The topics are shown to have applications to compiler design; portions of a compiler are implemented in a major project.

Gousie

### **398. Advanced Topics in Computer Science**

Special topics not covered in depth in other courses. Content is not fixed but varies to suit current needs. Previous offerings include advanced computer graphics, Web-design and e-business applications, formal language theory, educational software and advanced object-oriented programming (OOP).

### **399. Independent Study**

An individual or small-group study in computer science under the direction of an approved advisor. An individual or small group works on the conception, design and implementation of a significant computer science project. Interdisciplinary projects are strongly encouraged. Students are also expected to assume a greater responsibility in the form of leading discussions and working examples.

### **401. Senior Seminar**

A seminar featuring historical and/or contemporary topics in computer science. Roundtable discussions, student-led presentations, writing and a major programming project are featured.

### **499. Independent Research**

An individual research project in computer science under the direction of an approved advisor. Typically, this involves a review of the primary literature that leads to the design and implementation of a computational experiment or the development of a large software system.

### **500. Individual Research**

Research under the direction of individual computer science faculty for two semester course credits. A thesis is required of each student enrolled in this course.

## Connections

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

### 20001. Human Biology and Movement

Knowledge of the anatomy and physiology of the skeletal, muscular, cardiovascular and respiratory systems is important to dancers, helping them understand how the bones, muscles and joints work together to produce movements and how the heart and lungs cooperate to provide energy for continued movement. Students in these connected courses will relate theory and application: dancers will learn how to improve technique, form and stamina; biology students will find dynamic applications for their understanding of anatomy and physiology.

*Connects: Biology 106 Basic Anatomy and Physiology with Theatre Studies and Dance 110 Jazz Dance or Theatre Studies and Dance 140 Ballet*

### 20002. Voting Theory, Math and Congress

Not all elections are determined by simply counting who gets the most votes and declaring that person the winner. Mathematical theories of voting can create alternative voting methods that may then be applied to congressional elections as well as to the everyday functioning of the legislative branch. These courses, meant to be taken simultaneously, will explore the relationship between theory and practice through a joint project in which students from both classes work together on a simulation of a political campaign and election.

*Connects: Mathematics 217 Voting Theory and Political Science 311 Congress and the Legislative Process*

### 20003. Logic and Digital Circuits

In Logic, students employ a variety of methods to determine the truth values of statement forms and the validity of argument forms. These methods depend on an understanding of basic logical relations: negation, disjunction, conjunction and implication. These relations also form the foundations of digital electronic circuits. Students in both these courses will learn to follow specific paths (physical or not) in order to arrive at a conclusion or termination of a circuit. Logic students will see, in Electronic Circuits, the physical manifestation of logical rules and

procedures. Physics students will be introduced to philosophical issues that arise in the analysis of logical forms.

*Connects: Philosophy 125 Logic and Physics 110 Electronic Circuits*

### 20004. The Calculus of Microeconomics

Microeconomics becomes all the more interesting when techniques from calculus can be applied to many of the issues it addresses. In particular, the graphic representation of marginal analysis, continuity and optimization in microeconomics can be approached analytically through the tools of differentiation, the major topic in introductory calculus. All examples and projects in the introduction to the calculus offered in Math 102 will have a basis in economics; problem sets and class time in Economics 102 will involve application of the calculus.

*Connects: Mathematics 102 Calculus with Economic Applications and Economics 102 Introduction to Microeconomics*

### 20005. Microbes and Health

Both these courses deal extensively with the human immune system. Biology 221 covers such topics as the role of microbes (mostly viruses and bacteria) in causation of diseases, covering HIV and related viruses as well as the health behaviors and risk factors associated with conditions caused by infectious organisms. Psychology 165 uses HIV and AIDS as a case study for understanding the intersections of behavior and infectious disease and focuses on the impact of stress on immune response. The laboratory exercises in Biology 221 will illuminate for students some of the practical clinical procedures used to diagnose infectious diseases. Psychology 165 will help students understand how psychological experience influences health and how infectious diseases impact the lives of chronically ill individuals.

*Connects: Biology 221 Microbiology and Immunology and Psychology 165 Health Psychology*

### 20006. Animal Power

Students taking these connected courses will learn to explore religious themes through visual forms, in addition to their more typical expression in textual media and will draw inspiration and a content base from this background information as they develop their own creative expression. They should plan to enroll in the courses in the same semester,



choosing whichever of the three studio courses is offered when the religion course is available. Religion 277 begins with myths and visual images of animals in a variety of religious traditions; both classes will participate in a field trip which offers the opportunity to observe how animals are featured in religious art. Art students will present their creative work to the rest of the students in the religion course for critique at the end of the semester.

*Connects: Religion 277 Religion and Animals with Studio Art 215 Relief Printmaking or Studio Art 315 Intaglio Printmaking or Studio Art 325 Lithography*

#### **20007. German Language in European History**

This connection seeks to place language learning in a historical context. Students will learn about the significance of Germany in modern European history while studying the language and literature of that nation. The two courses include consideration of issues of gender, class and multi-ethnicity, particularly at the intersections of German and Jewish and German and Middle Eastern cultures. The German language courses may fulfill the Foreign Language Foundations requirement.

*Connects: German 201 or German 202 Intermediate German with History 102 The Development of Modern Europe since 1789*

#### **20008. Gender Inequality: Sociological and Literary Perspectives**

The major concerns of this connection are examined in Sociology 260: How do we learn to be women and men? How are our cultural beliefs and social institutions gendered? How do different sociological and feminist theories illuminate gender relations? How can we better understand the perpetuation of inequality by examining images of women in the media, sexism in language and violence against women? How is sexism related to racism, class stratification and heterosexism?

A number of these questions will be pursued in French Studies 236 through a close reading and discussion of a series of literary texts that explore the lives of women who, in widely different social settings, confront beliefs and institutions which establish and perpetuate gender inequality and privileged male dominance. Students will consider various reactions to patriarchal hegemony by women in two traditional institutions: married life and the convent.

Unhappily married women (Iseut, Phèdre, Emma Bovary) turn variously to adultery, incest, madness and suicide in an attempt to deal with their plight. Bent on expiating her sense of guilt through the sacrifice of her child's freedom, a mother forces her illegitimate daughter (Suzanne Simonin) into the convent against her will, where she is brutalized physically and where she becomes the object of lesbian desire. Despite their apparent victimization, all of these women possess enormous strengths and adopt particular strategies which inform their resistance to gender inequality.

*Connects: French Studies 236 Introduction to Early French Literature and Sociology 260 Gender Inequality*

#### **20009. Performing into Theory**

The creative process and the theoretical enterprise are intertwined: artistic creation and rational reflection influence one another reciprocally. This connection engages students in the rich possibilities of a collaboration between the performing arts and philosophy.

Students will critically and creatively explore the boundaries between theory and practice, reason and imagination, mind and body. We want both to embolden and humble the theoretical stance by challenging it to critically evaluate pathbreaking or genre-blurring creative performance. Simultaneously, we will discover the way in which ideas in their intellectual and historical context affect artistic expression. In so doing, we hope to extend theory's "self-understanding" and demystify the creative process.

*Connects: English 287 Writing for Performance and Philosophy 236 Aesthetics*

#### **20010. Body, Form and Motion**

The sequence of presentations in Biology 106 on various anatomical and physiological topics will coincide with lessons and assignments in the figure drawing class. As students learn the major bones in the human body, they will also create sketches of the articulated skeleton. As they learn to draw human figures in the lying, sitting and standing positions and in motion, they will study the anatomical features of all the major muscles, the physiology of muscle movement, and cardiovascular and respiratory changes during physical activity. Students will be expected to produce a "connected" final project. For example, a student who draws

figures in different positions or in motion will write an analytical report that discusses types of major muscle activity produced with each position or movement. As students understand the anatomical and physiological basis of every bump, angle and curve of figure drawings, they will refine their artistic skills.

This connection should significantly heighten students' appreciation of science and motivate them to learn more about the biology of the human body while developing techniques in figure drawing.

*Connects: Studio Art 298 Figure Drawing and Biology 106 Basic Anatomy and Physiology*

### **20011. Communication through Art and Mathematics**

Art and mathematics are both forms of communication. The concept of design as communication is explored in Studio Art 250 through traditional and modern typography and design layout. This connection takes the idea of communication through design and extends it to communication through mathematics, particularly as it is used in advertising. Several topics linking math and computer graphic 3-D representation are incorporated into the course and students will use this and other tools to create an advertisement for math that includes prose, verse, song, drawing, graphics and/or other media.

*Connects: Studio Art 250 Graphic Design I and Mathematics 127 Advertising Math*

### **20012. Reading Children**

Reading Children examines literature's responsiveness to children and their needs. Each course explores literate processes from distinct but connected perspectives; each requires students to read children's literature and attends to children's responses to text. Both courses study the history of childhood as a context for understanding childhood reading.

In English 286 students practice critical and cultural analysis of texts. In Education 390 critical analysis often centers at the letter, word, sentence and story levels as participants study the processes involved in learning to read.

This connection will deepen students' understanding about reader response theory at many levels of development and experience. English 286 brings this critical strand into the foreground, since authors, editors, publishers and sellers are almost never

members of the target audience. Education 390 also focuses on these "consumers of the literature" as they grow and develop as readers and thinkers. Like the authors, publishers and sellers of children's books, teachers are not children. The course therefore examines the challenges of planning instruction to take into account the social and cognitive worlds of children and the literacy practices that will engage and enhance learning.

*Connects: English 286 Children's Literature and Education 390 Teaching of Reading and the Language Arts*

### **20013. Aging and Death**

This connection focuses on the processes of aging and dying in the U.S. and cross-culturally. Students will be able to compare and contrast approaches to this subject matter from the points of view of the social sciences and the humanities. The sociology course focuses on demography, attitudes toward aging and death and structural inequalities based on age. The religion course emphasizes religious beliefs about death and what happens after death, religious and ethical questions about end-of-life issues and the effects of death on attitudes toward life. The primary connection between the two courses will be experiential learning. Students in the connection will undertake semester-long internships at EPOCH, an assisted living facility in Norton. Both courses are established service learning courses.

*Connects: Religion 162 Perspectives on Death and Dying and Sociology 220 Aging in America*

### **20014. Modern Italy**

These two courses focus on modern Italy from interdisciplinary and cross-divisional perspectives, exploring the historical, political and sociocultural phenomena that have shaped contemporary Italy. Political Science 225 uses case studies and films to explore current Italian policies, such as immigration, taxes and education, through an analysis of their historical roots in Italy's political movements (e.g., feminism and the 1968 international youth movement) and in Italy's long-standing problems (e.g., political bureaucracy and corruption). Italian Studies 235 approaches many of these phenomena through literature, art (such as Futurism), and historical and literary criticism. It considers how Italy's contemporary history has shaped

Italian women's lives and work and how women and their production, in the broadest sense, have shaped contemporary Italy. Thus, students who make this connection will be learning not only about modern Italy, but also about how different disciplines (social science and the humanities) develop illuminating methodologies for analyzing historical frameworks and cultural productions.

*Connects: Italian Studies 235 Italian Women Writers in Translation and Political Science 225 Italian Politics*

### **20015. Genes in Context**

At the 50-year anniversary of the discovery of the structure of DNA, it is clear that the technology and medicine related to DNA have generated a wide range of ethical implications. This connection permits students interested in studying the genome at different levels to consider and apply those implications in their work. The 100-level DNA course is team taught, by a biologist and a computer scientist; students may sign up for it as either Computer Science 121 or Biology 121. Three different upper-level courses, Computer Science 215, Biology 211 and Biology 307, also study DNA and the genome. Any one of these four courses may be connected to Philosophy 111, which emphasizes topics dealing with DNA technology and applications.

This connection takes as its goal increasing students' awareness and understanding of the ethical issues stemming from the use of our growing knowledge of DNA and the genome. Many students taking this connection will be expected someday to make professional decisions about DNA-related issues and an understanding of the ethical implications of those decisions will serve them (and the larger community) very well. As technology and medicine find more ways to utilize genetic information, increasingly complex issues with more serious consequences will emerge. Students who have taken this connection will be better equipped to evaluate and address these issues as they arise and are more likely to take a broader view of the effects of their actions. In addition, students will learn Perl, deemed by many in bioinformatics to be one of the more accessible string-matching languages, useful for genome searches and pattern matching for phylogenetic trees.

*Connects: Biology 121 DNA or Computer Science 121 DNA or Computer Science 215 Algorithms or Biology 211 Genetics or Biology 307 Cell Evolution with Philosophy 111 Ethics*

### **20016. Logic and Programming**

Logical equivalence, propositional expressions and clear reasoning are cornerstones of learning to write computer programs or software. Further grounding in logical reasoning will help students in computer science to see a theoretical side of programming and the philosophical side of writing collections of statements in languages that make machines perform logical instructions. Philosophy students will benefit by focusing on the use and application of logic in the writing of computer programs and will come to see, firsthand, the point of logical precision.

*Connects: Philosophy 125 Logic and Computer Science 115 Programming Fundamentals*

### **20017. Ecology and Public Policy**

"Anthropogenic ecology," the effect of humanity on ecosystems, is an emerging area of influence in ecology and is related to the discipline of conservation ecology, which in turn deals with such issues as ecosystem management for biodiversity, reintroduction of native species, elimination of invasive species and protection of endangered species and ecosystems. While there are many good examples of the importance of conservation ecology, none is better than the methods by which the policies that govern the U.S. national park system are formulated.

In this connection Biology 215 deals with the basics of ecology, including anthropogenic examples, while Political Science 321 specifically examines the budget of the National Park Service. Students in this course role play in making decisions for allocation of National Park Service funds. The Park Service, probably the single largest manager of public lands, botanical and animal species and cultural artifacts in the world, owns some 357 parks and other designated areas, encompassing 80 million acres in the United States.

These connected courses enable students to learn more about the issues that must be resolved in making sound budgetary decisions. For ecology students, a pragmatic examination of the reality of budgeting in the area of conservation science will add immea-

surably to the value of their introduction to the discipline. For political science students, an introduction to how an ecologist views the various issues in park administration and policy making will provide insights about how science informs decision and priority making.

*Connects: Biology 215 Ecology and Political Science 321 Public Administration and Public Policy*

#### **20018. Communicating Information**

Information abounds. A liberal arts education should seek to instill not only the ability to acquire and produce information, but also the ability to organize and communicate it effectively.

Professional/Technical Writing asks students to articulate problems, make recommendations and to support those recommendations using information expressed as numbers, words and visuals. Discrete Math similarly challenges students to analyze information in the form of problems and to convey those analyses as solutions using symbols, words and visuals. Language and logic, in both courses, are a means of learning material and developing thinking processes; both courses implicitly and explicitly address the false dichotomy between numbers and words. Students in Professional/Technical Writing learn that data play a crucial role in the construction of effective professional arguments.

Additionally, both courses use group problem solving and collaborative communication. An exercise involving the description and reproduction of a Lego model in Mathematics 211, for example, parallels an abstract-drawing process-writing exercise in English 280. Effective communication in both courses also explores the visual display of quantitative information, as students read and design charts, graphs and/or figures; in English 280 document design (e.g., font selection, page layout, spacing, etc.) also serves as an important rhetorical element.

*Connects: English 280 Professional and Technical Writing and Mathematics 211 Discrete Mathematics*

#### **20019. The Darwin Connection: Evolution, Race and Culture**

Though evolutionary thought long preceded the work of Charles Darwin, it is his work, beginning with *On The Origin of Species* (1859), that essentially defined what has become the discipline of evolutionary biology.

Darwin was a Victorian gentleman, well educated and affluent. His identity as a scientist was as much informed and affected by his perceptions of Victorian society as by his work in science. And the impact of his work on society in turn was immediate.

This connection seeks to teach students about Darwin in the context of his 19th-century world. Information on Darwin, including his own writings—books, letters and journals—is truly voluminous and readily available. Students in Biology 111 will learn how Darwin the scientist was influenced, indeed molded, by Victorian culture, concerns and values. Students in English 235 will learn what evolutionary biology really is and why Darwin's scientific work had such a dramatic impact on his era. Darwin's writing has often been used in English literature courses for its general eloquence and its skilled use of metaphor, aspects that science students will find engaging and helpful in understanding evolutionary theory.

*Connects: Biology 111 Evolution and Ecology and English 235 Empire, Race and the Victorians*

#### **20020. The Art of the Print**

Students completing this connection will learn to understand printmaking from the perspectives of artist, connoisseur, collector, conservator and art historian. They will discover that the material taught in Art History 270 makes richer sense when they have experimented with printmaking and begun to develop their own personal imagery in Studio Art 315.

Art History 270 focuses on the history of prints, particularly the Old Master printmakers, who were among the greatest of all time. Students in this class work directly with the prints in the Wheaton College Collection, learning how to handle and care for them and to identify media. They also learn about the history of prints from the early 15th century to the early 19th century. Becoming print collectors and organizing an exhibition drawn from the Wheaton collection are also requirements of the course. Since there is a great deal of emphasis on the object and on the techniques of the Old Master in the art history class, becoming a printmaker in Studio Art 315 will give students a wonderful opportunity to create prints and truly understand the intricacies of this medium.

*Connects: Art History 270 The Art of the Print and Studio Art 315 Intaglio Printmaking*

### **20021. Clothes**

The two courses in this connection will allow students to apply the research they do in Art History 241 to the hands-on practice of costume design.

Art History 241 surveys the painting produced for a wide variety of patrons in northern Europe from the late 14th to the mid-16th centuries, among them men and women from courts and civic organizations, church leaders and private citizens who emerged as part of an expanding middle class in Europe and who were actively involved in the art market. Their clothes typically reflected or established their status within their communities and marked differences between male and female social positions. The ability of artists to mimic precisely the textures and colors of these clothes helped to establish the concept of clothes as status symbols and gave an important social function to portraiture.

Connecting Art History 241 with Theatre Studies and Dance 204 will foster discussion of class and gender issues, often an important dimension of the theatre. It will also stimulate students to produce creative projects in Theatre Studies and Dance 204, where students will have the opportunity to design a play suited to the subject matter covered in the art history class (e.g., *Faust* set in the period of Bosch's "Garden of Delights"). One of the most important aspects of a costume designer's job is research; for the period of the Renaissance, relying on artwork is often the only source of research available.

*Connects: Art History 241 Northern Renaissance Painting 1400–1550 and Theatre Studies and Dance 204 Introduction to Costume Design*

### **20022. Computer Architecture**

Students taking these two courses will connect the practical experience and knowledge gained through creating electronic circuits with a theoretical understanding of how data are stored and transmitted within the structure of a computer.

Computer Science 220 focuses on the workings of a computer at a relatively high level, looking primarily at how data in binary form (0's and 1's) are transmitted through circuits, from memory through the CPU to arrive at an answer. In order to represent this, we use the notion of a series of "black boxes" to describe what happens to the data in each

component. In Physics 110 (a laboratory-based course), students actually build these "black boxes" and see how the electronic components work. This hands-on approach will give students a much deeper understanding of the components that are discussed at a higher level in the Computer Organization course.

*Connects: Computer Science 220 Computer Organization and Assembly Language and Physics 110 Electronic Circuits*

### **20023. Global Music**

Global Music connects the study of culture and society generally (in Anthropology 102) to the study of music within specific cultures and societies: Music 211 considers the musical traditions of India, Japan, Indonesia and the Middle East, as well as Celtic and Rom (gypsy) traditions of Europe; Music 212 looks at the music of Africa, Latin America and the Caribbean, as well as ethnic music of the U.S., including Native American, Anglo American, African American and Hispanic traditions.

Ethnomusicology and anthropology are both interdisciplinary fields that cross the boundaries of social science, the humanities and the arts in order to comprehend commonalities of the human experience across a wide range of cultural variations. In addition to sharing this comparative project, anthropologists and ethnomusicologists also share certain methodological techniques: participant observation, intensive interviewing, archival and documentary audiovisual research in local communities, often in "exotic" locations. Students will be encouraged, whenever possible, to attend performances, lectures and films that enhance our understanding of cultural diversity and human expression.

*Connects: Music 211 World Music: Eurasia or Music 212 World Music: Africa and the Americas with Anthropology 102 Introduction to Cultural Anthropology*

### **20024. Modern China: Tradition and Contemporary Politics**

Students who begin this connection with History 365, which covers the political, social, intellectual and cultural history of China from the late 18th century to the present, will find they have an excellent historical background for Political Science 223, which focuses mainly on political developments in China after 1949. Those whose schedules do not

permit this order may take the political science course first. Both courses may also count towards a major or minor concentration in Asian studies.

*Connects: History 365 Modern China and Political Science 223 Contemporary Chinese Politics*

#### **20025. The Math in Art and the Art of Math**

Mathematics and art have always been connected. Math has been used to create works of art (perspective, golden rectangles, fractals, even visualizations of the 4th dimension), while art has been used to expand mathematical knowledge (artistic perspective shaped the drawing of mathematical diagrams; da Vinci illustrated a math text on the Golden Mean). Math has also been used to analyze art, for example classifying figures based on their symmetry or using fractals to study 17th-century Japanese woodcuts or Jackson Pollock. Revolutions in art and in math, moreover, have often been closely tied: the Renaissance in art preceded and to some extent made possible, the Renaissance in math; the new mathematical ideas of the fourth dimension and non-Euclidean geometry coincided roughly with the movement away from realism in the early 20th century.

Mathematics 122 will use the mathematical mode of inquiry to pose and answer questions relating to art and art history. The course will progress chronologically from ancient Egypt and Greece to the Renaissance and move forward from there. While the material in the course is entirely mathematical, its topics and examples and much of the work the students do, will be drawn from the field of art and from materials that students will encounter in Art History 102.

*Connects: Mathematics 122 Math in Art and Art History 102 Great Works II*

#### **20026. Biopharma**

Students taking these two courses will have coordinated opportunities to study the global pharmaceutical industry, which has grown into a multibillion-dollar enterprise merging economic principles and biomedical research to develop and distribute therapeutics around the world. Students in Biology 112 are introduced to modern cell and molecular biology in both lecture and laboratory settings, while those in Professor Freeman's section of Economics 102 are introduced to the behaviors of economic markets, pricing

and product distribution. The Biopharma connection will engage Cells and Genes students in discussing the economic implications of the biomedical research they discuss and engage Microeconomics students in the process of biological research.

Shared lecture topics illustrating important principles from both biological and economic perspectives will include vaccine development and distribution, drug therapy and human cloning and the human genome project. Through independent laboratory research in the cells and genes lab, students will have the opportunity to do an independent research project in which they design and perform their own experiments, analyze and present their own data and make their own scientific discoveries. This project will offer students invaluable insights into the scientific process and into the inevitable pitfalls and occasional breakthroughs that accompany scientific discovery—insights critical to understanding why R&D budgets are so big in the pharmaceutical industry.

*Connects: Biology 112 Cells and Genes and Economics 102 Introduction to Microeconomics (Professor Freeman's section only)*

#### **20027. European Radicalism**

These two courses examine the intersection of intellectual and cultural life with European political history, especially in Germany, at the end of the 19th and beginning of the 20th centuries. German 275 focuses on the works of German intellectuals and artists—the “high” culture of the period. History 370 examines the effects of new ideas and intellectual trends on politics and society and also looks at their presence in popular culture.

*Connects: German 275 Beyond Good and Evil in Film and Literature and History 370 European Radical Movements*

#### **20028. Germanies: History vs. Culture**

The two courses in this connection explore the historical reality and cultural concept of Germany from the sometimes compatible, sometimes contradictory perspectives of history and German studies. German 250 examines 20th-century Germany through novels, films and other art forms. Topics in History 240 include the unification of Germany under Bismarck, Germany and World War I, Weimar culture, the rise of National Socialism, the Holocaust and World War II, the Wall,

Berlin and reunification. The courses include shared readings and lectures and are scheduled to be taken simultaneously.

*Connects: History 240 German History: 1848–Present and German 250 German Culture*

### **20029. Living Architecture**

These biology and art history courses share the assumption that architecture, whether built by humans or by nature, follows simple structural principles. These shared principles, termed “Rules to Build By” in these courses, are illustrated in the common characteristics of structures as different in scale as living cells and Gothic cathedrals.

For example, the first Rule to Build By states, “To maximize flexibility, assemble complex structures from simple repeating units.” In Cell Biology this principle is illustrated by cell skeletons which exist in countless shapes by recombining common identical subunits in different patterns. In Medieval Architecture, the principle is illustrated in Romanesque buildings which were constructed from modular units to create additive architecture that was efficient, flexible and diverse. The second posits, “To construct self-supporting structures, balance forces of tension and compression,” a principle manifested in cells by mitotic spindles, the arched stable scaffolds that support cell division, and in cathedrals by flying buttresses that support stone walls.

Living Architecture students work together in Wheaton’s Imaging Center for Undergraduate Collaboration (ICUC) in several joint laboratory exercises. One lab utilizes techniques of polarization imaging to detect the forces at work on skeletons of cells and of cathedrals. In another lab, digital image analysis is used to detect patterns in visual data in diverse objects and materials. For example, this versatile technique can be used equally well to find hidden patterns in neural networks (webs of interconnected nerve cells), as in the Bayeux Tapestry (a 230-foot-long embroidery that records the Norman Conquest in 1066). Studying dramatically different subjects through the shared approaches available in the ICUC lab will crystallize students’ understanding of important relationships in methodology between these apparently disparate fields.

*Connects: Biology 219 Cell Biology and Art History 353 Castles, Cathedrals and Monasteries*

### **20030. Politics and Global Change**

Politicians and government regulators often make decisions that affect our natural world without understanding the science that explains how that world operates. Many issues concerning the use and modification of our natural environment, such as water use, desertification, air and water pollution and climate change, cross national boundaries, but global treaties often prove difficult to ratify or enforce. Many scientists also wish to pursue their research without the distraction of politics.

These courses offer a bridge across this divide by adding scientific information to the political debate in Political Science 109 and by showing the practical and political aspects of human impacts on Earth systems to students in Physics 160. Students completing the connection will learn both sides of the politics-science relationship in detail; all students will benefit from the expanded breadth of discussion in both classes.

*Connects: Political Science 109 International Politics and Physics 160 Geology*

### **20031. Science FACTION**

These paired courses (a first-year seminar on mathematical topics called “The Edge of Reason” and a first-year writing course on science fiction) introduce students to the beauty and power of mathematics and show how mathematical ideas have influenced literary science fiction. Students examine how concepts of combinatorics, infinity, topology, logic, computability, number theory and encoding are both interrelated and linked to the most influential science fiction of the past 40 years: a lovely look at the intertwinings of the nature of language and the language of nature. Open to new students entering in the fall of 2003 only.

*Connects: First-Year Seminar 101 First Year Seminar Section 14 only and English 198 Science Fiction*

### **20032. Cultural Flows in South Asia**

These two courses address sociocultural issues central to the South Asian region of the world, home to approximately 1.5 billion peoples, and it models for students the strengths of multidisciplinary approaches to the study of this area. Anthropology and ethnomusicology study human culture from distinct but complementary disciplinary perspectives. While ethnomusicology is a relatively young discipline with a hybrid

theoretical toolbox and a specifically performative focus, anthropology brings to bear a broad and deep body of theory on the study of social structure and cultural expression. The professors of the two courses will give guest lectures in one another's courses during the semester. Students who wish to complete this connection should plan to enroll in both courses in the same semester.

*Connects: Anthropology 295 Peoples and Cultures of South Asia and Music 221 Music and Dance of South Asia*

### **20033. History and Politics of U.S. Foreign Policy**

The Cold War and post-Cold War history studied in History 206 are intimately connected to U.S. foreign policy; the foreign policy studied in Political Science 229 forms and shapes the substance of much of the history of this period. Students taking these paired courses will be exposed to the historical analysis of critical events and documents that have had and continue to have an impact on the formulation and implementation of U.S. foreign policy. They will learn about the political structures and relationships that led to the formulation of foreign policy over time and they will have a chance to debate and critique policies, thus developing their critical thinking and analytical skills.

*Connects: History 206 Modern America: 1945 to the Present and Political Science 229 United States Foreign Policy*

### **20034. The Historical Context of Contemporary American Culture**

This two-course connection enables students to apply the historical study of modern America to their understanding of the art and culture of the period. Students must take History 206 and one of the creative arts or humanities courses.

*Connects: History 206 Modern America: 1945 to the Present with Art History 318 Art Since 1945 or English 247 Aesthetics in African American Women's Fiction or English 249 Hollywood Genres or English 257 Race and Racism in U.S. Cinema or Music 273 African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz or Religion 223 Religion in Contemporary America*

### **23001. African Worlds**

The African Worlds connection enables students to explore the range of interrelated cultures, histories, politics, art and intellectual

contributions of African people living south of the Sahara. A combination of disciplinary perspectives is critical to understanding the contemporary challenges that face the continent. Common areas of concern explored in this connection include the precolonial legacy of African cultures and civilizations and how they interacted with other parts of the world system; the impact of European colonial overrule; the link between politics, art, performance and ritual; and the impact of African cultures on Europe and the Americas.

This may be completed as a two- or three-course connection; students completing only two courses should be sure that each course is in a different area. These courses may also be included in the Africana Studies minor concentration.

*Connects: Anthropology 225 African Cultures in Transition and/or English 245 African Literature and/or Music 212 World Music: Africa and the Americas and/or History 143 Africans on Africa: A Survey and/or Political Science 203 African Politics*

### **23002. Food**

This two- or three course connection links Anthropology 210, which is required, to one or two courses in the sciences. The anthropology course covers such topics as how culture shapes taste and cuisine, how different forms of food production affect social structure and nutrition and the political factors that cause famine and food shortage. Currently, the course has substantial units on eating disorders and the causes and consequences of malnutrition, as well as on food safety and the controversies around genetically modified food. It has several components that interface with and complement components of each of the science courses as well as an extensive service learning component.

Biology 205 contains substantial units on weight control and eating disorders and on critical issues in nutrition, such as the world food supply and the influence of advertising. Biology students will gain in-depth perspectives on the cultural aspects of food availability, food choice and eating customs. Anthropology students will appreciate the biological parameters underlying the contribution of nutrients to health and disease.

Biology 262 features a survey of the plant kingdom and a study of plant anatomy.



Students learn the distinguishing features of each plant phylum and of selected families of flowering plants, the evolutionary features of each group, the ecology of each group and how plants from these groups are utilized by human societies. The course looks especially at plants that are important in the lives of students, as sources of food, beverages, medicines, industrial products and as objects of aesthetic beauty. Complementary to the service learning component of Anthropology 210, students enrolled in Plant Biology go out into the field of the supermarket, the Harvard Botanical Museum and the cranberry bog.

Chemistry 104 will most clearly connect in two arenas: the function of micronutrients and the potential and problems of genetically modified foods. The Chemistry of Food focuses specifically on the chemical components of food; the constituents of food, their chemical structures, functional properties and their interactions. A laboratory component of the course examines not only the chemical characteristics of proteins, carbohydrates, fats and micronutrients, but also their behavior together, in cooking and in digestion. A separate section of the course focuses on genetically modified foods, their potential and problems and the reality of their presence on our supermarket shelves.

*Connects: Anthropology 210 Feast or Famine: The Ecology and Politics of Food with Biology 205 Nutrition and/or Biology 262 Plant Biology and/or Chemistry 109 The Chemistry of Food*

### **23003. Modern Latin America**

This is a two- or three-course connection that links courses from four different possible areas: the humanities, the arts, the social sciences and history. Students completing these courses will gain a multidisciplinary understanding of the sociopolitical and cultural phenomena that have shaped contemporary Latin America. Students who can take either Hispanic Studies 280 or Hispanic Studies 316 in their connection will derive the additional insight that can only be gained by reading texts on Latin America in the original language, from a distinctly Latin American perspective.

*Connects: Anthropology 235 Peoples and Cultures of Latin America or Political Science 233 The Politics of Latin America and/or History 219 Modern Latin America, 1826 to the Present and/or Music 220 Music in Latin*

*American Culture and/or Hispanic Studies 280 The Hispanic World: Introduction to Latin American Culture or Hispanic Studies 316 Spanish American Literature II: Contemporary Literature*

### **23004. Gender**

This two- or three-course connection allows students to explore gender from a variety of disciplinary perspectives: the humanities, social science courses in psychology or sociology and/or the scientific perspective of psychobiology. Students may complete any three of the courses listed below or any two from different areas (the two social science courses cannot constitute a two-course connection).

This combination of courses will ask students to consider the intersections between gender, sexuality, race, ethnicity and class. English 240 examines the ways in which poetic genres encode gender. Psychology 290 explores gender issues by studying the psychology of women. Sociology 260 focuses on cultural norms and social structural aspects of gender. Psychology 161 focuses on the biological basis of issues surrounding sex, gender and sexuality. The courses will also be linked by a shared writing component that focuses on the variety of conventions used in these different disciplines.

*Connects: English 240 Gender, Genre and Poetry and/or Psychology 161 Psychobiology of Sex and Gender and/or Sociology 260 Gender Inequality and/or Psychology 290 Psychology of Women*

### **30001. Learning to Learn in Math and Science**

This three-course connection seeks to address issues in the nature and quality of math and science education in America by strengthening the math and science training of potential teachers in unusual and stimulating ways. It will have immediate relevance and appeal to Wheaton education minors, most of whom go on to become early childhood and elementary school teachers, by increasing their confidence in understanding math and science and their appreciation for the relevance of math and science in their everyday lives.

Each of these courses devotes time to modeling appropriate pedagogies and discussing differences in learning styles, ways of knowing and similar topics that develop stronger learners. All emphasize confidence

building as science learners and educators. Mathematics 133 will specifically address issues in math education through problem-solving activities and the infusion of gender and multicultural issues in this area. Interdepartmental 111 involves data sharing and analysis and emphasizes both group field-based projects and standards-based content and preparation for subject-matter teacher tests.

Students completing this connection should plan to take the math course and the science course before Education 371 or 381, which must be taken in the fall of the senior year, prior to student teaching in the spring.

*Connects: Education 371 Early Childhood Curriculum or Education 381 Elementary Curriculum with Interdepartmental 110 or Interdepartmental 111 Ponds to Particles and Mathematics 133 Concepts of Mathematics*

## Development Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Gordon Weil, Coordinator*

The development studies minor is made up of courses from several different disciplines, all of which share a focus on the process of change and development of Third World nations. The minor includes courses that focus on the concerns of specific regions and courses on the process of development in general.

### Minor

The minor consists of five courses from the list below. The courses must come from at least two departments (Anthropology and Sociology are considered separate departments) and must include at least one course at the 300 level or above. They must also include at least one of the core courses (marked c) and at least one area course (marked a).

#### Anthropology

- 210. Feast or Famine: The Ecology and Politics of Food
- (a) 225. African Cultures in Transition
- (a) 235. Peoples and Cultures of Latin America
- 240. Anthropology of the City

- (a) 245. Indigenous Movements of Latin America
- 250. Power and Leadership
- 255. Women in Africa
- 260. Women and Development
- (a) 285. Stability and Change in the South Pacific
- 333. Economic Anthropology

#### Economics

- (c) 232. Economic Development

#### History

- (a) 219. Modern Latin America, 1826 to the Present
- 226. Women in East Asia: Past and Present
- (a) 365. Modern China
- (a) 367. Modern Japan

#### Political Science

- (a) 203. African Politics
- (a) 223. Contemporary Chinese Politics
- (a) 233. The Politics of Latin America
- (a) 263. The Politics of the Middle East
- (c) 323. Comparative Political Development

## Dual-Degree Programs

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

Contact program coordinators early. These programs are highly competitive.

### B.F.A. in Studio Art

*Tim Cunard, Coordinator*

This program awards the bachelor of fine arts degree (and the Wheaton A.B.) after a 5th year of full-time study in residence at the School of the Museum of Fine Arts (Boston).

Students should apply to the Museum School Admissions Office through the Wheaton coordinator in their junior year. They will be expected to submit a portfolio of their work at that time; admissions is selective and contingent on approval by both schools. Interested students are urged to consult the Wheaton coordinator early in their Wheaton careers and no later than the fourth semester. Other options for Wheaton students to study at the Museum School are also available.

Students accepted into the program will normally complete the equivalent of at least two three-credit courses at the Museum

School before beginning the fifth year in residence there and may do so either by cross-registering during the regular academic year or by enrolling in the school's summer program. Credit for this work may be transferred to Wheaton and applied to the Wheaton A.B. degree. The school offers day and evening courses throughout the year. In addition, students will complete a studio major at Wheaton, including the senior seminar. They will participate in the required exhibition of their work at Wheaton at the end of their fifth year.

In addition to elective studio work in any of the media offered at the Museum School, students will be expected to take two courses in visual and critical studies (Art History) at the school in their fifth year.

### **M.A. in Mass Communication and Communication Studies**

*John Grady, Coordinator*

Dual-degree program with Emerson College. Mass communication fields include television and radio broadcasting and film production while communication studies includes advertising, political communication and public relations. Wheaton students who qualify for the program begin by taking two graduate courses at Emerson in the summer after their junior year and may be admitted to the program at that time or at the beginning of their senior year. Wheaton students then take two courses during the summer after their Wheaton graduation and two full semesters at Emerson in the year following their graduation from Wheaton.

For admission to the program Wheaton students must have a cumulative Wheaton G.P.A. of at least 2.70 at the time of application. In the summer after their sophomore year students are urged to complete an internship in communications, which may be arranged with the Filene Center.

### **M.B.A. with the University of Rochester**

*John A. Walgreen, Coordinator*

Students should be aware that the Rochester Graduate School of Management program is highly competitive and admission decisions are made by the Graduate School of Management only after a student has completed five semesters at Wheaton.

Requirements while in attendance at Wheaton:

1. Since admission is not automatic, students should choose a major and make normal progress toward completing it. Any liberal arts major is acceptable. An elementary knowledge of calculus is required. Economics and statistics courses are recommended.
2. The University of Rochester requires outstanding scholarship for the first five semesters and recommends taking the Graduate Management Admission Test (GMAT) by January of the junior year.
3. The five-year program leads to the simultaneous award of the A.B. degree from Wheaton and the degree of master of business administration from the University of Rochester.

### **M.B.A. with Clark University**

*John A. Walgreen, Coordinator*

Wheaton students may apply in their junior year to the Graduate School of Management at Clark University in Worcester. Students accepted for the program must complete the following courses at Wheaton:

#### **Prerequisites**

Mathematics 101. Calculus I  
Mathematics 104. Calculus II

#### **Background Courses**

Economics 110. Principles of Financial Accounting  
Mathematics 141. Introductory Statistics  
Economics 285. Microeconomic Analysis  
Economics 286. Macroeconomic Analysis  
Economics 330. Applied Econometrics  
Managerial Accounting at Stonehill College (Business Administration 204)

#### **Core Courses**

Industrial and Organizational Psychology at Stonehill College (Psychology 309)  
Economics 213. Money and Banking  
Economics 309 or Sociology 215. Working: Society and the Meanings of Work  
Economics 255. Corporate Finance  
As Wheaton seniors admitted to the program, students attend four M.B.A. core or background courses at Clark, which Wheaton counts as partially fulfilling the undergraduate Wheaton A.B. Wheaton students then complete the M.B.A. program at Clark as full-time Clark students in their 5th academic year.

## **B.S. in Engineering, Engineering Sciences or Science Management**

*John Michael Collins, Coordinator*

Agreements with Worcester Polytechnic Institute and George Washington University allow students completing three years at Wheaton and two or more additional years at these institutions to earn a bachelor of arts degree from Wheaton and a bachelor's degree in one of a variety of engineering fields. Programs in aeronautical or aerospace engineering may also be arranged at other institutions on an individual basis.

The program with the Thayer School of Engineering at Dartmouth College requires a student to spend the first two years at Wheaton, the junior year at Dartmouth as part of the Twelve College Exchange Program, studying engineering and other applicable courses and the senior year at Wheaton to complete the A.B. degree. The student then returns to Thayer in the 5th year to complete the bachelor of engineering degree.

Entrance requirements vary among the institutions and with individual fields of study and interested students must work closely with the coordinator throughout their years at Wheaton in order to insure their eligibility for admission into the programs. No particular academic program is prescribed, but a student's three-year program should include at least two courses in English (including writing courses), six courses in the humanities and social sciences, four to six courses in mathematics, two to six courses in physics and one course in computer programming. Courses in biology, chemistry or economics are also expected for some programs.

Acceptance into a dual-degree program is dependent upon the strength of the student's three-year academic record at Wheaton, the degree to which the student has completed appropriate course requirements for the proposed field of study, and perceived abilities and promise for the successful completion of such a program. Wheaton students must complete three years in residence at Wheaton.

## **M.A. in Religion**

*Barbara Darling-Smith, Coordinator*

The dual-degree program with Andover-Newton Theological School prepares students for careers in religion. It permits the completion of requirements for the bachelor

of arts degree from Wheaton and the degree of master of arts in religion from Andover-Newton in five years. The degrees are awarded simultaneously. Students ordinarily attend Wheaton for seven semesters and spend three semesters at Andover-Newton. Areas of concentration for the program are:

Bible

World Religions

Philosophy of Religion

Religion and Society

Religion and the Arts

History of Christian Thought

It is possible for students to complete teacher certification requirements in secondary education in the field of religion during the semesters spent at Andover-Newton Theological School or to earn advanced standing toward the degree of master of divinity.

Students should consult the coordinator early in the second semester of their sophomore year.

## **Doctor of Optometry**

*Barbara Brennessel, Coordinator*

The dual-degree program with the New England College of Optometry will permit prepared and motivated Wheaton students with the professional goal of a doctor of optometry degree to complete the Wheaton bachelor of arts degree and the New England College of Optometry doctorate in seven years. Wheaton students who gain acceptance to this program will apply to the New England College of Optometry during their junior year. If they have demonstrated superior achievement in both the Wheaton curriculum and the optometry standardized tests, they may begin studies at the New England College of Optometry in the fourth year, after completing three years of Wheaton's liberal arts curriculum, normally as a biology major. The fourth year, at the New England College of Optometry, will provide the credits needed for the student to earn the Wheaton A.B. at the same time as he or she begins doctoral study.

This program is designed for the academically outstanding student who has a strong and realistic motivation toward the optometric profession. Successful applicants will be superior high school students, especially in math and science, with acceptable SAT scores. Applicants will be interviewed by

representatives of both Wheaton College and the New England College of Optometry; it is expected that most candidates for this program will identify themselves at the time of their admission to Wheaton or within the first semester.

## Economics

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*John Alexander Gildea, Chair*  
*Faculty: Antoniotti, Buck, Freeman, Gildea, Miller, Walgreen, Weil, Williams, Wyss*

The Economics Department offers a variety of courses that encompass the study of economic theories, history, institutions and quantitative techniques. Courses cover both domestic and international aspects of economics. They include principles and methods of economic research and analysis of issues that apply both to the private and public sectors of an economy. Course work at Wheaton may be augmented by participation in the Washington, D.C. Economic Policy Seminar, a one-semester academic program and internship during the junior year administered by American University.

### Major

The economics major consists of at least 11 semester courses. These include Economics 101, Economics 102, Mathematics 102 or another math course subject to departmental approval, Mathematics 141, Economics 285, Economics 286 and five other economics courses, at least two of which must be at the 300 level and one at the 400 level. Economics courses used to fulfill major requirements may not be taken pass/fail either at Wheaton or elsewhere. An overall average of C in all courses is necessary for completion of the major.

Double majors and interdepartmental majors in art, development studies, English, history, mathematics, philosophy, political science, psychology, Russian studies, sociology and Hispanic studies have been developed. Students with particular interests can design an interdepartmental major with the approval of the departments involved, the dean of academic advising and the provost.

Independent study and honors work are

encouraged. Majors who are considering graduate work in economics are strongly encouraged to take an extensive number of mathematics courses. See the department chair to determine the most appropriate ones.

### Minors

The following minor concentrations are offered in economics: the American economy, the international economy and economic theory.

#### The American economy

The minor concentration in "the American economy" provides students with a focus on the institutions, issues and policies of the American economy. The introductory economics courses give an overview of economic analysis and its application to the U.S. economy. The upper-level courses in the minor develop in greater depth the study of specific areas of the American economy.

Five of the following courses (or their equivalents), including Economics 101 and Economics 102 and at least one 300-level course are required.

#### Economics

- 101. Introduction to Macroeconomics
- 102. Introduction to Microeconomics
- 213. Money and Banking
- 222. Economics of Race and Racism
- 241. Women in U.S. Economy
- 252. Urban Economics
- 255. Corporate Finance
- 260. Economics of Regulation
- 303. Public Finance
- 309. Labor Economics and Industrial Relations
- 361. Industrial Organization and Public Policy

#### The international economy

The minor concentration in "the international economy" provides students with a focus on international economic issues. The introductory economics courses give students a general perspective from which they can begin to analyze economic problems, while the remaining courses take up specific concerns. These range from problems faced by Third World countries in their struggle for development to the international trade and balance of payments concerns of industrialized capitalist countries to the transitions of the formerly centrally-planned economies.

The following five courses (or their equivalents) are required.

#### **Economics**

101-level

102. Introduction to Microeconomics

232. Economic Development

305. International Finance

306. International Trade

#### **Economic theory**

The minor in "economic theory" provides students with a study of the analytical methods used by economists. The introductory courses give a basic development of the methodologies which economists use to address the subject matter of their discipline. Their introduction is pursued in greater depth through the intermediate analysis courses, Foundations of Political Economy and Mathematical Economics. The History of Economic Thought examines the historical development of contemporary economic theory.

Five of the following courses (or their equivalents), including Economics 101 and Economics 102 and at least one 300-level course, are required.

#### **Economics**

101. Introduction to Macroeconomics

102. Introduction to Microeconomics

285. Microeconomic Analysis

286. Macroeconomic Analysis

288. Foundations of Political Economy

311. History of Economic Thought

336. Mathematical Economics

#### **Courses**

##### **101. Introduction to Macroeconomics**

Macroeconomics covers the economic functioning and problems of society. Major topics include national income and growth, unemployment, inflation and stabilization policies, federal revenues, expenditures and the deficit and money and banking.

Gildea, Miller, Walgreen, Williams

##### **102. Introduction to Microeconomics**

Microeconomics explains economic behavior of decision makers in the economy—consumers, business firms, resource owners and governments. Major topics include pricing and the operation of markets for goods and services and for resources, the behavior of firms and industries in different market settings, income distribution and public policy.

Freeman, Gildea, Walgreen, Wyss

##### **110. Principles of Financial Accounting**

The principles of accounting used by economic organizations, including the preparation and interpretation of financial statements.

##### **213. Money and Banking**

This course studies the nature of money and credit in a modern economy; the operations of banks, the Federal Reserve System and financial markets; the impact of the money supply on prices, income and employment; United States monetary policy and its relationship to other forms of stabilization policy; and current domestic and international monetary problems.

Walgreen

##### **222. Economics of Race and Racism**

Explores the interaction of race and racism with economic dynamics in society. The focus is on the United States although many topics covered are applicable to other countries. Topics include theories of racism, housing issues, education, employment discrimination, business formation and economic history.

Williams

##### **232. Economic Development**

Studies economic problems of less developed countries and policies to promote development. Topics include theories of development and underdevelopment, the role of the agricultural and international sectors, specific problems of unemployment, income distribution and malnutrition.

Wyss

##### **241. Women in U.S. Economy**

Theories and empirical analysis of women's work in the United States. Topics include the influence of feminist thought on economics, a multicultural history of women's work, labor force participation, occupational distribution and wages, the gender division of labor in household production (housework and child rearing) and related policy issues.

Wyss

##### **252. Urban Economics**

The identification, description and analysis of problems that are basically urban in nature. Topics include the urbanization process, urban poverty, transport, housing, urban renewal, the problems of metropolitan government, the design of urban environments and city planning.

Williams

**255. Corporate Finance**

The economics of corporate finance. Topics include capital budgeting, financial structure and the cost of capital, sources and forms of long- and short-term financing, the operations of the capital market, corporate taxes and the control of corporations.

Gildea

**260. Economics of Regulation**

Analysis of government regulation and its impact on society. Three major areas are covered: economic regulation, social regulation and anti-trust policy. Topics include environmental regulation, merger policy, business pricing and marketing practices, regulation of public utilities, health and safety regulation and deregulation.

Walgreen

**285. Microeconomic Analysis**

The theory of the economic behavior of the individual household, firm and market. Topics include the allocation of consumer income, cost and production functions, the determination of price and output under perfect and imperfect competition, the pricing and optimal allocation of resources and welfare economics.

Walgreen

**286. Macroeconomic Analysis**

Economic aggregates and their theoretical relationships. Topics include national income analysis, economic fluctuations, stabilization policies, inflation, unemployment, theory of aggregate demand and supply and economic growth. General equilibrium, Neoclassical, Monetarist, Keynesian, New Classical, and Post-Keynesian theoretical frameworks are considered.

Miller

**288. Foundations of Political Economy**

A radical view of the dynamics of a capitalist economy and of the dimensions of the current economic crises in the United States. Topics include the elements of Marxist theory (e.g., historical materialism, alienation, labor theory of value) and problems of modern capitalism (e.g., imperialism, sexism, racism).

Wyss

**303. Public Finance**

Analysis of the revenue and expenditure policies of the public sector in light of the allocation, distribution and stabilization functions of government. Topics include the proper role of government, industrial policy,

the management of externalities, the budget deficit, public expenditures and the nature and incidence of the U.S. tax system.

Miller

**305. International Finance**

This course examines international financial relations among nations. Topics covered include the balance of payment accounts, foreign exchange rate determination, monetary and fiscal policies in an open economy, global financial liberalization, financial and currency crises, debt crises, the debate on fixed versus flexible exchange rate regimes including "dollarization," currency unions and monetary unions.

Freeman

**306. International Trade**

This course examines the effects of international trade on economic growth, income distribution and labor and environmental standards. The topics covered include theories of trade, welfare effects of trade restrictions, U.S. and E.U. trade policies, trade issues of developing nations, multilateral trade negotiations under GATT and WTO, preferential trade agreements and multinational enterprises in the world trading system.

Freeman

**309. Labor Economics and Industrial Relations**

Economics of labor markets, labor unions and collective bargaining. Topics include labor force participation, employment and unemployment, wage rates, (education and training, labor market discrimination, issues, techniques and outcomes of collective bargaining) and public policies affecting workers and labor unions. Neoclassical, institutionalist and radical theoretical frameworks are considered.

Freeman

**311. History of Economic Thought**

The development of economic thought from the mercantilist period to the present with primary emphasis on the classical economists, Marx, the Marginalists and Keynes. Topics investigated are the relationship between economic theory and its historical milieu, the role of paradigms in the development of economic ideas and the historical antecedents to current schools of economic thought.

Miller

### **330. Applied Econometrics**

Applications of regression analysis, a versatile statistical tool frequently used in empirical economic studies as well as in other social and natural sciences. The primary emphasis will be on developing a sound understanding of the ordinary least squares method, thus enabling students to read, understand and evaluate studies using this technique. Students will use the computer to run their own regressions.

Freeman

### **336. Mathematical Economics**

Introduction to the application of mathematical tools and techniques to economic analysis. Topics include solving linear economic models using matrix algebra, comparative static analysis, multivariable optimization with and without constraints, and linear programming.

Gildea

### **361. Industrial Organization and Public Policy**

The role of the large business corporation in the United States economy. The competitive structure of American industry and problems of monopolistic behavior and performance. Policies to promote better market performance.

Walgreen

### **399. Selected Topics**

A course for advanced students, the content of which is determined according to the interests of the students and the instructor. This course is offered at the discretion of the department.

### **401. Seminar: Topics in Law and Economics**

Economic analysis of legal rules and institutions. Topics include the common law doctrines of property, contracts and torts. Crime and the legal process.

Walgreen

### **402. Seminar: Current Economic Issues**

A discussion of problems and controversies facing today's policy makers and an economic analysis of the costs and benefits associated with various policy solutions. Topics chosen for discussion will depend upon class interest, recent research and current events.

Gildea

### **403. Global Economic Controversies**

This seminar will highlight a series of current international debates. Students will study competing perspectives and will develop their own positions on each topic, both in writing and in classroom discussions. The debates chosen for discussion each semester will depend on timeliness, class interests and recent research. Potential topics include globalization of environmental protection, trade liberalization, international labor standards and immigration.

Wyss

## **Education**

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Vicki Bartolini, Chair*

*Frinde Maher, Mary Lee Griffin, Coordinators*

*Faculty: Bartolini, Carline, Griffin, Maher, Rathbone, Werner*

The offerings of the Education Department serve those interested in the liberal study of education as well as those preparing for a career in teaching. While no major is offered, courses in education include opportunities for teaching and for meeting licensure requirements for public school teachers at the early childhood (Pre-K-2), elementary (1-6) and high school (9-12) levels in Massachusetts.

### **Minor**

Students who are planning to seek licensure by minoring in education and student teaching in their senior year should consult with the appropriate coordinator as soon as possible in their Wheaton career. Early, careful advising enables students to plan their four-year schedules to meet all Massachusetts licensure requirements. All education courses required for licensure involve field study and training in area schools. Students considering teaching in independent schools or charter schools may not need to be licensed, although licensure is sometimes required by employers.

*Current information about the performance of Wheaton graduates on the Massachusetts Educator Certification Tests is available online at [www.wheatoncollege.edu/catalog/educ](http://www.wheatoncollege.edu/catalog/educ).*



### **Criteria for Admission to Minor Programs**

Upon entry into one of the following, Education 240, Education 250 or Education 260, a student may apply to enroll in the Education Department's minor concentration. This process involves three steps: first, the student meets with the appropriate Education Department coordinator for planning and assessment; second, the Minor Concentration Form must be approved by the coordinator and the student's major advisor; and third, the student submits the form to the college registrar.

### **Criteria for Retention and Admission to the Practicum and for Licensure**

All students seeking licensure must take and pass the Communication and Literacy sections of the Massachusetts Test for Educator Licensure (MTEL) BEFORE entry into all senior-year courses. Additionally, early childhood and elementary education minors must pass the MTEL Foundations of Reading test before entry into the senior-year curriculum course. Admission to the practicum is by permission of department. Normally, to gain admission to the practicum, students must maintain a CGPA of B-. For entry into the practicum, students must also receive a B- or better in education curriculum courses. They must demonstrate satisfactory completion of the field work experiences and show promise of fulfilling the Massachusetts Licensure Standards. Completion of the practicum does not guarantee licensure. To achieve Massachusetts licensure, students must demonstrate basic competency in the Massachusetts Department of Education Standards and pass all relevant sections of the Massachusetts Educator Licensure Tests. Students then apply to the state to be licensed.

### **Requirements for licensure**

Described below are the specific requirements for teacher licensure in early childhood, elementary and secondary school education, as well as departmental requirements for the general minor. All students seeking licensure must take and pass the MTEL Communication and Literacy Test BEFORE entry into senior year courses. In addition, early childhood and elementary education minors must pass the MTEL Foundations of Reading Test before the fall of senior year. During the senior year all education minors seeking licensure

are expected to take the appropriate subject matter test or tests.

Students seeking licensure in either program must also undertake at least one January, spring or summer internship in an educational setting prior to student teaching. This internship should be at least 40 hours in duration and should be undertaken through the auspices of the Filene Center's Learning Outside the Classroom program. A record of this internship will go on the student's Work and Public Service Record at the Filene Center; a copy will go in his or her Education Department file.

Finally, students must have achieved a B-CGPA, at least a B- in the curriculum courses and obtained permission from the department, in order to gain admission to the student-teaching practicum.

### **Early Childhood Education**

#### **Teachers of Students With or Without Disabilities (Pre-K-2)**

To qualify for licensure, a student must complete the major concentration and a minor program in early childhood education and take appropriate course work in the interdisciplinary field of elementary education. He or she must also pass the following three Massachusetts Educator Licensure Tests: MTEL Communication and Literacy, MTEL Foundations of Reading and MTEL Early Childhood Subject Test.

#### **Major requirements for early childhood education**

A Wheaton student will complete a major concentration (usually equivalent to at least 36 semester hours of credit) in a liberal arts subject-matter field relevant to early childhood education. Please consult the departmental coordinators to determine appropriate subjects for the major.

#### **Minor requirements in early childhood education**

A student must complete the prepracticum and the practicum. The prepracticum consists of courses and experiences specifically designed to meet the licensure standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following prepracticum courses are required: two of the three courses Education 240, Education 250 and Education 260; Education 251; Education 371 and Education 390. All of these, as well as required arts, sciences and

humanities distribution course work must be completed before the two practicum courses, Education 396 and Education 039. Also required are Mathematics 133 or Mathematics 101, Psychology 103 and one of the following: first aid, lifesaving or CPR training. Field work training: A student must complete a minimum of 20 hours of classroom observation, tutoring and teacher assisting in each of two prepracticum courses.

#### **Practicum requirements**

During the senior year, a student will complete a semester-long, two-and-one-half-credit student teaching practicum plus a half-credit seminar in teaching methods. While student teaching, Wheaton students will be at the cooperating schools for the entire school day and will follow the public school calendar. They may take only one additional Wheaton credit during the semester and this must be fulfilled after the regular school hours. A student must notify the department chair of any incomplete grade from the previous semester. An incomplete may disqualify the student from admission to the practicum. 100 hours of practicum must be completed at the Pre-K–K level and 200 hours at the 1–2 level. One setting must be an inclusion classroom.

#### **Arts, sciences and humanities distribution course work in the field of elementary education**

A student must also take approximately nine courses equivalent to 36 semester hours of credit in the following areas: psychological foundations, children's literature, the sciences, mathematics and the social sciences. These requirements are normally met by careful selection of liberal arts courses that fulfill Wheaton's general distribution requirements. Consult the departmental coordinators for a list of courses that are especially recommended. Specifically, students are also required to take Mathematics 133 to fulfill their mathematics requirement, unless a waiver is granted by the Mathematics Department.

#### **Elementary education (Grades 1–6)**

To qualify for licensure, a student must complete the major concentration and a minor program in elementary education and take appropriate course work in the interdisciplinary field of elementary education. He or she must also pass the following three

Massachusetts Educator Licensure Tests: MTEL Communication and Literacy, MTEL Foundations of Reading and MTEL Elementary Subject Test.

#### **Major requirements for elementary education**

A Wheaton student will complete a major concentration (usually equivalent to at least 36 semester hours of credit) in a liberal arts subject-matter field relevant to elementary education. Please consult the departmental coordinators to determine appropriate subjects for the major.

#### **Minor requirements in elementary education**

A student must complete the prepracticum and the practicum. The prepracticum consists of courses and experiences specifically designed to meet the licensure standards. The practicum involves full-time student teaching and practice in the role of a classroom teacher at cooperating schools. The following prepracticum courses are required: two of the three courses Education 240, Education 250 and Education 260; Education 251; Education 381 and Education 390. All of these, as well as required arts, sciences and humanities distribution course work, must be completed before the two practicum courses, Education 396 and Education 039. Also required are Mathematics 133 or Mathematics 101, Psychology 103 and one of the following: first aid, lifesaving or CPR training. Field work training: A student must complete a minimum of 20 hours of classroom observation, tutoring and teacher assisting in each of two prepracticum courses.

#### **Practicum requirements**

During the senior year, a student will complete a semester-long, two-and-one-half-credit student teaching practicum plus a half-credit seminar in teaching methods. While student teaching, Wheaton students will be at the cooperating school for the entire school day and will follow the public school calendar. They may take only one additional Wheaton credit during the semester and this must be fulfilled after the regular school hours. A student must notify the department chair of any incomplete grade from the previous semester. An incomplete may disqualify the student from admission to the practicum.

#### **Arts, sciences and humanities distribution course work in the field of elementary education**

A student must also take approximately nine semester courses equivalent to 36 semester

hours of credit in the following areas: literature, the sciences, mathematics and the social sciences. These requirements are normally met by careful selection of liberal arts courses that fulfill Wheaton's general distribution requirements. Consult the Education Department faculty for a list of courses that are especially recommended. Specifically, students are also required to take Mathematics 133 to fulfill their mathematics requirement, unless a waiver is granted by the Mathematics Department.

## **Secondary education**

### **Grades 8–12 (Modern foreign languages: 5–12)**

Students may prepare for Massachusetts teacher licensure in a secondary school in one of the following major concentrations: English, history, mathematics, biology and French, German and Hispanic studies. To qualify for licensure, a student must complete appropriate courses in the major and fulfill the course requirements leading to a minor in secondary education. He or she must also pass the appropriate sections of the Massachusetts Tests of Educator Licensure.

### **Major and minor requirements in secondary education**

Massachusetts licensure standards require demonstration of subject-matter competence as well as teaching competence during the student teaching practicum. Each participating academic department has therefore developed a specific set of course requirements and other experiences in the major that fulfill the subject-matter standards. Before students undertake a secondary education program, they must consult with their major advisor and the secondary education program coordinator. At that time, the student and department advisor will plan a major program that meets the subject-matter requirements of the Massachusetts licensure standards, as well as the minor program to fulfill the student's minor concentration requirements in secondary school education.

A student must take the following prepracticum courses: two of the three courses Education 240, Education 250 and Education 260; Education 270 and Education 391; all of these must be completed before the practicum courses, Education 396 and Education 039. They must also take a course in special education, Education 251.

## **Field work training**

A student must complete a minimum of 15–20 hours of classroom observation, tutoring and teacher assisting in at least two of the prepracticum courses.

## **Practicum requirements**

During the senior year, a student will complete a semester-long, two-and-one-half-credit student teaching practicum plus a half-credit seminar in teaching methods. While student teaching, the Wheaton student will be at the cooperating school for the entire school day and follow the public school calendar. The student may take only one additional Wheaton credit during this semester and this (full-credit or half-credit) course must meet after the close of school. Students must notify the department chair of any incomplete grade from the previous semester and this may prevent admission to the practicum.

## **General Minor in Education**

Upon application, a student may be admitted to a general minor in education. Normally this does not include preparation to teach, but rather provides an opportunity to study specific issues and related topics in education. Five courses are required, three of which must be education courses. The remaining two courses need not be within the department so long as they are appropriately related to the subject of study. Permission of the Education Department faculty is required.

## **Courses**

### **Foundations of education**

Students fulfill the foundations of education requirement by taking two out of the following three courses:

#### **240. Multiple Perspectives on Literacy**

This course explores the roles of teacher and learner through the lens of students' literacy development. Classroom contexts and the intersection of home, community and school form the foundation of this field-based course. Through a shifting focus on theory and practice, students conceptualize and reconceptualize the roles of teacher and learner.

Griffin

#### **250. Schooling in America**

A survey of the American school, emphasizing historical and sociological perspectives.

Case materials and readings will focus on the history, goals and structure of American schools, as well as current issues such as the school reform movement and recent innovations such as multicultural education.

Maher

### **260. Teaching and Learning**

This course is designed to provide students with a detailed picture of classrooms: the curriculum, approaches to teaching, roles and responsibilities of teachers and human interactions and relationships in the classroom. A primary goal of the course is to bridge theory (learning and developmental) and classroom practices. Some field work is required.

Bartolini, Griffin, Werner

### **Perspectives on the learner**

#### **251. Special Education, Pre-K-12**

This course surveys the history of special education in the U.S. including national and state special education laws and procedures for identifying and servicing children with special needs. Current special education models and strategies for working with children with special needs in the regular classroom will be examined. Field observation is required (9 hours).

Werner

#### **270. Issues of Adolescent Development**

Multiple perspectives on the physical, cognitive and psychosocial transitions related to adolescent development. Specific topics include current versions of developmental theory; specific issues related to early, middle and late adolescence; the adolescent peer culture; sexualities and sex education; multicultural issues in adolescence; and changing male/female roles. Field experience is required (20 hours).

Maher

#### **275. Learning in the Social Sciences**

This course examines the literacy skills needed for social studies reading and writing. Through a dual focus on pedagogy and social studies content, the course explores theoretical perspectives, methods and materials brought to bear on the study of history, geography, economics, and civics and government in the elementary classroom. Mass. Curriculum Framework for History and Social Science outlines academic content

and skills essential to the study of human experience past and present.

Griffin

### **299. Selected Topics**

A course for interested students on aspects of the American educational system, the content and topics of which are determined according to the interests of the students and instructor. This course is offered at the discretion of the department.

### **375. Issues in Early Care and Education**

This course examines complex issues impacting the cost and quality of early care and education for young children. Current research, advocacy strategies and leadership qualities as they relate to national and international policies will be discussed. Students select issues or questions relevant to the focus of the course for semester-long study. Students will work in pairs or groups to define their questions, review the literature, gather data, analyze the data, draw conclusions and synthesize the information into a formal policy/ grant proposal. Students also choose among several options for off-site visits, according to interests, transportation and scheduling availability.

Bartolini

### **Curriculum and methods**

#### **371. Early Childhood Curriculum**

This course is designed to develop an understanding of teaching and learning in the early childhood classroom (Pre-K through 3). Planning, instruction and evaluation phases of teaching will be examined with a focus on the curriculum areas of math, science, health, art and movement. Curriculum frameworks, integrated curriculum methods and developmentally appropriate practices will be an integral part of the course. A minimum of 20 hours field work is required, scheduled as a lab. A series of workshops in health, expressive arts, technology and the integrated curriculum will be held throughout the course.

Bartolini

#### **381. Elementary Curriculum**

This course is designed to develop a conceptualization of teaching and the role of the teacher in elementary education (grades 1-6). The planning, instruction and evaluation phases of teaching will be examined with a focus on the curriculum areas of math and

science. A minimum of 20 hours field work is required, scheduled as a lab. A series of workshops in the expressive arts, health, technology and the integrated curriculum completes the course.

Bartolini

### **390. Teaching of Reading and the Language Arts**

An introduction to reading, writing and related language activities in early childhood and elementary education with emphasis on the development of an understanding of the reading process. The appropriateness of current curricula, methods and materials will be considered in light of philosophical and practical objectives. A minimum of 20 hours of field work, scheduled as a lab.

Griffin

### **391. Secondary School Curriculum**

A study of the secondary school curriculum (grades 8-12) with emphasis on approaches to teaching at the secondary level and the methods and practices used. Discipline-specific training in teaching methods will be provided. Field experience: a minimum of 20 hours of classroom observation and participation in area secondary schools. Open only to seniors who plan to student teach.

Maher

## **The practicum in teaching**

### **396. Student Teaching Practicum in the Public School**

A full-time, full-semester student-teaching experience in which students assume increasing professional responsibility for teaching in a local public school. Concurrent enrollment in Education 039 is required. By permission of the instructor.

Section 1. Early Childhood (Vicki L. Bartolini, Mary Lee Griffin)

Section 2. Elementary (Vicki L. Bartolini, Mary Lee Griffin)

Section 3. Secondary (Frinde Maher)

### **039. Seminar in Teaching Methods**

A series of one-and-one-half-hour seminars that use the Mass. Professional Standards for Teachers to focus on effective instructional strategies and classroom management techniques. The seminar must be taken concurrently with Education 396.

(One-half credit)

Section 1. Early Childhood (Vicki L. Bartolini, Mary Lee Griffin)

Section 2. Elementary (Vicki L. Bartolini, Mary Lee Griffin)

Section 3. Secondary (Frinde Maher)

## **Peer counseling and tutoring**

### **020. Developmental Issues for College Students**

An introduction to student development theories, this course is one component of the residence hall staff selection process. Areas addressed will include leadership styles, values clarification and interpersonal skills.

### **022. Intellectual and Social Development in the College Years**

College transitions highlight intellectual and social development in late adolescence. Change may promote instability or higher functioning. Outcomes may be mediated by a range of support. This course, for preceptors, explores college student development/coping and the efficacy of transitional support systems.

McGillin

### **025. Introduction to Tutoring Writing**

An introduction to the theory, methods and practice of tutoring in the writing of essays and other college assignments. As peer tutors, students will provide assistance to other students through individual tutoring and perhaps workshops.

Dearing

### **026. Introduction to ESL Tutoring**

Dearing

### **030. Head Residents Seminar**

Designed for head residents, this course will help students develop the skills required for leadership and program planning roles in residence halls. Specific issues such as homophobia, prejudice and racism will be addressed.

### **049. Teaching Assistants' Seminar**

This course is designed for upper-level students who are teaching assistants in large introductory courses. Through weekly readings and discussions the teaching assistants for each course explore and apply different teaching strategies, discuss issues that arise when working with students and reflect upon various aspects of the college teaching experience.

Maher

# Engineering

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

(See Dual-Degree Programs)

# English

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Paula M. Krebs, Chair*

*Faculty: Brooks, Bryant, Buck, Carlson, Christian, Clark, Coale, Conway, Craghead, Dearing, Drout, Frankel, lafrate, Krebs, Lebduska, Lilly, Mayo, Nailah, Stafford, Standing, Stenger, Stephens, Woods*

The English curriculum is designed to balance old and new literature, film and print media, writers from the traditional canon with writers who have been traditionally marginalized and a variety of literary approaches.

The English Department participates in interdisciplinary major programs in American Studies, Theatre Studies and Dance and Women's Studies.

Majors who plan their junior year away should take at least three courses toward their major (beyond English 101) before leaving. Majors contemplating graduate study in literature should usually take English 376 and English 377 and should plan to take at least 13 English courses.

## Major in English

The major in English consists of 10 or more courses in English beyond the 100 level. These requirements include: English 290, a section of English 401, two other courses at the 300 level or above and two courses that focus on literature written before 1800. The 300- and 400-level courses must be taken at Wheaton.

## Major in English with a concentration

The English major with a concentration requires 11 courses. Students fulfill the same requirements as for the basic English major and also choose a five-course concentration, for a total of 11 courses in the major. It is normally desirable that one of the five courses in the concentration be at the 300 level or

above. One of the five courses can, with the approval of the department, be taken in a department other than English. In general, if a student wants to count a course that is not specifically listed for a concentration in the catalog, he or she needs to petition the department for approval. Similarly, a student who wants to create a concentration that is not listed below needs to petition the department. Students who want to major in English with a particular concentration should normally apply by the end of the junior year.

## The concentration in creative writing

With permission of the department, a student interested in creative writing may enroll in a program that emphasizes writing and literature equally. Students wishing admission to the creative writing concentration should submit a portfolio of work to the department early in the first semester of the junior year. Detailed guidelines are available from the department. Students hoping to apply for admission to the concentration are strongly advised to discuss their course plans with the director of the creative writing program, preferably by the end of their first year or during the first semester of sophomore year.

The English major with a concentration in creative writing consists of 11 or more courses beyond the 100 level, including:

At least six courses in literature, including English 290, one literature course at the 300 level and English 401. At least one course must be in literature from before 1800 and at least one course must be in contemporary literature.

At least five writing courses above the 100 level, normally including three courses at the 200 level and two courses at the 300 level or above. The concentration must include at least one 200- or 300-level sequence (e.g., poetry writing/advanced poetry writing or fiction writing/advanced fiction writing). Students who successfully complete an advanced writing course may be invited to undertake an English 499 independent study in writing or a 500-level honors project, with the permission of the department.

## Other concentrations

The following are examples of other potential concentrations within the English major. A student wishing to create a concentration not listed or to modify a listed concentration, needs to petition the department for approval.

**The concentration in literature, film and race**

The five courses can include such courses as English 247, English 255, English 256, English 257, English 345, English 347.

**The concentration in colonial and postcolonial literature**

The five courses can include such courses as English 235, English 244, English 245, English 246.

**The concentration in drama**

The five courses can include such courses as English 241, English 246, English 273, English 274, English 309, English 310.

**The concentration in medieval/Renaissance literature**

The five courses can include such courses as English 207, English 208, English 273, English 306, English 309, English 310, English 313.

**The concentration in poetry**

The five courses can include such courses as English 208, English 232, English 240, English 260, English 283, English 313, English 326, English 341, English 383.

**The concentration in modern and contemporary culture and media**

The five courses can include such courses as English 249, English 256, English 257, English 341, English 343, English 348, English 357, English 376.

**Major in dramatic literature and theatre**

The major in dramatic literature and theatre is administered jointly by the Theatre and English departments. See the Theatre Studies and Dance Department listing for requirements.

**Minor**

The English minor is in literature and consists of at least five courses, one of which must be at the 300 level or above and one of which is English 290 or the equivalent. It should have some kind of planned coherence, focusing, for instance, on a genre or a period rather than being a mere random sampling.

**Courses*****Writing courses for first-year students and sophomores*****101. Writing**

Required of all first-year students except those who have passed the Advanced

Placement examination with a 4 or 5 or have passed the Wheaton exemption examination or have taken a college writing course that does not fulfill the high school graduation requirement. The focus for the writing and reading varies from section to section, permitting a student to follow special interests and avoid duplication of work done in secondary school. Some sections emphasize personal writing; others provide practice in critical writing. The topic for each of the sections will be announced before the date of course selections and sent to all entering students during the summer. Recent topics have been included. The Press, Women's Literature, Experience, Creative Writing, Popular Culture, Gothic Fiction, Women and Men in Sports, the Environment, Contemporary Fiction, Madness and Literature and Autobiography.

All sections stress writing. At least one short paper each week or a longer paper biweekly is required. There is ample opportunity for conferences; students with specific problems will be urged to seek additional help through the free student-tutoring program sponsored by the English and Education departments.

**010. Basic Writing**

Individualized instruction and practice in writing for students who need to achieve a satisfactory level of proficiency in written academic English. Students will attend weekly classes and meet individually with the course instructor and a writing tutor to identify and pursue solutions to specific writing problems.

Dearing

**106. English as a Second Language**

This yearlong course (for two credits) provides a thorough introduction to the principles of academic writing. Frequent writing practice, reading of diverse material written in English and discussion of American culture will give students confidence in using the language in other courses.

Dearing

**198. Science Fiction**

Drout

***Other writing courses*****280. Professional and Technical Writing**

An advanced course in practical writing, with emphasis on writing as problem-solving and on conciseness and clarity. Each student will select a particular local problem requiring a

professional or technical solution, research the history of that problem and write a report recommending a course of action to a specific audience. In addition to preparing frequent shorter writing assignments and the final large report, students will also be required to attend at least one career-related workshop or seminar offered by the Filene Center and to prepare a short report based on that seminar.

#### **281. Creative Nonfiction.**

This course is designed to give students practice in crafting the nonfiction story. As such, workshop participants will use the techniques of fiction writing to tell their real-life stories. Class discussions will be based on the students' manuscripts and readings in creative nonfiction.

Bryant

#### **282. Literary Translation**

An introduction to the theory and practice of literary translation. In addition to reading translations and discussing the pleasures and problems of translation, students will undertake individual projects in translation of poetry and fiction of their choice. Open to sophomores, juniors and seniors with reading competency in one or more languages in addition to English. Previous experience in creative writing is desirable, but not required.

Standing

#### **283. Poetry Writing: Form and Craft**

An introduction to poetry writing and poetics. Student writing, as well as issues of craft and technique, will be discussed in class and in individual conferences. Some experience in writing poetry is preferred, but not essential.

Standing

#### **284. Writers Dreaming: Introduction to Fiction Writing**

This course allows students to expand their imaginations through exercises that explore dreams, memories, visual art and storytelling. In the process, workshop participants will learn to build character, design landscapes and settings, sharpen symbols and images, manipulate points of view, and frame their narratives—the elements of craft.

Bryant

#### **285. Literary Journalism**

Combines practice in expository journalistic writing with basic reporting skills and discussion of the cultural work of journalism. The

focus in the class will be on depth rather than timeliness, on rewriting and revision rather than writing quickly. The class will be conducted as a workshop, although some analytic writing on press powers, duties and ethics will be required. Students should expect to publish some of their work in an appropriate forum. Reporting will be done on campus or outside the college.

#### **287. Writing for Performance**

This course is designed to acquaint students with the study and practice of performance art. As such, workshop participants will examine and craft performance poetry and dramatic sketches through guided exercises and readings in the performing arts. Special attention will be given to the significance of memorizing one's work and presenting it to a public audience.

Bryant

#### **288. Dramatic Writing: Form and Craft**

This class is primarily a writing workshop, with a special focus on dramatic structure. We will explore the playwriting and screenwriting process, the psychology of human perception and different approaches to structuring a work for the stage. Emphasis will be on creating new work and stimulating your imagination through weekly writing exercises, experiencing, reading and discussing contemporary plays.

#### **383. Advanced Poetry Workshop**

Intensive practice in the writing of poetry. Exercises and independent work, using assigned readings as models, will be discussed in workshop sessions and individual conferences.

Standing

#### **384. Advanced Fiction Workshop**

This course allows students to study and practice various aspects of fiction writing through workshops and readings in the long story, the novella and the novel. Class discussions will be based on the students' manuscripts and selected published works. Significant written output and revision are expected of workshop participants.

Bryant

#### **388. Advanced Dramatic Writing**

#### **499. Independent Writing**

As part of the creative writing concentration, after successful completion of a least one Advanced Writing Workshop, students may



be invited to undertake a semester of independent writing under the guidance of and with permission of the instructor.

Bryant, Standing

### English literature and languages

First-year students who have received advanced placement credit or who have passed a first-year/sophomore writing course in the first semester are eligible to elect any course at the 200 level except 247, 270, 290. Other freshmen who are interested in English and feel that their work in school has been especially strong may ask instructors in 200-level courses to admit them. Their cases will be strengthened if they can describe their work in English during the last two years of school and provide grades, sample papers and test scores.

#### 201. Introduction to Literature

This course aims to train students in reading and writing critically about literature. It will introduce a variety of genres as well as a range of tools for close reading of written texts and will make connections between formal analysis of texts and larger cultural issues (for example, the study of voice in poetry enables us to see the different techniques employed by African American and British abolitionist poets and the cultural reasons for those differences).

Krebs

#### 207. Medieval Literature: *Beowulf* and Others

The class will examine medieval literature from the Anglo-Saxon period to the end of the 15th century. All texts will be in translation or modernized. We will read *Beowulf*, *Sir Gawain and the Green Knight* and Dante's *Inferno* as well as various shorter texts from the Old and Middle English periods.

Drout

#### 208. Anglo-Saxon Literature

Students in this class will learn Anglo-Saxon, the earliest form of English. We will mix the study of language with the study of literature and by the end of the semester students will be able to translate Anglo-Saxon poetry. Readings will include famous and beloved poems such as *Beowulf*, *The Dream of the Rood*, *The Wanderer* and *The Seafarer* as well as prose texts and less well-known poems. The course uses King Alfred, an experimental computerized learning assistant.

Drout

#### 224. Eighteenth-Century Literature and Culture

A general survey of 18th-century poetry, prose, drama and culture, covering such standard authors as Rochester, Dryden, Pope, as well as women authors (Lady Mary Wortley Montague, Anne Finch, Aphra Behn and others). The course includes Restoration plays, satire essays and diaries (Pepys' and Defoe's accounts of England in times of disaster). Additionally, the survey will include some historically accurate modern movies, bringing life and culture of the 18th century into the visual realm.

Stafford

#### 232. Romantic Reveries and Revolutionary Visions

What has the British Romantic legacy of writers like Wordsworth and Keats, Coleridge and Shelley left us? How did they grapple with their revolutionary ideals as well as their own historical circumstances? We will critically and culturally examine their poetic exploration of the mind in all its psychological complexities, the political dimensions of their lyric assertions and the images that still seem to affect our contemporary culture.

Coale

#### 235. Empire, Race and the Victorians

By the end of the 19th century, Britain had the most powerful colonial empire in the world. That empire was acquired during a key time in the formation of European and American ideas about race and we have inherited many of the Victorians' assumptions about race, ethnicity and relations between Western Europe, Africa, Asia and America. This course explores literature about the British Empire, the political, social and sometimes even sexual issues that underlay the acquisition of colonies and the scientific writings that helped to shape definitions of race. We will read poetry, nonfiction prose, novels, travel literature and plays and we will share resources and some class time with Biology 111 *Evolution and Ecology*.

Krebs

#### 236. Sex, Work and the Victorians

Male and female Victorians were obsessed with "the Woman Question" in employment, education and other public and private areas. Upper-, middle- and working-class Victorians wondered about the effects that both industrialization and the abolition of slavery in British colonies would have on traditional relations among social classes and races. This course will examine Victorian literature that explores

ideas about women's role and sexuality as well as literature that focuses on new kinds of work and the concerns about class that arose from the changes of industrialism. We will read poetry, nonfiction prose, novels, travel literature and plays.

Krebs

#### **240. Gender, Genre and Poetry**

Poets are male. Muses are female. But what happens when the conventions get reversed? This course introduces you to the study of poetry by focusing on how gender gets associated with types of poetry and what individual poets do to subvert or refuse those associations. You will read poems from different periods and cultures with an emphasis on the relationship between works that have come to exemplify a particular genre, such as Homer's epic poem *The Illiad* or sonnets by Shakespeare and later works that revise those models.

Buck

#### **241. Modern Drama**

Realistic theatre, psychological drama, the political theatre of Bertold Brecht, the theatre of the absurd and ways that recent theatre has used these forms to explore contemporary experience of women, African Americans, gays and lesbians.

#### **242. Hollywood Film since 1970**

#### **243. Science Fiction**

This course is an examination of recent science fiction (mostly written after 1970) and the ways in which the genre fits into and shapes the wider culture. In some years the course will be linked to Math Thought and students will be required to take both courses in order to take either one. In those years the course will focus on the ways that mathematics and science fiction interact to describe the contemporary world and shape the future. When not linked to Math Thought, the course will examine the ways that science fiction creates worlds and offers salvation and how gender, power and race are developed in a science fiction context.

Drout

#### **244. Contemporary Caribbean Literature in English**

An introduction to the work of Anglophone Caribbean writers who grapple with the issues of colonialism, class, race, ethnicity and gender in a context of often conflicting

allegiances to Europe, North America, Africa and Asia. The main emphasis will be on fiction and poetry published since the 1950s, but we will also read some earlier 20th-century literature to better understand the priorities and concerns of later writers. As we read, we will find some common concerns reappearing, such as anti-imperialism and nationalism, migrancy and homeland and the relationship of literature to oral traditions and Caribbean music such as calypso, reggae and dub. Authors usually include Derek Walcott, Kamau Brathwaite, Louise Bennett, Grace Nichols, Olive Senior, V. S. Naipaul, The Mighty Sparrow and Jean Binta Breeze.

Buck

#### **245. African Literature**

An introduction to sub-Saharan African literature, orature and film in English and English translation. Authors usually include Chinua Achebe, Ama Ata Aidoo, J. M. Coetzee, Tsitsi Dangarembga, Buchi Emecheta, Bessie Head, Ngugi wa Thiong'o, Wole Soyinka and Amos Tutuola, among others.

Standing

#### **246. Modern Irish Literature**

A study of the role of literary culture in the formation of modern Ireland since the late 19th century. We will examine the response of Irish writers to English stereotypes of the Irish and their attempt to create new images of Ireland and Irishness. Topics will include the bitter debates over the viability of the Irish language in modern literature, the use of Irish mythology, the place of women in national culture and debates about the censorship of homosexuality. We will read drama, poetry and fiction by familiar figures such as Wilde, Yeats, Lady Gregory, Joyce and Friel and less familiar figures such as Kate O'Brien and Mary Dorcey.

Buck

#### **247. Aesthetics in African American Women's Fiction**

This course examines the narrative treatment of beauty in contemporary fiction by African American women writers. Drawing from narrative theory, philosophy and feminist theorizing on the body, the study addresses the narrative construction and deconstruction of American mainstream standards of beauty.

Bryant

**249. Hollywood Genres**

What makes a western a western, a musical a musical? For Hollywood, genre has historically served as a form of product differentiation organized around specific narrative codes and conventions. Genres reveal much about how Hollywood interacts with and responds to shifts in audience tastes and cultural values. The course will introduce students to a variety of Hollywood genres and theories of generic formation in order to increase our understanding of the commercial, artistic and ideological function of genres. Required weekly film viewing.

Stenger

**253. Cosmic Struggle to Civil War: American Literature to 1860**

A critical and cultural exploration of works and ideologies from Navajo and Hopi tales of origins to Puritan pathologies and predestined patterns, from enlightened progress to slave narratives and romantic reveries. Writers will include Wheatley, Edwards, Bradstreet, Franklin, Hawthorne, Stowe, Douglass, Poe and others. We will examine literature as historical and cultural document as well as individual testimony and demonic vision.

Clark, Coale

**255. Cultural Diversity in American Literature: From the Civil War to the 1940s**

A critical survey of race, class, ethnic and gender issues in works by African American, Asian American, Native American and Anglo American writers such as Chesnutt, Dunbar, Du Bois, Hughes, McKay, Eastman, Eaton (Sui-Sin Far), Standing Bear, James, Wharton, Chopin, Hemingway and Faulkner.

**256. Cultural Diversity in U.S. Fiction since 1945**

Writers since the post–World War II period from a variety of traditions in U.S. culture, including Native American, African American, Latino/a and Asian American.

**257. Race and Racism in U.S. Cinema**

U.S. cinema has always struggled with both race and racism. This course examines the long, complex history of representations (and erasures) of racial difference in U.S. film. Although most mainstream films and public discussions frame race as a black-and-white issue, this course understands racial formations in the U.S. to be more multiple. We will watch films from a wide historical range that speak to and problematize the experiences of Chicanos, African Americans, Asian Ameri-

cans, Native Americans and Anglo Americans (yes, white is a race, too) in the U.S. Required weekly film viewing.

Stenger

**258. Introduction to Film Studies**

Film studies provides an interdisciplinary approach to understanding how film interacts with our broader culture. The course explores how film language, narrative, genres, stars, audience reception, film exhibition and synergies with other media determine how and which films are produced and consumed in the U.S. We will view films from the 1940s through the 1990s to examine how films mediate, reinforce and resist dominant social values, paying special attention to how Hollywood film has represented gender, sexuality, race and class. Required weekly film viewing.

Stenger

**260. American Voices in Lyric Combat**

Who can claim to be an “American” voice? And how? Langston Hughes or Walt Whitman? Emily Dickinson or Elizabeth Bishop? Hart Crane or Sylvia Plath? T. S. Eliot or Marianne Moore? This course will explore American poetry from several vantage points, including race, gender, class, historical circumstance, cultural imperative, linguistic patterns and the whole uncertain idea of an “American” voice.

Coale

**271. Nineteenth-Century Narrative**

The 19th century had many different storytelling modes, from the satirical romances of Jane Austen to the psychological realism of George Eliot to the ghost stories of Dickens and the detective tales of Arthur Conan Doyle. This course provides an overview of the many kinds of narrative loved by 19th-century Britons and helps students develop skills in close reading as well as historical and cultural analysis.

Krebs

**272. Romancing the Novel**

A course addressing both high-culture and pop-culture romances, from Jane Austen to Harlequin. Works may include *Pride and Prejudice*, *Jane Eyre*, *Daisy Miller*, *The Making of a Marchioness*, *Lady Chatterley’s Lover*, *Lolita*, *Oranges Are Not the Only Fruit*, *The English Patient*, a Harlequin romance and criticism of romance fiction.

Clark

### 273. Early Modern English Theatre

Shakespeare's rivals—Marlowe, Kyd, Dekker, Webster, Beaumont and Fletcher—are among the playwrights studied in this exploration of English drama's richest decades: 1590–1640.

Conway

### 274. Restoration Theatre and Beyond

From Aphra Behn's *The Rover* to *The Beggar's Opera* to Sheridan's *School for Scandal*, this course covers shifting modes of humor, wit and sophistication portrayed on the English stage, while taking into account the social, cultural and political elements driving change in the English state. The course covers the Restoration antimoralist backlash, the theatre's relationship to the mid-18th century rise of the novel, the late century move toward sensibility and, possibly, the changes to English theatre that arrive with the 19th century.

Stafford, Conway

### 276. Victorian Poetry

Victorian culture valued poetry: children recited it in the parlor, soldiers sang it en route to battle and the queen kept Tennyson on her bedside table (his poetry, that is). This course brings you a range of Victorian poetry and highlights some of the recurrent themes of the period (such as imperialism and gender roles) as well as issues of form (with special attention to the dramatic monologue, comic poetry and narrative poetry).

Krebs

### 286. Children's Literature

An in-depth historical survey of British and U.S. children's literature focused on appreciating the texts as literature, but also addressing their responsiveness to children's needs and interests and other cultural contexts. Readings include *Alice's Adventures in Wonderland*, *Little Women*, *The Secret Garden*, *The Tale of Peter Rabbit*, *Charlotte's Web*, *Where the Wild Things Are* and much more.

Clark

### 290. Approaches to Literature and Culture

This course introduces current debates in the field of English studies. It tackles a variety of ways of approaching literary and cultural texts, including film, from the Freudian to the feminist to the postcolonialist. What difference does knowledge about the historical period or

cultural context in which a text was written make to the way we read it? Does knowing the author of a text change our reading of it? Is film authorship different from literary authorship? Does our own class, race or gender affect our reading? We will read theory about language and representation, race in literature and the economics of literary and cultural production and we will test these ideas on literature and other kinds of texts such as advertisements, film and other visual media.

Buck, Conway, Krebs

### 306. Chaucer

A study of the *Canterbury Tales* and other Chaucerian verse in the original Middle English. We will discuss the ways that Chaucer portrays the social and cultural struggles of the 14th century as we marvel at the poet's skill with verse and laugh at his dirty stories. Students do not need previous experience with medieval literature or Middle English to be successful in the course.

Drout

### 309, 310. Shakespeare and Early Modern Culture

Each semester focuses upon select Shakespearean comedies, tragedies, histories and romances as well as various other texts from early modern English culture. Different critical approaches are tried and contemporary productions are used to explore the plays' enduring cultural power.

Conway

### 313. Renaissance Poetry

Readings in shorter poems from the 16th and 17th centuries. Selected sonnets of Wyatt, Sidney, Spenser, Shakespeare and Mary Wroth; works by Mary Disney, Amelia Lanyer, Ann Finch and Anne Bradstreet and selections from Donne, Herbert, Milton and Marvell. Close reading and writing from various critical and theoretical perspectives.

Conway

### 325. The Eighteenth-Century Novel

Aphra Behn's famous novella *Oroonoko*, Fielding's irrepressible *Tom Jones*, Richardson's domestic dilemma, *Pamela*, the elegant *Princess of Cleves* and the not-so-elegant *Moll Flanders* all mark the rise of the novel in the 18th century to its modern position of dominance in literary consciousness. The early elements of novelistic form, the rise and fall of epistolarity and the vehicles

for social commentary all reveal the 18th century to modern eyes in exquisite detail. In this extensive exploration, the course will cover social and historical contexts as well as the intricacies and conventions of the emerging novel.

Stafford

### **326. Eighteenth-Century Poetry: Epic, Satire and Wit, 1660–1798**

The full scope of 18th-century poets, including Rochester, Pope, Swift, Goldsmith, Dryden, Finch, Montagu and others illustrate the centrality of poetry as a dominant form of social, political and interpersonal expression in the 18th century.

Stafford

### **327. Eighteenth-Century Women's Literature**

Aphra Behn's *The Rover*, Wollstonecraft's *Vindication of the Rights of Woman* (published in 1792), Mary Astell's *A Serious Proposal to the Ladies*, Lady Mary Wortley Montague's venomous broadsides in *Non-sense* all demonstrate the resurrection and restoration to literary prominence of the rich body of works crafted, published and even staged by women in the 18th century. After more than 150 years of neglect, the independent, daring, and sometimes shocking works of women.

Stafford

### **341. Public Poetry, Private Poetry**

Is rap poetry? Do poetry slams encourage "bad" poets? We will look at questions like these in order to examine two competing ideas about poetry's role in the contemporary world. Is poetry the last refuge of the individual in a world dominated by corporations, as poet Robert Pinsky argues? Or can poetry be the effective vehicle for public culture, as when Maya Angelou read her poetry at Clinton's presidential inauguration? Poets will usually include established writers like Sylvia Plath, Robert Lowell, Adrienne Rich, Rita Dove, Joy Harjo and Yusef Komunyakaa and newer names like the gay, Cuban American poet Rafael Campo and slammer such as Willie Perdomo and Tracie Smith.

Buck

### **343. Fiction of the Modern**

Fiction responding to the radical changes in the late 19th and early 20th centuries—industrialization, urbanization, colonization, mass culture, the women's movement and

the influence of Marx and Freud. We will study writers who searched for new ways to represent and explore experiences that the traditional novel did not or could not express. Readings by writers such as D. H. Lawrence, E. M. Forster, James Joyce, Virginia Woolf, William Faulkner and writers representing the Harlem Renaissance.

Buck

### **344. Woolf and Joyce and Others**

In different ways, James Joyce and Virginia Woolf revolutionized the forms of the novel to focus on the inner world of the mind as well as outer "reality." But they also focused on psychological as well as social experiences that had been traditionally marginalized. They brought into focus—and into question—"realistic" forms of storytelling that had been rendered invisible. They challenged conventional ideas of literature, politics and gender. And they stretched the limits of thought, feeling and expression through dazzling experimentation and comedy. The first half of the semester will focus on James Joyce's *Ulysses*, the second half on works by Virginia Woolf.

Buck

### **347. Contemporary African American Fiction**

A study of the African American novel from 1945 to the present. Emphasis will be placed on the significance of Afro American myths, legends and rituals in the black American novel. Authors will include Ralph Ellison, James Baldwin, Gayl Jones, Alice Walker, Toni Cade Bambara, Toni Morrison, Ernest Gaines, Charles Johnson and John Edgar Wideman.

Bryan

### **348. Sexual Politics of Film Noir**

Film noir refers to a group of films made primarily in the decade or so after World War II and which frequently addressed, in the narrative terms of the thriller, crises surrounding gender, sexuality and race in American culture. The course will investigate through a feminist framework how the sexual politics of postwar films noir and of more recent neo-noirs engage and diagnose these crises. The course will have strong applications for students interested in film studies, gender studies, American studies and cultural studies. Required weekly film viewing.

Stenger

### 357. Cinema and the City

From its beginning, cinema has been fascinated with the city as a site of social cohesion, capital flows and intense ideological conflicts. From Hollywood to Bollywood to Hong Kong, from Soviet socialist realism to German expressionism, Italian neo-realism and the French New Wave, virtually all major film movements have a special relationship to the metropole. In this course, we will adopt an interdisciplinary approach to understanding the relationship between film production and consumption, urban space, architecture and cultural geography. Required weekly film viewing.

Stenger

### 376. Literary and Cultural Theory

This course enables students to explore in greater depth some of the ideas introduced in English 290. Topics will change from year to year but the course will include the study of theories of language, postcolonial theory, cultural studies theory and film and media theory. This course will be especially important for students who wish to attend graduate school in English.

Krebs, Stenger

### 377. Feminist Criticism

Do women read or write differently? Has their work been marginalized? What difference do race, class and sexual orientation make? We will explore U.S., British and French approaches to feminist criticism; also psychoanalytic, Marxist, African American, queer, postcolonial and cultural-studies approaches.

Clark

### Other special courses

#### 401. Seminars

Seminars study individual authors or special topics. A list for the following year is announced each spring. Students will be asked to express preferences among the subjects offered. Each group meets weekly. There are certain sections especially suited to writing and literature majors and to American studies majors.

#### 500. Individual Research and Writing

Open to senior majors by invitation of the department; other interested students should consult with the chair of the department.

## Environmental Science

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Scott W. Shumway and Jani Benoit, Coordinators*

The environmental science major provides students with the necessary background in biology, chemistry and mathematics that is required to understand natural processes and to apply the methodology of scientific research to environmental problems. The program is designed to prepare students to work in the environmental field and/or pursue further study in graduate or professional programs in environmental science.

### Major

#### Core courses

Biology 111.	Evolution and Ecology
Biology 112.	Cells and Genes
Biology 201.	Environmental Science
Biology 215.	Ecology
Chemistry 153.	Chemical Principles <i>or</i>
Chemistry 173.	Chemical Principles (Enhanced)
Chemistry 154.	Inorganic Reactions <i>or</i>
Chemistry 174.	Inorganic Reactions (Enhanced)
Chemistry 253.	Organic Chemistry I
Chemistry 303.	Current Problems in Environmental Chemistry
Mathematics 104.	Calculus II <i>or</i>
Mathematics 151.	Accelerated Statistics
Physics 160.	Geology

#### Electives

Four courses from the following list, including at least two courses at the 300 level, one of which must be from the biology listing:

Biology 211.	Genetics
Biology 221.	Microbiology and Immunology
Biology 226.	Comparative Animal Behavior
Biology 231.	Marine Biology
Biology 252.	Parasitology and Symbiosis
Biology 262.	Plant Biology
Biology 303.	Evolution
Biology 305.	Biochemistry
Biology 318.	Tropical Field Biology
Biology 331.	Advanced Marine Biology
Biology 364.	Freshwater and Marine Botany
Biology 375.	Ornithology
Chemistry 254.	Organic Chemistry II

Chemistry 331. Analytical Chemistry I  
 Physics 298. Remote Sensing and Geographic Analysis  
 Biology 999. Course Offerings through Affiliated Institutions

## Environmental Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Scott W. Shumway, Coordinator*

Environmental studies combines the study of natural sciences with courses from the humanities to create a balanced view of how the environment works and the way civilization looks at it.

The minor in environmental studies is designed to help students appreciate the diversity and complexity of current environmental issues. Solving environmental problems requires an interdisciplinary approach and frequently involves collaboration of individuals with expertise in the natural sciences, social sciences and humanities. Therefore, students are encouraged to view the environment from different perspectives, to integrate the knowledge they acquire with their in-depth knowledge in their major and to gain practical experience through an internship with an environmental focus.

### Minor

The minor in environmental studies consists of five courses selected from the group listed below. At least two courses must be selected from the humanities and social sciences and at least two from natural sciences. At least one course must be at the 300 level or above. In addition, each student is required to complete an internship related to the environment. Internships must be approved by the faculty coordinator.

#### Humanities and social sciences

Anthropology 101. Human Evolution  
 Anthropology 210. Feast or Famine: The Ecology and Politics of Food  
 Classics 262 or 362. The Ancient Landscape: From Mythology to Ecology  
 Economics 260. Economics of Regulation

Interdepartmental 210. Water Resources Planning and Management  
 Interdepartmental 215. Coastal Zone Management  
 Philosophy 111. Ethics  
 Political Science 321. Public Administration and Public Policy  
 Political Science 361. Environmental Conflict Resolution  
 Religion 242. Religion and Ecology  
 Sociology 315. Society, Technology and the Environment

#### Natural sciences

Biology 201. Environmental Science  
 Biology 215. Ecology  
 Biology 221. Microbiology and Immunology  
 Biology 226. Comparative Animal Behavior  
 Biology 231. Marine Biology  
 Biology 252. Parasitology and Symbiosis  
 Biology 262. Plant Biology  
 Biology 290. Biology of Whales  
 Biology 291. Introduction to Marine Mammals  
 Biology 303. Evolution  
 Biology 318. Tropical Field Biology  
 Biology 331. Advanced Marine Biology  
 Biology 364. Freshwater and Marine Botany  
 Biology 380. Wetlands Ecology, Hydrology, Restoration  
 Biology 398. Laboratory in Animal Communication and Cognition  
 Chemistry 103. Chemistry and Your Environment  
 Chemistry 303. Current Problems in Environmental Chemistry  
 Physics 160. Geology  
 Biology 999. Course Offerings through Affiliated Institutions

## Family Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Kersti Alice Yllö and Derek Price, Coordinators*

The minor in family studies is designed for students who wish to study individuals within a family context and the family as an institution in a matrix of other social institutions. As an institution with many functions, the family

is subject to cultural variation and historical change through processes of adaptation and transformation. The minor in family studies at Wheaton is based primarily in human development and family sociology, but it also provides a broad-based liberal arts perspective on the family viewed from a wide range of disciplines. Students are encouraged to develop internships related to child and family services in the community and to do research and internships at Wheaton's Elisabeth Amen Nursery School.

### Minor

The minor consists of five courses:

#### Required

Sociology 235. Families in Transition

and one of the following:

Anthropology 350. Gender and Social Organization

Economics 241. Women in U.S. Economy

Sociology 311. Violence against Women

#### Electives

Anthropology 255. Women in Africa

Classics 266. Women in the Classical World

English 286. Children's Literature

Political Science 022. Legal Issues in Public Policy

Psychology 103. Developmental Psychology

Psychology 235. Human Sexuality

Psychology 306. Infancy across Cultures

Psychology 342. Laboratory in Child and Family Assessment

Psychology 375. Systems and Change

Religion 142. Religion and Sexuality

## First-Year Seminar

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Susanne Woods, Coordinator*

The First-Year Seminar is designed for and required of new students at the beginning of their college studies. It offers students the opportunity to learn in small classes through reading and regular discussion, writing and critical engagement with controversial ideas. Sections are taught by faculty representing every part of the college's liberal arts curriculum.

Each section focuses on a topic from current events or history or within one of the traditional areas of academic study which has generated controversy among the scholars, policy makers and others who have grappled with it. The role of controversy in shaping human understanding and motivating social and political action is the common theme which unites all sections. As students develop their own positions in the topics of their seminars, they learn how knowledge and understanding depend on the clash and synthesis of multiple points of view. They can also expect to develop a range of academic skills, including critical reading and thinking, writing and oral presentation, library research and the use of electronic technology for their learning.

Section topics and descriptions vary from year to year and are published in the first-year seminar brochure, which is mailed to new students in June. Recent sections have covered topics in the arts, ecology, international relations, social and public policy, personal development, the sciences and history. Students typically are placed in a FYS section by late June before registering for other first-semester courses. The instructor of their First-Year Seminar section is normally their faculty advisor for the first year.

## French Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Jonathan Walsh, Chair*

*Faculty: Anderson, Danehy, Gallagher, Robinson, Walsh*

We in the Department of French Studies believe that a nation's language, literature and culture are inseparable and that French literature is a privileged archive of French culture. Studying a culture in the language of that culture and investigating the similarities and differences within and among national cultures, offer for us and for our students invaluable insights into our own language and our own culture.

The faculty members in French studies at Wheaton want to give all students access to the beauty and power of the French language and to the rich diversity and high achieve-



ments of French and Francophone cultures in the very broadest sense.

### **Major**

The French studies major consists of 10 or more courses, at least two of which must be taken the senior year.

#### **Required (French Studies)**

- 235. Introduction to Modern French Literature
- 236. Introduction to Early French Literature
- 245. Introduction to French Culture

#### **Cultural studies courses (French Studies)**

At least one of:

- 317. Intellectual and Cultural History of France before 1789
- 320. From François I to François Mitterrand: A Cultural History of Politics and Architecture
- 346. New Wave and Newer: French Cinema since the 1950s

#### **Period courses**

At least one course in each of the following periods:

- Middle Ages or Renaissance (French Studies 301 or French Studies 302)
- Seventeenth or 18th century (French Studies 327 or French Studies 329)
- Nineteenth or 20th century (French Studies 331, French Studies 338, French Studies 347, French Studies 349, French Studies 356 or French Studies 357)

#### **Electives**

At least two other courses above French Studies 245 (may include those listed above).

(By prior arrangement with the chair of the French Department, students may substitute History 322 or Art History 276 or Art History 353 for one of these electives.)

#### **Senior concentration course**

In consultation with the faculty of the department, each senior will designate a 300-level course as a "senior concentration course," in which the senior major will engage in course work beyond that undertaken by other students. This advanced work will include additional oral reports, longer or more frequent writing assignments and the development of a substantial annotated bibliography.

A number of the major requirements may be met during a junior year spent at a French-speaking university in study programs

approved by the department. Application to such programs is made during the first semester of the sophomore year. Note that the college requires that at least one-half of the courses in the major be taken at Wheaton. Students with a good mastery of the French language who are majoring in other fields can pursue these fields during a junior year abroad with the approval of their major department.

Majors are encouraged to select courses in areas such as European history, philosophy, religion or history of art, which will strengthen their awareness of the French cultural background. Work in other national literatures, including English, is strongly encouraged.

### **Minor**

The French minor consists of five French courses, including at least two at the 300 level.

### **Language and culture courses**

Students who have studied French before are placed in these courses according to their performance on the Wheaton placement test. Enrollment in each section is limited to 20 students. (French 102, 211 and 221 are yearlong courses.)

#### **102. Beginning French**

Develops the ability to understand and speak authentic French in a meaningful context. The French in Action videodisks and cassettes introduce students to language, customs, culture and everyday life in France. Four classes per week, plus work in the language lab or media center.

#### **211. Intermediate French**

Using the Capretz audiovisual method, students expand their French grammar and vocabulary while being introduced to a variety of situations from everyday life in France. Emphasis on idiomatic oral production and comprehension first, on reading and writing second. Three classes per week, plus work in the language lab and weekly individual meetings with the French language assistant.

#### **221. Reading and Conversation**

Designed to enhance the student's ability to read, write and speak French through close study and discussion of selected readings—fiction, plays, poetry, essays and articles, as well as films, newscasts and multimedia

programs in French. Frequent short papers and/or oral presentations. In the first semester, the course will emphasize reading; in the second, the emphasis will be on oral communication.

Gallagher, Walsh

### **295. Advanced French Grammar**

An intensive review of essential grammar for advanced French studies, with emphasis on structural exercises, writing and oral presentations. The course is appropriate for those who need to master the more difficult grammar and idioms of the language before continuing in the advanced cycle of literature and culture courses.

Walsh

### **296. Writing and Speaking in French**

Recommended as an introduction to the 300 level curriculum in French. Stresses clear, precise and idiomatic expression in both writing and speech through translation, exposés, debates, discussions and a series of short papers. Work on grammar and pronunciation as needed.

Anderson

### **Introductory culture and literature courses**

Intended for students who have studied French for three or four years in secondary school, whose placement scores indicate comparable preparation or who have completed French 211 (with permission of the instructor) or French 221.

### **235. Introduction to Modern French Literature**

Postcolonial encounters: What does it mean for the colonized to write in the language of the colonizer? We will try to answer that question through film screenings and the reading and discussion of novels, plays, poems and essays by 20th-century French writers such as Marguerite Duras as well as Vietnamese, African and West Indian Francophone writers.

Danehy

### **236. Introduction to Early French Literature**

Reading and discussion of novels, plays and poems by major French authors from the Middle Ages to the 19th century. We will read, discuss and write about *Tristan et Iseut*, poems by Ronsard, Racine's *Phèdre*, Diderot's *La Religieuse* and Flaubert's *Madame Bovary*.

Gallagher

### **245. Introduction to French Culture**

What does it mean to be French today? What factors contribute to French national identity and how has that identity changed due to ethnic and social changes in recent years? France takes pride in its millennial history and cultural heritage; studying its political, aesthetic and social movements from the Middle Ages to the present offers indispensable background for students wishing to visit the country or continue in French studies. In this course we look at critical turning points of French history with a view to understanding today's France, including social policies as they affect work, race relations, the family and gender issues.

Walsh

### **Advanced culture and literature courses**

Before enrolling in a 300-level course, students should have completed at least two of the three required courses at the 200 level (French 235, 236 and 245). Prerequisites may be waived by the instructor for students with special preparation.

### **301. Medieval French Literature**

Representative works of the 12th through the 15th centuries in modern French translation: *La Vie de Saint Alexis*, *La Chanson de Roland*, *Tristan et Iseut*, Chrétien de Troyes' *Yvain and Lancelot*, Aucassin et Nicolette, *Les Lais of Marie de France*, *Le Mystère d'Adam* and the poetry of François Villon.

Gallagher

### **302. Renaissance Literature and Society**

Not for a thousand years had there been such an upheaval in Western Europe as in the 16th century, marked by the end of Rome's hegemony and the consequent fragmentation of Christendom and, paradoxically, by a concomitant rediscovery of the pagan cultures of ancient Greece and Rome. We will consider these and other aspects of the period as we read and discuss the *Heptaméron* of Marguerite de Navarre; Rabelais' seriocomical epic *Gargantua*; and selected essays by Montaigne, the inventor of the genre; as well as the poetic badinage of Marot, works of the Lyonnais poets Maurice Scève and Louise Labé; du Bellay's *Les Regrets*; and representative works from the prince of poets, Pierre de Ronsard.

Gallagher

**317. Intellectual and Cultural History of France before 1789**

A selective study of the pre-Revolutionary history, thought, art and literature of France. Emphasis on the events, ideas and works of the past which modern Frenchmen and women know as part of their cultural heritage.

**320. From François I to François Mitterrand: A Cultural History of Politics and Architecture**

Focusing on great works of art and architecture, from the châteaux of the Loire Valley, Fontainebleau and Versailles to the great works of Napoléon, Haussmann and François Mitterrand, we examine the construction of French national identity while investigating the personal and political motives that have driven French heads of state to build a cultural empire with universal aspirations.

Danehy

**327. Moralists and Misanthropes, Sociability and Individualism in Literature of the Ancien Régime**

Examines texts from mid-17th to mid-18th century France that influenced public opinion and shaped modern moral and social ideas. Special attention is paid to the notions of sociability, honnêteté, the birth of individualism and to related questions of language and reciprocity. Readings include essays, plays and novels by authors like La Rochefoucauld, La Bruyère, Molière, Marivaux, Voltaire, Diderot, Graffigny and Rousseau.

Walsh

**329. Love and Libertinage in the Early French Novel**

From the late 17th century onward, French novels depict the waywardness of heart and mind in stories of love and seduction. As they test the realms of nature and reason, they bear witness to the dramatic social and ideological changes which occurred over the course of the 18th century before the Revolution, changes reflected in sometimes disturbing power strategies between the sexes. Readings include works by Mme de Lafayette, Abbé Prévost, Crébillon fils, Mme Riccoboni, Diderot, Laclos and Sade.

Walsh

**331. Other Voices, Other Stories: Great Works of Lesser-Known Authors from France and the Francophone World**

This course studies novels and short stories by contemporary women writers whose work defies traditional literary forms and introduces new modes of expression, whether as

narrative experiments, figures of discourse or alternative texts—the body, for example, as metaphor or “text.” We explore how these writers respond to marginalization, subjugation or oppression through literature and how their stories operate on a political level. The course begins with a short introduction to French feminism. Authors include Cixous, Leclerc, Duras, Letessier, Hébert, Ernaux, Djébar, Tadjó, Bâ.

Walsh

**338. Literature and Society in Post-Revolutionary France**

How did writers reflect and react to changes in French society and how did literary forms evolve in the years following the tumultuous events of the French Revolution and the rise and fall of Napoléon? Study and discussion of works by novelists and poets such as Constant, Balzac, Flaubert, Zola, Baudelaire and Rimbaud.

**346. New Wave and Newer: French Cinema since the 1950s**

What is implied by the expression “the seventh art”? How have French directors both resisted and appropriated the Hollywood formula? How have they challenged social, political and sexual norms? Discussion of films by Truffaut, Varda, Claire Denis, Godard, Bunuel, Tavernier and others. Lectures in English; readings, written work and discussions in English (French Studies 246) or in French (French Studies 346).

Walsh

**347. Literature, the Arts and Society from the Belle Époque to Vichy**

Emphasis on representative shorter works in prose, theatre, poetry and cinema. Readings may include Proust, Apollinaire, Colette, Césaire, Sartre and the surrealists. Consideration of issues such as the decline of the realist novel, cross-pollination in the arts, the communal loss of innocence after the “Great War,” and the birth of *négritude*.

Anderson

**349. Les Trente Glorieuses**

The 1945–1975 period was marked by both material prosperity and cultural ferment. Is there a relationship between these two worlds? Particular focus on France in the 1950s. Likely readings: existentialism (Sartre, Camus), postwar poetry (Prévert, Ponge), feminine voices (Beauvoir, Sarraute, Duras, Rochefort), essays in cultural criticism

(Barthes) and the nouveau roman (Robbe-Grillet).

Anderson

### **356. Le Théâtre et la Société Française**

Through the study of plays by major French playwrights of the 17th, 18th and 20th centuries, we will attempt to define how mentalities and the political and social environment of these periods helped shape theatrical masterpieces by Corneille, Racine, Molière, Marivaux and Giraudoux.

Danehy

### **357. French Theatre in the 20th Century**

Varied forms and innovations in the French theatre since the turn of the century, including farces by Feydeau, presurrealist and surrealist inventions by Jarry, Apollinaire, plays by Cocteau, Claudel, Giraudoux, Sartre and Camus and some "absurd" theatre creations of Beckett, Ionesco, Vian, Arrabal.

## **Courses given in English**

### **241. Masterpieces of French Literature**

Reading and discussion of significant works from the twelfth through the twentieth centuries in English translation, including *Tristan and Iseut*, *The Princess of Clèves*, *Phèdre*, *The Nun*, *Old Goriot*, *Madame Bovary*, *Thérèse Desqueyroux* and *The Voyeur*.

Gallagher

### **242. French for Reading Knowledge**

Intended for students who wish to acquire in a short time a good reading knowledge of French; the focus of the course will be on this one skill only. Toward the end of the semester, supplementary readings from specific areas of students' interest—the humanities, social sciences and natural sciences—will be read as time permits. A course for those going on to graduate study or for anyone wanting access to the mass of untranslated material—journalistic, general or highly specialized—available only in French. Intended for those with little or no previous study of French.

Gallagher

### **246. New Wave and Newer: French Cinema since the 1950s**

What is implied by the expression "the seventh art"? How have French directors both resisted and appropriated the Hollywood formula? How have they challenged social,

political and sexual norms? Discussion of films by Truffaut, Varda, Denis, Godard, Bunuel, Tavernier, Besson and others. Lectures in English; readings, written work and discussions in English (French Studies 246) or in French (French Studies 346).

Walsh

## **German**

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Joel C. Relihan, Coordinator*  
*Faculty: Denton, Lee, Relihan*

The German Department offers courses in German language, literature, film and culture, both in German and English. Students may choose to major in German or in German studies—or to minor in German. We have recently been active in film and video, in theatre, and in multi-cultural studies—and active in connections with history and in the sciences.

## **Major**

### **Major in German**

The major in German consists of nine courses beyond the level of German 201 and includes four courses at the 300 level and German 401. Beyond the basics of language and literature, we concentrate on film and video filmmaking; theatre; pedagogy; and multicultural studies.

### **Major in German Studies**

In this major, students pursue interdisciplinary studies in a number of fields that relate directly to German; it does not require as much proficiency in the language as does our German major. Students construct their own program of 10 courses: five within the German Department and, with our approval, five in other departments.

We encourage students to go abroad on our exciting new Wheaton in Germany program at the University of Regensburg in consortium with Vanderbilt and Wesleyan. Each year, this program features a resident director from one of these three German faculties.

## Minor

The German minor provides a global component to many other majors. It consists of five courses in German, one at the 300 level.

### Language courses

We encourage students both to begin and to continue their study of German at Wheaton. We focus on proficiency and communication in our language classes. During orientation, we provide a placement test for incoming students with a background in German. Up to two Wheaton graduation credits (awarded after completing a German course at Wheaton) may be earned by those students who matriculate with a score of 4 or 5 on the German Advanced Placement Examination (ETS).

#### 101. Elementary German

This course develops the ability to understand and speak German in a real-life context. Extensive use of video and tapes to develop skills in listening, speaking, reading and writing. Special attention paid to cultural aspects of language and to Germany after the Wall. Three classes a week plus a weekly intensive session with our German language assistant.

Denton, Lee

#### 102. Elementary German

A continuation of German 101 with emphasis on speaking and listening skills through use of video and video filmmaking.

Denton, Lee

#### 201. Intermediate German

A course that puts to practical use German skills acquired at Wheaton or elsewhere. We will pay special attention to contemporary Germany. This course consists of three hours of class a week and a weekly intensive session with our German language assistant.

Denton, Lee

#### 202. Intermediate German

A continuation of German 201 with an emphasis on speaking and listening through the use of video and video filmmaking.

Denton, Lee

#### 240. Advanced German

The emphasis of this course is on increasing your reading, speaking and writing skills.

Reading of literary and nonliterary texts; viewing of videos and film; writing of short compositions; and conversations in German.

Lee

#### 242. Introduction to German Studies

This advanced course emphasizes German cultural studies: an introduction to the studies of literature, culture and film.

Lee

### Courses in literature and culture

These courses are conducted in German and all reading and writing is in German.

#### 303. Telling Fantastic Tales: *Märchen und Novellen*

From fairy tales to the fantastic novellas and love stories of the Romantic Era to modern stories of the Wall and reunification, the course focuses on the art of telling stories in German: cultural context, purpose and technique.

Denton

#### 304. Literary Greatest Hits: *Erbe und Canon*.

A survey of great works of German literature and the Germans who created them. Canon-building, cultural icons, concepts of genius and greatness—and alternative canons that call the Germanness of that culture into question.

Denton

#### 361. Early German Literature and Culture

Readings from one thousand years of German culture from the *Nibelungenlied* to Grimms' *Märchen*. We take an interdisciplinary approach, comparing literature to German art, architecture, philosophy and music.

Denton

#### 364. Theatre and German Culture

This is a course about theatre, which is the central, most experimental and the most expensive art form in Germany. It is also about performance, as theory and practice. Not only do we read plays, we perform them ourselves, if in an amateur fashion: speaking and acting out the language, the body language and the visual language that are all integral parts of the theatre. And for homework, we make short video films of ourselves while doing so.

This theatre course focuses on contemporary Germany. We examine work from the most recent playwrights since reunification:

among them, David Gieselmann's *Herr Kolpert* (2000), Roland Schimmelpfennig's *Push up 1-2-3* (2001), Jenni Erpenbeck's *Katzen haben 7 Leben* (2002).

Denton

### 365. Letters and Journals

A study of the history of letter writing and the keeping of journals. Such writing is literary, social, intimate. Each week we will explore the epistolary and diary world of a different writer, a different epoch, a different historical context.

Denton

### 370. Goethe and Romanticism

In this course, we explore Goethe in the context of Romanticism and alongside such diverse writers as Schiller, Kleist, Hölderlin, Böchner and Heine. Focus on Goethe's influence today: icon, imitation, repudiation, parody.

Denton

### 374. Film and German Culture

This course consists of a weekly film series focusing on Expressionism, New Wave and the newest films from Germany. Enhanced by a study of fairy-tale and romantic novella and readings in contemporary German literature.

Denton

### 398. Identity and Difference in German Culture

What does it mean to be a German today? Recent political, cultural and literary debates in Germany have addressed the question of who is allowed to claim Germany as their "home," their *Heimat*. Literary (prose, poetry) and nonliterary (film, popular music, journalism) texts by intercultural writers and artists of the last two decades challenge the narrow and exclusive concept of "Germanness." This course will explore important moments in the history of their struggle and responses to these challenges.

Lee

### 401. Senior Seminar

Intensive, independent, self-designed research for majors meeting with faculty on a weekly basis.

Denton, Lee

### 500. Individual Research

Honors thesis research. Many of our seniors are now choosing to do innovative, two-semester honor theses, which they begin

preparing for in terms of research and connections during junior year abroad.

Denton, Lee

## Courses in English

These courses are conducted in English; all reading and writing is in English translation. There are no prerequisites and no knowledge of German or of German culture is expected.

### 250. German Culture

An interdisciplinary course in 20th-century German culture, history, politics and thought. Weekly examination of historical sources, material and popular culture and novels/arts/film, looking for continuity and contradictions. Topics include: World War I, Weimar culture, Insiders and Outsiders, the German Other, Hitler, the Holocaust, the Wall, Berlin and post-unification. This course is sometimes team-taught and always has a number of guest speakers.

Denton

### 260. Einstein's World: Science in Cultural Context

This is a course about connections and about the importance of the cultural context of science, which does not occur in a vacuum. How do we think about science while we do it, and how do we discuss the philosophy, morality and aesthetics of science afterwards? A leitmotif of the course will be literary, artistic and historical investigations of the modernist (and German-speaking) world from which Einstein emerges circa 1905. But we will also study a number of recent literary works that focus on the workings and implications of science, especially plays like *Copenhagen*, *Arcadia* and *Picasso at the Lapin Agile*. This course also takes the working conditions of science seriously. Team taught and connected to chemistry courses, lab work will be required to recreate a number of Einstein's experiments, in particular his Nobel Prize-winning work on the photoelectric effect.

Denton, Muller

### 273. Film and German Culture

This course consists of a weekly film series focusing on Expressionism, New Wave and the newest films from Germany. Enhanced by a study of fairy tales and romantic novella and readings in contemporary German literature.

Denton

### 275. Beyond Good and Evil in Film and Literature

Good and evil in German literature and film—the possibility of thinking and living “beyond morality” (Nietzsche). Readings and screenings in Goethe, Kleist, Schnitzler, Kafka, Musil, Hesse, Brecht—and of *The Reader*, *Aimee & Jaguar* and *Copenhagen*.

Denton

### 298. Berlin: Site of Memory, Construction Site

Berlin is once again the place to be for both profit- and thrill-seekers, resonating the vibrant energies of the Roaring Twenties before its imminent fall to fascism and subsequent division. This course examines the political, social and cultural metamorphoses of the city with a special focus on the intercultural crossroads in literature, film, music and architecture. We will investigate how new identities and memories are formed at this local/global construction site.

Lee

## Greek

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

Faculty: Evans, Relihan

(For descriptions of majors and minors, see Classics.)

### Courses

#### 101. Elementary Greek

A two-semester course that covers the essential grammar of classical Greek and introduces students to the reading of simple Attic prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

#### Intermediate courses

The following 200-level courses are open to students who have taken Greek 101; students who have previously studied Greek must take the department's placement test. These courses do not form sequences, but it is strongly recommended that a course in prose (211, 213, 215) be taken before a course in verse (222, 224, 226). Readings in the original are supplemented by literary/philosophical discussions and readings in English; a research paper is required.

#### 211. Herodotus

The ethnography of the ancient world. Selections from the *Histories*.

#### 213. Plato

On the death of Socrates. Selections from *Apology*, *Crito*, *Phaedo*.

#### 215. Lysias and Xenophon

The court and the army. Selected private speeches; selections from *Anabasis*.

Evans

#### 222. Homer, *Iliad*

Achilles and Hector at the walls of Troy. Selections from the *Iliad*.

Relihan

#### 224. Homer, *Odyssey*

The wanderings of Odysseus. Selections from the *Odyssey*, Books 9–12.

#### 226. Attic Drama

The tragic hero. Selections from Sophocles and Euripides.

### Advanced courses

The following courses concentrate exclusively on the improvement of Greek language skills. Students in these courses read the Greek texts covered in the intermediate Greek courses with which they meet and other, related texts; additional work in Greek composition is expected in 351 and 352, more rapid reading in 381 and 382. The courses do not form sequences and each course may be repeated as the authors and topics change, but Greek and Classics majors are strongly urged to take 351 and 352 in sequence.

#### 351. Advanced Greek

Greek prose reading and prose composition.

#### 352. Advanced Greek

Greek prose reading and prose composition.

#### 381. Intensive Reading in Prose

#### 382. Intensive Reading in Verse

# Hispanic Studies

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*Mary Beth Tierney-Tello, Chair  
Faculty: Alba, Caba, Godo-Solo,  
Houldsworth, Ledezma, Medina, Shaw,  
Tierney-Tello*

The Hispanic Studies Department offers a broad range of courses in the language, literature and cultures of the Spanish-speaking world.

The department complements its curriculum through Wheaton's interdisciplinary Programa de Estudios Hispanicos en la Universidad de Cordoba (PRESHCO), in Spain, which offers courses in various aspects of Hispano-Muslim art and civilization, Spanish art, economics, history, geography, language, literature and music. PRESHCO is sponsored by a consortium of Oberlin College, Smith College, Trinity College, Wellesley College, Wheaton College and the College of Wooster.

Before enrolling in a first Spanish course at Wheaton, all students who have studied Spanish must take the placement exam given by the department.

Applicants for admission who intend to continue the study of Spanish at Wheaton are strongly advised to take the Spanish achievement test of the College Entrance Examination Board. Applicants who have taken an advanced placement course in Spanish language or literature and who score 4 or 5 on the advanced placement examination administered by the Educational Testing Service may receive up to two Wheaton degree credits for this advanced work, upon successful completion of a 300-level course in Hispanic studies at the college.

## Major

Requirements are intentionally broad and flexible to accommodate the diverse interests of students, while being sufficiently focused to assure development of appropriate knowledge and skills. Students interested in this program should discuss their plans with the department as early as possible in order to design an individualized program of study depending upon their personal preferences and career aspirations.

Majors and minors in Hispanic studies usually go on to further studies or employment in a wide variety of areas. These include graduate studies, teaching, law, government, publishing and editing, interpreting, personnel work and a multitude of positions in international relations, business and banking.

The department encourages students to develop a second major or minor in such areas as American studies, anthropology, art, computer science, economics, education, English, history, international relations, Latin American studies, legal studies, management, music, philosophy, political science, psychology, religion, sociology, theatre, women's studies or a second language.

The major consists of nine courses distributed as follows:

### Hispanic civilization and culture

One of:

- 260. The Hispanic World: Introduction to Spain's Social and Cultural History
- 280. The Hispanic World: Introduction to Latin American Culture

### Hispanic literature

Two required survey courses from:

- 305. Literary Currents in Spain I: From the Middle Ages to the End of the Golden Age
- 306. Literary Currents in Spain: 18th, 19th and 20th Centuries
- 315. Spanish American Literature I: Colonialism to Modernism
- 316. Spanish American Literature II: Contemporary Literature

### Senior seminar

One senior seminar (Hispanic Studies 400) that allows students to integrate the diverse perspectives gained in courses and readings. (Usually taken in the spring of the senior year.)

### Electives

Five more elective courses at the 200 level (starting with 220 or above) or 300 level.

### Study Abroad

The opportunity to study abroad is an integral part of the program of Hispanic studies at Wheaton. Serious students of Hispanic studies are expected to spend their junior year or a semester abroad, either with PRESHCO in Spain or another approved program in Latin America or Spain.



## Minor

Any combination of five courses at the 200 level (starting with 220 or above), including at least one at the 300 level or equivalent.

## Language courses

Language courses at the elementary and intermediate levels in Spanish are offered on an intensive basis and are taught with an eclectic, functional five-skills approach. This integrated approach simultaneously develops all the fundamental skills: speaking, comprehension, reading, writing and cultural awareness. In language courses, classroom practice in speaking is supplemented by work in the language laboratory.

Our language courses offer students an opportunity to acquire communication skills while developing an awareness and appreciation of Hispanic culture. These courses are designed for students in any field or major that benefits from the ability to communicate in Spanish and knowledge of Hispanic culture and civilization.

### 101. Basic Spanish

A yearlong course conducted by intensive oral method for students with no preparation in the language. Its goal is to provide more than a basic knowledge of Spanish while developing the fundamental skills: understanding, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

### 102. Basic Spanish

(Continuation of Hispanic Studies 101.)

### 105. Review of Basic Spanish

Intensive one-year review of the basic structure of Spanish for students with some previous knowledge of the language but who are not ready for intermediate work. Intensive oral method. Comprehensive grammar review, with activities designed to improve the fundamental skills: listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

### 106. Review of Basic Spanish

(Continuation of Hispanic Studies 105.)

### 150. Intermediate Spanish

This intensive one-semester course provides further development and practice of all

language skills. Comprehensive grammar review, with activities designed to enhance the fundamental skills: listening, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

### 200. Readings in Contemporary Hispanic Literature

Reading and discussion in Spanish of a number of Spanish and Spanish American texts (drama, novel, short stories and poetry). Nonliterary texts such as films and music will also be included. The course is designed: 1) to improve students' ability to communicate orally and to express themselves in written Spanish; 2) to broaden their understanding of the Hispanic world; 3) to introduce them to contemporary Hispanic writers. Four class meetings per week plus work in the language laboratory and media center.

### 220. Advanced Oral and Written Communication I: Conversation

Designed to improve students' ability to speak Spanish at an advanced level, the course provides intensive practice in conversational skills through reading and discussion of current works that reveal sociocultural aspects of the Hispanic world. Using political and social ballads, popular verse, idioms, articles, short stories, plays and films, students will discuss contemporary topics with the goal of ensuring good communication skills. Attention will also be placed upon developing students' knowledge of syntax and writing ability. Four class meetings per week plus work in the language laboratory and media center.

### 240. Advanced Oral and Written Communication II: Composition

This course is designed to improve students' writing skills in Spanish, with emphasis on the practice of various types of writings: formal letters, diaries, poetry, essays, short stories and analysis of literary texts and social and political issues in the Hispanic world. Attention is also given to improving conversational skills. Three class meetings per week plus work in the language laboratory and media center.

### 260. The Hispanic World: Introduction to Spain's Social and Cultural History

A study of the major trends and development in the evolution of Spanish society and

culture, from its origins to the present, from historical, political, social, artistic and intellectual perspectives.

Medina

### **270. Studies in Latin American Culture: Cuba and the Pursuit of Freedom**

An advanced course that provides an introduction to Cuban culture while maintaining and improving Spanish language skills. The course is designed to give students an overview of the evolution of Cuban culture and society from the colonial times to the present, with emphasis on the 19th and 20th centuries. Readings include novels, short stories, plays, poetry, essays and historical sources. Some of the authors that will be considered are José María Heredia, Gertrudis Gómez de Avellaneda, José Martí, Nicolás Guillén, Lydia Cabrera, Alejo Carpentier, Fidel Castro, Guillermo Cabrera Infante, Lourdes Casal, Nancy Morejón and Dolores Prida.

Medina

### **280. The Hispanic World: Introduction to Latin American Culture**

An advanced course which provides an introduction to Spanish-speaking Latin American culture while maintaining and improving Spanish language skills. The course is designed to give students an overview of the diverse cultures of the region, moving historically from the first encounters of colonial times to the various communities which make up present-day Latino culture. While the temptation in such a course is to attempt to obscure differences in order to present a coherent narrative, our focus will rather be on the way many different and divergent voices make up Latin American identity and culture.

Medina, Tierney-Tello

### **Literature survey courses**

#### **305. Literary Currents in Spain I: From the Middle Ages to the End of the Golden Age**

A study of literary movements and genres in Spanish literature from the medieval period to the end of the Golden Age through the reading and discussion of representative works.

#### **306. Literary Currents in Spain: 18th, 19th and 20th Centuries**

A study of literary movements and genres in Spanish literature from the 18th century to the present through the reading and discussion of representative works.

Medina

### **315. Spanish American Literature I: Colonialism to Modernism**

A study of Spanish American literature from the colonial period to 1910 through the reading and discussion of representative works.

Tierney-Tello

### **316. Spanish American Literature II: Contemporary Literature**

A study of Spanish American literature from modernism to the present through the reading and discussion of representative work.

Medina, Tierney-Tello

### **Studies in literature**

- 320. Studies in Spanish Literature of the Middle Ages and the Golden Age
- 330. Studies in Spanish Literature of the 18th and 19th Centuries
- 340. Studies in Spanish Literature of the 20th Century
- 350. Studies in Spanish American Literature: Fiction
- 360. Studies in Spanish American Literature: Drama and Poetry
- 370. Studies on Hispanic Women Writers
- 399. Independent Study
- 400. Seminar in Hispanic Studies

### **Special course**

#### **300. Spanish Practicum Internship**

In collaboration with the Filene Center for Work and Learning, majors and minors in Hispanic studies are placed in agencies in Massachusetts or Rhode Island that need Spanish-speaking volunteers. Students will be able to increase their fluency in Spanish through personal and continued contacts with the language and, at the same time, assist the Hispanic community in programs related to foster care, refugees, hospitalized children and adolescents, battered women and their children, legal advocacy, rape crisis, AIDS, substance abuse, runaways, family emergency shelter and in after school programs, etc. Readings and class discussion will focus on the literatures, histories and cultures of Latinos in the U.S. and other issues pertaining to this community.

Medina, Tierney-Tello

## Course in translation

### 235. Contemporary Latin American Fiction in Translation

Readings in translation of significant works by modern authors from Latin America.

### PRESHCO

PRESHCO is housed in the University of Córdoba's Facultad de Filosofía y Letras, where courses are taught in Spanish by professors of the University of Córdoba and other foreign scholars. This interdisciplinary program has been in operation since 1981 and has three basic objectives:

1. To encourage the personal and intellectual growth that comes from living and studying in a foreign country;
2. To increase the student's command of the Spanish language;
3. To foster knowledge and appreciation of Spanish culture through studies in the humanities, social sciences and fine arts as they pertain to Spain.

Applicants must have completed Hispanic Studies 200 or the equivalent prior to participation in the program and may receive as many as four course credits per semester. All courses may be counted toward a major or minor in Hispanic studies. Students interested in PRESHCO or other programs in Latin America or Spain should consult with the PRESHCO coordinator and the Center for Global Education.

### Courses Offered by PRESHCO

#### *Language*

#### 1301. Advanced Oral and Written Communication

Three class hours per week plus additional practice outside class. An exploration of various kinds of textual material viewed as examples of linguistic registers with special attention to semantics and discourse in the contemporary Spanish world. This course is normally required for all students during their first semester in Córdoba (unless exempted by the resident director, in consultation with individual campus coordinators). (Fall and Spring)

#### 1306. Topics in Spanish Phonology and Linguistics

A review of Spanish phonetics and phonology with an eye toward improving pronunciation and facility in identifying different accents and dialects. Together with extensive class work,

students may choose to participate in a practicum working with local non-governmental organizations or in other settings to increase contact with contemporary language usage. (Fall and Spring)

#### 1310. Translation

Theoretical and practical aspects of the translation of both literary and nonliterary texts. Classes are centered on the discussion of weekly translation exercises and are directed toward increasing students' linguistic competence in both English and Spanish. (Spring)

#### *Literature*

#### 1601. Introduction to Spanish Literature I

An examination of representative texts and literary movements from the medieval period to the Golden Age. (Fall)

#### 1602. Introduction to Spanish Literature II

An examination of representative texts and literary movements from the 19th and 20th centuries. (Spring)

#### 1611. Seminar: Studies in Spanish Theatre

Focusing on a different historical period each semester, the seminar will explore key aesthetic, cultural and political facets of selected representative texts. (Fall)

#### 1612. Seminar: Studies in 19th Century Literature

Close reading and analysis of representative texts from the 19th century. (Spring)

#### 1613. Seminar: Studies in 20th Century Literature

Critical analysis of key texts from the Generation of 1898 to the present. (Fall)

#### 1614. Seminar: 20th-Century Feminist Expression

An examination, through various media, of feminist expression in contemporary Spain with particular attention to currents in Spanish feminist thought. (Spring)

#### *Fine Arts*

#### 1700. The Music of Spain

A panorama of Spanish music with a focus on its most significant and distinctive aspects, from the medieval period to the polyphony of the Golden Age and the nationalist trends of the last two centuries. (Fall and Spring)

**1701. Spanish Art: From the Islamic Period to El Greco**

A survey of the most significant artistic expressions—architecture, painting and sculpture—that emerged in Spain from the eighth to the 16th centuries. (Fall)

**1702. Spanish Art: From Velázquez to Picasso**

A continuation of the course described above, exploring artistic milestones from the 17th to the 20th centuries. (Spring)

**1720. Seminar: Methods and Techniques in Andalusian Art Restoration**

An integrative seminar entailing classroom instruction, extensive field work and hands-on practice in the creation and restoration of arts specific to Andalusia. (A portion of this course takes place at the Escuela de Artes Aplicadas y Oficios Artísticos de Córdoba). (Spring)

**1730. History of Spanish Architecture**

An examination of the principal works of Spanish architecture from prehistoric times to the modern works of Antoni Gaudi and Rafael Moneo. (Spring)

**History****1401. Roman Andalusia**

An exploration of the social and cultural history of the Roman aspects of Andalusia, from the second century B.C.E. to the 5th century C.E. (Fall)

**1404. The Spanish Middle Ages**

An examination of the unique configuration of Christian, Islamic and Jewish cultures in Iberia during the medieval period. Focus on political, economic and social factors, as well as contact with other European powers. (Fall)

**1405. Imperial Spain, 1492-1711**

The inner history of the "Spanish Century," when Spanish military might was peerless and Spanish influence was supreme in Europe and America, is examined in all its contradictions. (Spring)

**1406. The Colonization of America**

A critical examination of political, cultural, economic and racial cross-currents between Spain and the Americas during the colonial period. Particular focus on the making and implementation of the policies of the Spanish monarchy in the New World. (Spring)

**1407. Political Reform and Social Change, 1808-1936**

An analysis of the political transmutations that followed the great wave of bourgeois revolutions in Western Europe, which brought with them the movement known as Constitutionalism. Examination of the particular transformations occasioned by the dual nature of Spanish economic development. (Spring)

**1410. Seminar: El Franquismo and the Transition to Democracy**

An analysis of the complex period of the Franco dictatorship, from its Civil War beginnings to its conclusion and the transition to democracy. (Spring)

**Geography****1500. The Geography of Spain**

A study of the basic components of the Iberian Peninsula in its ecological, human, economic and social dimensions and an analysis of Spanish landscapes and regional diversity. (Fall)

**Philosophy****1811. Political Philosophy: Spain and Latin America**

An examination of the development of concepts of nationhood, colonialism and human rights within a Spanish and Latin American context. (Fall)

**Interdisciplinary courses and seminars****1910. The European Union: Economics and Society**

An examination of the impact of the political economy of the European Community on the economic and social structures of member states (growth, employment, standard of living), with special emphasis on present day Spain. (Spring)

**1911. The European Union: Political Structures and Institutions**

An examination of communitarian forms of government and political cooperation among member nations. Particular focus on ways in which participation in the EU and adherence to a supranational structure has informed Spanish government, jurisprudence, economics and society. (Fall)

**1912. Women in Spanish Society.**

An inquiry into how a feminist focus reconfigures both the content and form of cultural and archival research. The course examines gendered notions of space, education, religion and culture through a variety of periods in Spanish history. (Fall)

**1914. From Text to Film: Spanish and Latin American Cinema**

Focusing on six novels by Spanish and Latin-American authors that have been adapted for film, the course examines questions of form, medium and narrative. (Fall)

**1915. The Semitic Legacy in Hispanic Societies**

An analysis of the formation of "semitic culture" (primarily Hebrew and Arabic) in both Eastern and Western contexts and its lasting influence on the Spanish ways of life and culture. Emphasis given to the role of Córdoba as a crossroads of intellectual, cultural and artistic currents. (Fall)

**1916. Islam: Beginnings, Introduction into Spain and Contemporary Andalusia**

An examination of the origins of Islam in Arabia and its introduction into and evolution within Spain beginning in 711 C.E. Particular attention to the diversity of Islamic religious thought and philosophy, competing notions regarding lasting Islamic influence in Spanish identity and the role of Andalusia as a cultural site for contemporary Islamic thought. (Spring)

**1917. Image, Gender And Sexuality: Contemporary Spanish Cinema**

Focusing on recent Spanish films by important filmmakers, the course analyzes the ways in which societal codes dealing with gender and sexuality are presented, explored and oftentimes subverted. (Spring)

**Archeology****1920. Andalusian Archeology: Theory and Practice**

A course encompassing both theory and hands-on practice. Readings and lectures in archeological theory and methods (including differences between American and European approaches), complemented by extensive practice at local sites. (Fall)

**1921. Theory and Methods in the Study of Prehistoric Material Culture**

Taking advantage of Córdoba's rich offering of research sites, this course combines an understanding of general approaches to the

study of prehistoric remains with hands-on practice in the Facultad's "Laboratorio de Prehistoria," visits to the Museo Arqueológico de Córdoba and other local research facilities. (Spring)

**Offerings at the Facultad De Filosofía y Letras**

PRESHCO students may take a conventional university course at the Facultad de Filosofía y Letras for credit as part of PRESHCO's academic offerings. Permission of the Resident Director, who will assess the student's ability to undertake the course, is required. In addition, students may also audit classes at the Facultad de Filosofía y Letras. Due to significant differences between the university calendar and pedagogic approaches in Spain and the U.S., PRESHCO recommends that students who elect this option enroll in only one such course per term and that the course be selected from the regular university offerings of faculty familiar with the course and attendance expectations of the PRESHCO program. Once available (normally the month before the beginning of each term), class offerings are distributed to PRESHCO students to explore options. Students who elect this option are encouraged to attend faculty open office hours and seek out additional tutorials with the instructor in order to complement classroom instruction, which tends to emphasize lectures more than most consortium-college students are accustomed. It is also important to note that many non-Spanish European students attend these classes as well, so that attendance in them affords PRESHCO students the opportunity to meet other university students.

Students interested in PRESHCO or other programs in Latin America or Spain should consult with PRESHCO coordinator and the Center for Global Education.

# History

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Alexander Bloom, Chair*

*Faculty: Baker, Bezis-Selfa, Bloom, Cathcart, Chandra, Crosby, Kaligian, McCormack, Paul, Quinn, Tomasek*

The History Department offers a variety of courses grouped in three categories: general interest courses, national histories and advanced courses.

## Major

The major program in history requires a minimum of 10 courses. These include:

### Area of concentration

Five courses in an area of concentration—America, Asia or Europe—or in a period of concentration, such as the 20th century. Period concentrations must include courses drawn from all three areas. At least two of these five courses must be at the 300 level or above.

### Outside the concentration

Three courses outside the area of concentration, one of which must be in each of the other two areas. One of the three courses may be in Latin American history, if the other two courses are in the two areas outside of the area of concentration. Concentrators in a period must take three courses in periods outside the one chosen for concentration.

### Junior colloquium

History 302 is required of all majors in the first semester of the junior year, except those on LOA or approved study away, who must take it in the senior year.

### Seminar

History 401. Seminars

No more than three 100-level courses shall be counted toward the major.

Occasionally, by permission of the department chair, students may substitute as an elective a course offered by another department.

Guidelines have been established for interdepartmental major programs combining history with art, economics, political science, philosophy or religion. The department also participates in a number of other interdepartmental or combined major programs includ-

ing American studies, Asian studies, German, international relations, Russian and Russian studies and women's studies.

## Minor

The history minor consists of at least five courses. Four courses must be in either a single area or a single period of concentration. One course must be outside the area or period of concentration. At least one of the four courses of concentration must be at the 300 level or above. No more than two 100-level courses may count for the minor.

History courses are also included in the following special minor programs: Africana studies, development studies, family studies, Latin American studies and management.

## Explorations in history—Courses of general interest

### 100. Ancient Western History

A survey of all pre-Christian Western societies and cultures, including neolithic, Celtic, Egyptian, Greek and Roman, up to the advent of Christianity and the collapse of the Roman Empire in the West. Topics covered will include women, family, religious beliefs and the development of the arts and ideas.

Quinn

### 101. The Development of Modern Europe from the Medieval Era to 1789

A study of the foundations of modern Europe. Among the topics examined are the development of modern states, the emergence of a capitalist economy, the Renaissance, the Reformation, overseas expansion, the Scientific Revolution and the Enlightenment.

Baker, Crosby

### 102. The Development of Modern Europe since 1789

Europe from the French Revolution to the present. Topics include: the development of industrialism, nationalism, romanticism, imperialism, democracy, socialism, communism and fascism; the impact of two world wars; totalitarianism; and Europe's post-World War II renaissance.

Baker

### 141. Culture and Values in Historical Perspective: China and Korea

This course will be an examination of the culture and values of China and Korea. The role of Confucian, Taoist, Legalist, Buddhist, communist and democratic ideologies in

shaping the individual, family, community, aesthetics, commerce, government and law will be the principal topics of discussion. Principally for freshmen and sophomores.

Chandra

**142. Culture and Values in Historical Perspective: Japan and India**

The role of Confucian, Taoist, Legalist, Buddhist and Shintoist ideologies and Western worldviews in shaping Japanese concepts of the individual, family, community, aesthetics, commerce, government and law will be the principal topics of discussion in the first half of the semester. The role of Hindu, Buddhist, Jain, Islamic, Sikh and Western worldviews in shaping similar concepts and institutions in India will be the focus of the second half.

Chandra

**143. Africans on Africa: A Survey**

Africa's development paralleled European development up to the eve of European colonization of the continent. Whereas the African slave trade robbed the region of millions of her people, a distinctly African holocaust, the slave trade and its eventual demise in the early 19th century also set the stage for European colonization. This course is a broad survey of the history of the African continent prior to colonization, during colonization and through the postcolonial period to the present. Its perspective will be uniquely African. We will focus on the interruption of African development and the strategies of resistance and accommodation adopted by various groups through an examination of selected texts, literature and film.

Cathcart

**207. Medieval Europe**

A survey of the history and culture of Europe, 300–1300. The institutions of feudalism, monarchy and the church will be examined; the development of monasticism and Christian philosophy. Throughout the basic narrative of events, the course will focus on the medieval outlook as expressed in philosophy, art, literature and music.

Quinn

**213. The History of the Civil Rights Movement**

This course will examine, through readings and films, those events which led up to and included the civil rights movement in the United States, as well as those mass movements it inspired throughout the 1960s and the 1970s. We will explore the hopes and

dreams, actions and strategies, of the progressive members of this movement which began decades before sit-ins galvanized student activism. This course will center on the historical context which helped to shape the political and social reality of the times. We will examine how the basic tenets of this movement continue to influence us today.

Cathcart

**218. Latin America to 1826**

Examines Latin America's past from human settlement to national independence. Topics include histories of indigenous peoples prior to the arrival of Iberians; Iberian conquest and colonization of Mesoamerica, South America and the Caribbean basin; cultural, commercial and biological exchange between Europeans, Africans and indigenous Americans; rise of African slavery; economic, political and social development, and revolutions for national independence.

Bezis-Selfa

**219. Modern Latin America, 1826 to the Present**

Covers history of Latin America during the national era. Topics will include: nation-building, economic development, abolition of slavery, role of U.S. in Latin America, national revolutions and politics, economics and culture during Cold War and thereafter. Focus on histories of four nations: Argentina, Brazil, Cuba and Mexico.

Bezis-Selfa

**221. History of the Middle East**

A survey of Middle Eastern history from the rise of Islam to the present, with a focus on factors contributing to the conflicts of today. Topics include Islamic civilization, the Ottoman Empire, the impact of the West, Arab and Iranian nationalism, the creation of Israel, the Iranian revolution, the Intifada and current developments in the region.

Baker

**226. Women in East Asia: Past and Present**

The traditional and changing roles of Chinese, Korean and Japanese women will be examined with the help of primary and secondary readings and interdisciplinary approaches. Women's self-images and men's attitudes toward them will be given equal attention. The attempt will be to understand East Asian women's personal and social experiences in national historical sequences and comparative contexts. Open to all classes.

Chandra

### **275. Psychology and History**

Examination of the uses of psychology in an attempt to understand the past. Readings will include works on such diverse personalities as Luther, Theodore Roosevelt, Gandhi, Hitler and Richard Nixon. Some attention also given to psychological interpretations of family and group history and of social movements.

Crosby

### **285. History of Science to the Scientific Revolution.**

Current dominance of "science" as a symbol of progress and prosperity has its roots in the cultural traditions of medieval Christian Europe and its selective appropriation of a Greek heritage. This course addresses the historical context, structure and development of science, and explores science as a cultural and sociological phenomenon while tracing changes in the perception of nature and human knowledge over time.

Quinn

## **National histories**

### **201. American Colonial History to 1776**

Covers colonial North America's past. Topics include: indigenous societies before contact; European reconnaissance and colonization; rise of indentured servitude and slavery; social and cultural exchange between Native Americans, Africans and Europeans; and the social, political, cultural and economic development of British North America in the 18th century.

Bezis-Selfa

### **202. America: The New Nation (1776–1836)**

Considers the process by which Americans created a new nation and forged a national identity from the period of the Revolution through the Jacksonian era. Topics include: the course of American political growth; the experiences of Native Americans, African Americans and women in the new republic; the beginnings of northern industry; and the flourishing of reform movements.

Tomasek

### **203. America: The Nation Divided (1836–1876)**

Explores the development of divergent patterns of life in three distinct regions of the United States (the West, North and South) in order to comprehend the emergence of sectionalism, the violent struggle of the Civil

War and the readjustments of the Reconstruction years.

Tomasek

### **204. Industry and Empire: The United States, 1876–1914**

Examines how industrialization in the late 19th century transformed work, home life, class dynamics, ethnic diversity, gender relations, race relations, politics and foreign policy. Such changes redefined what it meant to be American and led to the creation of the modern nation.

Bezis-Selfa

### **205. America between the Wars: 1914–1945**

The two world wars bracket a period of extremes in American history: the Roaring Twenties and the depression of the thirties. This course will follow the political and social history of these years, with special attention to the lives of individual Americans, the artistic creations of the period, and the diplomatic questions which begin and end the era.

Bloom

### **206. Modern America: 1945 to the Present**

Despite America's preeminent position in the world since 1945, the anxieties of the Cold War and the nuclear age pervaded postwar life. Issues such as civil rights, McCarthyism, Vietnam, the counterculture, Watergate, economic fluctuations and political cynicism all raised particular concerns. This course will trace American history in these years—political, social and cultural.

Bloom

### **208. Native American History**

Examines histories of indigenous peoples of the U.S. Topics include: settlement, precontact culture, interaction with European colonizers, impact of U.S. territorial expansion, assimilation and reservation life, termination and recent efforts for cultural revival, and economic and political self-determination.

Bezis-Selfa

### **209. African American History to 1877**

Examines the early history of people of African descent in North America, placing the experiences of African Americans at the center. Includes a survey of African history before European incursions and attention to enslavement, culture, women's experiences, community and family life among both free



and enslaved blacks and the role of African Americans in the American Revolution, the Civil War and Reconstruction.

Cathcart

#### **210. African American History: 1877 to the Present**

This course follows the freed slaves and other African Americans from the end of Reconstruction through the institution of segregation, the migrations north, life in urban America, the civil rights movement after World War II and the contemporary realities of race in the United States. Particular interest will be paid to cultural history, family life, gender roles and identity.

Cathcart

#### **211. History of England to 1688**

Examination of the political, economic and cultural development of England from earliest times. Topics include: early Celtic and Roman societies, the impact of William the Conqueror and medieval aristocratic rivalries. Special attention given to the Tudors and Stuarts.

Crosby

#### **212. History of England from 1688 to the Present**

Development of broad political, economic and cultural themes. Eighteenth-century aristocratic society, the impact of industrialization and the growth of empire and England's contemporary adjustments to an altered world position are specific topics that will be examined.

Crosby

#### **215. History of Russia**

A survey of the growth and development of Russia from its medieval foundations to the recent breakup of the Soviet Union. Topics include: political, social, religious and economic developments; the conflict of Eastern and Western traditions; Russia's emergence as a European power; 19th-century revolutionary and reform movements; the creation of the Soviet Union and its flawed drive for modernization and domination in global politics.

Baker

#### **220. Latinos in the United States, 1500 to the Present**

Covers history of Latinos in the U.S. from Columbus' arrival to present. Focus on how Latinos have shaped and been shaped by life in the U.S. and on comparing experiences of

Latinos to those of other racial/ethnic/immigrant groups in the U.S.

Bezis-Selfa

#### **230. U.S. Women to 1869**

Surveys the history of women in the United States from the colonial period to 1869. Examines both the process through which a distinctly European-American middle-class concept of "womanhood" came to dominate the culture of the new nation and the strategies through which women of diverse races, classes and ethnicities struggled against that culture.

Tomasek

#### **231. U.S. Women since 1869**

Surveys the history of women in the United States from 1869 to the present. Explores the achievements of middle-class European-American reformers and discusses the significance of differences of race, class, culture and sexual orientation among women in the United States.

Tomasek

#### **240. German History: 1848–Present**

A survey of German history from the failed revolutions of 1848 to national reunification in the 1990s. Topics include: the unification of Germany under Bismarck, Germany and World War I, the Weimar period, the rise of National Socialism, the Holocaust and World War II, division and the problems of a newly reunited Germany.

Baker

#### **250. Germanies: History vs. Culture**

An interdisciplinary team-taught course, cross-listed in German and history. The subject is 20th-century Germany, approached from two different methodologies: history and German studies. Weekly examinations of historical sources and analyses using novels, films and art, looking for continuity and contradictions. Topics include: World War I, Weimar culture, Hitler, Holocaust, the Wall, Berlin, unification.

Baker, Denton

#### **265. Traditional Chinese Civilization**

Introduction to the civilization of China to 1839. The political, social and cultural institutions, ideologies and values of China prior to the Opium War. The focus of inquiry will be on understanding both the strengths and weaknesses of traditional Chinese body politic.

Chandra

**267. Traditional Japanese Civilization**

Introduction to the civilization of Japan prior to 1853. The political, social, cultural and economic structures, ideologies and values of Japan prior to the "opening" of the country by America's Commodore Perry. The focus of inquiry will be on understanding both the strengths and weaknesses of traditional Japanese body politic.

Chandra

**Advanced courses****050. Senior Colloquium in American Studies**

Through readings and discussion the course will seek to bring together the various disciplines and methodologies pertinent to the American studies major. Required of and limited to, senior American studies majors.

Bloom

**302. The Junior Colloquium**

This course serves as an introduction to the study of history. It examines the ways in which historians have viewed the past over the centuries. Readings are from several areas of history, including America, Asia and ancient, medieval and modern Europe. Special attention will be given to the newer historical approaches to the past: these include women's history, black history, psychology and history, and social history.

Crosby, Quinn

**313. Issues in the History of Women in Europe**

A thematic approach to issues within the broad perspective of women's experiences in Europe from prehistory to the present. Topics will include matriarchal, goddess-worshipping cultures; women within patriarchy; women and Christianity; the education of women; development of women's political and legal rights; debates concerning reproductive freedom.

Quinn

**314. Renaissance, Reformation and Revolution: Europe 1350-1650**

The dissolution of the medieval synthesis and the rise of humanism; developments in culture and thought in Italy and on the Continent; religious Reformation. Includes an examination of the impact of intellectual changes on popular classes and issues of gender.

Quinn

**315. Authority and Society: Europe 1660-1715**

The creation of centralized dynastic monarchies in 17th-century Europe and the transmission of monarchical power throughout society. Family life and social conditions within a growing authoritarian framework are given special attention. France at the time of Louis XIV and Stuart England provide most examples.

Crosby

**322. Ideas and Actions: European Enlightenment and the French Revolution**

Investigation of the intellectual climate and political conditions preceding the French Revolution. The revolution itself is examined in some detail, including the roles played by Danton, Robespierre and others. Concludes with a study of Napoléon as revolutionary, soldier and statesman.

Crosby

**324. Topics in 19th-Century European History**

An examination, through class work and an independent reading project, of several topics of particular import both to the contemporary world and to 19th-century Europe. Topics may include: the impact of industrialism, urban development, imperialism, international relations, Darwinism, the status of women, liberalism and socialism, revolution and others.

Baker

**328. Europe since World War II**

A detailed examination of Europe's diminished role in the world after 1945: postwar reconstruction, justice for victims of Nazism, the Cold War, decolonization, postwar culture in East and West, youth protest movements, the impact of neoconservatism, the fall of communism and the rising threat of right-wing violence.

Baker

**331. Social and Intellectual History of the United States to the Civil War**

The evolution of American society from the colonial period to the Civil War and how various Americans attempted to describe, explain or alter the world in which they lived. Readings will come from primary sources, such as Franklin, Paine, Douglass, Emerson and Thoreau, as well as works of contemporary social history.

Bloom

**332. Social and Intellectual History of the United States since 1876**

The response of American intellectuals, analysts and writers to the changes accompanying the growth of modern American society from the Industrial Revolution to the present day. Readings will include William James, Emma Goldman, Henry Adams, Jane Addams and Richard Wright, as well as contemporary analysts of modern American life.

Bloom

**338. U.S. Labor History**

Explores history of work and working Americans from colonial era to present. Examines how race, technology, politics, gender, organizational innovations and global economic changes have shaped workers' consciousness and their experience of work.

Bezis-Selfa

**339. Slavery in the Americas**

Explores and compares experiences of enslaved Africans in the Americas from 1500 to 1888. Examines African slave trade, creation and transfer of plantation slavery within the Atlantic world, politics and cultural change within slave societies, abolition and historical legacies of slavery for Americans.

Bezis-Selfa, Cathcart

**340. U.S. Women and Work**

What is women's work and who does it? Have the answers to these questions changed over time? This course examines the persistence of a gender division of labor that has differentiated women's work from that of men; that division's organization over time, place and occupation; and its variation by race, class and region.

Tomasek

**341. History of Sexuality**

Examines the history of thinking about the nature and meaning of sexuality, with particular attention to the religious, medical, psychiatric and sexological discourses in the United States and Europe; popular responses to these discourses; and the changing boundaries between "normality" and "deviance."

Tomasek

**365. Modern China**

A close look at China's political, social and cultural development from 1842 to the present. Focus will be on both the foreign

and domestic factors in China's transition from its imperial past to a modern nation-state.

Chandra

**367. Modern Japan**

A detailed look at the multifaceted transformation of Japan since the Meiji Restoration of 1868. Japan's ambitions, achievements and problems will be closely examined. The major focus will be on political change, but attention will also be directed to intellectual, social and economic questions.

Chandra

**370. European Radical Movements**

A thematic examination of political movements, social groups and cultural trends through which Europeans searched for new understandings of the world, before and after the devastation of World War I. Focusing on relatively benign movements such as pacifism, health and new religions as well as the more infamous ideologies of racism, fascism and Stalinism.

Baker

**399. Selected Topics: Independent Work**

Offered from time to time to allow students to study a particular topic not included in regular courses or to engage in field work programs for credit in conjunction with the Filene Center for Work and Learning.

**401. Seminars**

Designed to allow intensive investigation of a limited period or topic in history; subjects to be offered are reviewed annually. A minimum of three courses are offered each year, the titles to be announced each spring.

**500. Individual Research**

Offered to selected majors at the invitation of the department with a view toward developing a program leading to consideration for departmental honors. Students interested in being considered for such a program should contact the department chair at any time during the junior year or at the beginning of the fall semester in the senior year.

## Interdepartmental

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

Courses listed here are offered from time to time by faculty members in more than one department. See also Connections for a listing of connected courses.

### Courses

#### 110., 111. Ponds to Particles

Want to know how science connects to the real world? This interdisciplinary course is totally hands-on, problem-based science, with authentic applications. You'll work as part of a team in service to a local township to solve real problems for that community. Using "just-in-time" teaching, your instructors will serve as coaches and partners in your problem-solving endeavors. The course includes many field trips, ranging from short on-campus explorations to daylong expeditions on Boston Harbor, Cape Cod and Quabbin Reservoir.

The first semester will focus on water problems on Cape Cod; the second semester (Interdepartmental 111) will focus on energy problems. Students are encouraged to take both semesters (the experiences you have in the second semester will build on those you have in the first), but enrolling for only one semester is acceptable.

Early childhood/elementary education minors are strongly advised to take this course both semesters to meet their science requirements.

Fahey, Morgan

#### 210. Water Resources Planning and Management

Through the Marine Studies Consortium.

#### 215. Coastal Zone Management

Through the Marine Studies Consortium.

#### 225. Maritime History

Through the Marine Studies Consortium.

## International Relations

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Darlene L. Boroviak and Gordon Weil,  
Coordinators*

The international relations program prepares students for the complexities of globalization by challenging them to develop a broad understanding of international issues from historical, economic and political perspectives. Students can tailor the program to meet their specific objectives.

Students wishing to participate in various exchange programs, junior year abroad, or other relevant programs should consult with the program coordinators at an early date to ensure that they can complete all requirements. International relations majors are encouraged to participate in relevant internship and/or field work experiences, both in the U.S. and abroad.

### Major

The major in international relations consists of 10 courses, plus competency at the intermediate level in a modern foreign language. The major includes five core courses, at least four courses in one geographical area concentration and at least one applied topics course. Each major's program should be carefully constructed with the coordinators. Students who plan to do graduate work in international relations should develop substantial proficiency in a foreign language. Students are also encouraged to develop the research and analytical skills appropriate for the major by taking either a research methods course in political science or history or an analysis course in economics. Students should take Mathematics 141 for their math requirement.

#### Core courses. (Required of all students)

Economics 305. International Finance  
or

Economics 306. International Trade  
(note that Economics  
101 and Economics  
102 are prerequisites)

Political Science 109. International Politics  
Political Science 229. United States Foreign  
Policy

Political Science 309. International Law and Organization *or*  
 Political Science 339. Theories of International Relations  
 International Relations 402. Senior seminar

### **Foreign language**

Competence at the intermediate level in a modern foreign language. (For languages taught at Wheaton the equivalent would be passing French Studies 211, German 202, Italian Studies 202, Russian and Russian Studies 211 or Hispanic Studies 150.)

### **Area concentrations**

Each major must choose four courses in one of the following areas, including courses from at least two departments, at least one of which must be political science. With permission, students may substitute an appropriate course other than those listed.

#### ***Europe and Russia***

History 102.	The Development of Modern Europe since 1789
History 250.	20th-Century Germany
History 328.	Europe since World War II
Political Science 215.	Contemporary European Governments and Politics
Political Science 249.	Russian Foreign Policy
Political Science 255.	Russian Politics
Political Science 265.	Politics and Society in Eastern Europe
Political Science 325.	European Integration
Political Science 345.	Understanding Russian Politics and Society through the Prism of Film

#### ***Asia***

Anthropology 285.	Stability and Change in the South Pacific
Anthropology 295.	Peoples and Cultures of South Asia
History 141.	Culture and Values in Historical Perspective: China and Korea
History 142.	Culture and Values in Historical Perspective: Japan and India
History 365.	Modern China
History 367.	Modern Japan

Political Science 209.	Chinese Foreign Policy
Political Science 223.	Contemporary Chinese Politics
Religion 212.	Sacred Texts of Asia

### ***Middle East/Africa/Latin America***

Anthropology 225.	African Cultures in Transition
Anthropology 235.	Peoples and Cultures of Latin America
History 219.	Modern Latin America, 1826 to the Present
History 221.	History of the Middle East
Political Science 203.	African Politics
Political Science 233.	The Politics of Latin America
Political Science 263.	The Politics of the Middle East
Religion 316.	Islam: Faith and Practice

### **Applied topics courses**

At least one of the following courses must be part of the major:

Anthropology 210.	Feast or Famine: The Ecology and Politics of Food
Anthropology 240.	Anthropology of the City
Anthropology 250.	Power and Leadership
Economics 232.	Economic Development
Political Science 309.*	International Law and Organization
Political Science 323.	Comparative Political Development
Political Science 339.*	Theories of International Relations

Evaluated field work experience (overseas internship program or relevant Washington, U.N. or other domestic experience.)

\* Political Science 309 and Political Science 339 may not be used as both core courses and applied courses. Each may count for either a core course or an applied course.

### **Minor**

The minor in international relations requires the completion of Economics 305 or Economics 306, Political Science 109, Political Science 229, Political Science 309 and one course from the Applied Topics Courses of the major program.

### **Courses**

#### **402. Senior seminar**

# Italian Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Tommasina Gabriele, Chair*  
*Faculty: Fichera, Gabriele, Gazerro*

The program of Italian studies offers courses in the language, literature, civilization, art and politics of Italy.

## Major

The major in Italian studies consists of at least nine courses, including:

### Language competence

Language competence at the advanced intermediate level (Italian Studies 200).

### Courses

Nine courses from the following:

- |                      |   |
|----------------------|---|
| Italian Studies 200. | Readings in Contemporary Italian Literature                           |
| Italian Studies 220. | Advanced Oral and Written Communication: Composition and Conversation |
| Italian Studies 235. | Italian Women Writers in Translation                                  |
| Italian Studies 260. | Italian Civilization  |
| Italian Studies 305. | Studies in Italian Literature I                                       |
| Italian Studies 306. | Studies in Italian Literature II                                      |
| Art History 115.     | Tuscan Art and Culture (1250–1580)                                    |
| Art History 231.     | Italian Medieval Art and Culture                                      |
| Art History 232.     | Art and Architecture of the 14th and 15th Centuries in Italy          |
| Art History 274.     | Roman Art and Architecture  |
| Art History 332.     | Art and Architecture of the 16th Century in Italy                     |
| Art History 336.     | Sex and Death in Early Modern Venice                                  |
| Art History 401      | (When it concerns Italian topics)                                     |

Other combinations are also possible, if students take advantage of special courses that deal directly with Italy and/or Italians in America offered by other departments. Such courses will vary from year to year.

We also encourage majors to spend

their junior year abroad with an approved program, such as the Brown program in Bologna.

## Minor

The minor in Italian studies consists of at least five courses from the course list for the Italian studies major. Language competence must be at the advanced intermediate level (Italian Studies 200).

## Language courses

Language courses at the elementary and intermediate levels in Italian are offered on an intensive basis and are taught with an eclectic, functional five-skills approach. This integrated approach develops simultaneously all the fundamental skills: speaking, comprehension, reading, writing and cultural awareness.

Our language courses offer students an opportunity to acquire communication skills while developing an awareness and appreciation of Italian culture and civilization. These courses are designed for students in any field or major that benefits from the ability to communicate in Italian and knowledge of Italian literature, culture and civilization.

Before enrolling in a first Italian course at Wheaton all students who have studied Italian must take the placement exam given by the department.

## Elementary language courses

### 101. Basic Italian

A yearlong course conducted by intensive oral method for students with no preparation in the language. Its goal is to provide more than a basic knowledge of Italian by developing the fundamental skills: understanding, speaking, reading, writing and cultural awareness. Four class meetings per week plus work in the language laboratory and media center.

### 102. Basic Italian

Continuation of Italian Studies 101.

### 150. Intermediate Italian

This intensive one-semester course provides further development and practice of all language skills. Comprehensive grammar review, with activities designed to enhance listening, speaking, reading, writing and cultural awareness. Four class meetings per

week plus work in the language laboratory and media center.

### **Advanced intermediate language courses**

#### **200. Readings in Contemporary Italian Literature**

Reading and discussion in Italian of Italian texts (drama, novel, short stories, poetry). Nonliterary texts such as films and music included. Designed to improve students' ability to communicate orally and to express themselves in written Italian; to broaden their understanding of the Italian world; to introduce them to contemporary Italian writers. Three class meetings per week plus work in the language laboratory and media center.

#### **220. Advanced Oral and Written Communication: Composition and Conversation**

This course is designed to improve students' speaking and writing skills in Italian at an advanced level and will develop fluid conversational and writing skills through intensive practice. Three class meetings per week plus work in the language laboratory and media center.

Gabriele

### **Civilization course**

#### **260. Italian Civilization**

A study of the major trends and development in the evolution of Italian society and culture, from its origins to the present, from a historical, political, social, artistic and intellectual perspective.

Gabriele

### **Literature survey courses**

#### **305. Studies in Italian Literature I**

A study of literary movements and genres in Italian literature from the medieval period to the end of the 16th century through the reading and discussion of representative works.

Gabriele

#### **306. Studies in Italian Literature II**

A study of literary movements and genres in Italian literature from the 17th century to the present through reading and discussion of representative works.

Gabriele

### **Studies in literature or culture**

#### **399. Selected Readings**

### **Course in translation**

#### **235. Italian Women Writers in Translation**

A study of the dramatic shifts in social, political and economic roles of Italian women in the 20th century, beginning with Aleramo's famous autobiographical novel, *A Woman* (1906). Includes the complex treatment of women under fascism; representations of women as wives and mothers; women in the workforce; women's political victories (suffrage and divorce); personal and social struggles for sexual self-determination; the place of Italian women writers in the canon. Amongst the readings: Sibilla Aleramo, Maria Messina, Dacia Maraini, Alba De Céspedes. Lectures, discussions, readings, films and papers in English. Italian majors and minors may choose to do readings and papers in Italian.

Gabriele

## **Latin**

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Faculty: Relihan*

(For descriptions of majors and minors, see Classics.)

### **Courses**

#### **101. Elementary Latin**

A two-semester course that covers the essential grammar of classical Latin and introduces students to the reading of simple Latin prose. Resources in the audio lab and the computer lab will assist students in proper pronunciation and in drill and review.

Relihan

### **Intermediate courses**

The following 200-level courses are open to students who have taken Latin 101; students who have previously studied Latin must take the department's placement test. These courses do not form sequences, but it is strongly recommended that a course in prose (211, 213, 215, 217) be taken before a course in verse (222, 224, 226, 228). These are literature courses; readings in the original are supplemented by literary/philosophical discussions and readings in English. A research paper is required.

**211. Livy**

The legendary history of Rome. Selections from the *Histories*, Books 1–5.

**213. Cicero**

Cicero's consulship and the conspiracy of Catiline. Selections from the letters and orations.

Relihan

**215. Caesar and Sallust**

Late Republican history: the Romans in Gaul and Africa. Selections from *The Gallic Wars* and *The Jugurthine War*.

**217. Petronius and Seneca**

Silver Age satire. Selections from *Satyricon* and *Apocolocyntosis*.

**222. Comedy**

Selections from Plautus and Terence.

Relihan

**224. Didactic Poetry**

Selections from Lucretius, *De Rerum Natura* and Vergil, *Georgics*.

**226. Lyric**

Selections from Horace and Catullus.

**228. Epic**

Selections from Vergil, *Aeneid* and Ovid, *Metamorphoses*.

**Advanced courses**

The following courses concentrate exclusively on the improvement of Latin language skills. Students in these courses read the Latin texts covered in the intermediate Latin courses with which they meet and other, related texts; additional work in Latin composition is expected in 351 and 352, more rapid reading in 381 and 382. The courses do not form sequences and each course may be repeated as the authors and topics change, but Latin and classics majors are strongly urged to take 351 and 352 in sequence.

**351. Advanced Latin**

Latin prose reading and prose composition.

**352. Advanced Latin**

Latin verse reading and prose composition.

**381. Intensive Reading in Prose****382. Intensive Reading in Verse**

## Latin American Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Robert Albro, Coordinator*

The minor in Latin American and Latino/a studies will develop an integrated understanding of the cultures and histories of Latin America and of Latinos/as in the United States. The minor offers opportunities to explore the arts, economies, indigenous and African cultures, literatures and the political and social dynamics of most of the Western hemisphere. The Latin American and Latino/a studies program is part of a wider interdisciplinary effort at Wheaton to develop an appreciation and broader understanding of the diversity and dynamism of cultures in Latin America, the U.S. and the world.

**Minor**

The minor consists of five courses as described below. Those interested should consult the coordinator and/or participating faculty to design their program.

**Language competence**

Language competence at the advanced level of Portuguese or Spanish (for Spanish the equivalent would be passing Hispanic Studies 220).

**Additional courses**

Five courses selected from at least three of the five disciplines listed below.

**Anthropology**

- 235. Peoples and Cultures of Latin America
- 245. Indigenous Movements of Latin America

**Art**

- 255. Pre-Columbian Art and Architecture

**Hispanic Studies**

- 270. Studies in Latin American Culture: Cuba and the Pursuit of Freedom
- 280. The Hispanic World: Introduction to Latin American Culture
- 300. Spanish Practicum Internship
- 315. Spanish American Literature I: Colonialism to Modernism
- 316. Spanish American Literature II: Contemporary Literature



### 350. Studies in Spanish American Literature: Fiction

Special courses are also offered occasionally on women writers from Latin America and other topics.

#### History

218. Latin America to 1826

219. Modern Latin America, 1826 to the Present

220. Latinos in the United States, 1500 to the Present

339. Slavery in the Americas

#### Music

220. Music in Latin American Culture

#### Political Science

233. The Politics of Latin America

#### Sociology

285. Latino Community

## Legal Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Jay S. Goodman, Stephen Mathis, Coordinators*

The legal studies minor defines an area of study within the liberal arts. It includes courses that examine legal institutions from a humanistic or social science perspective.

#### Minor

Students are required to take a minimum of five semester courses in the minor. Although it is possible to take only courses in philosophy and political science, courses from related fields, including sociology and psychology, may be included or substituted with the approval of one of the coordinators.

#### Philosophy

At least two required:

255. Feminism, Philosophy and the Law

260. How Judges Reason

265. Philosophy of Law

321. Contemporary Social and Political Philosophy

#### Political Science

At least two required:

291. Judicial Politics

309. International Law and Organization

341. Constitutional Law I: The Supreme Court and the Constitution

### 351. Constitutional Law II: Civil Rights and Civil Liberties

022. Legal Issues in Public Policy

023. Legal Issues in Public Policy

024. Legal Issues in Public Policy

025. Legal Issues in Public Policy

## Management

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*John A. Walgreen, Coordinator*

The courses included in the Management minor are ones that would be particularly useful for a student intending to earn an M.B.A. or to seek an entry-level position in business. However, the minor does not encourage students to develop business skills in any narrow sense. Rather, drawing on the breadth and depth of the courses offered in the liberal arts tradition, the minor seeks to foster an understanding of business' role in society and to reinforce a high level of literacy in the basic areas of quantitative and communication skills.

*See also Dual-Degree Programs.*

#### Minor

The minor in management consists of six courses.

#### Required core courses

##### Mathematics/Computer Science. One course from:

Mathematics 101. Calculus I

Mathematics 104. Calculus II

Computer Science 106. The Universal Machine

Computer Science 115. Programming Fundamentals

##### Quantitative methods

Mathematics 141. Introductory Statistics

##### Microeconomic theory

Economics 285. Microeconomic Analysis

#### Additional courses

Three courses from the following list, at least one of which must be outside the Economics Department and at least one of which must be at the 300 level.

Any Economics course other than 101 or 102 not included in the core requirements.  
 English 280. Professional and Technical Writing  
 History 338. U.S. Labor History  
 Mathematics 211. Discrete Mathematics *or*  
 Mathematics 221. Linear Algebra  
 Political Science 321. Public Administration and Public Policy  
 Sociology 215. Working: Society and the Meanings of Work

## Mathematics

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Bill Goldbloom-Bloch, Chair*  
*Faculty: Brevik, Goldbloom-Bloch, Kahn, Leibowitz, Ratliff, Sklensky*

The Mathematics and Computer Science Department offers students a commitment to combining our knowledge with cutting-edge technologies, initiating majors into the lush and varied realms of mathematics. You will leave Wheaton with the fundamentals, heightened powers of analysis and logic and a firm grasp on the first stage of your career. A bachelor's degree in mathematics is a key which unlocks hundreds of different doors, ranging from law school to systems analysis to a career in business to graduate study in mathematics.

### Major

The mathematics major consists of a minimum of 11 courses. Normally, the courses will be:

101. Calculus I *or*  
 102. Calculus with Economic Applications  
 104. Calculus II  
 211. Discrete Mathematics  
 221. Linear Algebra  
 301. Real Analysis *or*  
 321. Abstract Algebra  
 401. Seminar

Two additional courses at the 200 level

Three additional courses at the 200 or 300 level

The department recommends that at least five courses be completed by the end of the second year. For those students who place

out of calculus, the major consists of a minimum of 10 courses. Any additional course(s) needed to meet the minimum requirement will be determined in consultation with the department.

Students who are considering attending graduate school in mathematics are strongly encouraged to take both Math 301 Real Analysis and Math 321 Abstract Algebra. Students who are education minors and are student teaching during spring of the senior year can substitute an additional 300-level course for the Senior Seminar with departmental approval.

Courses beyond Math 104 used to fulfill the major requirements may not be taken on a pass/fail basis. To major in mathematics, a student needs at least a C+ for the average of her/his Calculus-I and Calculus-II grades.

### Minor

The mathematics minor requires five courses:

101. Calculus I *or*  
 102. Calculus with Economic Applications  
 104. Calculus II  
 221. Linear Algebra *or*  
 236. Multivariable Calculus

One additional course at the 300 level

One additional course at the 200 or 300 level

### Courses

#### 100. Pre-Calculus

This course is intended for students who need a refresher of math skills before taking calculus. Topics covered include properties of the rational and irrational numbers; algebraic, exponential and logarithmic functions; composition of functions; and trigonometry.

#### 101. Calculus I

Calculus is the elegant language developed to model changes in nature and to formally discuss notions of the infinite and the infinitesimal. The universe is perceived and understood by observing changes and the derivative is the premier intellectual tool for grasping and precisely describing change. Carbon dating archeological finds, analyzing the explosive growth rates of small populations, optimizing the size and shape of packing containers and maximizing profits are among the important ideas discussed in Calculus I. Four hours per week, including computer labs.

### 102. Calculus with Economic Applications

The mathematical content is very similar to that of Math 101, but the natural connections between the techniques from Calculus I and microeconomics are emphasized. For example, the derivative from calculus is applied to the marginal analysis and optimization that are approached graphically in microeconomics.

Ratliff

### 104. Calculus II

Taking the Fundamental Theorem of Calculus as a starting point, Calculus II explores the solution of definite integrals by both analytic and computational methods. These ideas provide a gateway to the careful study of infinite series. The deep structure of an infinitely-differentiable function and the beauty of snowflake fractals are two mathematical notions that can be understood through infinite series. Four hours per week, including computer labs.

### 122. Math in Art

This course investigates mathematics in the context of its myriad connections with art. Possible topics: the Golden Ratio in ancient Greece, the Renaissance and modern day; proportion in art; the geometry of perspective; symmetry; non-Euclidean geometry and early 20th-century art; chaos and fractals; and visualizing the 4th dimension.

Sklensky

### 127. Advertising Math

This course looks at how math is used to communicate ideas in the media and how math can be used to solve problems encountered at an advertising agency. Possible topics include: coloring and conflict resolution, graphics design, assignment of ad campaigns to maximize effectiveness and placement of billboards to maximize visibility.

Leibowitz

### 133. Concepts of Mathematics

Required of elementary education minors. Mathematical topics which appear in everyday life with emphasis on problem-solving and logical reasoning. Topics include ratios and proportion, alternate bases, number theory, geometry, graph theory and probability.

Leibowitz

### 141. Introductory Statistics

Strongly recommended for social science students. This course aims to answer several profound questions: Given the impossibility of collecting complete data, how do we accurately answer questions about a large population of people, industrial products or mechanical devices? How do we test interesting hypotheses which apply to a large group?

On each space flight, the *Challenger* had a one in 15 chance of a failure of a critical part—how do we understand a statement such as this? The notions of confidence intervals, hypothesis testing and probability provide a framework for answering these and other questions. May not be counted towards the mathematics major.

### 151. Accelerated Statistics

Strongly recommended for science and graduate school-bound social science students. This course covers all the interesting questions and tools of Mathematics 141, plus a deeper look at probability, regression and tests of significance. In addition, the important ANOVA test and other advanced topics, will be covered. May not be counted towards the mathematics major.

Goldbloom-Bloch, Kahn

### 211. Discrete Mathematics

Combining the iron rules of logic with an artist's sensitivity is part of the aesthetics of a mathematical proof. Discrete mathematics is the first course which asks students to create their own rigorous proofs of mathematical truths. Relations and functions, sets, Boolean algebra, combinatorics, graph theory and algorithms are the raw items used to develop this skill.

Leibowitz

### 212. Differential Equations

Since the time of Newton, some physical processes of the universe have been accurately modeled by differential equations. Recent advances in mathematics and the invention of computers have allowed the extension of these ideas to complex and chaotic systems. This course uses qualitative, analytic and numeric approaches to understand the long-term behavior of the mathematical models given by differential equations.

Goldbloom-Bloch

### 217. Voting Theory

This course examines the underlying mathematical structures and symmetries of elections to explain why different voting procedures can give dramatically different outcomes even if no one changes their vote. Other topics include the Gibbard-Satterthwaite Theorem concerning the manipulation of elections, Arrow's Impossibility Theorem and nonpolitical applications of consensus theory.

Ratliff

### 221. Linear Algebra

Many important geometric transformations of  $n$ -dimensional Euclidean space can be formulated within the algebraic framework of vectors and systems of linear equations. Astonishingly, the same techniques can also be applied to understanding the structure of solutions of systems of differential equations. Linear transformations represented by matrices, determinants, eigenvalues and eigenvectors are the fundamental tools to grasp these deep concepts.

Kahn

### 236. Multivariable Calculus

A continuation of the rich field of ideas touched upon in Calculus II. Topics include the extension of the ideas of the derivative, the integral and optimization to functions which depend on several variables. Furthermore, alternative coordinate systems for space and some applications of all of these ideas to energy and force fields are discussed. Several beautiful theorems relating an enclosed space to the energy flux through its boundary form the crown of the course.

### 241. Theory of Probability

This course is an introduction to mathematical models of random phenomena and process, including games of chance. Topics include combinatorial analysis, elementary probability measures, conditional probability, random variables, special distributions, expectations, generating functions and limit theorems.

Kahn

### 301. Real Analysis

Many useful functions are closely approximated by infinite sums of well-chosen trigonometric functions: these sums are called Fourier series. At the instructor's discretion, either Fourier series or the topol-

ogy of  $n$ -dimensional metric spaces is the organizing principle for this in-depth study of the substructure of calculus.

Goldbloom-Bloch, Ratliff

### 321. Abstract Algebra

There are several axioms which are intrinsic to the rational, the real and the complex numbers. Taking these abstracted axioms as a starting point has led to an understanding of the mathematics behind symmetries of wallpaper patterns, universal product codes, symmetries of crystals and a whole class of unbreakable secret codes.

Ratliff, Sklensky

### 331. Geometry

The characterization of different geometries by means of the relations that hold in them, the axioms that define them and the transformations that leave them invariant. Euclidean and non-Euclidean geometries, projective geometry, affine geometry, inversive geometry.

Ratliff, Goldbloom-Bloch

### 351. Number Theory

Divisibility properties of the integers, prime and composite numbers, modular arithmetic, congruence equations, Diophantine equations, the distribution of primes and discussion of some famous unsolved problems.

Leibowitz

### 361. Complex Analysis

Complex numbers were invented or discovered to find roots of cubic polynomials. Extending calculus to complex numbers continues to bring forth beautiful ideas such as the Mandelbrot Set and powerful applications to quantum mechanics. This course will take primarily the geometric perspective in understanding the surprising theorems in complex analysis.

Goldbloom-Bloch

### 381. Combinatorics

A study of graph theory and general counting methods such as combinations, permutations, generating functions, recurrence relations, principle of inclusion-exclusion.

Leibowitz

### 398. Advanced Topics in Mathematics

Topology, dynamical systems, mathematical modeling, graph theory, game/voting theory, history of math, differential geometry, numerical analysis, etc., at the instructor's discretion.

### 399. Independent Study

An individual or small-group study in mathematics under the direction of an approved advisor. An individual or small group intensively studies a subfield of mathematics not normally taught. An independent study provides an opportunity to go beyond the usual undergraduate curriculum and deeply explore and engage an area of interest. Students are also expected to assume a greater responsibility, in the form of leading discussions and working examples.

### 401. Seminar

A seminar featuring historical and/or contemporary topics in mathematics. Roundtable discussions, student-led presentations and writing are featured.

## Mathematics and Computer Science

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Bill Goldbloom-Bloch, Chair*

The Mathematics and Computer Science major brings together aspects of theoretical and applied work that reinforce each other well. The major provides sound undergraduate preparation for a world of work that increasingly involves computer use. The major also provides excellent preparation for graduate study in computer science or applied mathematics, as well as in quantitatively oriented programs in management or public policy.

### Major

The major consists of a minimum of 13 courses. Courses beyond the 100 level used to fulfill the major requirements may not be taken on a pass/fail basis.

#### Required courses (mathematics)

- 101. Calculus I *or*
- 102. Calculus with Economic Applications
- 104. Calculus II
- 211. Discrete Mathematics
- 221. Linear Algebra

#### Required courses (computer science)

- 115. Programming Fundamentals
- 116. Data Structures

215. Algorithms

220. Computer Organization and Assembly Language

### Five additional courses beyond the 100 level

Either three in math and two in computer science or four in math and one in computer science, including a Senior Seminar (Mathematics 401 or Computer Science 401) and at least two courses at the 300 or 400 level.

## Mathematics and Economics

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Tommy Ratliff, John Alexander Gildea, Coordinators*

The interdepartmental major in Mathematics and Economics provides an opportunity for students interested in both economic and mathematical analysis to use certain mathematical concepts and techniques in understanding and analyzing economic problems, processes and policies. A student with this combination of disciplines would be prepared for graduate study at institutions stressing mathematical economics. Courses beyond Mathematics 104 and Economics 102 used to fulfill the major requirements may not be taken on a pass/fail basis.

### Major

The major consists of a minimum of 14 courses: seven Economics courses and seven Mathematics courses.

#### Economics

- 101. Introduction to Macroeconomics
- 102. Introduction to Microeconomics
- 285. Microeconomic Analysis
- 286. Macroeconomic Analysis
- 330. Applied Econometrics
- 336. Mathematical Economics
- 402. Seminar: Current Economic Issues

#### Mathematics

- 101. Calculus I
- 104. Calculus II
- 141. Introductory Statistics *or*
- 151. Accelerated Statistics

211. Discrete Mathematics *or*  
221. Linear Algebra  
One course at the 300 or 400 level.  
Two additional courses at the 200 or 300 level.

## Music

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Elizabeth Ann Sears, Chair and director of performance*

*Faculty: Allen, Bono, Britto, Cashen, Hohannesian, Falls-Keohane, Harbold, Irkaeva, MacPherson, Madkour, Mouradjian, Raney, Russell, Searles, Sears, Urban, Work*

The Music Department offers a variety of approaches to the study of music. Studies in both Western European music and ethnomusicology provide in-depth learning for the major through courses in listening, performance, music literature and history, music criticism, composition and theory. Electives enable majors to pursue advanced study in areas of personal interest. Many traditional and interdisciplinary courses are open to majors and nonmajors alike.

Individual performance instruction is available either for credit or on a noncredit basis in piano, harpsichord, organ and voice; most of the standard orchestral instruments (violin, viola, cello, bass, flute, oboe, clarinet, bassoon, trumpet, trombone, tuba); and jazz (guitar, jazz piano and saxophone). Students may participate in a variety of faculty-directed ensembles, including Chorale, Chamber Singers, Chamber Orchestra, Jazz Band, Wind Symphony and World Music Ensemble for credit or noncredit.

### Major

These requirements apply to music majors who declare their music major in the 2003–2004 academic year and beyond.

The major in music consists of 11.5 semester courses:

- 114. Music Theory I: Advanced Fundamentals and Counterpoint
- 115. Music Theory II: Tonal Harmony

- 214. Music Theory III: Form and Analysis *or* another theory course at or above the 200 level
- 209. Western Music I: Medieval, Renaissance, Baroque *or*
- 210. Western Music II: Classical, Romantic, Modern
- 211. World Music: Eurasia *or* 212. World Music: Africa and the Americas

Two additional 200-level courses, other than the required history or theory courses.

Two 300-level courses.

402. Senior Conference

One year of credit performance study and .5 credit (one year) of ensemble performance.

Students who place out of Music 114 or Music 115 through proficiency tests must still take three theory courses. No course taken pass/fail can satisfy a major requirement.

### Minors

There are five minor concentrations in music, each involving five semester courses.

#### Music history

Music 114, Music 115, Music 209, Music 210 and one course at the 300 level.

#### Music theory and composition

Music 114, Music 115, Music 214, Music 307 and Music 308.

#### American music

Music 114, Music 115, two courses from Music 220, Music 262, Music 272 and Music 273 and Music 292 and one course in American music at the 300 level.

#### Ethnomusicology

Music 113 or Music 114, Anthropology 102, Music 211 or Music 212, one course from Music 220, Music 262, Music 272, Music 273, Music 282, Music 292 and one course in ethnomusicology at the 300 level.

#### Music performance

Music 114, Music 115, Music 214, another music course at or above the 200 level, at least one year of a double credit performance course (two years are strongly recommended) and a required half recital.

For a definition of “double credit” see Courses in Performance. Performance areas are designated on the transcript, e.g., “minor in music performance (voice).”

## Courses in History and Theory

### 100. Introduction to Music

For students with little or no experience, learning to understand the elements, structure and emotional expressiveness of music through attentive listening to performances from many cultures and historical periods. Considerable lecture demonstration.

MacPherson

### 105. Music and Computers

Introduction to the use of computers in composition, performing, recording, publishing and teaching music. A variety of music software packages—sequencers, notational software and ear-training software, among others—serve as tools for developing musical and technical skills, evaluating the impact of emerging technologies, and facilitating creative research projects.

Harbold

### 107. The Physics of Music and Sound

For students of music and others. What sound is, how sounds combine, the distinctions between musical and nonmusical sound, the characteristics of sounds produced by different instruments, sound recording and reproduction and human perception of sound. Considerable lecture demonstration.

Collins

### 113. Introduction to Music Theory

Designed for nonmusic majors or students with little music theory background who wish to gain experience with the fundamental concepts of music notation, scale forms, intervals, triads, seventh chords and rhythmic structures. Includes individual computer-assisted instruction.

Madkour

### 114. Music Theory I: Advanced Fundamentals and Counterpoint

Music notation, scale forms, intervals, triads, seventh chords, rhythmic structures. Includes individual computer-assisted instruction. May be exempted upon successful completion of a test given individually during orientation and the first week of classes. Contact the instructor to schedule this exemption test.

Urban

### 115. Music Theory II: Tonal Harmony

Four-part diatonic progressions and voice leading, simple modulation, analysis of works and excerpts from 18th- and 19th-century Western repertoire. One 30-minute lab per week in addition to regular class meetings.

Madkour

### 209. Western Music I: Medieval, Renaissance, Baroque

The study of representative compositions in their historical settings. Lecture, listening, discussion.

Russell, MacPherson

### 210. Western Music II: Classical, Romantic, Modern

The study of representative compositions in their historical settings. Lecture, listening, discussion.

MacPherson

### 211. World Music: Eurasia

An ethnomusicological study of music and other expressive arts within human culture. Focus on classical, folk, religious and popular traditions of India, Japan, Indonesia and the Middle East, as well as Celtic and Rom (gypsy) traditions from Europe.

Searles

### 212. World Music: Africa and the Americas

An ethnomusicological study of music and other expressive arts within human culture. Focus on musical traditions and aesthetics of the African continent, Latin America and the Caribbean; and music in the United States, including Native American, Anglo American, African American and Hispanic traditions.

Searles

### 214. Music Theory III: Form and Analysis

Approaches to analyzing compositional forms, phrase structure and more advanced harmonic progressions in music of the 18th- and 19th-century Western repertoire.

Urban

### 220. Music in Latin American Culture

Study of Latin American and Latino/a music cultures and the syncretization of European, African and indigenous influences in the U.S., Caribbean, Central and South America. Topics covered include indigenous/native, mestizo and African-based musical forms; samba, salsa, merengue and

other dance musics; and the Nueva Cancion ("New Song") movement.

Allen

### **221. Music and Dance of South Asia**

A study of the inseparable worlds of music and dance on the South Asian subcontinent (India, Pakistan, Nepal and other countries), traversing a stylistic spectrum from popular and folk to high-art classical genres and a range of performance settings encompassing ritual, festival, musical theatre, concert hall and cinema. An ethnomusicological approach places the arts within social, political, historical and religious contexts.

Allen

### **242. Conducting**

Develops a repertoire of skills necessary for leading effective rehearsals and intelligent performances. Emphasis on learning efficient conducting techniques that will work with singers and instrumentalists. Other topics include rehearsal technique, score reading, performance-related music analysis and ear training. Labs with singers and instrumentalists.

Harbold

### **261. Thinking and Writing about Music**

Describing, interpreting and evaluating music through different kinds of writing in varying degrees of formality. Mostly discussion and sharing of writing.

Russell

### **262. Vernacular Dance in America**

The study of American vernacular dance as an indicator of significant historical, social and artistic trends, contextualizing dance in the contemporary cultural climate that both shaped and reflected the influence of dance as an expressive form. Consideration of relevant theoretical works from the fields of dance ethnography, ethnomusicology and culture studies and experience with the dances themselves through lecture demonstrations.

Searles

### **272. African American Originals I: Spirituals, Blues and All That Jazz**

African American music from early spirituals to bebop and the historical and social context in which the music was created. A balance of lecture, listening and discussion. Considerable use of film.

Sears

### **273. African American Originals II: Rhythm and Blues, Rock and Contemporary Jazz**

African American music from rhythm and blues to rock and roll, from Latin-influenced Cubop and Brazilian Bossa Nova to contemporary jazz. Study of the influence of African-based musical aesthetics and traditions in the United States since 1945. A balance of lecture, listening and discussion. Considerable use of film.

Britto

### **282. Music and Worship in World Cultures**

Study of music and dance in religious and spiritual practice in Europe, Asia, Africa and the Americas. We will explore the dialectics between: sacred and secular, virtuosity and devotion and religious belief and sociopolitical forces, in Islam, Judaism, Christianity, Hinduism, Buddhism and indigenous African and Native American spirituality.

Allen

### **292. Broadway Bound: American Musical theatre**

A survey of American musical theatre, focusing on three areas: the African American experience (through shows such as *The Green Pastures*, *Cabin in the Sky*, *Show Boat*, *Carmen Jones*, *Porgy and Bess* and *The Wiz*); our view of Asia (*Madama Butterfly*, *South Pacific* and *The King and I*); and romantic treatments of American history (*The Girl of the Golden West*, 1776 and *Okla-homa!*). Emphasis on film viewing and discussion.

Sears

### **302. 'The Modern Composer Refuses to Die!': Music in the 20th Century**

Composer Edgard Varèse's rallying cry reflects the rebellious spirit of composers who emerged from the decaying European classical and romantic music tradition of the 19th century striving to create new musical languages and ideals. The course will survey the important composers of the 20th century, their music and their interactions with the other arts, in the context of the cultural and political upheavals of that period.

Urban

### **307. Composition**

The development of technical facility in music composition through individual study and group discussion and analysis.

Madkour



### **308. Analytical Survey of Western Music**

Discovering the interactions of time, space, language, timbre and form as they occur in Western European music from the Middle Ages to the 21st century.

Madkour

### **309. Music Nationalism and Identity**

This course examines the crucial role played by music in the construction of individual, community and national identity in the 19th and 20th centuries. Through the lens of art, folk and popular music traditions, we will study music "revivals"; the role played by music in nationalist movements in Europe, the Americas and Asia; and the culture clashes that occur when musical systems encounter each other.

Allen

### **312. American Musical Traditions to 1945**

This class will survey the cultivated and vernacular traditions of American music, both sacred and secular, from the Yankee tunesmiths and immigrant musics of the colonial period to jazz and musical theatre at the end of World War II. Considerable independent listening, viewing and writing.

Sears

### **332. Teaching Music in the United States**

Introduction to important philosophies in music education, teaching styles, learning strategies and curriculum design. Includes teaching practicum at the Elisabeth Amen Nursery School.

Sears

### **399. Selected Topics**

May be offered from time to time to allow students to study a particular topic not included or not emphasized in regular courses.

### **402. Senior Conference**

A course designed to culminate work done in the music major. Topics, format and instructor(s) will vary, but the course will include weekly seminars and the writing, presentation and discussion of a substantive paper. Topic for fall 2004: Emotion and Meaning in Music (Instructor: Carlton T. Russell); topic for fall 2005: Performance Practice (Instructor: Matthew Allen).

### **500. Individual Research**

Offered to selected majors at the invitation of the department. Students interested in

such a program, which is normally carried out by candidates for departmental honors, should contact the department chair during the junior year or at the very beginning of the fall semester of the senior year.

### **Music Performance**

Courses in ensemble and individual performance are offered to enhance a student's musical understanding, technical excellence and artistic expression at a particular level of advancement. Students may participate in a variety of faculty-directed ensembles and individual performance instruction is available either for credit or on a noncredit basis. All performance courses fulfill the creative arts curriculum requirement.

#### **Ensemble performance courses**

Students may participate in any of five faculty-directed ensembles with or without academic credit: Chorale, Chamber Orchestra, Jazz Band, Wind Symphony and World Music Ensemble. Criteria for credit are available from the director of the ensemble or the director of performance. Ensemble participation is also open on an audit or a pass/grade/fail basis. If taken for credit, ensembles award 1/4 credit per semester; however, two semesters of participation are required, resulting in 1/2 credit for the year. Membership in some ensembles is by audition (see descriptions below), but there are no pre- or corequisites. A student may count a maximum total of two ensemble credits (four years of participation) toward the 32 credits required for graduation.

#### **Individual performance courses**

Instrumental or voice lessons may be taken with or without academic credit.

To qualify for performance study with academic credit, a student must pass an audition (see individual course description for audition requirements) and enroll in Musc 114 and Musc 115 during the first year of study and in one semester course at or above the 200 level during the second year of study. Students may repeat any level of study for academic credit and accumulate up to four credits at one level. Students who wish to progress to the next level of study and are committed to more advanced repertoire and more intensive practice will request promotion at the end-of-semester jury and must have the approval of the instructor.

Usual credit: Credit for instrument or voice is given for two consecutive semesters of study counting as one semester course for the year. Each semester there are 12 private 60-minute lessons or the equivalent; six hours of preparation are required weekly. Credit students must pay a private lesson tuition fee of \$450 per semester; however, there is no fee for declared music majors. Students may declare majors as early as the second semester of their first college year.

Double credit: Students entering at the 300 or 400 levels may request academic credit equal to a semester course per semester of lessons. This program calls for twelve 60-minute lessons per semester; 12 hours of weekly preparation are required, as well as half of a public solo recital for each year of enrollment in the program. Acceptance into this program is determined by special audition. Credit students must pay a private lesson tuition fee of \$450 per semester; however, there is no fee for declared music majors.

Instrumental or voice lessons without academic credit are offered at any level of ability. A fee of \$300 is charged for twelve 30-minute lessons each semester or \$450 for twelve 45-minute lessons or \$600 for twelve 60-minute lessons. This fee is non-refundable after the end of the registration period.

Specific requirements for all credit performance courses may be obtained from the instructor of the course or the director of performance. Auditions for performance courses are held early in the first semester and by appointment for the second semester.

Practice pianos, harpsichords and organ may be used without extra fee. Students must assume the cost of credit or noncredit lessons taken off campus.

## **Courses in Performance**

### **010. Wheaton College Chorale**

The Wheaton Chorale is open to all students by audition. The chorale rehearses three hours weekly, performing 2–3 times each semester. Repertoire consists of music from various traditions, including major works, standard Western-practice choral literature, folk musics of the world, jazz, gospel and more.

Harbold

### **025. Wheaton Chamber Orchestra**

The chamber orchestra is open to all Wheaton students who play orchestral string instruments. The orchestra rehearses weekly and presents several concerts each year, both on and off campus. Repertoire includes music from the Renaissance through the 20th century and often involves collaboration with other campus ensembles.

Raney

### **020. Southeastern Massachusetts Wind Symphony**

The wind symphony is open to all Wheaton students who play woodwind, brass or percussion instruments. The ensemble rehearses weekly and presents several concerts each year, both on and off campus. Repertoire includes standard wind ensemble and concert band literature from the Renaissance through the 20th century.

Raney

### **025. Wheaton Jazz Band**

The jazz band is open by audition to Wheaton brass and woodwind players, guitarists, bass players, keyboardists, percussionists, drummers and vocalists. Other instruments may be incorporated with permission of the instructor. Repertoire covers a wide range of styles, including swing, bebop, progressive and fusion jazz. The ensemble rehearses weekly, presenting several performances each year.

Britto

### **030. World Music Ensemble.**

The World Music Ensemble performs music from a variety of world traditions, including Brazilian, Irish and South Indian music. Open to all singers and instrumentalists regardless of background, the ensemble is a workshop for both learning repertoire and for learning how music is taught in different cultural settings. We rehearse weekly and give a public performance at the end of the semester.

Allen

### **040. Beginning Class in Voice**

Group lessons meeting for one hour once a week. Students will study folk song, art song and musical theatre repertoire and develop technique through specific vocal exercises. Students will sing in unison and individually. Class size is limited to 4–6 students and the students will share the fee for one-hour, noncredit lessons.

### 050. Piano Lessons

For declared or prospective music majors who need to fulfill the performance requirement (see major requirements) and who do not have the background to qualify for Music Performance 150. May be taught as a group lesson.

**110., 210., 310., 410. Flute**  
Hohannesian

**130., 230., 330., 430. Violin**  
Falls-Keohane

**131., 231., 331., 431. Viola**

**132., 232., 332., 432. Cello**  
Irkaeva

**134., 234., 334., 434. Classic Guitar**

**140., 240., 340., 440. Voice**  
Mouradjian

**150., 250., 350., 450. Piano**  
MacPherson, Sears, Urban, Work

**151., 251., 351., 451. Organ**  
Russell, MacPherson

**152., 252., 352., 452. Harpsichord**  
MacPherson

### Other Instruments

Qualified students may pursue credit or noncredit study of any instrument not listed above with off-campus teachers approved by the department. However, this study, whether for credit or not, is paid for by the students, who must also provide their own transportation.

*See also courses in Music history and theory.*

## Philosophy

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Nancy Kendrick, Chair*

*Faculty: Kendrick, Mathis, Partridge*

The Philosophy Department offers a broad range of courses in traditional areas of philosophical inquiry. In addition, the department provides several courses of interest to students with specific career goals, such as law, medicine and business.

## Major

The major consists of 10 semester courses.

### Required courses

125. Logic  
203. Ancient Philosophy  
207. Modern Philosophy: Descartes to Kant  
401. Advanced Seminar in Philosophy (in the senior year)

### Special areas

At least one course is required from each of two special areas:

### Value theory

236. Aesthetics  
265. Philosophy of Law  
321. Contemporary Social and Political Philosophy

### Metaphysics and epistemology

224. Minds and Machines  
325. Metaphysics  
At least two courses (in addition to Philosophy 401) are required at the 300 level or above. Not more than two courses at the 100 level, other than Logic, may count toward the major. Students may be invited by the department to become honors candidates or to elect other independent work.

Guidelines have been established for interdepartmental major programs combining philosophy with religion, political science or history.

## Minor

The minor consists of five philosophy courses, including one at the 300 level and Philosophy 401 (taken in the senior year). Only one course at the 100 level, other than Logic, may count. The department also participates in the minor programs in environmental studies, family studies, legal studies, public policy, psychology and women's studies.

## Introductory courses

### 101. Introduction to Philosophy

An examination of fundamental problems of philosophy. Topics will vary and may include faith and reason, appearance and reality, the relation of mind and body, human nature, nihilism and morality. This course does not assume previous study of philosophy or intent to specialize.

**111. Ethics**

An introduction to moral reasoning through the study of ethical theories and their application to practical problems such as capital punishment, world hunger, animal rights and the environment. Special attention to developing and defending one's own moral positions. Readings from traditional and contemporary sources.

**125. Logic**

An introduction to categorical, propositional and predicate logic with particular emphasis on methods of discovering and proving the validity of arguments. Designed to improve students' ability to reason clearly and precisely. Analysis of logical equivalence, soundness and the relation of truth to validity.

Kendrick

**Intermediate courses****203. Ancient Philosophy**

An introduction to the thought of Plato and Aristotle: knowledge and truth, the nature of reality, the good life and the good society. Attention also to Socrates and the pre-Socratic philosophers.

Partridge

**207. Modern Philosophy: Descartes to Kant**

The foundations of theory of knowledge and metaphysics through the writings of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant. Attention to the ways in which these thinkers anticipate various issues in contemporary thought.

Kendrick

**208. American Philosophy**

America's contribution to philosophical thought, focusing on the classical pragmatists Charles Pierce, William James and John Dewey. Emphasis on epistemological and metaphysical concepts, such as belief, truth, the nature of knowledge and justification.

Kendrick

**224. Minds and Machines**

Can a computer think? What is the nature of thought? How does technology affect our conception of ourselves? This introductory course explores issues in the philosophy of mind.

Kendrick

**225. Philosophy of Religion**

See Religion 225 *The Philosophy of Religion*

**233. Philosophy and Literature**

Plato began the ancient quarrel between poetry and philosophy; this course seeks rapprochement. Philosophical examination of the relationship among readers, writers and literary texts, illuminating the nature of the mind and imagination, the domain of ethics and the task of moral philosophy. Topics include existentialism, the paradox of fiction and ethical criticism.

Partridge

**236. Aesthetics**

The branch of philosophy that concerns itself with beauty and art. Examines the main historical and contemporary theories of art and the aesthetic experience. Special emphasis on the nature of aesthetic value, the limits of aesthetic theory and the contributions of aesthetic inquiry to other philosophical fields.

Partridge

**255. Feminism, Philosophy and the Law**

An examination of issues in law and philosophy posed by feminist theory, including how society views women and their roles and how that view affects the legal and societal status of women.

Mathis

**260. How Judges Reason**

A consideration of fundamental issues in the conception and practice of law in the United States. Emphasis on the analysis of forms of legal reasoning, designed to provide students with a basic understanding of the judicial process.

Mathis

**265. Philosophy of Law**

An examination of contemporary issues in legal theory. Materials will be drawn from anthropology and sociology, as well as philosophy, to develop a framework for comparative study of legal institutions across cultures.

Mathis

**298. Experimental course**

## Advanced courses

### 321. Contemporary Social and Political Philosophy

A critical examination of recent theories of a just society, including the work of Nozick, Rawls, Habermas, Young and Benhabib. Offered in alternate years.

Mathis

### 325. Metaphysics

An investigation of philosophical problems involving space and time, causation, agency, contingency and necessity, and the distinction between mind and matter.

Kendrick

### 329. Nineteenth Century Continental Philosophy

Critical examination of post-Kantian idealism and the materialist turn in the context of the German Enlightenment. Intensive study of some of the following thinkers: Kant, Hegel, Fichte, Schopenhauer, Marx, Feuerbach, Kierkegaard and Nietzsche.

Partridge

### 388. Tutorial

The student will do all the work required for any 200-level course not already taken, plus additional independent work to be arranged in advance with the instructor.

### 401. Advanced Seminar in Philosophy

Topics will vary from year to year, according to the interests of students and members of the department. Required of majors and minors in their senior year, encouraged for junior majors and minors.

### 500. Individual Research

## Physics

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*John Michael Collins, Chair*

*Faculty: Barker, Chen, G. Collins, J. Collins*

The Physics Department offers students a foundation which allows for continuing education in engineering, astronomy, music or geology. The department assists students in tailoring course work to their specific goals.

## Major in physics

The major in physics consists of a minimum of 10 semester physics courses, including Physics 225 and Physics 350, chosen in consultation with members of the department so as to form a coherent program in support of the student's interests and goals. Two semesters of calculus are also required and continuation in mathematics through differential equations is strongly recommended and is needed for students who plan to attend graduate school in physics.

## Major in Astronomy and Physics

This interdisciplinary major, requiring at least 10 courses, provides an opportunity for students to pursue their interest in astronomy at a deeper level than is possible through the minor in astronomy by taking courses in physics that provide additional perspective on the fundamental principles underlying astronomical research. This major is not recommended for students planning to do graduate work in astronomy; such students should major in physics. Required courses

Astronomy 130. The Universe

Astronomy 140. The Solar System

Astronomy 202. Frontiers of Astronomy

Astronomy 203. Observational Astronomy

Astronomy 302. Astrophysics

Physics 170. Introductory Physics I *and/or*

Physics 171. Introductory Physics II

Physics 225. Modern Physics

Physics 350. Experimental Physics

and an additional 300-level course or

Physics 399. Selected Topics

## Physics and Engineering—Dual Degree

Students who are interested in using physics as a base to pursue an engineering career should consider participating in a Wheaton dual-degree program in engineering. This program allows students completing three years at Wheaton and two or more additional years at another institution to earn a bachelor of arts degree from Wheaton and a Bachelor's degree in engineering. For more information about dual-degree programs in engineering, see page 100.

## Capstone Experience

All majors in their junior or senior year are required to participate in a research project for one semester or for a summer. Each

student is required to write a report and give an oral presentation on the project.

### **Departmental honors**

Departmental honors will be awarded to students who successfully complete the Senior Honors Thesis and have an average of B+ or better in the major and an average of B or better overall.

### **Minor in Physics**

The minor in physics consists of a minimum of five courses, including Physics 225 and Physics 350, chosen in consultation with members of the department.

### **Minor in Astronomy**

The minor in astronomy consists of Astronomy 130, Astronomy 140, Astronomy 202, Astronomy 203 and Astronomy 302.

### **Courses**

#### **107. The Physics of Music and Sound**

For students of music and others. What sound is, how sounds combine, the distinctions between musical and nonmusical sound, the characteristics of sounds produced by different instruments, sound recording and reproduction and human perception of sound. Includes lecture demonstration.

Collins

#### **110. Electronic Circuits**

A laboratory-oriented introduction to modern electronics, which progresses from simple circuits using discrete solid-state components to those using integrated circuits common to computers and control devices. Students will gain insight into the way computers work and learn how to use microcomputers to control simple devices. No previous work in physics or electronics is required.

Chen

#### **120. Extraterrestrial Life**

A scientific investigation into the possible existence of life elsewhere in the universe. Topics include cosmic evolution, the nature and development of life on Earth, solar system exobiology, the astronomical requirements for life, interstellar travel and communication, and the implications of contact.

Barker

#### **130. The Universe**

Properties of stars and how they are born and die; black holes, galaxies, quasars and the origin and evolution of the universe. Weekly two-hour laboratories retrace the steps involved in measuring the age and size of the universe, with enrichment laboratories in astronomical photography and observing.

Barker

#### **140. The Solar System**

The processes which shape the surfaces and atmospheres of planets and satellites and how the planets have evolved in different directions. Students will learn how planetary data are gathered and how to interpret those data and will design a mission to address one of the many remaining mysteries of the solar system.

Collins, Barker

#### **160. Geology**

The origin, evolution and behavior of the Earth, the processes that shape the Earth today, and investigation of the geologic record to see how these processes have operated in the past. Topics include earthquakes, volcanoes, erosion, rocks and minerals, the interior of the Earth, Earth history and plate tectonics. Laboratories and field trips to investigate local geology are included.

Collins

#### **170. Introductory Physics I**

The principles of Newtonian mechanics as applied to solids, liquids and gases. Introduction to heat and thermodynamics. Recommended for students in science, mathematics and engineering dual-degree programs. No previous work in physics is assumed. Three hours lecture, three hours laboratory per week.

Collins

#### **171. Introductory Physics II**

The fundamentals of electric and magnetic phenomena including circuit theory. The theory of oscillations and waves. Introduction to geometrical and physical optics. Recommended for students in science, mathematics and engineering dual-degree programs. Three hours lecture, three hours laboratory per week.

Collins

**180. Introductory Physics I (Enhanced)**

An enhanced version of Physics 170, offering students an opportunity to work at a faster pace and/or with more advanced materials. Typically these courses award an additional half credit for the extra work and time required of them.

Collins

**181. Introductory Physics II (Enhanced)**

An enhanced version of Physics 171, offering students an opportunity to work at a faster pace and/or with more advanced materials. Typically these courses award an additional half credit for the extra work and time required of them.

Collins

**202. Frontiers of Astronomy**

Students will write on topics of their own choosing in modern astronomy, such as neutron stars, black holes, quasars, active galaxies, the Redshift Controversy, the big bang and the fate of the universe. Prerequisite: one previous course in astronomy.

Barker

**203. Observational Astronomy**

A laboratory-oriented course covering astronomical coordinate systems, the motions of celestial objects, celestial navigation and astroarcheology. Students will present their own planetarium programs using our portable planetarium and carry out independent research projects using our nine computerized telescopes and research-grade CCD cameras.

Barker

**225. Modern Physics**

Introduction to the special theory of relativity, atomic physics, nuclear physics and elementary quantum theory. This course may be considered to be a third semester of introductory physics.

Chen

**226. Optics**

Geometric and wave optics, including reflection, refraction, scattering, diffraction, interference, polarization and nonlinear phenomena. Applications to microscopes, telescopes, spectroscopy, lasers, fiber optics, holography and a variety of modern optical materials. The course includes a significant amount of laboratory work outside of class.

Collins

**298. Remote Sensing and Geographic Analysis**

The theory, collection and interpretation of remotely sensed data from aircraft and satellites, with applications to geology, ecology, human land use and pollution monitoring. Geographic information system (GIS) analysis will be used to relate ground-based data to remotely sensed data. Students will be pursuing independent projects related to the natural or social sciences.

Collins

**302. Astrophysics**

Electromagnetic radiation, properties of stars, stellar structure and evolution, the origin of the elements, galactic structure and evolution, active galaxies and cosmology.

Barker

**310. Statistical and Thermal Physics**

The principles of the physics of systems having many particles. A statistical (microscopic) approach to the thermodynamic (macroscopic) properties of many-particle systems, such as pressure, volume, temperature, entropy, free energy and heat capacity.

Collins

**311. Classical Mechanics**

Advanced topics dealing with classical mechanical systems. Small oscillations and waves. The calculus of variations, Fourier analysis and series solutions of differential equations are some of the mathematical methods developed and used.

Chen

**314. Electric and Magnetic Fields**

Classical electricity and magnetism, electromagnetic fields and waves. Vector calculus and much of potential theory will be developed and used throughout the course.

Chen

**350. Experimental Physics**

Advanced laboratory. Students will perform a variety of experiments from the various branches of physics and astronomy chosen to suit their individual needs and interests.

Chen

**360. Geophysics**

Use of the principles of physics to understand current geologic phenomena and the evolution of the Earth and planets. Topics include the structure and evolution of the

interiors of the Earth and other planets, deformation of solid material, seismology, heat generation and transport, dynamics of the ocean and atmosphere, hydrology, gravity anomalies, geomagnetism and impact cratering.

Collins

### 370. Quantum Mechanics

The principles of quantum mechanics. Schrodinger's equation and applications to some physical systems. Observables, operators and expectation values. Operator algebra. Angular momentum and spin. Approximation methods.

Chen

### 399. Selected Topics

Independent study on topics in physics, astronomy or geology not covered by the regular course offerings. Content varies with the interest of students and instructors.

### 499. Independent Research

A research project in physics, astronomy or geology supervised by a faculty member of the department.

### 500. Senior Honors Thesis

Investigation of a problem in physics, astronomy or geology under the guidance of a faculty member. Need to write a thesis and take an oral examination. Open to junior and senior majors who are candidates for departmental honors.

## Political Science

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Darlene L. Boroviak, Chair*

*Faculty: Boroviak, Crane, Dworetz, Goodman, Huiskamp, Kotchikian, Marshall, Murphy, Powell, Vogler, Wilson*

The Political Science Department offers a broad range of courses in the field of American, international and comparative politics (encompassing non-Western and Western systems) and political theory. To acquaint students with important research techniques, the department offers a course in modern social science research methods. Every student majoring in political science participates in a department seminar. Participation in political campaigns, indi-

vidual research and other field projects is encouraged. The department sponsors a semester in Washington, D.C. under the American University Washington Semester Program. The faculty also supports and maintains information on appropriate junior year abroad studies in political science.

### Major

The major in political science consists of 10 semester courses, including four core courses and one course from each of the four area groupings. At least three of the ten courses must be at the 300 level or above. Majors should complete Political Science 200 before their senior year and they are encouraged to take Mathematics 141 for their math requirement. Any student may propose an individual major program for consideration by the department's entire faculty. The department welcomes individual research on the part of its majors.

### Core courses

- 101. The American Political System
- 200. Modern Political Inquiry: An Introduction to Research Methods
- 401. Seminar
- And one of:
- 207. Political Theory: Ancient Greece to the Renaissance *or*
- 217. Contemporary Political Ideology *or*
- 227. Political Theory: Renaissance to the American Founding

### International relations

- 109. International Politics
- 209. Chinese Foreign Policy
- 229. United States Foreign Policy
- 249. Russian Foreign Policy
- 309. International Law and Organization
- 339. Theories of International Relations

### Comparative western societies

- 115. Introduction to Comparative Politics
- 215. Contemporary European Governments and Politics
- 225. Italian Politics
- 255. Russian Politics
- 265. Politics and Society in Eastern Europe
- 325. European Integration
- 335. Politics of Divided Societies
- 345. Understanding Russian Politics and Society through the Prism of Film

### Comparative non-western

- 203. African Politics
- 223. Contemporary Chinese Politics



233. The Politics of Latin America  
 263. The Politics of the Middle East  
 323. Comparative Political Development

#### **American**

201. Contemporary Urban Politics  
 221. Women in Politics  
 231. The American Presidency  
 291. Judicial Politics  
 311. Congress and the Legislative Process  
 321. Public Administration and Public Policy  
 326. Political Psychology  
 331. Media and Politics  
 341. Constitutional Law I: The Supreme Court and the Constitution  
 351. Constitutional Law II: Civil Rights and Civil Liberties  
 361. Environmental Conflict Resolution  
 371. African American Politics  
 381. Media, Technology and Social Reality

#### **Theory**

207. Political Theory: Ancient Greece to the Renaissance  
 217. Contemporary Political Ideology  
 227. Political Theory: Renaissance to the American Founding  
 357. Political Theory: Visions of Modernity

#### **Minor**

Guidelines have been established by the economics, history, political science, and sociology and anthropology departments for interdepartmental concentrations. The department offers a joint minor in urban studies with the Sociology and Anthropology Department.

It is possible for nonmajors to have a minor concentration in either American politics or comparative politics/international relations. Each minor consists of a minimum of five courses in the appropriate area. The minor in American politics must include Political Science 101 and at least one course in American politics at the 300 level. The minor in comparative/international politics must include Political Science 109 or Political Science 115 and at least one course in international or comparative politics at the 300 level.

#### **Courses**

##### **101. The American Political System**

An introduction to American politics using a systems approach and covering aspects of political behavior along with institutional

description and analysis of public policy. Open to freshmen, sophomores and juniors.  
 Goodman

##### **109. International Politics**

After a brief introduction to salient events in world politics since World War II, basic concepts in the analysis of international politics are considered. The course will analyze the various types of international actors (nations, international organizations, liberation movements, multinational corporations), their goals and how they seek to attain them and the determinants of international political behavior.

Boroviak, Wilson

##### **115. Introduction to Comparative Politics**

The comparative study of the political process in Western and non-Western societies. No political system will be studied in depth though the course provides the concepts and tools for such study in the future.

Huiskamp

##### **200. Modern Political Inquiry: An Introduction to Research Methods**

An introduction to the guiding principles of modern social science research, along with instruction in the actual use of research techniques including surveys, statistical analysis of political data and data processing by computers.

##### **201. Contemporary Urban Politics**

Urban, suburban and metropolitan government and policy problems. The course will focus on local political conflict in the context of the federal system in which both the national government and the states play important roles. Policy formulation, implementation and evaluation, including community development, housing, education and welfare will be explored via field work.

##### **203. African Politics**

An introduction to African politics. The course will focus on major issues, including political change, institutions, processes, economic development, female roles, ethnicity and foreign policy.

Huiskamp

##### **207. Political Theory: Ancient Greece to the Renaissance**

An introductory survey of political thought from ancient Greece to the Renaissance. Topics include the origins of political

philosophy in the writings of Plato and Aristotle; early Christian and Reformation political thought; Machiavelli and the birth of modern political theory. Readings are chosen to illustrate the development of ideas about human nature, politics, citizenship, power and the state.

Dworetz

### **209. Chinese Foreign Policy**

An introduction to the study of Chinese foreign policy. The course will focus on providing explanations for China's foreign policy behavior as well as inquiring into the major issues that have shaped the development of the foreign policy of the People's Republic of China.

Wilson

### **215. Contemporary European Governments and Politics**

A comparative study of contemporary European political systems. Special attention given to the relationship of government structures and the policy-making process.

Boroviak

### **217. Contemporary Political Ideology**

A study of competing belief systems of contemporary world politics, including communism, fascism, military authoritarianism, Third World nationalism and capitalism/liberalism. Ideologies will be considered both in terms of their intellectual content and their practical implications for societies.

Dworetz

### **221. Women in Politics**

This course examines gender, race and class as categories of analysis for understanding the political experiences of individuals in U.S. society. In an attempt to elucidate the conceptions and ideas which shape cultural and sexual identities, this course will consider all types of women. We will examine how feminist analysis and womanist analysis reconceptualizes political science and politics.

### **223. Contemporary Chinese Politics**

An introduction to the political institutions and processes of the People's Republic of China. Covers the political experience of the PRC since 1949 with a focus on the post-1978 era.

Wilson

### **225. Italian Politics**

An examination of the dramatic changes in contemporary Italian politics that mark the transition to the Second Republic. Through a series of case studies and films, the course will focus on topics such as political culture and the myth of a "backward" Italy, feminism and the "youth question," electoral reforms, immigration, bureaucracy and corruption, the fight against the Mafia, federalism and local government reform and Italy and the European Union.

Vogler

### **227. Political Theory: Renaissance to the American Founding**

A study of the development of modern political thought in the writings of Hobbes, Locke, Rousseau and the Federalists. The course examines these theorists' ideas about freedom, authority, rights and revolution, and considers their different perspectives on politics and society. Enrollment limited.

Dworetz

### **229. United States Foreign Policy**

An examination of the goals of American foreign policy and of the making and implementing of policy to attain those goals in the Cold War period.

Boroviak

### **231. The American Presidency**

Development and problems of presidential leadership in an era of crises. Includes both a historical analysis of the development of presidential powers and the application of those powers in contemporary American politics.

Vogler

### **233. The Politics of Latin America**

An introduction to the dynamics of politics in Latin America. Themes include, political economy, military authoritarian intervention, transitions to democracy, social movements and the U.S. role in the area. Countries used as examples include Brazil, Mexico, Argentina, Colombia, El Salvador and Chile.

Huiskamp

### **249. Russian Foreign Policy**

A study of contemporary Russian foreign policy behavior with an emphasis on Russia's struggle to define a foreign policy strategy in a post-communist world. Approximately one-quarter of the course will be

devoted to historical antecedents of the Soviet period.

Wilson

#### **255. Russian Politics**

The course will be directed to an examination of the attempts since the dissolution of the Soviet Union to set a course for an emergent Russian state. Some time will also be spent on examining political processes in the other CIS states.

Wilson

#### **263. The Politics of the Middle East**

An introduction course in contemporary Middle East politics focusing on the internal dynamics of Middle East societies, the political relations among states in the region and the involvement of the superpowers in Middle East affairs.

#### **265. Politics and Society in Eastern Europe**

After a brief introduction to the history of Central and Eastern Europe, the course will focus on the current situation in each of the nations of the area. Attention will be directed to the political, economic and social developments in these countries, as well as the progress they have made in shifting to political democracy and a market economy.

Powell

#### **291. Judicial Politics**

Focuses on judicial politics in the United States as reflected in the criminal law process. The course is organized in terms of points of discretion where political decisions are made: the police and arrest, treatment of the accused, bail, plea bargaining, conspiracy law, contempt, sentencing and prisons.

Vogler

#### **298. Experimental course—Inter-American Simulation: Regional Diplomacy in the Americas**

This course will instruct students in the theory and practice of international negotiation through the analysis of case studies as well as roleplaying through a negotiation simulation—"the international relations of the Americas." In this interactive web-based simulation of international negotiation, participants model real-world international interactions between countries.

Huiskamp

#### **309. International Law and Organization**

A study of the role of international law and organizations in international relations. Attention given to the legal relations of states through analysis of cases and documents. Some emphasis given to the United Nations.

Boroviak

#### **311. Congress and the Legislative Process**

An analysis of who gets elected to the House of Representatives and the Senate, how they get elected and what they do once in office. Topics covered include: elections, constituencies, party organizations, committees, rules and norms, interest groups, executive liaison, policy outcomes and the impact of reforms.

#### **321. Public Administration and Public Policy**

An analysis of theories of administrative behavior and current policy problems. The last half of the course is an administration "game" based on the budget of the National Park Service.

Goodman

#### **323. Comparative Political Development**

A broadly comparative survey of the political economy of less developed countries, diversities and similarities across Asia, Africa and Latin America.

Huiskamp

#### **325. European Integration**

A study of various attempts to unify Western Europe, including the European Union and NATO; the implications of the establishment of a common market in Western Europe in 1992; and the impact of changes in Eastern Europe on European integration.

Boroviak

#### **326. Political Psychology**

See Psychology 326.

#### **331. Media and Politics**

An intensive study of media in political campaigns, using video archive materials and with student projects on media in the 1994 gubernatorial and senate campaigns.

Goodman

#### **335. Politics of Divided Societies**

A study of the role of ethnic or cultural divisions in the politics of various societies. The course will look at how various societies respond to the challenges posed by this

conflict. Various theoretical approaches will be explored. Case studies include Canada, Northern Ireland, South Africa, Belgium, Cyprus, Sri Lanka and the U.S.

Huiskamp

### **339. Theories of International Relations**

The course surveys theories of international relations (e.g., realism, the causes of war, functionalism, decision-making analysis) with the underlying goal of providing students with a framework—or frameworks—with which to analyze and critique behavior in the international arena.

Wilson

### **341. Constitutional Law I: The Supreme Court and the Constitution**

A study of the politics of the U.S. Supreme Court and the Constitution, with analyses and debates on major Supreme Court decisions on the powers of the president, Congress and the courts, the proper role of national and state governments in a federal system and the guarantee of a republican form of government.

Vogler

### **345. Understanding Russian Politics and Society through the Prism of Film**

An examination of political and social issues in postcommunist Russia, relying heavily on films—primarily those produced in Russia (with English subtitles)—to understand the situation within the country. Topics include the transition to political democracy and a market economy and social problems such as alcohol abuse, drug abuse, HIV/AIDS, environmental degradation, the war in Chechnya and the situation of women.

Powell

### **351. Constitutional Law II: Civil Rights and Civil Liberties**

A study of U.S. Supreme Court decisions, with analyses and debates on affirmative action, equal protection, abortion rights, freedom of speech and religion, government searches and seizures, privacy, private property rights, capital punishment, the right to die and related issues.

Vogler

### **357. Political Theory: Visions of Modernity**

A study of the political thought of philosophers who established the political and theoretical agendas for the modern world. Readings include some of the major works

of Jean-Jacques Rousseau, G. W. F. Hegel, Karl Marx and Frederick Engels. Topics include equality, democracy, alienation, revolution and the relation between philosophy of history and political theory.

Dworetz

### **361. Environmental Conflict Resolution**

A field work-based course. The classroom component will focus on the theory and practice of interest-based resolution of environmental conflicts, on their merits, building on the work of Fisher, Urey and Susskind. In field work assignments, students will analyze the interests of the conflicted parties, develop strategies for interest-based negotiation of compromise, and develop scenarios for this negotiation. Class simulation developed by the Program on Negotiation at Harvard Law School. This course may be counted toward the minor in Environmental Studies.

Murphy

### **371. African American Politics**

The relationship between African Americans and the American political system since moving from protest to politics in their quest for freedom is the course's central theme. Examined are the changing role of civil rights organizations and the related successes of varied strategies for political empowerment on this quest for freedom.

### **381. Media, Technology and Social Reality**

Reflections on the nature and implications of technology in general and communications technology in particular. The relationship between the shaping or "informing" of social consciousness and the development of communications media is explored. The course aims to demystify the forces and relations which constitute social reality.

Dworetz

### **398. Experimental course—Comparative Social Movements**

Religious sentiment and popular social movements in the Americas. A study of religious sentiment in the Western tradition and how different conceptions of divinity have influenced contemporary social movements. The course examines both defensive, working-class movements (the Christian identity movement; white supremacists; citizen militias) and groups focused on popular empowerment (the civil rights

movement; liberation theology; participatory action-research).

Huiskamp

### **398. Experimental course — National Security Policy**

Focuses on issues of national security and strategies for policy implementation in the United States and Russia in the post-Cold War era. Topics covered include missile defense, terrorism, weapons of mass destruction, military doctrine and military preparedness.

Powell

### **401. Seminar—American Politics**

Focuses on contemporary issues facing the American political system.

Vogler

### **International/Comparative Politics**

Focuses on global processes and trends characteristic of the current international order.

Wilson

### **421. Government Field Work**

Individually designed and supervised field work in agencies of state and local government or a political campaign in Boston, Providence and surrounding communities. A semester of tutorial work (or its equivalent) with an instructor before and after the field experience and a paper relating the scholarly literature to the experience are required. Students who enroll in this course are expected to work a minimum of eight hours a week at their internship. Additionally, at the conclusion of the internship experience students must complete a Work and Public Service Assessment through the Filene Center. Enrollment on an as-available basis.

### **Short courses**

#### **020. Model United Nations**

Preparation for and participation in a national model United Nations conference (The Harvard National Model U.N.). The course may be taken for credit more than once as long as different states are represented. Conference costs, including room and board, are the responsibility of the student. Course begins on or about November 1. No add or drop after this date. Enrollment limited to 20 students.

Wilson

#### **022. Legal Issues in Public Policy**

A mini-course on an important current legal issue. Topic: The Law of Sexuality and Gender. (One-half credit)

Goodman

#### **023. Legal Issues in Public Policy**

A mini-course on an important current legal issue. Topic: Torts. (One-half credit)

Goodman

#### **024. Legal Issues in Public Policy**

A mini-course on an important current legal issue. Topic: Family Law. (One-half credit)

Goodman

#### **025. Legal Issues in Public Policy**

A mini-course on an important current legal issue. Topic: Criminal Law. (One-half credit)

Goodman

#### **029. January Internship in Washington, D.C.**

An opportunity for students to work as interns in the nation's capital and meet weekly for structured discussion. The Filene Center for Work and Learning provides support in developing intern positions. Students will be required, without exception, to work in Washington from January 3 through January 24.

Murphy

## **Psychobiology**

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*Kathleen Morgan, Meg Blasberg, Robert L. Morris, Coordinators*

The interdepartmental major in psychobiology is intended to fill the needs of students seeking understanding of the biological bases of behavior. The field of psychobiology includes all of the interface between psychology and biology. This includes neurobiology, psychoneuroimmunology, animal behavior, psychopharmacology, cognitive neuroscience, neuroendocrinology, health psychology, physiological psychology and developmental psychobiology, to name a few. Psychobiologists examine the evolutionary, physical and biological bases of behavior and experience. In doing so, they focus on the physical structures, chemicals and physical events involved in the production of

behavior. Students majoring in psychobiology will be prepared for graduate training in any of the fields mentioned above, as well as for professional training in medicine or veterinary medicine. They may find jobs in research laboratories, zoological parks, aquariums, industry or education.

## Major

Students majoring in psychobiology are encouraged to pursue independent research as a way to integrate the two fundamental disciplines.

## Requirements

Biology 111.	Evolution and Ecology
Biology 112.	Cells and Genes
Psychology 200.	Modes of Psychological Inquiry
Psychology 201.	Modes of Psychological Inquiry
Biology 211.	Genetics
Psychology 226	or
Biology 226.	Comparative Animal Behavior
Mathematics 141.	Introductory Statistics or Mathematics 151.
	Accelerated Statistics or
Biology 212.	Biometry
Psychology 323.	Behavioral Neuroscience
At least one semester of chemistry: Chemistry 103 or Chemistry 104 or Chemistry 153 or Chemistry 154.	
Biology 244.	Introductory Physiology or
Biology 255.	Chordate Anatomy and Evolution
Psychology 103.	Developmental Psychology or
Biology 254.	Developmental Biology

At least two 300-level labs—one from each of the two contributing disciplines (biology and psychology). Suggested lab courses include the following (but others will be accepted with permission of the advisors): Psychology 334, Psychology 343, Psychology 345, Psychology 348, Psychology 380, Psychology 399, Biology 303, Biology 305, Biology 324, Biology 331, Biology 348, Biology 399.

A documented research, internship or practicum experience, typically after the sixth semester.

Different electives may be appropriate depending upon the career goals that a

particular student may have for himself or herself. Options among these or others are best decided upon in consultation with one of the psychobiology advisors.

## Recommended electives

Biology 201, Biology 205, Biology 215, Biology 221, Biology 231, Biology 303, Biology 318, Biology 347, Classics 120, Philosophy 215, Philosophy 224, Psychology 032, Psychology 111, Psychology 122, Psychology 127, Psychology 165, Psychology 235, Psychology 312

## Recommended for graduate training in neuroscience

Biology 305, Biology 324, Physics 170, Physics 171, Psychology 122, Psychology 127, Psychology 312

## Recommended for graduate training in animal behavior

Biology 215, Biology 305, Biology 318, Psychology 111, Psychology 312, Psychology 348

*Students interested in the health professions are encouraged to consult one of the health career advisors in addition to their advisor in psychobiology.*

# Psychology

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*Gail Sahar Zucker, Chair*

*Faculty: Baron, Berg, Blasberg, Demick, McGillin, Morgan, Morrisette, Murphy, Nelson, Price, Sommers, Thompson, Wulff, Zucker, Zuriff*

The offerings of the Psychology Department reflect the remarkable diversity of topics and approaches that constitute modern-day psychology. Most students will want to begin their exploration of psychology by taking a 100-level course focused on a particular topic.

## Laboratories and field placements

On-campus laboratory facilities include the Elisabeth Amen Laboratory Nursery School, human and animal experimental labs and a psychobiology lab that includes a vivarium. Off-campus field work with either children or adults may be conducted in community-

intervention agencies, psychiatric hospitals, social service agencies and industrial organizations.

## Major

The major consists of at least 10 credits.

### Modes of psychological inquiry

200. Modes of Psychological Inquiry *and*  
201. Modes of Psychological Inquiry

### Statistics

Mathematics 141. Introductory Statistics *or*  
Mathematics 151. Accelerated Statistics

### Biological

Two of the following:

127. Drugs and Behavior  
161. Psychobiology of Sex and Gender  
226. Comparative Animal Behavior  
235. Human Sexuality  
323. Behavioral Neuroscience  
348. Laboratory in Animal Communication  
and Cognition

### Individual

Two of the following:

111. Learning and Behavior Theory  
122. Cognition  
141. Personality—The Study of Lives  
221. Experiencing: The Phenomenology of  
Everyday Life  
247. Abnormal Psychology  
250. Psychoanalysis  
272. Psychological Anthropology  
312. Perception  
324. Childhood Behavior Disorders  
343. Laboratory in Experimental Psychology  
347. Laboratory in Assessing Personality  
369. Clinical Psychology

### Sociocultural

Two of the following:

Psychology 103. Developmental Psychology  
Psychology 132. Social Psychology  
Psychology 151. Multicultural Issues in  
Psychology  
Psychology 260. Psychology of Religion  
Psychology 290. Psychology of Women  
306. Infancy across Cultures  
326. Political Psychology  
334. Practicum in Human Services  
340. Laboratory in Social Research Methods  
345. Laboratory in Developmental Psychol-  
ogy  
375. Systems and Change  
380. Children in the Navajo Nation

Of the six courses in the above three categories, one must be a 300-level course and one must be a laboratory course (i.e., at least two 300-level psychology courses are required).

### Seminar or thesis

400. Psychology Senior Seminar *or*  
500. Senior Honors Thesis

Courses in the following subject areas outside of psychology are also recommended: writing; philosophy, including logic and ethics; other social sciences; computer science; biology and the physical sciences.

### Minor

Students minoring in psychology should take five psychology courses, at least one of which is at the 300 level. A minimum of five credits is required.

### Courses

#### 103. Developmental Psychology

An introduction to concepts and methods for a scientific and ecologically sensitive approach to development, with a primary focus on the multiple influences that create change and continuity, universals and cultural specificity. Development from conception to late childhood is emphasized. Includes observation in the Amen Nursery School.

Price

#### 111. Learning and Behavior Theory

A study of the scientific analysis of behavioral processes—classical and operant conditioning, extinction, stimulus control and aversive control—as well as applications of this analysis to education and psychotherapy.

#### 122. Cognition

A survey of scientific studies of everyday thinking, with particular focus on memory, concept formation, language, problem-solving, reasoning and decision making. An ecological approach is emphasized. Emphasis on reading primary sources and on performing replications of published studies.

Price

#### 127. Drugs and Behavior

An introduction to the study of drug use, abuse and addiction, with a focus on recreationally used drugs. Topics range from the neurochemical action of drugs to the consequences of their use for society.

Morgan or Blasberg

**132. Social Psychology**

An introduction to the systematic study of human social behavior. Considers how people perceive and react to others and how they are affected by social situations. Topics include attitudes, prejudice, helping, aggression and interpersonal attraction.

Zucker, Berg

**141. Personality—The Study of Lives**

A study of the nature of human personality, including its structure, development and ongoing dynamics. Employing a variety of classic and modern theoretical perspectives and research findings, addresses the fundamental question of how we are to understand ourselves and others in the diverse situations in which humans find themselves.

Wulff

**151. Multicultural Issues in Psychology**

An introduction to multicultural issues in psychology that explores the literature on ethnic identity development. Special emphasis on African American, European American, Latino/a, Asian American and Native American families. May include a field component.

**165. Health Psychology**

A biopsychosocial model of health: how biological, psychological and social processes and their interaction influence health. Topics include mind-body interactions, health behavior and interventions, patient-doctor relationships and chronic and advanced illnesses.

Berg

**200. Modes of Psychological Inquiry**

A newly designed course intended to provide an introduction to the pluralistic psychology of the 21st century. Five broad theoretical perspectives will be featured: the biological, the behaviorist, the cognitive, the psychodynamic and the humanistic. The course will begin with a systematic overview of each of these perspectives. We will then discuss a wide range of research methodologies and their corresponding methods. To make the various research methods more vivid and to make clearer their relative strengths and limitations, we will use a number of them ourselves over the course of the year, gathering and analyzing data to answer questions of interest. (A two-semester series with Psychology 201.)

**201. Modes of Psychological Inquiry**

Continuation of Psychology 200.

**221. Experiencing: The Phenomenology of Everyday Life**

An introduction to the phenomenological approach in psychology and its application to ordinary, everyday experiences as well as to uncommon ones. Applies phenomenological methods and interpretations to achieve insights into such activities as writing, imagining and driving a car as well as to the less-accessible experiential worlds of animals, children and autistic or paralyzed adults.

Wulff

**226. Comparative Animal Behavior**

An introduction to evolutionary theory as an organizing framework for comparing representative behavior patterns in humans and other animal species. Includes analysis of both the mechanisms and the functions of behaviors.

Morgan

**235. Human Sexuality**

A comprehensive introduction to the biological, behavioral, psychological and cultural aspects of human sexuality. Considers the relation of sexual values and behavior; anatomy, arousal and response; varieties of sexual behavior; sexuality through the lifespan; sexual problems; and important social issues such as rape, incest and pornography. Classroom exercises, films and guest presentations.

Murphy

**247. Abnormal Psychology**

A survey of the chief forms of psychological disorder and current modes of explanation and treatment. Issues include the definitions of normality and abnormality and the goals of intervention. Case studies focus the discussion.

Murphy

**250. Psychoanalysis**

Introduction to psychoanalysis as a theory, therapy and window into the unconscious; topics include dream interpretation, male and female sexuality, neurosis, psychodynamics and the nature of the unconscious.

Zuriff



**260. Psychology of Religion**

A descriptive and interpretive study of religious attitudes, experiences and practices. Drawing on biological, behavioral, psychoanalytic, Jungian, existential-phenomenological and humanistic viewpoints, this course considers the nature of religious experience; the meaning of religious images, creeds and rituals; and the origins and significance of individual differences in religious outlook.

Wulff

**272. Psychological Anthropology**

See Anthropology 270.

**290. Psychology of Women**

Examines psychological theories and research about women and gender. Discusses similarities as well as gender differences and the multiple causes for those differences. Explores the ways in which ethnicity, class and sexual orientation interact with gender in the U.S.

Murphy

**306. Infancy across Cultures**

The nature and nurture of infants from the perspectives of Western research, beliefs and practices, and of selected non-Western contemporary societies, especially the Navajo. Examines childbirth, newborn capacities, caretaker-infant relationships, early experience and changes during infancy, all in cultural contexts.

Price

**312. Perception**

A study of nonstimulus determinants of perception (e.g., culture, personality, learning); field phenomena (organization, space perception, the constancies); theories of perception (e.g., Gestalt, transactionalism); and sensation (psychophysics, signal detection, the senses, scaling).

**323. Behavioral Neuroscience**

An introduction to the physiology of behavior, with a special focus on neurophysiology, neuroanatomy and sensory physiology. Six hours a week, lab/lecture combined.

Blasberg

**324. Childhood Behavior Disorders**

A survey of behavioral disorders of childhood in both clinical and educational settings, with a review of various perspectives

on etiology and treatment. Emphasis on evaluation of the effectiveness of treatment.

Baron

**326. Political Psychology**

The study of psychological influences on political thinking and behavior. Personality and politics, intergroup conflict, political cognition and genocide are some of the topics to be considered.

Zucker

**334. Practicum in Human Services**

Students intern in a community mental health or human service agency for one day or two half-days a week. They receive supervision both at the agency and by the professor. The weekly class meeting integrates the field work experience with the theoretical literature. Placements may address issues such as homelessness, family violence, adolescent pregnancy, AIDS, mental illness and child care.

Baron

**340. Laboratory in Social Research Methods**

The study of the important conceptual, practical and ethical issues involved in doing social psychological research. Students will conduct studies using experimental and correlational methods and learn to write an APA-style paper. Topics have included attitudes toward abortion, affirmative action and Wheaton's honor code.

Zucker, Berg

**342. Laboratory in Child and Family Assessment**

Covers fundamental principles involved in assessing child and family behavior in various contextual settings. Students learn practical techniques in interviewing, conducting classroom behavioral observations and scoring intelligence testing protocols. In addition to conducting a study using experimental and correlational methods, students will learn to write an APA-style research proposal.

**343. Laboratory in Experimental Psychology**

The design, implementation, evaluation and interpretation of experiments in learning (e.g., operant conditioning, discrimination), perception (e.g., sensation, recognition) and cognition (e.g., memory, concept formation).

**345. Laboratory in Developmental Psychology**

Early childhood development will be assessed in the Amen Laboratory Nursery

School through cross-sectional and longitudinal quantitative research methods. Students will design and implement the specific methodologies, analyze the data using SPSS and interpret the results in written APA format. Ethical issues will be addressed.

Price

### **347. Laboratory in Assessing Personality**

A survey and critical analysis of the methods that psychologists have developed to assess individual differences in human personality. Includes both standardized testing procedures and more idiographic, qualitative methods for observing and describing individual differences.

Wulff

### **348. Laboratory in Animal Communication and Cognition**

A comparative introduction to current theories and methodologies for investigation of the nature of communication in, and cognitions and problem-solving abilities of, nonhuman animals. Lab/lecture combined.

Morgan

### **369. Clinical Psychology**

An introduction to the field of clinical psychology. Considers the basic tools of the clinician, including interviewing, observation and assessment; the major theories of counseling and psychotherapy; and professional and ethical issues. Case studies, demonstrations and videotapes will be used.

Murphy

### **375. Systems and Change**

An exploration of the competing social and organizational systems of influence that contribute to systemic change in developing individuals, with an emphasis on the role of families. Examples are drawn from the normative and clinical literatures and principles of systemic analysis are applied by students to a series of case studies.

McGillin

### **380. Children in the Navajo Nation**

A cultural perspective on child development is sought through service learning relationships with a Navajo community school and domestic hosts in Arizona during January. Service may include classroom instruction and field supervision of students, as well as domestic chores for our host families.

Readings, reflective exercises, journal writing and literature searches all will contribute to papers developed during spring semester. Additional fees may be necessary for travel.

Price

### **400. Psychology Senior Seminar**

Senior psychology majors will participate in discussions of advanced topics based on original sources, enabling them to understand their previous psychology courses from an analytical perspective that identifies major assumptions in the field.

### **500. Senior Honors Thesis**

## **Half-credit courses**

### **032. Advanced Topics in Psychobiology**

A seminar on a specialized area of psychobiology to be announced each year. Students will lead discussions and present oral reports based on original sources in their chosen areas of interest within the general topic for that year.

Morgan or Blasberg

### **097. Concepts in Psychobiology: Senior Seminar in Psychobiology**

A historical survey and discussion of the development and continuing significance of the concepts, techniques and themes that comprise the field of psychobiology. Topics include the mind/brain relationship, cognitive neuroscience, ethology, localization of function and the neuron doctrine.

Blasberg

## **Public Policy**

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*John A. Walgreen, Coordinator*

The minor in public policy studies is an interdisciplinary program designed to introduce students to the analytical skills and institutional perspective characteristic of careers in public service. Courses address the political context of policy making, alternative disciplinary approaches to policy formation and implementation and appreciation of value conflicts in the policy process. In addition, students are encouraged to pursue substantive policy issues that draw on the expertise of Wheaton faculty mem-

bers in such areas as environmental regulations, criminal justice, technological development, labor-management relations, poverty and welfare, anti-trust and regulation, and health care.

### Minor

The minor consists of six courses, at least one of which must be at the 300 level, including:

Economics 101.	Introduction to Macroeconomics or
Economics 102.	Introduction to Microeconomics

And one course in statistical or research methods:

Mathematics 141.	Introductory Statistics or
Political Science 200.	Modern Political Inquiry: An Introduction to Research Methods or
Sociology 302.	Research Methods in Sociology

Other courses may be selected by students in consultation with the coordinators. No more than three courses in any department may count toward the minor.

## Religion

or current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Jeffrey R. Timm, Chair*

*Faculty: Friedman, Brumberg-Kraus, Leuchter, Darling-Smith, Timm*

The study of religion plays two roles. It provides a quintessential liberal arts experience for all students and cultivates religion majors. The Religion Department seeks to provide specialized courses for students majoring in the discipline, and general courses for students interested in religion, but who are pursuing other majors.

### Major

The religion major consists of nine semester courses.

#### Requirements

102. Introduction to the Study of World Religions

#### 401. Seminar

and six courses selected from three of the following areas. Three courses will be taken from one of these areas; two courses from a second area; and one course from a third.

#### Scriptural studies

109. Introduction to the Hebrew Bible  
110. Literature of the New Testament  
204. Scripture in Judaism, Christianity and Islam  
209. Hebrew Bible Studies  
210. Jesus and the Gospels  
212. Sacred Texts of Asia  
310. New Testament: Acts and Letters  
342. Liberation Theology

#### Western religious traditions

204. Scripture in Judaism, Christianity and Islam  
223. Religion in Contemporary America  
232. Faith after the Holocaust  
282. Music and Worship in World Cultures  
322. Judaism: Faith and Practice  
342. Liberation Theology

#### Asian and non-Western religious traditions

212. Sacred Texts of Asia  
316. Islam: Faith and Practice  
325. Hinduism: Thought and Action  
326. Buddhism: Thought and Action  
357. Indigenous Religions

#### Contemporary and comparative religious thought

102. Introduction to the Study of World Religions  
162. Perspectives on Death and Dying  
204. Scripture in Judaism, Christianity and Islam  
208. Religion in Modern Literature  
225. The Philosophy of Religion  
230. Mysticism and Spirituality  
232. Faith after the Holocaust  
242. Religion and Ecology  
260. Psychology of Religion  
340. Seminar on Religion in Anthropological Perspective

At least three courses at or above the 300 level, including Religion 401, are required of all majors.

#### Interdepartmental majors

Majors in religion and philosophy and religion and history, are offered jointly with the Philosophy and History departments, respectively. Students electing either joint major should consult with the chairs of the two departments concerning the courses required.

The classics and religion departments have drawn up guidelines for an interdepartmental major in ancient studies. For the dual-degree program with Andover-Newton Theological School, contact Barbara Darling-Smith. (See page 95.)

### **Minor**

Minor concentrations are available in comparative religion, Bible, world religions and Judaic studies. For the minor in Judaic studies, see Jonathan Brumberg-Kraus. A minor consists of five courses approved by the department, one of which must be at or above the 300 level.

### **Courses**

#### **102. Introduction to the Study of World Religions**

A survey of the major world religions for the beginning student. Religions discussed will include basic religions (American Indian and African traditions), religions of India (Hinduism and Buddhism), China (Taoism and Confucianism) and those originating in the Middle East (Judaism, Christianity and Islam). Religion will be considered as a worldview expressed through doctrine, myth, ethical system, ritual, personal experience and society.

#### **109. Introduction to the Hebrew Bible**

An overview of the diverse, sometimes conflicting religious perspectives represented in the Hebrew scriptures, concerned primarily with the Biblical texts as the expressions of religious beliefs and ways of life. Examination of the historical contexts and literary forms and traditions of the texts and the concrete social situations to which these texts are religious responses. Focus on the Bible's treatment of general themes in the study of religion such as ideas of the holy, religious language and myth, ritual, monotheism and goddess worship, prophecy, theodicy, salvation, gender, the religious value of the secular, and interpretation.

Brumberg-Kraus

#### **110. Literature of the New Testament**

The literature of the New Testament, with special attention to the form and content of the New Testament documents, their relationship to one another and their witness to the character of early Christianity.

Brumberg-Kraus

#### **142. Religion and Sexuality**

An investigation of how the Western religious traditions have shaped attitudes toward sexuality and a study of religious views on sexual choices, life styles and problems of today, including love, marriage, sex roles, homosexuality, celibacy, contraception, abortion and sexual and domestic violence.

Darling-Smith

#### **162. Perspectives on Death and Dying**

Study of the grief process, alternate denial and obsession with death and dying in Western culture. Religious and philosophic speculation about immortality, resurrection, reincarnation and the effects of death on attitudes toward life. Ancient, contemporary and cross-cultural rituals of death.

Darling-Smith

#### **204. Scripture in Judaism, Christianity and Islam**

This course focuses on the religious function of sacred scriptures in the three Western religious traditions: Judaism, Christianity and Islam. Attention will be paid to scripture as myth of origins, the relative importance of sacred story, prophecy, and law in the three traditions; authority; and the importance of interpretative traditions. We will also investigate the ritual functions of scripture, artistic representations and contemporary efforts to interpret the relevance of textual traditions.

Brumberg-Kraus

#### **208. Religion in Modern Literature**

Modern fiction as a means of exploring diverse views on the nature and meaning of human existence and the search for faith. The writings of such authors as Katherine Paterson, Hurston, Morrison, Unamuno, Roiphe, Rushdie, Naipaul, Waugh, Roth, Malamud, Wiesel and O'Connor are to be considered.

Brumberg-Kraus

#### **209. Hebrew Bible Studies**

An examination of the Hebrew scriptures with special attention to the Exile and the later Hebrew biblical period. Special topics will be announced from year to year.

Brumberg-Kraus

#### **210. Jesus and the Gospels**

This course studies selected versions of the life of Jesus across many genres (scholarly, fictional, cinematic and devotional) and across many centuries (from canonical and apocryphal Gospels to medieval allegories to

modern novels and films) in order to explore the ways generations of Christians at different times and places have fitted the story to their own needs and situations.

Brumberg-Kraus

### **212. Sacred Texts of Asia**

A study of some of the major religious traditions which have emerged in South and East Asia. Hinduism, Buddhism, Confucianism and Taoism will be explored by considering representative scriptural texts and subsequent commentary traditions as a way to uncover their respective answers to fundamental questions about ultimate reality, humanity and salvation.

Timm

### **223. Religion in Contemporary America**

An overview of the wealth of diversity in religions practiced in the United States, including a study of mainstream Protestantism, Judaism and Roman Catholicism, as well as Native American traditions, Evangelicalism, African American religion, Eastern religious traditions and feminist spiritualities.

Darling-Smith

### **225. The Philosophy of Religion**

A study of questions emerging from the philosophical analysis of religious thought. Both religious and anti-religious thinkers will be considered on fundamental issues: the existence of God, the status of revelation and faith, the problems of conflicting truth claims of different religions, immortality and human destiny. Special attention will be given to contemporary challenges to traditional, patriarchal theology.

Timm

### **230. Mysticism and Spirituality**

An examination of mysticism as well as other forms of personal religious consciousness and the way individuals have integrated religious experience with their general understanding of existence. Attention will be given to accounts of mysticism and spirituality found in different cultures and historical periods. Fundamental issues include: the character of religious experience; the significance of gender in spirituality; self-realization and self-transformation; the relationship of interior experience and public life; altered states of consciousness.

Timm

### **232. Faith after the Holocaust**

The death of six million Jews at the hands of the Nazis and their collaborators in World War II represents a radical challenge to faith in Judaism, in Christianity and in Western humanism. The course begins with a historical overview of the Holocaust and then uses literature of Holocaust survivors and the philosophical and theological response of Jewish and Christian authors to articulate the challenge of the Holocaust to faith. The course concludes with a discussion of the implications of the Holocaust for Western culture. Because the questions which this course explores are highly varied and defy simple answers, a variety of disciplines, texts and media will be employed, including films and outside experts.

Brumberg-Kraus

### **242. Religion and Ecology**

An exploration of resources from various religions for developing a healthy respect for nature and the environment, as well as a study of the religious roots of the current environmental crisis. Included are discussions of the relationships between feminist spirituality and ecological sensitivity and between Native American cultures/religions and ecological sensitivity.

Darling-Smith

### **260. Psychology of Religion**

See Psychology 260.

### **277. Religion and Animals**

### **282. Music and Worship in World Cultures**

See Music 282.

### **310. New Testament: Acts and Letters**

This course studies Pauline Christianity through an examination of the Letters of Paul and Luke's Acts of the Apostles. We will pay special attention to the social historical context and structures of Pauline Christianity. We will discuss its ideals of community and authority, its Christian self-definition in regard to emerging Rabbinic Judaism, the significance of religious conversion for Pauline Christianity and the relationship of early Christian literature and ethics to other Greco-Roman literary and cultural conventions (e.g., Acts and ancient novels).

Brumberg-Kraus

**316. Islam: Faith and Practice**

Pagan Arabia, the life and teaching of Muhammad, the spread of Islam, the development of Muslim thought, Islamic mysticism and modernism. Course involves field trips to an Islamic center and interviews with contemporary Muslims.

Brumberg-Kraus

**323. Seminar in Jewish Thought**

This seminar is intended to deepen students' understanding of major trends of Jewish thought and to practice the methods characteristic of the academic study of Judaism. Students will analyze common readings in class discussion and pursue independent study culminating in a major research paper in consultation with the instructor.

Brumberg-Kraus

**325. Hinduism: Thought and Action**

A thematic and conceptual inquiry into some of the most important religious and philosophical traditions within Hinduism. Major consideration given to questions about the nature of ultimate reality, suffering and liberation, language and revelation, personal existence and death, eros and asceticism, myth and ritual. Regular film and other audiovisual presentations will provide insight into the contemporary Hindu worldview.

Timm

**326. Buddhism: Thought and Action**

A thematic and conceptual inquiry into some of the most important religious and philosophical traditions within Buddhism. Attention given to the major schools of Buddhist thought, as well as topical inquiries into issues regarding women in Buddhism, meditation practices, Buddhist art and architecture, and the influence of Buddhism on contemporary Western religious pluralism. The course features close readings of Buddhist texts in translation and regular audiovisual presentations.

Timm

**340. Seminar on Religion in Anthropological Perspective**

See Anthropology 340.

**342. Liberation Theology**

Theology is rational reflection upon the faith; liberation theology is reflection by people of faith who find themselves in situations of oppression. This course studies Third World

peoples, African American women and men and white women and their struggles to relate Christian and Jewish teachings to liberation.

Darling-Smith

**357. Indigenous Religions**

An exploration of the rituals, myths and symbols of indigenous religions and the interconnection between these religious forms and native ways of life. Focuses on Native American religious traditions, but indigenous religions in Africa, Australia and pre-Christian Europe will also be considered.

Darling-Smith

**399. Independent Study**

Advanced students, in consultation with the appropriate instructor, may arrange to pursue independent study on topics not covered by the regular course offerings.

**401. Seminar**

Selected topics will be chosen to integrate and supplement the work done in the major. Each member of the seminar will write a paper and will present an oral report to majors and members of the Religion Department.

Timm

**500. Individual Research**

Open to majors by invitation of the department for work culminating in a senior honors thesis.

## Russian and Russian Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Joel C. Relihan, Coordinator*

*Faculty: Baker, Powell, Relihan, Rosset, Weil, Wilson*

The Russian and Russian studies program offers a wide range of courses in the Russian language (from the elementary to the advanced level), Russian art and culture, literature, history, economy and politics.

Summer study in the United States or abroad is strongly recommended for all majors at the end of the sophomore or junior year. Study in Russia on a junior year (or semester) abroad program is similarly highly

recommended. Credit is normally given for such study. Early consultation with the department is advised.

Students who do outstanding work in either Russian major may become members of Alpha Epsilon, the Wheaton College Chapter of the National Slavic Honor Society, Dobro Slovo.

### Major in Russian Studies

The Russian studies major is a broad-based, interdisciplinary course of study. It is designed to give students a basic knowledge of Russia and the former Soviet Union through the study of art and culture, history, language and literature, as well as economic, social and political issues. It consists of a minimum of 10 semester courses.

#### Russian language

Four semester courses selected from:

- 110. Beginning Russian I
- 111. Beginning Russian II
- 210. Intermediate Russian I
- 211. Intermediate Russian II
- 240. Advanced Russian I
- 241. Advanced Russian II
- 242. Advanced Conversation and Grammar Review I
- 243. Advanced Conversation and Grammar Review II

Students who place at the advanced level (240+) are only required to complete two semesters.

#### Russian literature and culture

Three semester courses selected from:

- 101. Russian Folklore
- 200 or Russian and Russian Studies 300. Russia: Icons to Revolution
- 201 or 301. Russia: From Revolution to the Present
- 203. Russian Drama
- 281. Russian Arts and Culture
- 282. Modern Russian Film
- 284. Women in Russian Culture
- 305. Topics in Russian Literature
- 351. Selected Prose Writers
- 352. Russian Poetry
- 370. Russian for the Arts, Business and Politics

#### Courses in other departments

Three semester courses selected from at least two different departments. Courses include:

- History 215. History of Russia
- Political Science 249. Russian Foreign Policy
- Political Science 255. Russian Politics
- Political Science 265. Politics and Society in Eastern Europe
- Political Science 345. Understanding Russian Politics and Society through the Prism of Film

The major requires a minimum of three courses at the 300 level. These may be selected from the culture courses or from the courses in other departments. Substitutions by permission of the department.

### Major in Russian language and literature

The Russian language and literature major is designed to provide students with a sound knowledge of Russian language, culture and literature. Students who choose this major will usually have had some prior study of Russian or they may opt for summer study or a junior year (or semester) abroad.

The major consists of a minimum of nine semester courses.

#### Russian language and literature in Russian

Four semester courses, beginning at the advanced language level:

- 240. Advanced Russian I
- 241. Advanced Russian II
- 242. Advanced Conversation and Grammar Review I
- 243. Advanced Conversation and Grammar Review II
- 351. Selected Prose Writers
- 352. Russian Poetry
- 370. Russian for the Arts, Business and Politics

#### Russian literature and culture courses in English

Four courses, selected from:

- 101. Russian Folklore
- 200. or 300. Russia: Icons to Revolution
- 201. or 301. Russia: From Revolution to the Present
- 203. Russian Drama
- 281. Russian Arts and Culture
- 282. Modern Russian Film
- 284. Women in Russian Culture
- 305. Topics in Russian Literature

**Senior seminar**  
402. Seminar

The major requires a minimum of three courses at the 300 level or above. Substitutions by permission of the department

**Language courses**

By passing a proficiency test administered by the department in September and May each year, a student may satisfy the first or the first two years of the Russian language and place directly into the advanced-level courses. Students who have taken three years or more of Russian at the secondary school level are expected to place into Russian 210 (or the Russian 240 series, with departmental permission).

All students in language courses are required to attend class regularly and, as an integral part of their class preparation, to work in the language laboratory for at least one hour per week. Students also have access to the laboratory for independent work.

**110. Beginning Russian I**

The principal elements of the Russian language, including reading, writing and speaking. Emphasis is placed on colloquial language and the ability to converse in Russian. Class work is supplemented by one hour per week in the language laboratory.

Rosset

**111. Beginning Russian II**

A continuation of Russian and Russian Studies 110 with further emphasis on grammar and conversation. Class work is supplemented by one hour per week in the language laboratory.

Rosset

**210. Intermediate Russian I**

Written and spoken Russian. More fundamentals of Russian grammar, with emphasis on oral practice, comprehension and composition. Class work is supplemented by one hour per week in the language laboratory.

**211. Intermediate Russian II**

Continuation of Russian and Russian Studies 210. Written and spoken Russian. More fundamentals of Russian grammar, with further emphasis on oral practice, comprehension and composition. Class work is supplemented by one hour per week in the language laboratory.

**Advanced language courses**

**240. Advanced Russian I**

Review of Russian grammar. Russian roots and word formation. Russian syntax and composition. Emphasis on vocabulary building.

**241. Advanced Russian II**

Review of Russian grammar. Russian style and syntax, with emphasis on composition.

**242. Advanced Conversation and Grammar Review I**

Review of Russian grammar. Emphasis on oral comprehension and verbal proficiency.

**243. Advanced Conversation and Grammar Review II**

Review of Russian grammar. Emphasis on verbal proficiency and Russian cultural/political vocabulary.

**Literature and culture courses in Russian**

These courses are designed for Russian majors and are conducted in Russian, but are open to all qualified students with permission of the department.

**351. Selected Prose Writers**

The study in Russian of selected prose works by some of the following writers of the 19th and 20th centuries: Pushkin, Lermontov, Pavlova, Gogol, Turgenev, Dostoevsky, Tolstoy, Tefi, Chekhov, Zamyatin, Zoshchenko, Bunin, Solzhenitsyn, Tokareva.

**352. Russian Poetry**

A survey in Russian of poets from the early 19th century to the present. Emphasis both on analysis and on reading/performance of poetic works.

Rosset

**370. Russian for the Arts, Business and Politics**

A study in Russian of the special terms, jargon and style used in specific professional fields, including the art world and museums, international business and politics. Also includes a brief survey of Russian computer terminology.

Rosset

**402. Seminar**

Integration of the student's work in previous courses through independent work chosen with the approval of the department.



### 500. Individual Research

Open to senior majors by invitation of the department.

### Courses in English

Courses in culture, literature and civilization conducted in English are open to all students without regard to foreign language proficiency.

#### 101. Russian Folklore

A general, interdisciplinary introduction to Russian culture with special emphasis on folklore, tracing its development from pre-Christian times to the present. The course will center on the study of folk tales, epics and ballads; beliefs, traditions and superstitions; the influence of folklore on the development of Russian literature and art.

#### 200. Russia: Icons to Revolution

A broad survey course with primary emphasis on the classics of the 19th century. The study of strong passions and clashing beliefs in 19th-century Russian literature and culture. Focus on love and social commentary in the works of Pushkin, Lermontov, Gogol, Pavlova, Chekhov, Dostoevsky and Tolstoy. Cultural materials include icons and Russian wooden architecture, the myths of St. Petersburg and Moscow, Russia's expansion into the Caucasus and Siberia, 19th-century music, and trends in 19th-century painting.

#### 201. Russia: From Revolution to the Present

The study of Russian literature and culture in the 20th century, from the turmoil of the Revolution through the terror of Stalin's Soviet Union to the momentous changes of the 1990s. The focus will be on literature and art, grappling with aesthetic concerns amid censorship, purges and rapid political change. Readings might include: Akhmatova, Babel, Zamyatin, Nabokov, Gorky, Pasternak, Solzhenitsyn, Bitov, Baranskaia, Tokareva, Petrushevskaja. Cultural materials cover the avant-garde, Soviet theatre and ballet, samizdat and other unofficial art, glasnost and the new trends of the past few years.

#### 203. Russian Drama

A survey of modern Russian theatre, including some opera and ballet. The course includes a brief history of Russian theatre and its traditions in directing and set/

costume design. Readings include a variety of short to full-length plays by such writers as Pushkin, Gogol, Ostrovsky, Chekhov, Kharms, Gippius, Erdman, Shvarts, Aitmatov, Petrushevskaja and Nina Sadur.

Rosset

#### 281. Russian Arts and Culture

Begins with a brief survey of Russian political history, then focuses on Russian and Soviet art, including some non-Russian works from former republics of the Soviet period (Georgia, Armenia, Latvia, Central Asia). Includes ballet and theatre, cinema, classical music as well as bard music and formerly underground rock, some literature and poetry, and art from the icons to the avant-garde to unofficial and official art.

Rosset

#### 282. Modern Russian Film

The course will acquaint you with the culture of modern Russia through its cinema. Lectures with discussion and analysis of a series of Russian films from Eisenstein to current productions, emphasizing content and moral/political issues as well as artistic technique.

#### 284. Women in Russian Culture

A historical survey of the cultural and political impact of women in Russia, with emphasis on the 20th century. Works by and about women, including works by Russian women in politics, literature and poetry, theatre and painting.

Rosset

#### 300. Russia: Icons to Revolution

Advanced version of Russian and Russian Studies 200 *Russia: Icons to Revolution*

#### 301. Russia: From Revolution to the Present

Advanced version of Russian and Russian Studies 201.

#### 305. Topics in Russian Literature

Topics will vary to meet student demand and interest and might include: the Russian novel, the Silver Age, Soviet classics, Russian women writers, or others.

# Sociology

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Hyun Sook Kim, Chair  
Faculty: Ciliberto, Grady, Harris, Ibrahim,  
Kim, Trevino, Yllö*

The sociology program offers a major in sociology within the Sociology and Anthropology Department. The program focuses on human social behavior, social organization and cultures and contemporary social problems. Issues of race, ethnicity, class, gender, sexuality, religion and technology, within the United States and global context, are addressed in a wide range of courses that are grouped in three areas: deviance and social control, inequality and social change, and institutions and social organization.

## Major

The major program in sociology requires 10 courses and must include:

- 190. Self and Society
- 301. Sociological Theory
- 302. Research Methods in Sociology
- 402. Senior Seminar *or*
- 403. Senior Proseminar *or* two semesters of 500. Individual Research

Students are expected to take Sociology 190 in their freshman or sophomore year, Sociology 301 and Sociology 302 in their junior year and Sociology 402 or Sociology 403 in their senior year. In addition, majors must take at least one course in each of the three areas: deviance and social control, inequality and social change, and institutions and social organization.

## Minor

The minor in sociology requires five courses, including Sociology 190 and four additional courses in sociology, one of which must be at the 300 level.

## Introductory/core courses

### 104. Contemporary Social Problems

This course is organized into three sections: First, the social action section deals with how social change can be realized through the implementation of political strategies and tactics in the creation and /or alleviation of

problems of moral indignation. The theory section provides major sociological perspectives for examining certain public issues. Finally, the problems section takes an in-depth look at specific social problems such as pollution, poverty and crime.

Trevino

### 190. Self and Society

This course examines theoretical modes of sociological inquiry through an in-depth study of the self and society. Through classical and contemporary readings, five areas are explored: the construction of the self; the dynamics of social groups; the power of social structures and circumstances; deviance; and globalization and social change.

### 301. Sociological Theory

The primary objective of this course is to provide a broad overview of the major sociological theorists and theories. Accordingly, the student will become familiar with the classical (pre-World War II) as well as with the contemporary (post-World War II) theoretical paradigms in sociology. Students will cultivate their sociological imaginations as they learn to apply the theories.

Kim, Trevino

### 302. Research Methods in Sociology

An introduction to the scientific method and its application to sociological research. Topics include formulation of research problems, sampling, measurement, data collection and analysis and an introduction to the computer statistical package MINITAB. Emphasis is on research design.

Yllö

### 402. Senior Seminar

A semester of directed research in which students receive individual attention while carrying out an empirical study. The seminar offers guidance and a framework for the many stages of the research process. Students will be expected to produce a thesis and present it publicly in February.

Grady, Harris, Kim, Trevino, Yllö

### 403. Senior Proseminar

The proseminar deals with conceptual analysis and critiques of theories, methodologies and paradigms employed by sociologists and by different sociological schools of thought. Various themes are explored through the application of concepts, theo-

ries, paradigms and sociological imagination. A senior thesis and an oral defense of the thesis are required.

#### **500. Individual Research**

Open to majors at the invitation of the department.

### **Deviance and social control**

#### **211. Criminology**

This course provides a historical account of the major schools of thought in the discipline of criminology. The individual actor, the social environment, the law and the criminal justice system will be examined in order to better understand violent crime, juvenile delinquency, gangs, organized crime, white-collar crime, etc. We will also focus on the alternative of restorative justice.

Trevino

#### **221. Deviance and Social Control**

The primary objective of this course is to develop a sociological and critical analysis of various types of deviant behaviors and deviant statuses including criminality, delinquency, alcoholism, mental illness, physical defects and the like.

Trevino

#### **231. Organized Crime**

Specific attention is paid to organized crime's origins, history, culture, organizational structure and goals. Various types of criminal organizations will be considered: the Cosa Nostra, the Yakuza, the crimes of business corporations, international and domestic terrorism, organized political crime, motorcycle gangs and the like.

Trevino

#### **240. Conflict and Genocide**

An intensive study of racial, ethnic, national, religious and sexual conflicts in relation to empire making, nation building, nationalism, war and modernity. The class demystifies genocides and analyzes why some atrocities are responded to as genocides while other similar crimes are denied and unacknowledged.

#### **311. Violence against Women**

This seminar explores the nature of violence against women, focusing on current research on woman battering, rape, child sexual abuse and pornography. Students will compare theoretical approaches and will critically examine empirical research. The

impact of race/ethnicity and class on the abuse experience are considered. A major part of the seminar involves original research by students on an issue of their choice or an internship at the local program. The semester will culminate in a symposium on violence against women organized by seminar members.

Yllö

### **Inequality and social change**

#### **200. Social Movements**

The course examines national liberation movements, social revolutions and protests and struggles for social justice. Through essential and inspiring readings, we will explore the local and global impact of colonialism and capitalism and struggles to confront oppression, injustice and inequality.

Kim

#### **210. Inequality**

What is class? How does one's class position shape or influence one's social standing? The "class" lens is used to study social stratification, inequality, mobility, poverty, wealth, power, taste, life chances and opportunities, political and cultural consciousness. Race, gender, sexuality and immigrant status are also considered within American and other social-cultural contexts.

Kim

#### **220. Aging in America**

Aging in the U.S. is examined in sociological, historical and cross-cultural context. Issues concerning family, work and retirement, sexuality, elder abuse and death and dying are explored. The aging experience is analyzed in connection to gender, race and class inequalities. This is a service learning course involving field placement in local elder organizations.

Yllö

#### **230. Race and Ethnicity**

Racial and ethnic minorities in the United States and other countries, including the different ways in which minority-dominant group and minority-minority group relationships are created, structured and become crystallized in social institutions and patterns of social action. A look at various explanations for the ways these relations work out in different societies and between different groups. Finally, the cultures and ideologies of the different groups and the way these

cultures and ideologies help create and are themselves created by the pattern of minority group relations.

Harris, Kim

### **240. Conflict and Genocide**

An intensive study of racial, ethnic, national, religious and sexual conflicts in relation to empire making, nation building, nationalism, war and modernity. The class demystifies genocides and analyzes why some atrocities are responded to as genocides while other similar crimes are denied and unacknowledged.

### **260. Gender Inequality**

How do we learn to be women and men? How are our cultural beliefs and social institutions gendered? How do different sociological and feminist theories illuminate gender relations? How can we better understand the perpetuation of inequality by examining images of women in the media, sexism in language and violence against women? How is sexism related to racism, class stratification and heterosexism?

Yllo

### **270. Immigration**

There are currently massive and rapid movements of people across national borders for jobs, residence, political asylum, family integration, trade, business and tourism. This course explores multiple causes and consequences of immigration. Depending on the instructor, this course will focus on global migration (Kim) or immigration in the U.S. context.

Harris, Kim

### **280. Asians and America**

A multidisciplinary study of social and cultural encounters between Asians and/in America. Special attention on Orientalism, colonialism, war, capitalism and labor, transnational migration, racial exclusion, ethnic communities, citizenship and identity struggles.

Kim

### **310. Beyond Global Feminism**

A study of feminist discourses and methodologies on the questions of "woman," gender oppression, patriarchy, women's liberation, women's rights and sisterhood. Essentialist, universalist, relativist, culturalist, and critical arguments and perspectives are examined to understand contentious

debates in and between Western, Third World, global, postcolonial and transnational feminisms.

### **330. Money, Sex and Power**

An intense study of capitalism and globalization and their dependence on sexual labor and desire. The seminar analyzes sex work, tourist culture and economy, travel and leisure, militarization, racialized bodies and labor, and transnational ties among ethnic, immigrant and gay/lesbian communities.

Kim

## **Institutions and social organization**

### **215. Working: Society and the Meanings of Work**

What role does work play in people's lives? Why is work organized the way that it is? Should it or can it be changed? How does work affect the way that people treat each other? Can work be controlled and managed? This course will address these questions while investigating the social, political and cultural forms of work in the United States and Japan.

Grady

### **225. Health and Medicine**

This course will examine medicine as an institution and explore the consequences of its organization for public policy. Should doctors control health care? Should medicine be socialized? Has medicine made us healthier? Does our system of health care devalue women? The course will investigate these and other questions.

Grady

### **235. Families in Transition**

Has the obituary for the American family been written prematurely? How can we better understand contemporary families by studying families cross-culturally and in diverse social and racial/ethnic groups. How a social scientific analysis illuminates the nature of gender, dating, marriage, parenting, violence and divorce. We explore the changing nature of the family as an institution as well as the transitions individual families undergo.

Yllo

### **240. Conflict and Genocide**

An intensive study of racial, ethnic, national, religious and sexual conflicts in relation to empire making, nation building, nationalism, war and modernity. The class demystifies

genocides and analyzes why some atrocities are responded to as genocides while other similar crimes are denied and unacknowledged.

### **255. Living in Cities: Urban Sociology**

Cities are the most important form of settlement in the modern world. They are workshops of innovation in technology, culture and manners. Because the city is a settlement and not an institution, the course will encourage students to use methods and concepts derived from several disciplines to understand the city. The course explores the organization, growth and conflicts of a number of the world's major cities.

Grady

### **275. Media and Society**

The role and influence of the media in contemporary societies, with specific attention to questions regarding: the influence of the media over people's lives in "mass society," the political ideology inherent in mass media messages, the organization of media industries and the media as means for subcultural expressions.

Harris

### **285. Latino Community**

The course will examine the various Latino populations in the United States: Mexican Americans, Cuban Americans, Puerto Ricans, Dominicans and the like. Issues that are unique to these populations will be considered: culture (normative and esthetic), bilingualism, the immigrant experience, family life, the church, education and so on.

Trevino

### **315. Society, Technology and the Environment**

Have our cities created a way of life that is impossible to sustain? Is our technology out of control? How should we relate to our environment? We will consider these and other questions in an exploration of the impact that our social relations and technological systems have had on the conditions of human existence in contemporary society.

Grady

### **322. Sociology of Law**

Examines the interrelations between law and various aspects of society. Employs a comparative and historical approach and addresses such questions as: How and why does law develop? Under what social

conditions does a differentiated legal system emerge? How do legal systems vary with different forms of social institutions?

Trevino

### **Specialized methods**

#### **272. Analyzing Social Trends**

Have you ever wondered whether the population is growing too fast? How many of us are poor? How ethnically diverse are we? Is the American family falling apart? These questions are debated all the time in the media. But are they telling the whole story? This team-taught course will provide the key to analyzing descriptive statistics—including how they are constructed, displayed and disseminated—to illuminate the stories that lie hidden behind the headlines.

Harris, Grady

#### **282. Visual Sociology**

What do snapshots, home movies and advertising tell us about modern societies? What role should graphic design play in social research? What do we do when we go to the movies (whether in Calcutta or Boston), and what do we see when we get there? These are a few of the questions that social scientists ask as they produce or interpret the images that the camera has made, which play an ever more important role in how we image and conduct our lives and communicate with others.

Grady

#### **292. Documentary: Sociological Movie Making**

How can social scientists use video to carry out social research and to communicate what they discover? What are the opportunities (and the pitfalls) that visual expression poses for the student? What are the strengths and weaknesses of the documentary and photojournalistic tradition and how is it connected to the social sciences? This course will enable students to develop the analytic and practical skills necessary to produce a visual essay. The focus of the course is on documenting the town of Norton and each student will produce an independent project consisting of a digitally edited movie on some aspect of the town's history, lifestyles or culture. Student access to a video camera is recommended.

Grady

### 392. Feminist Research

This seminar examines critiques of traditional social science and its methods, focusing on the controversies that surround the scientific method, objectivity, politics and the purpose of research. We will explore “feminist methodology” and debate whether such a thing even exists. The seminar also focuses on models of feminist research and looks at the connections between the personal, political and intellectual.

Yllo

## Theatre Studies and Dance

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*David M. Fox, Chair*

*Faculty: Brown, Burlington, Conway, Fox, Madden, Mailhot, Meehan, Mrozowski, Stein, Stenger*

The Department of Theatre Studies and Dance offers students a wide array of courses in acting, directing, theatre design and history, dance, dramatic literature, playwriting and film theory. Central to the department’s mission are the development of communication skills—both oral and written, careful attention to how theatre and dance function as collaborative art forms, and an emphasis on theatre and dance as windows to diverse cultures, lifestyles and intellectual perspectives.

The Watson Fine Arts Center contains two performance spaces: the Dorothy Littlefield Weber ‘38 Theatre, a 350-seat proscenium house with a modular thrust, and the Kresge Experimental Theatre, a “black box” with flexible seating that can accommodate up to 100 spectators. Productions in these theatres, directed by both faculty and students and numbering an average of six per year, cover a lot of territory: everything from an annual dance concert and new plays festival to ancient Greek tragedy, Shakespeare and Beckett to farce, musicals to Molière.

Students are encouraged to study away from Wheaton for at least one semester during their junior year. Popular programs include the National Theatre Institute in

Waterford, Connecticut; London’s British American Drama Academy; and Boston University Internship Program. Students have also participated in programs in France, Ireland, Australia and New Zealand.

In an effort to gain valuable theatre experience in a professional setting, students also frequently arrange internships with area companies. Past connections have been established with Trinity Repertory Company in Providence, American Repertory Theatre in Cambridge, the Huntington Theatre in Boston and the Roundabout Theatre in New York.

### Major

The major in theatre studies and dance is administered jointly by the Theatre and English departments. It includes a minimum of twelve courses: eight from theatre and four from English (or other departments offering dramatic literature courses during a given semester—see explanation below).

Three concentrations are available within the major: acting/directing, theatre design and dance. The major must include three courses at or above the 300 level.

### Required courses

#### English

Four courses from the English Department, including at least one course in Shakespeare (English 309 or English 310) and three courses from among the following:

- 241. Modern Drama
- 242. Hollywood Film since 1970
- 246. Modern Irish Literature
- 249. Hollywood Genres
- 258. Introduction to Film Studies
- 273. Early Modern English Theatre
- 274. Restoration Theatre and Beyond
- 287. Writing for Performance
- 288. Dramatic Writing: Form and Craft
- 348. Sexual Politics of Film Noir
- 357. Cinema and the City
- 388. Advanced Dramatic Writing

With permission from English and Theatre Department chairs, dramatic literature courses offered through other departments (e.g., Music 292 or Classics 254) may be used to satisfy this requirement.

#### Theatre

- 103. Introduction to Theatre
- 275. The History of Western Theatre
- 276. Non-Western Theatre and Performance
- 371. Ensemble Experiments

### **Concentrations**

Three credits in one of the following areas of specialization:

#### **Acting/Directing**

Theatre Studies and Dance 101, Theatre Studies and Dance 202, Theatre Studies and Dance 211, Theatre Studies and Dance 311, Theatre Studies and Dance 351

#### **Theatre design**

Theatre Studies and Dance 203, Theatre Studies and Dance 204, Theatre Studies and Dance 205, Theatre Studies and Dance 302

#### **Dance**

Theatre Studies and Dance 110 and Theatre Studies and Dance 140 or four semesters of Theatre Studies and Dance 320, and either Music 262 or Music 292

All acting/directing and dance concentrators must take one course from theatre design. All theatre design concentrators must take one course from either acting/directing or dance.

With careful planning and appropriate approval, double majors and self-designed majors are also welcome possibilities.

### **Minor**

The theatre studies and dance minor consists of at least five interrelated courses, at least one of which normally shall be at the 300 level. The minor includes Theatre Studies and Dance 103, Theatre Studies and Dance 371 and three other courses approved by the department chair in one or more of the following areas of specialization: acting/directing, theatre design, theatre history, dance, dramatic literature, playwriting and film theory. In special circumstances and with approval from all department faculty, minors may substitute independent projects for Theatre Studies and Dance 371.

### **Acting courses**

#### **101. Beginning Acting**

Students in this course are introduced to the internal and external demands of turning psychology into behavior. The bare necessities of investing yourself in the moment, genuinely talking and listening, playing objectives and personalizing material are initially explored via games, improvisations

and exercises. A midsemester monologue and final scene are also presented.

Fox and Burlington

#### **105. Movement for the Performing Arts**

A course designed to explore the psychological connection to human movement potential. Special attention is devoted to the development of kinesthetic awareness, balance, release, alignment and use of space. The course also introduces students to a variety of movement techniques beginning with Somatic Training, the Alexander Technique, Impulse Training, Bodywork and basic Laban for actors and dancers.

Brown

#### **120. Voice and Speech**

The subject of this course is vocal life. It is an introductory class for anyone who wants a beautiful voice and clear, articulate speech. It is about finding your own voice, rediscovering your own originality, exploring your artistic skills and talents, while reinforcing and expanding your communicating personality. The student will experiment with basic exercises for improving physicality and opening up new voice potential.

Brown

#### **211. Intermediate Acting**

This course takes the acting fundamentals put forth at the beginning level to a critical next step. Students confront the emotionally high stakes of more demanding and more complicated dramatic worlds. The plays of Russian writer Anton Chekhov serve as an important focal point in the class.

Brown

#### **351. Advanced Acting**

Focus on the proper use and all-too-frequent misuse of "style" in the theatre. The class encounters via readings, games, improvisations and presentations the worlds of Greek and Shakespearean tragedy and absurdist tragicomedy. Students must keep a weekly journal and present at least three scenes.

Fox

### **Directing courses**

#### **202. Beginning Directing**

Examination of the myriad theories/practices of play direction with special emphasis on the fundamentals of script analysis, overall organization, use of space and collaborative creation. Practical directing problems

encountered via scene work from plays both classical and modern.

### **311. Intermediate Directing**

This course takes directing fundamentals put forth at the beginning level to a critical next step. Strong emphasis on what is meant by directorial concept, vision or interpretation and how it affects the collaborative work that is theatre. Students direct both original and established scripts.

Fox

### **399. Selected Topics**

Independent research and/or practicum at the advanced level monitored by a faculty member.

## **Theatre design courses**

### **203. Introduction to Scene Design**

Development of critical thinking through the study of design development, scenic styles, elements of design and methods of visual presentation of scenic design. Design projects range from script analysis to collage, color and 3-D visual presentations.

Stein

### **204. Introduction to Costume Design**

Development of critical thinking from a costume designer's viewpoint. Emphasis will be given to script analysis, period research, fabric, color theory and the sketching of finished costume renderings.

Stein

### **205. Stagecraft**

Examination of the technical challenges encountered in mounting a major production. Backstage procedures, construction techniques, theatre safety, tool operation and maintenance, drafting, materials and supplies. Students will be assigned crew positions in department productions as a practical aspect of their training.

Mailhot

### **302. Introduction to Lighting Design**

An examination of the fundamental principles of light. The development of original design projects from the perspective of a lighting designer. The skills of a lighting designer: script analysis, drafting, instrument and color selection. Students will be assigned crew positions in department productions as a practical aspect of their training.

Mailhot

### **399. Selected Topics**

Independent research and/or practicum at the advanced level monitored by a faculty member.

## **Theatre history courses**

### **275. The History of Western Theatre**

Focus on the evolution of Western drama from ancient to modern times. Diverse theatrical styles, movements and production modes are examined via scripts, research projects and videotapes.

Madden

### **276. Non-Western Theatre and Performance**

An overview of various non-Western performance traditions and methodological approaches. The course investigates a wide variety of performances: carnivals and religious rites from Melanesia and Asia (Papua New Guinea, India, Sri Lanka, Japan, China, Korea, Tibet, Java and Bali), the Caribbean, and Africa. Live performance and film complement assigned readings of scripts, theoretical writings and anthropological studies.

Madden

### **292. American Musical Theatre**

A survey of American musical theatre focusing on three areas: the African American experience, the American view of Asia and the romantic treatment of American history. Emphasis on film viewing and discussion. This course is cross-listed with the Music Department.

Sears

## **Dance courses**

### **110. Jazz Dance**

Introductory through intermediate jazz dance technique, including the study of body isolations, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, clarity in complex movement combinations and the refinement of performance style. A working knowledge of jazz dance is the desired goal of this course of study.

Mrozowski

### **140. Ballet**

Introductory through intermediate study of the principles and vocabularies of classical ballet. Class comprises three sections:



barre, center and allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality and the embodiment of performance style. The fundamental requirements of classical dance are taught in conjunction with dance combinations.

Mrozowski

### **320. Dance Company**

This course offers an in-depth exploration of the aesthetic and performing issues surrounding specific dance idioms—ballet, modern, jazz or others—through the study and performance of selected repertory works. Students receive a half-credit for participation in the Wheaton Dance Company. Limited to four semesters.

Mrozowski

### **399. Selected Topics**

Independent research and/or practicum at the advanced level monitored by a faculty member.

### **Other courses**

#### **020. Rehearsal and Production**

Students receive a half-credit for participating as actors, assistant directors, designers, stage managers or technicians in a faculty-directed mainstage production. Limited to two semesters.

#### **103. Introduction to Theatre**

A survey of plays from the ancient Greeks to the present with an emphasis on how to transform the written word into relevant live performance. Appreciation of the theatre through a brief study of its history, acting-directing-design theory and practicum and discussion of tragic vs. comic visions.

Fox

#### **115. Masks and Puppets**

An introduction to the essence of acting with masks and puppets. Through a series of physical explorations, improvisations, theatre games and acting compositions, students will explore neutral and character mask possibilities. Research will involve mask origins from many cultures and the history of masks and mask making around the world. Neutral and character masks after the style of Jacques LeCoq and puppets in the Bunraku style of Japanese puppetry will be created. Students will also fashion a final performance piece in which they will score and play music.

Brown

### **199. Selected Topics**

Independent research and/or practicum at the introductory level monitored by a faculty member.

### **215. Theatre and Social Change**

A course that investigates how theatre can be used to help communities talk about difficult issues regarding race, ethnicity, sexuality, gender, economic status, religion and politics. Writers and/or performance artists studied include Anna Deavere Smith, Moises Kaufman, Tony Kushner, Danny Hoch and Suzan-Lori Parks.

Burlington

### **299. Selected Topics**

Independent research and/or practicum at the intermediate level monitored by a faculty member.

### **371. Ensemble Experiments**

Development of a theme-based theatre project, including the writing and performance of a script, the design of sets, lights and costumes and the preparation of effective publicity. This is the Theatre Studies and Dance Department's senior seminar.

### **500. Individual Research**

Honors thesis work monitored by one or more faculty members.

## **Urban Studies**

or current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*John Grady, Coordinator*

An interdepartmental minor in urban studies is offered by the departments of Political Science and Sociology.

### **Minor**

The minor consists of six courses:

Political Science 201. Contemporary Urban Politics

Sociology 255. Living in Cities: Urban Sociology

Urban Studies 301 and Urban Studies 302.

Field Work in the Urban Community

Political Science 200. Modern Political Inquiry:

An Introduction to Research Methods or

Sociology 302. Research Methods in Sociology

Political Science 321. Public Administration and Public Policy *or*  
Economics 252. Urban Economics

## Courses

### 301. Field Work in the Urban Community

Individually designed and supervised field work in agencies of state and local government; community service organizations; and programs and non-profit associations in Boston, Providence and surrounding communities. Seminars integrate field work with the academic program.

### 302. Field Work in the Urban Community

See Urban Studies 301 *Field Work in the Urban Community*

## Women's Studies

For current information about course descriptions, scheduling, new courses and departmental staff, please refer to the college catalog available on-line at [www.wheatoncollege.edu/Catalog](http://www.wheatoncollege.edu/Catalog).

*Bianca Cody Murphy, Kathryn M. Tomasek, Coordinators*

Women's studies is an interdisciplinary major explicitly geared toward the study of women and their gender roles. By encouraging students to examine the new scholarship on women in relation to traditional materials, women's studies involves a "re-vision" of knowledge. The major in women's studies provides students with a critical framework that allows them to examine women's issues across the curriculum as well as in the world at large.

## Major

The major in Women's studies consists of at least nine courses. Students are encouraged to pursue a concentration within the major; possible concentrations include: social science, humanities, arts or a particular social issue or theme. Women's studies majors are urged to pursue internships, service learning opportunities and independent research that will complement their course work in women's studies.

## Introduction

Women's Studies 201. Introduction to Women's Studies

## Social science-based course

Economics 241. Women in U.S. Economy *or*  
Sociology 260. Gender Inequality

## Humanities-based course

History 230. U.S. Women to 1869 *or*  
History 231. U.S. Women since 1869

## Feminist theory

Women's Studies 312. Feminist Theory

## Methodology course

Sociology 392. Feminist Research *or*  
English 377. Feminist Criticism

## Electives

Four electives, at least one of which must be at the 300 level or above.

## Minor

The minor in Women's studies consists of five or more courses: Women's Studies 201, at least one 300-level course and three electives only one of which can be taken at the 100 level. Students are encouraged to do an interdisciplinary independent study and related internships.

## Women's Studies Courses

### Anthropology

255. Women in Africa  
260. Women and Development  
350. Gender and Social Organization

### Classics

266. Women in the Classical World

### Economics

241. Women in U.S. Economy

### English

240. Gender, Genre and Poetry  
247. Aesthetics in African American Women's Fiction  
272. Romancing the Novel  
327. Eighteenth-Century Women's Literature  
348. Sexual Politics of Film Noir  
377. Feminist Criticism

### French

331. Other Voices, Other Stories: Great Works of Lesser-Known Authors from France and the Francophone World

### Hispanic Studies

370. Studies on Hispanic Women Writers

### History

226. Women in East Asia: Past and Present  
230. U.S. Women to 1869

- 231. U.S. Women since 1869
- 313. Issues in the History of Women in Europe
- 340. U.S. Women and Work
- 341. History of Sexuality

**Italian**

- 235. Italian Women Writers in Translation

**Philosophy**

- 255. Feminism, Philosophy and the Law

**Psychology**

- 235. Human Sexuality

**Religion**

- 142. Religion and Sexuality

**Russian**

- 284. Women in Russian Culture

**Sociology**

- 260. Gender Inequality
- 311. Violence against Women
- 330. Money, Sex and Power
- 392. Feminist Research

**Women's Studies**

- 201. Introduction to Women's Studies
- 312. Feminist Theory

In addition, many departments offer special courses and seminars with topics applicable to the major or minor. Please see the Women's studies advisor for permission to

count the course towards either the major or minor.

**Courses**

**201. Introduction to Women's Studies**

An introduction to topics and themes in women's experiences from a cross-cultural, historical and interdisciplinary perspective. Topics include women's historical roles in the family, the work force and public and private spheres in different societies; the psychology of changing gender roles; images of women and how they are constructed; women's perspectives in literature and in the sciences; and the roots and prospects of the contemporary women's movement.

Wyss

**312. Feminist Theory**

This advanced-level course is designed to explore in depth many of the theoretical frameworks and methodological issues that are touched upon in women's studies and gender-balanced courses. The course focuses on historical and contemporary writings from a range of perspectives, including liberal feminism, radical feminism, socialist feminism and postmodernism. Special topics such as racism, lesbianism and international women's issues are also examined.

Maher



# Selected Endowed and Other Named Funds

## Lectureships:

**Mary Bloor Loser Endowment Fund:** Established in 1987 by Thomas N. Loser and Ann T. Bloor in honor of his wife (and Mrs. Bloor's daughter), Mary Bloor Loser, Class of 1942, and her father, Carl Bloor, to fund the Mary Bloor Loser Musical Series.

**Annie E. Carter Memorial Lecture:** Established in 1886 by the Wheaton Seminary Alumnae Association in memory of Annie E. Carter, teacher at Wheaton Seminary from 1862 to 1881.

**Annie Talbot Cole Memorial Lecture:** Established in 1916 by a gift from Calista S. Mayhew in memory of her niece, Annie Talbot Cole, first wife of Wheaton President Samuel Valentine Cole.

**Deemer Forum on Ethics in the Professions:** Established in 1997 by Mr. and Mrs. Kenneth C. Deemer (Louise McKeon Deemer '33) to encourage discussion and reflection on ethics as an essential ingredient in the code of professional conduct for a wide range of careers.

**Annie Austin Emerson Lecture:** Established in 1898 by the New England Wheaton Seminary Club in memory of Annie Austin Emerson, Class of 1871, teacher at Wheaton Seminary from 1872 to 1876.

**Lucy Larcom Lecture:** Established in 1896 by an

anonymous donor in memory of Lucy Larcom, teacher at Wheaton Seminary from 1854 to 1867.

**Amy Otis Lecture in Art:** Established in 1931 by the Class of 1931 in honor of Professor Otis, a member of the Art Department from 1914 to 1932.

**Otis Social Justice Symposium and Award:** Formerly named the Otis Lectures in Religion, this lectureship was broadened in scope and renamed in 1990. Originally established in 1958 through the generosity of Henry Witte Otis, a longtime friend of the college and father of two Wheaton alumnae, in memory of his wife, Marjorie Maxfield Otis and later expanded to honor also the memory of his daughter, Marilla Claire Otis, Class of 1950.

**Mary F. Porter Lecture:** Established in 1908 by a bequest from the estate of Mary French Porter, Class of 1859.

**The Jane E. Ruby Lecture in the Humanities:** Established in 1993 by a bequest from the estate of Jane E. Ruby, Professor of History Emerita, Provost, friend and honorary degree recipient of Wheaton College. The lecture series brings prominent speakers to campus annually.

**LaDonne Heaton Schulman Alumnae/i Lecture Fund:** Established in 1993 in memory of LaDonne Heaton Schulman '57, Wheaton's first Fulbright scholar, by alumnae/i, family and friends.

**Miriam Lee Tropp Memorial Lecture:** Established in 1967 in memory of Miriam Lee Tropp, Class of 1965, by her family and friends.

**Wright-Shippee Memorial Fund for the Arts:** Established in 1954 in memory of Elizabeth Wright Shippee, Class of 1937, by her family. Restricted to lectures in art and support of the Shippee Rental Collection.

## Prizes:

**Holcombe M. Austin Prize in Philosophy:** Established in 1960 by Amanda Tevepaugh Macaulay and Sara Terry Graves, both Class of 1960, in honor of Professor Austin, a member of the Philosophy Department from 1941 to 1972.

**Banning-Ford Prize in Education:** Established in 1980 by the Education Department in honor of Professor Evelyn Irene Banning, a member of the Education Department from 1953 to 1969, and Marjorie Hill Ford, lecturer in education and director of the Elisabeth Amen Nursery School from 1956 to 1976.

**Burlingame-Moles Prize in Spanish:** Established in 1965 by members of the Spanish Department in honor of Professor Frances Marie Burlingame, a member of the Spanish Department from 1943 to 1961. Endowed in 1973 and renamed to also honor Professor Lucinda Moles, a member of the Spanish Department from 1956 to 1973.

**Miriam F. Carpenter Prize in Art:** Established by students in 1944 in honor of Miss Carpenter, Dean of the College from 1929 to 1944.

**Paul F. Cressey Prize in Sociology:** Established in 1965 by friends of Professor Cressey, a member of the Anthropology and Sociology Department from 1932 to 1964.

**Lydia J. Dorman Prize in Religion:** Established in 1926 by Maud Dorman Brewer in memory of her mother, who attended Wheaton Seminary from 1851 to 1852.

**Helen Zoe Duncan Prize in Piano Performance:** Established in 1980 in honor of Professor Duncan, a member of the Music Department from 1946 to 1980.

**English Literature Prize:** Established in 1984 by the English Department.

**Linda F. Epstein '82 Award:** Established in 1985 by Susan Rittenburg Epstein, Class of 1958, in honor of her daughter's accomplishments.

**Evans-Marshall Prize in Chemistry:** Established in 1959 by chemistry alumnae of the classes of 1929 through 1959 in honor of Professor Mildred W. Evans, a member of the Chemistry Department from 1929 to 1962, and Professor Maud A. Marshall, a member of the Chemistry Department from 1934 to 1973.

**Faculty Prize in Classics:** Established in 1979 by members of the Classics Department.

**Faculty Prize in Psychology:** Established in 1974 by members of the Psychology Department.

**Catherine Filene Prize in Economics:** Established in 1919 by Catherine Filene Shouse, Class of 1918.

**Maria Victoria DeLuca Forsythe Prize in Studio Art:** Established in 1984 by faculty, family and friends in memory of Maria Victoria DeLuca Forsythe, wife of Professor Sidney Forsythe.

**Debi Field McGrath '70 Athletic Award:** Established in 1983 by Debi Field McGrath, Class of 1970 and given annually to the outstanding female athlete in one of the competitive programs sponsored by the Athletic Department. This award recognizes extraordinary athletic ability as well as demonstrated sportsmanship and contribution to her team, the college and the world of sport.

**Claudia Friese '82 Special Recognition Award:** Established in 1983 by Claudia Friese, Class of 1982, to recognize the less visible, behind the scenes dedication to the athletic program exhibited by many Wheaton students.

**Garabedian Prize in Music:** Established in 1960 by Mr. and Mrs. Maurice L. Clemence (Gwendolyn Monroe, Class of 1934) in honor of Professor Carl Garabedian, organist and director of the choir from 1936 to 1960.

**Sally Gale Gilman Award:** Established in 1987 through a bequest from the estate of Sally Gale Gilman, Class of 1962.

**Lillian Hellman Prize:** Established in 1977 by members of the faculty and administration in honor of Lillian Hellman, Doctor of Letters 1961.

**History of Art Prize:** Established in 1934 by Mrs.

Genevieve Teachout Mad-den, Class of 1935.

**Meg L. Kearns '99 Endowed Prize in Psychology:** Established by a gift from Peter F. Kearns, in memory of Meg Kearns, to endow a prize fund in psychology.

**Jean Mulcahy Keefe Prize in Economics:** Established in 1984 by Harry V. Keefe, Jr. in memory of his wife, Jean Mulcahy Keefe, Class of 1944, in honor of her 40th reunion.

**Anne Louise Knowles '55 Prize in English:** Established in 1995 in memory of Anne Louise Knowles '55 by friends, classmates and family.

**Fred Kollett Prize in Mathematics and Computer Science:** Established in 1997 in memory of Fred Kollett, Professor of Mathematics and Computer Science from 1979 to 1997, by his family, friends and colleagues.

**Hedda Korsch Prize in German:** Established in 1956 by students, alumnae and faculty in honor of Professor Korsch, a member of the German Department from 1936 to 1956.

**Daniel Lewin Prize in Government:** Established in 1969 by students, faculty, relatives and friends in memory of Professor Lewin, a member of the Government Department from 1963 to 1966.

**Littlefield-Mandell Prize in French:** Established in 1965 to honor Professor E. Dorothy Littlefield, a member of the French Department from 1926 to 1967. Re-named in 1972 to honor also Professor Lena L. Mandell, a member of the French Department from 1941 to 1973. Endowed in 1983 by

Dr. and Mrs. Edward D. Miller (Leslie Coombs, Class of 1964).

**Prudence G. Lusky Memorial Prize in Russian:** Established in 1974 by family and friends in memory of Prudence G. Lusky, Class of 1976.

**Clinton V. MacCoy Prize in Ecology:** Established in 1957 by Barbara Young Bodden, Class of 1956, in honor of Professor MacCoy, a member of the Biology Department from 1944 to 1970.

**J. Arthur Martin Prize in Religion:** Established in 1978 by students, alumnae and friends in honor of Professor Martin, a member of the Religion Department from 1947 to 1978.

**Abbey McClosky '92 Memorial Prize in International Relations:** Established in 1992 in loving memory of Abbey McClosky, Class of '92, by her family and friends.

**Margaret Mead Leadership Award in Anthropology:** Established in 1978 by faculty and administration in honor of Margaret Mead, Doctor of Humane Letters 1978.

**A. Howard Meneely Prize:** Established in 1964 in memory of Dr. Meneely, President of Wheaton from 1944 to 1961.

**Lucretia Coffin Mott Prize in Sociology:** Established in 1986 by Dr. Thomas Osborne, a member of the Wheaton Department of Sociology and Anthropology from 1964 to 1986, with gifts from Dr. Osborne and from the Henderson Foundation. Lucretia Coffin Mott, Dr. Osborne's great-great-aunt, was a noted women's rights advocate and a staunch abolitionist in the mid-nineteenth century.

#### **Ney/Stineman '92 Wheaton**

**Foundation Award:** Established in 1993 by John D. Hamilton, P'61, the Gebbie Foundation, family and friends in memory of Christa N. Stineman and Allison Wells Ney, both Class of 1992.

#### **Nancy Norton Prize in**

**History:** Established in 1986 by the history department and endowed in 1993 by Stephany Roller Mendelsohn, Class of 1962, in honor of Professor Emerita Nancy P. Norton, a member of the history faculty from 1953-1986.

#### **Norton Singers Prize in**

**Drama:** Established in 1986 by the history department and endowed in 1993 by Stephany Roller Mendelsohn, Class of 1962, in honor of Professor Emerita Nancy P. Norton, a member of the history faculty from 1953-1986.

#### **Edward F. O'Dowd Prize for**

**Excellence in Latin:** Established in 1985 by Margaret O'Dowd O'Connor, mother of Margaret M. O'Connor, Class of 1985, in memory of Edward F. O'Dowd, graduate of Boston Latin and Harvard University, and in recognition of Boston Latin School's 350th anniversary and Wheaton College's 150th anniversary.

#### **Edna D. Parks Prize in Music**

**Theory:** Established in 1976 by music majors in honor of Professor Parks, a member of the Music Department from 1957 to 1976. Endowed in 1983.

#### **H. M. Pastra-Landis Prize in**

**Physics:** Established in 1995 by family and friends in honor of the 70th birthday of Professor Emeritus Harry M. Pastra-Landis, a member of the Physics Department from 1953 to 1992.

#### **Phi Beta Kappa Prize:**

Established in 1955 by the Wheaton Chapter. Awarded to freshmen.

#### **Helene Pruszyński Outstanding Leadership Award:**

Established in 1980 by the Class of 1980 in memory of classmate Helene Pruszyński.

#### **Senior Athletic Award:**

Established in 1978 to recognize a member of the graduating class who has made a significant contribution to the success of the Wheaton College Athletic Program.

#### **Shepardson Award for**

#### **Outstanding Senior Dean's**

**Intern:** Established in 1990 by Nancy Shepardson in memory of her husband, Erwin (Skip) Shepardson.

#### **Sophomore Prize in Biology:**

Established in 1959 by Shirley Stilwell Gordon, Class of 1959, in honor of Professor Jane L. Chidsey, member of the Biology Department from 1939 to 1973.

#### **Helen Meyers Tate Memorial**

#### **Prize for Original Verse:**

Established in 1941 by members of the Class of 1922 in memory of Helen Meyers Tate, Class of 1922.

#### **Villars Prize in Science:**

The Villars Prize in Science was created in memory of Trudy Villars, Professor of Psychology at Wheaton College from 1980 until her untimely death in 1990.

#### **Madeleine Clark Wallace**

#### **Prize in Mathematics:**

Established in 1935 by Madeleine Clark Wallace, class of 1934. Endowed in 1986 through a bequest from her estate.

#### **Wheaton Scholar Prize:**

Established in 1987 by former Wheaton Scholars.

## **Professorships:**

**Mildred Bray '30 Endowed Chair:** Established in 2003 by a bequest from Mildred Harding Bray, Class of 1930

### **Samuel Valentine Cole Professorship in English Literature:**

Established in 1966 by a bequest from Helen Wieand Cole in memory of her husband, Wheaton President from 1897 to 1925.

### **William Isaac Cole Professorship in Sociology:**

Established in 1966 by a bequest from Helen Wieand Cole in memory of her brother-in-law, Treasurer from 1913 to 1926, Professor of Sociology from 1916 to 1925 and Trustee from 1926 to 1935.

### **Shelby Cullom Davis Visiting Professorship in Russian Studies:**

Established in 1993 with a gift from the Shelby Cullom Davis Foundation.

### **Hannah Goldberg Chair in Teaching Innovation:**

Established in 1998 during the Campaign for Wheaton by college trustees, friends and colleagues in honor of Hannah Goldberg, Provost and Academic Vice President of Wheaton from 1984 to 1998.

### **Mary L. Heuser Chair in the Arts:**

Established in 1996 during the Campaign for Wheaton in honor of Mary Heuser, Professor of Art, Emerita, by Trustee Emerita Magdalena Vanderlyn Quinby '31 P'67 and her husband Robb, with major support from Trustee Emerita Evelyn Danzig Haas '39 and her late husband Walter, Mr. and Mrs. Victor Parachini, Jr. P'84 and Lesley Parachini '84.

### **Bojan Hamlin Jennings Endowed Chair in Natural Sciences:**

Established in 1985 with gifts from The Mars Foundation and Mr. and Mrs. Arnold R. Smith (Frances Vinton, Class of 1951) in honor of Professor Bojan Hamlin Jennings, Professor of Chemistry from 1943 to 1985.

### **Henrietta Jennings Faculty Chair for Outstanding Teaching:**

Established in 1997 by Sandra Ohrn Moose '63, Janet Lindholm Lebovitz '72, Pauline Simington Newcomer '36 and other alumnae/i and friends in honor of Professor of Economics Henrietta Jennings.

### **Jane Oxford Keiter '64**

**Professorship:** Established in 1994 by Jane Oxford Keiter '64 and her husband Robert E. Keiter, member of the Wheaton College Board of Trustees, as an investment in education during the Campaign for Wheaton.

### **A. Howard Meneely Professorship:**

Established in 1971 by Mr. and Mrs. Brackett H. Clark in memory of A. Howard Meneely, President from 1944 to 1961.

### **William C. H. and Elsie D. Prentice Professorship:**

Established in 1975 in honor of William C. H. Prentice, President from 1961 to 1975, and Mrs. Prentice, with gifts from trustees, alumnae, faculty, staff and friends.

### **Jane Ruby Professorship:**

Established in 1997 by John F. Mars and Adrienne Bevis Mars '58, member of the Wheaton College Board of Trustees, in memory of Jane E. Ruby, Professor of History from 1954 to 1978, to recognize outstanding teaching and research in the Humanities or Social Sciences.

### **Dorothy Reed Williams '43 Chair in Social Science:**

Established in 1993 by Mr. and Mrs. L. Stanton Williams (Dorothy Reed, Class of 1943).

## **Faculty Funds:**

### **Ruth Gordon Archer '24 Physical Education Endowment Fund:**

Established in 1997 through the matured life income gifts of Ruth Gordon Archer '24 in memory of her aunt, Sara S. Thrasher.

### **Arnold Faculty Fund:**

Established in 1997 by Patricia Higgins Arnold '66, member of the Wheaton College Board of Trustees.

### **Jane Simpson Bemis '39**

**Faculty Fund:** Established in 1988 by Jane Simpson Bemis, Class of 1939, for support of faculty salaries, research and other academic pursuits.

### **Nancy Monick Budd '59 and William Budd Endowed Fund for Faculty Support:**

Established in 1999 in honor of Nancy Monick Budd '59 and William Budd by alumnae/i and friends.

### **Helen E. Clark '60 Faculty**

**Fund:** Established in 1986 by Helen E. Clark, Class of 1960.

### **Clemence Family Endowed Fund for Faculty & Student**

**Research:** This fund was established through a gift from Gwendolyn Monroe Clemence '34 to underwrite the expense associated with independent student-faculty study opportunities. The income will support student stipends & faculty remuneration, and purchase project equipment and materials, registration and travel costs for academic conferences and research.



**Copeland Fund:** Established in 1992 by a bequest from the estate of Marion H. Copeland '24.

**Ellalou Dimmock Vocal Performance Fund:** Established in 1995 by colleagues, students and friends of Ellalou Dimmock, Professor of Music in Performance, from 1963 to 1995. Endowed in 1995 by a gift from Professor Dimmock.

**Edith Baird Eglin '57 Faculty Fund:** Established in 1984 by Edith Baird Eglin, Class of 1957.

**Faculty Research and Study Fund:** Established by Dr. and Mrs. Paul E. Gray P'80 (Priscilla King Gray '55).

**Alden and Beverly Fowle Fiertz '53 Faculty Fund:** Established in May 1997, by Alden and Beverly Fowle Fiertz, Class of 1953, to be used as a faculty sabbatical fund to ensure that tenured faculty have the opportunity to engage in appropriate academic research, while at the same time, ensuring that Wheaton students continue to benefit from quality teaching.

**Fischer Endowed Faculty Fund in Classics:** Established in 1985 by Ariail Fischer Gores '69.

**Fisher-Symmes-Morsh Faculty Fund:** Established in 1989 by Joseph E. Morsh, husband of Edith Symmes Morsh '20, and activated upon his death in 1996.

**Mary Tibbetts Freeman Faculty Fund:** Established in 1984 by Margaret Joy Tibbetts '41 in memory of her sister, Mary Tibbetts Freeman, Class of 1938.

**Susan Srodes French '61 Faculty Fund:** Established in 1989 by the Class of 1961 for salaries for history professors.

**Elizabeth Godfrey '30 and Elizabeth Johnson Pingree '30 Faculty Fund:** Established by Margaret Mudge '30. Edward Neil and Charlotte Corlew Hartley '30 Faculty Fund: Established 1987 through a gift from the Trust of Charlotte Corlew Hartley '30 in memory of Edward and Charlotte's commitment to teaching and quality education.

**Eric G. Goullaud Faculty Fund:** Income from this fund to be used to support faculty.

**Edward N. & Charlotte Corlew Hartley '30 Faculty Fund:** Established in 1987 through a gift from the trust of Charlotte Corlew Hartley, Class of 1930, in memory of Edward and Charlotte Hartley's commitment to teaching and quality.

**Henrietta Jennings Faculty Fund for Outstanding Teaching at Wheaton:** Established in 1997 by Sandra Ohn Moose '63 along with other gifts from alumnae and friends in memory of Henrietta C. Jennings, Professor of Economics from 1931 to 1965, whose demand for excellence challenged and inspired her students.

**History Faculty Fund:** Established in 1986 by Mr. and Mrs. Henry Hoyt, Jr. in honor of their daughter, Heather Hoyt Neburka '89.

**Charles and Mary Kaye P'83 Faculty Fund:** Established in 1986 by the Kayes in honor of their daughter Gretchen Kaye '83.

**Jane Oxford Keiter '64 Fund:** Established by Mr. and Mrs. Robert E. Keiter P'95 (Jane Oxford Keiter '64).

**Dr. Ernest J. Knapton Fund for Faculty Salaries:** Established by the Class of 1938 in celebration of its 50th reunion.

**Vaino Kola Studio Art Fund:** Established in 1995 by alumnae/i, parents and friends in honor of Vaino Kola, Professor of Art from 1969 to 1974.

**Library Salary Fund:** Established by various Wheaton employees.

**Nina Solomon Magowan '77 Faculty Fund:** Established in 1986 by Nina Solomon Magowan '77 with her gift to the Sesquicentennial Campaign.

**Sylvia F. Meadows Faculty Fund:** Established in 1987 through a gift from the Trust of Sylvia F. Meadows and the Class of 1918. Income used to support salaries of librarians with faculty status.

**William S. Mullin Faculty Fund:** Established by Elizabeth Mullin, Class of 1964. The income from this fund is to be used towards the endowment of faculty chairs.

**Anne J. Neilson '49 Endowed Fund for the Chemical Sciences:** Established in 1999 by Trustee Emerita Anne J. Neilson '49. The purpose of the fund is to purchase scientific equipment for the chemistry department and to support chemically based investigations in sciences other than chemistry.

**Dorothy Newton '21 Faculty Fund:** Established in 1989 by a gift from the Estate of Dorothy Newton '21.

**Vernon D. and Jean Hare Platt '41 Fund:** Established in 1986 by Jean Hare Platt '41 with her gift to the Sesquicentennial Campaign to support faculty and academic ventures in the Art Department.

**Warner G. and Mary H. Rice '23 Faculty Fund:** Established in 1973 with a gift annuity from Mary Wallace

Rice '23 and added to periodically with gifts to the Pooled Income Fund. The fund was activated in 1996 upon the death of Mr. Rice.

**Adele and William Rogers Faculty Fund:** Established in 1995 by Dale Rogers Marshall, sixth president of Wheaton College, in honor of her parents, Adele and William Rogers.

**Carolyn Heller Schwarz '25 Faculty Fund:** Established by Mabel Tingley Woolley '25 and increased by gifts from the Frances K. Geballe Charitable Income Trust and Ruth Berry '25.

**Sesquicentennial Faculty Fund:** During the college's 150th anniversary campaign, all gifts restricted to faculty endowment (other than those establishing named funds) were credited to this fund to support faculty salaries.

**Shaw Family Endowment Fund:** Established by Sheila Shaw, professor of English at Wheaton, and her husband, Sidney Shaw.

**Catherine Filene Shouse Fund in Economics:** Established by gifts from the Lincoln and Therese Filene Foundation, Inc., of Boston, Massachusetts in honor of Catherine Filene Shouse '18.

**Marcia Spencer Stansfield Endowed Fund for Faculty Salaries:** Established in 1994 through a bequest from the estate of Marcia Spencer Stansfield.

**Anne Huber Tripp Endowment Fund:** Established through a bequest from Alvine Clark Huber '29 to honor her daughter, Anne Huber Tripp '56.

**Adolph Weil Family Faculty Endowment Fund:** Established by Mr. and Mrs. Adolph Weil, Jr. in honor of their daughter Jan Weil '74.

**Marion Willi Whittemore '57 Faculty Fund for Music:** Established in 1987 by Mr. and Mrs. Fred B. Whittemore (Marion Willi '57).

### **Current Use Faculty Funds:**

**Alice-Jane Davis Jenkins '54 Current Use Faculty Fund:** Established in 1998 by Alice-Jane Jenkins '54.

### **Scholarships:**

**E. Mildred Abbott '31 Endowed Scholarship:** Established in 1999 through a bequest from the estate of E. Mildred Abbott, Class of 1931.

**Mary Dana Abbott '02 Scholarship:** Established in 1960 by Mary Dana Abbott, Class of 1902.

**George I. Alden Scholarship:** Established in 1984 by a challenge grant from the Trustees of the George I. Alden Trust, with matching gifts from alumnae, parents and friends.

**Gwendolyn Dodge Alden Scholarship:** Established in 1958 by Gwendolyn Dodge Alden, Class of 1926.

**Alumnae Memorial Scholarship:** Established in 1966 by the Wheaton College Alumnae Association.

**Margaret U.S. Athey '97 Scholarship:** Established in 1997 in honor of Margaret Athey's graduation from Wheaton College by her parents, Elizabeth L. Athey '68 and Frank W. Lloyd, and her grandmother, Margaret Stoffregen Athey.

**Helen Knight Atwood Scholarship:** Established in 1974 in memory of Helen Knight Atwood, Class of 1922, by her children.

**The Phyllis Maynard Baldwin '47 Endowed Trustee Scholarship:** Established in 1999 by Linda Baldwin, Class of 1973, in honor of her mother, Phyllis Maynard Baldwin, Class of 1947.

**Lloyd G. and Mildred Balfour Scholarship:** Established in 1983 by the Balfour Foundation in honor of Mr. and Mrs. Balfour, longtime friends of the College.

**Eliot Fitch and Christine Price Bartlett '46 Scholarship:** Established in 1993 through a bequest from the estate of Eliot Fitch Bartlett, late husband of Christine Price Bartlett, Class of 1946.

**Anson M. and Jean Jones Beard '65 Trustee Scholarship:** Established in 1997 by Jean Jones Beard, Class of 1965, and Anson M. Beard, Jr., member of the Wheaton College Board of Trustees since 1971.

**Doris Taylor Bishop Memorial Scholarship:** Established in 1969 by family, alumnae and friends in memory of Professor Bishop, a member of the Classics Department from 1955 to 1969.

**Marjorie McNamara Bland '62 Scholarship:** Established in 1997 by Marjorie Bland '62.

**Abigail and Charles Boote Scholarship:** Established in 1983 by Margo C. Boote, Class of 1942, in memory of her parents.

**Reed and Ernestine Bricker Scholarship:** Established in 1972 by Mr. and Mrs. Reed Bricker in honor of their daughter, Jean Bricker Trautman, Class of 1948.

**Iris C. Brown '27 Scholarship:** Established in 1988 through a bequest from the estate of Iris C. Brown, Class of 1927.

**Nancy Monick Budd '59 and William B. Budd Scholarship:** Established by Mr. and Mrs. Budd, parents of Mary Budd Logan '83 and parents-in-law of Nancy Niekrash Budd '86 for the benefit of deserving students of Wheaton College.

**Caroline Hodges Cady Scholarship:** Established in 1965 through a bequest from the estate of Caroline Cady Hewey, Class of 1895, in memory of her mother, Caroline Hodges Cady, Class of 1873.

**Antoinette Frances Carpenter Fund:** Established in 1977 through a bequest from the estate of Caroline T. Bartlett in honor of Antoinette Frances Carpenter, Class of 1855.

**Frances Reed Carpenter '30 Scholarship:** Established in 1986 by Frances Reed Carpenter, Class of 1930, through a bequest from the estate of her husband, Henry D. Carpenter.

**Carrow-Phillips-McElyea Fund:** Established in 1985 by Carol Phillips McElyea, Class of 1970, in honor of the women who have made significant contributions to her life.

**Annie E. Carter Scholarship:** Established in 1912 by the Trustees of Wheaton College in memory of Annie E. Carter, a teacher at Wheaton Seminary from 1862 to 1881.

**Margaret K. Chapin '28 Scholarship:** Established in 1993 through a bequest from the estate of Margaret K. Chapin, Class of 1928.

**The Centennial Scholars' Endowment:** Established in 1984 by Natalie Johnson Fry, Janet Smock Roberts, both of the Class of 1939, classmates and friends.

**Chidsey-Marshall Scholarship:** Established in 1972 by alumnae and friends in honor of Professor Maud A. Marshall, a member of the Chemistry Department from 1934 to 1973, and Professor Jane L. Chidsey, a member of the Biology Department from 1939 to 1973.

**The Putnam and Elizabeth Friend Cilley '29 Scholarship Fund:** Established in 1989 by Mr. and Mrs. Putnam Cilley (Elizabeth Friend Cilley, Class of 1929).

**Sarah Warner Clark Scholarship:** Established in 1938 through a bequest from the estate of Sarah Warner Clark, Class of 1857.

**Class of 1916 Reunion Scholarship:** Established in 1966 by the Class of 1916.

**Class of 1921 Scholarship:** Established in 1968 by the Class of 1921.

**Class of 1924 Scholarship:** Established in 1928 by the Class of 1924.

**Class of 1934 Endowment Fund:** Established in 1984 by the Class of 1934 on the occasion of its 50th Reunion.

**Class of 1936 Scholarship:** Established in 1986 by the Class of 1936 on the occasion of its 50th Reunion.

**Class of 1937 Scholarship:** Established in 1986 by members of the Class of 1937 in anticipation of their 50th reunion.

**Class of 1944 Memorial Scholarship:** Established in 1984 by members of the Class of 1944 on the occasion of their 40th Reunion and

in memory of deceased classmates.

**Class of 1945 Scholarship:** Established in 1955 by the Class of 1945.

**Class of 1950 Scholarship:** Established in 1950 by parents of members of the Class of 1950.

**Class of 1951 Scholarship:** Established in 1951 by parents of members of the Class of 1951.

**Class of 1952 Scholarship:** Established in 1952 by parents of members of the Class of 1952.

**Class of 1953 Scholarship:** Established in 1953 by parents of members of the Class of 1953.

**Class of 1954 Scholarship:** Established in 1954 by parents of members of the Class of 1954.

**Class of 1955 Scholarship:** Established in 1955 by parents of members of the Class of 1955.

**Class of 1956 Scholarship:** Established in 1956 by parents of members of the Class of 1956.

**Class of 1957 Scholarship:** Established in 1957 by parents of members of the Class of 1957.

**Class of 1964 Memorial Scholarship:** Established in 1985 by members of the Class of 1964 on the occasion of their 20th Reunion and in memory of deceased classmates.

**Class of 1966 Memorial Scholarship:** Established in 1985 by members of the Class of 1966 on the occasion of their 20th Reunion and in memory of deceased classmates.

**Dorothy Lindeman Classen '43 Endowed Scholarship:** Established in 1997 through a bequest from Dorothy Lindeman Classen '43.

**Carolyn M. Clewes & Leota C. Colpitts Scholarship:** Established in 1998 by the estate of Carolyn M. Clewes, Professor of History at Wheaton from 1941 to 1980. It also honors the memory of Leota C. Colpitts, Dean of Students at Wheaton from 1949 to 1968.

**Eleanor Whitney Collier '35 Scholarship:** Established in 1980 by Trustee Emeritus Abram T. Collier and Eleanor Whitney Collier, Class of 1935, parents of Debora Collier Zug, Class of 1963.

**Allyson Joy Connor '96 Memorial Scholarship:** Established in 1997 in memory of Allyson Joy Connor '96 by her family and friends.

**Continuing Education Endowed Scholarship:** Established in 1995 on the occasion of the tenth anniversary reunion of CE students, by Jean Plapis Campbell, CE, in memory of her mother Phyllis Jean Cosgrove Plapis, to help future students entering or returning to college to benefit from a Wheaton education.

**Catherine Conover Endowed Scholarship:** Established by Christopher Covert in honor of Catherine Conover, to support student aid grants.

**Mildred Libby Cook '31 Scholarship Fund:** Established in 1999 through a bequest from the estate of Mildred Libby Cook, Class of 1931.

**Channing and Nancy Cox Scholarship:** Established in 1971 through a bequest from the estate of Nancy Cox, Class of 1939, in memory of her father, Governor of Massachusetts from 1921 to 1934 and Wheaton Trustee from 1926 to 1956.

**Emma F. Cunliff Scholarship:** Established in 1929 through a bequest from the estate of Emma F. Cunliff, Class of 1868.

**Curtis Dahl Endowed Scholarship Fund:** Established in 1999 by friends and former students of Professor of Music, Emeritus Curtis Dahl.

**Charles A. Dana Scholarship:** Established in 1978 with a challenge grant from the Charles A. Dana Foundation, and with matching gifts from alumnae, parents and friends.

**Marion P. Dana Scholarship:** Established in 1982 by Marion P. Dana, Class of 1907.

**Mabel W. Daniels Scholarship:** Established in 1973 through a bequest from the estate of Mabel Wheeler Daniels, a former member of the Visiting Committee on Music.

**Eleanor Broderick Daunis '38 and Elisabeth Daunis Slocum '68 Scholarship:** Established in 1998 by Eleanor Daunis '38 in honor of her daughter, Elisabeth Daunis Slocum '68, on her 30th reunion, and to mark her own 60th reunion.

**Phyllis Hussey Davidson '22 Scholarship:** Established in 1973 through a bequest from the estate of Phyllis Hussey Davidson, Class of 1922.

**Hannah Valentine Durfee Scholarship:** Established in 1983 by Sarah D. Test, in memory of her great grandmother, Hannah Valentine Durfee, Class of 1842.

**Lucky Dallo Eisner '53 Scholarship:** Established in 1976 by Trustee Emeritus Edgar R. Eisner and Lucky Dallo Eisner, Class of 1953. Endowed as a full scholarship in 1985.

**Daniel F. Elliott Scholarship:** Established in 1999 in memory of Daniel F. Elliott, the grandfather of Sharon Lauricella, Class of 1994, and Dan Lauricella, Class of 1998, by his family.

**Natalie Evelyn Emery '77 Scholarship:** Established in 1988 by Nathan and Ruth E. Emery in memory of their daughter, Natalie Evelyn Emery, Class of 1977.

**Ida Josephine Everett Scholarship:** Established in 1928 by the Class of 1915 in honor of Ida Josephine Everett, Dean of the College from 1912 to 1921.

**Faith and William Endowed Scholarship:** Fund established by an anonymous donor to be used to award scholarship aid to deserving students.

**Charles K. Fassett Music Scholarship:** Established in 1995 by Althea Krause Leyon '57, Laura Fassett Russell '86 and friends in honor of Laura's father, Charles K. Fassett, Professor of Music at Wheaton from 1963 to 1995.

**Richard V. & Mildred Carlson Ford Scholarship:** Established by Rosemary Pye in honor of her parents Richard and Mildred Carlson Ford. Income from this fund is to be used for scholarship aid for deserving students.

**Josephine Wilding Freeman '44 Endowed Fund:** Established in 1993 by Josephine Wilding Freeman '44 on the occasion of her 70th birthday.

**Katherine Langsdorf****Friedrich Scholarship:**

Established in 1970 by Mr. and Mrs. Robert S. Weil (Virginia Loeb, Class of 1942), in memory of Katherine L. Friedrich, Class of 1942.

**Elizabeth A. Garrigues '49**

**Scholarship:** Established in 2001 by Elizabeth A. Garrigues, Class of 1949. The income from this fund is to be used for general student scholarship support.

**Marion B. Gebbie Scholarship:** Established in 1965 by the Gebbie Foundation in memory of Marion B. Gebbie, Class of 1901.

**Lillian and Anthony Gigante Scholarship:** Established in 1996 by Dr. Linda Gigante '72 in honor of her parents, Lillian and Anthony Gigante.

**Emma W. Gleason Scholarship:** Established in 1961 through a bequest from the estate of Emma W. Gleason, "a friend of Wheaton".

**Kathryn Bilgore Gold '69**

**Scholarship Fund:** Established in 1991 through a gift from the Estate of Kathryn Bilgore Gold, Class of 1969, to provide scholarships for students who demonstrate academic excellence and need.

**Carolyn Ricker Goodrich '27**

**Scholarship:** Established in 1993 through a bequest from the estate of Carolyn Ricker Goodrich, Class of 1927.

**Barbara Bean Gorman '28  
Scholarship for Students  
from the State of Maine:**

Established in 1983 by Leon A. Gorman and his brothers John and James on behalf of their mother, Barbara Bean Gorman, Class of 1928.

**Eric G. Goullaud Scholarship**

**Fund:** The income from this fund is to be used for student scholarships.

**Priscilla King Gray '55**

**Scholarship Fund:** Established in 1984 by Dr. and Mrs. Paul E. Gray (Priscilla King, Class of 1955), parents of Amy Gray Sluyter, Class of 1980.

**Ellin Wynne Hales '52 Schol-**

**arship:** Established in 1966 by Mr. and Mrs. Burton W. Hales, Jr. (Ellin Wynne, Class of 1952).

**Irene L. Hamilton '23 Scholar-**

**ship:** Established in 1939 by Mr. and Mrs. Joseph S. Hamilton in memory of their daughter, Irene Hamilton, Class of 1923.

**Jack Hart Scholarship:**

Established in 1961 by family and friends in memory of Jack Hart, father of Ina June Hart, Class of 1962.

**Ruth Hathaway '36 Scholar-**

**ship:** Established in 1981 through a bequest from the estate of Ruth Hathaway, Class of 1936.

**William Randolph Hearst**

**Scholarship Fund:** Established in 1994 by the Hearst Foundation.

**Beatrice Parker Hemingway**

**'10 Scholarship:** Established in 1935 through a bequest from the estate of Beatrice Parker Hemingway, Class of 1910.

**Patricia "Peaches" Henning**

**'56 Scholarship:** Established in 1997 by Patricia "Peaches" Henning '56 and Dr. Katherine M. Kendall in memory of Dr. Carl Garabedian, Professor of Mathematics and Choir Director/Organist at Wheaton from 1936-1960.

**Hildegard Marburg**

**Hennington '37 Scholarship:** Established in 1999 by Hildegard Marburg Hennington, Class of 1937.

**Allen A. & Sheila Lewis****Henry '64 Scholarship:**

Established in 1998 by Allen A. and Sheila Lewis Henry '64.

**Elizabeth Beadle Herrmann**

**'51 Scholarship:** Income from this fund is to be used for student scholarships.

**Fannie Park Hodges**

**Scholarship:** Established in 1987 by Henry Park Hodges in honor of his mother, Fannie Park Hodges, a member of the Wheaton Female Seminary, Class of 1888.

**James D. and Millicent C.****Hogan P'77, P'87 Family****Endowed Scholarship:**

Established in 2000 by James D. and Millicent C. Hogan in honor of their daughters, Millicent Hogan-Whitely, Class of 1977, and Cynthia Hogan, Class of 1987.

**Judge Nancy Ann Holman**

**Washington State Scholarship:** Established in 1997 in honor of Trustee Nancy Ann Holman '56 by her friends and colleagues in the state of Washington.

**Helen D. Hood Scholarship:**

Established in 1959 through a bequest from the estate of Helen Davis Hood, mother of Gilbert H. Hood, Jr., Trustee from 1956 to 1985, and Emily Hood Norris, Class of 1920, and grandmother of Emily C. Hood, Class of 1953.

**Holmes Mercier Scholar-**

**ship:** Established in 1993 by Betty Holmes Reiley in memory of her sister Ruth Holmes Mercier '31 and in honor of her sister Esther Holmes '36 and her niece Marie Mercier '69.

**Harriet Eleanor Hughes '18 Scholarship:** Established in 1951 through a bequest from the estate of Mrs. Lois Peirce-Hughes in memory of her daughter, Harriet Eleanor Hughes, Class of 1918 and Trustee of the College from 1935 to 1949.

**Norman M. and Edith C. Hussey Scholarship:** Established in 1995 by Dorothy Hussey Bonsall '48 in memory of her parents, and funded through a bequest from the estate of Norman M. Hussey.

**Lillia Babbitt Hyde Scholarship:** Established in 1960 by the Lillia Babbitt Hyde Foundation.

**International Relations Scholarship:** Established in 1959 by the Board of the International Relations Club.

**Alice Friend Ireland '34 Endowed Trustee Scholarship:** Established in October 2002 by Alice Friend Ireland, Class of 1934, to provide scholarship awards to outstanding students in Maine.

**Florence O. Jensen '34 Scholarship:** Established in 1992 through a bequest from the estate of Florence O. Jensen, Class of 1934.

**Harry V. Keefe, Jr. Boston Latin Scholarship:** Established in 1997 by Harry V. Keefe, Jr., husband of the late Jean Mulcahy Keefe '44 and Trustee of the College.

**Katherine M. Kendall Endowed Scholarship Fund:** Established in 1999 by Patricia "Peaches" Henning '56 and Dr. Katherine M. Kendall.

**Annie M. Kilham Scholarship:** Established in 1932 through a bequest from the estate of Annie M. Kilham,

Class of 1870 and Trustee from 1897 to 1933.

**Martin Luther King Jr. Scholarship:** Established in 1968 by faculty, staff and students as the Martin Luther King, Jr. Scholarship. Endowed in 1984 in honor of Judy F. Rosenblith, a member of the Psychology Department from 1965 to 1984.

**Mary B. Lane '28 Scholarship:** Established in 1978 by Richard B. Lane, father of Lisa Lane, Class of 1981, in memory of his mother, Mary B. Hayward Lane, Class of 1928.

**Amelia Lauricella Scholarship:** Established in 1994 by Peter Lauricella, father of Sharon '94 and Daniel '98, Anna Lauricella and Thomas Lauricella, in memory of Amelia Lauricella, Peter's grandmother and Thomas and Anna's sister.

**Evelyn Freeman Lawson '28 Scholarship:** Established in 1985 by Evelyn Freeman Lawson, Class of 1928.

**George Sargent Lebuscher '25 Scholarship:** Established in 1985 by George Sargent Lebuscher, Class of 1925, on the occasion of her 60th reunion.

**June Rockwell Levy Scholarship:** Established in 1967 by the June Rockwell Levy Foundation.

**Lincoln Family Endowed Scholarship Fund:** Established in 1999 by Edward Lincoln, Class of 1996, income from this fund is to be used for scholarship aid.

**Carrol Tenenbaum Lippman '63 Memorial Scholarship:** Established in 1995 by friends of Carol Tenebaum Lippman, Class of 1963, to celebrate her life and her devotion to Wheaton.

**Livengood Family Scholarship:** Established in 1983 by Mr. and Mrs. Herbert Owen Livengood (Kathryn Elaine Poss, Class of 1935), parents of Margaret Lucile Livengood, Class of 1969.

**Helen Loud '21 Scholarship:** Established in 1998 by the estate of Helen L. Loud '21.

**Harold S. Lupton Scholarship:** Established in 1973 by Gladys A. Lupton in recognition of her husband's many years of service to Wheaton as a member of the Buildings and Grounds Department.

**Mary Clute Lyon '44 Endowed Scholarship:** Established in 1996 with a gift from Mary Clute Lyon, Class of 1944.

**Genevieve Teachout Madden '35 Scholarship:** Established in 1987 in memory of Genevieve Teachout Madden, Class of 1935 by her husband John C. Madden, her son John, Jr., and her daughter Margaret Madden Huff, Class of 1969.

**Georgia Marin '18 Endowment Fund:** Established in 1990 by Georgia H. Marin, Class of 1918, this fund provides scholarship aid to deserving students with preference to students from a foreign country expecting to return to their native country.

**Maxine and Frances Poel Mason Scholarship:** Established in 1984 in memory of Frances Poel Mason by her daughter, Trudy L. Mason, Class of 1963, and friends. In 1994, the scholarship was renamed in memory of Maxine Mason, Trudy's sister.

**Frank and Gertrude Mason**

**Scholarship:** Established in 1983 by Helen Mason Bancroft, Class of 1935, in memory of her parents.

**Mary Law McClintock**

**Scholarship:** Established in 1956 by the McClintock Alumnae Association in memory of Miss McClintock, Principal of the McClintock School in Boston.

**Nancy Fifield McConnell '68**

**Government Scholarship:** Established in 1998 by Mr. and Mrs. Richard Newcomb (Janet Haines Newcomb '41) in honor of their daughter, Nancy Fifield McConnell '68, on her 30th reunion.

**Walter O. McIntire Scholar-**

**ship:** Established in 1941 by friends of Professor McIntire, a member of the Philosophy Department from 1914 to 1941.

**Priscilla Wastcoat McKenney**

**'34 Memorial Scholarship:** Established in 1977 by family and friends in memory of Priscilla Wastcoat McKenney, Class of 1934.

**Elizabeth Hurd McMurray '28**

**Scholarship:** Established in 1985 by Elizabeth Hurd McMurray, Class of 1928.

**Charles E. Merrill Trust**

**Scholarship:** Established in 1975 through a grant from the Charles E. Merrill Trust.

**Estelle Merrill Scholarship:**

Established in 1911 by members of the New England Wheaton Club in memory of Estelle Hatch Merrill, Class of 1877, founder and first president of the Club, and Wheaton Trustee in 1896.

**Metcalf Scholarship:**

Established ca. 1876 by the Wheaton Seminary Alumnae Association in honor of Caroline C. Metcalf, principal of the Seminary from 1850 to 1876.

**Benjamin S. and Estelle D.**

**Moss Scholarship:** Established in 1951 by family and friends of Mr. and Mrs. Moss, grandparents of Peggy Moss Crystal Michelman, Class of 1954, on the occasion of their 50th wedding anniversary.

**Mary Elizabeth Robinson**

**Murphy Scholarship:** Established in 1995 by Debra K. Glidden, Class of 1968, member of the Wheaton College Board of Trustees, to honor the memory of her grandmother, Mary Elizabeth Robinson Murphy, and to celebrate their shared love of music.

**Marcia Silver Nalebuff '54**

**Scholarship:** Established in 1996 with a gift from Marcia Silver Nalebuff, Class of 1954.

**Janet Haines Newcomb****Humanities Scholarship:**

Established in 1996 by Richard W. Newcomb in honor of his wife Janet, Class of 1941, on the occasion of her 55th reunion.

**Diana Horton Nicosia Scholar-**

**ship:** Established in 1983 by Mr. and Mrs. Mario Nicosia (Diana Horton, Class of 1974).

**Nike Scholarship:** Established in 1953 by the College yearbook staff.

**Virginia Wakeman Noyes '25**

**Scholarship:** Established in 1985 through a gift annuity agreement by Herman M. Noyes in memory of his wife, Virginia Wakeman Noyes, Class of 1925. Activated in 1993 upon Mr. Noyes' death.

**Ohrn Family Scholarship:**

Established in 1983 by Sandra Ohrn Moose, Class of 1963 and Trustee from 1981 to 1991, in honor of her parents.

**O'Keefe Family Scholarship:**

Established in 1996 by Sandra Thrasher O'Keefe, Class of 1976, and Kenneth O'Keefe.

**Frederick Harlan Page and**

**Grace Wallace Page Scholarship:** Established in 1952 through a bequest from the estate of Frederick Harlan Page, Trustee from 1916 to 1952.

**Ruth Tompkins Papageorge****'32 and George Papageorge Endowed Scholarship:**

Established in 1998 through the matured life income gifts of Ruth Tompkins Papageorge '32.

**Thomas Anthony Pappas****Family Endowed Scholarship**

**in the Liberal Arts:** Established in 1997 by the Thomas Anthony Pappas Charitable Foundation.

**J. Edgar Park Scholarship:**

Established in 1944 by alumnae and friends in honor of Dr. Park, President from 1926 to 1944.

**Elizabeth Chase Perkins '22**

**Scholarship:** Established in 1975 through a bequest from the estate of Elizabeth Chase Perkins, Class of 1922.

**Dorothy Gifford Perry '20**

**Scholarship:** Established in 1948 by Donald P. Perry in memory of his wife, Dorothy Gifford Perry, Class of 1920.

**Leslie H. Pfeiffer Scholar-**

**ship:** Established in 1985 by Mrs. Ruth Pfeiffer in memory of her husband. Mrs. Pfeiffer's nieces, Judy Klie Fryett '67 and Susan Schaller '76, are Wheaton alumnae.

**Joyce Glore Phillips '51****Memorial Scholarship:**

Established in 1985 in memory of Joyce Glore Phillips, Class of 1951, by her husband Charles E. Phillips and family, members of the Class of 1951 and friends.

**Piper Scholarship Fund:**

Established in 1984 by Helen Wann Piper, Class of 1939, in memory of her husband, Howard Piper.

**Elaine Neefus Poole '33**

**Scholarship:** Scholarship fund created through a matured Pooled Income Fund and annuity from Elaine Neefus Poole. This fund is to provide scholarship aid for a student majoring in political life.

**Dorothy Prior '26 Scholarship:** Established in 1926 by Perley A. Prior in honor of his daughter, Dorothy Prior, Class of 1926.

**Helene Pruszyński '80**

**Scholarship:** Established in 1980 in memory of Helene Pruszyński, Class of 1980. Endowed in 1983 by alumnae, family and friends.

**Muriel Reynolds '24**

**Memorial Scholarship:** Established in 1982 in memory of Muriel Reynolds, Trustee from 1950 to 1971, with gifts to the Sesquicentennial Campaign designated for scholarship endowment.

**Linda S. Robbins '87**

**Endowed Scholarship:** Established in 1999 in memory of Linda S. Robbins '87 by her family.

**Alice Padelford Roberts '21**  
**Memorial Scholarship**

**Fund:** Established in 1994 through a bequest from the estate of Alice Padelford Roberts, Class of 1921.

**Lee Roberts Roberts '37**

**Scholarship:** Established in 1986 by Lee Roberts Roberts, Class of 1937, in honor of her 50th reunion.

**Clara and Lester E.**

**Rosenburg Scholarship:** Established in 1969 by Mr. and Mrs. Rosenburg in honor of their daughter, Carol Rosenburg Freedman, Class of 1956.

**Carol Frost Ross '64 Scholar-**

**ship:** Fund established by Carol Frost Ross, Class of 1964 to support a Wheaton student with demonstrated need.

**Helen M. Sampson '32 En-**

**dowed Scholarship:** Established in 1999 through the matured life income plans of Helen M. Sampson, Class of 1932.

**Sargent Family Scholarship**

**Fund:** Income from this fund to be used for scholarship assistance to one needy student.

**Irene Sausser Scholarship:**

Established in 1983 by Mr. and Mrs. William R. Anixter (Nancy Sausser, Class of 1950) in memory of Mrs. Anixter's mother.

**Savitt-First Scholarship:**

Established in 1985 by Mr. and Mrs. Robert C. First (Deborah Savitt, Class of 1963) and her parents Mr. and Mrs. William Savitt.

**Dolores Maddocks Sayles '28**

**Scholarship:** Established in 1983 by Madison Sayles in his wife's name on the occasion of their 50th wedding anniversary.

**Audrey MacLeod****Schneiderman '48 Scholarship**

**Fund:** Established in 1984 by Audrey MacLeod Schneiderman, Class of 1948.

**Schuman-Zwecker Scholar-**

**ship:** Established in 1983 by Mady Schuman, Class of 1972, in honor of her parents and in memory of her grandparents.

**Lila Bacon Segal '46 Scholar-**

**ship:** Established in 1965 by Lila Bacon Segal, Class of 1946.

**Ariadne Shilaeff Scholarship**

**of the Arronson Foundation:** Established in 1986 by the Arronson Foundation at the request of Amy Kohn Goldberg, Class of 1974, in

honor of Professor Emerita Ariadne Shilaeff, a member of the Russian Department from 1971 to 1985.

**Walter Cleveland Shipley**

**Scholarship:** Established in 1966 by family and friends in memory of Professor Shipley, a member of the Psychology Department from 1941 to 1966.

**Margaret Dunn Smith '73**

**Endowed Trustee Scholarship:** Established in 1999 by Margaret Dunn Smith '73.

**Nellie S. Smith Scholarship:**

Established in 1967 by Nellie S. Smith, aunt of Irma Condon Burdon, Class of 1931.

**Donna Ingemie Sorenson '66****Chemistry Scholarship:**

Established in 1996 in honor of Donna Ingemie Sorenson, Class of 1966.

**Angela Spence-Shaw Trust:**

Established in 1999 in memory of Angela Spence-Shaw by alumnae/i and friends.

**Tanya Louise Starzenski****Memorial Scholarship:**

Established in 1995 in memory of Tanya Louise Starzenski by her parents, Bruce and Louise (Nichols) Starzenski, Class of 1946.

**Marjorie Sumner and****Margaret Whelpey Scholar-**

**ship:** Established in 1994 by Marjorie Sumner, Class of 1942.

**Surdna Foundation Scholar-**

**ship:** Established in 1974 by the Surdna Foundation of New York City.

**Nancy Adams Taylor '53**

**Scholarship:** Established in 1959 by Nancy Adams Taylor, Class of 1953.

**Tenth Anniversary Scholar-**

**ship:** Established in 1986 by the Wheaton College Alumnae Association in honor of President Alice F. Emerson's



10th anniversary as President of the College.

**Claire Hyman Steinert Thorn '29 Scholarship Fund:**

Established in 1990 through a gift from the Estate of Claire Hyman Steinert Thorn, Class of 1929, and increased by gifts from several friends and members of her family, to provide scholarships to deserving students at Wheaton.

**Hiram Greenwood Tucker**

**Scholarship:** Established in 1928 by the Wheaton College Alumnae Association in memory of Professor Tucker, a member of the Music Department from 1879 to 1922.

**Trudy Villars Memorial**

**Scholarship:** Established in 1990 by family and friends in memory of Professor Villars, a member of both the Psychology and Biology Departments from 1980 to 1990.

**Lovis Sawyer Nichols '25 and Sukey Nichols Wagner '56 Scholarship:**

Established in 1993 with a Pooled Income Fund gift by Barrett C. Nichols in memory of his wife Lovis Sawyer Nichols '25 and in honor of his daughter Sukey Nichols Wagner '56, and activated in 1994 by Trustee Sukey Nichols Wagner '56.

**Michael and Linda Walsh '78**

**Endowed Scholarship:**

Established in 2003 by Michael and Linda Walsh, Class of 1978, with a preference to support student scholars from the midwest who are majoring in the physical sciences.

**Arline J. Walton '33 Scholarship:**

Established in 1984 by a bequest from the estate of Arline J. Walton, Class of 1933.

**Annie E. Wardwell Scholarship:**

Established in 1940 through a bequest from the estate of Isabella M. Wardwell, Class of 1868, in memory of her sister, Annie E. Wardwell, Class of 1861.

**Isabella M. Wardwell Fund:**

Established in 1940 by a bequest from the estate of Isabella M. Wardwell, Class of 1868.

**Jeannette Kittredge Watson**

**'02 Scholarship:** Established in 1967 by the IBM Corporation in memory of Jeannette Kittredge Watson, Class of 1902.

**Hazel Wilcox Weden '25**

**Endowed Scholarship:**

Established in 2000 in memory of Hazel Wilcox Weden, Class of 1925.

**Virginia L. Weil '42 Scholarship Fund:**

Established in 1979 by Robert S. Weil, Wheaton Trustee from 1968 to 1992, in honor of his wife, Virginia Loeb Weil, Class of 1942.

**Katharine Wellington '28**

**Scholarship:** Established in 1992 through a bequest from the estate of Katharine Wellington, Class of 1928.

**Kathleen Welsh '75 Memorial**

**Scholarship:** Established in 1977 by family and friends in memory of Kathleen Welsh, Class of 1975.

**Eliza Baylies Wheaton**

**Scholarship:** Established in 1984 by members of the Class of 1926 in honor of Eliza Baylies Wheaton, and presented to the College on the occasion of their 60th reunion.

**Wheaton Associates Scholarship:**

Established in 1983 by the Wheaton Associates.

**Wheaton College Alumnae**

**Scholarship:** Established in 1959 by the Wheaton College Alumnae Association.

**Wheaton College Program**

**Scholarship:** Established in 1966 through gifts to the Wheaton College Program, a capital fund raising program in the 1960s.

**Wheaton News Scholarship:**

Established in 1938 by the staff of the College newspaper.

**Wheaton Rhodes Endowed**

**Scholarship:** Established in 1998 by Molly Rhodes Glendinning '42.

**Edith M. White Scholarship:**

Established in 1936 by friends in memory of Miss White, Dean of Freshmen from 1929 to 1935.

**Joan Bloomberg Whitehill**

**'67 Scholarship Fund:**

Established in 1984 by Joan Bloomberg Whitehill, Class of 1967.

**Whittemore Trustee Scholarship Fund:**

Established in 1997 in honor of Marion Whittemore, Class of 1957, on the occasion of her 40th reunion.

**Marion Dix Whitten Scholarship:**

Established in 1983 by family members and Nancy Hemenway Whitten Barton, Class of 1941, in honor of her mother.

**J. Annette Blake Williams**

**Scholarship:** Established in 1929 by Fred H. Williams in memory of his wife J. Annette Blake Williams, Class of 1872.

**Woodman-Ryan-Hall Scholarship:**

Established in 1950 by Mr. and Mrs. C. W. Ryan (Hazel Woodman, Class of 1911), parents of Brenda Ryan Hall, Class of 1949.

## **Annual Fund Support:**

**Dorothy Littlefield Weber '38 Endowment Fund for Annual Fund Support:** Established in February of 2003 by Dorothy Littlefield Weber '38. This fund was established understanding the importance of the Annual Fund and its role in helping the college reach new levels of excellence in the teaching and learning that are the core of a liberal arts mission. It permits Wheaton to attract talented students, faculty and staff. Vital needs such as scholarships, competitive faculty salaries and many vibrant educational programs are all made possible through the Annual Fund.

## **Annual Fund Scholarships:**

**C. John Birkman, Jr. Annual Fund Scholarship:** Established to support scholarships for students with a desire to pursue a Wheaton career of study in the physical sciences.

**DeRosette "Derrie" Hendricks Blunt '56 Annual Fund Scholarship:** Established by DeRosette "Derrie" Hendricks Blunt, Class of 1956.

**Rose E. Smith & Hyacinth B. Bryant Annual Fund Scholarship:** Established in 2001 by Candice C. Bryant, Class of 1969.

**Nancy Monick Budd '59 and William B. Budd Scholarship Fund:** Established in 1995 by Nancy Monick Budd '59 and William B. Budd, member of the Wheaton College Board of Trustees.

**Callow Family Annual Fund Scholarship:** Established in 2003 by Rebecca Burr Callow, Class of 1973, to provide student scholarships.

**Catherine Conover Annual Fund Scholarship:** Established in 2000 in honor of Catherine Conover, former Vice President of College Advancement at Wheaton College.

**Eleanor Coonley Annual Fund Scholarship:** Established in 1999 by Patricia H. Arnold '66, member of the Wheaton College Board of Trustees, in honor of Eleanor Coonley.

**Pauline and John Deaver Annual Fund Scholarship:** Established in 2003 by John and Pauline Deaver, Class of 1943, for student scholarships.

**Glavin Family Annual Fund Scholarship:** Established in 2003 by Lynda Gottschalk Glavin, Class of 1981, to provide scholarships for students with financial need.

**Katharine Brockway Grenholm '57 Scholarship:** Established in 1996 by Jane Rowe Mraz '57 and David M. Mraz, in memory of friend and classmate Kate Brockway Grenholm '57.

**Jane Hooton Ince '60 Scholarship:** Established in 1995 by Jane Hooton Ince '60.

**Kernan Family Annual Fund Scholarship:** Established in 1999 by Mary Kernan Rutherford '68.

**Agnes M. Lindsey Current Use Scholarship:** Established in 1958 and supported by the Agnes M. Lindsey Trust of Massachusetts.

**Constance H. Miller '58 and Linda H. MacDuffie '60 Annual Fund Scholarship:** Established in 2002 by Constance Halverstadt Miller '58 and Linda Halverstadt MacDuffie '60.

**Elizabeth Deyo Martin Annual Fund Scholarship:** Established in 2000 by Elizabeth Deyo Martin, Class of 1948.

**Helen Condon Powell Annual Fund Scholarship:** Established in 1999 by Helen Condon Powell '65.

**Jane Protzman '59 Annual Fund Scholarship:** Established in 2001 by Jane Protzman, Class of 1959.

**Rosemary Pye '68 Scholarship:** Established in 1995 by Rosemary Pye '68.

**Katherine Boyce Reeder '71 Annual Fund Scholarship:** Established in 2001 by Katharine Boyce Reeder, Class of 1971.

**Dorothy Davis Rudick '43 Annual Fund Scholarship:** Established 1999 by Dorothy Davis Rudick '43.

**Audrey MacLeod Schneiderman '48 Scholarship:** Established in 1996 by Audrey MacLeod Schneiderman '48.

**Schuman-Zwecker Annual Fund Scholarship:** Established in 2001 by Mady Schuman, Class of 1972.

**Alison Grant Small '66 Annual Fund Scholarship:** Established in 2001 by Alison Grant Small, Class of 1966.

**Margaret Dunn Smith '73 Annual Fund Scholarship:** Established in 1999 by Margaret Dunn Smith '73.

**Robert D. Stillman and Margaret Clover Stillman '59 Annual Fund Scholarship:** Established in 2002 by Robert D. and Margaret Clover Stillman, Class of 1959.

**Cheryl A. Vedoe '74 Annual Fund Scholarship:** Established in 2003 by Cheryl A. Vedoe '74, member of the Wheaton College Board of Trustees, to provide scholarship aid.

**Linda Rehberger Ware '58  
Annual Fund Scholarship:**

Established in 2001 by Adrienne Bevis Mars, Class of 1958, member of the Wheaton College Board of Trustees, in memory of Linda Rehberger Ware, Class of 1958.

**Barbara Zeigler Annual Fund Scholarship:** Established in 1999 by Janet Carr Bayley '45, in honor of Barbara Zeigler, former Director of Admissions at Wheaton.

**Awards for Study  
Elsewhere:**

**January/Summer School Scholarships:** The college offers scholarships to Wheaton undergraduates for study at approved summer school or January term programs. Further information and application forms for the scholarships listed below are available from the Advising Center. Deadlines for submission are November 16 for the January term; April 15 for all others.

**Alumnae/i Association Scholarships for Graduate Study:** Funds are raised annually by Wheaton alumnae/i clubs in various parts of the country for two scholarships, normally awarded to members of the graduating class in support of graduate or professional study in any field.

**Karen Strauss Cook '74 Distinguished Fellowship Program:** Established in 1997 by Karen Strauss Cook, Class of 1974, member of the Wheaton College Board of Trustees. To be used to support Wheaton's Distinguished Fellows Program.

**Davis Fellowship Program:**

Established in 1994 by the Shelby Cullom Davis Foundation to provide intensive globally focused internships, both domestic and international, for Wheaton students. These internships enhance the students' courses of study; provide opportunities to utilize and expand on their academic experiences; and strengthen their academic, personal, and professional futures.

**Patricia W. Eberhart '68 Art Travel Endowment:** Established in 1998 in memory of Patricia W. Eberhart '68 by her family and friends. Income from this fund will be used to provide grants to deserving students wishing to pursue the study of art history and/or studio art abroad.

**Emily C. Hood Fund for Arts and Sciences Partnerships:** Established by Emily C. Hood '53, member of the Wheaton College Board of Trustees, in 2003 in honor of her 50th reunion, this fund will support independent research partnerships between students and faculty in the disciplines of the arts and/or sciences, including technology projects.

**Julia R. Lange Fellowship:** Established in 1974 in memory of Julia R. Lange through a bequest from the estate of her daughter, Mathilde M. Lange, a member of the Biology and Zoology Departments from 1921 to 1949. Provides several grants annually to Wheaton graduates for advanced study in the field of medicine or the biological sciences, with medicine receiving the first priority.

**Woodlake Fellowship Program:** Established in 1993 by Marta J. Drury P'96 to be awarded to financially aided women of color studying at

Wheaton College. Fellowship recipients are awarded stipends for educationally meaningful internships, helping them fully explore their academic and professional aspirations.

**Joseph M. and Susan  
Stampler Paresky '68**

**Fellowships:** Established in 1986 by Joseph M. Paresky and Susan Stampler Paresky, Class of 1968, member of the Wheaton College Board of Trustees. Fellowships are for graduate study in a degree granting program to the senior man and woman who have excelled academically, have made a significant contribution to the campus community and have demonstrated exceptional personal growth during four years at Wheaton.

**Phi Beta Kappa Grace**

**Shepard Scholarship:** Established in memory of Grace Shepard, a member of the English Department from 1913 to 1940, by her sister, Edith May Shepard. Provides a stipend for graduate study, with preference given to a member of the senior class majoring in classical studies.

**Jane E. Ruby Fellowship:**

Established in 1978 by alumnae and friends in honor of Professor Ruby, a member of the History Department from 1954 to 1976, and Provost from 1976 to 1978. Provides support to a graduating senior or Wheaton graduate to begin, continue or resume professional or other advanced training.

**Helen and Irma Wieand**

**Fellowship:** Established in 1961 by Professor Helen Wieand Cole, a member of the Classics Department from 1911 to 1915 and from 1918 to 1925, Trustee from 1936

to 1965 and second wife of President Samuel Valentine Cole. Provides one to three scholarships each year to Wheaton graduates for further education in the humanities.

**Blakely F. Bundy '66 Back to the Future Fund:** Established in 1997 by Mr. and Mrs. Harvey H. Bundy III (Blakely Fetridge Bundy '66) to ensure that seniors at Wheaton have increased opportunities to focus on issues of balancing work and family as they prepare for their lives post-graduation.

**Filene Center Endowed Funds:**

**Dorothy Yeomans Flanagan '71 Fund for Co-Curricular Learning:** Established in 2001, to support stipends and travel expenses for students with financial need engaged in learning opportunities in locations other than the college, especially beyond the borders of the United States.

**Suzanne Fogelson Golden '67 Filene Center Fund:** Established in 1998 by Suzanne Fogelson Golden '67, to support out-of-classroom experiences.

**Patricia Dunn Grey '80 Endowed Fund for the Filene Center for Work and Learning:** Established in 1999 by Patricia Dunn Grey, Class of 1980, member of the Wheaton College Board of Trustees, and her husband, Richard Grey.

**Mars Fellows Endowed Fund:** Established in 2000 by John F. Mars and Adrienne Bevis Mars, Class of 1958, member of the Wheaton College Board of Trustees.

**Sonya Dozoretz Rhodes '64 Work and Learning Endowment:** Established in 2000 by Sonya Dozoretz Rhodes, Class of 1964, by her husband, Robert Rhodes.

**Barbara Shalita Samuelson '64 Work and Learning Endowment:** Established in 1997 by Barbara S. Samuelson '64 to support internships.

**Sukey Nichols Wagner '56 Endowed Fund for the Filene Center:** Established in 1998 by Trustee Sukey Nichols Wagner '56 and her husband Rodney Wagner.

**Katherine Conroy Whalen '70 Endowed Fund for the Filene Center for Work and Learning:** Established in 2001 by Katherine Conroy Whalen '70 to support student internships arranged through the Filene Center for Work and Learning.

**Current Use Filene Center Funds**

**Nancy Van Metre '60 Wheaton Fellows Fund:** Established in 1997 by Nancy Nichols Van Metre '60 to support the work of the Center.

**Student Loan Funds**

**Diane L. Troderman '63 Student Loan Fund:** Established in 1996 by Diane Leshefsky Troderman '63.

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# Alumnae/i Association

The Wheaton Alumnae/i Association provides strong and continuous volunteer and financial support of the college, while promoting connections among alumnae/i and furthering the education and interests of women and men.

Organized in 1870, today the association represents more than 15,000 Wheaton alumnae/i in every state and in nearly 60 countries around the world. The association is governed by a Board of Directors comprised of 18 members. Three students are elected to the Alumnae/i Board, each for a one-year term. The president of the Alumnae/i Association serves as a member of the Wheaton Board of Trustees, along with five alumnae/i trustees elected by the alumnae/i. Membership in the association is conferred upon those who attended Wheaton College for one or more years.

Alumnae/i offer a variety of opportunities to current students. Alumnae/i serve as career internship sponsors and act as mentors to students during and after their undergraduate experience. The Filene Center for Work and Learning invites alumnae/i back to campus to share their work and family experiences with students. As students search for jobs, they can tap into the valuable career network of Wheaton alumnae/i, many of whom are located in the Boston area.

Students also have the opportunity to connect with alumnae/i at the association's Annual Leadership Conference in the fall, Commencement Reunion Weekend in the spring and at student and alumnae/i events throughout the year.

The Alumnae/i Association supports the college in other important ways. Volunteers recruit prospective students through the Alumnae/i Parent Admission Committees; organize regional events across the country that bring Wheaton alumnae/i together; connect classmates with each other at Commencement Reunion; and raise financial contributions to the college through the

Annual Fund. The Black Alumnae/i Network brings together Wheaton's alumnae/i of color and serves as a resource for current students, while the Lesbian, Gay, Bisexual, and Transgender Alumnae/i Association also serves as a network for alumnae/i and current students.

The association reaches out to the alumnae/i for their thoughts and ideas about how best to shape and promote a strong, dynamic and active alumnae/i community that will support Wheaton in the 21<sup>st</sup> century.

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# Where to Write

It will accelerate replies if letters are directed not only to Wheaton College, Norton, MA 02766, but to the particular office concerned.

Admission information, application forms, catalogs — Director of Admission

Application for student aid and campus work — Associate Dean of Student Financial Services

Curriculum, educational policy, faculty — Provost and Academic Vice President

Recommendations for graduate study; Junior Year Abroad, Dual Degree, Wheaton Scholar, and Continuing Education programs — Dean for Academic Advising

Residence halls and student activities — *Director of Student Life*

Health-related issues — *Director of Student Health Services*

Career planning and placement for students and alumnae/i — *Director of the Filene Center for Work and Learning*

Requests for transcripts — *Registrar*

Institutional financial and business matters— *Vice President for Finance and Operations*

Payment of student accounts — *Student Accounts Manager*

Gifts and bequests, public information — *Vice President for College Advancement*

Alumnae/i relations — *Director of Alumnae/i Relations and Annual Giving*

## Information Accuracy

The information in this catalog was accurate at the time of publication. The college reserves the right to make changes from time to time affecting its curriculum, fees or other matters as educational and financial considerations require.

## Statement of Nondiscrimination

Wheaton College is committed to the principles of Equal Opportunity as defined under federal and state law, and does not discriminate unlawfully on the bases of race, color, creed, disability, national/ethnic origin, age, religion, sex, sexual orientation, or disabled veteran/Vietnam era veteran status in its admission policy, programs, or activities, educational policies, scholarship and loan programs, athletic and other college-administered programs or employment practices and programs.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Affirmative Action Officer  
Wheaton College  
Human Resources  
Norton, Massachusetts 02766  
(508) 285-8200

## Statement of Accreditation

Wheaton College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.