The Hiram College Undergraduate Catalog 2012-2013

Hiram College is fully accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools. Hiram’s current Statement of Affiliation Status may be obtained by contacting the HLC.

The Higher Learning Commission of North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604
800.621.7440
www.ncahlc.org

The College is authorized by the Ohio Board of Regents and approved by the Ohio Board of Nursing and the American Chemical Society. The College is an accredited institutional member of the National Association of Schools of Music. The Teacher Education program at Hiram College is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Non-Discrimination Policy

Hiram College is committed to equality of opportunity and does not discriminate in its educational and admission policies, scholarship and loan programs, and athletic and other school-administered programs on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability. The College will not tolerate harassment, prejudice, abuse, or discrimination by or of any of its students, faculty, or staff.

Notice of Change of Regulations: College Disclaimer

Every effort is made to ensure the information contained in this document is accurate at the time of publication; however, Hiram College reserves the right to amend degree requirements, courses, college calendars, catalogs, schedules, fees, academic and other College policies and procedures as relevant to the mission and operation of the College without prior notice. All amendments will be communicated to the campus community by the appropriate College officials.

The Mission and Vision of Hiram College

The mission of Hiram College is to foster intellectual excellence and social responsibility, enabling our students to thrive in their chosen careers, flourish in life, and face the urgent challenges of the times.

Vision Statement

Hiram’s students will be among those called to address the urgent problems facing our era. Answering this call will require timeless intellectual capacities for critical thinking, imaginative problem-solving, and reflective decision-making. Cultivating these skills in the foundational knowledge of humanity, nature, and their relationships, has been the essential core of the liberal arts tradition since its beginning in antiquity.

Hiram College commits to continuing the rich legacy of liberal learning for students, developing the knowledge, skills, and habits of mind acknowledged for over two millennia as both valuable in their own right and conducive to success in any endeavor. Throughout its rigorous core curriculum and specialized academic programs, Hiram College will
emphasize the ability to think critically and communicate effectively, to engage in disciplined inquiry and autonomous learning, and to recognize the essential connectedness of all knowledge.

Liberal education has been traditionally concerned not only with developing the intellect, but also with educating the whole person. To this end, Hiram College attends to the emotional and ethical lives of our students throughout both the curricular and co-curricular life of the campus, promoting respect for diversity, understanding of cultural difference, ethical reflection, and the ideal of engaged citizenship.

We believe in addition that learning by doing and knowing through experience are critically important preparation for the complex challenges that our students will confront in their lives and careers. Hiram College therefore commits to providing students not only with rigorous and relevant preparation in their chosen areas of major study, but also with opportunities to prepare themselves to meet the challenges of their future careers through experiential learning, application of their new skills and knowledge to real problems, and attentive mentoring during the transition into their careers by both faculty and staff.

Because success will require rigorous preparation and superior effort, Hiram College expects the same of itself. Because our world sorely needs tolerance, civility, understanding and respect for diversity, Hiram must insist upon the same. Because solutions to the problems of our times can only be achieved through innovation, creativity, and boldness of vision, the College will continue to encourage and practice these, as it has since its founding in 1850.

Statement of Core Values

The preceding statement of Hiram's Mission and Vision are based on its historical statement of Core Values. They set forth what we believe and define how we should conduct our affairs. At the heart of these values is the student.

Community

- We are a community that fosters mentoring relationships and shared responsibility for learning.
- We are committed to the well-being of each member of the community.
- We value the distinctive contributions of every person in the learning environment.

Learning

- We believe in the interrelationship of knowledge exemplified in the liberal arts.
- We demonstrate unwavering commitment to the pursuit of learning and quality scholarship.
- We value superior teaching and comprehensive mentoring.
- We are committed to supporting the continuous personal and professional growth of community members.
- We foster an environment that encourages open inquiry.

Responsibility

- We recognize that the well-being and governance of the community are a shared responsibility among community members.
- We believe that community members are accountable for their actions and should be held to high standards.
- We embrace our responsibility to the larger community beyond the boundaries of Hiram College and encourage learning through service.
- We respect the dignity of each individual.

Diversity

- We are an inclusive community that welcomes people of diverse backgrounds, beliefs, and points of view.
- We recognize the value of diversity in our educational program.
- We seek to foster a supportive environment in which community members will be challenged to explore knowledge, values, and ethics from varied perspectives.
- We celebrate freedom of thought and freedom of choice.

Innovation

- We honor our tradition in the liberal arts and its profound relevance to society.
- We are eager to explore new issues and practices and integrate them into our academic vision.
- We encourage individual initiative, creativity, and talent.

Academic Calendar 2012-2013

Fall 12-Week
New Faculty Orientation August 16, 2012
MAIS Orientation August 17-18, 2012
Opening Assembly August 17, 2012
New International Student Orientation August 17-21, 2012
Weekend College Orientation August 18, 2012
1st Year Institute August 22-26, 2012
Fall 12-Week Classes Begin August 27, 2012
Opening Convocation August 30, 2012
Labor Day - NO CLASSES September 3, 2012
Last Day to add/drop 12 wk course with NO grade September 7, 2012
Ethics Teach-In September 13, 2012
Campus Day - NO CLASSES September 20, 2012
Alumni Executive Board September 22, 2012
Hiram College Homecoming September 22, 2012
Fall Progress Report Grades Due September 24, 2012
Board of Visitors October 12, 2012
Fall Weekend October 12-14, 2012
Hiram Board of Trustees October 25-27, 2012
Fall Midterm Grades Due October 22, 2012
Advising for Spring Registration October 22 - November 2, 2012
Last Day to drop 12 wk course w/ grade W November 2, 2012
Registration for Spring Begins November 5, 2012
Fall 12-Week Ends November 16, 2012
Final Exams November 19-21, 2012
Term Break November 21-27, 2012

**Fall 3-Week**

Fall 3-Week Begins November 28, 2012
Last Day to add/drop 3 wk course with NO grade November 30, 2012
Fall 12-week Grades Due December 5, 2012
Last Day to drop 3 wk course w/ grade W December 13, 2012
Fall 3-Week Ends December 18, 2012
Final Exams December 19, 2012
Fall 3-week Grades Due by Noon December 27, 2012
Winter Break December 20, 2012 - January 6, 2013

**Spring 12-Week**

Spring 12-Week Begins January 7, 2013
Last Day to add/drop 12 wk course with NO grade January 18, 2013
Martin Luther King Day - NO CLASSES January 21, 2013
Hiram Board of Trustees January 24-26, 2013
Board of Visitors February 1, 2013
Spring Progress Report Grades Due February 4, 2013
Alumni Executive Board February 9, 2013
Spring Break March 4-8, 2013
Spring Midterm Grades Due March 11, 2013
Advising for Fall Registration March 11-22, 2013
Last Day to drop 12 wk course w/ grade W(ithdrawal) March 22, 2013
Registration for Fall Begins March 25, 2013
Spring 12-Week Ends April 5, 2013
Final Exams April 8-10, 2013
Term Break April 11-16, 2013

**Spring 3-Week**

Spring 3-Week Begins April 17, 2013
Last Day to add/drop wk course with NO grade April 19, 2013
Spring 12-week Grades Due April 23, 2013
Board of Visitors April 26, 2013
Alumni Executive Board May 11, 2013
Last Day to drop 3 wk course w/ grade W(ithdrawal) May 2, 2013
Spring 3-Week Ends May 7, 2013
Final Exams May 8, 2013
COMMENCEMENT May 11, 2013
Hiram Board of Trustees May 9-11, 2013
Spring 3-week Grades Due by Noon May 14, 2013
Assessment Day May 14, 2013

**Undergraduate Admission**

**Admission to Hiram**

Hiram College admits students whose records demonstrate they have the ability to succeed at the College.

**Traditional College First-Year Student Admission Criteria and Required Credentials**

Hiram College operates on the Rolling Admission Plan for First-Year students and adheres to the National Association for College Admission Counseling’s Statement of Principles of Good Practice. Most First-Year students enrolling for the fall semester at Hiram for the first time apply for admission, notify the institution of their intent to accept their offer of admission, and pay their commitment deposits by the preceding May 1. Hiram will offer admission to qualified students as their credentials arrive until we project that we will reach our First-Year student capacity. In general, because our distinctive First-Year program is integral to establishing student success, First-Year students are only admitted for the fall semester. Spring and summer semester application may be considered on a case-by-case basis.

Application and credential review is holistic and there is no single set of fixed criteria that determines admissibility to Hiram. Each admission application and its supporting credentials are carefully read and given individual consideration. Hiram College reserves the right to make the final determination of a student’s admissibility to the College.

First-Year students entering the Traditional College at Hiram are required to submit the following credentials in order to be considered for admission:

- A completed Application for Admission – We accept both hard copy and on-line applications, although on-line applications are preferred. As of the publication of this catalog, Hiram is a participating member with The Common Application consortium.
- Results from either the ACT or SAT – Check with The Office of Admission for up-to-date information as to which portions of the test are required. The preferred method of submitting ACT or SAT scores to Hiram is by listing Hiram College as a score recipient at the time of test registration. Hiram’s ACT code number is 3280; the SAT code number
Official secondary school transcripts.

Important supporting credentials for First-Year students entering the Traditional College at Hiram include:

- An essay on a topic included in the application materials
- A recommendation from the school counselor
- A recommendation from a teacher
- Note: Students who participate in Ohio’s post-secondary enrollment options or similar programs in other states where high school students enroll in college courses for credit prior to obtaining a high school diploma should supply official transcripts from any and all colleges and universities they attended. These students are to apply to Hiram College as First-Year students and not transfer students.

While admission to Hiram College is based upon a holistic review of the application and credentials, students admitted to Hiram generally have the following in common:

- Successful completion of a challenging secondary school college preparatory curriculum with grades generally reflecting above average to superior academic attainment in the following subject areas:
  
  - 4 units of English
  - 3 units of mathematics; 4 units preferred
  - 3 units of science; including 2 units of lab sciences preferred
  - 3 units of social sciences
  - 2 units of the same foreign language
  - 1 unit of the arts

- ACT or SAT scores that correlate to, or exceed, the level of academic achievement in the college preparatory core.

While demonstrated academic achievement as evidenced by the academic record is the most important criterion for admission, other factors which may be used to determine admission include:

- An in-person interview – While in-person interviews are not required for admission, they are strongly encouraged. Qualities such as seriousness of purpose, emotional maturity, and breadth and depth of interests may affect the admission decision. Interviews may also provide admission professionals with insights into academic record patterns.
- Co-curricular participation/excellence/leadership, community service, Hiram affinity, or employment records – Hiram seeks students who will enhance our learning community in and out of the classroom. We look for students who have developed talents and leadership skills in co-curricular student groups, community service opportunities, sectarian and non-sectarian groups outside of school, as well as in the arts and athletics. Hiram encourages the enrollment of legacy students.

First-Year students may begin to apply for fall admission to Hiram’s Traditional College on the first of August preceding the start of a student’s 12th grade year or equivalent. Hiram awards institutional academic-based and need-based gift assistance on a rolling basis throughout the admission cycle. However, to be eligible for maximum scholarship consideration, completed Applications for Admission and all supporting credentials should be submitted by the 1st of December proceeding the subsequent academic year for which applicants wish to enroll. Hiram College reserves the right to revoke offers of admission to students who do not successfully complete their final semester(s) of enrollment following the offer of admission or whose level of academic achievement varies significantly from their record at the time of the offer of admission. Students who have been admitted to the College are required to pay a non-refundable financial deposit and submit written intent of their desire to accept their offers of admission by deadlines given to them at the time of the offer of admission. Failure to do so may result in the revocation of the offer of admission without notice.

First-Year students should contact the Office of Admission, located in Teachout-Price Hall, at 800.362.5280 or visit us at admission.hiram.edu/ for information about visiting Hiram College and obtaining up-to-date application information.

**Traditional College International Student Admission Criteria and Required Credentials**

Hiram College operates on the Rolling Admission Plan and adheres to the National Association for College Admission Counseling’s Statement of Principles of Good Practice. International students for the fall intake apply for admission, notify the institution of their intent to accept their offer of admission, and pay their commitment deposits by the May 1
preceding their August enrollment. Hiram will offer admission to qualified students as their credentials arrive until we project that we will reach capacity. Because our distinctive First-Year program is integral to establishing international student success, First-Year students are admitted for the fall semester only. Transfer students may begin study in either fall or spring semester.

Hiram is committed to international education and values the cultural, ethnic, and geographic diversity of its student body. Application and credential review is holistic and there is no single set of fixed criteria that determines admissibility to Hiram. Each admission application and its supporting credentials are carefully read and given individual consideration. Hiram College reserves the right to make the final determination of a student’s admissibility to the College.

International students entering the Traditional College at Hiram are required to submit the following credentials in order to be considered for admission:

- Completed First Year or Transfer application form. Hiram accepts both hard copy and on-line applications, although on-line applications are preferred. As of the publication of this catalog, Hiram is a participating member with The Common Application consortium which provides online forms free of charge.
- Successful completion of a challenging secondary school college preparatory curriculum with grades/marks generally reflecting above average to superior academic attainment. Attainment is evidenced through original or certified true copies of academic records, certificates and results of school leaving external state or national examinations sent by the ministry of education or registrar of the institutions for all secondary schools, institutes, colleges and universities attended. Translations are not accepted without a copy of the original;
- Essay of 300 to 500 words;
- For applicants whose first language is not English, documentation of English proficiency is required. Applicants may submit results of the Test of English as a Foreign Language-TOEFL (minimum score of Paper-500; CBT-173; iBT-61), the International English Language Testing System-IELTS (minimum 5.5), or the SAT Critical Reading section (minimum score of 460). A score report should be sent directly to Hiram from the testing agency. Additional options for documenting proficiency are listed in the international admission guidelines on the College website;
- First year applicants may be required to submit SAT or ACT scores that correlate to, or exceed, the level of academic achievement in secondary studies. Check with The Office of Admission for up-to-date information as to which portions of the test are required. Score reports must be sent to Hiram from the testing agency. At the time of registration, list Hiram College as a score recipient. Hiram’s SAT code number is 1297; the ACT code number is 3280. Transfer applicants with one year or more of full-time post-secondary study will not be asked to submit results from these exams;
- A recommendation from the school counselor, head of form, or academic head, or appropriate school official;
- A recommendation from a teacher.

Transfer applicants who wish to transfer credits from prior post-secondary work to Hiram College must contact the World Education Services (WES) at http://www.wes.org/ to request a formal course-by-course evaluation of their credentials. International students must be prepared to meet the total cost of education at Hiram (please refer to the fees and charges section of the catalog). The College awards a limited number of partial-tuition, merit-based scholarships to international applicants with outstanding academic credentials, but offers no need-based financial aid.

International students should contact the Office of Admission or review the College website to obtain up-to-date application and scholarship information:

Director of International Admission
Hiram College
P.O. Box 96
Hiram, Ohio 44234 U.S.A.

Web: http://www.hiram.edu/admission/international-students
E-mail: interal@hiram.edu
Fax: 330.569.5944
Phone: 330.569.5169

Traditional College Transfer Student Admission Criteria and Required Credentials

Hiram welcomes applications from qualified students who wish to transfer from other colleges and universities. Note: Students who participate in Ohio’s post-secondary enrollment options or similar programs in other states where high school students enroll in
college courses for credit prior to obtaining a high school diploma should apply to Hiram College as First-Year students and not as transfer students.

Hiram College’s residency requirements state that a student must earn a minimum of 60 semester hours of credit at Hiram to obtain a Hiram College degree. Therefore, students transferring to Hiram’s Traditional College should expect to spend two years in residence to receive their degrees.

Hiram College’s transfer equivalency policy states that courses in which students have earned grades of C or better, and which correspond to courses offered at Hiram, are generally accepted for transfer of credit. Transfer credit hours are not included in the student’s Hiram grade-point average.

Transfer students entering the Traditional College at Hiram are required to submit the following credentials in order to be considered for admission:

- An Application for Admission – Hiram accepts both hard copy and on-line applications, although on-line applications are preferred. As of the publication of this catalog, Hiram is a participating member with The Common Application consortium.
- Official Transcripts from ALL colleges and universities attended and/or enrolled.

Transfer students who have successfully completed less than 12 semester hours of college or university coursework at a regionally accredited institution are also required to supply:

- Results from either the ACT or SAT if the student is under 24 years old at the time of admission. Check with The Office of Admission for up-to-date information about which portions of the test are required.
- Official secondary school transcripts.

Important supporting credentials for transfer students entering the Traditional College at Hiram include:

- An essay on a topic included in the application materials.
- A recommendation from a college instructor.

Students may transfer into Hiram for either the fall or spring semesters. Applicants should submit a transfer application to the Office of Admission no later than August 1st for Fall semester enrollment and December 1st for Spring semester. Transfer student admission decisions are made on a rolling basis. Generally, transfer students need to be in good academic standing with their current or most recent college and eligible to re-enroll, and show a level of academic achievement that suggests success at Hiram College. Hiram College reserves the right to make the final determination of a student’s admissibility to the College. All offers of admission are conditional upon the receipt of all final transcripts and any other conditions specified at the time of admission. Hiram College reserves the right to revoke offers of admission to students who do not successfully complete their final semester(s) of enrollment following the offer of admission or whose level of academic achievement varies significantly from their record at the time of the offer of admission. Students who have been admitted to the College are required to pay a non-refundable financial deposit and submit written intent of their desire to accept their offers of admission by deadlines given to them at the time of the offer of admission. Failure to do so may result in the revocation of the offer of admission without notice. Transfer students should contact the Office of Admission, located in Teachout Price Hall, at 800.362.5280 or visit us at admission.hiram.edu/ for information about visiting Hiram College and obtaining up-to-date application information.

Deferred Admission

Students who do not wish to enroll in college directly after graduation from secondary school may wait one year before entering Hiram. Upon notification of acceptance, students should submit the non-refundable deposit and indicate that they would like to defer admission. Hiram will then reserve a place for them for the following academic year.

Advanced Placement

Hiram College accepts credit from Advanced Placement and College Level Examination Program subject examinations. The scores that must be obtained to earn credit are available from the Office of the Registrar, or at www.hiram.edu/registrar. Your Hiram College admission counselor may also assist you in obtaining these scores upon request.

International Baccalaureate Placement
Applicants who have received an International Baccalaureate Diploma and students receiving scores of five or greater on individual Higher Level examinations will be granted credit and advanced course placement. Please visit www.hiram.edu/registrar for more information.

**Post-Secondary Enrollment Credit**

Students who participate in Ohio's post-secondary enrollment (PSEO) options or similar programs in other states where high school students enroll in college courses for credit prior to obtaining a high school diploma should supply official transcripts to the Admission Office from any and all colleges and universities they attended. Students may receive Hiram College credit for this coursework subject to Hiram’s transfer credit policies. These students are to apply to Hiram College as First-Year students and not as transfer students. High school students who wish to pursue post-secondary enrollment at Hiram should contact the Admission Office. Generally, Hiram accepts students into the PSEO program who have the following qualifications:

- Mastered secondary school coursework up through the 10th grade level with a 3.0 GPA or better in a college preparatory curriculum
- Recommendation from HS Teacher and/or Counselor

Course selection and registration for admitted Post-Secondary students at Hiram will be determined by the Associate Dean’s Office. Sophomore (10th grade) students are limited to a maximum of two (2) courses per semester. Junior and Senior (11th and 12th grade) students may take up to 12 credit hours per semester.

**Financial Aid at Hiram**

**FINANCIAL AID at HIRAM COLLEGE**

Hiram College’s financial aid program enables qualified students with financial need to attend Hiram. We believe that all families should be willing to invest in the students’ Hiram education by using financial resources, educational loans, and student employment. Hiram supplements loans and employment with scholarships and/or Hiram College Grants. Financial aid awards at Hiram are generally a combination of loans, work-study, scholarship, and need-based grants.

Financial need is the primary criterion considered in awarding aid. Need is defined as the difference between the total cost to attend Hiram and the amount your family can reasonably be expected to pay. The cost of attending Hiram includes tuition, fees, room and board. The actual costs for 2012-2013 are outlined in the "2012-2013 Fees and Charges" section of this catalog. The Free Application for Federal Student Aid (FAFSA) is used to determine each family’s ability to pay for college expenses. The FAFSA takes into account various factors, including parental income and assets, student’s savings and summer earnings, family size, parents’ age, and other children in college. All financial aid awards are made on a one-year basis; each year a new FAFSA is used to determine eligibility for aid. A student receiving aid at the time of admission to Hiram may expect to continue receiving assistance as long as financial need continues, financial aid resources are available, and a satisfactory academic progress is made. If financial need rises during your college career, your application will be re-evaluated and provided financial aid resources are available, you may see an increase to your financial assistance. Financial assistance can also decrease if there is a reduction in your financial need. The FAFSA provides the specific family and financial information used to calculate the family contribution and financial aid for each student.

Upper-level students who were not awarded need-based aid when they entered Hiram may apply for and receive aid if they demonstrate financial need and if funds are available.

The Higher Education Opportunity Act requires each institution to provide certain consumer information, which is made available annually online each fall. Instructions on how to access the information can be found in the Financial Aid Handbook, available on the Hiram College Financial Aid webpage www.hiram.edu/financial-aid/documents-and-resources or in printed form upon request by calling the Financial Aid Office at 330-569-5107.

**How to Apply**

By submitting the FAFSA you will be considered for programs administered by the College for which you are eligible except for merit-based scholarships. All financial aid applicants should submit the FAFSA to the federal processor and can apply online at www.fafsa.ed.gov. There is no fee for submitting the FAFSA. In addition, new and transfer students must also be accepted for admission to Hiram in order to receive a financial aid
offer. FAFSA filing priority deadlines are February 15 for new students and June 1 for returning students. FAFSA applications received after these priority deadlines are reviewed on a rolling basis and may be subject to reduced aid eligibility.

**Tuition Guarantee**

The Hiram College Tuition Guarantee ensures that the annual cost for tuition will not increase for the four years a student is at Hiram. While students at other institutes of higher education are never certain what type of annual tuition increase they will encounter, Hiram students will know: there will be no increase. For information, visit [www.hiram.edu/tuitionguarantee/](http://www.hiram.edu/tuitionguarantee/).

**Academic Progress and Financial Aid Eligibility**

Students must make academic progress towards completing their degree to continue being eligible for all sources of financial aid. This policy is separate from the college’s academic standing policy monitored by the Academic Review Board (ARB).

In general, students must maintain a 2.0 cumulative GPA and successfully complete 67% of the cumulative credits attempted. Students eligible for the Choose Ohio First Scholarship must maintain a 3.0 cumulative GPA. Academic progress is reviewed on a semesterly basis and failure to meet this requirement can result in the loss of all financial aid. Detailed information is available in the Financial Aid Handbook, available online at [www.hiram.edu/financial-aid/documents-and-resources](http://www.hiram.edu/financial-aid/documents-and-resources) or by contacting the Financial Aid Office.

**Hiram College Grants (need-based)**

Hiram College Grants are awarded on the basis of financial need. Funded by the College, they are renewable if financial need continues and if satisfactory academic progress is made. All students who wish to receive College Grants must reapply annually through the FAFSA. Students filing the FAFSA after the published priority deadline have the potential to lose financial aid. Please check the Hiram College Financial Aid Handbook for specific deadline dates at [http://www.hiram.edu/admission/financial-aid](http://www.hiram.edu/admission/financial-aid).

A portion of the funding for the Hiram College Grant is provided by the generous contributions of alumni, friends of Hiram College, and others. You may find that all or a portion of your current Hiram College Grant may take a more visible form as a named scholarship during the academic year. Also, as Stafford loan eligibility increases, you will be expected to borrow more and your Hiram College Grant may be decreased by this increased loan availability.

**Hiram College Scholarships (merit-based)**

For eligible incoming freshmen and transfer students accepted into the Traditional College, Hiram College offers merit scholarships of varying monetary value. These scholarships are awarded on the basis of academic excellence.

**Federal Pell Grants**

Pell Grants were established by the Higher Education Act of 1972. Grants range from $400 to $5,550, but the actual amount available each year depends on congressional action. Eligibility is determined by the federally determined EFC after completing the FAFSA and the award amount is based upon the Federal Pell Grant chart issued for the specific award year by the Department of Education. For the 2012-2013 academic year, student’s whose EFC is between 0 and 4995 are eligible for a Federal Pell Grant, provided they are enrolled full-time. Students that are enrolled less than full-time will have their Federal Pell Grant prorated.

**Federal Supplemental Educational Opportunity Grants**

Supplemental Educational Opportunity Grants, funded jointly by the federal government and Hiram College, are designed for Pell-eligible students who would be unable to attend college without the assistance of the grant. Eligibility is determined through the FAFSA.

**State Grants**

**Ohio residents**: Students who are residents of Ohio may be eligible for grant and scholarship funding from the Ohio Board of Regents. The main grant that many Hiram students are eligible for is the Ohio College Opportunity Grant. This grant is provided by the State of Ohio to high need students and range in value up to $2,280 for full-time
enrollment. The grant is prorated for students attending less than full-time. A listing of all current programs offered through the State of Ohio is available online at http://students.ohiohighered.org/paying/state-scholarship.

Non-Ohio residents: Certain other states offer state grant programs which allow their residents to use such grants at out-of-state schools. Some of these states include Pennsylvania and Rhode Island. For further information and to see if your state grant can be used outside of your residential state, contact your high school guidance counselor or local state agency.

Campus Employment

Campus employment is funded by the Federal Work-Study Program and by the College. Students are considered for jobs on the basis of interests, skills, and experience. Federal Work-Study is a need-based employment program and is included as part of a student’s financial aid award. Students not eligible for the federal work-study program still have the ability work on-campus through our campus employment program. Typical employment includes library service, dining hall service, assisting in departments and/or science laboratories, secretarial or clerical work, and campus maintenance. Students receive a bi-weekly paycheck for hours previously worked and can elect to have their earnings applied to their student account as it is earned. For job listings via Student Job Central, log on to the Hiram College Portal at http://home.hiram.edu.

Loans

Student loans are available through the Federal Direct Loan Program, which includes Subsidized Loans, Unsubsidized Loans, and PLUS Loans (Parent Loans for Undergraduate Students). These loans are funded and guaranteed through the federal government. When the student completes the FAFSA, their financial aid award letter will include their eligibility for their Stafford Loan eligibility. Parents of interested in applying for the PLUS loan should log on to www.hiram.edu/financial-aid/loan-information.

The Federal Perkins Loans is a revolving fund and is funded by the repayment of previous borrowers at Hiram College. It is awarded to students who show exceptional need and will be included as part of the student's award letter if he or she is eligible.

In addition to the federal loans, Hiram College administers two special-use college loan programs: the Kennedy Loan Fund and the Trustee Loan Fund. Both of these loan funds are used as “last dollar” funds, after all other loan options have been exhausted and/or denied. Information regarding these loans, including further eligibility criteria and application process, can be obtained from the Financial Aid Office. All of these loans have different eligibility requirements, interest rates, repayment rates, etc., and regulations governing their use change frequently. Current information is available from the Financial Aid Office, on our website (www.hiram.edu/admission/financial-aid), and in the Hiram College Financial Aid Handbook.

2012-2013 Fees and Charges

Each year, financial resources are assessed to determine the level of funding necessary to provide a quality education for those attending Hiram. A substantial financial aid program is maintained to assist and encourage students of limited means. A sizeable amount of each student's cost is borne by the College through the income from its productive endowment, accumulated through years of giving by alumni, trustees, and friends. Every effort will be made to operate within the fee schedule printed below, but the College retains the right to adjust fees when, in the judgment of the Board of Trustees, such action is necessary. The following charges are effective only for the 2012-2013 academic year.

Tuition, Room, Board, and Fees

The Hiram College Tuition Guarantee ensures that the annual cost for tuition will not increase for the four years a student is at Hiram. While students at other institutes of higher education are never certain what type of annual tuition increase they will encounter, Hiram students will know: there will be no increase. For information, visit www.hiram.edu/traditional/tuition-guarantee.

Tuition is charged on class cohort for 12-18 credit hours per semester. Tuition for the 2012-2013 academic year is $29,065.00. Part-time students will be charged on a course-hour basis.

Room and Board Traditional Board Plan
- Room rates range from $4,300 to $7,400 for quads to singles. The meal plan is $4,940 per school year.
Student Health Insurance
• $1432.00/year (Can be waived with proof of insurance submitted prior to the bill due date for the fall semester).

General Fee
• Based on class cohort.

Refund Policy
Under certain circumstances, students are granted refunds for tuition, room, and board. These circumstances will be evaluated only after a student’s written request to withdraw completely from enrollment has been approved by the Dean of Students and the Academic Dean, and after both offices have certified this withdrawal. The refund policies for tuition, room, and board are explained in the following sections.

Tuition
The amount of the tuition refund is calculated based on total withdrawal from all courses and the time of official withdrawal from all courses during the enrollment period.

Room and Board
All students at Hiram College must sign a contract for room and board and submit a deposit, unless they have permission to commute. For the Fall semester, a student may cancel his or her room and board contract upon permission from the College without loss of the deposit prior to June 15. After June 15, a room will be reserved for the student for the full academic year and the deposit becomes non-refundable. If a student should withdraw during the semester, refunds for the semester charges will be made on a pro-rated basis. A schedule of these refund amounts is available in the Office of Residential, Citizenship, and Commuter Education or the Dining Service Office.

Summary
The refund policy of the College is that which is stated above and is the policy in effect for the academic year 2012-2013. Specific refund dates and policies are subject to change. Refunds of financial aid from the federal and state programs are governed by their respective regulations. Hiram College complies with all federal and state regulations mandating specific refund calculations and procedures. This includes new federal requirements under the Code of Federal Regulations. Copies of federal and state controlling documents are available from the Student Financial Aid Office. Additional student consumer information regarding refund calculations is detailed in the Hiram College Financial Aid Handbook. This handbook is available in the Student Financial Aid Office and on the Hiram College Financial Aid Web site at http://www.hiram.edu/admission/financial-aid.

Payment Regulations
Bills and notices are sent directly to the student's permanent address in his or her name. Requests to have bills sent to an address other than their permanent address or to another person must be made in writing to the Registrar’s Office. Total payment for the term must be made or an installment payment plan arrangement completed prior to the due date for each semester. Financial aid credit is applied proportionately to each payment period. Payments not made when due are subject to penalties on the unpaid balance after the due date. The penalties are stated under “Non-Refundable Fees.”

Any federal financial aid disbursed to the student’s account before the beginning of the enrollment period should be considered as estimated.

Tuition Guarantee
The Hiram College Tuition Guarantee ensures that the annual cost for tuition will not increase for the four years a student is enrolled at Hiram. While students at other institutes of higher education are never certain what type of annual tuition increase they will encounter, Hiram students will know: there will be no increase. For information, visit www.hiram.edu/traditional/tuition-guarantee.

Tuition Payment Plans
Hiram College has installment payment plans available. The Hiram payment plan allows for 8 payments spread over 10 months. Information will be sent with initial billing for the semester on all these plans. For additional information, please contact Student Accounts at 330.569.5114.
STUDENT REGISTRATION

Registration Policy for Traditional Students

Under the Hiram Semester Plan, each 15-week Fall and Spring semester is divided into two sessions: one session comprised of 12 weeks and one session of 3 weeks. Each session, 12-week and 3-week, is an integral component of the 30-week academic calendar year.

All students must register for classes during the scheduled registration period each semester. Prior to this official registration, students must meet with their faculty advisors during the scheduled conference period for Advisor Conferences to plan their academic work for the coming term.

Students have the first two weeks of the 12-week session to add/drop a course and the first three days of the 3 week session to add/drop a course without receiving a grade of W (withdrawal) or paying an add/drop fee. Students must obtain the instructor’s signature of the course they wish to add or drop during the first two weeks of the 12-week session for a 12-week course and during the first three days of the 3-week session to add or drop a 3-week course. Faculty are not expected to adjust course expectations for students who add a course after the beginning of a session nor, in all cases, admit them to the course. A student who wishes to register for more than 20 hours in a semester must receive permission from the Dean of the College.

Students are responsible for completing all course requirements. A student must be registered for a course through the Registrar’s Office in order to earn academic credit. After registration, any changes in schedule must be made in accordance with the College’s add/drop policy.

All students are required to engage in one three- or four-hour course or an approved equivalent course block during the 3-week session in each semester that they are enrolled at Hiram College.

Graduating seniors who have completed all requirements for graduation at the end of the final 12-week session of their senior year are not required to register for course work in the subsequent 3-week session.

Only those students who are registered for a minimum of three credit hours of approved course work may reside in the residence halls during 3-week sessions. Requests for an exception to this policy must be made to the Office of Residential, Citizenship, and Commuter Education.

Furthermore, students must receive written permission by the Associate Dean of the College (written on an add slip provided by the Associate Dean) to register for more than four semester hours during the 3-week session.

Traditional Students Registering for Weekend College (WEC) Courses

During the 12-week session, traditional students with junior or senior standing and a minimum 2.0 GPA may take one WEC course on a space available basis and with permission of the Associate Dean of the Weekend College. Students who wish to take WEC courses must go to the WEC office (H205) and complete an interest form. If the WEC hours place a student over 20 hours for the semester, they must receive permission from the Dean of the College.

When registration for Weekend College students is complete, traditional students will be notified if they have been accepted in the course they requested. If so, they must return to the WEC office to complete the registration process. Currently, there is no on-line registration for WEC courses except for summer term. It is the College’s policy that traditional students may not take a three-week course in the Weekend College except in very unusual circumstances.

Course Withdrawal Policy: 12-week session

A student may withdraw from a course within the first two weeks of each 12-week session. The student’s transcript would not reflect their enrollment in this case. After the first two weeks of the session, the student is financially responsible for the course; the course hours will count in the total hours for the semester to determine the tuition charge. If a student withdraws from a course between the beginning of the third week and the end of the tenth week, the student’s transcript would reflect a grade of “W” (withdrawal) for the
Withdrawing from a course with a "W", regardless of the reason (whether medical, academic, personal, etc.) is the responsibility of the student and must be done during the appropriate window of opportunity. Requests after this time will not be considered. If the student withdraws from a course after the end of the tenth week of the term, a grade of F will appear on the student's transcript for the course.

Course Withdrawal Policy: 3-week session

A student may withdraw from a course within the first three days of the 3-week session. The student’s transcript will not reflect enrollment in this case. After the first three days, the student is financially responsible for the course; the course hours will count in the total hours for the semester to determine the tuition charge. If a student withdraws from a course between the beginning of the fourth day and the end of the twelfth day, the student’s transcript would reflect a grade of “W” (withdrawal) for the course.

Withdrawing from a course with a "W", regardless of the reason (whether medical, academic, personal, etc.) is the responsibility of the student and must be done during the appropriate window of opportunity. Requests after this time will not be considered. If a student withdraws from a course after the twelfth day, a grade of "F" will appear on the student's transcript for the course.

Credits and Course Numbering

All credits are expressed in semester hours. Thirty credit hours constitute normal progress for one academic year; 120 semester hours of academic credit are required for graduation. Most courses carry three or four hours of credit. Science courses, introductory language courses, and some other courses meet for additional laboratory, clinical, or other special instruction.

Courses numbered 100-199 are normally freshman-level courses; courses numbered 200-299 are normally First Year and sophomore-level courses; courses numbered 300-399 are normally sophomore- through senior-level courses; courses numbered 400-499 are normally junior- and senior-level courses.

Pass/No Credit Regulations

Courses taken to fulfill requirements for graduation within a student’s major, minor, or core curriculum requirements cannot be taken Pass/No Credit. Pass/No Credit (P/NC) credit may be earned in two ways:

1. Some courses are only offered on a pass/no credit basis. For a course to be offered P/NC, a faculty member’s request must be approved by the faculty, and the course must be so designated on the course schedule;

2. Students may elect, at the time of registration, to take a regularly graded course on a Pass/No Credit basis. Students must complete an add slip and a pass/no credit registration form in the Registrar’s Office. Students may change the grade mode of a course from a letter grade to P/NC, or vice-versa, ONLY during the first two weeks of the twelve-week session or during the first three days of the three-week session. Absolutely no changes from a Pass/No Credit to a letter grade or vice-versa will be permitted after these deadlines.

If the course is taken P/NC, the faculty submits a P or NC; the grade of P is recorded if the student receives a C- or better in the course, and the student is awarded credit hours which will be counted in the hours earned towards graduation. However, there will be no effect on a student’s grade-point average. If a student receives a grade of NC for a course, no hours will be awarded.

If available, letter grades are revealed only to other colleges and universities in the event they should require them for the transfer of credit or admission, or to prospective employers, and then only at the request of the student. Students are permitted to know the letter grade for courses taken P/NC and should contact the faculty member of the course for this information. Students preparing to attend professional or graduate schools are reminded that excessive use of the P/NC option may endanger admission or the granting of graduate fellowships.

Students may elect to take only one P/NC course per semester. Study Abroad trips cannot be taken Pass/No Credit. Students, with the exception of transfer students, may take a maximum of twenty semester hours under the Pass/No Credit option. Transfer students may take a maximum of 1/6 of their Hiram course work under the P/NC option.

Auditing of Courses

Hiram College courses may be audited with the permission of the instructor and are
subject to class size or space restrictions. Students must formally register for the course either on-line or with an add slip, and complete an audit registration form in the Registrar’s Office. It is important to note that audited courses do not provide credits toward graduation. An audit fee is charged per credit hour; the student is subject to all the general college policies on withdrawal and refunds.

Students may change the grade mode of a course from a letter grade to an audit, or vice-versa, ONLY during the first two weeks of the twelve week session or during the first three days of a three week session. Absolutely no changes from an audit to a letter grade or vice-versa will be permitted after these deadlines. Students are expected to fulfill regular attendance expectations and perform any additional tasks stipulated by the instructor. If these conditions are satisfactorily met, the audited course will be recorded on the student’s official transcript with the mark of AU (Audit). If these conditions are not met, the student will receive a mark of ANC (Audit No Credit).

**Non-Degree Hiram College Students**

Non-degree seeking students at Hiram College are eligible to enroll in any of the courses offered if they have met the prerequisites.

**STUDENT ACADEMIC RESPONSIBILITIES AND PERFORMANCE**

**Class Attendance**

Class attendance policy is the prerogative of the individual instructor, and responsibility for class attendance rests with the student. A student who is absent from class for any reason is responsible for arranging with the instructor to make up the work missed. When academic activities or class trips cause students to be absent from classes, the professor responsible for the activity will give the names of all students involved in the activity to the Office of the Dean of Students. Student athletes should consult the Student-Athlete Policy Manual regarding missing class for intercollegiate practices and meets.

**Academic Honesty**

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College. There are many forms of academic dishonesty, including the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process.

Faculty members and librarians are expected to report all instances of academic dishonesty to the Associate Dean of the College, who will provide advice on an appropriate action.

**Plagiarism**

The most common form of academic dishonesty is plagiarism. An essay or term paper is designed to develop a student’s own ability to think clearly and critically about a subject and to express ideas fluently. Similarly, a laboratory report is designed to develop a student’s capacity to record observed phenomena and to interpret them correctly. A creative work in the arts is intended to demonstrate the student’s own creative abilities. If a student confounds these purposes by receiving unacknowledged assistance from an outside source, he or she is guilty of plagiarism. To avoid any suspicion of plagiarism, students should acknowledge any work not their own; in other words, any language, illustration, information, or diagram which is not original must be documented.

Hiram College expects students to develop a thorough understanding of what constitutes plagiarism and to avoid it in all forms of campus communication. When plagiarism occurs
in work required for a course, it is particularly serious and becomes a reportable offense. Hiram College’s plagiarism policies are equally binding on both rough and final drafts.

Students must assume that collaboration in completion of assignments is prohibited unless explicitly specified by the instructor. Students must acknowledge any collaboration and its extent in all submitted work. This applies to collaboration on editing as well as collaboration on substance. (This statement is not intended, however, to discourage students from forming study groups.)

There are two categories of plagiarism offenses. Category I includes instances of plagiarism in which there is clear intent to falsify, mislead, or misrepresent another’s work as one’s own. An obvious example would be an attempt to hide the source of plagiarized material by not even including it in the paper’s bibliography. Category II includes instances in which there is not clear intent. Instead, there is evidence that the student made a simple mistake in citation, or did not fully understand what constitutes plagiarism. The process for dealing with cases of plagiarism is intended to facilitate the development of the student as a scholar who practices academic honesty. First offenses involve a penalty left to the discretion of the instructor and the Associate Dean. Students are expected to learn from these mistakes and, therefore, there is less tolerance for subsequent offenses.

Cases of plagiarism are handled in the following ways:

- The course instructor judges whether the offense is Category I or II.
- All cases of plagiarism are reported to the Associate Dean of the College who will maintain a database of plagiarism cases.
- For first-offense, Category II cases involving an underclass (not a senior) student, the course instructor has the option of allowing a makeup of the paper or assignment, coupled with a penalty. These cases do not require a conference with the Associate Dean and the student.

All other cases require a conference with the Associate Dean.

- Category I cases, even if first offense, may result in an F in the course.
- A pattern of Category II offenses, or any second offense, will usually result in a suspension from the College.
- Records of plagiarism are kept by the Associate Dean. The student’s advisor (for traditional students) or the Weekend College Dean (for WEC students) is informed of the results of plagiarism cases.
- Appeals of plagiarism case decisions may be made to the Dean of the College.

**Undergraduate and Graduate Grading System**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Point Value</th>
<th>Description of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00 points per hour</td>
<td>Excellent (undergraduate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Superior (graduate)</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 points per hour</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33 points per hour</td>
<td>Very Good (all levels)</td>
</tr>
<tr>
<td>B</td>
<td>3.00 points per hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67 points per hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33 points per hour</td>
<td>Satisfactory (undergraduate)</td>
</tr>
<tr>
<td>C</td>
<td>2.00 points per hour</td>
<td>Below Average (graduate)</td>
</tr>
<tr>
<td>C-</td>
<td>1.67 points per hour</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.33 points per hour</td>
<td>Poor (undergraduate)</td>
</tr>
<tr>
<td>D</td>
<td>1.00 points per hour</td>
<td>Not awarded (graduate)</td>
</tr>
<tr>
<td>D-</td>
<td>0.67 points per hour</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 points or credits</td>
<td>Failure (all levels)</td>
</tr>
<tr>
<td>I</td>
<td>not computed</td>
<td>Incomplete</td>
</tr>
<tr>
<td>NR</td>
<td>not computed</td>
<td>Grade Not Reported</td>
</tr>
<tr>
<td>W</td>
<td>not computed</td>
<td>Withdraw</td>
</tr>
<tr>
<td>AU</td>
<td>not computed</td>
<td>Audit</td>
</tr>
<tr>
<td>ANC</td>
<td>not computed</td>
<td>Audit No Credit</td>
</tr>
<tr>
<td>P</td>
<td>not computed</td>
<td>Pass/No Credit Pass</td>
</tr>
<tr>
<td>NC</td>
<td>not computed</td>
<td>Pass/No Credit No Credit</td>
</tr>
</tbody>
</table>

The mark F means failing work; it is computed in the grade-point average. The course must be repeated at Hiram College if the student is to receive credit. Successful repetition of the
work does not remove the original grade from the transcript but does remove the F from the student's grade-point average. The grade earned from the most recent enrollment in a repeated course is computed in the student's grade-point average. The mark P indicates passing work (grade of C- or higher) without specific reference to quality; it is not included in the grade-point average. The grades NC (no credit), AU (audit), ANC (no credit in audit course), and I (incomplete) are not included in the grade-point average. The NR (grade not reported) is not included in the grade-point average and is only assigned by the Registrar's Office in cases where no grade has been reported by faculty.

**Grade-Point Average**

To determine a student’s grade-point average, the total number of points earned is divided by the total number of graded hours attempted, which are also known as GPA hours. Thus, a student taking 30 hours of work and earning 90 points would have a grade-point average of 3.00. Grades of W, P, NC, ANC, I, and NR are not included in this computation. When a course is repeated, the grade from the most recent enrollment in the course is the grade included in the student's grade-point average. See each academic department for procedures to determine grade point average in departmental majors.

**Course Repeat Policy**

While there is no institutional limit to the number of times a student can repeat a course, students should be aware of the following policies which include new federal financial aid regulations regarding repeated courses:

- The grade and credits earned from the most recent enrollment in a repeated course is computed in the student’s cumulative grade-point average.
- The original grade remains on the transcript with a notation that it has been excluded from the student’s term and cumulative grade-point average, while the most recently earned course grade and credits will be noted as included. The original credits are also excluded from the term and cumulative earned credits.
- For students who are eligible for financial aid, there is a limit to how many times financial aid will pay for repeating a course. If a student has failed a course, he/she may continue to receive financial aid to retake the course until a passing grade has been earned: a minimum passing grade of D- would be needed for a non-major course, while a higher grade may be needed to pass a course as required by a department for a major. If a student is retaking a course which they have already passed, he/she can retake the course once and receive financial aid for it. After that, it will no longer count in the semester hours to determine enrollment status for financial aid purposes (e.g. full-time status). For more information, please see the Financial Aid Handbook (www.hiram.edu/finaid/financialaiddocuments.html) or call the Financial Aid Office at 330-569-5107.

**Incomplete Grade Policy**

The Incomplete (I) mark indicates work incomplete for reasons beyond the student’s control. Normally, the student will have completed at least 75 percent of the course work. The student and instructor jointly file the Incomplete Grade Contract which states the reasons for the incomplete and sets a precise deadline for completion of the work. The Incomplete Grade Contract is available from the Registrar's Office and through Faculty Portal.

Upon expiration of the contract, which may not exceed one calendar year, the instructor is obliged to record a permanent grade determined by the degree to which course requirements have been met. If no grade is reported by the instructor, the incomplete grade is permanently recorded as an F. Upon graduation, all course work listed on a student’s transcript must have a grade. Any incomplete course work must be assigned a grade by the instructor. If no grade is reported by the instructor, the incomplete grade is permanently recorded on the student's transcript as an F.

**Change of Grade**

The grade submitted to the Registrar by the faculty member is regarded as the final mark in a course. A grade cannot be changed unless the faculty member requests it, and then only with permission of the Academic Review Board. There will be a one-year time limit for challenging a grade, after which students forfeit their right to petition to change their grades unless extraordinary circumstances intervened.

**Grade Appeal Process**

Students may equate effort exerted on course projects with appropriate grades. Faculty, however, are professional educators charged with assessing the quality of student work, irrespective of student effort. Misunderstanding of what grades measure may lead to student disagreements with faculty regarding final grades.
Students with questions about a grade received on an individual assignment should discuss that grade with the instructor. Students with questions about a final grade should contact the instructor to ensure the accuracy of the recorded grade. If the instructor agrees that a grade change is warranted, the instructor will take the case to the Academic Review Board (ARB). If, after discussion with the instructor, the student still believes that his or her grade resulted from prejudicial, capricious, or otherwise unjust evaluation, he or she may appeal using the following process and timeline.

1. Step One, to occur within 10 working days of official grade posting on Web4student: The student sends a formal letter of appeal to the instructor stating the rationale for the appeal and meets with the instructor to discuss the grade.
2. Step Two, to occur within 13 working days of official grade posting on Web4student: If the issue is not resolved, the student may appeal to the department chair, or, if the department chair has issued the grade in his or her faculty capacity, to the associate dean.
3. Step Three, within 15 working days of official grade posting on Web4student: If resolution is not reached within the department after every effort has been made, the student may write a formal letter of appeal to the associate dean stating the rationale for the appeal and request a hearing before the associate dean.
4. Step Four, with 18 working days of official grade posting on Web4student: The associate dean, in consultation with the chair and the instructor, will make a final decision.

Documented extenuating circumstances may alter the timeline stated above.

This process is designed to protect both the student, whose voice needs to be heard, and faculty, whose expertise needs to be trusted.

**Departmental Honors**

Graduating seniors may receive Departmental Honors if they meet the following criteria:

- An overall grade-point average of at least 2.80 and
- A departmental grade-point average of at least 3.60 and
- A sum of grade-point average (1 and 2) which equals 6.80
- Further requirements for departmental honors such as papers, examinations, performances, or productions. These will be determined by each department conferring the honors.

In addition, the student must be recommended by the department for these honors.

**Graduation with Honors**

Students may graduate cum laude, magna cum laude, and summa cum laude from Hiram College. Students who receive one of these honors are judged on the basis of cumulative grade-point average. The minimum grade-point requirements are 3.50 for *cum laude*, 3.70 for *magna cum laude*, and 3.90 for *summa cum laude*. Summa cum laude will be awarded only on the basis of an academic record with no more than three Pass/No Credit courses for a total of 12 semester hours, elected by the student. Summa cum laude will be awarded to transfer students only on the basis of no more than two Pass/No Credit grades elected by the student under the Pass/No Credit option.

**Honor Societies**

Hiram College has local chapters of many nationally organized honor societies. Each of these in its own right reflects the seriousness of academic pursuits. Together they exemplify the liberal arts tradition of honoring academic excellence in Hiram College students.

**Phi Beta Kappa** membership has long been recognized as the highest distinction an individual can receive for scholarly excellence in undergraduate studies in the liberal arts and sciences. It is a distinctive honor for an institution to be awarded a Phi Beta Kappa chapter. Since the founding of Phi Beta Kappa in 1776 at the College of William and Mary in Williamsburg, Virginia, only 280 additional colleges and universities have been deemed worthy of sheltering a Phi Beta Kappa chapter.

The Hiram College Chapter, designated Mu of Ohio, was instituted in the spring of 1971 and elected its first class of twenty seniors and two juniors in May of that year. The Chapter is an organization that exists independently of the College and is composed of professors, staff, and students. Admission to Phi Beta Kappa always represents a judgment by the Chapter about the quality of a student’s work at Hiram. Students who wish to be considered for Phi Beta Kappa must take courses in a broad range of liberal studies, including substantive work in the humanities, natural sciences, and social sciences. The national organization of Phi Beta Kappa requires that all candidates study mathematics.
and a foreign language to a level commensurate with a liberal education.

Criteria for membership in the Hiram chapter include a GPA of 3.7 or above (though students with GPAs of 3.6 or above who have extraordinary breadth may be considered); effective for the graduating class of 2015, the foreign language requirement is four semesters or through 10400. For students graduating before 2015, the foreign language requirement remains at 10300; and at least one college level mathematics course (determined by consultation with members of the Department of Mathematical Sciences to exclude Mathematics 10100-19700). Courses of a pre-professional or vocational nature (i.e., accounting and related courses, music or theater performance, education methods courses, studio art, practica) cannot be considered in determining eligibility for Phi Beta Kappa. Any questions should be directed to the Secretary, Laura Gorretta.

Alpha Society membership is one of Hiram’s highest scholastic honors. Its members receive public recognition each year. Membership is limited to students who have completed 12 or more hours of graded course work at Hiram College and whose cumulative grade-point average is 3.75 or better.

Dean’s List is awarded each semester to students who, during the semester, complete 12 or more hours of graded course work at Hiram College with a semester grade-point average of 3.6 or better.

Kappa Delta Pi is a national education honor society of men and women devoted to the teaching profession. The purpose of Kappa Delta Pi is to promote excellence in and recognize outstanding contributions to education. Students who have reached junior standing, have maintained a 3.25 or better cumulative and education grade-point average, and have at least 12 semester hours of Professional Education courses are eligible for membership.

Lambda Pi Eta is a national communication honorary established at Hiram College in 1998. Membership is determined by an overall GPA of at least 3.00, a GPA in communication courses of at least 3.25, junior standing, and a ranking in the top 35 percent of the class.

Omicron Delta Kappa, a national leadership honor society, was established at Hiram College in 1962. Juniors and seniors elected to membership hold responsible positions on the campus, have gained the respect of the student body for the quality of their achievements, and rank in the top 35 percent of their class.

Phi Alpha Theta is the national history honor society. Hiram College’s chapter, Alpha Iota Pi, was established in 2001. Membership is open to students who have achieved a minimum of a 3.1 average in at least 12 semester hours of history courses, have attained a minimum of a 3.0 average in all other courses, and are in the top 35 percent of their class.

Degree Completion Requirements

Hiram College students are candidates for a Bachelor of Arts degree, which requires completion of 120 or more semester hours, or a Bachelor of Science degree in Nursing, which requires 135 or more semester hours. Graduate students who are candidates for a Master of Arts degree in Interdisciplinary Studies are required to complete 36 semester hours.

Both the BA and the BSN degrees require a cumulative grade-point average of at least 2.00. In addition, students must attain a cumulative grade-point average of 2.00 in their major field of study and minor field (where applicable). Each department calculates departmental GPA differently; please check with the Department Chair for the particulars. The degree is awarded upon successful completion of all coursework and fulfillment of all requirements. We consider each student to be responsible for fulfilling the current graduation requirements. Faculty advisors and the Registrar’s Office can provide assistance in explaining the graduation requirements.

In addition to meeting the above degree completion requirements, all traditional undergraduate Hiram College students must complete a major (a minor is not required) and fulfill the Core Requirements included in the following General Education Requirements:

- First-Year Colloquium
- First-Year Seminar or Writing Seminar
- Core Curriculum Requirements: Creative Methods (CM), Interpretive Methods (IM), Modeling Methods (MM), Experimental Scientific Methods (SM), Social and Cultural Analysis Methods (CA), Experiencing the World (EW), Understanding Diversity in the United States (UD), Meaning, Ethics, and Social Responsibility (ES).
The Interdisciplinary Requirement

The Foreign Language Requirement (Effective Fall 2012 for all New Students)

Capstone Experience

For more detail on each requirement, please see Academic Program: The Hiram Plan section.

Time to Degree Completion

Degree requirements that are in effect when the student enters Hiram College will remain in effect for the student during the five-year period from his/her date of entrance. However, after an absence from the College for more than one year, the student may be required to continue under different graduation requirements. Moreover, any special arrangements for meeting the degree requirements may be withdrawn after a five-year period. Questions regarding graduation requirements for traditional students after readmission to the College should be directed to the Registrar.

Senior Requirements: Residency and Graduation Application

The work of the senior year (the final 30 hours) must be completed at Hiram College or in a program approved by Hiram College. Any exception requires approval of the Associate Academic Dean of the College. A formal application for graduation must be filed with the Registrar at least one full semester before degree requirements will be completed. Students may petition to graduate for either August (summer semester), December (fall semester), or May (spring semester). Graduating seniors are expected to attend commencement exercises in May unless other arrangements are made with the Registrar. For summer and fall graduates, attendance at commencement is expected at the May ceremony in the year following August and December graduation.

Additional Hiram College Bachelor’s Degree

Hiram graduates who have already received either the B.A. or the B.S.N degree may wish to obtain the other bachelor degree. Students interested in pursuing this must adhere to the following graduation requirements:

- Students who have completed a Hiram College bachelor’s degree and thus all general education requirements within the last five years may be exempt from completing general education requirements for their second Hiram bachelor’s degree. All requirements for the major of the second bachelor’s degree must be completed as well as maintaining a major and cumulative grade point average of 2.00. Major requirements are set by each academic program. Therefore, students should consult with an advisor in the major on requirements for the major.
- Students returning to Hiram for their second bachelor’s degree and who have been away from the College for five or more years may be required to follow the College’s Core Curriculum general education requirements. Questions regarding status of general education requirements should be directed to the Registrar’s Office.

Students pursuing both a Hiram B.A. and B.S.N simultaneously must complete all requirements for each major, earn a 2.00 cumulative grade point average as well as a 2.00 grade point average in each major, and fulfill all general education requirements.

Additional Hiram College Major or Minor after Hiram College graduation

Hiram graduates who wish to return to Hiram to complete an additional major or minor may do so by contacting the Office of Professional and Graduate Studies. In most cases, students returning to complete an additional major/minor will not be eligible for financial aid. Questions regarding financial aid should be directed to the Financial Aid Office.

Commencement Ceremony Participation

Only students who have successfully completed all of their graduation requirements from Hiram College before commencement in May are permitted to participate in the commencement ceremony each year in May. Other students who have not successfully completed all their graduation requirements are encouraged to complete them and participate in the following year’s commencement exercise. The degree is officially awarded upon successful completion of course work and fulfillment of all academic requirements, and can be awarded in August, December, and May.

Academic Standing

All policies, procedures, and standards regarding Academic Probation, Suspension, and Readmission after Suspension are determined by the Hiram College Academic Review Board (ARB). The ARB consists of eight voting faculty members and additional non-voting resource staff, including representatives from the offices of the Academic Dean and the
Any student whose cumulative Grade Point Average (GPA) is below 2.00 does not meet the academic standards of the college and is subject to Academic Probation or Suspension.

**Traditional Students in their First Semester at Hiram College**

For a traditional student in his or her first semester at Hiram College, the following guidelines are used by the board:

- 0.00–1.24 GPA: The student will be Suspended from the College.*
- 1.25–1.99 GPA: The student receives Probation.

*A request for exemption may be made to the Academic Review Board (ARB@hiram.edu). You may also approach a faculty or staff member to request that they write a letter on your behalf. All petitions and supporting documents must reach the Chair of ARB by 9:00am on the Wednesday prior to the start of spring semester classes or one week before the ARB meeting for the May and August meetings. ARB requests the following information be in your letter:

- For each of your classes in which you performed poorly, explain the reason for your grade. We are looking for specific actions of yours that led to this result, whenever possible.
- Identify the courses you plan to take next semester and provide a plan of action for performing well in the courses.

**All Other Traditional College Students**

A traditional student in his or her second or subsequent semester at Hiram who has a cumulative GPA below 2.00 may be Suspended. If a student has not been suspended, but receives Probation instead, the Conditions of Probation are given below. At the end of each semester, ARB reviews the academic work of all students who are on probation. If a student satisfies all of the Conditions of Probation, then the student will be taken off probation once his or her cumulative GPA is 2.00 or above.

**Weekend College Students**

A Weekend College student:

- With 0 - 9.99 hours of graded course work, whose cumulative GPA is 0.00 – 1.99 will receive an academic warning.
- With 10.0 – 19.9 hours of graded course work: Whose cumulative GPA is 0.00–0.74 is subject to immediate Suspension from the college; whose cumulative GPA is 0.75–1.49 may be Suspended. While on Probation, the student will not be required to take a specific number of credit hours per semester (see Condition 1 below). All other requirements are the same as for Traditional College students; whose cumulative GPA is 1.50-1.99 will receive an Academic Warning.
- With at least 20 hours of graded course work, whose cumulative GPA is 0.00-1.99 will be placed on Probation. While on Probation, the student will not be required to take a specific number of credit hours per semester (see Condition 1 below). All other requirements are the same as for Traditional College students.

**Academic Probation**

A student on Academic Probation must satisfy all of the following Conditions of Probation for each semester that the student remains on Probation.

Each Fall Semester and Spring Semester on Probation:

1. The student must enroll in and complete at least two courses in the 12-week session and one course in the 3-week session. Each of these three courses must carry at least three semester hours of credit, and they must be graded (not Pass/No Credit). The student may not withdraw from any of these three courses (grade of W) nor take an Incomplete in any of these three courses (grade of I).

2. None of the courses chosen for the semester may be courses taken independently (for example, tutorials or 281 courses), nor may be courses already taken for which the grade received was a C or better.

3. The student must achieve a GPA for all courses taken in the semester of at least 2.00. Note that Conditions 2 and 3 above apply to all courses taken in the semester, not just the three courses described in Condition 1.

4. During the first week of each semester that a student is on probation, they are required to make an appointment with Student Academic Services (Hinsdale 101, 330-569-5131, hemphilllj@hiram.edu or saulinenj@hiram.edu) to review the Conditions of Probation and
to discuss strategies for maximizing changes for academic success.

Each Summer Semester on Probation:

1. The student may choose not to enroll in the Summer Session at Hiram. However, if the student does take classes during the Summer Semester at Hiram, he or she must satisfy Conditions 2 and 3 above.

A student who fails to satisfy the Conditions of Probation is subject to Suspension from the college at the end of the semester.

Suspension
A student who has been Suspended once by the Academic Review Board is not eligible or readmission for two semesters (counting the Summer Session). In order to be readmitted, the student must provide to the board convincing evidence that the conditions that led to the Suspension have been effectively dealt with and that he or she now will be able to meet the academic standards of the college. A student who has been Suspended twice by the Academic Review Board is not eligible for readmission for five years.

Requests for Exceptions
A student may request exceptions to these policies. This request must be by written petition to the Academic Review Board. The regular meetings of the board occur in January, May, and August, at the end of each semester. All petitions and supporting documents must reach the Chair of ARB one week before the board meeting. Information about how to contact the Chair or other members of ARB is available at the Associate Dean's Office, Third Floor Hinsdale, 330.569.5126.

Appeals
A student who wishes to appeal an ARB decision must submit a written statement to the Dean of the College within 72 hours after the decision has been communicated. Appeals may be made only on two grounds:

1. The ARB failed to follow its policies and procedures correctly;

2. There is new information that was not available to ARB at the time of the decision.

The Dean will review the case and will make a final decision.

Classification of Students
Designations are made in accordance with the following table:

<table>
<thead>
<tr>
<th>Class Earned</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Years</td>
<td>0 to 23</td>
</tr>
<tr>
<td>Sophomores</td>
<td>24-55</td>
</tr>
<tr>
<td>Juniors</td>
<td>56-89</td>
</tr>
<tr>
<td>Seniors</td>
<td>90 and Over</td>
</tr>
</tbody>
</table>

Enrollment Status
Enrollment status is defined by the number of credit hours a student is enrolled in each semester for purposes of insurance coverage, loan deferments, or any other official certification.

Undergraduate Student Enrollment Status:
- Full Time: 12 or more credit hours
- Half Time: 6-11 credit hours
- Less than Half Time: 5 or fewer credit hours

Graduate Student Enrollment Status:
- Full Time: 8 or more credit hours
- Half Time: 4-7 credit hours
- Less than Half Time: 3 or fewer credit hours

Questions regarding enrollment status should be directed to the Registrar’s Office.

Transient Coursework
A currently enrolled Hiram College student may take courses as a transient student at another accredited college or university. A Transient Student Authorization Form must be completed and submitted to the Registrar’s Office for written approval of the courses prior
to the student registering for the courses. Students must receive a letter grade of C or higher and prior approval in order for the credits to be considered transferable toward their Hiram degree. If courses are to be applied toward a student’s major or minor, written approval from the student’s major department or advisor must be obtained on the Transient Student Authorization Form.

Students who are regularly enrolled in another college or university may register as transient students to take a limited amount of work at Hiram College without becoming candidates for a Hiram degree. Contact the Registrar’s Office or the Office of Professional and Graduate Studies for additional information.

AWARDING OF TRANSFER CREDIT POLICY

SUMMARY OF TRANSFER CREDIT POLICY

Hiram College follows an established policy in the awarding of transfer credit to ensure degree integrity. At the discretion of the Registrar’s Office or the Weekend College, transfer credits are initially accepted to fulfill core curriculum credit or elective credit. Applicability of any accepted transfer credits to a major or a departmental requirement is expressly approved by the individual major departments. A student may transfer in unlimited hours of transfer credit; however, in order to receive a Hiram College degree, the student must complete 60 semester hours at Hiram College. Therefore, students transferring to Hiram should expect to spend a minimum of four semesters to receive their degree. The work of the senior year (the final 30 hours) must be completed at Hiram College or in a Hiram College approved program. Any exception requires approval of the Associate Academic Dean of the College.

Credit hour values transfer; grades do not. Hiram College operates on a semester hour system. Generally, semester hours transfer in equally as awarded by the issuing institution. Please see additional credit hour criteria below for more information. In the case of quarter hours, a quarter hour to semester equation is applied. Quarter hours are divided by 1.5 to provide the equivalent semester hours. For example, a course worth 4 quarter hours converts to 2.67 semester hours. If fractions remain in the total number of hours transferred in, that number is rounded down to the next whole number. For example, if a student transfers in 52 quarter credit hours, 34.67 semester hours remain after the conversion process. The 34 semester hours would be applied to the student's academic record, and the student must successfully earn 86 semester hours in order to graduate.

Progressing towards graduation, transfer students may take a maximum of one-sixth of their Hiram course work under the Pass/No Credit option. For additional Pass/No Credit information, please refer to the "Pass/No Credit Regulations" and the "Graduation with Honors" sections of the catalog.

STATEMENT OF CRITERIA ESTABLISHED BY HIRAM COLLEGE REGARDING TRANSFER OF CREDIT EARNED AT ANOTHER INSTITUTION

When determining transferability of credits, Hiram College follows the guidelines of the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation’s, Inter-Institutional Transfer and Award of Credit guidelines. Therefore, the following three criteria are employed when evaluating transfer courses:

1. The educational quality of the learning experience being evaluated for transfer;
2. The comparability of the level, nature, and content of the learning experience to that offered by the receiving institution;
   • Transfer institution must be fully accredited by a Hiram-approved regional, national, international, or professional accrediting body.
   • Transfer courses must reflect a similar level of rigor to courses listed in the Hiram College catalog.
   • Transfer courses with no corresponding Hiram College course are evaluated based on the general standard of academic content.
3. The appropriateness and applicability of the learning experience to the programs offered by Hiram College, in light of the student’s educational goals;
   • Hiram College reserves the right to deny or award partial transfer credit for courses that do not meet these standards.
   • Only applicable courses, in which the student received a grade of "C" or better, are considered for transfer. This demonstrates that the coursework was completed at a satisfactory level.
   • Courses graded as "P" (Pass) or "S" (Satisfactory) are not accepted unless officially designated as equivalent to a grade of "C" or better by the institution which issued the grade.
   • A maximum of 60 hours of transfer credit may be applied toward the 120 hours that are required to earn a Hiram College degree.
An official transfer credit evaluation requires that an official transcript be received in a sealed envelope (unopened by the student) by the College Registrar’s Office, Admissions Office, or Weekend College. For information regarding international transcripts, please see the Origination of Coursework section below.

- Upon receipt of an official transfer credit evaluation, students who wish to appeal a decision may request that the Registrar’s Office complete a re-evaluation. If, upon completion of the re-evaluation, the student has further concerns, the Dean of the College or the Associate Dean of the College may be asked to make the final determination.

**ACCREDITATION CRITERIA**

Determination of the institutional source and quality of coursework, as reflected by the accreditation held by the originating institution, is the overarching criterion used to assess the eligibility of a course for evaluation and the awarding of Hiram College transfer credit.

Accreditation affords reason for confidence in an institution’s or a program’s purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment. While coursework from both collegiate and non-collegiate originating institutions may be considered in this process, each institution must be accredited by a regional, national, international, or professional accrediting body that is recognized by Hiram College. Coursework from institutions that do not have accredited status are not eligible for evaluation and awarding of Hiram College credit.

A. University Level Institutions

- Consistent with established educational practices, Hiram College evaluates and awards credit for courses at accredited post-secondary institutions (e.g., colleges, universities, community and junior colleges, technical colleges and institutes).

B. Non-University Level Institutions

- On a case-by-case basis, seminars, workshops, training programs and other formal learning experiences provided by non-collegiate agencies and organizations (e.g. Armed Forces, General Motors, licensure through national registries, recognition by foreign ministries of education, etc) may be eligible for consideration in the evaluation process. While some courses may be denied Hiram College credit, other courses may be deferred to the appropriate major department for further assessment and a Pass/No Credit determination. For further information, please see Additional Methods of Gaining Transfer Credit.

C. Other Institutions

- Credits earned at institutions such as proprietary business schools, vocational/technical schools, or other single purpose institutions are not transferable without individual assessment.

**ORIGINATION OF COURSEWORK**

Courses originating from accredited domestic, international, and inter-institutional affiliated institutions may be considered for transfer credit at Hiram College.

A. Domestic Institutions

- The evaluation and awarding of Hiram College transfer credit for coursework originating at U.S. institutions is based on official transcripts. To be eligible for evaluation, coursework must appear on an official transcript from the institution that offered the coursework and initially conferred the credit. Students may be asked to provide additional documentation such as course descriptions, syllabi, etc, for clear determination of applicability.

B. International Institutions

- The evaluation and awarding of Hiram College transfer credit for coursework originating at non-U.S. institutions is also based on official transcripts from the institution that offered the coursework and initially conferred the credit. Students may be asked to provide additional documentation such as course descriptions, syllabi, and certified true copies of translations if the original documents are not in English.

C. Inter-institutional Affiliations

- Coursework originating at a branch or regional campus of an institution will, for the purposes of evaluation and award of Hiram College transfer credit, be treated in a
manner similar to coursework originating at the institution’s main campus. This principle shall not apply unless the branch or regional campus is specifically and separately accredited.

- Further, it is recognized that some free-standing institutions have established close contractual relationships that, in terms of interdependent course offerings and academic record keeping, resemble a main-regional campus configuration. In those cases where such a relationship can be documented, the coursework is evaluated based on the accreditation criteria in this policy. For example, a student, while enrolled at Home University, a domestic, regionally accredited institution, takes courses at an affiliated foreign institution. The coursework is recorded on the Home University transcript in a manner similar to courses taken on the main campus of said university. In this case, the coursework is evaluated in the same way as courses taken on the main campus of Home University.

**LEVEL AND NATURE OF COURSEWORK CRITERIA**

The following levels of coursework are eligible for evaluation by Hiram College.

A. Post-Secondary Level

- Undergraduate and graduate level coursework is considered for the evaluation and awarding of transfer credit at Hiram College, regardless of whether the coursework is completed prior to or after high school graduation. Coursework that is clearly secondary is not awarded credit.

B. Undergraduate Level

- Lower division coursework typically taken during the first half of a degree, as well as upper division courses usually associated with the last half of a degree program, are determined to be undergraduate level coursework.

C. Graduate Level

- Hiram College grants up to six semester hours of applicable graduate level transfer credit, at the discretion of the Office of Graduate Studies.

D. Non-University Level

- Courses determined to be at a developmental level are not awarded Hiram College credit. This category includes but may not be limited to study skills, career skills, or employment focused courses.
- Hiram College does not award credit for host-based orientation courses, music lessons, or most physical education courses.
- Technical or skills-based courses are evaluated on an individual basis.

**ADDITIONAL METHODS OF GAINING TRANSFER CREDIT**

Hiram College awards credit based on minimum score requirements for select college level examinations. Examples include, Advanced Placement Level (AP), College Level Examination Program (CLEP), International Baccalaureate Examinations (IB), and Cambridge International Examinations (CIE). Guidelines for awarding these types of credit can be found on the Registrar’s Office website:

Hiram College also recognizes that many Weekend College students have acquired knowledge through life and work experience. Such learning may have come from outside seminars through one’s employer, volunteer work, community service, travel, military service, or extensive reading. It must be emphasized, however, that the awarding of advanced credit cannot be allowed to detract from the College’s commitment to the highest standards of academic performance. Hiram College does not award credit for the actual experience, but rather for the learning that has resulted from the experience. For example, a student would not receive credit for having lived in a foreign country, but must demonstrate that he/she acquired and possesses college-level knowledge as a result of the experience in that country. The quantity and quality are the basis for awarding credit. It is important to keep this in mind when considering whether or not to apply for experiential learning or outside seminar credit. For further information on additional ways of gaining transfer credit, please contact the Weekend College at 330.569.5161.

**AWARDING OF CREDIT TO FULFILL CORE, GENERAL EDUCATION, OR ELECTIVE REQUIREMENTS**

Hiram College is committed to a rigorous, creative, and demanding intellectual environment that focuses on methods for acquiring knowledge and understanding about human beings and the world and to the development of socially responsible, ethical citizens.

The Registrar’s Office and the Weekend College Office determine if transferred courses,
after meeting the requirements within the above Statement of Criteria, align with the learning outcomes of our Core Curriculum and General Education Requirements respectively, and therefore, fulfill said requirements. Decisions are made based upon course descriptions, syllabi, and, when needed, student writing samples from the course. If the Registrar's Office and Weekend College Office are unable to determine clear alignment, the Dean of the College or the Associate Dean of the College will be asked to make the final determination.

Courses that do not fulfill Core Curriculum or General Education Requirements but align with the learning outcomes of Hiram College courses will be transferred in as elective hours, and may be applied to the student's major upon approval by the appropriate department. Courses that do not have a similar Core or General Education course to align with, will be reviewed for transfer as such based upon course descriptions, syllabi, and if needed, student writing samples, in order to determine a reasonable match with the appropriate goals of a Core Curriculum or General Education Requirement.

AWARDING OF CREDIT TO FULFILL FIRST-YEAR COLLOQUIUM AND FIRST-YEAR SEMINAR REQUIREMENTS

All Hiram College traditional students are required to complete both a First-Year Colloquium (FRC) and a First-Year Seminar (FSEM). The Colloquia are a series of seminars on special topics across the liberal arts and sciences, designed to introduce students to college-level writing and oral communication. The First-Year Seminars continue the students’ introduction to the examination of substantial intellectual issues, while seeking to improve the students’ college-level writing and analytical abilities by emphasizing research across disciplines. Weekend College students are required to complete both Writing in the Liberal Arts I and II, which have similar learning outcome goals as the First-Year Colloquium and First-Year Seminar. For additional information on the goals of Core Curriculum, please see Hiram’s Core Curriculum section below.

The Registrar's Office and the Weekend College Office determine if transferred courses, after meeting the requirements within the above Statement of Criteria, align with the learning outcomes of our FRC, FSEM, and Writing in the Liberal Arts I and II, respectively, and therefore, fulfill such requirements. Decisions are made based upon course descriptions, syllabi, and, when needed, writing samples from the course. Furthermore, in order for a transferred course to fulfill the FSEM requirement, students must also have been awarded 45 transfer credits by Hiram College. Students transferring in fewer than 45 hours who wish to appeal waiving their FSEM requirement must submit to the Registrar's Office a syllabus from the transferred English or Composition course, a copy of a researched essay 8-10 pages in length from the same course, and a short description of oral assignments and discussion format of the same course. The Registrar's Office will recommend evaluation of the submitted documents by the Associate Dean of the College and the Director of the Writing Center, whose decision to waive or not waive the FSEM requirement is final.

Withdrawal and Readmission

Students who withdraw from Hiram College are not considered officially withdrawn until they have submitted a completed withdrawal form to the Dean of Students and have had an exit interview. All students who wish to return to Hiram College after having withdrawn for any reason must apply for readmission. Readmission forms are available at www.hiram.edu/registrar. Readmission procedures must be completed prior to the beginning of the term for which the student has applied. Those who need financial assistance should contact the Director of Student Financial Aid, since previous loans, jobs, or scholarships are not automatically reinstated upon readmission.

Note: Application materials for Readmission following academic dismissal should be obtained from the Academic Review Board Chairperson.

Hiram College reserves the right to deny readmission to any student for reasons including but not limited to outstanding financial obligations, academic deficiencies, college disciplinary actions, or convictions of criminal activity. Students will be informed in writing about the College’s readmission decision. Students can appeal a denial of readmission to the Dean of the College. Appeals must be made in writing within 3 business days of received denial and submitted to the Registrar's Office, Hiram College Registrar’s Office, PO Box 67, Hiram, OH 44234.

Leave of Absence

Students who apply to the Vice President & Dean of Students Office and qualify for any of the following may apply for a Leave of Absence:

1. Students studying or traveling abroad in a non-Hiram College-sponsored program, but with Hiram College faculty approval.
2. Students working on an incomplete grade authorized by a Hiram College faculty member.
3. A senior who needs one more course that is only offered the following semester (graduation audit required).
4. Students participating in a Hiram College approved 3/2 program, or other accelerated collaborative program.
5. Students taking advantage of enrichment programs away from the campus authorized by a Hiram College faculty member (e.g. Washington Semester).
6. Students called to active duty in the military (military order required).

Students on an approved Leave of Absence may stop out for a period of time not to exceed two semesters. Extension of a Leave of Absence may only be permitted with the express authorization of the Dean of the College. The student should contact the Registrar’s Office when ready to return to campus.

NOTE: A student who fails to return from an authorized Leave of Absence will be withdrawn from Hiram College as of the date the student last attended classes. Students should note that even an approved Leave of Absence may have financial aid and graduation consequences.

HIRAM COLLEGE RESOURCES

CENTERS OF DISTINCTION

Centers of Distinction at Hiram College were established as part of our Education that Works strategic plan in 2006. They represent academic structures that transcend individual academic departments and majors, extending the long-term strength of the College to provide engaged, transformative learning environments for our students. Centers offer students distinctive learning opportunities, in and out of the classroom; these experiences are designed to connect knowledge to face the challenges of work and life. Fundamentally, they are a tool for preparing students for the present and the future, for possibilities they can anticipate and for those they cannot. Students participate in Centers in a variety of ways: entering student academic competitions; hosting visiting scholars; organizing panel discussions; engaging in undergraduate research; and attending seminars and national conferences, to name but a few.

The Lindsay-Crane Center For Writing and Literature

The Lindsay-Crane Center for Writing and Literature builds on the College’s existing strengths in creative writing, writing across the curriculum, and literature, while developing exciting college and community-wide programs that enhance all students’ educations and provide Hiram College graduates with more expansive career choices. The Center, devoted to the central place of writing, literature, and language in students’ lives and careers, is known for its commitment to the interdisciplinary nature of writing, its lively community of writers, its innovative programming, and the distinctive writing experiences it makes available to students.

Areas of Distinction
• The Hiram writing program is well-known for its specialty in creative nonfiction and for the expansive writing opportunities available in this genre for majors and minors, as well as for non-majors.
• A distinguished Visiting Writers Series that always brings writers into the classroom has featured authors Tim O’Brien, Clyde Edgerton, Ian Frazier, Robert Sullivan, Marvin Bell, Lynn Powell, Barry Lopez, and many others.
• The Lindsay-Crane Center runs writing contests in multiple genres, giving students the chance to have their work judged by professionals and to receive public recognition for their achievements.
• The Lindsay-Crane Center is located in two unique buildings: an 1892 Queen Anne house, offering students a rare studio-environment in which to learn and work; and Bonney Castle, a former nineteenth-century inn offering cozy classroom and discussion spaces.
• Students are given numerous opportunities available to professional writers, including editing the Hiram Poetry Review and the Lindsay-Crane Book Series; traveling to national conferences; reading their work publicly; and working with faculty in programs sponsored by the Lindsay-Crane Center (the Emerging Writers Workshop and community reading programs) or with editors and managers of small presses, corporations, and arts organizations in the area.
• Since the 1970s, Hiram, has been nationally known for its Writing Across the Curriculum program, and since 1990 has trained undergraduate writing assistants to help implement and sustain it, while also providing these students with professional teaching experience.

ACADEMIC PROGRAMS ASSOCIATED WITH THIS CENTER
• Creative Writing major
• Minor in Writing
Since ethical issues and challenges arise throughout our personal, professional, and civic lives, The Center for Engaged Ethics aims to engage ethics throughout the College, its curriculum, and our students’ lives. Our mission is to foster ethical engagement through awareness, reflection, and action, and to equip students to confront the ethical challenges of their lives.

Ethical engagement requires heightened attentiveness and sensitivity to the ethical dimensions of life. An increased awareness of events in the world is enriched by a more sophisticated understanding of concepts and theories for analyzing their ethical aspects and consequences.

To be ethically engaged requires reflection on our own values, motives, and biases. It is to pursue a deeper understanding of ourselves and to attune ourselves in our relationships with others, as we seek to live meaningful lives of ethical purpose in the world.

This purpose impels us to harvest the fruits of awareness and reflection by taking action necessary to live integrated ethical lives of genuine responsibility as moral persons, members of communities, and global citizens.

**Associated Academic Programs** (others may also be influenced by the Center)

- Ethics Minor
- Core curriculum requirements, specifically the Meaning, Ethics and Social Responsibility (ES) category
- The Ethics Across the Curriculum initiative, Annual Ethics Theme, and Common Reading

**Key Personnel**

- Doug Brattebo, Director
- Colin Anderson, The George and Arlene Foote Chair in Ethics and Associate Professor of Philosophy
- Brittany Jackson, Assistant Director
- Jason Bricker-Thompson, Director of the Office of Civic Engagement

**The Garfield Institute for Public Leadership**

The Garfield Institute honors James A. Garfield, student, teacher, and then president of Hiram College who became an incorruptible icon of American statesmanship and inspired the nation to establish the modern merit-based civil service system. The Garfield Institute, grounded in the liberal arts education that Hiram College has maintained throughout its history, prepares students for leadership in matters of public policy, both foreign and domestic.

**Areas of Distinction**

- The innovative Garfield Scholars program attracts students from across campus, engaging them in matters of public policy by connecting them with scholars and expert practitioners both on and off campus.
- The Center serves to attract students and faculty from across campus by developing collaborative programs related to cross-disciplinary issues such as global warming, finance and economics, intelligence, security.

**Primary Academic Programs associated with this Center (others may also be influenced by the Center)**

- Public Leadership Minor
- Political Science
- Economics
- Management
- Communication
- Sociology

**Key Personnel**

- John Koritansky – Chair
**The Center for Deciphering Life’s Language**

Life has its own language at the molecular level, composed of DNA and protein sequences, and this information determines how cells and organisms function. Hiram College understands the increasing importance of molecular information in today’s world and the need for more young scientists who understand, interpret, and use this information to solve new problems and to communicate their findings in a way that increases the scientific literacy of our society. The Center for Deciphering Life’s Language involves undergraduate and high school students in novel research projects as part of the classroom in order to teach basic scientific principles, excite students about getting the most out of their biology education, and encourage students to seek out further research experiences beyond the classroom.

**Areas of Distinction**

- National recognition for undergraduate involvement in novel research as part of courses
- Strong disciplinary and interdisciplinary teaching and research in the natural sciences
- Strong research outreach to area high school students via collaborative research projects with high school classes during academic year and Hiram Genomics Academy summer research program.
- National recognition for undergraduate involvement in genomics and bioinformatics research

**Associated Academic Programs (others may also be influenced by the Center)**

- Biology
- Biochemistry
- Physics
- Neuroscience
- Nursing
- Computer Science – Bioinformatics – Computational Biology

**Key Personnel**

- Brad Goodner, Director and Edward Smerek Professor of Science, Department of Biology
- Brittany Jackson, Assistant Director

**The Center For The Study of Nature and Society**

The Center for the Study of Nature and Society (CSNS) promotes conservation with action through education and research programs that sustain and enrich life. Environmentalism was an outgrowth of ecology which, in turn, had a foundation in economics. Today, sustainability requires a combination of these and all other disciplines to achieve balance for the world to continue as we know it. Sustainability requires conservation, or wise and responsible use and stewardship, of all resources (renewable and nonrenewable). It also includes action through courses, research, land management, operations, and community engagement that promote this type of conservation. The CSNS works to make conservation and sustainability understandable and accessible to everyone.

**Areas of Distinction**

- The Waterfowl Propagation Center Partnership between Hiram College and Akron Zoological Park is the first of its kind in the country. The College’s Endangered Waterfowl Conservation and Propagation Center serves as an animal holding/husbandry facility for endangered species (Madagascar teal and White-winged wood duck), and students perform all aspects of animal husbandry, facility maintenance, research, water quality testing, and required reporting practices for Species Survival Plans in collaboration with the Akron Zoo.
- The old growth beech-maple forest is the second largest remaining uncut stand in Ohio and is thus an invaluable natural resource for study.
- Animal rehabilitation experiences through the curriculum and hands-on training.
- New academic areas of concentration for the Environmental Studies major include natural systems, human systems, and communicating complexity.

**Primary Majors** (others may also be influenced by the Center)

- Biology
- Environmental Studies

**Key Personnel**
The Center for Literature, Medicine and Biomedical Humanities

The Center for Literature, Medicine and Biomedical Humanities is the home of a distinctive interdisciplinary program that serves undergraduates, health care professionals and the wider community. The College’s unique biomedical humanities major gives the students important advantages in preparation for medical school and other graduate programs.

The mission of the Center is, through literary works, to examine thoroughly questions of human values in health care contexts - and to do so within clinical settings, medical and other health professional schools, and the liberal arts environment.

Founded in 1990, the Center for Literature, Medicine and Biomedical Humanities provides interdisciplinary programs, courses, and summer seminars integrating humanities and health care. Through the study of the humanities, and in particular, through literary works, the Center examines critical health care issues. This work has application in clinical settings, academic medicine, health policy, and the liberal arts environment, and serves to deepen participants’ ability to recognize, understand, and address ethical and humanistic issues in health care contexts.

What distinguishes the Center from conventional medical ethics programs are its special emphases:

- Using literary works to raise humanities issues in medical settings;
- Developing techniques for teaching literary works in a variety of health care environments, from medical schools to nursing homes;
- Using readers’ theater as a method for understanding different perspectives of patients, families and health care professionals; and
- Applying narrative theory and practice to health care interactions; for example, the patient as story, the doctor as reader.

Academic programs associated with the Center (others may also be influenced by the Center)

- Biomedical Humanities major and minor
- Nursing

Key Personnel

- Colleen Fried, Director, Andrews Chair in Biomedical Humanities, Professor of Chemistry
- Michael Blackie, Assistant Professor Biomedical Humanities
- Erin Lamb, Assistant Professor of Biomedical Humanities
- Sandy Madar, Professor of Biology and Director of Academic and Strategic Initiatives
- Brittany Jackson, Assistant Director

The Center for Integrated Entrepreneurship

At Hiram College, entrepreneurship is more than organizing and starting a business. It is a way of thinking. The skills and character fostered by the liberal arts are an excellent foundation for successful entrepreneurs, who use their passion to create valued products, services, and programs. The synergy of liberal arts and entrepreneurship helps students develop the knowledge, skills, and mindset necessary to enhance their own lives, and those of their communities and society, no matter their areas of study or chosen career paths.

The mission of Integrated Entrepreneurship at Hiram is to foster an expansive sense of the possible, an exploration of personal passion, an ownership of one’s ideas and actions, and a commitment to add value to one’s self and one’s community. This center is designed to help all members of the Hiram community explore and develop their ideas beyond the classroom, to see themselves as entrepreneurs who can add value to their communities and profit from their passions.

Areas of Distinction

- The Integrated Entrepreneurship Program (IE) is not housed within a business program – it seeks to engage ideas and enterprise concepts from all academic disciplines.
- IE and the Center are housed in the Burton D. Morgan Entrepreneurship Center of East
Hall, a residence hall with suites that form a learning community of students with an
interest in entrepreneurship.

The Center is a resource for students to research and develop their entrepreneurial ideas
into start-up businesses. In the Center, students have access to workspace, desk space,
wireless internet, computer/printer, business software, whiteboards, chalkboards, storage
space, resource materials, and a network of experienced entrepreneurs. Two annual idea
competitions – ideablitz! and ideabuild! - are open to students, faculty, and staff.
Participants have access to significant mentoring by faculty and Entrepreneurs in
Residence, cash prizes to help develop their concepts, and regional competitions.

A growing support system for Student Run Ventures, which are college owned, faculty
championed, curriculum connected and student run campus-based enterprises.

Academic programs associated with the Center (others may also be
influenced by the Center)
• Entrepreneurship Minor
• Integrated coursework across the curriculum
• Experiential learning opportunities for any major

Key Personnel
• Kay Molkentin, Director
• David J. Kukurza, Academic Program Director and Visiting Professor of Integrated
Entrepreneurship
• Sarah Bianchi, Assistant Director

The James H. Barrow Field Station

Matthew H. Hils (1984) Director, Center for the Study of Nature and Society at the
James H. Barrow Field Station; Professor of Biology
B.A., Thomas More College;
M.A., Miami University;
Ph.D., University of Florida

Jim Metzinger (2012), Associate Director, James H. Barrow Field Station
B.A., Hiram College
Academic Interest: Animal Husbandry and Management, Wildlife rehabilitation,
Endangered Species Management, Wildlife Conservation and Land Management

The James H. Barrow Field Station was established in 1967 to provide Hiram College
students and visitors the opportunity to fully engage with the natural world through hands-
on learning experiences that illuminate how life works and to promote the conservation of
all life. For over 45 years, the Station has grown and developed from its initial 75 acres into
an active research and educational facility of over 500 acres that not only enhances the
College’s science and environmental studies programs, but also provides a means for both
students and the general public to increase their understanding and appreciation of natural
history and their role in our environment. Experiences gained at the Field Station allow
students to develop essential skills in research, teaching, and leadership that are carried
forward into their professional lives.

The Station comprises 533 acres, including about 150 acres of mature beech-maple forest;
a large stretch of Silver Creek; a cold-water stream; two built ponds; old-fields of varying
ages; young and intermediate aged forests; and a five-mile interpretive nature trail. The
Station also benefits from the Kennedy Observation Building for classes, meetings and
viewing wildlife and the Frohring Laboratory building, which was renovated and expanded
in 2007, with a modern and spacious teaching lab and several smaller spaces for
student/faculty research, and for animal research and wildlife rehabilitation. The Station
also has natural history displays, including live animal exhibits, and an endangered
waterfowl conservation center for the care, research, and conservation of internationally
and regionally endangered birds such as the Madagascar teal, the white winged wood
duck, and the trumpeter swan. Student involvement in all aspects of the Station makes
such research possible and guides its direction by collaboration among students, faculty,
and staff. Students who are involved in the projects often gain valuable experiences and
make contacts with other students and faculty through presentation of their work at
professional meetings.

The Field Station’s buildings, experimental fields, and natural and semi-natural areas are
maintained entirely by college students under the supervision of an excellent staff. Student
workers also gain experience in the practical aspects of operating an educational facility.
Teaching experience is gained through the nature education outreach programs, which are
developed and executed by Hiram faculty and staff, with full collaboration of the students.
These programs are designed to educate pre-college students about the natural history of
northeastern Ohio and about such critical issues as habitat preservation and conservation
of natural resources. Alumni often credit their experiences at the station as inspiration for further study in science, education, and environmental studies. In all activities, direct involvement of students in the learning process is the key to success.

**Northwoods Field Station, Hiawatha Campus**

**Co-Directors:**
- **Matt Sorrick**, Director of the Center for Science Education
- **Carol Milani**, Campus Visit Coordinator

The Northwoods Field Station, located in the Hiawatha National Forest in the Upper Peninsula of Michigan, serves as a headquarters for trips in the spring, summer, and fall. The station is twelve miles from Lake Superior at the western boundary of the Pictured Rocks National Lakeshore and provides a wilderness setting for special courses, field research in the summer, and general visits by students and alumni.

Hiawatha Campus is for those who enjoy interacting with the great outdoors. Emphasis is on living in harmony with nature. The camp has a beautiful lodge and six sleeping cabins, built by Hiram students and faculty in the late 1970’s. Facilities can house up to 24 people. Although “rustic” (there is no electricity, cell phone access is very limited, and composting outhouses are the preferred method of sanitation), the main lodge is outfitted with a modern kitchen and indoor plumbing, including flush toilets and showers (powered by hand-pumping from the well).

The camp is on the shore of Cherry Lake and is surrounded by federal forest lands, meadows, bogs, a river, and more than a dozen other undeveloped lakes, all within a two-mile hike of the station.

Course offerings have included field biology, field botany, geology, environmental studies, natural history, and photography. Other recent offerings include: astronomy, storytelling, writing, literature, and leadership. The Spring Three-Week term has been especially successful with team-taught interdisciplinary courses about subjects as diverse as water and Shakespeare.

**Marine Science Opportunities**

**Dennis J. Taylor** (1979) Professor of Biology
B.A., Hiram College;  
Ph.D., Cornell University

Students who are interested in Marine Science can enroll in Hiram College courses with built-in marine field experiences. Courses include but are not limited to marine ecology (Gulf of Mexico), and fisheries biology (Alaska). In addition, many Hiram College students pursue internships as part of their graduation requirements for a biology major at sites ranging from the North Atlantic to the Caribbean and Florida Keys. Students also engage in independent research in marine biology with faculty. Hiram College is affiliated with the Shoals Marine Laboratory (SML), through which students may participate in summer courses and internship opportunities. Shoals programs are administered by Cornell University and the University of New Hampshire on Appledore Island in the Gulf of Maine. Details about SML programs, facilities, and financial aid can be obtained by contacting Professor Dennis Taylor, a member of the SML summer faculty since 1982.

**Computer Resources**

The computer facilities at Hiram College include the Ellucian Banner software package for administrative use, and a variety of workstations and servers for file storage, email, word processing, and general office automation. These computers are networked via fast Ethernet to all campus buildings and offices, including the residence halls. Wireless connectivity to the network is available in primary classroom buildings and residence halls. Some personal computers are available for student use in multiple computer labs located in the library, residence halls, and other locations across campus. All students are encouraged to use their laptops and other computer facilities for their academic work.

**Reserve Officers’ Training Corps (ROTC)**

Hiram College is affiliated with Army ROTC through John Carroll University and Air Force ROTC through Kent State University. Students interested in pursuing either of these options should contact the Hiram College Registrar’s Office for further information, or the ROTC units directly on their respective campuses.

**Study Abroad**

**Kimberly Mick** (2000) Director of Study Abroad/Exchange Programs,
The opening of the Office of Extra Mural Studies in 1970 established the College’s early commitment to international education. Today Hiram’s study abroad programs offer students an even greater array of opportunities. Program participants live and learn in cultures that are different from their own. Students learn about life as others live it, whether that is in a country that appears to have a culture very similar to that of the U.S., for example, Great Britain, or one that stems from a different tradition, such as China. The typical program centers on the disciplines of Hiram College faculty, who offer courses in a host country. Since 1970, more than 120 Hiram College faculty members have led over 4,000 students on educational programs to Europe, South and Central America, Africa, Asia, and Australia.

Students apply to participate in these programs. While it is expected that most students who apply will participate, acceptance is not guaranteed. Criteria for selection are not limited to, but may include, grade-point average, class year, recommendations, and participation in previous programs. For the most part, there is no language requirement for these programs, the principal exceptions being those sponsored by the foreign language department. Students participating in a program in a non-English-speaking country are, of course, encouraged to study the local language. Students are charged normal fees for tuition with reduced fees for room and board depending on the length of the scheduled program. Although all programs are subsidized by the College, participants also pay the cost of travel to and from the program site and a supplementary charge that varies depending on the location, nature, and length of the program. Financial aid is applied to programs directed by members of the Hiram College faculty. Students who elect to study in programs offered by other academic institutions are not permitted transfer of Hiram College scholarships and grants to the sponsoring institution.

The College’s academic calendar, The Hiram Plan, provides students with two distinct opportunities for study abroad each semester—one in the twelve-week and one in the three-week sessions.

**Twelve-Week Session:** During the twelve-week session, students complete three courses while spending an extended time abroad. A variety of disciplines and sites are available in the twelve-week session. Each of the modern foreign languages offers its majors, as well as other students interested in foreign languages, the opportunity to study in an appropriate country. These programs are offered on a rotating basis. The French and Spanish programs are centered in French and Spanish speaking countries, respectively. Students may be taught by Hiram faculty, live with native-speaking host families, and visit places of literary, historic, and cultural importance.

**Three-Week Session:** Students may elect to study abroad during the three-week sessions, which fall in December and May. Participants complete a single course of intensive experience in the host country. Students select courses encompassing a variety of disciplines.

**Exchange Programs:** Semester-long overseas programs are available to Hiram students who have completed a minimum of 30 credit hours. All credits earned are transferable. Program offerings include Kansai Gaidai University in Japan, Bogazici University in Turkey, John Cabot University in Italy, China Incarnate Word (CIW) in China and Centro Universitario Incarnate Word in Mexico. Hiram students who wish to participate in an overseas independent study must go through a process, beginning with the study abroad office, in order to qualify for a transfer of credits.

**To learn more about overseas programs, visit**
[www.hiram.edu/academics/study-abroad](http://www.hiram.edu/academics/study-abroad).

Hiram students who wish to participate in an overseas independent study must go through a process, beginning with the study abroad office, in order to qualify for a transfer of credits.

**Student Life**

**Eric Riedel,** Vice President & Dean of Students  
B.A., Rutgers University;  
M.A., Indiana University;  
C.A.G.S. The University of Chicago

**Elizabeth M. Okuma,** Associate Dean of Students  
B.S. Bowling Green State University;  
M.Ed., University of Georgia
Shelley Gordon, Administrative Assistant

The primary goal of the Student Life Division is to know and understand students and to address student learning and living needs. Through direct student contact, staff members engage with, challenge and support students on their journey toward graduation.

Under the leadership of the vice president and dean of students, the division is responsible for student academic support services, campus activities and involvement, campus safety, career and internship services, citizenship education, commuter and transfer student services, counseling, health and disability services, campus emergency response services, ethnic diversity affairs, family/parent communications, first year programs (e.g. orientation, Institute Days), senior celebration planning, Greek clubs, housing and residential education, international student services, leadership and mentor programs, retention initiatives, student event planning and welcome center services.

Academic Services

Frank Hemphill, Director of Student Academic Services
B.S., Western Kentucky University, M.Ed., Kent State University

Nancy Sauline, Assistant Director of Students Academic Services
B.A., Youngstown State University, M.S. Ed, Youngstown State University

Web Address: http://www.hiram.edu/academics/academic-support-services/student-academic-services

Student Academic Services (SAS) consist of the following components:

1. Personalized academic coaching is available to all students to assist them in reaching their academic goals each semester. Students who take advantage of this service will work one on one with professional staff to establish personally meaningful goals, develop an individualized self-management system, and learn effective study strategies based on his/her unique learning style. Students who participate will be engaged in a team effort with their professors, their faculty advisor, and other essential college resources to assist them in achieving their maximum academic potential and personal goals.

2. Peer-tutoring is available which links students requesting assistance with peers who are highly competent in their area of need. Student tutors, who have taken and passes these courses with an A or B are hired and trained by Student Academic Services. Trained peer tutors are available in most subjects.

3. Peer assisted study sessions [PASS] are available in specific subject areas including accounting, biology, chemistry, math, physics, and psychology. Study groups are usually announced in the class, and a study session calendar is generally posted by the end of the second week of the semester.

4. Student Success Programming designed to assist all students to achieve their college goals is scheduled by SAS throughout the course of each year. Students may take advantage of these free programs including SAS Sweet Success Institute Workshops, STAR Study Skills Workshops, SAS Cameo Presentations, and SAS Movie Nights throughout the year.

5. Located in the Lyndsay-Crane Writing House, the Writing Center is available to connect students who need assistance in planning and writing college papers with students who are specially trained to help.

The Career Center

Kathryn Craig, Director of the Career Center
B.A. Carleton College
M.A. The Ohio State University
Ph.D. Kent State University

Barbara Kundus, Administrative Assistant for the Career Center and Academic Services
B.G.S. Kent State University

Web address: www.hiram.edu/career

Hiram College recognizes that career planning is an important part of college. The Career Center offers students opportunities to develop lifelong skills in self-assessment, career research, and job search techniques. Students work with their advisers to complete their
PACE Plan (Purposeful Academic and Career Exploration) during college to organize their ideas about their futures.

A number of tools are available to help students with their planning. In addition to individual career advising and coaching, classes in career planning and job search are taught every semester. The Career Center encourages students to make appropriate use of technology in career planning. Computer-assisted guidance software, available on our website, helps students to explore their interests and values, to generate additional career options, and to research careers. The Career Center website also includes extensive resources for career exploration and job search, including access for students and alumni to Hiram's CareerNet, our online employment and internship database. A career library is available to all students and provides information about choice of majors, occupational outlook, and job opportunities.

Internships are an important part of the career planning process. Students work with their advisers and with the Career Center to plan their internships. Hiram students have learned from internships in such diverse settings as the International Crane Foundation, the Smithsonian, NASA, and the Cleveland Browns. As students near graduation, they may participate in a wide range of activities to learn lifelong job-seeking skills. Workshops on resume and job-search writing, interviewing, and marketing liberal arts skills are held throughout the year. In addition, speakers from the community share their expertise with seniors, and employers and graduate school recruits visit the campus to recruit students for graduate school, full-time, and summer jobs. The Career Center makes extensive use of social media to communicate actively with students.

The Internship Program

Kathryn M. Craig, Director of the Career Center
B.A. Carleton College; M.A. The Ohio State University; Ph.D. Kent State University

Hiram College is committed to experiential education. Through internships, students have opportunities for a variety of intensive learning, working situations to assist in their total educational and individual growth. These experiences are part of a career development process which helps students clarify values, develop skills, and set personal and academic goals. Through the academic program, Hiram College clearly defines knowledge, concepts, and competencies required for successful completion of a liberal arts education. Hiram College’s internship program permits students to bridge the distance between the theories they have learned in the classroom and application of their knowledge. Further, the program enables students and the college itself to be aware of procedures, methodologies, systems, and techniques employed in working environments, and the ways these may influence contemporary liberal education.

Each academic department may offer field experiences and internships. Field experiences are designed for students to observe a work situation, and to contribute, when possible, to the functioning of the work environment. By working 40 to 80 hours at the cooperating institution, students may earn one to four semester hours of academic credit for the term in which they are enrolled. Internships are more intense and require the active involvement of the students in the work situation at the cooperating institution for a minimum of 120 hours. 

A maximum of eight semester hours of academic credit are given for the successful completion of the internship. The same four-credit internship with identical course content or placement may be taken only once.

Students with exceptional circumstances and opportunities may petition the associate dean for an exception to this policy.

Many departments assist students in the placement process for the internship program. The departments establish prerequisites for the application procedure in setting class rank, grade-point requirements, and judgments regarding social and personal maturity. Prospective interns are required to have a faculty advisor who will monitor the experience, grade the academic requirements, and coordinate departmental efforts with the campus-wide program. Some internships, appropriate for liberal arts students, do not fall directly under the jurisdiction of one department. These opportunities are coordinated by the Director of the Career Center who also helps students plan and prepare for their internship experience.

Campus Safety

Lawrence Coonfare, Jr, Lead Officer
B.A., Florida Southern College; G.C.E.M., Adelphi University
Elisabeth Drota, Safety Officer

Michael Dumovic, Safety Officer
A.A., B.A., University of Akron
Carl Lipszik, Safety Officer

John McGowan, Safety Officer

Dale Moore, Safety Officer
B.S., Heidelberg College
Fredrick Painter, Safety Officer
B.A., Cleveland State University

K. Samuel Adams, Technical Specialist

M. Peg Minard, Administrative Assistant

The Office of Campus Safety is committed to making the Hiram College environment as safe as possible for students, faculty, staff, and visitors to the campus. Campus Safety Officers collaborate closely with the Hiram Village police department and fire department to provide comprehensive public safety services. Campus parking is also under the auspices of Campus Safety. Information on campus parking policies can be found on the College website or on line in the Student Handbook. While safety relies on people making sensible individual choices, the department complements individual choices with educational programs and services such as property engraving, escorts after dark, and personal safety programs. The Office of Campus Safety is located on the 2nd floor of the Kennedy Center. You can reach the office by calling 330.569.5188, or 330.569.3211, option 1 or by pressing 0, option 1 on any campus phone.

Citizenship Education

Ed Frato-Sweeney, Coordinator of Citizenship Education
B.A., M.A., Miami University

Citizenship Education coordinates all student conduct procedures, training, hearings, and communications. It also initiates efforts to educate students about voting and other citizenship opportunities, and produces the Hiram College Student Handbook. The coordinator's office is located on the top floor of Bates Hall (Hayden entrance).

Office of Civic Engagement

The Office of Civic Engagement at Hiram College strives to enable students of all ages to develop as intellectually alive, socially responsible, ethical citizens ready for leadership and for continuous professional growth. The Office of Civic Engagement is a collaborative partnership with Hiram's Center for Engaged Ethics and seeks to engage students in opportunities to connect lessons from the classroom with the needs of our community, all the while helping students to reflect on ethical issues and consider how they will utilize their Hiram education in the future to better their communities. Engaging in a process of Awareness, Reflection, and Action, students engage and serve in the community through diverse service learning courses, annual days of service, alternative spring break trips, individual community service opportunities, and participation with service clubs, athletic teams, sororities and fraternities. Community partners include Hiram House Camp which serves urban youth and was founded in 1898 by Hiram Alumni, Hiram Farm Living and Learning Community which is an organic farm in Hiram serving adults on the Autism spectrum, several area schools and community centers, the Hiram Community Garden, several animal and land preservation related organizations, Hattie Larlham which serves children and adults with developmental disabilities, Robinson Memorial Hospital, and area organizations serving the elderly.

Counseling Center

Kevin P. Feisthamel, Director of Counseling, Health and Disability Services
B.A. University of Connecticut
M.A. John Carroll University
Ph.D. University of Akron
Web address: http://www.hiram.edu/resources/health-counseling-and-disability-services/counseling-services

Emotional health is important to an overall sense of well-being. The Counseling Center is
available to help Hiram students to be able to fully participate in both their academic life and their campus involvement. College can be the best of times, but there also may be times of challenges, stresses, and distresses. The Counseling Center staff is available to provide assistance and support to students during difficult times in their lives or simply to provide a listening ear.

Problems and concerns that interfere with a student’s ability to focus on coursework or to enjoy the many opportunities for learning and having fun outside the classroom are the kinds of issues that students often bring to the Counseling Center. The focus of the Hiram College Counseling Center is to help students with the short-term issues that are typical of this age. Students who have mental health issues that are long term in nature, that are chronic, or that require specialized treatment or monitoring will need to seek treatment with a private mental health professional in one of the neighboring communities.

On-campus counseling services are free of charge to full-time, traditional students. Fees for off-campus services will be the financial responsibility of the student. Students are also responsible for providing their own transportation to off-campus appointments. Information shared with a counselor remains confidential and in no way reflects upon the student’s academic record. The Counseling Center does not release information without the student’s knowledge and consent, unless state or federal law mandates release of that information or there is clear indication of threat to the safety of the student or to the community at large.

Disability Services

**Kevin P. Feisthamel**, Director of Counseling, Health and Disability Services
B.A. University of Connecticut  
M.A. John Carroll University  
Ph.D. University of Akron

Web address:  
http://www.hiram.edu/resources/health-counseling-and-disability-services/disability-services

The College makes every effort to provide reasonable assistance to students with permanent or temporary disabling conditions. In providing support services to students with special needs, our goal is not only to provide the support that is needed in order to have the opportunity for academic success here at Hiram, but also to help develop both the functional skills and the skills of self-advocacy that will help students in their lives after Hiram.

In order for accommodation requests to be considered, the following documentation must be provided: a self-disclosure form identifying the specific diagnosis of the disability; current documentation of the disability (a copy of the most recent IEP or 504 plan is helpful, but typically does not contain all of the documentation needed); educational, developmental and medical history relevant to the disability; copy of the most recent reports or evaluations containing the actual scores of testing/assessments; specific information as to how the disability impedes college life and academic performance; and suggested accommodations. The College reserves the right to require more detailed or more current documentation when necessary to consider accommodation requests. Students are encouraged to contact the Director of Disability Services early in their college career to discuss any anticipated special needs.

Ethnic Diversity Affairs

**Detra West**, Assistant Dean of Students/Director of Ethnic Diversity Affairs  
B.S., Valdosta State University;  
M.A., Cleveland State University

Web address:  
http://www.hiram.edu/current/offices/diversityresources.html

The mission of the Office of Ethnic Diversity Affairs is to enhance the intellectual and personal growth of all students, faculty, and staff by encouraging an environment on our campus which fosters an appreciation for diversity. This is accomplished through providing programs, resources, and other opportunities for discussion and interaction which stimulate an awareness of diversity issues.

This office is also responsible for providing leadership in developing, implementing, and
coordinating student support services and activities designed to assist in the personal
development, academic achievement, and retention of the under-represented students on
campus. The activities in this area include the minority student peer mentoring program,
advising of student organizations, support groups for under-represented students, and
social activities, workshops, and seminars. These students receive guidance in areas
relevant to success on campus, general adjustment, community involvement, and
leadership development.

The Hiram College Library

David Everett, Library Director
B.A. Centre College
M.A. Montana State University
M.L.S. Syracuse University

Carol Denzinger, Administrative Assistant
B.A. Hiram College

Rosanne Factor, Catalog Librarian
B.S. Utah State University
M.L.S. Kent State University

Terri Foy, Circulation/Reserve/Interlibrary Loan/OhioLINK Officer
B.A. Hiram College
M.L.S. Kent State University

Marc Freeman, Media Services Manager
B. A. Bowling Green State University

Jennifer Morrow, College Archivist
B. A. Wright State University
M.A. Wright State University

Jessica Olin, Information Literacy/Instruction Librarian
B.A. Hood College
M.L.I.S. Simmons College
M.A.Ed. Touro University International

Christopher Schmidt, Electronic Resources/Systems Librarian
B.A. Washington University
M.L.S. University of Missouri – Columbia

Jeff Wanser, Government Documents/Collection Development Librarian
B.A. Adelphi University
M.A. SUNY-Binghamtom
M.L.S. University of Pittsburgh

The Hiram College Library offers an exciting mix of the old and new, especially in its
collections where print and physical items compete with a growing digital collection. The
library has a physical collection of more than 200,000 books, nearly 300 current print
periodical subscriptions, more than 10,000 CDs from all music genres, and 2,500 videos.
At the same time, the library offers access to more than 65,000 e-books, 70,000
periodicals (with more than 7,500 current titles), and thousands of digital images, videos,
and sound files.

Opened in 1995, the Library offers a variety of physical spaces for student use, ranging
from quiet study space for individuals, to group study rooms, to areas for group
collaborations. The library offers 16 public-access computers, as well as laptops that are
available for checkout at the Circulation Desk for use within the library. Media Services,
located on the lower level of the building, offers additional technology options, such as
scanners and a printer capable of poster size.

The library is a member of OhioLINK, a consortium of 88 academic libraries and the State
Library of Ohio. The combined catalog of OhioLINK members provides members of the
Hiram College community with access to more than 48 million books and other library
materials. Students, faculty, and staff are able to borrow items through the OhioLINK
catalog under the rules set forth by the OhioLINK community.

Instruction in how to use the library’s many resources is part of the First-Year Program.
Additional formal instruction is offered, as well, and reference librarians are available to assist library users. Many of the library’s digital resources are available 24/7 from wherever Hiram students, faculty, and staff have Internet access.

Registrar’s Office

**Virginia Taylor**, Registrar  
B.A., Alderson-Broaddus College; M.A., Hiram College; M.F.A., Ashland University

**Cathy Mansor**, Associate Registrar  
B.A., Hiram College; M.A., John Carroll University

**Missie Mallinak**, Schedule and Catalog Coordinator  
B.A., Hiram College

**Karen Skiba**, Administrative Assistant  
A.A., National College

The Registrar’s Office pledges to maintain the highest level of academic integrity and ethical behavior, delivering exceptional administrative service to all individuals. The Office commits to the integrity, confidentiality, and security of institutional records; to the development and implementation of effective policies and management systems; and to the accurate interpretation of such information to all constituencies.

Services provided by the Registrar’s Office

The Registrar’s Office provides many services to the Hiram community, including the following:

- Enrollment verification for insurance purposes
- Transcripts
- Verification of Good standing
- Registration and Class Schedule
- Declaration of major, minor, and advisor
- Processing of Advanced Placement, International Baccalaureate, and all transfer credit
- Processing grade mailers upon student request

Academic records

Hiram College is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act (FERPA), which is a federal legislation established to regulate access and maintenance of student educational records.

The Family Educational Rights and Privacy Act (FERPA) affords certain rights to students in respect to their education records, including the right to inspect their education records; to request an amendment of the records that the student believes are inaccurate; and to control disclosures of their records except to the extent that FERPA authorizes disclosure without consent. It is important to note that all rights to access move to the student when that student (regardless of age) is in a post-secondary educational institution; parents, spouses, and significant others have no inherent right to access to student education records. Education records, for the most part and with certain exceptions, include all records maintained in any medium which can identify the student.

Please visit the Registrar’s Office website or see below to view Hiram’s Annual Notification to Students regarding their FERPA rights and the exceptions to the requirement of prior student consent for release of student record information.

Directory Information

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), Hiram College may release, on an unlimited basis, a student’s Directory Information, which is defined as that information not generally considered harmful or an invasion of privacy if disclosed. Directory Information includes:

- Student’s name
- Local and permanent addresses
- Email address
- Telephone listing
- Date of birth
- Dates of attendance
- Class level (undergraduate/graduate, first-year, sophomore, etc.)
- Degrees conferred
- Honors and awards received
Major field(s) of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Final theses/Capstones titles
- Photograph
- Most recent previous educational agency or institution attended

Hiram students may withhold the release of their Directory Information by notifying the Registrar within the first week of the fall semester using the Request To Withhold Directory Information Form available in the Registrar’s Office or on our website. Such a request to withhold information remains in effect until revoked in writing by the student, regardless of whether the student is a current, withdrawn, or graduated student. Please note that such a request is binding for all of the above Directory Information listing and to all parties other than for those exceptions allowed under the Act.

Students should carefully consider the consequences of any decision made to withhold directory information as any future requests for such information (even those received after graduation) from other schools, prospective employers or other persons or organizations will be refused. Hiram College will honor the request to withhold all directory information, but cannot assume responsibility to contact the student every time a request is received. Regardless of the effect upon the student, Hiram College assumes no liability for honoring the student’s instructions that such information be withheld. Any questions can be directed to the Registrar’s Office, Student Service Suite, Teachout-Price Building, or PO Box 67, Hiram OH 44234; 330.569.5210.

Annual Notification of Students Rights Under the Family Educational Rights and Privacy Act (FERPA)

In accordance with the Family Educational Rights and Privacy Act (FERPA), students enrolled at Hiram College are hereby notified of their rights to their education records:

1. Students have the right to inspect and review their education records within 45 days of the day Hiram College receives a request for access. Students should submit to the Registrar’s Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar’s Office, the student shall be advised of the correct official to whom the request should be addressed.

   a. A student is defined as any person for whom an education record is maintained by Hiram College and who has begun attending classes at Hiram College.
   
   b. In general, an education record is defined as any records in any medium directly related to a student and maintained by the institution or by a party acting for the institution. An education record is any record in handwriting, print, tape, microfilm, electronic file or other medium maintained by Hiram College.

   The following exemptions are not part of the education record or subject to this Act:

   i. Personal records maintained by the College staff/faculty if kept in the sole possessions of that individual, and the information is not accessible or revealed to any other person, e.g. faculty grade book, advising file.
   
   ii. Employment records not contingent on the student’s enrollment. (Therefore, student worker records, evaluations, files are part of a student’s education record).
   
   iii. Law enforcement records that are created by a law enforcement agency for that purpose.
   
   iv. Medical and psychological records used solely for treatment.
   
   v. Alumni records containing information relating to a person after that person is no longer a student at Hiram.

2. Students have the right to request that the College amend an education record that the student believes to be inaccurate. Students should write to the Registrar, clearly identifying the part of the record they want changed and specifying why it is inaccurate. If Hiram College decides not to amend the record as requested by the student, the student shall be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. Students have the right to provide written consent before Hiram College discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits
disclosure without consent is disclosure to school officials with legitimate educational interests.

a. A school official is a person employed by Hiram College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Hiram College has contracted (such as an attorney, auditor, collection agent, degree conferral agent, document managing agent, and placement sites for internship, clinical, or similar student work/study opportunities); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; consultants, volunteers or other outside parties to whom Hiram College has outsourced institutional services or functions that it would otherwise use employees to perform. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. As allowed within FERPA guidelines, Hiram College may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Hiram College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

5. At its discretion, Hiram College may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or invasive of privacy if disclosed. Designated Directory Information at Hiram College includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number(s), date of birth, dates of attendance, class level (undergraduate/graduate, first-year, sophomore, etc.), degrees conferred, honors and awards received, major field(s) of study, participation in officially recognized activities and sports, weight and height of athletic team members, final theses/capstones, photograph, most recent previous educational agency or institution attended.

Students may withhold Directory Information by notifying the Registrar in writing within the first week of the academic semester the request is to become effective. (A request form to withhold Directory Information is available in the Registrar’s Office). Please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act. Students should carefully consider the consequences of any decision made to withhold directory information as any future requests for such information from other schools, prospective employers or other persons or organizations will be refused. Hiram College will honor the request to withhold all directory information, but cannot assume responsibility to contact the student every time a request is received. Regardless of the effect upon the student, Hiram College assumes no liability for honoring the student’s instructions that such information be withheld.

Documentation of FERPA violations is maintained in the Registrar’s Office and in the Office of the Vice President and Dean of the College.

6. As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child...
Academic Records of Deceased Students

Upon a student’s death, education records are no longer protected under FERPA. As such, the disposition of records pertaining to a deceased individual is not a FERPA issue but a matter of institutional policy. Hiram College maintains full discretion in deciding whether, and under what conditions, education records of deceased students should be disclosed.

In general, the College will not release education records but may do so under the following conditions:

- The Registrar’s Office will release such records if the College receives a valid subpoena requesting such records.
- The Registrar’s Office may choose to release such records with the written authorization of the executor of the deceased student’s estate or next of kin, if an executor has not been appointed. Such individual would need to provide proof of the student’s death (i.e., death certificate or obituary notice). The request will be reviewed by the Registrar and the Academic Dean of the College, or their designates, who will make the determination on a case-by-case basis. Requests should be sent to Hiram College Registrar’s Office, PO Box 67, Hiram, OH 44234.

Religious Life

Linda Day, Assistant Professor, Chaplain of the College
A.B., Harvard University
M.A., Eastern Baptist Theological Seminary
Ph.D., Princeton Theological Seminary

The Hiram College religious tradition is well-represented by James A. Garfield, 20th President of the United States, who gained local renown as a lay preacher through his debates with itinerant atheists. Hiram has a continuing relationship with the Christian Church (Disciples of Christ), and a special scholarship fund exists for children of Disciples families and ministers. Yet current religious life at the College is free of any sectarian emphasis.

Organized opportunities for worship, religious education, fellowship, and service exist for Protestant, Catholic, Jewish, and Muslim students. The College Chaplain, along with student groups, seeks to plan programs of interest to all students and to assist any student to express his or her religious tradition. Special attention is paid to both tradition-specific and interfaith programming in the Fisher All Faith Chapel and Meeting House.

The College has a special relationship with the Hiram Christian Church, which is adjacent to the campus. The church welcomes persons of many religious traditions, and students may retain membership in their home churches while affiliating as associate members of the Hiram church.

The College Chaplain is available for personal and spiritual counseling, as well as for advising religious groups and assisting Religious Life programming.

Residential and Commuter Education

Michael Corr, Senior Associate Dean of Students and
Director of Residential Education
B.S., M.S., SUNY Plattsburgh

Ashley Durst, Administrative Assistant

Web address : http://www.hiram.edu/campus-life/life/residence-life

The Office of Residential Education at Hiram aims to supplement as well as complement the classroom experience of each student. A goal of our Residential Education program is to motivate students to become interested in the process of their own education and development. In the classroom, the professor is concerned with the development of the intellect. In the Residential Education Office, the staff is concerned with the total effectiveness of individuals in dealing with all aspects of their environment. The staff is concerned with the students’ ability to relate to others, solve problems, make decisions and compromises, and above all, to better understand who they are, through increased awareness of their interests, aptitudes, abilities, and limitations.
The staff is responsible for providing activities and programs that will enhance the educational process and provide interesting and entertaining opportunities for students to enjoy. If you have any ideas, questions or concerns, please stop by or call the office.

The Residential Education Office is located in Bates Hall. The telephone number is 330.569.5232.

**Special Events**

**Anita Stocz**, Director of Special Events and Conferencing  
B.A. Hiram College

**Mary Landries**, Associate Director of Special Events  
B.S. Carnegie Mellon University

Special Events are held throughout the academic year and are scheduled through the Special Events office. The types of events that take place include student coordinated activities, faculty/staff led convocations, concerts and artist series, along with many educational and community focused forums. This diverse selection of events seeks to expose the College community to new ideas and experiences that both further education and provide entertainment. The Special Events office assists event owners in scheduling, planning, and successfully holding their events.

Some of the 2011/2012 events included lectures by author Candice Millard, NASA Director John Marinaro, intern ‘queen’ Lauren Berger, and the return of Lectures in Religion with Dasho Karma Ura speaking on Happiness, Sustainability and Buddhism. The Center for Entrepreneurship sponsored the ideablitz!, ideabuild!, and the EEC ideaLabs competitions. Student organized events included the annual International Forum dinner and performance, a panel discussion and reception on Sustainability, Black Heritage Celebration, Kony 2012 Awareness, and Hiram College’s Relay for Life. Dining Services held a variety of themed dinners and events along with the Platinum Chef competition. This is just to name a few of the many events that are held each year on campus.

Hiram students, faculty, and staff are admitted free of charge to most Special Events functions and often are able to engage in informal conversation with the authors, artists, presenters and fellow participants following the event.

**Student Health Services**

**Gayle Galan**, M.D., Medical Director  
B.A, Case Western Reserve University;  
M.D., Case Western Reserve University

**Asha Goodner**, APRN-BC, FNP, Director of Student Health Services  
B.S., University of Richmond;  
B.S., M.S., Virginia Commonwealth University

**Marjie Billock**, RN  
billockmh@hiram.edu

**Tricia Fincham**, Health Center Coordinator  
Finchamtr@hiram.edu

**Web address**: [http://www.hiram.edu/directory/departmental/health-center](http://www.hiram.edu/directory/departmental/health-center)

Hiram College Student Health Services, located in the Julia Church Health Center, offers primary health care for a residential college community. In addition, we integrate primary care with epidemiological and educational services that both prevent and heal. Good physical/mental/spiritual health and healthy habits enhance one’s ability to learn and achieve.

Appointments are available Monday through Friday with a nurse practitioner and once a week with a physician. A registered nurse is on call for health concerns after hours and on weekends. Health education programming is available at various locations on campus throughout the academic year.

All full-time students are automatically charged for the student health insurance plan cost in their tuition/fees billing. The plan cost is determined on a yearly basis. Students may waive participation in the student health insurance plan by providing proof of other health plan coverage. In order to waive this student policy, a student health insurance waiver form must be completed and returned with fees and tuition.

**The Weekend College**
The Weekend College -- Graduate Studies -- Partnership Programs

The Weekend College began in September, 1977, as an innovative program to offer Hiram's traditional undergraduate courses to adults. It was clear from the outset that a program designed for adults had to be serious and rigorous, while at the same time responsive to the specific needs of the adult learners.

The Weekend College maintains Hiram's commitment to the principle that education makes an important difference in an individual's life. The curriculum includes eight majors: accounting and financial management, humanities and fine arts, social sciences, communication, business management, environmental studies, religious studies, and health care services management for certified professionals. Each program contains a core of required courses, as well as general requirements for graduation. Many courses in the curriculum offer practical skills that are immediately relevant to a professional career. As a liberal arts institution, however, Hiram has steadfastly believed that the most useful education requires more than relevancy to a professional career.

The structure of the Weekend College has proven to be an attractive alternative to evening programs as it has responded directly to both the demands and capabilities of adults for concentrated learning. Classes meet on alternate weekends from Friday evening through Sunday morning. This format is educationally sound, since adult learners are highly motivated and capable of assuming a significant amount of independent work outside the classroom. The Weekend College residence hall has overnight accommodations for those who wish to spend the weekends on campus. This residential dimension permits students to make use of the library and the fitness center, as well as to attend social and cultural events during the weekends. The most important criterion for admission to the Weekend College is the capability to perform satisfactorily in courses at Hiram College. It is recognized that many adults have acquired college-level knowledge through life and work experiences. So, in addition to granting credit for courses taken at other colleges or universities, credit may be awarded for demonstrated learning from personal experiences.

Traditional Students Registering for Weekend College (WEC) Courses:

For more information about the academic program, fees, and the admissions procedures, please write to:

The Office of Professional and Graduate Studies
P.O. Box 67
Hiram, Ohio 44234
or call 330.569.5161
e-mail to hwc@hiram.edu or visit our Web site at www.hiram.edu/PGS

During the 12-week session, traditional students with junior or senior standing and a minimum 2.0 GPA may take one WEC course on a space-available basis and with permission of the Associate Dean of the Weekend College. Students wishing to take WEC courses must go to the Office of Professional and Graduate Studies (H205) and complete an interest form. When registration for Weekend College students is complete, traditional students will be notified if they have been accepted into the course they requested. If so, they must return to the WEC office to complete the registration process. Currently there is no on-line registration for WEC courses. Except in very unusual circumstances, it is the College's policy that traditional students may not take a three-week course in the Weekend College.

Summer Session

Hiram College in the summertime is a place where you can hear yourself think. Amid the leafy trees and mild skies, the hum of ideas fills the air: literature, mathematics, economics, biology, theatre, chemistry, and psychology are among the subjects you'll hear about during a Hiram summer. Most of the summer classes meet one evening each week or on Saturdays, offering an intensive educational experience. The majority of courses meet for four hours of class time each week during the summer. Four-semester-hour courses meet for seven weeks, while three semester hour courses meet for six weeks. All summer courses are available to both regularly enrolled (traditional) students and Weekend College students.

Hiram also offers courses during the day, during the week, in the three-week format. These courses are available to both regularly enrolled (traditional) students, Weekend College students, if their schedules permit, and to guest students from other institutions.

In addition to the courses offered on campus during the summer, Hiram College also sponsors programs at off-campus sites. Courses are regularly offered at the Northwoods Field Station, located in the Hiawatha National Forest in the Upper Peninsula of Michigan. Courses have also been offered at the Shoals Marine Laboratory, located on Appledore
Island, Maine, and at various locations overseas.

For more information about the summer programs, please contact:

The Office of Professional and Graduate Studies
P.O. Box 67
Hiram, OH 44234
or call 330.569.5161
e-mail to hwc@hiram.edu or visit our Web site at http://www.hiram.edu/pgs

ACADEMIC PROGRAM: THE HIRAM PLAN

Hiram College uses an innovative academic program which is designed to strengthen the educational partnership between faculty and students that has always defined a Hiram education. The Hiram Plan combines the best aspects of a traditional semester calendar with the benefits of the intensive educational opportunities offered through concentration on a single course.

Through the Hiram Plan, each academic semester is divided into two sessions: one of twelve weeks and one of three weeks. During the twelve-week session, students usually enroll in three courses of four semester hours each. The longer session provides a suitable format for courses which cover a broad range of material, allows students to integrate what they learn in their concurrent classes, and provides opportunities for substantial research and writing projects.

During the three-week session, each student enrolls in one three- or four-hour seminar or course, each of which will have a limited enrollment. Each faculty member will teach only one course or seminar during the three-week session. These intensive classes provide students and faculty with numerous special opportunities that are not possible in the twelve-week sessions. The students and faculty participating in a seminar can, for example, meet at any time or location mutually agreeable. Faculty have developed special topic courses which include field trips, experiential learning, and numerous study abroad opportunities. The three-week sessions provide students with an intensive learning opportunity, which is useful preparation for work or graduate and professional studies after Hiram. Perhaps most importantly, the small class sizes and daily class meetings experienced in the three-week session enable students and faculty to form close, educationally meaningful relationships that often last a lifetime.

THE FIRST-YEAR PROGRAM AND COLLOQUIUM

Hiram prides itself on easing the transition from high school to college and begins this journey with Summer Orientation. Students and their families are invited to campus during the summer, where students will get together with one another, meet with staff and current students, and advise with a faculty member who will assist them in choosing and registering for their fall classes. New students will then arrive about a week before classes begin for “Institute,” where they will discuss a common reading as an introduction to college discourse, participate in social events, and gradually adjust to living away from home. In addition, during Institute week, each student has another opportunity to discuss with their advisor their academic interests and college graduation requirements, with the ability to adjust class schedules.

The First-Year Colloquium: One of the students’ three classes during their first 12-week term will be a four-hour Colloquium. The Colloquia are a series of seminars on special topics across the liberal arts and sciences, designed to introduce students to college-level writing and oral communication. Each Colloquium consists of a small group of First-Year students, an upper-class teaching assistant, and a professor. This Colloquium group, formed during the Institute, serves as the first step in the transition to college life.

The First-Year Colloquium (FRCL) course is an integral part of Hiram’s general education curriculum and is a requirement for graduation. Failure to complete this course with a passing grade will result in an incomplete graduation status and will require the successful completion of two First-Year Seminar courses at Hiram College or some other appropriate writing equivalency approved by the Associate Dean of the College.

First-Year Colloquium Course Objectives: The Colloquium does not merely tell students about ideas. Rather, students are challenged to be actively engaged in thinking
their way into the ideas and traditions, and students are guided in developing their abilities at reasoned critical reflection about those ideas and traditions. Through the examination of the content of the Colloquium course, students will be challenged to develop their:

- Ability to read and interpret important material
- Ability to think critically
- Ability to write: students will write to learn
- Ability to communicate orally: students will speak, participate in discussion, and present ideas
- Ability to identify, evaluate, and use information appropriate for scholarly research
- Ability to take advantage of the curricular and co-curricular opportunities at Hiram College

Course Descriptions

FRCL 10000: THE PROMISE OF STEM CELLS 4 hour(s)

With the first isolation of human embryonic stem cells in 1998, an explosion of scientific research and ethical controversy has surrounded the quest for widespread therapeutic use of stem cells. This has been a central issue in the past two Presidential elections, which highlights the importance of each American citizen attaining a sound scientific understanding of stem cells. This freshman colloquium will focus on the past use, present advances, and future promise of stem cells for clinical use. For many decades, bone marrow transplants consisting of blood stem cells have been used in medical practice. Advances in understanding the potential of stem cells has recently led to more prevalent therapeutic use. The course will highlight scientific understanding of stem cells in order to foster informed discussions of the ethical considerations of stem cell use in medicine.

FRCL 10010: A DECADE LATER 4 hour(s)

Ten years after September 11, 2001, our nation still struggles with how to discuss and commemorate this tragic event. Media practitioners were largely unprepared to cover such an unprecedented event, which altered public opinion about the role of journalists. The entertainment industry’s response was equally extraordinary, conveying a shared feelings of guilt, fear, despair, suspicion, hatred, and vengeance. In this course, we will analyze the discourse immediately following the event, and how we as a nation have approached the ten-year anniversary through text, song, and film.

FRCL 10020: HAPPINESS 4 hour(s)

In this course, we will explore the concept of happiness through the lenses of psychology, philosophy, medicine, and popular culture, and we will learn about a variety of approaches to becoming happier that have been supported by research. The first half of the course will focus on learning and practicing basic rhetorical forms for writing using the topic of happiness, and how happiness might be achieved, as a backdrop. In the second half of the course, you will select one of the topics we have read about and begin working on a final project that will allow you to explore that topic in more depth through a mix of research, exploration of the popular media, and hands-on personal experience.

FRCL 10030: SLUTS, NUTS, GANGSTERS & SLAVES: DIVERSE EXPERIENCES OF YOUTH 4 hour(s)

Growing up is hard to do. Precisely how people grow up is influenced by diverse social and cultural contexts, and these contexts are constantly changing. In this course, we will critically examine several diverse experiences of youth, with attention to social change and social inequality. Topics include but are not limited to diverse experiences within America’s schools; double standards between men and women, and disconnections between beliefs and realities, regarding sexual experiences and sexuality; life of youth within gangs such as the Bloods and the Crips; increasing concerns about the mental and physical health of young people (e.g., depression, anxiety, and obesity); increasing commercialization and consumerism in youth; and historical and contemporary forms of child labor, including child slavery. We will engage together recent and historical research and literature about childhood and adolescence, and critically relate these scholarly works to our own experiences and questions regarding coming of age in society.

FRCL 10040: PSYCHOLOGY MYTHBUSTERS 4 hour(s)

This course will center around the book “50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions about Human Behavior” by Scott Lilienfeld and colleagues. The book is divided into 11 main topics, with 4-5 myths per topic. I plan to have the students cover each topic by exploring 1-2 myths more in-depth. This will provide them the basis for researching these topics further for development into writing assignments.

FRCL 10050: SCIENCE VS. PSEUDOSCIENCE 4 hour(s)

Take this pill! It “boosts” the immune system! It clears-up acne! It has cured cancer! If
you’ve ever heard claims like this before, then you’ve heard pseudoscience. In this course, you will learn how to identify non-scientific and pseudoscientific claims and how to distinguish these from real science. We will tackle subjects such as acupuncture, homeopathy, creationism, vaccine-denial and a host of others. You will become a skilled warrior in the “Army of the Rational,” going forth to slay the hydra of pseudoscience wherever and whenever it may raise its ugly head(s). Join us and never be misled again!

FRCL 10060: ELEMENTS OF THE KITCHEN 4 hour(s)

What do science and cooking have in common? This freshman colloquium will focus on the chemistry behind cooking, from the four basic food groups (carbohydrates, proteins, water, and fats) to the materials of the cookware used. Some kitchen myths will be dispelled and many anomalies will be explained. A considerable amount of time will be spent learning by working hands-on in the kitchen, and students will begin to see the similarities between cooking and laboratory science. A background in high school chemistry is strongly suggested for this course, as we will be discussing chemical principles and theories as they apply to the kitchen.

FRCL 10070: THE ART OF MAKING DOUGH 4 hour(s)

Do you love bread? Do you want to learn how to make your own bread? Do you love to learn about other cultures? Are you open to a non-traditional, experiential approach to learning? Ever thought of one day starting your own business? Then this course might be for you! In this colloquium, we will learn about the history and art of making artisanal breads. We will explore the important role of bread in different cultures and discover how the making of this daily staple often reflects our most fundamental values and helps us to define and differentiate ourselves and others. We will also practice making lots of different breads and set up our own entrepreneurial venture on campus, the Terrier Bakery, to sell our products! Participation in this course requires hard work, a flexible schedule, and a commitment to the project!

FRCL 10080: COMPUTERS AND INTELLIGENCE 4 hour(s)

Have you every wondered what it means to be intelligent or if it is possible to make a thinking machine? This course will explore the meaning of intelligence in living things and in machines. We will consider possible origins of intelligence as well as some metaphores for aspects of intelligence in the works of Godel, Escher and Bach. We will look at how current technology aids our understanding of the world and possible future directions that technology may take us.

FRCL 10090: THE POLITICS OF SPORTS 4 hour(s)

This course will analyze the many ways in which sports in the United States intersect with political economic and cultural forces that influence our daily lives. Focusing on the major profit making sports in the United States (Football, Basketball, Nascar, Baseball) as well as less popular but consistent sports (Boxing, Horse Racing, Tennis) students will learn about the individual histories of each of these sports in the United States and abroad and how these histories intertwine into our daily lives. We’ll answer questions like “Why do liberals like basketball and conservatives like football?”. “How does Soccer explain military warfare?” and “Which is more important to a city, a successful sports team or a good mayor?”

FRCL 10100: REAL WORLD PHYSICS: FROM AMUSEMENT PARKS TO EXPLOSIONS 4 hour(s)

We will have three main areas of concentration in this course: physics, science literacy and communication. First there is the physics. We will explore things such as energy and explosions, gravity and space, radioactivity and electricity. There are NO math requirements for this course. This course doesn’t require previous physics skills, but will introduce you to some physics concepts using real world examples. You do not need to have taken a physics course - just be curious about the world around you and be willing to learn. That brings us to the second area of focus. You are a person curious about how the world works and take your responsibility to make decisions seriously. But how do you make sense of the competing yet often inadequate information you get when it comes to scientific claims and discoveries when you don’t know the underlying science? As we learn some physics, we will also talk about how science is done and what that means for how to understand it. This is our second area of concentration; I call it scientific literacy. We will learn some strategies for coping with confusing and conflicting information and for making the decisions that confront a responsible citizen. Finally the third focus of our attention will be on college level communication skills, both oral and written. As in all colloquia, there will be three major papers and a formal oral presentation. There will also be weekly reading assignments, smaller writing assignments and other work on oral communication such as in-class discussions. NOTE: There is a fee for this course of $70. You must also be available for a field trip to Cedar Point on Labor Day.
FRCL 10110: STUDY OF AMERICAN LANGUAGE 4 hour(s)

Language is central to our lives, even in this country where we are generally less aware of it than people in most other lands. Our readings, discussion, and writing will investigate any question you can imagine about language in the United States, from baby talk to fears about Spanish. Many of us imagine American English as an essential part of the American identity, but how true is that, and what is American English? Is it endangered? Why do we speak English (and other languages)? How do we learn, or acquire, language(s)? Why are there different dialects, and what do they indicate? How do we use or misuse language? What are we taught about it? What happens when people have trouble with language? Do animals use language too? We will read essays, articles, and even a couple of short stories, do primary and secondary research, including analyzing our own language use.

FRCL 10120: BIOLOGICAL ANALYSIS OF MONSTERS 4 hour(s)

In literature and cinema, abnormal and frightening creatures are presented as common characters. But to what extent do these creatures have any sound basis in science? Students in this colloquium will analyze fictional creatures from the perspective of science, to see what aspects of their lives and adventures are theoretically possible and biologically plausible. Students will draw on physics, chemistry, evolutionary theory, ecology, and comparative physiology to conduct original research into a fictional creature of their own choosing. Students will complete a total of three original written assignments, including a final research paper, and make three public presentations in class.

FRCL 10130: FOOD FOR THOUGHT 4 hour(s)

Just who are you if “you are what you eat”? From Fast Food Nation to Super-Size Me to The Omnivore’s Dilemma, the production, politics and health-impact of food has become a central discourse in American culture. This course will explore the cultural history and meaning of food in America: how food shapes national, regional, and personal identity; how culture, global politics, the media, and corporations affect the food we eat. In particular, we will focus on the ways in which food has been tied to health: criticism of fast food and food production practices, the organic and “locavore” movements, the obesity “epidemic” and eating disorders.

FRCL 10140: WHAT IS A LIFE WELL-LIVED? 4 hour(s)

Questions about what to do and how to live are a perennial feature on the landscape of human social thought. In them, one can observe a great tension between notions of the good life and a good life. In this course we will explore the rich and diverse history of inquiry into what is good, moral, and just; what brings pleasure and satisfaction; human nature, the self, and our relations with others—both human and non-human; and the far-reaching effects of what we do. We will explore how insights into these topics from across the ages and the globe can provide useful guidance in our lives today.

FRCL 10150: PHOTOGRAPHING THE HIRAM EXPERIENCE 4 hour(s)

A wise man once said, “Life moves pretty fast. If you don’t stop and look around once in a while, you could miss it.” Well, we’re not going to allow that to happen during your first semester at Hiram College. In this course we will use photography to document this important time of your lives and study the role of the photographer as documentarian and narrator. We’ll begin with a historical look at photographic documentary traditions and its major practitioners. This information will serve as a foundation for researching the stories unfolding before us, capturing images depicting these stories, and developing our ability to construct cohesive narratives. The image and the story will become equal partners as we document our first semester on campus.

FRCL 10160: WHAT ARE WE DOING HERE?: LIBERAL ARTS COLLEGE IN THE 21ST CENTURY 4 hour(s)

Drawing from history, economics and politics, we will explore and discuss the purpose, meaning and challenges of liberal education in the 21st century. We will consider what it means to learn something for its own sake—not as a means, but as its own end; liberal education and social responsibility—what constitutes an educated citizen; utility and liberal learning—what liberal learning has to do with being human. We will read Distinctively American: the Residential Liberal Arts Colleges by Koblik and Graubard as well selected articles and materials from other sources. You will learn to think critically and to do college level research and writing.

FRCL 10170: THE ART OF PHOTOGRAPHY 4 hour(s)

Interested in photography and learning about exhibiting your work? This colloquium will have you explore both the hands-on process of making photos in the darkroom as well as the early history of the medium. In addition you will learn about composition, lighting,
depth-of-field, and subject matter as elements that combine to create evocative works of art. With readings and analysis concerning the aesthetics of still photographs to launch from, you will create photos, creative writing, analysis, original research, as well as a group show of silver photographs in the Gelbke Fine Art Gallery as our capstone experience.

FRCL 10180: INTERNATIONAL TERRORISM 4 hour(s)

The attacks of September 11, 2001 and subsequent events, including two ongoing wars, have forced Americans to confront the phenomenon of international terrorism in a much more regular and engaged manner. In essence, terrorism has gone from being a marginal security concern for most Americans to becoming one of the most pressing issues of our day, both nationally and internationally. Yet, in reality, "terrorism" has been a persistent and widespread phenomenon throughout the rest of the world well before the events of 9/11. It has deep historical roots, and has been an integral part of human political behavior and interaction. This course seeks to analyze the phenomenon of "terrorism" in a highly-analytical and academic (as opposed to normative) way including examining its causes, dynamics, and possible solutions. In this attempt, the course employs an interdisciplinary approach including insights from the fields of political science, history, psychology, sociology, and anthropology. The course also combines a blend of theory (both explanatory and analytical), methodology, and empirics to help students better understand and grasp the multi-faceted complexity of "terrorism" and its wider implications. Thus, the primary goal of this course is to provide students with a critical and rich understanding of the phenomenon of "terrorism," and to spark their intellectual curiosity for future empirical research on the topic.

FRCL 10190: MONEY, SEX, AND SIDNEY POITIER 4 hour(s)

We live in a world in which many place a higher social value on celebrities, sports figures, politicians, and entertainers whose images are often presented to the public as perfect and ideal. While the world of entertainment and social media certainly has its place, we also need to connect to the deeper values and experiences that define and shape our individual character. On a daily basis we are inundated with peer pressure, judgment, sexism, bullying, gossip, fear mongering, social injustice, materialism, etc... In all of this chaos and confusion, is it possible to truly know and love who YOU really are? How can you become your authentic and best self? With an emphasis on media literacy, personal development, and radical thinking, this course will explore a range of contemporary topics including but not limited to a thorough examination of academy award winning actor Sidney Poitier’s legacy of eloquence, dignity, wisdom, and knowledge of self—all while facing adversity and discrimination.

FRCL 10200: DECISION 2012 4 hour(s)

If you are interested in Ohio and U.S. politics, this colloquium is your opportunity to study the process up close and personal. We will discuss Presidential and Senatorial and House of Representatives races, as well as local issues in theory and practice, as we critically identify, evaluate, debate, and analyze America’s and Ohio’s economic and global political issues, which continue to swirl around us. We need to learn who the candidates will be and what they stand for. What are their different positions on important issues? What are their values? Do they deserve our trust? Do they deserve our votes? How do we follow a political campaign? How do we do our homework and become informed voters? How do we decide for whom to vote in November? Why do we vote? Our planned class activities include a weekly review of political issues at the state, national, and global levels; we will also follow campaign coverage on media including newspapers, television, and weekly magazines. We will focus on a few races: the election of an Ohio governor; the election of a U.S. Senator from Ohio; and the Northeast Ohio congressional races.

FRCL 10210: LEARNING TO READ THE WORLD 4 hour(s)

Can you tell when plants and animals are healthy (and happy)? Can you spot lawns and landscapes that improve your health from those that are more likely to cause health issues or cancer? Join with your peers in discovering great techniques to improve your academic performance and your ability to learn material in all classes by learning to read the world around us. Find out what we know about the landscape of the mind and learning by learning to read the signs of nature that most of us fail to see. Be prepared for an active, hands-on course where you become the expert communicating how to read the world to a mostly nature-illiterate 21st century industrial society.

FRCL 10230: DISSECTING DINNER: WHAT WE EAT AND ITS ORIGINS 4 hour(s)

The Earth now has over 7 billion people, and all must “eat to live”. As animals we are consumers, more specifically omnivores, in an ecological sense because we are adapted to consume almost any food item in our environment. Some popular media highlight the unfamiliar, unusual, or even what some consider bizarre foods that are routinely consumed
by people across our globe. This course is focused on what humans consume and how it gets to our plates and palates. Our goals are to: summarize briefly our change from hunter-gatherers to agriculturalists; determine our minimal and optimal nutritional requirements; explore and document what we eat and where it comes from; investigate some alternative foods used by others across the globe; account for all the resources (e.g., nutrients, acreage, energy) that go into these foods; examine some of the biological, cultural, social, economic, and political aspects of our food; and explore what we must do to feed 7-9 billion people in this century and beyond. Students will read several types of literature, complete three formal and original written assignments, two formal presentations, plus several informal written and oral assignments. There may be one or more field trips to local farms and markets.

FRCL 10300: PAPER OR PLASTIC 4 hour(s)

Did we always have the choice? When Charles Goodyear serendipitously discovered the vulcanization of rubber, a new age was born. The rubber revolution ushered in an industrial gold rush to the northeast Ohio region, which transformed the small town of Akron into the Rubber Capital of the world. The rich and diverse culture that came along with the rising industry is still preserved in the city today, and although the theme of the industry has expanded from simply rubber to polymers, the roots remain firmly planted. The technological era is aiding to revamp the region laden in polymer heritage, but with this new age also comes new tribulations. In this course, we will journey back in time to look at the rise and fall of the great rubber giants that pioneered a culture. We will look at it through the eyes of reporters as well as through the direct accounts of the people whose lives were Akron rubber. We will then look at modern day developments and see how these polymers fit into our everyday lives, from materials to medicine. Finally, we will delve into the environmental issues surrounding the polymer industry, specifically toxicity and recycling.

FRCL 10400: CONFUCIUS COMMUNISTS & CHINESE CAPITALISTS 4 hour(s)

China's image in film and literature.: From war to peace, from famine to plenty, from communist bogeyman to helpful ally, from the distant past to the imagined future, China has been viewed in every possible light. This course examines the myriad different images presented of China, in both film and literature, throughout modern times and across cultures. The course will be more discussion, rather than lecture, based.

FRCL 10500: ROBOTS OUR NEW BEST FRIENDS 4 hour(s)

Most of us have seen the common fantasy robots of literature and film: Klaatu, Robbie R2D2 and C-3PO, not to mention an assortment of robots in The Jetsons! These robots interact with their human "friends" or "owners" as if they are alive; making decisions, finding their way in the world, even showing distinctive personality traits. Robot companions have come a long way in the real world: although you can no longer purchase Aibo from Sony, you can buy an iDog from Hasbro, or even a humanoid "small bipod entertainment robot" (Asimo, from Honda). If you prefer a more practical robot, there's always iRobot's Roomba that will clean up after you. Robotics research is an active and lively field, and a great deal of progress has been made over the last 25 years or so. How close are today's robot companions to the ones that can be found in science fiction? What does it take to make a believable robot "friend"? In the colloquium, we will not only read about the technologies necessary to create companions, but also build our own. Activities in the course will be varied. Students will build, program, and exhibit their own robot "friends", using the Lego Mindstorms systems. (No prior programming experience is necessary or expected, though.) Other activities will include class discussions of the readings, 2 formal oral presentations, and 4 papers, including a short research paper. Readings will be selected from current magazine articles, non-fiction essays, and fiction works (print and film).

FRCL 10600: YOU ARE HERE READING AND WRITING ABOUT PLACE 4 hour(s)

As our landscape increasingly looks unvaried and anonymous—a Home Depot here, a subdivision there—how do we locate our identity? What character is left in which to ground our sense of who we are? Is our culture really becoming more displaced? We will spend the course exploring individuality in place and examining what constitutes where we come from and where we are. In his anaphoric opening to his nonfiction opus Great Plains, Ian Frazier writes, "Away to the Great Plains of America, to that immense Western short-grass prairie now mostly plowed under! Away to the still-empty land beyond newstands and malls and velvet restaurant ropes!" As readers, we travel with him to that land's idiosyncrasies. We'll conduct similar adventures of our own in this course as we look at both sentimental notions of place, like The American West, and at the reality of more everyday locales, like suburbia. We'll study how setting plays an integral part in the conflicts of society and of stories. We'll use a number of lenses to inspect the nature of a
place, such as through food, architecture, language, economy, and history. Along the way, we'll read literary essays, fiction, and poems that center around ideas of place. Writing for the course will involve immersion through research and experience. There will be a field trip to Cleveland.

FRCL 10700: ENTREPRENEURS INNOVATORS & PIONEERS 4 hour(s)

Groundbreaking Lives: College should help you to learn from the experiences of others while developing your ability to think critically creatively. We will examine entrepreneurial initiative by studying the lives of people who have been pioneers, each in their own way. We will examine entrepreneurial initiative by studying the lives of both famous and obscure Ohio innovators in various fields, innovators such as artist/landscape architect Maya Lin, inventor Garrett Morgan, and humor writer James Thurber. What do such different people have in common? We will discover both commonalities and contrasts between these figures as we read biographies, letters, articles, and more. Be prepared to write your own biography and share your dreams and ideas.

FRCL 10800: WANTS VS NEEDS: THE PERSONAL CHALLENGE OF LIVING SUSTAINABLY 4 hour(s)

As members of the biosphere, we all participate in a give and take with the earth. In ecological systems, there is usually a balance between give and take. Through the cycles of consumption and decay, life takes life and life gives life. The unfortunate reality of being human is that most of us take more than we give and most of us take more than we need. The consequences of living carelessly beyond our ecological and environmental means are seen across the biosphere: Climate change, famine, species extinctions, pollution, disease, species invasions. What can we, should we, change in our lives to take less, give more? In this class, we will examine the cultural pressures of our consumption-driven society and we will take on the personal and scholarly challenge of identifying the difference between wants and needs in an effort to become more responsible members of the biosphere. We will examine the cultural pressures of our consumption-driven society and we will examine our personal decisions and actions. We will identify the connections between our personal choices and the environmental consequences of how we live. Factual knowledge and critical analysis are powerful, but "knowing" alone will not necessarily lead to change within our own lives. If we wish to live sustainably, we must struggle against habit and comfort and the significant pressures of our culture. We must become mindful of the difference between wants and needs. We must become mindful of the biosphere. Working in parallel with our scholarly examinations of our consumption patterns and consequences, we will employ contemplative practices to lead us through the transformative shift towards living as responsible members of the biosphere. We will explore contemplation through various practices including gratitude journaling, meditation, and prayer so that each student can find his or her own best avenue to mindfulness.

FRCL 10900: I KNOW IT WHEN I SEE IT 4 hour(s)

Vague Concepts and the trouble they cause. Do you ever use a word without knowing exactly what it means? In everyday life, we use terms like "freedom", "cause and effect", and "fair play" without knowing what they really mean. We will examine the psychology and neuroscience of concept formation and representation. More specifically we will look at what it means to "hold" or "have" a particular political or world philosophy. How do our minds contain our ideas or beliefs? How is the brain involved in this psychological process? We will look at scientific evidence that suggests why we often only have a vague understanding of what are very important concepts or ideas. Furthermore, we will also look at how language can be used to change the way we feel or think about a concept. For example, how are analogy and metaphor used in various forms of media to persuade us or change our minds? In addition to reading from the psychological and neuroscientific literature, we will also look at how these issues play out in current events. More specifically, we will examine how vague conceptual definitions can cause or contribute to increased confusion and polarization in today's political and cultural worlds. Students will write in a variety of formats, including reflective essays and media research reports.

FRCL 11000: WHAT WE EAT, HOW WE EAT 4 hour(s)

Food is essential for survival. It is also a source of pleasure. A good meal leaves great memories. Food reminds us of home. Food gives us comfort. What we eat can cause us physical problems and shorten our lives. We may choose to restrict our diets because of moral commitments. We may have issues with how our food is processed or how far it is transported. We may be concerned with what chemicals are used in the growing or production of our food. This course is designed to look at the meaning of food for sustainable communities. We will look at cultural eating patterns, the moral issues surrounding the production and consumption of food, and think about how food fits into the joy and the discipline related to the religious life.

FRCL 11100: APPROACHING THE HOLOCAUST 4 hour(s)
This year marks the 25th anniversary of the first time that I taught this FRCL on the Holocaust, that is, on the attempt of Germany’s Third Reich to exterminate every Jew within its reach. Twenty-five years ago, this subject was relatively new to college course offerings, and the choice of resources for such classes was quite limited. All that has changed. More recently, there has been a virtual flood of interesting Holocaust movies, excellent documentaries, and good books on our topic. Moreover, there now exist endless Web sites, some of the very highest quality. In this colloquium, our approach to the Shoah is eclectic. I plan to use Yehuda Bauer’s brief History of the Holocaust to provide us with the necessary historical background. We shall take a close look at Elie Wiesel's groundbreaking Night. Likewise, in cartoon form, Art Spiegelman’s Maus provides very useful insights about both the Holocaust and its consequences. We are going to want to discuss those who continue to deny that the Shoah occurred. Again, because anti-Semitic and anti-Jewish attitudes played their own role in this most unfortunate history, we shall look at those issues. Related to the last, we want to discuss portions of the video The Longest Hatred. I also intend to show parts of the History Channel's excellent Hitler's Holocaust series as well as Genocide from the World at War series. The eyewitness accounts of both Jews and those involved in their attempted extermination are the focus of the documentary Shoah. We may look at some of these as well. One or another popular film on the Holocaust, perhaps Life Is Beautiful or Au revoir les enfants (Goodbye, children), will give us additional opportunity to think and talk about Holocaust realities. In addition, my own slides will allow us to explore the archeological remains of the thriving Jewish population that inhabited ancient Rome; however, they will also permit us to visit modern locations associated with the roundup and massacre of Roman Jews during the years of Nazi/Fascist terror.

FRCL 11200: ARTHUR THE ONCE AND FUTURE KING 4 hour(s)

Do you wonder why the stories of King Arthur have captivated people's attention for the past 1400 years? Join us as we search for the real King Arthur and attempt to discover the truths about the legend. In this class we will read Layamon's Brut, Marie de France's Lanval, portions of the chronicles by Nennius, Geoffrey of Monmouth, and Gildas. We will also read several early Welsh poems about Arthur, Sir Gawain and the Green Knight, selections from Thomas Malory's Morte d' Arthur, and more, not to mention viewing a few great Arthurian movies. Come and join us on this quest for Arthur!

FRCL 11400: ARCHITECTURE AND POLITICS 4 hour(s)

This course explores the connections between political regime types and architectural styles. Both politics and architecture are forms of order - politics is an ordering of the social world, while architecture is an ordering of the material world. And just as a well-ordered political community is characterized by justice, a well-ordered work of architecture is characterized by beauty. Indeed, the ideas that inform political regimes and the ideas that inform architectural styles often have similar philosophical roots. An appreciation of that connection thus allows one to recognize the political nature of architectural expression, and the aesthetic nature of political forms. To explore that connection, we will examine such architectural styles as Gothic, Baroque, Federal, 'Communist-Modern', as well as contemporary sky-scraper architecture in various regions of the world.

FRCL 11500: MONEY, SEX, AND CONSPIRACY THEORIES 4 hour(s)

Does a group of international bankers control America? Is Bill Gates the anti-Christ? Does a Powerful secret society, called the illuminati, actually exist? Is there more to the September 11th tragedy than was presented to the public? Is the CIA behind the illegal drug trade? Is hip hop intentionally linked to major public policy? What is actually behind the murders of Tupac Shakur and Biggie Smalls? Questions....questions! Many believe that we are born into a world controlled by unseen forces that have plagued and manipulated humanity for thousands of years. This course will delve into conspiracism or the world view that centrally places conspiracy theories in the unfolding of both historical and contemporary events. From urban legends, sex scandals, terrorism, to hip hop, the course will take students on an investigative journey into the believable and unimaginable. With particular emphasis on media literacy, students will utilize critical analysis, critical thinking, and communication skills as they explore the unknown and perhaps even the unthinkable!

FRCL 11600: IDENTITY AND MEMORY 4 hour(s)

Our sense of identity as persons seems to be inextricably entwined with our memories. It is hard to imagine being "me" apart from being the person who has undergone and who can remember the experiences which constitute my life. This relationship, however, leads to many difficult questions: Does my identity as a person rest in anything over and beyond the experiences that I have had? Is my identity anything other than my ability to connect all of these experiences and think of them as my experiences? If so, what is this (a soul or...
self)? Can I be wrong about who I am? What is the role of interpretation or misinterpretation in my sense of identity? Am I ever who I think I am? In this class, we will explore the metaphysical nature of personal identity and its relationship to memory in philosophical texts and a variety of narrative forms including short stories and films.

**FRCL 11700: THE FORKS IN THE ROAD 4 hour(s)**

Decision-making is an integral part of our lives. From our early years we have made decisions: some more consciously than others; some more important than others; some by ourselves, some after consulting with or being influenced by others; some we have celebrated, others we have regretted; some have taught us important lessons, others embarrassed us. During this colloquium we will examine how we make decisions, the influences on the process and how those influences can affect the outcome. We will examine the decision processes associated with important historical events and apply what we learn about decision making to a wide range of decisions facing young adults such as those concerning curricular and co-curricular opportunities, careers, relationships, ethical dilemmas, athletics, physical fitness and our roles as citizens, voters and consumers. We will also develop our skills in evaluating and learning from our and others' decisions.

**FRCL 11800: ETHICAL AND SOCIAL RESPONSIBILITY IN THE AGE OF GENOMICS 4 hour(s)**

This course focuses on the biological advances in deciphering genome sequences that have had a major impact on the scientific community, and our society as a whole. We will begin with a review of the structure and function of the biomolecules DNA, RNA, and protein, and the processes of DNA replication and gene expression. The human genome project, inherited human disease, genetic testing, forensic science, and genetic manipulations of humans (gene therapy) and of foods (bioengineering) will be studied in order to discuss the social and ethical implications resulting from the increase in availability of genetic information, including genetic determinism, genetic privacy and discrimination, eugenics and how biotechnology affects food production and medicine. The course will be conducted in a lecture-discussion format, and the topics chosen to be discussed will be influenced by student interest. At the conclusion of the course, student debates on controversial topics introduced in class will be held.

**FRCL 11900: PHOTOGRAPHIC REVOLUTION 4 hour(s)**

The course will cover how the camera has created significant shifts in how we perceived the world and communicate with each other. Beginning with the camera obscura and the shift to western perspective through to digital video and U-tube, we will explore the art of photographic imaging and its impact on our culture. In addition to reading, viewing and writing about photography, students will be introduced to production through class projects.

**FRCL 12000: STORIES BEHIND EVERYDAY THINGS 4 hour(s)**

The necktie does not have a single practical purpose. So where did it come from? And why is it still worn? Why are baseballs laced together in red? Why do brides wear veils and take care to have with them "something borrowed" and "something blue?" Why is a bad play called a "turkey?" Our lives are filled with "everyday things." Where did they come from? What human need do they fulfill? Does it matter? Maybe. In this course we will find ways to discover the answers to life’s little mysteries. Through research, creative writing, storytelling and field trips we will look for the meaning beneath the mundane. Perhaps when we end our search we can amaze our friends with our knowledge of the trivial. But perhaps, too, we will have learned something about ourselves and what it is to be human. We will look at the ways in which these everyday things were advertised. How do they appeal to our preoccupation with our bodies and our images of ourselves? What do the movies and TV shows we watch say about us? Or the music we listen to? The toys we play with? Our choice of food and drink? Cartoons and comic books...beer and brassieres...chairs and chocolate...vitamins and vacuum cleaners... Let's look at the familiar from a new vantage point. Perhaps we shall see how far we have come. Or find we are back where we started...

**FRCL 12100: ABOUT LOOKING 4 hour(s)**

This colloquium will focus on observation, with the eyes and the mind, as a function of directed attention and will. This is an inherent ability in each individual, that has been sadly eroded in a culture and society increasingly fragmented. We will explore a variety of subjects and objects on which to focus our attention and work to record those impressions through various media from written expression and interpretation to drawing and beyond. This ability to observe closely and then meaningfully describe and abstract what is seen is at the core of success in any discipline.

**FRCL 12200: SOLVING THE CRIME 4 hour(s)**
It all looks so easy on TV. The detectives arrive at the scene of the crime, poke around a bit, pick up some evidence, drop it off at the lab, and within the 1-hour timeslot the crime is solved. On TV and in detective novels the crime lab is often a black box, a place where the evidence is dropped off and the desired answers are retrieved some time later. So what actually goes on in the lab? We've all heard about fingerprint analysis, and most of us have heard about DNA evidence, but forensic scientists also have a wealth of other tools at their disposal. In this course we will look at detective fiction from Sherlock Holmes to Kay Scarpetta, and detective TV from Quincy M.E. to CSI. In analyzing the literature and film, we will explore how the science of detective work has changed over the years. For example, blood analysis has evolved tremendously since the time of Arthur Conan Doyle. In 1875, forensic specialists were able to determine that a spot of red was indeed blood and not a drop of paint. By 1910, those in forensic medicine were able to distinguish between human blood and blood from other sources, as well as to divide the human blood into one of four groups (A, B, AB, and O). Now, forensic scientists, using genetic analysis, can often link a blood sample to one specific individual. Along with blood analysis, we will cover other analytical techniques we read about in detective novels or see in detective shows on TV. We will talk about how the different techniques can be used, the science behind the techniques, and the limitations of each technique. During the course of the term, each student will be expected to write four papers, give two oral presentations, and participate in a variety of discussion sessions and quick labs. Possible printed materials include: Arthur Conan Doyle, "A Study in Scarlet" and "The Devil's Claw"; Anne Perry, "The Silent Cry"; Dorothy L. Sayers, "The Documents of the Case"; Aaron Elkins, "Old Bones"; Nevada Barr, "A Superior Death"; Patricia Cornwell, "Point of Origin"; Max Allan Collins, "Double Dealer" (a novel based on CSI: Crime Scene Investigations); Samuel M. Gerber, ed., "Chemistry and Crime: From Sherlock Holmes to Today's Courtroom".

FRCL 12400: AMERICAN SIN: CAMPAIGNS AGAINST THE FLESH IN THE U.S. PAST 4 hour(s)

Americans have long been caught in a dialectic between liberation and repression. This course will explore "sin" as it was defined by our forbears. Religious leaders and reformers attempted to control sex, alcohol, drugs, greed, heresy, slavery, and other indulgences of the people. What constituted sin, however, has been, and remains to be a moving target. While Puritans were quite willing to tolerate a moderate amount of drinking, Victorians embraced teetotalism, that is, a complete swearing off of the bottle. While Americans in the revolutionary era seemed to tolerate sex before marriage, subsequent generations would enshrine the ideal of chastity. Why did nineteenth century Americans all of a sudden decide that slavery was a sin? Why was prostitution legal in many locales until the Victorian age? This course will not only explore those ministers, moralists, and reformers who helped formulate notions of sin, it also will explore the lives and writings of those people who seemed to flaunt the codes of their would-be reformers. For what reasons did women decide that slavery was a sin? Why was prostitution legal in many locales until the Victorian age? This course will not only explore those ministers, moralists, and reformers who helped formulate notions of sin, it also will explore the lives and writings of those people who seemed to flaunt the codes of their would-be reformers. For what reasons did women decide to enter the prostitution trade? Why did evangelical upstarts splinter their denominations, questioning the orthodoxy of church leaders? By exploring the embrace and repression of sin, we should be able to peer into the soul of American identity.

FRCL 12500: MUSIC IN A CHANGING WORLD 4 hour(s)

Music symbolizes a people's way of life and expresses the most deeply felt aspects of human experience. It is the language of remembrance, celebration, courtship, protest, and prayer. In this class we will listen to and write about classical, folk, and popular music. We will closely examine the cultural contexts of music making in a multiethnic society. Students will be expected to research and write thoughtfully about music, to make oral presentations, and to participate in occasional "hands-on" activities such as dancing and drumming.

FRCL 12600: PERSPECTIVES ON ART SCIENCE AND SPIRITUALITY 4 hour(s)

To get a fix on who we are and what we want to do, next and in the long term, we use information gathered through analytical and scientific explorations as well as direct experience and emotional reactions. These experiences and responses can be enhanced using input from music, visual art, and contemplation of the natural world. Thus the sciences and the arts provide complementary methods for exploration as well as the resources for our reflections. This course is designed to increase our capacities to be awake and aware, to enhance our understanding of ourselves and our actions. The activities will enable us to define spirituality and find practical ways to nourish our own spirituality. One focal point of the course will be an examination of altruism and compassionate love, giving of self for the good of another and receiving that from others. A second focal point will be how we view and understand ourselves, and the nature of our "self". In both cases we want to see how sciences and arts shape our understanding of what is real and of how to act well. Contemplative exercises will be used to increase our capacity for direct experience.
FRCL 13200: SAY IT AIN'T SO, JOE! 4 hour(s)

Essays and short fiction. Material from the primary literature and will write in a variety of formats, including reflective to do some soul searching regarding your place in the universe! Students will access how differently individuals perceive that role based upon personal life history. Be prepared behavior. This course gives us the opportunity to examine our role in nature, particularly articulate in a series of writing assignments the application of biological theory to human will be relied upon for your ability to contribute to our daily debate, as well as your ability to marriage, law, learning, aggression, religion, ethics, and morality will be discussed. You predictably ways to solve the basic issues of survival. Topics such as kinship and whether humans are in any way unique with regard to our interactions with others. "Being entirely honest with oneself is a good exercise," Sigmund Freud. In the beginning of this course, we will investigate how our leadership styles fit with the culture subgroups we are in and intermingle with on a daily basis. We will engage in activities that will require the group to examine whether humans can directly influence behavior via complex biochemical pathways. We will investigate whether humans are in any way unique with regard to our interactions with each other and our environment, or if we too are programmed by our genes to act in predictable ways to solve the basic issues of survival. Topics such as kinship and marriage, law, learning, aggression, religion, ethics, and morality will be discussed. You will be relied upon for your ability to contribute to our daily debate, as well as your ability to articulate in a series of writing assignments the application of biological theory to human behavior. This course gives us the opportunity to examine our role in nature, particularly how differently individuals perceive that role based upon personal life history. Be prepared to do some soul searching regarding your place in the universe! Students will access material from the primary literature and will write in a variety of formats, including reflective essays and short fiction.

FRCL 12900: CHUTES AND LADDERS AND WHY IT MATTERS 4 hour(s)

In a society where leadership has become vital, where do you fit in? Are you a "born leader" or are you content to "get in line"? Are you aiming for, and do you feel comfortable at, the top of the ladder? When you slide down the chute, do you know how to get back up? This interactive colloquium examines and explores student's leadership characteristics, those they're aware of and those they are not. "Being entirely honest with oneself is a good exercise," Sigmund Freud. In the beginning of this course, we will investigate our leadership potential by gaining a better understanding of ourselves. Then we will examine how our leadership styles fit with the culture subgroups we are in and intermingle with on a daily basis. We will engage in activities that will require the group to pull from each others strengths to solve problems. There will be other activities which will challenge us to go outside of our comfort zones. The low/high ropes course and personality assessments, as well as other team-building activities, will be incorporated into the curriculum to provide hands-on activities supporting these topics. "Effective leaders will be the ones whose experiences have shown them that they cannot rely on their experience... they will use the expertise they have gained through experience to tap the experience and creative energies of others." (Potter & Fiedler, 1993, p 68.)

FRCL 13000: THE UNIQUELY HUMAN ANIMAL 4 hour(s)

Humans are undoubted members of the Animal Kingdom, yet most would agree that there are certain aspects of our consciousness that separate us from all other species. What defines Homo sapiens? Large brains? Bipedality? Tool use? Not one of those is unique to us. Does culture allow us to defy biological laws? It certainly doesn't appear that we make the best decisions to insure our fitness. This course will explore the best decisions to insure our fitness. This course will examine what archaeological finds have taught us about the political, economic, social, religious, and artistic life of the ancient Romans. We will also explore the "secret" lives and practices of Pompeii and consider how first century A.D. culture was surprisingly similar to our own, but also strikingly different. In addition, we will examine the archaeological excavations themselves, and how the idealism and zeal of well-intentioned archaeologists often resulted in as much loss as discovery. We will compare the archaeological efforts at Pompeii with the excavations of other legendary sites in order to assess the benefits and detriments of "recognition" and "reconstruction" efforts. The excavation campaigns from the eighteenth through the twentieth century have revealed much about the ideas and expectations of those periods. We will investigate how the interpretation of ancient discoveries can often be "colored" by the cultural values and prejudices of the time. Since the dramatic rediscovery, Pompeii has gradually and sometimes reluctantly revealed its secrets about ancient life, and perhaps much about our own. In this course, students will expand and refine their academic skills by discussing readings, films, and slides, as well as writing a total of three papers and completing two oral presentations. A museum trip will be scheduled during this semester.

FRCL 12700: UNEARTHING THE SECRETS OF POMPEII 4 hour(s)

On August 24th, 79 A.D. the thriving Roman town of Pompeii was unexpectedly rocked by massive explosions when a nearby mountain, Vesuvius, literally blew its top in a cataclysmic volcanic eruption. In a matter of hours Pompeii and several other towns, and nearly all of their inhabitants, were buried under tons of volcanic ash and rock. Temples, homes, shops, people, and pets were sealed in a time capsule where they remained frozen and "forgotten" for seventeen centuries. When the ancient city was rediscovered in 1734, no one even knew the name of the lost city. Nevertheless, the poetic and tragic nature of this enigmatic place sparked the imaginations of writers, thinkers, and artists around the world, as it continues to do today. This course will examine what archaeological finds have taught us about the political, economic, social, religious, and artistic life of the ancient Romans. We will also explore the "secret" lives and practices of Pompeii and consider how first century A.D. culture was surprisingly similar to our own, but also strikingly different. In addition, we will examine the archaeological excavations themselves, and how the idealism and zeal of well-intentioned archaeologists often resulted in as much loss as discovery. We will compare the archaeological efforts at Pompeii with the excavations of other legendary sites in order to assess the benefits and detriments of "recognition" and "reconstruction" efforts. The excavation campaigns from the eighteenth through the twentieth century have revealed much about the ideas and expectations of those periods. We will investigate how the interpretation of ancient discoveries can often be "colored" by the cultural values and prejudices of the time. Since the dramatic rediscovery, Pompeii has gradually and sometimes reluctantly revealed its secrets about ancient life, and perhaps much about our own. In this course, students will expand and refine their academic skills by discussing readings, films, and slides, as well as writing a total of three papers and completing two oral presentations. A museum trip will be scheduled during this semester.
Thus pleaded a small boy, we are told, when Shoeless Joe Jackson, and seven other members of the 1919 Chicago White Sox, were accused of "throwing" the World Series. Professional baseball recovered from this gambling scandal the very next year, largely because of swift and dictatorial actions by Baseball Commissioner Landis, and the flamboyance and talent of the New York Yankees' new star, Babe Ruth. Now, 90 years later, baseball and other sports are threatened by new assaults on principles of fair play, and on the trust that all fans must have for sports to have any relevance or purpose. The revelation in early 2009 that Alex Rodriguez, baseball's highest-paid player, not only used illegal and unfair performance-enhancing substances for at least three years, but also blatantly lied about it and decried the action of other cheaters, was simply another loud indicator of a sports world fostering new heights of cynicism and disenchantment. What will it take to restore the battered illusions of the fans of the games this time? In this colloquium, we will study sports, especially the complicated relationships between the athletes and the fans. We'll examine some tough questions such as: Is the world of sports really a "microcosm of society"? Is there any cause and effect between the ills of society and the ills of sports? How original are the current problems of sports? Were the "good old days" really all that good? What can we learn from them? What is the explanation for the enormous appeal of sports? What roles do sports play in our society today? What are the appropriate and ideal roles? What is a hero and are there any sports heroes? Should there be any? Do athletes have obligations to fans as role models? What are the key ethical issues surrounding sports today? What is sportsmanship, and fair play? Why is it important for fans, especially, to understand these issues and to care about them?

FRCL 13300: WITH EARTH IN MIND SUSTAINABLE DEVELOPMENT 4 hour(s)

Careless technology, commercial greed, human population growth, and rising per capita consumption have placed increasing stress on the earth's ecological system. The very systems we depend upon for our livelihood and health are placed in jeopardy by our actions. This realization has led to an international effort to raise consciousness, to focus discussion and to develop polices to address local, regional, and global concerns. The complexity of international relations and economic development, conflicts based on imbedded economic and political self-interest, differing notions of the level of risk resulting from current practices, and wide-ranging views of just policy make responding to environmental concerns extremely difficult. How can we create a human habitat- where we live and work- that is in harmony with nature? Is our current economic and political system incompatible with sustainability? What do we value and how do we encourage change? What does it mean to be a citizen of the environment? These are some of the questions that we will address in this colloquium. Through a variety of readings we will examine Western thought on the natural world and the role of humans, consider the changing concept of property rights and obligations of individuals to others and to nature, and examine the evolving critique of liberal political economy and the resulting definition of economic development. By the end of the course each of us will have a better understanding of policy responses which will yield sustainable development.

FRCL 13400: TAKE A HIKE LESSONS LEARNED FROM NATURE WANDERINGS 4 hour(s)

"I sincerely believe that it is not half so important to know as to feel. If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow," Rachel Carson, The Sense of Wonder. 500 acres of ponds, streams, fields and forests at the Hiram College Field Station and other areas in and around Hiram will be our classroom as we hike, climb, net and crawl our way to a better understanding of the natural world around us. This course is designed to develop a sense of place in our natural surroundings and will be accomplished through frequent, positive, unstructured experiences in nature that evoke the senses and charge the emotions. These experiences will allow you to gain a better grasp of nature's complex concepts and systems and begin to understand the role of humans in nature. As part of this course, we will discuss historical roles in interpreting nature and the consequences of humans recent disconnect with nature. The course will also provide you with an opportunity to develop important college skills, including developing written communication, oral communication and critical thinking skills. This will be accomplished through journal writing, response journals, informal discussions and formal oral presentations, and analysis of readings information gathered.

FRCL 13800: WOLVES AND CIVILIZATION 4 hour(s)

By surveying the representation of the wolf in history, myth, folklore, literature, natural history, and popular culture, this course seeks to examine the complexities of the natural and political relationship between humans and wolves. During the term we will screen a werewolf movie in order to understand more completely the human fascination with the power of this animal. We will use these varying fields to analyze the ideology that now
constitutes our understanding of the wolf. We will examine the virtual extinction of the wolf in the lower 48 states of America and why some people want to re-introduce the wolf. Wolves have been re-introduced in Yellowstone, and they have also been re-introduced in the Southwest. As human development has spread and wolf populations expand to include a tiny fraction of their original territory, there is now a tremendous amount of interest in wolves and wolf re-introduction. The readings also demonstrate how the lives of humans and wolves are deeply connected to the margin and the mainstream of our society. For hundreds of years our country engaged in a sometime organized campaign to exterminate the wolf. The ferocity and sadism of hundreds of years of wolf slaughter calls out for intellectual inquiry. With wolves now reclaiming some former habitat in the lower 48 states, we ask why this mysterious yet social animal has provoked such violence, compassion, and interest.

**FRCL 13900: MEN AND WHY THEY ARE THE WAY THEY ARE 4 hour(s)**

Drawing from sociology, psychology, biology, and other academic disciplines, students will explore several explanations and/or interpretations of what it means to be male. We will read, discuss, and write about such things as growing up male, male communications, why men do the things they do, and male roles in the United States and in other cultures. We will pursue answers to the question, what does it mean to "be a man?".

**FRCL 14000: AGAINST THE GODS THE MATHEMATICS OF GAMBLING 4 hour(s)**

Involvement in gambling and games is of a great interest of many today. Large numbers of people regularly play the lottery prizes while the NCAA March Madness basketball pools have never been more popular. Land based and riverboat casino have become an "Economic IV" to many struggling economies. Although lotteries, casinos and sports betting are generally considered entertainment, we essentially gamble with our retirement dollars when we invest in a particular stock or mutual fund or deposit the amount in an insured saving account. We can consider the current congressional discussion as to whether or not to allow oil drilling in the Alaskan wilderness a game of chance. Are drilling and the benefits we may derive worth the possible environmental impact? Although these instances are quite diverse, they have one commonality. They each involve uncertainty. In no circumstance are we guaranteed what will happen, and hence we generally reach a decision by examining the possible outcomes along with the probability of the outcome. This colloquium looks at some of the significant and elegant mathematics that are available to consider questions involving uncertainty. Topics will include basic classical and elementary probability theory and its application to decision making under uncertainty. We will study elementary logic, elementary set theory, partitions and counting, mathematical expectation, probability theory, the law of large numbers, and the gambler's ruin. In particular, the gambling forms to be studied will include dice, poker, roulette, blackjack, craps, lotteries, and perhaps backgammon. The primary emphasis of this course will be on understanding and applying the mathematics behind these activities. It is important that each student in the colloquium have four years of high school mathematics. Merely understanding these calculated probabilities are no guarantee that you will make the correct decisions, although you will make better decisions. We learn that a good decision can yield unfavorable results while a poor decision might, on occasion, result in surprising benefits. Your decision making in life, as well as in games of chance, ought to improve if you can make good assessments of the various outcomes. Probability describes a degree of belief in those outcomes. The stronger the degree of belief in an outcome, the larger the probability associated with it. In examples concerning dice, cards, etc., there is widespread agreement about the appropriate model and little disagreement about the probabilities derived. In others, such as the gain or loss of a stock price, there will be honest differences of opinions. Discovering whether these differences have a serious effect on our decisions is a vital part of analysis.

**FRCL 14100: MONEY SEX DEATH EXAMINING MASS MEDIA CULTURE THEORY 4 hour(s)**

In today's society, it can be argued that the vast majority of what is seen on television and in mass media can be linked to three major themes: money, sex, or death. Can subliminal messages in mass media programming be blamed for common social ills such as sexism, racism, bigotry, body image obsession, drug and alcohol abuse, over consumerism, youth violence, language, and cross cultural communication, to name a few? This course will examine in detail the influence of mass media on American culture and its effects on individual and interpersonal behavior. In it, we will explore the impact of mass media images on everything from the Amish culture to Hip-Hop.

**FRCL 14300: ALL FLESH IS GRASS SO ARE PEOPLE JUST PLANTS 4 hour(s)**
From the moment we start our day with juice, coffee, tea, or hot chocolate, then on to dressing in cotton clothing, eating our meals, reading and writing on paper, and finally enjoying evening relaxation with a glass of juice, wine, or beer, plants and their products are with us. In this colloquium we will explore our dependence on the botanical world both for survival and pleasure, how some plants are essential in commerce and culture, even in our "modern" world, and how certain species changed history. We will read about and discuss how we came to know about these useful plants, how we have "improved" them over the millennia (including with genetic engineering), and how we manipulate and use them today. We will read, talk and write about foods, fibers, poisons, medicines, and hallucinogens. Many current and important issues today, such as genetically modified foods and medical marijuana, are centered on what organisms we use, how we use them, and how we obtain them. In our work, we will be especially concerned with how important and useful plants affect culture and society. Our time will be devoted to readings and discussions about a wide range of topics regarding plants used by people. Some of this will be directed by the instructor at the start of the term, but many later topics will grow out of the early readings and discussions and will be determined by the students participating in the colloquium. We will do at least one field trip to Malley's Chocolate Factory and the West Side Market in Cleveland. There will be several assignments to practice different forms of writing (e.g., journaling, informative writing, persuasive prose) and to practice speaking to a group (e.g., formal and informal classroom discussions and formal presentations).

FRCL 14400: NEW ORLEANS: NIGHTMARES FROM THE PAST DREAMS OF THE FUTURE 4 hour(s)

Hurricane Katrina destroyed much of what were New Orleans and the Gulf Coast. People's homes and livelihoods were destroyed in the wake of the storm. Now efforts have begun to rebuild. What would you do if you were in charge of rebuilding the city of New Orleans? Where would you begin? Perhaps you would begin by trying to understand the unique history and culture of New Orleans that were inspired by the location and its history. Throughout history people have responded to the opportunities and challenges provided by the Mississippi River and Gulf Coast. New Orleans became one of the world's largest ports and a major source of oil, crawfish, catfish, and shrimp. A culture developed around the Mississippi delta as people struggled to make a living. A significant determinant of the pattern of life was the effort to survive the ravages of the Mississippi River. The relationship between humans and nature, the mixture and clash of peoples from many ethnic and socio-economic backgrounds, and the value of the location have contributed to the development of a city with great vitality and historical value. What aspects of vitality would you attempt to recreate and preserve? What would you do about the poverty level of your people, employment opportunities, race relations, or the ecology of the region? Think like you are a member of the New Orleans Planning Commission and try to answer the aforementioned questions.

FRCL 14500: ALTERED STATES MADNESS AND THE LITERATURE OF INTOXICATION 4 hour(s)

Artificial Paradises, Charles Baudelaire's name for the ephemeral inebriation provided by a variety of substances, have long informed the imaginations and tempted the sensibilities of writers. Mind-altering drugs represent for some an escape from an oppressive existence, for others a source of inspiration or a voyage of discovery. In some cases, however, the quest for understanding entails a flirtation with madness, that otherness at the limits or at the very center of the self. It is this relationship between drugs (hallucinogens, psychedelics, intoxicants, poisons, uppers, downers, and antidepressants) and the human quest for both transcendence and self-fulfillment that will be the focus of this colloquium. We will explore our subjects from several different angles: that of the medical professional seeking insights into the nature of madness and a possible cure, the visionary utopian for whom certain substances point the way to a better society, the philosopher attempting to clarify how we create reality by classifying it, and the writer who explores altered states in search of beauty and poetic wisdom or who seeks to warn of the dangers inherent in such explorations.

FRCL 14600: WHISTLE WHILE YOU WORK: A STUDY OF CORPORATE SCANDALS AND THE ROLE OF THE WHISTLEBLOWERS 4 hour(s)

Last year, Time magazine persons of the year were three whistleblowers. These individuals saw wrongdoing and spoke out against the actions, even in the face of criticism and loss of popularity. In this colloquium, we will study the recent financial scandals involving high-flying corporations like Enron and MCI, as well as the financial scandals involving socially responsible corporations like Freddie Mac. We will analyze why and how the scandals happened, the reforms that have been implemented to reduce the future risk of scandals, and the impact scandals have had on the individuals responsible, employees, creditors and investor. Most of the course will be spent studying the actions of the
individuals who spoke out against the scandals. We will analyze how they were treated, their motives and their lives afterward.

FRCL 14700: REAL WORLD PHYSICS FROM AMUSEMENT PARKS TO RACE CARS 4 hour(s)

We will be studying such things as race cars, dams, and amusement park rides in order to understand the basic ideas of how they work. We will be exploring how simple machines such as levers and pulleys work and building structures and testing their strength. Hopefully we will be taking a class trip to an amusement park so we can put some of these ideas to the test. There are NO math requirements for this course. This course doesn't require any previous physics skills, but will introduce you to physics concepts via real world examples. We will do some simple experiments to learn about motion and acceleration. Also we will build some simple tools to use in measuring acceleration. Field Trip Fee will be charged. You must be available for a field trip on Labor Day.

FRCL 14800: SEARCH FOR HOLY GRAIL MODERN PERCEPTIONS OF THE MIDDLE AGES 4 hour(s)

Is "one thousand years without a bath" an accurate description of the Middle Ages? Did King Arthur really exist? Does Braveheart or Robin Hood portray what life was really like? If not, where do these modern perceptions of the Middle Ages come from? These are just a few of the questions that I plan to explore in this colloquium. In order to answer these and other questions, we will examine the Middle Ages through writings of the time-what medieval people said about themselves. We will then compare and contrast their views with various modern views, including our own. The results should help us understand the past as well as the present. It has been said that "the past is a foreign country," and a visit to any foreign place puts our home in a new perspective. Along the way, I hope to prove that our perception of the Middle Ages reflects our time as much as it does theirs. In addition, the course will be great preparation for any trip you may take to Europe, like those offered through the Hiram Study Abroad Program. Modern Europe owes a great debt to its medieval past; many medieval legal, political, and religious theories as well as cathedrals, city walls, country churches, even private houses are still in use today. Understanding the people who built the major European countries will sharpen your comprehension of the modern world. Our exploration will include reading medieval literature such as Beowulf and The Lais of Marie de France as well as such modern fiction as Sir Walter Scott's Ivanhoe, John Gardner's Grendel, and Sharan Newman's Guinevere. We will also investigate Hollywood's fascination with the medieval period through films like Monty Python and the Holy Grail, The Princess Bride, and, of course, Robin Hood or Braveheart. Furthermore, I am planning a trip to the Cleveland Museum of Art, which will allow us to examine several works of medieval art. Assignments will include four essays and two oral presentations.

FRCL 14900: THE TUSKEGEE AIRMEN A STUDY IN PASSIVE EXCELLENCE 4 hour(s)

Tuskegee Airmen are a group of black pilots and support crews established by the U.S. Government in the 1940s as a social experiment designed for failure to demonstrate that blacks did not possess the intelligence, courage, or ability to fly aircraft. Despite discrimination, inferior equipment, unreasonable standards, restricted rights, limited privileges, and little support, the Tuskegee Airmen succeeded with unprecedented achievements still unmatched today. When the Tuskegee Airmen's reliability was scrutinized, they quietly answered with dependability and trust. When their endurance was suspect, their reply was to repeatedly endure. They knew that responding with insults would make them as demeaning as those who insulted them. To reveal human qualities, they chose not to be disrespectful. To demonstrate confidence, they formed an allegiance with those plotting their failure and demise, and to validate their character, they excelled beyond all expectations for those believing them substandard. The ability to accomplish nearly impossible tasks while operating in an environment of extreme duress may be a lost ability in today's society. Possessing the expertise to defy your critics while earning their admiration and respect are skills rarely found today, should they have been allowed to wither?

FRCL 15000: SOCIETY AND THE ARTS 4 hour(s)

The study of people and the world of aesthetics are crucial to the process of self-reflection. The fine and performing arts present us with new and exciting opportunities for this reflection. Art, music, theatre, dance, film, and architecture each provide us with avenues to look at ourselves in relationship to today's ever-changing society. The aim of this colloquium is to examine the arts and, by doing so, discover how and why they influence us. We will explore the effects that the arts have on us as a part of today's society as well as individuals. We will study how the arts have been, and currently are, changed by our heritage and our culture. Selected readings will be chosen from topics which include:
appreciation of the arts, film, television, writing in the arts, censorship and the arts, cultural institutions, arts beyond the classroom, and government and the arts. Field trips will play an integral part in this colloquium. We will take trips throughout the course to experience first-hand the fine and performing arts that are available in northeastern Ohio. Students will be expected to write four papers, maintain a weekly journal, make two oral presentations, and actively participate in or lead the class discussions.

**FRCL 15100: POLITICAL HUMOR 4 hour(s)**

How comics and candidates have collided through time. This course is focused on the history and changes in political humor through time. Beginning with court jesters in Ancient Africa and the Middle East up to sly wall graffiti in Rome to the Daily Show in modern times. This class will teach students the basics of humor, and how it impacts our understanding and appreciation for politics.

**FRCL 15300: IS THERE LIFE ON OTHER PLANETS 4 hour(s)**

Aliens and monsters from other worlds feature prominently in science fiction, but is there any basis for these speculations? How can we measure such unknowns? Can we even make educated guesses? Students taking this course will read and analyze works of fiction and non-fiction as a way to frame answers to these questions. The class will focus on the possibility of extraterrestrial life as a way to explore issues in measurement, ambiguity, and critical analysis.

**FRCL 15400: SPIRITUAL AUTOBIOGRAPHY 4 hour(s)**

Life is a wonderful journey, described in cultures around the world in spiritual terms, and presented over and over again as story. Contemporary religious scholars and ethicists talk of the importance of narrative in understanding ourselves and our roots. We understand who we are through the stories we are told and there is a sense in which we are constructing our own lives in narrative form. In this context it is illuminative to study the narratives given us by others in many spiritual traditions. We will look at several of these, some of them written by people from our own continent, some not. We will ask about the similarities and differences between a Vietnamese Buddhist nun and an American Catholic priest, a Chinese traditionalist and an American seeker, a Hindu yogi and a civil rights leader. Along the way, we will share from our own stories. We look at the world we were born into, and we tell stories from our families. Some of what we uncover will be archetypal; all of it is particular. Some of it will appear to us particularly strange; some of it will be comfortable. We will discover much of ourselves here, sometimes in the telling and sometimes in contrast.

**FRCL 15500: FOOD FOR THOUGHT 4 hour(s)**

A study of the gastronomic culture and history of France. While the tensions between France and the U.S. have historically concerned political issues and social misunderstandings, our fondest feelings for the French no doubt originate from our encounters with their kitchens, vineyards, bakeries, patisseries, and restaurants. Indeed French culinary skill and expertise has long been considered superior in the Western hemisphere. We import their wine, cheese, and chocolate with relish; we recreate their bread, croissants, coffee and salad dressing with pale imitations and we seek out their regional specialties and oddities with great gusto. We are still unable however to reproduce on a mass scale the same cheap, deliciously simple, everyday baguette found both in the smallest village and in Paris on any given day. What is it about those French? What do they seem to understand about the relationship of food to the human experience? In this colloquium we will explore the history of food in France, its production, its distribution, and its consumption. We will examine in detail how the French define their culture and by extension themselves through their food. We will explore the relationships between social classes and their manifestation at and on the French table. Finally we will learn together how to create and savor some authentic French delights.

**FRCL 15600: BLACK AND WHITE SOLDIERS OF THE CIVIL WAR 4 hour(s)**

This course will focus on the incorporation of black soldiers into the United States Military during the American Civil War, which was fought from 1861-1865. We will also examine the experience of the average Civil War soldier as well. By looking at fiction, memoir and history, we will examine the political situation that led to black soldiers fighting for the Union. We will also look at how black soldiers performed in battle, how they related to their white officers, and what the nature of their experience was. We will also explore how white soldiers felt about the war and how they felt about black soldiers being used in combat. In particular we will look at the now famous regiment, the 54th Massachusetts, which was portrayed in the movie Glory. However, there were other black regiments that fought just as bravely in the battles for Port Hudson and Fort Pillow, where many black soldiers were executed after surrendering. I have chosen four books to explore this aspect of American
History. We will read The Killer Angels by Michael Shaara; The Passing of the Armies by Joshua Lawrence Chamberlain; Forged in Battle: The Civil War Alliance between Black Soldiers and White Officers; and Gate of Hell: Campaign for Charleston Harbor, 1863. In addition to these books, I will add to the course with lecture material about black soldiers from a variety of other books. Student presentations on some aspect of black and white soldiers in the Civil War will add to the range of experience that we will cover. For example, most of the regiments that fought for the Union were comprised of free black soldiers, but the 1st South Carolina was a regiment of former slaves that was raised on the islands off of South Carolina. In this course, you learn to read in variety of genres, which will be important to your development as a college student. You will learn to think critically and to do college level research and writing.

FRCL 15700: POLITICS AND POWER, PUBLIC ISSUES AND PRIVATE LIVES 4 hour(s)

The year 2001 was a provocative, tragic and thought provoking year. It brought us a national tragedy 9/11, a War on Terrorism, the Axis of Evil, Enron and Campaign Finance Reform, increased patriotism and U.S. flag sales and airport security, an economic recession, and a search for a new normal as we try to balance our security and our liberty in a post 9/11 world. These issues still resonate today. In 2003 U.S. forces with our allies successfully deposed Saddam Hussein in Iraq. We have had an uneasy military occupation of Iraq since May 2003. However, we have not found weapons of mass destruction, a major reason for going to war. Domestically, we are running record deficits in the Federal budget and have enacted temporary tax reductions, which have helped our recovery from the 2001 recession, however, to date, the recovery has been largely jobless. We will discuss presidential politics and issues in theory and practice as we critically evaluate, debate and analyze the national and global political and economic issues, which continue to swirl around us. We need to learn what candidates stand for. What are their different positions on important issues? What are their values? What do they stand for? Do they deserve our trust? Do they deserve our vote? How do we follow a political campaign? How do we do our homework and become an informed voter? How do we decide whom to vote for in November? Whom do you trust? Why? Our planned class activities include a weekly review of national and global political issues and campaign coverage from the media, including newspapers, television, weekly magazines et al.

FRCL 15800: EAST ASIAN CIVILIZATION 4 hour(s)

Why has Confucianism had such staying power as an ideological framework in China, Korea, and to a lesser extent, Japan? What allowed Buddhism to gain a foothold and flourish in East Asia? How does one explain the Dao? What is unique about Japanese aesthetics, and how is this reflected in the arts and social values? How do East Asian traditions shape gender roles? These are just some of the issues we will address in this course which provides a religious, philosophical, and aesthetic understanding of East Asian history and culture.

FRCL 15900: ETHICS OF HUMAN CLONING 4 hour(s)

Beginning with a thorough analysis of the biological basis of cloning, this course will go on to explore the ethical arguments on all sides of the human cloning debate. The social, political, and legal issues surrounding human cloning will be discussed, using both U.S. and international perspectives. A comparative analysis of religious viewpoints on cloning will also be included.

FRCL 16000: THOUSAND MILES FROM HOME EXPLORING MUSIC IN CHANGING WORLD 4 hour(s)

Music symbolizes a people’s way of life and expresses the most deeply felt aspects of human experience. It is the language of remembrance, celebration, courtship, protest, and prayer. In this class we will explore the wide variety of musical traditions in North America, many of which originated in Europe, Asia, Africa, and Latin America. Nowhere in the world is there a greater range of musical styles. We will listen to and write about folk, classical, and popular music and closely examine the cultural contexts of music making in a multiethnic society. Students will be expected to research and write thoughtfully about music, give oral presentations, attend concerts, and participate in occasional “hands-on” activities such as drumming. There will be a field trip to an ethnic restaurant.

FRCL 16100: "FREAK", "GIMP", "CRAZY", "CRIP" 4 hour(s)

These are terms of disparagement, marking the stigmatized and contributing to prejudice. Yet some have reclaimed these very words as signifiers of group pride, disability identity and a broader culture of queer. This seminar provides a critical examination of the social determinants of disability and the dynamics of contemporary life for people who deviate from the norm. Classic empirical research and new theoretical developments will explore the social psychology of stigma, the politics of difference and collective action along with...
current controversies in genetic testing and physician assisted suicide. To stimulate critical thinking about ourselves, in relation to ‘others’ and society, this course disentangles the complexities involved in what it means to be human, healthy and valued. This course is also offered as a First Year Writing Seminar.

FRCL 16200: GHOULS AND GOBLINS THE CULTURAL MEANINGS OF MONSTERS 4 hour(s)

From "Beowulf" to "Sesame Street," monsters haunt our cultural imagination. As children, we imagine them under the bed at night. As adults, we ostensibly reject their existence but nevertheless are fascinated by the stories of Frankenstein’s monster or Bigfoot. In this course, we will look at various representations of monsters from early literature through modern-day serial killers as a way of examining the social value of monstrosity. Why do we create monsters? What cultural fears or anxieties do monsters reflect? How do they allow us to displace such fears onto a cultural outsider? How do monsters help us to understand or complicate concepts such as good and evil, human and non-human? We will also set each monster in its cultural context to understand how it reflects a particular historical time or issue. For instance, Mary Shelley's "Frankenstein" both drew on and fed early 19th-century anxieties about the role and scope of science in human lives and pushed readers to ask themselves what characteristics made one human.

FRCL 16300: REALITY AND ILLUSION 4 hour(s)

Most of us simply assume that the world we experience is the real thing— that the reality we live in is the ultimate level, without a radically different realm behind or beyond it. We rarely wonder whether the objects we handle are real, or the events we see are the same for everyone else, or even if the people around us are actually people. It's time to start questioning. How do you know that you're awake right now and not dreaming? How can you be sure that what you see is the same as what I see? What evidence can you marshal to prove that you're not a computer program in a simulation, or a robot programmed with artificial memories? When taken seriously, these questions are harder to answer than they might first appear; they have puzzled philosophers, mystics, and artists for millennia. In this class we are going to explore how some of these figures have analyzed these topics throughout history. We will study various scholarly and artistic treatments of the topic of illusion: what is it, how to escape it, and what reality we find if we succeed in piercing it. This course is interdisciplinary because it assumes that the topics benefits from being examined from the perspectives of many different disciplines; in particular we will focus on philosophical, religious, fictional, and psychological discussions of this issue. These are difficult texts: they require significant work and will challenge many of your presuppositions, but they yield tremendous insights. We will also analyze how these themes have been used in popular films.

FRCL 16400: FROM ASANTE TO ZULU AFRICAN RELIGIONS 4 hour(s)

This course will focus on how different African peoples (Yoruba, Asante, Nuer, Ndembu, Baganda, etc.) have expressed their indigenous and modern perspectives on various topics (creation, divinity, beauty/goodness, the life cycle, the individual, community) through specific religious systems with their attendant rituals and institutions. We will approach these topics through a general text, ethnographic accounts, several novels and plays written by Africans, and regarding aesthetics, students' own observations about music, food, and images—experienced in class as well as on a field trip to view African art or music and to enjoy an Ethiopian feast. We will learn a great deal about African religions. However, the central goal of this course is to help you develop your scholarly skills: how to study efficiently, how to write better, how to think critically, how to learn (and stay healthy!) in the college setting. Your success will depend solely on your own initiative and conscientiousness. Students will be expected to work with others to act out rituals in class, lead discussions, and participate regularly in other ways, too. This colloquium will be a group journey: if each person contributes positively, everyone will learn more.

FRCL 16500: YOU ARE WHAT YOU EAT, OR ARE YOU? 4 hour(s)

The preparation, serving, and eating of food are common features of all human societies. Factors influencing food-related behaviors have been the focus of study of numerous scholars from a variety of theoretical and empirical perspectives. This course is specifically designed to introduce a broad spectrum of ideas from different disciplines and apply them to the complex behavior of acquiring, preparing and consuming human food. More broadly, the goal for this course is to provide students with a comfortable and supportive setting in which to practice their writing and speaking skills, as well as expand their “comfort zone” (or willingness to try new things). Specific topics to be addressed in the course include the history of food preparation, the basic sensory properties of food, how learning and the brain affect food-related behavior, how we develop food preferences and disgust, and the social factors that influence food behavior. We will discuss psychopathology and food, or
abnormal food-related behavior (such as eating disorders).

FRCL 16600: TERRORISM REVOLUTION AND WAR SINCE WWII 4 hour(s)

The objective of this course is to study the various arguments or contending views regarding the factors and reasons which cause terrorism and the outbreak of conflict and war. This course will attempt to familiarize students with a number of contending views regarding terrorism, whether organized by individuals or terrorism perpetrated by the state. The root of terrorism is often traced to the development of the Russian anarchism, and its violent rejection of state “government.” This colloquium attempts to familiarize the students with a variety of technical terms and phrases in connection with the different types of wars: civil war, war of liberation, nuclear war, etc. Classes will consist of primarily of discussion with some class lectures. Several films related directly to the topic will be shown and discussed.

FRCL 16700: HAPPINESS 4 hour(s)

Most people would say that at least one of their main goals in life is to be happy, but few have taken the time to examine what happiness is. In this class we are going to look at how philosophers have defined the idea, and what they think are the best ways to achieve it. Aristotle said that, like an archer trying to hit a target, we have a much better chance of being happy if we know what it is. Some of these readings can be quite difficult, so only take this class if you have solid reading and writing skills and are willing to apply yourself to a challenge.

FRCL 16800: THE WORLD ACCORDING TO YOU 4 hour(s)

Understanding the origins of your worldview. Race, gender, class, culture and generation are five significant factors that influence the way we see the world and form our opinions. In this course we will explore the origins of individual perspective and human differences and we will use a number of academic disciplines as tools to examine human experience, including our own. We will read (approximately 150 or 15000 pages per week), write (weekly essays, papers, or in-class exercises), view films, attend campus presentations, complete a service learning project, do class presentations, have a mid-term and final exam, and interact with each other in class. We will also have fun as we come to understand the differences between fact, opinion, and belief, and as we practice using critical-thought skills in understanding ourselves and others. Learning outcomes we expect to achieve in this class include improved skill and comfort in expressing ourselves (orally and in writing, success in making the transition from high school to college-level academic work, experience in the application of basic critical-thought skills (e.g. differentiate major from minor perspectives, etc.), an introductory understanding of several academic disciplines, and increased understanding of the complexity of major social issues and how our points of view are shaped and influenced.

FRCL 16900: IN PRAISE OF MISFITS, FREAKS, AND DERELICTS 4 hour(s)

To feel one is a misfit, to be called a freak, to be judged a derelict can have long-standing and profoundly negative influence over how one experiences the world and one’s access to its riches, pleasures, and opportunities. These terms have, then, the ability to shape an individual’s self-perception and determine the course of his or her life. These same labels can, however, inspire individuals to challenge the status quo and motivate them to rewrite the rules and prejudices that give these labels their governing power. This course seeks to reclaim these terms from the punitive realm, to see them not only as opportunities for self-expression and social protest but also as occasions for celebrating and championing difference. To reach these recuperative ends, we will read and reflect on literary, filmic, and autobiographical accounts of the “misfit,” the “freak,” and the “derelict,” and consider how the dominant culture, the mainstream, the normal rely on and in many respects cannot operate without the presence of these marginalized individuals.

FRCL 17000: LETTING GO AND LETTING BE: A STUDY OF CONTEMPLATION, NONDUALITY, AND SELF-TRANSCENDENCE 4 hour(s)

In this course, we explore the subjects of contemplation, nonduality, and self-transcendence. We will use a variety of writings (such as philosophy, fiction, autobiography, meditation instruction, and spiritual reflection) to access different types of contemplation, ranging from Christian prayer to Buddhist meditation on destructive emotions. We will focus on various key figures whose lives and teachings centered on contemplative practice (possible figures include Mahatma Gandhi, Thomas Merton, Thich Nhat Hanh, and others). We will approach our topic using a wide variety of methods (for example, reading a contemporary novel on faith in order to open up a space for our imagination and to aid us in entering the worldview of others). We will also approach the
topic philosophically, using the writings of the German phenomenologist Martin Heidegger to help us understand an extraordinary type of thinking that he called "contemplative thinking" as distinguished from ordinary "calculative thinking". We will use his model as a basis of comparison in order to understand the forms of contemplation derived from the teachings of our various key figures.

FRCL 17100: CROSS CULTURAL ENCOUNTERS IN LIVE AND LITERATURE 4 hour(s)

The cross-cultural encounter is always a two-way street. Not only is the other person a strange and foreign creature, but so, too, are we. Though some of us crave foreign travel, embrace the global village, or long for the exotic and the unknown, the comfortable and familiar surroundings of home suits others just fine. Yet, there are important reasons for learning about other cultures, both romantic and practical ones. Did you know that employers frequently list multicultural or international experience as one of the skills they are looking for in new employees? So, while we might be basically uninterested in the foreign, getting a break in today's job market does interest many of us. This two-way cross-cultural street is an important meeting place. To view ourselves as others see us is an amazing experience. So is the ability to see others as they see themselves and to comprehend the logic behind their culture. For that reason, in this colloquium we will examine the joys and difficulties of the cross-cultural adventure, the experience of being foreign, and the understanding needed to empathize simultaneously with self and other. In order to do this, we will be studying the concepts of culture and acculturation, of ethnocentrism, and of cultural adaptation. We will read and analyze at least one novel and a number of short stories about the experience of crossing cultural and linguistic barriers. We will also discuss some films on the subject.

FRCL 17200: SAVING CULTURE 4 hour(s)

Art, Archaeology, and the Ethics of preserving the past. It is generally understood that archaeology discovers lost art and artifacts from past civilizations for the advancement of human knowledge. However, the discovery and excavation of priceless objects often brings about new problems, such as damage and deterioration, looting and black market trading, and unrestricted tourism and economic exploitation. Beginning with the discovery of ancient Pompeii in the 18th century, and later discoveries in the 19th century, we will examine the problems faced by archaeologists, and the problems caused by them. We will also investigate the situation of threatened cultural sites around the world today, the challenges of preservation and sustainable tourism, and the ethical issues associated with trying to save culture.

FRCL 17300: THE MOLECULAR BASIS OF INFECTIOUS DISEASE 4 hour(s)

Although modern science and society have developed ways to fight infections, they remain a problem as newly emergent and reemerging infections caused by agents such as HIV and Ebola, as well as man-made plagues spread by bioterrorism. This colloquium looks at both the science behind infectious diseases and their portrayal in the cinema. We will consider old and new cinema plots to see how they are driven by stories concerning infectious disease and how the stories have changed over time due to the emergence of the biotechnology industry. Shorter papers will critique viewed films from the perspective of a scientist. Students will address the molecular basis of infectious disease as part of their class presentations. The final paper will address the molecular basis of a disease based on readings from review and primary scientific journals.

FRCL 17400: WHERE IN THE WORLD IS HIRAM 4 hour(s)

Explore the history and nature of Hiram, Ohio. How much do you know about the place you live? Do you know who lived here in the past and how the land served them? Do you know where the water you drink comes from and where the water goes after it swirls down the drain? Why is Hiram on top of "Hiram Hill?" What was (and where was) the Interurban Railroad? Why is there an effort to preserve the Headwaters region? What is the explanation for Hiram's wild winters? Often times, we know little about "our own backyards". Hiram College will be your home-away-from-home for 4 years. Get to know the natural history, land use past and present, and scientific basis for many things that are "Hiram" through research, interviews and explorations. Students will understand the nature and history of Hiram and the region, including watersheds, soil, climate, plants, animals and history; develop a sense of place; explore opportunities to protect the place we live and assume responsibility for the health and continuity of a place; and become empowered to take action and take part in building a community.

FRCL 17500: "I WILL BE HEARD!" REBELS AND REFORMERS IN U.S. HISTORY 4 hour(s)

In 1831, the abolitionist William Lloyd Garrison declared in the first issue of his newspaper,
"I will be a harsh as truth and as uncompromising as justice...I am in earnest - I will not equivocate - I will not excuse - I will not retreat a single inch - AND I WILL BE HEARD."

Garrison was true to his pledge; he went on to lead a movement against slavery that would shock, offend, and inspire different groups of Americans. His struggle would help to change America forever. Garrison was not alone in his commitment to make America perfect. The urge to remake society, to perfect democracy and humanity, has inspired people to action throughout U.S. history. This course will introduce students to leading American activists and reformers. We will explore the ideas, the struggles, and the social impact of various rebels and reformers who led different movements for social change in the United States. We will pay specific attention to several reform movements, including the antislavery movement in nineteenth-century America, religious fundamentalism in the early 20th century, the civil rights movement of the 1950s and 1960s, the anti-war movement of the 1960s and 70s, and the women's movement of the 1960s and 1970s.

FRCL 17600: WRITING ABOUT YOUR LIFE 4 hour(s)

Students in this course will read memoirs and personal essays: writing that contain candor, confession, thought, humor, self-revelation, intimacy, memory, and reflection. They will begin to understand and appreciate the genre, as well as the craft that carries it. The reading list will include works by two writers who will visit the class: Dave Giffels, author of All the Way Home: Building a Family in a Falling-Down House; and Jeffrey Hammond, author of Small Comforts (a collection that contains an extremely funny award-winning essay about his childhood memories of being a Scout and an Indian Guide). For the required research activity, students will focus on finding out new information about their own lives, their own families, their own pasts, their own towns.

FRCL 17700: VOICES IN AMERICAN HEALTH CARE 4 hour(s)

Health care is an important issue for everyone. Health policy changes are likely in the coming years, for we have the threat of global pandemics, significant limitations in our ability to pay for health care, and severe disparities in the access and quality of health care available based on the income and local resources of a community. The most prominent speakers in health care are those with a financial stake in the current system: organized medicine, pharmaceutical manufacturers, insurance companies, and hospitals. The voices of patients and the primary providers of health care are often overlooked. In this course, we will explore the evolving dialogue in American health care from the time of the American Revolution to the current era. We will also examine contemporary health care literature in a range of publications from research journals through the popular press.

FRCL 17800: LOST AND FOUND LEARNING THE LESSONS OF LOSS 4 hour(s)

In each of the losses we face throughout our lives a lesson of growth, change and self discovery. Students will read books, watch films and reflect on personal experiences of loss in an effort to identify their own lessons and develop tools in preparation for future experiences of loss.

FRCL 17900: THE LORD OF THE RINGS AND ITS LITERARY ROOTS 4 hour(s)

The recent three-film sequence, "The Lord of the Rings," has become a world-wide success, and behind that success lies more than the art of the cinema. J.R.R. Tolkien's book of the same name is one of the most widely read in twentieth-century literature, yet English majors rarely find it on academic syllabuses. How is it that this modern literary masterpiece emerged from such an unlikely writer, an Oxford philologist who detested much of the modern world? Why is it that the book does not resemble any other major work of modern fiction, yet has spawned a host of imitations and has not become dated in the fifty years since its composition? How did Tolkien's enormous learning contribute to what he never expected to create but what will undoubtedly make his name survive? The purpose of this course is to attempt to answer these questions by excavating Tolkien's process of creation by tracing the roots of his reading, his scholarship and invention of languages, and his love of nature. For Tolkien, the heroic tale is a slow growth out of name and place, a distillation of deep, great stories from the past, not a demonstration of an author's "originality." We shall read (in translation) parts of the great northern mythic tales of from Old Norse, Old English, and medieval German tradition, as well as retellings of the Arthurian material, as sources for Tolkien's fiction. We shall also become acquainted with Tolkien's fascination with language, his translations, and his development of such fictional tongues as Sindarin and Swarvish from Welsh and Old Norse. Finally, we shall pay special attention to Tolkien's maps, which grew out of his invented Middle Earth tongues and preceded his plotting, and to the descriptions of places in his books. As one of his critics put it, his strongest belief was probably in "the identity of man and nature, of namer and named."

FRCL 18000: PERFORMERS AND PERFORMING 4 hour(s)
This course is designed to examine the lives and work ethics of individuals who are identified as outstanding performers in their fields. Musicians, athletes, writers, teachers, businessmen/women, and anyone who communicates information rely on the principles of performing to achieve their objective. But why are some better at it than others? How do we use performing in our daily lives? Do "natural performers" really exist? What kind of performance is appropriate for a specific occasion? How is the quality of a performance evaluated? Such questions, and many others, will help to unveil the layers of study, preparation, reflection, and hard work that contribute to effectively communicative performance.

**FRCL 18100: JAPANESE POPULAR CULTURE 4 hour(s)**

This course places icons of Japanese popular culture within the context of Japanese values, beliefs, and traditions. We will investigate samples of Japanese films, anime, manga, television programs, and various other popular activities. The aim of this course is to understand the meanings behind these icons and the reasons for their popularity, as well as what they tell us about Japanese society.

**FRCL 18200: THE MEDIA MACHINE 4 hour(s)**

In the Digital Age, mass media and personal mediated devices have permeated our lives. Although many people believe that we are now more connected than ever before, others suggest that media have both consumed and isolated us. In this course, we will examine the roles of mass and personal media in our lives, and will raise questions such as: Do social networks isolate us? Are we better off with or without technology? Is there such a concept as Internet addiction? What will happen if "the machine stops?" And is the medium the message?

**FRCL 18300: GOOD SCIENCE AND CONTROVERSIAL POLITICS 4 hour(s)**

Election years bring public debate on issues that Americans consider important for the pursuit of happiness and the good life. In this election year, many political topics center on issues related to biology, the environment and science. We will use the library to explore the popular press for the 10 most important issues being discussed, issues that have a biological, ecological or environmental basis. Students will be introduced to technological software and hardware used for scientific analysis of these issues while at the same time exploring techniques for developing critical thinking skills and learning practices useful for students in classes as well as by citizens in making public decisions of great importance. Likely topics for exploration include energy policy and personal energy use, transportation and living issues at the national and individual level, clean water and clean air policies, endangered species and wetland preservation, gay marriage and the biology of homosexuality and heterosexuality, science and the assault on the integrity of science in setting public policy and other topics to be determined by students.

**FRCL 18400: GHOULS AND GOBLINS: THE CULTURAL MEANING OF MONSTERS 4 hour(s)**

From Beowulf to Sesame Street, monsters haunt our cultural imagination. As children, we imagine them under the bed at night. As adults, we ostensibly reject their existence but nevertheless are fascinated by the stories of Frankenstein’s monster or Bigfoot. In this course, we will look at various representations of monsters from early literature through modern-day serial killers as a way of examining the social value of monstrosity. Why do we create monsters? What cultural fears or anxieties do they reflect? How do they help us to understand concepts such as good and evil, human and non-human? We will also set each monster in its cultural context to understand how it reflects a particular historical time or issue. For instance, Mary Shelley’s Frankenstein both drew on and fed early 19th-century anxieties about the role and scope of science in human lives and pushed readers to ask themselves what characteristics made one human.

**FRCL 18500: COLLECTING 4 hour(s)**

We all know people who collect things: crystal whales, demitasse spoons, books, old 45’s, baseball cards, etc. We don’t really need what we collect, so what’s the motivation for hunting and hoarding? How has collecting become institutionalized in families and in the national experience? What does collecting have to do with who we think we are? This Freshman Colloquium will examine the phenomenon of collecting as it relates to personal identity and national interests and as a historical phenomenon.

**FRCL 18600: LIE TO ME! 4 hour(s)**

This course will focus on important findings in psychological science about lying and false memories. The section on lying will cover persuasion, lie detection via different methods
(e.g., Ekman's theory of lie detection via facial and behavioral cues, lie detectors), and some information on police lineups and juries. With this, the course will then transition to the creation and identification of false memories (e.g., Elisabeth Loftus' work, particularly the car and mall studies), eyewitness testimony, where false memories are often created by accident, and unintentional plagiarism.

FRCL 18700: WHAT WOULD BUDDHA DO? ANCIENT WISDOM FOR TODAY'S WORLD 4 hour(s)

This course will introduce students to the life and teachings of the Buddha, the ancient sage of India, who lived approximately 2500 years ago. Our goal is to understand the significance and relevance of the life-path he chose to walk, and his views of "self" and "reality," as understood through later Buddhist traditions and contemporary Western thought, in relation to our own lives and societies, as we explore possible causes and resolutions of conflicts and other forms of suffering in today's world.

FRCL 18900: WHO IS A PERSON? 4 hour(s)

In this class, we will examine the concept of "person" through philosophy, film, literature, and science. This will lead us to examine ethical questions from the beginning and end of human life and their implications for understanding the relationships between the biological concept of "human being" and the moral, metaphysical, and psychological meaning of personhood. Finally, we will ask whether some animals (Whales and Great Apes), or some forms of artificial intelligence could fall under the concept and therefore possess some fundamental moral rights.

FRCL 19000: THE AMERICAN MOSAIC, PART I 4 hour(s)

This course examines historical and contemporary aspects of American culture. Topics may include consumerism, advertising, race, gender and current issues. Students explore these topics through literature, film, class discussion, campus activities, and cultural excursions. Class time emphasizes skill development in spoken and written English. Students write three papers and give two presentations. Placement or permission of instructor

FRCL 19200: THE HUMAN BODY IN ART (AND EVERYTHING ELSE) 4 hour(s)

"What spirit is so empty and blind, that it cannot recognize the fact that the foot is more noble than the shoe, and skin more beautiful that the garment with which it is clothed?" Michaelangelo "The human body is first and foremost a mirror to the soul and its greatest beauty comes from that." Auguste Rodin "We live in them, feed them, bathe, adorn, perfume, entertain and otherwise glorify or defile them. But what do we really think about these manifestations in which the heart and (perhaps) soul of our very being resides? our bodies? Artists, such as the two quoted above, have explored and presented their responses to human bodies since 20,000 BCE, when the first known images were made? for example, the Famous Venus of Willendorf. This course will examine historical perspectives on the Human Body as translated into art objects. Such notions as ideal size, shape, color, proportion, and presentation, ownership, allure, and revulsion are all at one time or another attached to interpretations of the body in art. We will also explore other ways to look at and understand the body through a variety of textual sources. Consider the follow observations offered by varied thinkers: "Body: A thing of shreds and patches, borrowed unequally from good and bad ancestors and a misfit from the start." Ralph Waldo Emerson (Philosopher) "Our own physical body possesses a wisdom which we who inhabit the body lack. We give it orders which make no sense." Henry Miller (US Author) "The body of man is a machine which winds its own springs." J.O. De La Mettrie, (18th Century French Philosopher) L'Homme Machine "The church says: The body is a sin. Science says: The body is a machine. Advertising says: The body is a business. The body says: I am a fiesta." Eduardo Galeano (Latin American Author), "Windows on the World" "We sit at breakfast, we sit on the train on the way to work, we sit at lunch, we sit all afternoon, a hodgepodge of sagging livers, sinking gall bladders, drooping stomachs, compressed intestines, and squashed pelvic organs." John Button, Jr. MD

FRCL 19300: VISIONS OF PEACE AND JUSTICE RELIGIOUS SOCIAL ACTIVISM 4 hour(s)

Join a long and diverse line of contemporary religious social activists (such as Gandhi, Dorothy Day and Rev. Dr. Martin Luther King Jr. and others) in the struggle for justice and peace in our world. This course will engage some of our times' most beloved, controversial and radical religious figures, and seek to struggle with the issues that they struggled with such as race, peace, gender equity, sexual orientation, and economic & environmental justice. We will read their writings, try to walk in their shoes at times, and journey together as we engage their lives, their ideas, and their visions of peace, inclusion & justice. We will supplement our readings with practices and reflections on our readings. There will be two
required Saturday field trips, which will offer us the opportunity to further experience as a group some of the issues we will be engaging in, in class.

FRCL 19400: PLUGGED IN GROWING UP WITH ELECTRONICS 4 hour(s)

Children and adolescents are coming of age in a culture increasingly dominated by television, movies, computers, game systems, and MP3 players. What influence do electronics, their images, and their advertisements have on child development and learning? Is the influence positive, negative, or both? Take an in-depth look at the power that electronics have over children in terms of brand recognition, consumer activity, tobacco and alcohol use, gender identity, physical activity, and academic performance.

FRCL 19500: CREATING WEALTH BY DOING GOOD AND DOING WELL 4 hour(s)

Creating wealth requires imagination. One might create wealth by providing an existing product or service in a new area, another person might imagine a new way of creating an old product. Others might create a completely new product or service. Individuals who have imagined any one of these paths and followed their dreams to fruition have been populating books, articles, case studies, documentaries, and movies. We will learn about some of these people and hopefully gain insights about combining commitment and effort with available resources. In this colloquium, each participant will have an opportunity to enlighten the rest of us about the choices made and obstacles faced by one of their "heroes." Presentations themselves may be creative and imaginative. Each participant will also specialize in an organization that creates wealth for the whole society through social entrepreneurship. These organizations may be providing services in human rights, in poverty alleviation, or in improving health or environmental conditions, etc. The insights each person gains from researching these organizations will be shared with the rest of the group, enriching each and every one of us. We will also engage in two team activities: one, to collect personal stories of entrepreneurs with Hiram connections; the other, to choose a project and follow World Bank guidelines to see it through as far as we can accomplish. The information on guidelines is available in the Development Marketplace web page in the World Bank site. Resources on preparing a proposal are available under "Competition" at this site. Examples of winning proposals can be perused under "The World Challenge." If our project reaches the proposal stage, we may submit it to outside agencies for evaluation. Readings may include biographies of "heroes," the emergence and maturation of organizations for social entrepreneurship, articles from the web site of Schwab.org, and past winning World Bank proposals. Biographical movies or documentaries might be available for the chosen organizations and personalities.

FRCL 19600: NIPPING SNIPPING AND GRIPPING: BEAUTIFUL GARDENS AS A MODEL FOR CREATING YOUR OWN SUSTAINABLE FUTURE 4 hour(s)

Gardens play an important role in creating landscape in urban and rural environments. What most of us don’t realize is that they have played an important role historically in combating global warming by teaching us the lessons of sustainability. What comes as a surprise to many is the unnatural effort required to make nature conform to the ideals we create in our mind’s eye view of nature and how doing this in a sustainable fashion can require less effort on our parts than doing it through brute force. In the colloquium we will look at gardens in literature in fact, using as a working laboratory, the seven gardens maintained by the Friends of the Hiram Public Gardens, examining the role that we play in shaping our environments as places of beauty or ugliness. We will consult everything from classic works on gardens to exciting new education programs at the world’s leading botanical gardens in an effort to create educational resources that interest current Hiram students and community residents. In addition to getting to know plants and gardens from a botanical view of the world and through community service related to your own gardening and literature interests, we will also look at the role gardens play in developing part of the American psyche by examining the historic role of gardens in America from Colonial times through the present. We will take a look at classic gardens in our area including those at Stan Hywett Hall, and Gwynn and talk with important landscape architects in our region and form our own ideas about gardens as models for teaching about sustainability. All of us as gardeners use these principles but we don't articulate them well. Students will be exposed to different types of writing as reflected in things related to gardens and gardening. Green thumbs are not a requirement for participants but enthusiasm for the subject is.

FRCL 19700: ISSUES IN RESOURCE MANAGEMENT 4 hour(s)

We, the human species, depend on resources such as clean air and water for our survival. We also rely on resources obtained in nature, either for direct use or as raw materials for items we produce. How such resources are used and managed affects their availability
and the benefits they bring to us. While looking at selected natural resources, we will address the concept of "the tragedy of the commons" and discuss management issues such as, who owns the resources? Who benefits from them? For whom are they managed? We will have several assignments including readings, class discussions and presentations, and different writing formats. Through these activities, you will have several opportunities to contribute to the group's understanding about the topics.

**FRCL 19800: SINNERS AND SAINTS 4 hour(s)**

This course will explore the lives of three American social activists: Dorothy Day, Dr. Martin Luther King Jr., and Malcolm X. Through reading their biographies we will explore the complex themes of their lives, their personal and moral struggles as well as their growth as religious leaders who ultimately informed the civil and religious landscape of contemporary America. Themes of the course will include war, sex, gender equity, race, violence, protest, peace and community engagement. The course will integrate community service projects into the course allowing students to explore their own values and reflect on concrete experiences in the community.

**FRCL 19900: PIRATE VILLAGNS: IMAGE, ECONOMICS, AND JOHNNY DEPP 4 hour(s)**

Romantic notions of pirates hold sway in today's popular culture: walking the plank, parrots, and peg legs are part and parcel of what we think of as a normal pirate life. But historically, is this true? What was the reality of pirate life like? Do these romantic views conceal a different and more authentic pirate culture? This course will consider pirate villains of literature and film, and how the forces of image and economics shaped their lives. From the early days of the Pirate Henry Morgan to the recent piracy of Bernie Madoff, (with Johnny Depp somewhere in between), we'll consider pirate culture through a variety of literary and cinematic texts, through political and economic lenses.

**FRCL 20000: GETTING WIRED FOR FUTURE LEARNING 4 hour(s)**

Over the past two decades research on the brain and learning has helped us to understand how people learn best. At the same time, the information explosion has turned traditional thoughts about education on its head - information is no longer rare - experts are not at the top of organizations - group learning and decision making results in better outcomes - delivery of information is not the purpose of education - assessments should model real world experiences - memorizing facts is not learning - the best learning often takes place out of the classroom. This course will examine what each of us knows about how each of us learns. The colloquium will place equal emphasis on learning, content knowledge and technology as we explore together the three most relevant issues of the 21st Century as determined by the colloquium participants. Students will learn about effective methods for learning using blogs, wikis, Google Docs, Moodle, which hone skills of observation, integration and reflection that prompt increase in learning. Be prepared for unorthodox classroom learning environments and taking control of your own learning. You cannot sit as a passive observer in this colloquium. We will begin our discussion by assessing what we know versus what we ought to know about global warming, discovering for ourselves the most effective methods to bring about much needed critical thinking.

**FRCL 20100: ETHICS IN US FOREIGN POLICY 4 hour(s)**

(Man be of particular interest to foreign students with English language fluency and also to American students with international backgrounds and experience.) An enduring tension in the theory and conduct of U.S. foreign policy is the split between Realists, who believe that foreign policy must be predicated on national interests, and Idealists, who advocate that foreign policy must reflect the country's values. This course will explore ethics in U.S. foreign policy through a demanding assemblage of readings, vigorous classroom discussions, and challenging writing assignments. The fundamental dilemma is whether it is possible to conduct foreign policy in an ethical manner while safeguarding national interests. Foundational work on theories of moral reasoning will set the stage for a series of case studies about deciding to go to war, calibrating behavior in war, and grappling with related human rights issues on the global level. Particular attention will be given to examining genocide; sanctions; humanitarian intervention; foreign aid and democracy promotion; the effects of globalization; and the role of multinational, regional, and supranational organizations. At the center of the semester's inquiry will be three questions: 1) Are human rights universal, or are they culture-specific? 2) How can human rights be secured in an international system that is still predicated on state sovereignty? 3) What are appropriate reasoning processes and roles for citizens in determining what their country should do in the world?

**FIRST-YEAR SEMINAR and**
Following their Colloquium, most first-year students will enroll during the 12-week spring semester in a First-Year Seminar (FSEM), a four-hour course. Students who start Hiram having already received credit for a Colloquium will alternatively take a Writing Seminar (WSEM) in their first fall term. Students will improve their ability to acquire and integrate new knowledge with roots in one or more of the disciplines taught in the College. These seminars seek to improve the students’ college-level writing and analytical abilities by emphasizing research across disciplines. These courses are an integral part of Hiram’s general education curriculum and is a requirement for graduation. Failure to complete an FSEM or WSEM with a passing grade will result in an incomplete graduation status and will require the successful completion of another First-Year Seminar course at Hiram College or some other appropriate writing equivalency approved by the Associate Dean of the College.

First-Year Seminar and Writing Seminar Course Objectives: Like Colloquia, the First-Year Seminar and the Writing Seminar do not merely tell students about ideas. Rather, students are challenged to be actively engaged in thinking their way into the ideas and traditions, students are guided in developing their abilities at reasoned critical reflection about those ideas and traditions, and students learn information literacy and are guided through systematic systems of research and writing about those ideas and traditions. Through the examination of the content of the Colloquium course, students will be challenged to develop their:

- Ability to write (write to learn)
- Ability to communicate orally (participating in discussion and presenting on ideas to provoke understanding)
- Ability to think critically
- Ability to read and interpret important material
- Ability to gather, evaluate, and properly use research
- Ability to recognize and analyze ethical issues
- Ability to take advantage of the residential setting of their education — to learn from others and to understand that knowing is social

Course Descriptions

FSEM 10010: POPULAR GENETICS 4 hour(s)

Every day, our popular media tell us that our genes are essential to making us who we are. In an era where genetic tests can be purchased over-the-counter, and where the technologies of genetic engineering and reproductive cloning are being perfected in animal models, we are left questioning: just how much, and in what ways, does our DNA determine our identity and our actions? And what will it mean if science can determine our DNA? For most of us, our thoughts about these questions (in fact, our very understanding of genetics) is filtered through popular culture; we learn the “facts” about genetics through a variety of texts (mainstream science writing and journalism, popular fiction, film and television, etc.) that already provide a framework through which these facts are made to “make sense.” Using the stories of genetic science we encounter through a variety of different media, this course will explore how the language, images and narratives emerging from human genetics influence the ways we imagine our bodies, our selves, our social responsibilities and the enterprise of science itself. While basic knowledge of genetics will be helpful for this course, it is not a prerequisite. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10020: CROSSROADS: MULTICULTURAL ROOTS OF AMERICA’S POPULAR MUSIC 4 hour(s)

Society is reflected in its art. What can we learn about the world, the United States, and ourselves from music? This class will explore American culture and history through the roots of popular music, highlighting themes of nationalism, ethnicity, nostalgia, social reform, complaint, and erotic love. What cultural forces produced America’s rich variety of music traditions, including folk, jazz, rock n’ roll, country, Cajun, Native American, Asian and Latin American styles, and traditional and contemporary African American music (gospel, blues, soul, Motown, rap)? We will listen intensively, identify diverse styles, and discuss great performers and composers in these traditions. Students will research and write about American music in its historical and social context. The chief text will be Elizabeth F. Barkley’s Crossroads, second edition (Prentice-Hall, 2007), with companion CD. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10030: WRITING ABOUT YOUR LIFE 4 hour(s)
Students in this course will read short stories, literary journalism, and personal essays that closely reflect and explore writers' lives and experiences. Books will include Gurney Norman’s Kinfolks (short movies made from Norman’s stories will also be shown) and Robert Sullivan’s Cross Country, as well as numerous personal essays and short memoirs by writers such as Alice Walker, Susan Orlean, Ian Frazier, Joyce Carol Oates, Jeffrey Hammond, Rebecca McClanahan, Annie Dillard, Lee Martin, Brock Clarke, and others. Students will write essays that involve organic thought and careful craft—an analytical/meditative essay, a personal essay or memoir, and a researched essay about something important in their own lives that incorporates the techniques and writing innovations of literary journalism.

**FSEM 10050: GENER AND REPRESENTATION IN MODERN SPAIN 4 hour(s)**

Gender and representation: femininity and masculinity in art, literature and cinema. This course is a basic introduction to the study of the connections between gender and representation, with an emphasis in Spanish culture examples (XIXth, XXth and XXIst centuries). We will discuss and write about a variety of literary, artistic and cinematic texts, which will help us to explore the conflictive ways women and men are represented in culture, as well as the political issues involved in these representations. Through the study of examples from different cultures and historical moments, we will focus on gender as a changing element, rather than a biological condition. Several critical papers and one documented research paper are required. During this course, all students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 10060: TRANSFORMING DOUGH INTO A (LIFE OF) SWEET SUCCESS 4 hour(s)**

This course is the natural sequence to the first-year colloquium course taught by Professor of French Ella Kirk entitled, “The Art of Making Dough”. Participants in this course will continue to investigate how we define who we are by what we eat. This seminar, however, will explore the various ways in which we can transform the making of food into a life of writing about food. We will study models of successful food writers and their best practices. We will participate in food blogs, develop essays for newspapers and journals, construct successful recipes and create personal memoirs. The course also involves substantial participation and commitment to a sustainable, not for profit, retail establishment on the Hiram College campus. The Terrier Bakery is operated by participating Hiram students, faculty and staff. Students will be required to keep the bakery’s production schedule, maintain inventory, direct the financial operation of the bakery and manage marketing strategies. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 10070: WILD KINGDOM: EXPLORING ANIMAL LITERATURE 4 hour(s)**

“Animals are such agreeable friends—they ask no questions, they pass no criticisms,” said English novelist George Eliot. Perhaps this is why it is rare to find a person who doesn’t have a passion for some type of animal whether it flies with wings, thunders on four feet through jungles, or swims through the earth’s waters. Why do animals engage us so? Why are some of us drawn to dogs and repelled by snakes? What do we really know about a particular animal’s habitat or habits, its domestication or domicile? How does such knowledge affect us as we share the earth and its dwindling resources with them? As a community of learners, we will critically wrestle with these issues and more while moving through a survey of animal literature, including contemporary works of fiction, poetry, nonfiction, and film. Through our readings, discussions, and writing, we will seek greater understanding of the animal world from multiple perspectives—including historical, aesthetic, and the personal—while we also examine some of the tough ethical issues. During this course, all students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 10080: FROM TERMITE TERRACE TO TECHWOOD DRIVE: CARTOONS AS A REFLECTION OF SOCIETY 4 hour(s)**

Did you know that during World War II, Looney Tunes characters were drafted to star in American propaganda films? Or that some early Disney movies have been called racist? Have you ever noticed how Studio Ghibli produces film after film with heavy handed environmentalist themes? If you look beyond the surface entertainment of cartoons, you can see how they reflect the societies that created them. If you look even deeper, you can see how societies reflect their cartoons as well. Texts and readings will be drawn from the works of Warner Brothers, Studio Ghibli, the fields of cartoon studies and of popular
culture studies, among others. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 10090: IN THE SHADOW OF THE FOUNDERS: BECOMING MEN IN THE NEW NATION 4 hour(s)**

American males reaching adulthood after the founding era confronted a dilemma. Should they guard the national mission of the fledgling republic, pursue their own dreams in an era of unprecedented expansion, or somehow balance the two? We will explore the variety of ways they balanced opportunity against obligation during this unique set of national circumstances. Other themes explored through reading, writing, and discussion include citizenship, the myth of self-made manhood, the era's raucous political culture, the frontier land-grab, and early efforts at memorializing the founders. During this course, all students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 10100: THE MYTH OF THE SELF-MADE AMERICAN 4 hour(s)**

Pull yourself up by your bootstraps! Own a home! Get a job, start a business, and climb the social ladder! Live the American Dream! From the early days of the American republic, this kind of self-starting success rehetoric has been a mantra in American public discourse. As Ben Franklin's Poor Richard argues in "The Way to Wealth" (1757), "at the working man's house hunger looks in, but dares not enter." While the self-made man is a recurrent theme in American literature, what does American literature and culture really have to say about self-made men? What about self-made women, immigrants, or people of color? In other words, is the self-made American mythic or legendary? And what about the women and men who refuse to be made in the image of the American Dream? As in all Freshman Seminars, students will be required to write several essays with and without research, develop oral presentations, participate in class discussion, and contribute to class activities. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 10120: PIRATE CULTURE: MONEY, FAME, AND THE SEA 4 hour(s)**

Romantic notions of pirates hold sway in today's popular culture: walking the plank, parrots, and peg legs are part and parcel of what we think of as a normal pirate life. But historically, is this true? What was the reality of pirate life like? Do these romantic views conceal a different and more authentic pirate culture? This course will consider pirate villains of literature and film, and how the forces of image and economics shaped their lives. From the early days of the Pirate Henry Morgan to the recent piracy of Bernie Madoff, (with Johnny Depp somewhere in between), we'll consider pirate culture through a variety of literary and cinematic texts, through political and economic lenses.

**FSEM 10130: PLAYING WITH HISTORY 4 hour(s)**

This course will examine history plays in depth. We will address some of the following questions. Why are humans fascinated by the past? Why do we insist on reliving it through plays? What do we hope to learn from the past? How does the past speak to the present? We will also consider why certain plays are performed, though they were written long ago. Why do people still perform Shakespeare? Is he still relevant? We will also start to examine how a play goes from being a piece of paper to an actual production. Students will be expected to attend on-campus productions throughout the semester. Students will also spend a fair amount of time working on their large research paper (8-10 pages). Each student will select a history play to examine in-depth and write a preface as if the play were going to be published. Weekly assignments and writing labs will help prepare students for this final paper. Readings will include plays such as William Shakespeare's Richard III and Caryl Churchill's Vinegar Tom. We will also examine some historians' writings for context as well as texts to help in the critique of actual productions. Students will also complete three short papers and two presentations as well as the large research paper described above.

**FSEM 10140: THE GRAY ZONE 4 hour(s)**

As children we learn right from wrong in very concrete terms. However, as we grow older and life challenges us in many directions, the line between the two becomes blurred and less clearly defined. In this course, the student will examine multiple facets in life that reveal the sometimes fragile gray zone between right and wrong. The student will be expected to write thought provoking essays and one research paper covering concepts such as social networking, generational music development, sports through history, and environmental issues. Using techniques of forensic speaking, the student will also be required to give 1 or more introspective oral presentations during this semester.
FSEM 10200: POPULAR MUSIC AS A SHAPING FORCE IN SOCIETY 4 hour(s)

This course will investigate issues connected with the production and consumption of popular music and its consequent impact on society. Along with undertaking a brief historical overview of the rise of pop music in the U.S., students will explore the phenomenon of pop from multiple perspectives: pop music as a cultural commodity; as a text that can be "read;" as a form of education; as a political statement; as a badge of identity; or as a cause for moral panic. Additionally, we will discuss related issues, such as the impacts of technology and globalization; the role of the state; the limits of intellectual property and free speech; and the challenges of popular music analysis and scholarship. No previous theoretical knowledge of music is expected. Students will choose a major issue covered in the course and develop an argumentative stance which will become their major research paper. Through dealing with these controversial issues, students will hone their analytical and argumentative skills, with the ultimate goal being the improvement of their expository writing skills. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10300: THE PROMISE OF STEM CELLS 4 hour(s)

With the first isolation of human embryonic stem cells in 1998, an explosion of scientific research and ethical controversy has surrounded the quest for widespread therapeutic use of stem cells. This has been a central issue in the past two presidential elections, which highlights the importance of each American citizen attaining a sound scientific understanding of stem cells. This freshman seminar will focus on the past use, present advances, and future promise of stem cells for clinical use. For many decades, bone marrow transplants consisting of blood stem cells have been used in medical practice. Advances in understanding the potential of stem cells has recently led to more prevalent therapeutic use. This course will highlight scientific understanding of stem cells in order to foster informed discussions of the ethical considerations of stem cell use in medicine. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10400: EUROPE 1890-1950: FACING THE ABYSS 4 hour(s)

As the 20th century dawned, Europe's dominant position seemed assured. European science, technology, and economic productivity had progressed rapidly in the 19th century and had few rivals, while European art, literature, and philosophy were widely admired and imitated. European nations dominated much of the globe economically and politically through their vast overseas empires. Many European governments were becoming more democratic in the later 1800s, and violent upheavals like wars and revolutions seemed to belong to the past. Yet the new century did not bring the era of continued European peace, progress, and prosperity that an observer in 1890 might have expected. Instead, Europe found itself devastated by two world wars and wracked by multiple revolutions. In many states, the trend towards democracy was reversed by the rise of totalitarian governments like the Communist regime in Russia and the Fascist ones in Italy and Germany. European economic and political dominance of the world was shattered, and the horrors of the world wars and the Holocaust led many intellectuals to question the bedrock ideas of Europe's civilization. This course will examine the "age of catastrophes" in Europe, focusing on the linked political, social, economic, and intellectual upheaval of this troubled era. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10500: COMICS AND THE NUCLEAR AGE 4 hour(s)

Four and a half years before the first self-sustaining controlled nuclear reaction took place on an abandoned handball court in Chicago, a force that would become even more powerful was unleashed on the city of Metropolis. Although certainly not the earliest of his sort, Superman grew into an American icon and godfather to many others who lived their lives out on the pages of comics. In this course, we'll study how the stories of these characters reflected the struggles and ideals of the United States since the dawning of the Nuclear Age. We'll use comics as one lens through which to understand the nation's shifting psyche in the decades up to 1991, when the Strategic Arms Reduction Treaty was signed and the Soviet Union collapsed. We'll learn about the history of the comics industry and study the evolution of the form. We'll also explore the development of the "pow" behind superpower (our national arsenal) and the impact it has had on our culture. Readings will include comics as well as history and criticism. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10600: HOW HISTORIANS INVENTED THE AMERICAN PAST 4 hour(s)
This course will cover a wide variety of topics in American history, from the sixteenth century through the present day. These topics will incorporate political, social, and economic history. Each week, students will learn about a specific topic or time period, and will then work with different types of sources to further their understanding. This first-year seminar is a discussion-based, writing-intensive course designed to introduce students to Writing Across the Curriculum and to the concept of the liberal arts. To that end, we will focus heavily on how to analyze and critique sources, how to discuss relevant literature, and how to conduct research. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10700: NEUROBIOLOGICAL BASIS REALITY 4 hour(s)

Although we understand some of the functions of the human brain at the cellular level, the emergence of consciousness and subjective experience from actions at individual synapses is still a mystery. This intensive freshman seminar looks at the structure and function of neural circuits under normal and abnormal conditions, and considers their operation in relation to REM sleep, neurological disorders, and altered mental states. Students will use literature, poetry, cinema, and primary and secondary sources in the scientific literature to study the subject matter. Students will have to complete three papers of five to ten pages, one final paper of ten to twenty pages, and four public presentations. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10800: MYTHS LEGENDS FOLKLORE AND FAIRY TALES 4 hour(s)

What do these stories really tell? Zeitgeist, loosely translated as “spirit of the time,” is a way to examine the intellectual, ethical, political, and cultural spirit of a people and time. Students in this class will become familiar with zeitgeist and how to apply its lens to popular works of fiction. They will learn to read for more than plot lines, figuring out what the monsters and happy endings (or lack thereof) show about the people and cultures telling the stories. Texts and readings will be drawn from the tales of Jacob and Wilhelm Grimm, comic books, urban myths, and the work of modern folklorists, among others. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 10900: DE INDUSTRIALIZING AMERICA-PERSPECTIVES ON THE RUST BELT 4 hour(s)

Hiram is uniquely situated within easy drive of cities that were once thriving manufacturing centers, but have since experienced significant industrial decline. Proximity to the abandoned factories and smokeless stacks of Youngstown, Akron, Canton, and Cleveland allows a close look at the social and economic transformations that led to the creation of the Rust Belt. This class will explore those transformations and the history of de-industrializing America from the late twentieth century to the present, focusing where possible on how those processes have played out here in America's industrial cities; the fate of America's working class; new immigration patterns; race relations; popular culture in the wake of de-industrialization; and the nature of value in the postindustrial economy. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 11000: PULP DETECTIVE FICTION 4 hour(s)

The crime fighters, the dames, and the criminals. From the 1920's to the 1940's, hundreds of pulp magazines flooded the American marketplace. Their garish covers and cheap prices lured readers and provided mass entertainment in the era before television. This FSEM will study what the working-class men of America were reading as they took the trolley to work. Learn how the pulps shaped working-class aspirations and provided a fictional world in which the working class man took solace as formerly male-dominated society became infiltrated by women. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 11100: THROUGH THE LOOKING GLASS OF AMERICAN HISTORY 4 hour(s)

This course will cover a wide variety of topics in American History from the sixteenth century through the present day. These topics will incorporate political, social and economic history. Each week students will learn about a specific topic/time period and then work with different types of sources to further understanding. Some of these sources will include: Native American creation stories, colonial poetry, visions of utopian societies, “mock”-umentaries of the Civil War, photographs of the Great Depression and protest
songs of the Vietnam War. This first-year seminar is a discussion-based, writing intensive course designed to introduce students to Writing Across the Curriculum, and to the concept of the liberal arts. To that end, we will focus heavily on how to analyze and critique sources, discuss relevant literature, and conduct research. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 11200: CREATIVE THINKING AND INNOVATION 4 hour(s)**

Creative thinking draws upon knowledge, imagination, logic, intuition, accidental occurrences, and constructive evaluation to discover new connections between ideas and objects. According to James Evans, current research indicates that creativity is a skill that can be taught and learned. According to one study, the major difference between "creative" and "noncreative" people is that creative individuals believe that they are creative. But creative thinking alone is not enough. The real goal of creative people is innovation. Successful entrepreneurs and other innovators are good at creative thinking, but they also developed other qualities which open the door to the implementation of their ideas. How does that happen? The neuroscientist Gregory Berns says that after learning how to overcome flawed perception, the key roadblock to creative thinking, two other obstacles remain: the fear of failure, and the inability to persuade others. In this course, we will study these related concepts in both a theoretical way, through existing research and models of creativity, and also in a practical way, by studying the lives and methods of great innovators. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 11300: PHILOSOPHY AND PHILM 4 hour(s)**

In this class, we will be matching movies to relevant philosophical texts in order to explore various issues. The hope is that the texts and the movies will prove mutually illuminating and, by providing alternate modes of access to the topics, will let us see them in a new light. Among the topics may be questions about reality, predestination and free will, the existence and role of God, and the meaning of life (the philosophical issue, not the movie). Please note: we will be rigorously analyzing these films, not just sitting back with a tub of popcorn. Critical, attentive engagement with the films is expected. Some of the texts we'll be reading are relatively difficult and require considerable work to understand. Finally, we may touch on a number of sensitive issues. You will need to discuss topics that you may feel strongly about with an open mind. Only take this class if you are up for a challenge and for challenging your beliefs. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 11400: HOW TO TELL A TRUE WAR STORY 4 hour(s)**

From the time of the Iliad to the hey-day of radio to the advent of the summer blockbuster, the narrativization of war has been a source of both inspiration and controversy. This intensive freshman seminar will consider war stories through pragmatic, ethical, and aesthetic lenses to consider the possibilities and problematics of narrativizing war on individual and social levels. Students will use literature, poetry, speeches, journalistic articles, and other media as well as scholarly literature about war to study the subject matter. Students should expect to be challenged by the subject matter, the difficulty of the reading material, and the oral and written assignments they will be required to complete. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 11500: IN THE FLESH-THEORIES AND STORIES OF EMBODIMENT 4 hour(s)**

"The soul breathes through the body, and suffering, whether it starts in the skin or in a mental image, happens in the flesh." - Antonio Damasio. Although the "soul" cannot be quantified, the experiences of suffering confirm for Damasio, a neurologist, the presence of something more than mere flesh and blood. The Western philosophical tradition declares this "something more" to be evidence of a mind-body dualism. According to that tradition our bodies are deterministic and entirely physical mechanisms, while our minds exceed the physical and serve as the loci of free will, cultural creativity, and human dignity. The recent work of Damasio and other scientists dismantles the mind-body binary by demonstrating how we only apprehend and engage the world through our flesh; there is no "mind" or "soul" or "spirit" acting separate from the body. To understand the mind as a captive audience of the body does not mean, however, losing its uniqueness. For Damasio, "neither anguish nor elation that love or art can bring about are devalued by understanding some of the myriad biological processes that make them what they are." This course combines science with popular culture, literature and film in order to explore how we experience ourselves as embodied subjects. All students will be expected to participate in
FSEM 11600: THEY SPOKE IN DEFENSE OF THEMSELVES 4 hour(s)

This course will introduce students to a survey of the Western Rhetorical Traditions from the Golden Age of Greece when rhetoric was at its zenith to the present through the examination of speeches, lectures, debates, treatises, and letters. The body of oral and written literature of an age is seen as a "repository of ideas" reflecting not only the dominant problems human beings faced at the time, but also, the ways particular cultures struggled to solve these problems. Together, through discussion, writing, and oral presentation we will discover how the problems and issues of our ancestors are reflected in our values and the structure of our democracy today. We may admire much of what we discover; we may reject much as well. Throughout the course we will strive to develop our understanding of the "eloquent self" and what that concept means to an individual and to a society. We will view the study of rhetoric as a two-fold adventure: 1) an examination of the body of writing about rhetorical theory to answer the question: "What is rhetoric?" and 2) an examination of the practice or "doing" of rhetoric through written and oral performance. This two-fold emphasis on process and performance will be the focus throughout the course. Students who intend on majoring or minoring in Communications may use this course to replace Communications 101 or 10100. If you have already taken Communication 101 or 10100, you cannot receive credit for this course or for Freshman Seminar 125 or 12500. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 11700: MODERN JAPAN THROUGH AUTOBIOGRAPHY LITERATURE AND FILM 4 hour(s)

The Tokugawa period of rule by the shogunate, from the seventeenth to the mid-nineteenth century, has frequently been characterized as a period of cultural isolation for Japan. Though contact with the outside world was tightly regulated, there was a vigorous interest in foreign knowledge, stimulated particularly by contact with the Dutch and Chinese. Cities like Edo (present-day Tokyo) became environments that fostered an explosion in literacy, the cultural arts, new technological innovations, and pervasive mercantilism. This vibrant society thus already had strong foundations to build upon when it decided to embark on a path of westernization under Emperor Meiji following 1868. To what extent does modernity in Japan owe a debt to indigenous institutions? What is the scope of westernization in Japan's rise to industrial and imperial power? What does it mean to be a member of the global community in the wake of World War II? Through the examination of samurai ethos, the memoirs of a prominent entrepreneur, the writings of an influential early twentieth century feminist, and accounts of World War II in Japanese autobiography, literature, and film, we will think about Japan's trajectory as a formidable influence on East Asia and the world from 1600 to the 1960s. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 11800: THE ELEMENTS OF THE KITCHEN 4 hour(s)

What do science and cooking have in common? This freshman seminar will focus on the chemistry behind cooking, from the four basic food groups (carbohydrates, proteins, water, and fats) to the materials of the cookware used. Some kitchen myths will be dispelled and many anomalies will be explained. A considerable amount of time will be spent learning by working hands-on in the kitchen, and students will begin to see the similarities between cooking and laboratory science. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 11900: GENES, STORIES, AND THE BOOK OF LIFE 4 hour(s)

The completion of the Human Genome Project was referred to as "the first draft of the human book of life," and the "human alphabet," that would allow us to read "tales from the genome." These genetic metaphors simplify the complex functioning of DNA, genes, and genomes in order to make them accessible to non-scientists. They also impress upon people the potential of genetic science for revealing important information about human history, identity, and possibilities. At the same time, these metaphors tellingly reveal how science is mediated through language; how our values and assumptions inhere in the verbal and visual images through which we communicate. Using the stories of genetic science we encounter through a variety of different media, this course will investigate how scientific and technological advances get communicated to the larger public, and what effects (on public opinion, policy decisions, and funding) might result from miscommunication. We'll explore how the language, images, and narratives emerging from human genetics influence the way we imagine our bodies, our selves, our social
responsibilities, and the enterprise of science itself. At the same time, we'll think about the constraints that shape particular genres of writing and expression. (What can you say in a novel that you can't say in a press release? How might you present material differently for the audience of "The New York Times" versus "The Simpsons?" You will be asked to practice writing in several different genres and styles, including a press release, an argumentative essay, and an analytical essay. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 12000: FINDING OUR ROOTS 4 hour(s)

A survey of literary and musical treasures of the West, beginning with the contribution of the Greeks and ending with works from our own time. The material is discussed in terms of the social, political, and philosophical underpinnings, with emphasis on questions of ethics. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 12100: IMMORTALITY, DEATH, AND THE MEANING OF LIFE 4 hour(s)

Is immortality desirable and death to be feared? Is there a meaning to life and if so, could it actually make life meaningful? What would this even mean? These are some of the questions we will be examining in this class. The prospect of finding definitive answers may be dim, but we gain just by learning how to ask such questions. Indeed, doing so is part of what it means to be human. This class presupposes no knowledge on the part of students. However, students who take this class should be prepared to be challenged. Students must be open to honest examination and questioning of their beliefs and must be willing to work hard in order to do well. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 12200: SPEAKING OUT-NEW VOICES IN THE AMERICAN LITERARY CANON 4 hour(s)

For years the American literary canon mainly consisted of Caucasian male writers. Literary scholars have just recently added some new and distinct voices to the American literary canon. These works are not necessarily modern works; many of these writers are from the seventeenth, eighteenth, and nineteenth centuries. Racial and gender issues often kept these works from being widely recognized at the time that they were written. By the late twentieth century, the immense value of this forgotten group of writers had become apparent, and new editions of literary anthologies began to include this forgotten and noteworthy group. This semester we will study prose, poetry, non-fiction, and orations from some of these newly rediscovered voices. Texts will include the works of Kate Chopin, N. Scott Momaday, Zora Neal Hurston, Amy Tan, Charles W. Chesnutt, Charlotte Perkins Gilman, Langston Hughes, Cochise, and Maxine Hong Kingston, among others. We will examine and discuss the unique contributions that each writer has added to the canon. Students also will be introduced to the basics of literary criticism and will include several critical texts in their readings. The course will require four expository essays, a research paper, and a reading journal. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 12300: ECONOMIC ISSUES 4 hour(s)

Through the study of contemporary socioeconomic issues such as pollution, resource depletion, poverty, discrimination, monopoly power, inflation and unemployment, the student will be introduced to the field of economics. Students will learn how to use economic theory and data for the purpose of understanding and explaining what is happening in our society and what policies should be developed. In addition, required assignments will introduce students to writing in economics and the variety of resources available to support research in the field of economics. The course is an alternative to Economics 200 or 20000. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 12400: BREAD, BARRICADES, AND BOMBS-MODERN EUROPE 1450 TO PRESENT 4 hour(s)

This course will survey the most important trends in Europe from the 17th century to the present. We will focus on crucial junctures in the past (the French, Russian and Industrial Revolutions, the two world wars, the Nazis, the Cold War, and finally the new European order) in order to make connections between major events and ordinary people. The course is an alternative to History 122 or 12200. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-
sourced, 8-10 page research paper.

**FSEM 12500: VOICES THROUGH THE AGES 4 hour(s)**

The role of oral discourse in the western intellectual rhetorical tradition. Rhetorical studies have been an important part of humanity's education since before the time of Plato and Aristotle. To the ancient Greeks and Romans, rhetoric was a vitally important subject to study because it formed the basis of people's ability to live and function in their society. Today, rhetorical studies are no less important. Human speech is still the primary vehicle by which people seek to influence one another, whether it be George W. Bush justifying war in Iraq, peace demonstrators chanting "no blood for oil," Hugo Chavez criticizing the government of the United States, or Al Gore warning of the environmental effects of global warming. In this course, students will discover persuasive speech as both a method and a mechanism through which people reason together to solve their common problems. Students will enter into a dialogue to discover the functions of oral discourse in the Western tradition through writing, speaking, and discussing the materials they examine in the course. A student cannot receive credit for both Freshman Seminar 125 or 12500 and Communications 101 or 10100: The Foundations of Public Communication. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 13000: SURFACING CANADIAN WOMEN WRITERS 4 hour(s)**

Students will examine texts by Canadian women, ranging from Native American writers to modern novelists and poets. Among the topics covered will be regional identity and the post-colonial inheritance. Major figures studied will include Margaret Atwood, Marie-Clair Blais, Mavis Gallant, Margaret Laurence, and Alice Munro. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 13400: HOME SWEET HOME-HISTORY OF FAMILY AND CHILDHOOD IN AMERICA 4 hour(s)**

This course will look at wives and husbands, fathers and mothers, and children too. Our topic will be the history of childhood and the family from the age of European colonization up to our own times. Starting with a look at Native American family life, we will consider the varieties of family experience across geographic and cultural boundaries. Were gender roles within the Indian family different from those brought by the English? We will explore the colonists' notion of childhood. Why have historians said that colonists thought of children as "miniature adults"? As we move out of the colonial era into the era of the American Revolution we will consider the impact of the philosophies and political events of those times. Were adolescent children granted the freedom to follow their own hearts in courtship and marriage? Was there sexual freedom in the wake of the Revolution? In considering the history of the American family in the nineteenth century we will discuss the impact of capitalism, industrialization, and Southern slavery on family structures. Did the emerging notion that women's place was in the home bear any relation to changes in the American economy? What family forms and practices did immigrants bring with them to America? How did the growing prominence of Catholicism in the American urban landscape affect family life? The twentieth century will present other questions. Were families crushed under the pressure of the Great Depression? As wives moved into the workforce to help support World War II did they shed their homemaker roles? We will also explore the impact of the Cold War on the family. Did fears of Communism shape family life? Did the youth families? What direction is the family taking as we enter the 21st century? Readings in this course will be diverse. The instructor has not yet made final decisions, but the course will undoubtedly look at short fiction and novels that shed light on changing family roles, such as Susanna Rowson's sentimental best-seller "Charlotte Temple." Students will read texts written by historians, such as Robert Orsi's "The Madonna of 115 or 11500th Street," which is an exploration of the impact of Catholicism on immigrant families. Student will surely read one book that shows the family under slavery. One useful document of this experience is Harriet Jacobs' autobiography. Most of the class time will be spent discussing assigned reading and documents distributed in class. The instructor will also occasionally provide more structured lectures to shed light on the readings. This will be a writing-centered course, so students should expect to compose several papers. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 13600: JUSTICE FOR ALL-THE AFRICAN AMERICAN CIVIL RIGHTS MOVEMENT 4 hour(s)**

Many of us know the civil rights movement as the story of heroes and great leaders, especially Martin Luther King, Jr. and Rosa Parks. But the stories of great men and women, presented alone and without context, can obscure and distort our understanding
of the movement. Students in this course will explore how and why ordinary people rose up in the twentieth century to build a mass movement of extraordinary power and profound results. Students will go back to the origins of the African American freedom struggle in the slavery era. They will examine the economic and cultural roots of racism in America, and they will consider how and why people have resisted inequality and have fought for justice. Students will consider the various strategies and tactics that movement activists have used. Finally, students will question the extent to which the movement succeeded and will evaluate what the movement accomplished and what the movement has left unfinished. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 13700: THINKING ABOUT THE ENVIRONMENT SUSTAINABLE DEVELOPMENT 4 hour(s)

We will examine Western thought on the natural world and the role of humans, consider the changing concept of property rights and the rights and obligations of individuals to others, and examine the evolving critique of liberal political economy and the resulting definition of economic development. By the end of the course each of us will have a better understanding of policy responses which will yield sustainable development. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 14000: CHRISTIANITY HOW IT BEGAN 4 hour(s)

The origins of Christianity take us back to the very interesting period of first-century Jewish life in Roman Judea. Because Jesus, his disciples, and the apostle Paul were Jews, we begin our search for Christian beginnings by introducing ourselves to the hopes and expectations of Jews at the time of Jesus’ birth. We then explore the implications of the amazing claim that distinguished the Jewish-Christian from other members of the Jewish community. Turning to the historical Jesus, we explore the process by which he became identified as the Christ of the earliest church. We also examine themes that were particularly important to the thinking of Paul, and then conclude with a fascinating glimpse of how the hostile Roman authorities responded to the rise of the new Christian "superstitio." Primary readings for this course come from the New Testament. We also use other early Christian texts, various Jewish sources, and relevant Roman writings. Our textbook is Spivey-Smith’s "Anatomy of the New Testament." Besides the instructor's own photographs of ancient archeological sites in Italy, Turkey, Israel, and Jordan, we plan to see at least one of the following two movies: "Jesus of Montreal" (1989) or "Monty Python's Life of Brian" (1979). All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 14100: CHRISTIANITY ITS DEVELOPMENT THROUGH WESTERN HISTORY 4 hour(s)

This course will study some of the key issues and "classic" works of Christianity. We begin with Augustine's Confessions to study human nature and sin. Julian of Norwich and Anselm write about the meaning of Christ to Christians. Other issues include the Church, missions and liberation movements. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 14200: TURBULENT DECADE-THE CULTURAL REVOLUTION IN CHINA 4 hour(s)

From 1966 to 1976 the People's Republic of China underwent one of the most chaotic and disastrous events in modern history. This class provides an up-close, insider's look at a traumatic period little understood outside of the world's most populous nation. Students will get to hear and read first person accounts of the multitude of chaotic, often tragic, events that led to the complete disruption of society, economy and culture in China. For most in the West, knowledge of this period is limited to things like Mao's Little Red Book, the rise of so-called "Maoist" revolutionary groups and images of huge rallies cheering for Mao Zedong. The full scope of this decade of upheaval goes far beyond this and resulted in, among many other things, the wholesale destruction of ancient treasures, the persecution of many of the leaders that fought to create the People's Republic, the shutdown of the entire educational system and the sending of millions of college and high school students as well as teachers and intellectuals to the countryside (where many of China's brightest lights spent years in manual labor) and the deaths of untold tens of millions of people. This class will include lectures by a professor who lived through this remarkable period, readings, movies and discussions concerning the various issues raised by the Cultural Revolution, student presentations and written assignments. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.
FSEM 14400: SCIENCE AND RELIGION 4 hour(s)

Sometimes it seems to us that science and religion are contradictory, or that they accept mutually exclusive ideas. Is this true? Is it necessary to believe one but not the other? We will approach several of the basic concepts of religion and science to ask how the different ideas speak to each other. How are belief and faith related to Science and Religion? What about scientific methodology? Do religion and science approach knowledge differently? Is there scientific faith or religious experiment? What is the relationship between creation and evolution? The Big Bang and God’s end for the world? The uncertainty principle and predestination? Is a unified theory possible? We will pay attention to historical interaction between organized religion and science, but attend mostly to current material interested in these questions. Readings will be selected from books like Serious Talk, by John Polkinghorne; The Meaning of Creation, by Conrad Hyers; and The Mind of God, by Paul Davies. These books all approach questions surrounding “the scientific basis for a rational world” (Davies), and “interpreting and misinterpreting” religious texts (Hyers). All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 14500: LANGUAGE AND IDENTITY 4 hour(s)

Language is a complex and wonderful phenomenon. We use language to express our ideas, our emotions, and, often unconsciously, our very identity. In this course we will consider various aspects of language that allow us to do this; we will also examine several works of literature to see how different authors exploit the powers of language to express their own identity and that of their characters. Our study of language structure will consider, among others, the following questions: How are words in English and other languages put together? How do we form new words? How do we make the sounds of English, and how do they relate to the spelling system? How do we combine words when we make sentences? (And this is not the grammar you learned in high school.) What do your pronunciation and use of language tell about who you are and the community you come from? All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 14600: EVOLUTION, CREATION AND LITERALISM 4 hour(s)

The end of the Twentieth Century marks a time when western science dominates not only Western Civilization, but also increasingly other civilizations tied by a growing global economic system with its prevailing values. This course looks at the major theory integrating all of our understanding of the Biological World: The Theory of Evolution by Natural Selection, examining closely what scientist have to say about the creation and development of the world as we know it today. We then move to examine an alternate theory, that of Scientific Creationism based on a literal interpretation of creation accounts in the Bible. The class will explore the issue of literalism (in reading theories in both science and religion) and how it can be and has been used and abused for political purposes of advancing personal views about the world held by various groups including scientists. We also examine pseudoscience and its pervasive influence in today's world and why it is so dominant. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 14700: VISIONS OF GOD-APPREHENDING THE SACRED EAST WEST AND BEYOND 4 hour(s)

Encounters with a personal God, experiences of "pure consciousness," and a variety of other apprehensions of the sacred will form the focus of this course. We will read original descriptions of experiences by primary religious figures, and also study the analyses and evaluations of these descriptions by famous historians of religion and philosophers in their attempt to understand religious experiences and their fantastic variety. By using examples from Eastern, Western, and small-scale religious traditions and looking at scholarly analyses of these phenomena, we will expand our understanding of the meaning of religious experience. We will attempt to answer the following questions: Are all religious experiences simply different apprehensions of the same Ultimate Reality? To what extent, if any, do language and culture influence religious experience? Do we find any patterns underlying the variety of visions of God and the models to which they give rise? What, in fact, does "experiencing Ultimate Reality" really mean? All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 14800: VOICES FROM THE HILLS 4 hour(s)

This course will begin with a look at the stereotypical way Appalachia has been portrayed from the time of William Byrd's History of the Dividing Line (composed 1729) to recent films.
like Fire Down Under and media coverage of the flight of fugitive Eric Robert Rudolph into the mountains of western North Carolina. Through the authentic voices of poets, filmmakers, historians, and novelists who have lived in or studied the region, we will try to understand Appalachia on its own terms. The course will also include such subjects as the industrialization of the mountain South; coal camps and Battle of Blair Mountain; the outmigration to northern factories (such as those to Akron, Ohio, and Ashtabula County); Appalachian history and geography; mountain music, crafts, and religion; Cherokee, Melungeon, and Affrilachian culture in the hills; and balancing change and tradition. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 15000: THE QUEST FOR JUSTICE 4 hour(s)**

This course traces the idea of justice in Western thought in the realm of Western civilization's social and political life. The quest begins with classical antiquity and Aristotole when the limits of state-made law and government authority were challenged by poets and philosophers who argued for divine justice that transcended state-made laws. The quest continues through the appropriation of Aristotelian justice by Christianity which meant that human laws must be ultimately sanctioned by natural or divine law. Next we examine Machiavelli's rejection of the idea that social and political life should be ruled by natural or divine law. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 15100: HEROES OF THE MIDDLE AGES 4 hour(s)**

Heroes originate in the mists of time and myth. In Indo-European, the word "hero" means a protector or helper, but in Greek the word eroe meant a semi-divine being whose special powers were called upon to help his nation or a portion of humankind. The idea of the hero as the deliverer of his people dominates early medieval epics such as Beowulf, The Song of Roland, and El Cid. In later medieval romances such as Sir Gawain and the Green Knight and "Lancelot of the Cart", the hero is no longer fighting for his nation but for his ideals and his lady love. In this course we will examine the heroes of medieval Europe and their conquests and investigate the changing definition of what it is to be a hero. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 15300: THE POWER OF DON QUIXOTE 4 hour(s)**

Considered by many to be the first modern novel, "Don Quixote de la Mancha" by Miguel de Cervantes Saavedra was written four centuries ago and in Spain of all places. What possible use could we have for it today? Why does this work continue to attract so many readers? Why, for example, does a professor at the Stanford Graduate School of Business teach Don Quixote to his MBA students? Just what is the power of the "Quixote?" In this seminar, we will read and discuss a recent English translation of "Don Quixote," both Part one from 1605 and its continuation from 1615 (about 800 or 80000 pages in eight weeks plus critical articles in the later weeks). We will examine several other texts of various types (films, at least one short story, music), which are based on Cervantes' origenal. We will also discuss some of the many topics he presents that continue to intrigue his readers; for example, the writer's dilemma, or how to make a work of art seem real; the material and the ideal; the power of the state and the power of the imagination; the literary context of the Quixote; the "Quixotification" of Sancho and the "Sanchification" of Don Quixote's library as a parody of the Inquisition. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 15500: DAGGERS AND DIVAS-EXPLORING THE INNER WORLD OF OPERA 4 hour(s)**

This course is designed for both classical vocal music lovers and for those who have never experienced opera. We will delve into the many facets of the intriguing world of opera, exploring everthing from its creative inception to small-and large-scale productions. This course will examine cultural and historical influences on opera and trace common themes that have existed in operas across the centuries. Topics will include the relationship between the libretto and the music, the role of the conductor and orchestra, the training and lifestyle of classical opera singers, and business aspects of opera productions. The course will include a field trip to the Cleveland Opera's performance of The Barber of Seville. No prior music reading or performing experience is necessary. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 15600: A FOCUS ON THE MIDDLE EAST 4 hour(s)**

Its peoples, politics, religions, and cultures. Through books, films, videos, and
documents, this course will take you on a highly informative, yet quite interesting symbolic journey to visit the Middle East in an attempt to enable you to see for yourself the different cultural, political, social and religious systems of this diverse area. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 15800: THE PHILOSOPHY OF FRIENDSHIP AND LOVE 4 hour(s)

Is friendship merely an emotion? Can we choose whom we love? What is it that we love when we love? Should we love the undeserving? Philosophers have puzzled over the mysterious nature and meaning of friendship and love since the very beginning of philosophy. This concern was not accidental for philosophers but rather arose out of the very nature of philosophy itself understood in antiquity as a shared devotion to and desire for the truth—that is, as an activity of friends loving the truth. In this course we will study some of the most profound philosophical discussions of love and friendship with the goal of deepening our understanding of these essential human experiences through critical evaluation of these discussions and reflective application of them to our experience. Texts may include selections from works by Plato, Aristotle, Thomas Aquinas, Soren Kierkegaard, and Sigmund Freud. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 16000: JANE AUSTEN, THEN AND NOW 4 hour(s)

The past decade has seen an explosion of films based on the works of Jane Austen: Sense and Sensibility, Clueless, Pride and Prejudice. Since then, Jane Austen has continued to permeate popular culture. Film adaptations of Pride and Prejudice (three of them), Emma (three of them), Sense and Sensibility, Persuasion, and Mansfield Park have graced TV and movie screens. A Hollywood version of Pride and Prejudice appeared last year, and a new adaptation with Kiera Knightley waits in the wings. At least five print sequels to Pride and Prejudice have appeared in the past ten years, and Helen Fielding draws on both Pride and Prejudice and Persuasion in her best-selling Bridget Jones stories. Jane Austen even plays detective in a new series of mystery novels. What's up with Austen-mania? Why is Jane Austen so popular? Why do her stories resonate with the modern reader? We will explore these questions through an examination of Austen’s novels, written and film adaptations, and critical reception of Austen's work spanning the nineteenth and twentieth centuries. We will consider the way both Austen and her disciples draw on and manipulate the conventions of the marriage plot, comedy and satire, and their cultural and political positions to create complex narratives and social commentaries. We will use differences between Austen's works and their adaptations to ask questions about historical context and about the process of borrowing from the writing of another. By studying Jane Austen in a range of historical contexts and generic frameworks, we will gain a clearer understanding not only of Austen’s place as a literary and cultural icon but also of the ways in which textual analysis and reception reflect the historical and cultural contexts of readers and viewers as well as authors. This course will require viewing of some movies outside of regular class meetings. Preliminary list of texts: Pride and Prejudice, Emma, Mansfield Park, Bridget Jones's Diary, selected literary and film criticism. Preliminary list of films: Pride and Prejudice (1940); Pride and Prejudice (1995); Bride and Prejudice (2004); Clueless (1995); Emma (1996); Mansfield Park (1999). All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 16100: INDIVIDUAL AND SOCIETY 4 hour(s)

This course addresses a wide range of issues concerning the nature and relationship of individuals and society. The most fundamental among these issues are: What is a good life? What is a good society? How should individuals and society be related? How are people best brought to living good lives in good societies? In considering the preceding questions, the course will address a wide range of topics, including: freedom and authority, emotion and reason, the nature of human development, and the possibility of knowledge and certainty. The course will engage these topics through a concentrated examination of two books, Plato's "Republic" and John Stuart Mill's "On Liberty." Plato's "Republic" is probably the single most famous and influential book in all of western philosophy during the 2500 years since it was written. Mill's "On Liberty" is generally regarded as the classic work setting out a modern perspective on individuality, morality, politics, and knowledge. Through contrasting these two approaches (ancient and modern, conservative and liberal), we will gain perspective from which to critically formulate our own ideas and to work toward more profound understanding. As to the mechanics of the course, readings are first-rate philosophy. The readings are hard, but students will be given considerable assistance in learning to read and interpret difficult texts. The emphasis in writings is on interpretation, analysis, and critique, with the aim of enriching one's own thinking through the insights or great philosophers. The course is carefully constructed to progressively
develop skills of good thinking and good writing. This First-year Seminar counts as an introductory course in Philosophy for purposes of majors, minors, and prerequisites in Philosophy. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 16200: STUDY OF AMERICAN LANGUAGE 4 hour(s)**

Language is central to our lives, even in this country where we are generally less aware of it than people in most other lands. Our readings, discussion, and writing will investigate any question you can imagine about language in the United States, from baby talk to fears about Spanish. Many of us imagine American English as an essential part of the American identity, but how true is that, and what is American English? Is it endangered? Why do we speak English (and other languages)? How do we learn, or acquire, language(s)? Why are there different dialects, and what do they indicate? How do we use or misuse language? What are we taught about it? What happens when people have trouble with language? Do animals use language too? We will read essays, articles, and even a couple of short stories, do primary and secondary research, including analyzing our own language use. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 16300: ECONOMIC JUSTICE IN HEALTH CARE 4 hour(s)**

Would an ideal world be one in which anyone could get any kind and amount of health care she or he wanted without any wait and without any cost? Economics tells us that this is impossible. So there will be limits and constraints on the availability of health care. The question then is, who will get what kind and what amount of health care? And this question brings us to basic issues about the nature of justice and fairness in society, questions that are essentially philosophical. This course will address the goals of the Freshman Seminar through research on and discussion of these closely related issues. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 16400: SPORTS AND LITERATURE 4 hour(s)**

Through the study of fiction, non-fiction, and autobiography, this course seeks to expand our cultural understanding of the importance of sports. The Highlight and the Celebrity Profile, which are the primary sources of sports information, minimize the complex social dynamics between different sports, athletes, and fans. At an immediate level, we see sports as entertainment or an actual pastime that is a pleasant diversion from our regular routines. However, we will also look at the darker side of sports. The violent nature of some physical sports has been an important element of some sports that we consider as "mere" entertainment. We will discuss biography, race, class, and gender in relation to our fondness for violent and nonviolent entertainment. The instructor has chosen works that emphasize the traditional aspects inherent in sports, such as determination, toughness, and winning and losing. We will also look at the way that the literature of sports portrays its human contestants off the field. Sports reaffirm our status as humans who are part of a social group, but sports are also a means of achieving a kind of immortality. Thus, we will discuss the connection between sports and the belief that the Greek Gods and Goddesses lived on Mount Olympus. We are familiar with the heroic element of sports, where the protagonist successfully overcomes obstacles ("Hoosiers," a good movie, is an example of this). The books in this course complicate our conventional understanding of the heroic narrative ("Rudy" is a good example of a nonconventional hero). These books show us what happens to athletes, their friends, and families in between the winning and losing, and what happens when redemption on the field or court does not happen. Being at a small college like Hiram directly contrasts the multimillion-dollar sports franchises of Division I universities. Many of the selections deal with the lives of amateur athletes. Most athletes never receive any television, radio, or newspaper coverage, so what is the value of the essentially anonymous athletic endeavor of playing sports at a small high school, college, or university? During this course, all students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 16600: EUROPE IN CONFLICT 4 hour(s)**

Unfortunately, we live in a world where warfare remains common and armed conflict between nations is (arguably) the greatest single threat to human life and happiness. By studying Europe's persistent encounter with war, we can gain some insight into this age-old problem. This class tackles the issue by exploring three major topics. First, how have armed forces reflected and affected the states, societies, and economies that created them? Second, how have Europeans justified and explained their resort to armed
and write three formal essays as well as a multi-sourced, 8-10 page research paper. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 16700: SELLING BIBLES BODIES AND BALLOTS: ENTREPRENEURSHIP IN THE EARLY AMERICAN REPUBLIC 4 hour(s)**

The decades following the American Revolution witnessed the birth of a democratic marketplace, so much so that historians have labeled it the era of the "Market Revolution." New businesses such as canal companies and textiles factories helped develop a vibrant economy, but I will encourage us to think even more broadly about entrepreneurship. In general, Americans showed a savvy appreciation for their audience and marketed their wares accordingly. For example, the religious revival of the Second Great Awakening was driven by a series of innovations in religion. The sects which proved most popular were the ones that comprehended the emerging American desire for equality: upstart churches like the Disciples of Christ, for example, demanded that each individual had the right to interpret the scripture for themselves, rather than accept the learned theology of their social betters. Politicians also learned to read their market. Parades, rallies, slogans, and hard cider became standard political fare because American voters expected politicians to be average citizens like them, not the refined political elite in powdered wigs of the colonial past. Market activity also encompassed products that even further strain modern moral sensibilities. To what extent were slave traders entrepreneurial in their approach? How did prostitutes sell their services? By inspecting such market activity in the past, we might better judge entrepreneurship in the present. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 16800: WINNERS TELL HISTORY, SPINNERS TELL NEWS: WHO CREATES YOUR POINT OF VIEW? 4 hour(s)**

Do you wish you had more time to find out what is going on in the world outside Hiram? Do you believe everything you read? Nothing that you read? Only those things that you already agree with? Or do you remain uncomfortably on the fence? Using ideas of theorists from classical (Plato) and contemporary (Kenneth Burke, Richard Weaver, Claude Shannon & Warren Weaver, Paolo Freire) rhetoric and communication and from studies in journalism and mass media (Neil Postman & Steve Powers, Joe McGinness, Howard Kurtz), students in this seminar will examine the shifting nature of the "true" story. The accepted version of an event usually evolves, whether the event is important to an entire nation or to a single family or community. Cultural and other filters can make even truthful observers, reporters, and audiences understand the same event in very different ways. The modern notion of the "spin" describes deliberate manipulation of a story so that an audience will interpret it a certain way. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 17000: CHALLENGED BANNED CENSORED ARE WE REALLY FREE TO READ 4 hour(s)**

"Free people read freely" is the rallying cry for the Office of Intellectual Freedom, part of the American Liberty Association (ALA). In our society, can we read freely? ALA defines censorship as "the suppression of ideas and information that certain persons-individuals, groups or government officials-find objectionable or dangerous." Who decides what is objectionable or dangerous? Can a book be dangerous? Do we agree as a society about what is objectionable reading material? If so, who should be prevented from reading such material? To examine these questions we will read several selections of adult, adolescent, and children's fiction that are frequently challenged or banned in classrooms, school, and public libraries across the country each year. We will discuss students' reactions and connections to the literature and various challenges that have been raised against specific books. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.
FSEM 17100: MIND AND BRAIN IN CONTEMPORARY FILM 4 hour(s)

Themes from neuroscience frequently find their way into contemporary film and literature, though the information presented often is incorrect. Some films, however, provide accurate portrayals of topics in neuroscience, such as Eternal Sunshine of the Spotless Mind, which avoids the Cliches of a "linear videotape memory" as well as captures the importance of emotion in memory. In this seminar we will explore the workings of the brain to critically evaluate whether or not contemporary media gets it right. In the process we will understand ourselves a little better and also learn what really makes us tick. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 17300: "FREAK", "GIMP", "CRAZY", "CRIP" 4 hour(s)

are terms of disparagement marking the stigmatized and contributing to disability prejudice. Yet some have reclaimed these very words as signifiers of group pride, disability identity and a broader culture of queer. This seminar provides a critical examination of the social determinants of disability and the dynamics of contemporary life for people who deviate from the norm. Classic empirical research and new theoretical developments will explore the social psychology of stigma, the politics of difference and collective action along with current controversies in genetic testing and physician assisted suicide. To stimulate critical thinking about ourselves in relation to 'others' and society, this course disentangles the complexities involved in what it means to be human, healthy and valued. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 17500: HUMANITIES IN WESTERN CIVILIZATION: THE CLASSICAL AND ABRAHAMIC TRADITIONS 4 hour(s)

Great ideas, great books, and great art have shaped what has been described for over a century as the civilization of the West. The course looks at multiethnic traditions in the ancient Mediterranean world as sources of modern civilization in the United States. The classical traditions of Greece and Rome and the Abrahamic tradition (Judaism, Christianity and Islam) and their manifestations will be studied through literary texts and examples drawn from material culture. The encounter of the western world with other cultures will also be considered.

FSEM 17600: WRITING IN THE LIBERAL ARTS I 4 hour(s)

Writing in the Liberal Arts I is a literature-based writing course. Students will study distinguished literary examples of fiction, non-fiction, and poetry. Expository writing assignments, related to readings and class discussions, will encourage students to pursue and synthesize ideas for themselves and to express their thoughts in a clear, precise, organized, and convincing manner. (For Weekend College students only.) “All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.”

FSEM 17700: WRITING IN THE LIBERAL ARTS II 4 hour(s)

Writing in the Liberal Arts II, a continuation of Writing in the Liberal Arts I, examines examples of longer works, including plays, non-fiction and poetry. Building on the research process skills developed during Writing in the Liberal Arts I, students will write a complete research paper. As in Writing in the Liberal Arts I, the writing assignments, related to readings and class discussions, will encourage students to pursue ideas for themselves and express their thoughts in a clear, well supported, and convincing manner. (For Weekend College students only.) “All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.”

FSEM 17800: CAPTURING CREATIVITY 4 hour(s)

This seminar will explore how the creativity of a person can be enhanced and nurtured, mainly as it pertains to the fine arts. Instead of asking "what prompts people to make something which seems beautiful, to them or to others," this class will study (1) the creative process, (2) the creative product, (3) the creative person, and (4) the creative situation through readings, guest speakers, oral presentations and writing assignments. Although music and art will be the primary focus, other issues include myths about creativity, interpretation vs. creation, creativity in science, blocks to creativity, children vs. adults, and creativity and the brain. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 17900: IS THERE ANY SCIENCE IN SCIENCE FICTION? 4 hour(s)
Student taking this course will analyze works of fiction and nonfiction to assess the role of science in modern literature. The class will focus on science fiction as exemplary for its portrayal of science, technology, humanity, and their interactions. The philosophy and methods of science will be addressed using examples from science fiction. For their research paper, student will analyze a work of science fiction to determine the role of science or technology in the work, explore the veracity of the science, and explore how the audience participates in the creation of the work. Finally, students will address the impact of science fiction on perceptions of scientific endeavor. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 18100: PLAYING INDIAN AMERICAS OBSESSION WITH THE AMERICAN INDIAN 4 hour(s)**

From the Boston Tea Party to the hippie counterculture movement in the 1960s, for over two hundred years Americans have taken on "Indian" identities as a way to free themselves from conventional norms and define themselves as independent Americans. Through a reading of historical texts, novels, poetry, drama and film, we will examine images of Native Americans in popular American culture, and look at how American Indians are emulated- being the only "true" American-even as they are brutally sidelined in the course of U.S. history. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 18200: AMERICAN GARDENS AND GARDENING 4 hour(s)**

Gardens play an important role in creating landscape in urban and rural environments. What comes as a surprise to many is the unnatural effort required to make nature conform to the ideals we create in our mind's eye view of nature. In this seminar we will look at the practical aspects of gardening by making new garden designs for the Hiram Public Gardens, examining the role that microclimate and habitat play in bringing species from exotic places to local environments (as seen in American Alpines in the Garden). Students will write guides to the gardens that they help to create using current design software. We will consult classic works like America’s Garden Book as well as current information for gardeners available on the web. We will create through the seminar a website for the seven Hiram Public Gardens. In addition to getting to know plants and gardens from a botanical view of the world, we will also look at the role gardens play in developing part of the American psyche by examining the historic role of gardens in America from Colonial times through the present. We will take a look at classic gardens in our area including those at Stan Hywet Hall and talk with important landscape architects in our region. Readings in this area will include selections from Stan Hywet Hall and Gardens; British and American Gardens in the 18th Century, and Earthly Pleasures: Tales from a Biologist Garden. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 18300: QUARKS TO QUASARS:MAKING SENSE OF MODERN PHYSICS 4 hour(s)**

The frontiers of physics were dramatically extended in the twentieth century as experimentalists began to probe nature on both the subatomic and extragalactic scale. Quantum mechanics and Einstein's theory of general relativity set the stage for a new world view of the universe. This new picture is summarized by two "standard models", one of particle physics and one of cosmology. Both of these models lie beyond our "standard" intuition as they include objects outside our direct experience (e.g., quarks and quasars). In this course we will try to make sense of what these standard models are and what experimental evidence we have for them. We will then explore the current attempts to go beyond these models, venturing into the hypothetical realm of strings, branes, and dark energy. Beyond learning about some cool science, a goal of this course will be to examine how science really works. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 18500: BODY FARMS-INSECTS IN FORENSIC SCIENCE 4 hour(s)**

This course is designed for students who are considering a career in the life sciences. This course emphasizes research skills and technical writing. Students are briefly introduced to the carrion-feeding insects and the ecological roles that they play in body decomposition. Primary literature and non-fiction works by entomologists and anthropologists are used to critically evaluate the use of entomology and other biological disciplines in forensic science. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.
FSEM 18600: READING BETWEEN THE LINES 4 hour(s)

Language in circulation through space and time. Knowing how to write a well composed letter is practically a lost art today. Rarely do we receive hand-written missives; those "letters" we do get often come in the form of email. Reduced to a few encoded words sent rapidly to another in an informal manner, the electronic letter is more often than not bland and stylistically indistinct. Fortunately however we can still enjoy reading a good letter! The epistolary form has been used historically in a variety of contexts and has consequently played an important role in our literary tradition. There are love letters, correspondences between parents and their children, letters of a satiric or political nature addressed to entire nations, letters that purport to educate, inform or instruct, and correspondences constructed as puzzles to unravel. In this course we will read and examine some of the illustrative examples of the epistolary form and in so doing attempt to define what exactly constitutes a letter. What distinguishes the letter from a journal, memoir or diary? What specific properties of the letter warrant its classification as a distinct narrative form? All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 18700: BIOTERRORISM AND BIOWARFARE 4 hour(s)

The current U.S. administration is openly concerned with the possibility of biological weapons in Iraq and other areas of the world. What's the big deal? How bad can a few germs really be? This course begins with an overview of the U.S. and Soviet bioweapons programs of the Cold War era and explores their influence on the current state of the bioweapons proliferation throughout the world (including within the U.S.). We then explore more basic topics that relate to the biology of diseases and disease prevention. Specifically, we focus on the "eradication" of smallpox in the 1970s. This disease has killed more people throughout human history than any other, and more than all wars put together. Presently, its resurgence via an intentional act of violence is one of the greatest threats to our nation and the world at large. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 18800: FROM ASANTE TO ZULU 4 hour(s)

African religions across the great continent. Discover the richness and complexities of the religious cultures of Africa. Learn how different African peoples (Yoruba, Asante, Nuer, Dinka, Ndembu, Dogon, Baganda, Maasai, Zulu, etc.) have each expressed their indigenous and modern perspectives on various issues (creation, divinity, beauty, the life cycle, the individual, community, morality, the outside world, etc.) through specific religious systems with their attendant rituals and institutions. We will approach these themes through a general text, ethnographic accounts, several novels and plays written by Africans and, regarding aesthetics, students' own observations about music and images. Students will explore in-depth a topic of their choosing as a final project. A field trip to enjoy African art and food is planned tentatively. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 19000: THE AMERICAN MOSAIC, PART II 4 hour(s)

In this seminar, students explore the concept of what constitutes being “American.” By exploring aspects of a second culture, students gain a deeper understanding of themselves. Readings center on a wide selection of past and contemporary American authors, philosophers, politicians, educators, and social scientists. Students are asked to refine oral and written expression in English and demonstrate proficiency in Western research methods. The course requires four papers, one of which is a research paper. Students also may be required to participate in selected out of class activities. Placement or permission of instructor

FSEM 19100: EXPRESSING THE INEXPRESSIBLE 4 hour(s)

This course will balance theoretical investigation with the intellectual practice of problem solving by undertaking an intense examination of the philosophical conundrum of the possibility or impossibility of bearing witness to that which repels testimony. What is the inexpressible? Classically, it has been the experience of the divine and of the sublime; the logically impossible event or being or the "merely" unbelievable; it has been identified as seeing God or feeling love or surviving incomprehensible horror. What unites this diversity is the feeling of being impelled, yet unable, to express something about the experience that resists being encapsulated in an expression. Theoretically, this experience will be examined as a linguistic problem (and one of logical binds or paradoxes), an epistemological problem (one of knowledge), an ethical and religious problem, an ontological problem (one concerning being), and an aesthetic problem (one of the "artistic" expression of sensation). Practically, we will discern, investigate, and practice all forms of expression and its method: logical analyses, dialectics, stream of consciousness,
parataxis, epoche, confession, poetics, variants of narratives (primitive and contemporary),
and artistic expressions, amongst others. This course will demand a reflexive attitude
wherein students do not just read and write, but actively take up the material, apply it to
their own thoughts and experiences, and work through it. It will, therefore, be intensive in
reading, writing, and speaking. Its investigations will be situated within the history of
philosophy and led by Jen-Francois Lyotard's "The Differend: Phrases in Dispute," yet its
readings will sample voices from across the Western and Eastern Canons, divergent
schools of thought, different disciplines, and diverse styles. Writing assignments, oral
presentations, and other graded projects will mirror this interdisciplinary spirit. All students
will be expected to participate in one or more formal oral presentation and write three
formal essays as well as a multi-sourced, 8-10 page research paper.

FSEM 19200: ETHICS IN U.S. FOREIGN POLICY 4 hour(s)

An enduring tension in the theory and conduct of U.S. foreign policy is the split between
Realists, who believe that foreign policy must be predicated on national interests, and
Idealists, who advocate that foreign policy must reflect the country's values. This course
will explore ethics in U.S. foreign policy through a demanding assemblage of readings,
vigorous classroom discussions, and challenging writing assignments. The fundamental
dilemma is whether it is possible to conduct foreign policy in an ethical manner while
safeguarding national interests. Foundational work on theories of moral reasoning will set
the stage for a series of case studies about deciding to go to war, calibrating behavior in
war, and grappling with related human rights issues on the global level. Particular attention
will be given to examining genocide; sanctions; humanitarian intervention; foreign aid and
democracy promotion; the effects of globalization; and the role of multinational, regional,
and supranational organizations. At the center of the semester's inquiry will be three
questions: 1) Are human rights universal, or are they culture-specific? 2) How can human
rights be secured in an international system that is still predicated on state sovereignty? 3)
What are appropriate reasoning processes and roles for citizens in determining what their
country should do in the world? All students will be expected to participate in one or more
formal oral presentation and write three formal essays as well as a multi-sourced, 8-10
page research paper.

FSEM 19400: I KNOW IT WHEN I SEE IT 4 hour(s)

This course focuses on vague concepts and the trouble they cause. Do you ever use a
word without knowing exactly what it means? In everyday life, we use terms like “freedom,”
"cause and effect," and "fair play" without knowing what they really mean. We will examine
the psychology and neuroscience of concept formation and representation. More
specifically, we will look at what it means to "hold" or "have" a particular political or world
philosophy. How do our minds contain our ideas or beliefs? How is the brain involved in
this psychological process? We will look at scientific evidence that suggests why we often
only have a vague understanding of what are very important concepts or ideas.
Furthermore, we will also look at how language can be used to change the way we feel or
think about a concept. For example, how are analogy and metaphor used in various forms
of media to persuade us or to change our minds? In addition to reading from the
psychological and neuroscience literature, we will also look at how these issues play out
in current events. More specifically, we will examine how vague conceptual definitions can
cause or contribute to increased confusion and polarization in today's political and cultural
worlds. Students will write in a variety of formats, including reflective essays and media
research reports. All students will be expected to participate in one or more formal oral
presentation and write three formal essays as well as a multi-sourced, 8-10 page research
paper.

FSEM 19500: THE AMERICAN EMPIRE AND IT'S RELIGIOUS
FOUNDATIONS 4 hour(s)

Within this FSEM course the student will learn that to understand the United States of
America, one must study the religious root-system within the British Colonies and how
American socio-political culture and self-understanding have been shaped by the tension
between Puritan religious beliefs and the Enlightenment philosophical positions of many of
the Founders. This course will help the student understand the past but also the current
situation we face in the world and at home. Students will come to know the profound
nature of "civil religion" as it has and continues to manifest itself within American society.
This course has the potential to not only bring special learning of important history, but
even to bring enlightenment as we face complex times in our country. All students will be
expected to participate in one or more formal oral presentation and write three formal
essays as well as a multi-sourced, 8-10 page research paper.

FSEM 19700: WAR AND PEACE 4 hour(s)

This course will look war and peace movements in modern Africa with primary emphasis
on Liberia. Close attention will be given to topics that led up to civil wars and how well
certain countries have been able to reach and sustain peace. How did conflict arise? How was the conflict sustained? What led to the restoration of peace? Special attention will be given to certain influences such as history, culture, economics, politics, and religion. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 19900: DANGEROUS YOUTH 4 hour(s)**

This course will involve an investigation of the historic importance and contemporary significance of literature for and about teens, especially texts like Huckleberry Finn which fundamentally put teen characters at the forefront of social change. We will explore literary tropes associated with adolescent rebellion in order to make connections about the cultural popularity and emergence of a “youth media culture.” Students do not need to have prior experience with Young Adult literature, though they should expect that some of the texts in this course will be inflammatory. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 20000: WHY AM I HERE? 4 hour(s)**

College is often a time when people better define who they are and what their place is in this world. Ultimately, we are to be in service locally, nationally, and globally through various ways. Regardless of the career we choose, to be successful one must have a servant’s heart. This course is designed to look at some of the best examples of servanthood throughout history. This course will also look at both religious and secular approaches to service. *As a part of this course, students will plan and implement a full-day service project in lieu of class. Attendance is required for the project day. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 20100: VISIONS OF HIRAM 4 hour(s)**

A recent Hiram ad campaign showed pictures of Hiram faculty, staff, and students with the tagline “I am Hiram.” But what does it mean to “be Hiram.” What makes Hiram College what it is and what is your role in this institution? How does Hiram work—academically, financially, socially? In answering these questions, we will consider Hiram's history but also the present-day opportunities and problems on our campus. This course will require you to step outside your typical role as student to become detectives, investigative reporters, and even advocates for change. You will learn the ins and outs of Hiram College through hands-on research and exploration in the college archives and around the campus. You will apply the knowledge you gain to a real-world, campus issue, thus discovering ways to become involved in the community and to become empowered to make it a better place. All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**FSEM 20200: MADNESS IN THE MEDIA 4 hour(s)**

It has been argued that portrayals of mental illness in the media shape public attitudes, knowledge and beliefs about what it means to live with a mental disorder. We will explore this question by examining the ways in which mental illness is depicted in the media and how this compares to personal narratives of mental illness. We will also discuss how media portrayals have changed over time and whether media has been used effectively to reduce negative perceptions of mental illness. During this course, all students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.

**WSEM 10090: IN THE SHADOW OF THE FOUNDERS: BECOMING MEN IN THE NEW NATION 4 hour(s)**

American males reaching adulthood after the founding era confronted a dilemma. Should they guard the national mission of the fledgling republic, pursue their own dreams in an era of unprecedented expansion, or somehow balance the two? We will explore the variety of ways they balanced opportunity against obligation during this unique set of national circumstances. Other themes explored through reading, writing, and discussion include citizenship, the myth of self-made manhood, the era's raucous political culture, the frontier land-grab, and early efforts at memorializing the founders. During this course, all students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper. Exists as FSEM 10090 of the same title.

**WSEM 10800: ENTREPRENEURS INNOVATORS & PIONEERS 4 hour(s)**

Groundbreaking Lives: College should help you to learn from the experiences of others
WSEM 10900: BLACK AND WHITE SOLDIERS OF THE CIVIL WAR 4 hour(s)

This course will focus on the incorporation of black soldiers into the United States Military during the American Civil War, which was fought from 1861-1865. We will also examine the experience of the average Civil War soldier as well. By looking at fiction, memoir and history, we will examine the political situation that led to black soldiers fighting for the Union. We will also look at how black soldiers performed in battle, how they related to their white officers, and what the nature of their experience was. We will also explore how white soldiers felt about the war and how they felt about black soldiers being used in combat. In particular we will look at the now famous regiment, the 54th Massachusetts, which was portrayed in the movie Glory. However, there were other black regiments that fought just as bravely in the battles for Port Hudson and Fort Pillow, where many black soldiers were executed after surrendering. I have chosen four books to explore this aspect of American History. We will read The Killer Angels by Michael Shaara; The Passing of the Armies by Joshua Lawrence Chamberlain; Forged in Battle: The Civil War Alliance between Black Soldiers and White Officers; and Gate of Hell: Campaign for Charleston Harbor, 1863. In addition to these books, I will add to the course with lecture material about black soldiers from a variety of other books. Student presentations on some aspect of black and white soldiers in the Civil War will add to the range of experience that we will cover. For example, most of the regiments that fought for the Union were comprised of free black soldiers, but the 1st South Carolina was a regiment of former slaves that was raised on the islands off of South Carolina. In this course, you learn to read in variety of genres, which will be important to your development as a college student. You will learn to think critically and to do college level research and writing. "All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper."

WSEM 11000: PULP DETECTIVE FICTION 4 hour(s)

The crime fighters, the dames, and the criminals. From the 1920's to the 1940's, hundreds of pulp magazines flooded the American marketplace. Their garish covers and cheap prices lured readers and provided mass entertainment in the era before television. This seminar will study what the working-class men of America were reading as they took the trolley to work. Learn how the pulps shaped working-class aspirations and provided a fictional world in which the working class man took solace as formerly male-dominated society became infiltrated by women. Prerequisite: Instructor permission required. "All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper."

WSEM 11500: I WILL BE HEARD: REBELS AND REFORMERS IN AMERICAN HISTORY 4 hour(s)

In 1831, the abolitionist William Lloyd Garrison declared in the first issue of his newspaper, "I will be a harsh as truth and as uncompromising as justice...I am in earnest - I will not equivocate - I will not excuse - I will not retreat a single inch - AND I WILL BE HEARD." Garrison was true to his pledge; he went on to lead a movement against slavery that would shock, offend, and inspire different groups of Americans. His struggle would help to change America forever. Garrison was not alone in his commitment to make America perfect. The urge to remake society, to perfect democracy and humanity, has inspired people to action throughout U.S. history. This course will introduce students to leading American activists and reformers. We will explore the ideas, the struggles, and the social impact of various rebels and reformers who led different movements for social change in the United States. We will pay specific attention to several reform movements, including the antislavery movement in nineteenth-century America, religious fundamentalism in the early 20th century, the civil rights movement of the 1950s and 1960s, the anti-war movement of the 1960s and 70s, and the women's movement of the 1960s and 1970s. Prerequisite: Instructor permission required. "All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper."

WSEM 12000: WAR AND PEACE IN MODERN AFRICA: LIBERIA AND...
BEYOND 4 hour(s)

This course will look at war and peace movements in modern Africa with primary emphasis on Liberia. Close attention will be given to topics that led up to civil wars and how well certain countries have been able to reach and sustain peace. How did conflict arise? How was the conflict sustained? What led to the restoration of peace? Special attention will be given to certain influences such as history, culture, economics, politics, and religion. “All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.”

WSEM 12500: THE RHETORIC OF THE 1960s 4 hour(s)

In this course, we will use the 1960s as a case study to inform our own efforts at creating messages. We will closely examine speeches from this tumultuous period to consider a variety of issues including message preparation, topicality, organization of arguments, style, delivery, and adaptation to audiences. We will consider how an understanding of this era may inform our own consideration of when, how, and why we should strive to have our voices heard through both written and oral communication. “All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.”

WSEM 13000: WHY AM I HERE? 4 hour(s)

College is often a time when people better define who they are and what their place is in this world. Ultimately, we are to be in service locally, nationally, and globally through various ways. Regardless of the career we choose, to be successful one must have a servant’s heart. This course is designed to look at some of the best examples of servanthood throughout history. This course will also look at both religious and secular approaches to service. “As a part of this course, students will plan and implement a full-day service project in lieu of class. Attendance is required for the project day. “All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.”

WSEM 13500: DANGEROUS YOUTH 4 hour(s)

This course will involve an investigation of the historic importance and contemporary significance of literature for and about teens, especially texts like Huckleberry Finn which fundamentally put teen characters at the forefront of social change. We will explore literary tropes associated with adolescent rebellion in order to make connections about the cultural popularity and emergence of a “youth media culture.” Students do not need to have prior experience with Young Adult literature, though they should expect that some of the texts in this course will be inflammatory. “All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.”

WSEM 13700: WILD KINGDOM: EXPLORING ANIMAL LITERATURE 4 hour(s)

“Animals are such agreeable friends—they ask no questions, they pass no criticisms,” said English novelist George Eliot. Perhaps this is why it is rare to find a person who doesn’t have a passion for some type of animal whether it flies with wings, thunders on four feet through jungles, or swims through the earth’s waters. Why do animals engage us so? Why are some of us drawn to dogs and repelled by snakes? What do we really know about a particular animal’s habitat or habits, its domestication or domicile? How does such knowledge affect us as we share the earth and its dwindling resources with them? As a community of learners, we will critically wrestle with these issues and more while moving through a survey of animal literature, including contemporary works of fiction, poetry, nonfiction, and film. Through our readings, discussions, and writing, we will seek greater understanding of the animal world from multiple perspectives—historical, aesthetic, and the personal—while we also examine some of the tough ethical issues. During this course, all students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper. Also listed as FSEM 10070.

WSEM 13900: "FREAK", "GIMP", "CRAZY", "CRIP" 4 hour(s)

These are terms of disparagement, marking the stigmatized and contributing to prejudice. Yet some have reclaimed these very words as signifiers of group pride, disability identity and a broader culture of queer. This seminar provides a critical examination of the social determinants of disability and the dynamics of contemporary life for people who deviate from the norm. Classic empirical research and new theoretical developments will explore the social psychology of stigma, the politics of difference and collective action along with current controversies in genetic testing and physician assisted suicide. To stimulate critical thinking about ourselves, in relation to ‘others’ and society, this course disentangles the
complexities involved in what it means to be human, healthy and valued. This course is also offered as a Freshman Colloquium.

Hiram's Core Curriculum

The College’s graduation requirements constitute the general education component of a student’s liberal arts education at Hiram, known as the Core Curriculum. All first-time traditional college students entering Hiram College must complete the new Core Curriculum graduation requirements. Courses used to fulfill these categories must encompass at least six different academic disciplines. Each student explores the breadth and diversity of the liberal arts through engaging in a series of eight discipline-based courses distributed throughout the college. They will learn about the interrelatedness of knowledge through their interdisciplinary requirement. All students will enroll in two interdisciplinary experiences, which focus on both contemporary and timeless questions of intellectual relevance to humankind.

The Core Curriculum comprises approximately one-third of a student's course work at Hiram. Each Hiram student, upon completion of the graduation requirements, will have an education in the depth, breadth, and interrelatedness of knowledge that is the liberal arts tradition.

Through the process of completing the Core Curriculum, students acquire a foundation of experience to guide their decision about a major. Students will usually declare a major after exploring the opportunities available and discussions with their advisor, other faculty, and the Career Center. The student's decision about a major is most often influenced by a genuine enjoyment of the department's faculty and course work. Hiram's small classes foster a mentoring relationship between professor and student which is strengthened by the depth of study in a student's major.

Note: Interdisciplinary courses used to fulfill one of the eight categories (CM, IM, MM, SM, CA, EW, UD, ES) cannot count double toward the interdisciplinary requirement. Although an INTD course may be approved as satisfying one of the eight categories, it cannot double-count for a single student. Students must choose to apply the INTD course toward either one of the eight categories or as an INTD requirement.

Ways of Knowing

Hiram College is committed to a rigorous, creative, and demanding intellectual environment that focuses on methods for acquiring and analyzing knowledge. One course that satisfies each of the relevant sets of goals is required.

Creative Methods (CM): The expression of human creativity involves the development of practical and evaluative skills. Courses satisfy this requirement by helping students to understand the creative process and by teaching them the intellectual skills necessary for reflection and evaluation of artistic products.
- Goal: Acquire the vocabulary necessary to talk intelligently about one’s own creative art as well as the creative art of others, and to clearly articulate the aesthetic experience.
- Goal: Develop the hands-on skills that are necessary for aesthetic expression and reflection, and practical knowledge essential to the implementation of creative techniques and concepts.

Interpretive Methods (IM): The human experience of meaning involves the application of interpretation to a broad variety of human endeavors, including art, music, literature, and philosophical and religious texts. Courses satisfy the goals for this requirement by teaching the skills necessary to interpret one or more forms of human expression.
- Goal: Interpret the human experience of meaning as expressed in artistic and intellectual products.
- Goal: Apply the knowledge and perspective gained from interpretive analysis to a broader understanding of the world or to one’s own life.

Modeling Methods (MM): Modeling involves the construction of abstractions that capture and simplify physical, social, biological, and other complex phenomena. The models are then analyzed using deduction and logic, statistics, and/or mathematics in order to better understand and interpret the original. Courses satisfy the goals for this requirement by teaching modeling and methods for analyzing models.
- Goal: Understand the role of models in explaining the world and universe, including techniques for testing the accuracy and limitations of models.
- Goal: Use this understanding to solve problems: learn to apply models to understand a variety of real world situations.

Experimental Scientific Methods (SM): The application of reason to the natural
world requires the use of the hypothetical-experimental method. Courses satisfy the goals for this requirement by teaching, in a hands-on laboratory environment, the empirical method in practical data-gathering learning experiences, and reflection on the nature and limits of this methodology.

- Goal: Develop hands-on skill acquiring reproducible data and interpreting them within a theoretical framework.
- Goal: Understand the application and limitation of experimental data and theoretical frameworks to the natural world.

**Social and Cultural Analysis Methods (CA):** Human behavior is organized by complex systems which differ widely across societies and over time. Human knowledge cannot be understood without considering historical, social, and cultural contexts. Courses satisfy this goal by teaching students the conceptual and analytic tools necessary to make sense of these essential dimensions of our existence.

- Goal: Examine social life as displayed in history, culture, power structures, norms, or customs.
- Goal: Acquire the analytical skills and critical sensibilities to understand human society and culture.

**Ways of Developing Responsible Citizenship**

Hiram College is committed to the goal of developing socially responsible, ethical citizens. One course that satisfies each of the relevant sets of goals is required for each student.

**Experiencing the World (EW):** Hiram students must prepare to live as citizens of the world. Courses help students to do this by helping them develop capacities for understanding international issues, other peoples and other cultures, and the nature of responsible, engaged global citizenship.

- Goal: Demonstrate an informed understanding of the values and attitudes of people in another culture, and the ways in which these influence the contemporary world.
- Goal: Evaluate critically, and on the basis of explicit criteria, the culture of a foreign society.

**Understanding Diversity in the United States (UD):** The United States is richly diverse. Encountering and learning the necessary skills for interaction with this diversity is essential to a liberal arts education at Hiram College. Courses satisfy these goals by introducing students to the diversity of our own country and equipping them with the intellectual skills necessary for conversing in this complex environment.

- Goal: Demonstrate an understanding of the diversity of U.S. society and the ways in which different groups have experienced and confronted issues of diversity.
- Goal: Demonstrate as well an informed awareness and understanding of U.S. commonality – those principles and values that are most central to the experience of the United States.
- Goal: Address matters of diversity in a variety of contexts, including ethical, social, and personal.

**Meaning, Ethics, and Social Responsibility (ES):** The ability to formulate and evaluate claims about meaning and value is essential to the tasks of forming identity and being responsible citizens. Courses satisfy this goal by teaching both conceptual tools and practical skills that permit students to reflectively evaluate their own lives and interact responsibly in the lives of others.

- Goal: Understand the ways in which claims about values are discovered, articulated, and justified.
- Goal: Apply this understanding, in conjunction with practical skills, to reflective evaluation about one’s own beliefs and those of others and/or engagement with contemporary social, political, and ethical problems.

**“Leapfrogging” Core Curriculum Categories**

If a student places out of an introductory-level course and then proceeds to take an advanced level class in the same discipline, he or she might be eligible to receive General Education credit attached to the introductory class upon completion of the advanced-level course. This advanced course must be a logical sequel to the introductory-level class: it should apply and build upon the methodology and content learned in the introductory level class. The student should apply to the associate dean for this consideration. He or she should expect to fill out the appropriate Core Curriculum form to document his or her engagement with the learning outcome goals associated with the relevant Core category.

**FOREIGN LANGUAGE REQUIREMENT**

Effective Fall 2012, Hiram College requires all new students in the traditional college to
successfully complete a foreign language class at the 102 level. Students who place into a foreign language above the 102 level (either by transfer credit or by their score on a placement exam controlled by our Department of Modern Languages and Classics) are exempt from this requirement. International students who score well enough on the TOEFL exam (Test of English as a Foreign Language) to be exempt from ENLA (English Language) 20000 will also be exempt of the Foreign Language requirement. International students who must take ENLA 20000 will satisfy the Foreign Language requirement by merit of successfully completing this class.

Although students who complete Education licensure, the Nursing B.S.N degree, or an Engineering 3/2 program are exempt from the requirement, all students should be aware that if they fail to complete all requirements for these programs, then they will have to satisfy the foreign language requirement before graduating. Other exemptions from the Foreign Language requirement must be granted through the Department of Modern Languages and Classics.

INTERDISCIPLINARY REQUIREMENT

Hiram College believes that the complex, expansive problems of our times require imaginative and critically reflective approaches. Because knowledge is interconnected and rooted in life itself, we must attend to the skills and habits of mind that foster this recognition and enable our students to confront these urgent problems in their complexity. While disciplines address questions specific to their fields of study, some questions lie outside the purview of a single area, and require the integration of knowledge and methods from two or more disciplines. Thus, we feel it is critically important for students to experience the dialogue that emerges as two scholarly disciplines engage with these important questions. Courses or approved interdisciplinary majors must meet the following goals:

- Demonstrate an understanding of a complex issue, and articulate two or more disciplinary perspectives on it.
- Propose a solution or approach to an issue that extends beyond a disciplinary approach and that enlarges a disciplinary perspective.

To fulfill the Interdisciplinary requirement, students must do one of the following options:

- Successfully complete two Interdisciplinary courses, one of which must be team taught; OR
- Complete a Collegium; OR
- Complete an Interdisciplinary major or Interdisciplinary minor. These include Biomedical Humanities (major and minor), Environmental Studies (major only), Integrated Social Studies (major only), Integrated Middle Childhood Education (major only).

Note: Interdisciplinary courses used to fulfill one of the eight categories (CM, IM, MM, SM, CA, EW, UD, ES) cannot count double toward the interdisciplinary requirement. Although an INTD course may be approved as satisfying one of the eight categories, it cannot double-count for a single student. Students must choose to apply the INTD course toward either one of the eight categories or as an INTD requirement.

Course Descriptions

INTD 20100: THE ETHOS AND PRACTICE OF FLY FISHING--MEMOIR, NONFICTION, AND NATURAL HISTORY:CM 3 hour(s)

In this course, students will learn the basics of fly fishing; its relationship to literature; the basics of entomology and hydrology; and the difference between natural and wild reproduction in Ohio's and America's fisheries. Students will learn the basics of fly-tying. We will take weekly field trips to such area rivers as the Chagrin, Grand, and Cuyahoga. By reading fiction, nonfiction, and natural history, students will acquire an understanding of the cultural and social importance of fly-fishing. By becoming familiar with local watersheds, students will gain a greater sense of their immediate environment. Students will write essays that focus on memoir, nonfiction, and natural history. Emphasis will be placed on combining genres in the assignments. This course will have a field trip fee. Students will also have to purchase an OH fishing license. Also, students should have boots. A fly rod is required for the course, but the college will not supply those. This course fulfills the Creative Methods requirement.

INTD 20200: THE SCIENCE AND CULTURE OF SLEEP 3 hour(s)

This course will explore the biological and cultural significance of sleep. We will first discuss the fundamental properties of circadian rhythms in order to examine the influence
of biological rhythms on sleep, with attention to the impact of light, activity, hormones and genetics on sleep patterns. We will connect this basic chronobiology to the field of sleep science and its application to human health, which has revealed that sleep is linked to a surprising number of physical processes and pathologies. In addition to impact on human health, the effects of human circadian rhythms on development, relationships, global travel, and policy decisions will be explored by delving into popular journalism, literature and film. We will discuss the cultural meanings we assign to sleep, wakefulness and dreams and how these meanings influence our sleep behaviors. Why, if sleep is so biologically important and critical for our health, do our institutional policies so often disregard it, and our cultural attitudes frame it as something that takes us away from productive life and that we would love to be able to do without? Throughout the course, students will be required to keep sleep journal. No prior biology training is required. This course will also satisfy as a "medical humanities" course for the Biomedical Humanities major, and as an elective for Neuroscience majors. Prerequisites: Freshmen and Sophomores only.

INTD 20300: INTRODUCTION TO INTERNATIONAL STUDIES 4 hour(s)

This course serves as an introduction to globalization. It is designed to provide a foundation of knowledge upon which students can pursue more detailed studies related to international topics. The impact cultural diversity, economics, ecology, military strength and individual personality have on global issues will be examined. It will train students to consider the global influences on all aspects of life and prepare them to take a role in solving the world's problems. Required for the International Studies Minor.

INTD 20400: CHILDHOOD AND POVERTY IN HISPANIOLA 3 hour(s)

This 3-credit Study Abroad course will explore the historical, social, and cultural forces that have created conditions of poverty for a preponderance of children living on the island of Hispaniola. Building further upon on a base of knowledge first laid during a required 1-credit prequel class, students will analyze the impact of sugar economy and slavery on the development of the island. They will see how past forms of colonial exploitation have evolved into post-colonial structures, examining the collapse of sugar and the rise of sexual tourism. They will then see firsthand evidence of both past and present forms of colonialism by conducting service projects with the children aided by Caminante. Particular attention will be paid to the needs of children in health and wellness, and their educational opportunities. Ultimately, students will test their acquired "book knowledge" against their own experiential learning. In other words, their service work will provide a distinct new vantage point and form of knowledge, creating an opportunity for interdisciplinary learning. In partnership with Caminante, students will assist local residents who live and work on the margins of the tourism industry in Boca Chica. Every student enrolled in this class will have previously developed a service project plan during the semester. The goals for their projects will be two-fold: First, students will work to implement their previously planned projects. This will be a daily activity that will consume the better part of each day. Second, students will reflect upon their experience. They will do this in reflective journals and in daily class meetings. They will consider how their expectations regarding children living in poverty have been met and frustrated, and they will consider how they might adjust their plans as they deal with local realities. Their reflections in this regard will be informed by readings in service learning.

INTD 20500: MUSIC AND THE BRAIN 3 hour(s)

Music is common to both joyous and sad occasions. Why is music so common in the human experience? This course will approach the human response to music from the disciplinary perspectives of music theory and neurobiology. Students taking this course will demonstrate an understanding of human responses to music from these separate disciplines. Topics covered include how sounds move through the environment, are decoded by the ear and brain, as well as rhythm, melody, harmony, and syntax in music. Disorders of musical perception and production, as well as the potential therapeutic role for music, will also be discussed. The final project involves a project proposal to examine one or more musical works using methods that extend beyond these disciplines and enlarge student perspectives on music. The course will involve extensive listening exercises, and basic neurobiological experiments involving brain dissections and measuring human physiological responses to music. Prerequisite: PSYC 101 or PSYC 10100 AND MUSI 100 or MUSI 10000 or MUSI 121 or MUSI 12100

INTD 20600: CONTESTED SEAS: EXPLORATION, EXPLOITATION, AND RESISTANCE IN THE CARIBBEAN BASIN 3 hour(s)

Conquistadors, slaves, sailors, pirates, and merchants were among those who jostled for power in a contest over the Caribbean. This course will examine the conquest of the
Caribbean basin by the colonial European powers from historical and literary perspectives. It will explore both rhetorical and physical contests, revealing how the major European New World empires rose and fell. From the very moment of arrival, the explorer Columbus staked rhetorical claim to the territory he saw, inscribing inhabited lands with new European names. Such presumptions aided and abetted conquest. In other words, we will see how rhetoric helped inform and shape social behavior. Similarly, students will also see how sailing has a discourse all its own. Needing to master both the open seas and the ship, students will learn and interrogate a series of terms that direct the art of navigation.

INTD 20700: INTRODUCTION TO ANTI-SEMITISM:ES 4 hour(s)

Since the horrific discoveries made in Poland and Germany at the end of World War II, humanity has become painfully aware of the concept of anti-Semitism. But that systematic annihilation of six-million European Jews my the Nazis was not an isolated event in history. Jews have been suspected, accused, abused, and murdered since the time of the Crusades and before. Why this profound hatred against Jewish people? The student will learn much history as well as religion and ethics by means of this course. Most hatred in the history of humanity is irrational, indefensible, and ignorant. But this particular manifestation of hatred might involve something much more complex. Can those who embrace a Christian world-view do so without needing in the process to negate Jews and Judaism? This is a serious question, and probably the heart of the matter. The student will wrestle with how to be an ethical human being who protects the rights and human dignity of all others. Come, learn, and grow. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

INTD 21500: PUSHING UP DAISIES: WESTERN PERSPECTIVES ON DEATH AND DYING 3 hour(s)

Our human fascination with death is most likely due to the distant shadow of our own demise. Our earthly situation offers each of us a role, not only in our own death, but in the deaths of those we know and love. As each individual is unique and multidimensional, so is each death. This course will provide an interdisciplinary approach to understanding death and dying, grief and bereavement. We will create an intellectual tapestry by weaving together perspectives from the sciences, social sciences, humanities, and the arts. An examination of ethical and moral issues that are justified by each discipline will be explored.

INTD 22000: ART, CULTURE, AND COMMUNICATION 4 hour(s)

This course is designed to promote a discerning appreciation and enjoyment of the fine arts as a reference and expression of our daily lives. Students will view artistic expression in the context of several cultures and the communication styles used within that culture. Developments in numerous media will be explored through a comparative study of the historical, social and cross-cultural influences that shaped them. Various materials, techniques, technical craftsmanship, perceptions and symbology will be examined to gain greater insight into the artist's motivations and emotional responses.

INTD 22500: HUMANS AND THE ENVIRONMENT INTERDISCIPLINARY:ES 4 hour(s)

The impact of humans on the environment is examined, relating patterns of natural ecosystems to human ecosystems, their functions, inter-relationships, problems, and limitations. The global perspective is studied; population growth, resource use patterns, food production, wildlife and other natural resource depletion, climate change, and economic, theological, and legal issues related to environmental problems and solutions. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

INTD 23300: THE HOLOCAUST-AN INTERDISCIPLINARY PERSPECTIVE 4 hour(s)

The murder of six million men, women and children for no reason other than the fact they were Jews in an occurence of such magnitude that religious thinking about it has become a necessity. In this course, therefore, students develop a sense of the event itself through historical reading, eyewitness accounts and audio-visual means while focusing on religious dimensions of the Holocaust expressed through such vehicles as film, biography and theological writing. Since Western religious attitudes played a part in preparing the ground for the holocaust, the course also deals with aspects of the history of anti-Judaism. (Students who have taken the Freshman Colloquium: Holocaust and Contemporary Response may not enroll without permission) Also listed as: INTD 333 or 33300 for 3 credit hours.

INTD 24100: PUBLIC LEADERSHIP 4 hour(s)

The purpose of this course is to consider the question, "what is leadership?" The goal is
The purpose of this course is to consider the question, "what is leadership?" The goal is not to offer students a ready-made answer to the question, but rather to prompt them to think about what the answer might be. Such thinking is, in fact, the first step to true leadership. To encourage this thinking, students will be assigned readings from a series of texts which deal with 1) political theory, 2) the sociology of management, and 3) public policy making. Class discussions, in turn, will supplement these readings by examining, among other topics, case studies in public policy. Furthermore, professors from a range of departments—such as Psychology, Communication, Management, Religious Studies, etc.—will be asked to give guest lectures to the class, wherein they will address the meaning of leadership from their own particular perspectives. Finally, in addition to their academic work, students enrolled in this course will be encouraged to participate in mentoring opportunities, as well as in the Garfield seminars (as a Scholar or as an attendee) and in community service. Another version of this course is offered for four (4) credit hours as INTD 241/24100.

INTD 26300: PERILS OF THE NORMAL 4 hour(s)

This course will interrogate the formulations and functions of the Normal. As an organizing principle, it works in barely perceptible and overtly tyrannical ways; as a concept, it enjoys the appearance of timelessness and universality. Our lives, from beginning to end, fall under its influence; we cannot escape normality's reach. To make our interrogation of this.
enormous and pervasive topic manageable, we will focus our attention on a familiar (and seemingly stable) object: the body. Despite all that our individual bodies share in common, differences in shape, size, and color (or gender, behavior, and desire) can elicit wildly opposing reactions, ranging from sympathy and disgust to affection and violence. Whatever the response, however, concepts of normal and, by extension, abnormal underwrite it. The body's ability to engender disparate responses stems in large part from the various and contradictory ways the discourses of science, medicine, law, and religion have invested it with meaning. By drawing boundaries across and around the body's surfaces and orifices, and by condemning particular acts and expressions, these discourses establish what is and is not normal behavior for individuals to engage in with their own and others' bodies. Each of the literary and filmic narratives selected for this seminar tackles one or more of the discourses at work in maintaining the normal's sway over us. Because this process lies at the core of how we understand and conduct ourselves, the journey ahead requires a willingness to ask difficult questions and to accept tentative and ambiguous answers. This course will serve as a core course option for the Biomedical Humanities major. This course fulfills the Understanding Diversity in the USA requirement.

INTD 28000: SEMINAR 1 - 4 hour(s)

INTD 28100: INDEPENDENT STUDY 1 - 4 hour(s)

INTD 28600: SCIENCE LITERACY: WHAT IS IT AND WHY IS IT DIFFICULT TO ACHIEVE? 4 hour(s)

"Education has no higher purpose than preparing people to lead personally fulfilling and responsible lives. For its part, science education — meaning education in science, mathematics, and technology — should help students develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on." — Science for All Americans (1990). This book provides the framework to transform science education with the goal of achieving a scientifically literate society. Nearly 20 years later, there is no indication that society is more literate now than it was when this document was first published. Why has the transformation been a slow process? What can be done to overcome the literacy gap in science? This course will analyze the issue of science literacy from the different perspectives of science inquiry and classroom practice. Although science inquiry is one approach that is championed by AAAS and NRC to address science literacy, it hasn't been thoroughly integrated into classrooms at all levels, despite studies that demonstrate inquiry approaches motivate students and improve conceptual understanding. Inquiry is central to science learning. It is also the most effective way to engage and motivate students to learn science and understand science concepts. Engaging in inquiry requires students to describe objects and events, ask questions, construct explanations, design investigations to test explanations, and communicate results to others. Science is an active process and learning science is something that students do, not something that is done to them. The emphasis on science inquiry as a best practice will be balanced with a study of classroom practices and realistic demands on teachers, curriculum and student learning. Current research and trends in science education will be explored, including teaching strategies, learning goals, and the development of science process skills. Experiences in 7-12 classrooms with master science teachers will provide students the opportunity to observe various teaching techniques and student learning outcomes in practice. The target audience for this course is rising second-year and incoming first-year students with an interest in a STEM major. The goal is to immerse them in the nature of science through science inquiry, and to introduce them to science education.

INTD 28700: THE SCIENCE OF HAPPINESS 3 hour(s)

A common theme in Western thought is the importance of "living the good life." In our everyday lives, this is often seen as being synonymous with being happy. But what does this really mean? Is happiness an emotion, a mental state, or an emotional construct? Can it be objectively identified by others, or is it only seen "in the eye of the beholder?" In this class, we will explore the issue of happiness from philosophical, religious, psychological, and neuroscientific perspectives. Though social sciences have traditionally focused on abnormal or problematic issues of existence, a new emphasis on the study of optimal or "peak" experience has arisen in recent years. An unintended consequence of this emphasis is an overabundance of flimsy or weakly supported programs, procedures, or philosophies being oversold in the booming self-help industry. Despite these many bogus claims, can we study happiness as an academic topic and come to understand the nature of human happiness and fulfillment? Even more, can we design our lives to maximize them?
INTD 28800: JAPAN-URBANIZATION AND INNOVATION: EW 3 hour(s)

This course explores how Japanese civilization transitioned from a chiefly rural, agrarian society based upon local folk beliefs to a highly urbanized society that celebrates cosmopolitanism and a dynamic commercial culture. Central to this transformation was, and continues to be, the role of science. From the Tokugawa era (1600-1868) to the present, Japan has sought to harness science as a device for political and economic power. Science was critical to Japan's rapid industrialization in the Meiji period (1868-1912), and continues to be integral to maintaining a technological edge for Japanese companies and research institutes today. This course will also emphasize Japan's current contributions to the life sciences and its role in modern medicine. As a result, the history and culture of Japan will be examined in tandem with the role of science over the duration of this three-week course. This course fulfills the Experiencing the World requirement.

INTD 28900: GENETICS, IDENTITY & POPULAR CULTURE 4 hour(s)

There is no doubt that contemporary work involving the human genome is changing the way we think about who and what we are. The guiding question for this course, then, is: how is genomic science changing, challenging, and complicating our collective sense of what it means to be human? As an integral part of exploring this question, we will investigate how it is that we come to learn about genomic science in the first place. For most of us, our understanding of genomic science is filtered through popular culture: we learn the "facts" about genomics through a variety of texts (mainstream science writing and journalism, popular fiction, film, and television, etc.) that already provide a framework through which these facts are made to make sense. Such popular texts at once register and shape the public's understanding of and anxieties about profound social and cultural change. This course is premised on the idea that our values and beliefs inhere in the verbal and visual images through which we communicate: the language we use (e.g., metaphors and grammatical constructions), the stories we tell, and the pictures and visual technologies that are part of our daily lives. We rarely notice those devices, yet they structure our most basic thoughts. In this class, we will attend to how the language, images, and narratives emerging from human genomics influence the way we imagine our bodies, our selves, our social responsibilities, and the enterprise of science itself.

INTD 29200: RUSSIA'S POLITICAL ECONOMY PAST, PRESENT & FUTURE 3 hour(s)

This course focuses on the Russian political and economic systems before and after the implosion of the USSR. Before the implosion, the two systems were clearly autocratically controlled by the political system, which directed and ordered the economic system through central planning. This Communist-party, iron-fisted political system begins with Lenin and Stalin, and ends with Gorbachev. Following the collapse of the USSR in 1991, Russian began a transformation from an autocratic, Communist-party dominated police state to a Russian-style nascent democracy. Russia also started down the road toward a Russian brand of capitalism as their economic system. Today, the two simultaneous transformations in political systems and economic systems are still unfolding.

INTD 29400: VISIONS OF ENGLAND II: MAKING THE NATION THROUGH WRITING & LANDSCAPE:EW 3 hour(s)

This course is the study-abroad portion of the Visions of England course. Students who enroll in this course must have taken English 29300 in the twelve-week semester. This course fulfills the Experiencing the World requirement.

INTD 29700: OBLIGATIONS TO OTHERS:ES 4 hour(s)

This course takes as it starting point the following question: What obligations do we have to others? From this initial question more arise. How do we define obligation and who are the people or groups to whom we are obligated? Are we, as educated individuals, obligated to donate our skills and time to people less fortunate than ourselves.? Does the relative prosperity most of us enjoy as Americans obligate us to share our resources with countries whose citizens live in squalor and without access to basic services, education, and healthcare? Should we help those in poorer countries before we assist the poor and disadvantaged living within our own borders? These are just a few of the questions we will consider. The process of answering these questions will inevitably lead to further inquiry, requiring our compassion and, most importantly, our skills as critical readers and thinkers. To those ends, we will turn to a significant number of literary, filmic, historical, and philosophical texts that will challenge our preconceived notions of justice and invite us to re-imagine how we define and fulfill our obligations to others. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

INTD 29800: HERMAPHRODITES, VIBRATORS AND CYBORGS--A HISTORY OF THE BODY:ES 4 hour(s)
What is the human body? Nothing is so close to us and yet so difficult to understand. We will examine some of the very different accounts given by various disciplines at multiple points in history. These may include Plato's analyses of the soul-body relationship in the Phaedo, Foucault's study of the transition from Hellenistic to early Christian views of sexuality, the rise of asceticism in early Christianity in The Body and Society, Renaissance artistic representations of Christ's body in The Sexuality of Christ in Renaissance Art and in Modern Oblivion. We may also discuss the relationship between gender and body, as well as recent neuro-scientific evidence. The metathesis of the class is that the body has held many meanings which infuse the body itself, giving it a history. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

INTD 29900: WHAT IS HUMAN:ES 4 hour(s)

Until recently, we thought we had clear answers to the question, "What is Human?". We knew the genetic makeup of the species; we knew how humans were conceived and born; we knew the maximum life span; we knew a great deal about unique human characteristics that made us different from other animals. This course will examine whether or not current and future science will someday result in a Superhuman race. We will explore a variety of topics related to enhancement technologies such as using performance drugs, extending life, creating better babies, and the blending of machine and human. The scientific, ethical, and cultural issues raised by these new technologies will be examined using the perspectives of different disciplines to help us recognize the complexities and potential effects. We will also focus on if and how we ought to control the development and use of these technologies. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

INTD 30010: THE CREATIVE LIFE: A JOURNEY OF SELF-DISCOVERY 4 hour(s)

This interdisciplinary course integrates Narrative Psychology with its emphasis on learning in groups with Ecology and our connection to the natural world. In addition, students explore the nature of learning versus protection and the function of beliefs. To date this course has been held at either the North Woods Camp in the Upper Peninsula of Michigan, or at Hiram's Field Station. A large portion of the course is experiential using psychological group processes in the natural environment as an integral part of student's learning. For example, students experience doing without electricity and other conveniences while exploring how they may have clung to comforts in order not to feel something. Students will explore their own stories and beliefs in order to see more clearly what they may have created consciously or unconsciously. From a place of greater awareness, students begin to try out new approaches and benefit from the work done by others. Each student will map their course by deciding what areas in life they would most like to see improvement in. The goal is to have each student begin to see how they have created and continue to create in their own unique lives and stories and how that impacts society and the conservation of the natural world. Students will write two short essays, give two short presentations, and be required to read course materials and journal daily insights and experiences.

INTD 30020: GLOBAL HEALTH & HUMAN RIGHTS 4 hour(s)

Every day popular media bring us accounts of health-related tragedies, both domestic and global: stories of impossible suffering in the absence of available health care, images of the bodies of infants and children wasted by malnutrition and disease, accounts of unbelievable miscarriages of justice on the part of groups, governments and corporations. This course will explore the impact of these popular depiction--both "fact" and fiction--on the public's understanding of global health and human rights, on policy decisions, and even on scientific research agendas and medical practices. The course will include a broad introduction to the subjects of "global health" and "human rights," and to the way that--through the work of the World Health Organization, the public appeals of Paul Farmer, and others--we have become increasingly familiar with looking at global health through the lens of human rights. this lens allows us to see the "health problems" in front of us not only as matters of dangerous microbes and damages bodies, but also as matters of embedded structural violence and social injustice, of unequal access to resources, and of a complex interaction of many actors, including aid agencies, celebrities, governemnts, corporations and the media itself.

INTD 30030: FROM ROME TO TATTOINE AND BEYOND 4 hour(s)

This course is an inquiry into the ways that epic narratives serve as "equipment for living" for nations in strife. Students will employ multiple perspectives to understand how epics are formed and function, what they suggest about the societies they represent, and how they work to solidify both a sense for unity within the nation and separation from enemies. Further, students will compare multiple epics in order to gain an appreciation of the role of imitation within the genre such that stories and heroes recur across eras and cultural
INTD 30040: PILGRIMAGE TO BHUTAN: TRADITION AND DEVELOPMENT, BUDDHIST WISDOM AND GROSS NATIONAL HAPPINESS: 3 hour(s)

Students are introduced to the peoples, cultures, economy, environments, and history and future of Bhutan by way of a pilgrimage to Bhutan, the last Buddhist Kingdom in the Himalayas, and soon to be the first Buddhist democracy in the Himalayas. The course takes the form of a pilgrimage, leading students on an intellectual quest through multiple "boundaries" of space, time, and consciousness. Students will explore what it means to travel from "West" to "East" and back again, thinking deeply about their pre-conceptions and their newly acquired perceptions. In Bhutan itself, students will confront both the modern and the traditional, as they travel through Thimphu, the modernizing capital of Bhutan; Trongsa, the birthplace of the present-day monarchy; and Bumthang, the traditional cultural center of Bhutan, and other traditional areas. This course fulfills either the Creative Methods requirement OR the Experiencing the World requirement, but not both.

INTD 30050: IMMIGRATION AND BORDER CROSSING 3 hour(s)

1. Learning to understand where others are coming from; hearing their stories "Others" may be Border patrol, immigrants from Mexico and other Latin American countries, U.S. residents close to the border, businesses using immigrant labor, drug runners and mexican drug war, coyotes, Arizona's lawmakers, etc. 2. Discerning the ethical issues, including questions of justice, discrimination, racism. 3. Examining political and economic issues; power and money

INTD 30060: BOHEMIANS AND REBELS: ART AND LITERATURE OF THE ROMANTIC AGE 3 hour(s)

Growing out of the Age of enlightenment, Romantic artists and writers of the late 18th century despaired at perceived failures of rationalist thought and began to explore new themes related to the individual. While nationalist impulses were taking hold throughout Europe and america, creative people were questioning the meaning of collective values rooted in the distant past, individual genius in their present, and the inner realities of dream, nightmare, and emotion. They looked to the past, to nature, and to exotic and primitive cultures for inspiration to find their authentic "voice" through the arts. Romanticism changed our ideas about nature, history, individualism, and nationalism. Beginning in the 18th century, it transformed painting, sculpture, writing and music. Romanticism was deeply connected with the politics of the time, echoing people's fears, hopes, and aspirations. It was the voice of revolution at the beginning of the 19th century and the voice of the Establishment at the end of it. This course will investigate how the movement we call Romanticism helped to revolutionize the Western perspective in ways that still are very important.

INTD 30070: THE LEGEND AND LORE OF THE KILT 4 hour(s)

Where does our cultural identity come from? Is it handed down to us as tradition—or do we invent it as needed? In 18th century Scotland, people experienced a crisis of identity and searched for new ways to define themselves. Today when we think of Scotland we think of kilts and plaid, bagpipes, whiskey, and stories of magical folk. But where do these traditions come from? Are they really ancient and true symbols of Scotland and its people? The stories in which we cast ourselves as heroes and the costumes we choose for ourselves are two of the most compelling ways we define ourselves. The word "costume" comes from "custom;" the word "dress" comes from the Latin for "to direct" or "to rule;" "apparel" derives from "to prepare" or "to make ready." Clearly, what we choose to wear holds some powerful meaning. In this hands-on class, students will tell stories and make their own kilt in our quest to answer the big question of how we define who we are.

INTD 30100: HUMAN EVOLUTION AND ITS HUMAN IMPLICATION 4 hour(s)

This course has at least two major purposes: first, to acquaint students with the fundamentals of the theory of evolution as it was put forth by Darwin and as it has since been modified and revised; second, to demonstrate some of the ways Darwin's work and subsequent modifications have exerted an influence on intellectual history and on our day-to-day lives. The goals of part of the course include acquainting students with the basics of genetics and studies of pre-historic man in the light of evolutionary principles (including contemporary studies of recombinant-DNA). The goals of the rest of the course include illustrating Darwin's influence on philosophy (especially Dewey and Huxley), on religion (from the 1850s through the Scopes trial and contemporary textbook censorship), on Herbert Spencer's "social Darwinism" and O'Sullivan's "Manifest Destiny," on literary naturalism, etc.
INTD 30110: HUMAN TRAFFICKING  4 hour(s)

Third only to drugs and weapon sales, human trafficking is the largest and fastest growing organized crime activity in the world resulting in a multi-billion dollar industry. Forced factory and agricultural labor, the sex trade, debt bondage, domestic help, children soldiers, and the selling of human organs comprise the many facets of this contemptible trade. How can there be 27 million slaves in the world when slavery is illegal in every country? Why do freed slaves often voluntarily return to work for their former owners? Why does the global economy help determine the amount of slaves in the world? Why would former child slaves grow up and become slave owners? Does a six-year-old child slave, digging tunnels by hand in the Congo River basin, have anything to do with your cell phones and laptops? There are over 100,000 slaves in the United States secretly held captive and forced into manual labor and the sex trade. In this course we will explore the world slavery problem with emphasis on women and children. The economic reasons slavery is so prolific, and the political undertakings currently trying to combat this scourge, will also be investigated. The psychological effects of individuals involved in the slave trade, both victims and perpetrators, and the role they play in their communities is a prime concern. Many of the look-the-other-way cultures regarding human trafficking, especially when human trafficking becomes “normalized,” will be explored in detail. The U.S. State Department’s document, “Trafficking in Persons Report 2010,” now, for the first time, including figures for slavery in the Unites States, was presented by Secretary Clinton on June 14, 2010, and will be part of this curriculum. Where human trafficking exists, how it is supported, the psychological culture it needs to flourish, and what can be done about stopping this practice is the basis for this course.

INTD 30200: NARRATIVE BIOETHICS:ES  4 hour(s)

This course offers a narrative approach to issues in bioethics. It focuses on story (case studies, fiction, biographies) as starting points for moral interpretation in bioethics, with special attention to issues in health care. The course will help students recognize and evaluate conflicting perspectives about how ethical dilemmas should be addressed. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

INTD 30210: NARRATIVE BIOETHICS:ES  3 hour(s)

Stories are central to our lives in general and to the lives of health care professionals in particular. Arthur Frank, author of The Wounded Storyteller, claims "stories do not simply describe the self; they are the self's medium of being." In order to tell a meaningful story we must form it into a narrative. Conversely, if we are to appreciate all that a story has to teach us, we must pay attention to how it is constructed as a narrative. In recent years, medical practitioners have turned to the study of narrative as a means of improving patient care. Although medicine has grown significantly in its ability to diagnose and treat biological disease, medical caregivers often lack the tools necessary to recognize the plights of their patients, to extend empathy toward those who suffer, and to join honestly and courageously with patients in their struggles toward recovery or in facing death. Proponents of this practice argue that part of the problem lies in the caregiver's failure to respond to his or her patient's story of illness. Narrative knowledge will, they contend, increase a caregiver's capacity to honor these stories. The incorporation of narrative competence into the practice of medicine encourages, then, a reexamination of medicine's methodologies and the ethics underwriting the relationship between medical practitioners and patients. Practitioners trained in narrative become better readers of their patients' stories and histories and, as a result, better caretakers of their beleaguered bodies. This course offers a narrative approach to issues in bioethics. It focuses on story (case studies, fiction, narrative nonfiction, television and film) as starting points for moral interpretation in bioethics, with special attention to issues in health care. The course will help students recognize and evaluate conflicting perspectives about how ethical dilemmas should be addressed. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

INTD 30300: SUSTAINABLE AGRICULTURE 3 hour(s)

Human civilization and culture are based upon our agricultural achievements. Agriculture is described by David Orr as “a liberal art with technical aspects.” Since the turn of the century, scientific, social, economic, and political inputs have influenced agricultural development in the United States, producing dramatic change on the farm. Conventional agriculture is extremely productive, and Americans enjoy abundant and cheap food. Yet, there are increasing questions about the sustainability of our agriculture. In this course, we examine past choices that guided agriculture into the future. The roles of farmers, consumers, industry, government, and agricultural scientists in the process will be explored.

INTD 30400: PUBLIC POLICY MAKING 3 hour(s)

Public Policy Making takes an interdisciplinary approach to the analysis of several areas of
government policy that definitely affect the society and the economy in which we live. Using the perspectives of both Political Science and Economics, the course will cover a series of topics. They will include the analysis of the federal government's budget decision making process; the process of taxation, including its economic impact and political justification; an analysis of the government's increased regulatory activity; an overview and critique of cost-benefit analysis as an analytical technique that permits an evaluation of the government's efficiency; and a discussion of current policy issues that are of present concern.

INTD 30500: THE ARTISTIC AND ARCHITECTURAL MONUMENTS OF GREAT BRITAIN 4 hour(s)

History and literature are brought to bear on monuments of Great Britain in different ways. For example, Compton Wynyates, a great house built during Henry VIII's reign, will be treated in terms of its historic importance - both Henry and Queen Elizabeth were frequent visitors, and the place is important for the Civil Wars and for its emblematic relationship to literary development, i.e., the literature of the 1540's was like that house in its stages of architectural development. The manor house will be shown in terms of its own architectural features. Subject matter will be determined by trips to include close studies of cathedrals (Ely, Westminster, Lincoln, St. Paul's, and Canterbury), castles (Edinburgh, Wynyates, Longleate, East Barshal Manor, and Audley End). (Offered off-campus only.)

INTD 30600: THE SKY IS BURNING 3 hour(s)

The advent of the nuclear age. The events of August 1945 saw the birth of The Doomsday Clock. The dropping of the hydrogen bomb on Hiroshima and Nagasaki catapulted science into a new era filled with ethical questions that forever changed society. This course will examine the development of the bomb and the repercussions including environmental, ethical, political, social, scientific, and present day fiction.

INTD 30800: JAPAN FUNDAMENTAL IDEOLOGIES AND INSTITUTIONS 3 hour(s)

Human civilization and culture are based upon our agricultural achievements. Agriculture is described by David Orr as "a liberal art with technical aspects." Since the turn of the century, scientific, social, economic, and political inputs have influenced agricultural development in the United States, producing dramatic change on the farm. Conventional agriculture is extremely productive, and Americans enjoy abundant and cheap food. Yet, there are increasing questions about the sustainability of our agriculture. In this course, we examine past choices that guided agriculture into the future. The roles of farmers, consumers, industry, government, and agricultural scientists in the process will be explored. Institutions, the groups and organizations that are the setting for collective activity, will be examined as they embody these ideologies. These institutions include historical structures, such as the Shogun-Daimyo/Samurai political system, the emperor system, and the religious institutions and their abundant artistic production as well as contemporary structures, such as the educational system, business, the political system, social organizations, and sport. Students going on this study abroad trip must also register for the related one (1) credit hour course offerings of ART 30800 or COMM 30800 in the prior twelve (12) week session.

INTD 31100: CULTURE AND NATURAL HISTORY OF THE CARIBBEAN 3 hour(s)

Trinidad and Tobago: The course will explore the interrelatedness and complexity of life in a small Caribbean island-nation, Trinidad and Tobago. We study the language, literature, art, music, and natural history of the English-speaking Caribbean, with an emphasis on the works from Trinidad and Tobago (e.g. V.S. Naipaul, Derek Walcott). Trinidad and Tobago is truly a melting pot of many peoples, and its culture is a spicy blend of African, Indian, Asian, and European traditions that have both exploited and enhanced this tropical land. Lectures, readings, videotapes, and discussions on campus will prepare the group for an extended visit to the islands. The small but diverse country of Trinidad and Tobago provides an exciting field opportunity and introduces students to a whole society, its human and natural history, its people, language, literature, and traditions, all in the context of, and the limitations of, its natural resources.

INTD 31200: HISTORIC AND LITERARY LONDON 3 hour(s)

Described by a Scotsman as "the flower of cities all," London, one of the world's greatest cities, has played a paramount role in British history since the days of the Roman occupation - a role which has given a special quality to her greatness. The course will center basically upon London life and how it has been reflected in literature and drama. Independent reading and investigation of the city of London. (Offered off-campus only.)

INTD 31300: IRISH NATIONALISM 4 hour(s)
The increasing fervor of Irish Nationalism at the beginning of the 20th century led to a remarkable, though self-conscious, outpouring of Irish plays, poetry, and literature. Unlike most, this collaboration between art and politics was capped by success in both fields; the dual attainments provide the subject for this course. It will follow the Irish Revolution and study the art that accompanied it. Moreover, the course will attempt to understand the reasons behind the fruitfulness of this striking example of political and artistic cooperation. Viewing many of the plays from that joint effort at the Abbey Theatre, which itself was founded in Dublin in 1909 as part of the nationalist movement, will be an integral part of the course. (Offered off-campus only.) A revised version of this course is also available as INTD 31310 for 3 credit hours.

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INTD 31400: MASCULINITY, FEMININITY, AND THE BODY:CA,UD 3 hour(s)

Masculinity. Femininity and Culture is an integration of the insights and perspectives of the humanities and social sciences on the topic of the interaction between gender and culture. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both. A revised version of this course is offered for four credit hours as INTD 384 or 38400. A student may receive credit for only one of these two courses.

INTD 31500: SPIRIT AND NATURE 3 hour(s)

Our relationship to nature is derivative of the spirit with which we approach nature. This class will use Hiram's Northwoods facility to explore from psychological and philosophical perspectives the connection between landscape, identity, and culture. Emphasis will be placed on how a landscape influences culture, and how both of these influence the way we 'construct' nature, and relate to nature. A fuller, more meaningful, and comprehensive understanding of the relationship that exists between self and environment will be discovered via the Northwoods experience and the fiction and non-fiction readings.

INTD 31510: BODY AND SENSE OF TOUCH 4 hour(s)

This course explores the themes of body and the sense of touch. Our understanding will expand out of several creative tensions that manifest in both the academic study of body and touch and our own existential encounters: pure reasoning and dualistic conceptualization versus non-duel awareness and alternative rationalities informed by embodied feeling and sensuous and erotic touch; body and touch as representation of ideas versus embodied and tactile being-in-the-world; and body and touch as socially and culturally conceptualized, formed, and constructed versus the lived body's experience of movements, motions, e-motions, feelings, gestures, and other forms of touch, both inner and outer. We first attempt to understand the body from a variety of perspectives in anthropology and sociology that tend to view the body "from the outside:" as symbolic representation of ideas, as metaphor of socio-cultural maps of reality, or as socially and culturally constructed (Turner and Csordas). We then immerse ourselves in the phenomenology of the body, studying an eco-philosopher's analysis of the disconnection and possible reconnection between body and the natural environment (Abram); we also explore the possibility of a creative embodied recollection of Being that responds to nihilistic ideologies and technologies (Levin). Special attention is given to the sense of touch, as we investigate its varied manifestations in different cultures, its role in the creation of identities, the extremities of pain and pleasure, tactile virtual spaces and therapies, and hegemonic manipulations and control of touch (Classen). Our social and cultural analysis of touch is balanced by an ethical and phenomenological approach to touch: delving into a series of forms of touch--autistic, pornographic, sadomasochistic, and ascetic--we also attempt to understand mindful forms of touch that recover emotional and sensuous awareness as alternatives to de-sensitivity, hyper-sensitivity, and other destructive habits (Holler). Finally, we bring phenomenology into deeper dialogue with cultural studies with a series of questions pervading and vitalizing our course: What are the radical implications for self and world of recovering awareness, through being in touch with the lived body? Might we move beyond habitual, limited, contracted, and distorted
dualistic modes of being toward more open, expansive, and liberating non-dualistic forms of bodily felt sensing and being aware? How might a recovery of the lived body and the sense of touch be applied in our attempts to make sense of, understand, and learn from the bodies of other cultures? Might a new awareness of the lived body and lived touch give rise to a deeper understanding of any particular culture, of our own culture, and our own creative responses?

**INTD 31600: WASHINGTON DC THE MULTICULTURAL MOSAIC 3 hour(s)**

The nation's capital is a microcosm of American culture in all of its diversity - ranging from its pioneer roots, to the chaos of the Civil War, to the modern world's "corridors of political power." This course will encourage exploration of the urban multicultural environment and Washington's rich heritage as reflected by field trips and writing. Students will be led through the process of placing themselves within the context of the city and reflecting upon their own cultural identity. Included will be investigation of the city, its institutions, neighborhoods, etc.

**INTD 31700: ETHICS IN RESEARCH ON ANIMAL BEHAVIOR 3 hour(s)**

This seminar course will address ethical concerns in scientific experimentation and observational studies of animal populations. Emphasis will be on studies of animal behavior rather than biomedical experimentation. Students will read and discuss concepts such as psychological well being and animal suffering, and why such concepts should be addressed before beginning any research involving animals. Both classic and contemporary pieces of animal behavior research and thought will be incorporated into the course. Students will discuss why ethnological research is important, especially in light of growing conservation concerns. (Offered in alternate fall semester three-week sessions.)

**INTD 31800: NATURAL HISTORY IN THE EARLY 21st CENTURY 4 hour(s)**

An examination of the concerns of 19th century and previous natural historians in light of present day understanding of the natural world around us. The course will emphasize a synthesis of historical, biological, and geological approaches. Particular attention will be given to the unique relationship of Americans to their natural environment. Lecture and field experiences will be utilized.

**INTD 32000: LITERATURE AND FILM 3 hour(s)**

This course will investigate the relationship between the two dominant narrative forms of the 20th century: literature and film. By comparing paired examples of each medium, it is possible to discuss their similarities and differences, and to discover the unique qualities of each. Some time will be spent early in class assessing the theoretical underpinnings of both cinema and literary studies, providing a framework for discussing selected examples of short stories, novels, or plays that have also been adapted as movies. A revised version of this course is offered for four credit hours as INTD 338 or 33800. A student may receive credit for only one of these two courses.

**INTD 32300: CLASSICAL ISLAMIC CIVILIZATION, C. 600 or 60000 - 1500 4 hour(s)**

Islam is more than a religion; it is a culture that informs the lives of approximately one-sixth of the world's population. But, most modern Americans have little or no knowledge of this culture and, therefore, view Muslims as the stereotypes that the popular media present. Studying classical Islamic civilization from historical and religious perspectives will break these stereotypes and will help us to understand the Muslim world and its intersection with the west.

**INTD 32400: NINETEENTH CENTURY AMERICAN ARCHITECTURE AND LITERATURE 3 hour(s)**

There was a dynamic relationship between the architectural and literary expressions in the nineteenth century American imagination. One of the prime examples of this synthesis is Nathaniel Hawthorne's House of Seven Gables, but many other writers were also concerned with architectural style as the tangible expression of certain moods and attitudes, among them Herman Melville, Harriet Beecher Stowe and William Dean Howells. The course will focus on the intersection of architectural history-colonial, Federal, Greek Revival and Victorian eclecticism-and literary expression. Where possible, local examples of important architectural styles will be utilized. A revised version of this course is offered for four (4) credit hours as INTD 32410.

**INTD 32410: NINETEENTH CENTURY AMERICAN ARCHITECTURE AND LITERATURE 4 hour(s)**
There was a dynamic relationship between the architectural and literary expressions in the nineteenth century American imagination. One of the prime examples of this synthesis is Nathaniel Hawthorne's House of Seven Gables, but many other writers were also concerned with architectural style as the tangible expression of certain moods and attitudes, among them Herman Melville, Harriet Beecher Stowe and William Dean Howells. The course will focus on the intersection of architectural history-colonial, Federal, Greek Revival and Victorian eclecticism-and literary expression. Where possible, local examples of important architectural styles will be utilized. A revised version of this course is offered for three (3) credit hours as INTD 32400.

INTD 32500: CHINA's THREE GORGES DAM PROJECT 3 hour(s)
The Three Gorges Dam, the largest dam-building project ever undertaken, is being built on the Yangtze River, China. The proposed 1.2 mile long 600 or 60000-foot high dam, impounding a lake 400 or 40000 miles in length, is very controversial issue, both locally and world-wide. Impact on the environment, including wildlife, water quality, natural scenery and historical relics will be examined. Problems associated with resettlement of 2.1 million people, economics and financing of the dam, corruption, global climate change, agricultural land lost, and ultimate changes in the environment in the lower basins and East China Sea Delta will be some of the topics covered.

INTD 32600: FINDING ORDER IN NATURE 3 hour(s)
Natural history and the Himalayas. The goal of this course is to introduce students to the history and practice of the Naturalist tradition in biology, ecology and evolution through the venue of the Himalayas. Students examine the history of the development of surrounding areas. The role of humans in shaping the environment of this area in the past will be contrasted with student observations of the rural environments of the region today. The central and inseparable role of sustaining nature in the interaction of the Tibetan people with the natural world will be experienced firsthand. Students use naturalist methods of observation to record traditional lifestyles and their impact on nature contrasting these with modern development and its impact on natural areas.

INTD 32700: ELECTRONIC CRIME IN MODERN BUSINESS CULTURE 4 hour(s)
Today’s businesses use pagers, cellular phones, fax machines, PCs connected to modems, and the Internet. This course deals with the Physics of how these devices operate. The fundamentals of electronics will be thoroughly covered. Then the issue of corporate culture and ethics will be addressed from a Management perspective. Often ethics and culture clash with new technology. Failure to consider corporate culture and ethics when implementing these devices into daily business operations could result in decreased corporate unity and spirit, increased employee fraud and theft, reduced employee self-esteem, and lower operating efficiencies.

INTD 32900: GENDER AND CREATIVITY 3 hour(s)
Despite the scarcity of information about them, there have been creative women throughout human history. A chronological survey of the achievements of women-primarily in the Western heritage-will feature questions about the factors which hindered or aided them in their work. Each student will have a research project centering on one notable woman, preferably in the student's major field, including women in the arts, sciences, and social sciences.

INTD 33100: LANDMARKS OF RUSSIAN CIVILIZATION 3 hour(s)
The course takes place in Russia. The itinerary varies somewhat from trip to trip; Moscow and St. Petersburg are always included. Students can expect to also visit other historic/cultural centers. At every site, participants visit important historical and cultural landmarks such as the Kremlin and Hermitage, attend opera, ballet, and circus performances, and observe in schools where there are opportunities to sit in on classes and converse with teachers and pupils. Students often make informal contact with ordinary Russian citizens.

INTD 33300: THE HOLOCAUST AN INTERDISCIPLINARY PERSPECTIVE 3 hour(s)
The murder of six million men, women and children for no reason other than the fact they were Jews is an occurrence of such magnitude that religious thinking about it has become a necessity. In this course, therefore, students develop a sense of the event itself through historical reading, eyewitness accounts and audio-visual means while focusing on religious dimensions of the Holocaust expressed through such vehicles as film, biography and theological writing. Since Western religious attitudes played a part in preparing the ground for the holocaust, the course also deals with aspects of the history of anti-Judaism.
INTD 33400: CHANGING RULES 3 hour(s)

Private and public institutions. During the last century the nature of our economic and political institutions has changed dramatically. Increasing population density, industrialization, growing size of organizations, increasing concentration of markets, and changing technology have all added to the trend toward increasing complexity. These trends have led to, and in some instances dictated, changes in the ways society, organizations, and individuals define their goals and plan for the fulfillment of those goals. In particular, they provide for the rationale and the ideological basis for government action in areas where there has been little or none in the past. This course looks at the changing economic and political environment during the last century and at likely changes in the future. A basic theme of the course is that the increasing interdependence of organizations and individuals and the increasing complexity of social issues require that new decision making processes be developed. We will consider why that is true and what the changes might be.

INTD 33500: MODERN AVIATION PRINCIPLES 4 hour(s)

This course introduces the principles of today's aviation environment starting with the developmental history of aerodynamics (Bernoulli's effect) including weight and balance for aircraft loading, dynamic and static stability, navigation vectors, and wind correction formulas. We will explore the many physical forces acting upon the aircraft - gyroscopic precession, asymmetrical thrust, G forces, lift, weight, drag, thrust, centrifugal force. Human physiology involving flight (hypoxia, spatial disorientation, vertigo, the workings of the inner ear, brain, and eyes; decision making under stress, diet, exercise, drugs, alcohol) will be covered. The course will examine the history and evolution of the Federal Aviation and the National Transportation Safety Board regulations (political factors affecting airspace designations and restrictions, international and domestic flights, security issues, how military and domestic flights utilize airspace, enforcement).

INTD 33600: URBAN DESIGN AND REGIONAL PLANNING 3 hour(s)

A study of the physical design decisions as they impact the nature of community. The contemporary American urban setting will be analyzed through an examination of the impact of the city beautiful and garden city movements. The implications of local planning issues such as zoning will be considered in addition to regional planning efforts. Northeast Ohio communities are utilized as examples of past and current planning theories.

INTD 33800: LITERATURE AND FILM 4 hour(s)

This course will investigate the relationship between the two dominant narrative forms of the 20th century: Literature and film. By comparing paired examples of each medium, it is possible to discuss their similarities and differences, and to discover the unique qualities of each. Some time will be spent early in class assessing the theoretical underpinnings of both cinema and literary studies, providing a framework for discussing selected examples of short stories, novels, or plays that have also been adapted as movies. A revised version of this course is offered for four credit hours as INTD 338 or 33800. A student may receive credit for only one of these two courses.

INTD 34100: MINDS BRAINS & PROGRAMS 3 hour(s)

The nature of intelligence. What is consciousness? What is the difference between an intelligent response and a simple reaction? Can machines think? This course will explore the issues surrounding the topic of human and non-human intelligence, drawing on Computer Science, Robotics, Psychology, and Philosophy of Mind. Students will program robots to perform simple actions and debate whether this constitutes intelligence or not. We will also read various philosophers and psychologists' analyses of intelligence and attempt to apply them to real-world agents. No previous knowledge of computer programming, robots, philosophy, or psychology will be assumed.

INTD 34300: MUSES ENTWINED 4 hour(s)

Western art and music from the Renaissance to the modern world. This course explores the relationships among Western classical music, painting, sculpture, and architecture, finding connections and differences and relating the languages of both disciplines. Through guided listening and slide study, students are introduced to representative works of art and music from each style period. Emphasis is placed on how media are used to create form, and how the arts reflect context; i.e., the cultural values and biases of their time and place.

INTD 34400: TWO CENTURIES OF GERMAN ACHIEVEMENT:EW 4
In science and its reflection in nature. This course will examine the contributions of German scientists to the modern disciplines of biology, physics, natural history and medicine, with emphasis on biology and medicine. The course will begin with scientists contemporary with Alexander von Humboldt (1769-1859), examining the contributions of the scientists well as obscure, but important discoveries made by the same work on cell theory) will be discussed in terms of the academic climate of the times in Germany. The role of scores examined in terms of modern medicine and biology. The German contributions in science, by sheer bulk and depth, surpassed achievements in any other country until the early 20th century. Works of literature which deal with the impact of science in the modern period will be integrated into the course, so that intellectual cross-currents may be discussed and analyzed. Many German writers from Goethe (1749-1832) onward have been concerned with the interplay of science and humanistic values. In the 20th century, this has become for the German writer something of a necessity. This course fulfills the Experiencing the World requirement.

INTD 35000: ANCIENT CIVILIZATIONS AND MODERN ASPIRATIONS: EW 3 hour(s)

This course will consist of one hour a week meetings during the 12-week session and the trip during the 3-week session to Greece/ western coast of Turkey rich with Greek, Roman, Byzantine and Ottoman remains. Readings on the history and culture of the area will be required to be completed and the written assignments submitted before the trip. Each student will prepare a site report on the history, culture and significance of an area, ruin or monument to be visited during the trip. While traveling, students are expected to be part of the group for every scheduled activity, keep an extensive journal and participate in the debriefings that will take place once a week. There will be some free time to explore the towns and meet with the local people. This course fulfills the Experiencing the World requirement.

INTD 35100: LYRIC THEATER- OPERA AND FRENCH LITERATURE 4 hour(s)

This Course combines literature and music. Stories and plays from some of France's best writers will be read in translation. Then the interaction of music and drama will be studied to see how a few of the world's greatest operas were created.

INTD 35300: THE EUROPEAN COMMUNITY 4 hour(s)

This course examines the social, cultural, political and economic histories of European Community members. Understanding how and why each organizes their economy and manages their organizations will enable us to understand the difficulties encountered during the effort to create a unified European economic system.

INTD 35400: THE SPANISH CIVIL WAR 4 hour(s)

This course will look at the Spanish Civil War not just as a historical fact but as a chimeric symbol in modern Spanish literature (novel, drama and poetry), film and art. It will explore the war itself, the causes, real and perceived, and the results and perceptions of the results.

INTD 35500: MONUMENTS OF FRENCH CIVILIZATION 4 hour(s)

This course will examine important historical and cultural monuments, such as Versailles, Chartres, Mont-St. Michel, and the Louvre. Readings will include a selection from history, sociology, art history, literature and architecture. (May be offered off-campus.)

INTD 35700: LEADERSHIP 4 hour(s)

This is a course in leadership and its uses of language. Students will study semantics (the interrelations among people, words, and objective world) with considerable attention to questions of denotation and connotation and to the effects of language on ourselves and others. They will read and discuss major texts on language and leadership; write abundantly on those topics; and participate in a leadership laboratory.

INTD 36000: LITERATURE AND AGING 3 - 4 hour(s)

Literature about aging is one of the most fruitful resources for understanding interactions between the experiences of clinicians, health care providers, family and friends of the elderly, and the aging person. Literature serves several purposes in these situations. One of the most important is its ability to put us readers in the perspective of the aging person—allowing us to identify with the aging person. Literature gives us empathy for the patient, an understanding which sometimes is hard to achieve in any other way.
INTD 36100: WHATS NORMAL? 4 hour(s)

PHYSICAL ABNORMALITIES—This course will look at the pressures to make everyone normal, and the consequences of those pressures. We will examine several examples of what the “normal people” consider to be “abnormal.” The readings will include medical and ethical articles as well as selections of drama, poetry, and fiction.

INTD 36300: CULTURAL MONUMENTS OF ANCIENT ITALY 4 hour(s)

An examination of some of ancient Italy’s famous and fascinating artistic, architectural, archaeological and literary artifacts, such as Paestum, Pompeii, the Roman Forum, the Colosseum and the Pantheon, the ancient collections in the Museo delle Terme, the Villa Giulia and the Capitoline Museum, the Aeneid, Ovid’s Metamorphoses, and Roman lyric poetry.

INTD 36400: IN SEARCH OF QUANTUM REALITY 3 hour(s)

Or what really happened To Schrodinger’s cat. Quantum mechanics is a physical theory used to describe the structure of the microscopic world. This theory is the most quantitatively accurate description of nature ever constructed. However, since its initial formulation there has been an ongoing debate as to the meaning of interpretation of quantum theory. In particular, quantum mechanics demands that we abandon some of our preconceived common-sense ideas about the nature (or even existence) of “reality”. In this course we will examine just what it is that quantum mechanics has to say about the nature of reality. In the process we will also try to understand how the microscopic world can be so weird while the macroscopic world continues to be so seemingly normal. Finally, we’ll try to understand the terrible entangled fate of a simultaneous |live cat> + |dead cat> state.

INTD 36500: URBAN LAND USE POLICY 4 hour(s)

How does one evaluate government land use policy on a state or regional level? The question is one of organized complexity in which several dozen factors are all varying simultaneously and in subtly interconnected ways. This course is an examination of the initial issues that influence and are influenced by land use decisions. The recent phenomena of multi-nodal urban concentrations will be given special consideration. This course requires a major group project. Students who previously took this course for 3 hours of credit may not retake the course.

INTD 36700: THE MARGINALIZED VOICE OF CENTRAL AMERICA:EW 3 hour(s)

This course will examine the daily lives of the oppressed majority in Central America as they struggle for existence and human dignity. Specifically, we will consider the lives of women and children, campasinos, urban squatters, unemployed and underemployed, families of the disappeared and politically assassinated, micro-enterprise workers, and liberation theology advocates. Their lives will be viewed in contrast to those of the powerful ruling class, a small privileged group of rich plantation owners, business executives, military officers, and governmental leaders. A focus on Latino literature will enhance our study of the history, politics and economics of the region. This course fulfills the Experiencing the World requirement.

INTD 36900: WORK IN JAPAN 3 hour(s)

What is work? Cultural conceptions of work are firmly embedded in the organizational and technological forms of a society. This course examines conceptions of work in Japan as they are shaped by and reflected in the educational system, technologies and corporations. The geography, history and traditional arts in Japan are briefly explored as a context for the development of values associated with work. Although the primary focus of the course is on work in Japan, the course also seeks to develop a larger understanding of conceptions of work in the U.S. through a systems perspective and the contrast provided by a non-western perspective.

INTD 37000: USES AND ABUSES OF POWER IN HEALTH CARE 3 hour(s)

This course will explore such issues as conflict resolution, the power of physicians, the doctor/patient relationship, the morality of clinical research, physician-assisted suicide, and lack of informed consent in human experimentation.

INTD 37100: PARIS ART AND HISTORY 4 hour(s)

On-site study in Paris and her environs will provide a survey of the region’s historical developments from Roman, Medieval, Baroque, and modern times as seen in her vast treasuries of art and architecture. The styles, purposes, and content of art will be examined as is relates to historical developments through many centuries. Excursions to
Chartres, Fontainebleau, and Versailles, as well as to numerous sites in Paris, will provide a broad perspective of the rich artistic heritage of the Ile-de-France.

**INTD 37200: LITERARY ANATOMIES 3 hour(s)**

Womens bodies and health in literature. Literature can nourish and provoke us to think about women's bodies, health, and medical issues in a larger, more politicized context. This course will examine pregnancy and birth (including abortion, adoption, and infertility), adolescence (including incest and sexuality), breast cancer, menopause (including hysterectomy), and aging. Via the literature and other media we will engage in a feminist critique of the medical/cultural practices surrounding these issues.

**INTD 37300: QUESTIONING OUR SANITY 3 hour(s)**

Critical perspectives in popular culture. This course will explore issues in the definition of sanity and insanity through the examination of depictions in popular novel, plays and/or film that raise questions about the arbitrariness of these boundaries. These works acknowledge the social construction of the concept of "normality" and its use as a social control mechanism. The theoretical frameworks for these explorations will be drawn from disciplines such as education, sociology, philosophy, literary theory, and social psychology.

**INTD 37500: THE STORY OF WATER 3 hour(s)**

An investigation of the science and fiction of water and its impact upon our social and natural environment, and of our impact upon it. The course will study water as both element and tool, using travel and field experiments supplemented with appropriate readings and projects. Research areas will adapt to the specific travel opportunities available, drawing from chemistry, physics, environmental studies, local history, storytelling, mythology, folk songs and tale, science or speculative fiction, and the like.

**INTD 37600: PERSPECTIVES: ARTS AND SCIENCE 4 hour(s)**

This course enhances the capacity to utilize the sciences and the arts in complementary ways to inform effective decision-making in professional and personal situations. Direct experience and emotional reactions can be enhanced and refined with input from fiction and poetry, visual art, music, and contemplation of the natural world. This course explores how both the sciences and the arts can provide methods for reflection and substantive input for topics such as compassionate love, spirituality, quality of life, time, and the nature of the self and identity. It will include journals, readings, opportunities for artistic expression, and a science project.

**INTD 37700: THE TUSKEGEE AIRMEN 4 hour(s)**

In 1925, Major General H. E. Ely, commandant of the War College, responded to a study ordered by the War Department entitled "The Use of Negro Manpower in War." Ely concluded, "...that black men were cowards and poor technicians and fighters, lacking initiative and resourcefulness." Ely further stated that the average black man's brain weight is only 35 ounces, while the average white man's brain weighs 45 ounces. This report "proved" to most officials that the black man's role in the military should be limited to closely supervised menial jobs and that they should be kept segregated from whites because they were "...a subspecies of the human population." In 1941, the black man was finally allowed to train in aircraft through a civilian program at the Tuskegee Airfield in Alabama. The program, however, was to show that black men did not possess "what it takes" to be fighter pilots in a white man's air core. Many government officials went to great extremes to insure the program would fail. Despite many, almost insurmountable obstacles intentionally placed in the way of their success, the black Tuskegee-trained airmen triumphed over all opposition and developed into the most skilled and formidable fighting air force ever known. How could this be when the architecture of the Tuskegee Airmen program was designed for failure? How did the Tuskegee Airmen's group dynamics serve as a "substitute" for outside - managerial leadership? How did nonverbal communications play a major role in the Tuskegee Airmen achieving their objectives? How did the Tuskegee group leaders employ various leadership theories to successfully overcome the obstacles? This course will study group dynamics and leadership theories using the Tuskegee Airmen experiment as a basis. We will examine how racism can be successfully combated with ethics, and how goal setting, nonverbal communications, and strong-group leadership can overcome seemingly insurmountable obstacles.

**INTD 37800: MURDER AND MOURNING IN ANGLO-AMERICAN CULTURE 4 hour(s)**

While pain death were accepted and incorporated into the everyday lives of medieval and early modern Britons, by the nineteenth century, death had become increasingly incomprehensible. Murder, the violent imposition of death, was particularly troubling. Many Enlightenment philosophers had upheld an optimistic view of human nature in which each
individual was rational and benevolent. Faced with the difficulty of death, however, Anglo-American responded in two, rather contradictory, ways. First, they tried to deny the very existence of death by draping it in sentimentalism. Cemeteries became country retreats, places of rest, where family members could receive assurance that the dearly departed had ascended to heaven on angels' wings. Second, faced with murder, Anglo-Americans began to imagine killers as subhuman. If humans were naturally sympathetic and caring, then those who violated these laws of nature had to be less than human. We will explore these two responses, analyze their relationship, and ask questions about whether these patterns persist to this day.

INTD 37900: CITY OF MUSIC 3 hour(s)
Heritage and culture of New Orleans. This class meets on campus for a week of preparatory study and then on site in the French Quarter of New Orleans, Louisiana. We explore the vivid past and rich artistic traditions of one of America's most diverse and colorful cities. The historical and cultural roots of jazz and other regional music styles (blues, rhythm and blues, Cajun, zydeco, and Caribbean) are important topics. Students read several texts, give presentations, and write daily essays. Excursions include walking tours, museums, historic houses, steam boat rides, jazz clubs and other concerts. Full participation in group activities is required.

INTD 38000: SEMINAR 1 - 4 hour(s)
INTD 38100: SPECIAL TOPICS 1 - 4 hour(s)
INTD 38200: WHATS NORMAL? II 4 hour(s)
MENTAL AND EMOTIONAL DISORDERS—This course explores through articles, poetry, stories, and drama how those who fall outside cultural norms for mental and emotional health are "normalized," marginalized or kept out of sight. The clinical and ethical articles address the questions of how cultures construct many definitions of mental disorders, which often vary over time and between cultures. Definitions of disease and disorders allow for medical "treatment" and often for insurance coverage, while the same behavior in other times and circumstances might not be considered a disease at all. Literary works provide insights into the experience of mental illness and disorders. The course is constructed from the disciplines of medicine, literature, and ethics.

INTD 38300: ADEQUATE HOUSING 3 hour(s)
Problems, prospects, and programs. The problem of substandard and/or inadequate housing affects social, psychological and emotional well-being, and poses an ethical and practical problem for the larger society. This course will examine both these issues from the perspectives of the social sciences and social ethics, and will experience one response to the issues by volunteering in a Habitat for Humanity work project. The work of the course will include assigned readings and library research, as well as interviews in the field and practical experience.

INTD 38400: MASCULINITY, FEMININITY AND THE BODY:CA,UD 4 hour(s)
Masculinity, Femininity and Culture is an integration of the insights and perspectives of the humanities and social sciences on the topic of the interaction between gender and culture. A revised version of this course is offered for four credit hours as INTD 384 or 38400. A student may receive credit for only one of these two courses. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

INTD 38500: IRISH MUSIC AND CELTIC MYTH 3 hour(s)
This course explores the rich tradition of music in Irish culture and its ancient themes: nature, seasonal celebrations, the supernatural, heroines and heroes, love of country, verbal art, and passion for life. We will trace Irish history through music, including the bardic tradition and vocal repertory of sean nos, the instruments and dance music, and songs of protest and war. The last week will concentrate on the great emigration to the United States, Irish contributions to American popular culture, and contemporary Celtic music.

INTD 38700: CARIBBEAN BASIN - ATLANTIC RICHES 3 hour(s)
The exploitation of the caribbean basin in the age of empire. In the discovery and
development of the New World, the line between European exploitation was blurry at best. This course will examine the conquest of the Caribbean by colonial European powers from historical, political and scientific perspectives. It will carry us through the colonial era, ending with an exploration of how the major European New World empires fell, as each were challenged by a seafaring proletariat in the age of democratic revolutions and abolitionism. Students will sail for 17 days aboard the traditional schooner Harvey Gamage throughout the Caribbean. While aboard, they will learn basic sailing techniques and will be required to participate in the sailing and maintenance of the vessel. They will visit historic sites that were politically and economically important in the shaping of colonial empires. They will also conduct scientific experiments that will mimic those done by marine scientists of that era, and will discuss how their data would have been interpreted in the context of the time.

INTD 38800: BIOINFORMATICS 4 hour(s)
This is a new field that arises from the interaction of biology and computer science. This course will help students become comfortable thinking about problems and arriving at solutions both as biologists and computer scientists. A general introduction to molecular biology and to computer programming will be provided to establish a common language and basis of understanding. The course will cover computational methods for the study of biological sequence data: analysis of genome content and organization, techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and protein structure prediction and modeling. Each of the problems will be analyzed both from the biologist’s and the computer scientist’s point of view. The students will have the opportunity to analyze biological data, to experiment with available bioinformatics tools, and to program in Perl to solve bioinformatics problems. Prerequisites: Computer Science 172 or 17200 or Biology 230 or 23000 or permission.

INTD 38900: ALTERNATIVE HEALTH CARE SYSTEMS 3 hour(s)
Three week intensive course examines several different health care systems around the world, looking at many complex issues, including how just the system is, who gets what kind of health care, where the system succeeds and where it fails, how it is financed, who gets left out and why. The class will propose ways of reforming the United States health care system.

INTD 39000: COMPUTERS AND THE VISUAL ARTS:CM 4 hour(s)
In recent years, a truly symbiotic relationship has developed between the visual arts and computer science. In this course, we will investigate the impact of computers in areas such as photography, film making, graphic design, digital imaging, printing, illustrating, industrial design, architecture, and animation. We will look at contributions of pioneering artists and scientists who have brought about the dissolution of boundaries that have traditionally existed between the artistic and technological disciplines. Students will have an opportunity to experiment with different computer-based visual art techniques and evaluate their effectiveness. This course fulfills the Creative Methods requirement.

INTD 39200: MUSIC AND WAR 3 - 4 hour(s)
This course examines music and its relationship to power by mingling the study of music with the phenomenon of war. The course will offer the student exposure to an array of musical forms in reference to major historical conflicts of the past four hundred years in both Europe and Asia. Among the themes discussed will be the response of composers to war, the politics of patronage of wartime music, and the significant role of music in mobilizing populations in support of armed conflicts. In addition, the course will explore the contrasts between music written to oppose war and music written to glorify it, a contrast that emerges most fully in our examination of World War II. In order to grapple with these themes, students will gain fluency in basic elements of music and achieve familiarity with the significant historical conflicts in Ireland and continental Europe, Germany and the Soviet Union, and China and Japan. Through guided listening, lectures, films, and readings, students are introduced to representative songs, conflicts, and methods of interdisciplinary analysis.

INTD 39300: CHINA TRADITION AND CHANGE:EW 3 hour(s)
This course examines the impact of transformational change on China and its people. The course will explore the underlying traditions of China and their relevance to the changes occurring in Chinese society. This course fulfills the Experiencing the World requirement. Prerequisite: INTD 39310

INTD 39310: CHINA: TRADITION AND CHANGE: BACKGROUND 1 hour(s)
As a prerequisite for INTD 39300 and study abroad trip to China in the subsequent
semester, the course will introduce students to China's history, geography, philosophies, religious traditions, and cultural values. The course will also address issues associated with the process of cultural transition and practical considerations for preparation for the trip abroad. The course will provide the broader context for understanding the readings, sites, and interactions when the students travel to China.

**INTD 39400: NO CHILD LEFT INSIDE** 4 hour(s)

This course will focus on the study of nature with children and how developmentally appropriate nature study encourages environmental responsibility. Students will learn the impact of major environmentalists and discuss applications of their work to education and teaching. This inquiry-based course will study the lack of time spent exploring the outdoors by today's youth and investigate ways to interest young people in nature and the environment. Study and analysis of local schoolyards will be used to frame theories on the effect of a lack of attachment to nature formed in childhood. This is a field based course and will require work with K-12 students. Students enrolled in this course will meet during Spring 3 at the J. H. Barrow Field Station. This course is intended for any student who wishes to develop a working knowledge of field, forest, and pond ecosystems, habitats, observational skills, and/or students who intend to work in any setting with children ages PreK-12.

**INTD 39500: THE CASE FOR TANZANIA:EW** 4 hour(s)

This course fulfills the Experiencing the World requirement.

**INTD 39600: ENGAGED CITIZENSHIP** 3 hour(s)

"I don't have time." "It will not make any difference." "I don't know how." These are the often repeated comments when asking someone about their engagement in the civic life of a community. The lack of involvement and trust that the system can be changed contributes to the malaise of many only being spectators, rather than players, in formulating the type of world we would like to live in. This course explores the meaning of engagement for a citizen, and this journey goes into all facets of our lives, not just political, but social, economic, and spiritual. The question to be wrestled with is: What is an engaged citizen? The learning will take several forms. We will read literature (plays) to look at how playwrights pose important social issues and offer some responses; we will read some writings of well known advocates from many disciplines, including law, ethics, economics, etc., and reflect on their challenges. We will do service for a "greater community good". By the end of our experiences together, we will attempt to draw these understandings together for a personal understanding of "engaged citizenship" to guide us in our daily lives.

**INTD 39700: MONEY, MARKETS, AND THE MIND** 3 hour(s)

Behavioral finance examines how key psychological and behavioral concepts impact financial decisions. Psychological biases, heuristics, and framing effects may cause investors to make irrational financial decisions. Hopefully, an understanding of these "obstacles" may cause investors to make more informed financial decisions. Prerequisites: Management 230 or 23000 with a minimum grade of P or Psychology 101 or 10100.

**INTD 39800: INTRODUCTION TO NEUROETHICS:ES** 3 hour(s)

Ethical issues that relate to our brains and nervous systems are becoming of increasing importance not just for health professionals but for us all. In this class, we will engage with ethical issues arising from new discoveries and technologies in Neuroscience and Cognitive Psychology. We will consider implications for individual action and general policies. We will encounter the technologies, philosophical assumptions, and conclusions of the research. Topics introduced will include: moral decision making and the brain; the interpretation of insights provided by neural imaging (e.g. brain scans); legal responsibility and mental illness; pain and suffering; the effects of psychologically potent drugs and technologies and their appropriate use; the role of and appropriate use of enhancement of mental functioning via drugs and other technologies; and ethics of and mechanisms of brain manipulation by marketing, the media, and other non-medical sources. We will also reflect on how the scientific findings and potential interventions, when combined with other sources of knowledge, have implications for what it means to be human. Grades will be based on class participation, short essays and class presentations, a final project (either a researched essay or a creative fictional or narrative project), and a final essay exam. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

**INTD 39900: PHILOSOPHIES OF MUSIC** 3 hour(s)

This three credit-hour course, which will focus on readings, written assignments, and discussion, will examine ideas about music from a number of disciplinary perspectives, ranging from those of the ancient Greek philosophers to contemporary sociologists,
psychologists, and music educators in an attempt to address questions about music's meaning, value, and place in society from as many different viewpoints as is practical. The course will also examine attempts to justify music's place in the school curriculum. Upon completing the course, students will be familiar with the major arguments of Western thinkers on the subject of music's meaning and value. Equally important goals are the ability to analyze critically philosophical arguments, the ability to engage in debates about music's meaning and value, and the ability to articulate the framework for one's personal philosophical view on music.

INTD 48000: SENIOR SEMINAR 1 - 4 hour(s)
INTD 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
INTD 49800: INTERNSHIP 4 hour(s)
INTD 67500: THE STORY OF WATER PRACTICUM 1 hour(s)

Complimentary exercises and assignments to support the readings and research done in INTD 375 or 37500. These may include water analysis projects, storytelling exercises, and related creative projects. Not required but can only be taken simultaneously with INTD 375 or 37500.

CAPSTONE EXPERIENCE

Effective for the graduating class of 2009, every Hiram College major will require an independent Capstone Experience in which students will complete a directed experience (minimum of 1 credit hour) in the form of a specific course, independent research study, or internship project, done late in a student’s program (preferably after 90 or more credits). A formal departmental, campus-wide, or public (at Hiram or elsewhere) demonstration must be a part of this experience.

Goals of this Capstone Experience are to work independently, to integrate aspects of the major program in a coherent fashion, to reflect on progress toward personal and professional goals, and to demonstrate mature communication skills including writing.

ACADEMIC PROGRAMS

Majors in the natural sciences, Education, and Nursing must be started in earnest, but most other majors should begin by the sophomore year.

Undergraduate Degrees and Majors
B.A. - Bachelor of Arts
Art
Art History
Accounting and Financial Management
Biochemistry
Biology
Biomedical Humanities
Chemistry
Communication
Computer Science
Creative Writing (Writing minor)
Economics
Early Childhood Education
Educational Studies (New Fall 2011)
English
Environmental Studies
French
History
Integrated Language Arts
Integrated Middle Childhood Education
Integrated Social Studies
Management
Mathematics
Music
Neuroscience
Philosophy
Physics
Political Science
Psychology
Religious Studies
Science (major only for Life Sciences/Chemistry and Chemistry/Physics Education Licensures)
Sociology
Spanish
Theatre Arts

B.S.N- Bachelor of Science in Nursing
Nursing

Individualized Majors

A student may also choose to propose an individualized major that combines coursework from two or more departments. These are designed in consultation with academic advisors in each department. The individualized major must be sponsored by at least one faculty member and must be approved by the Academic Program Committee. Individualized Majors will also need to include a capstone experience approved through their advisor. Students with an Individualized Major may apply for departmental honors through their advisors who will make application to the Academic Policy Committee.

Students interested in pursuing an individualized major should consult with the Associate Dean of the College.

Academic Minors

Students may also choose a minor at Hiram. Minors are offered in almost every department. Some minors offered are interdisciplinary in nature. Usually a minor consists of 18 to 20 semester hours. Most minors cannot be taken in the same academic department as the major. Information about the requirements for both majors and minors is available from either the department chair or the program coordinator.

Minors not affiliated with a major:
Entrepreneurship
Ethics
Exercise/Sport Science
Food Studies (New Fall 2011)
Gender Studies
International Studies
Public Leadership

Declaration of Major, Minor, Advisor

Effective Fall 2012, all traditional students must declare their major by March 1st of their Sophomore year, or before earning 56 hours and becoming juniors. If a student is not declared by March registration for the following Fall semester, the student will be blocked from registration. Minors should be declared no later than the semester in which the student graduates.

Advising is a key component of a student's major and minor declaration. Therefore, after discussing their interest in a particular major or minor with the chair of the department, and if required a faculty member within the department, traditional students can officially declare their major and minor in the following manner:

1. Obtain the Declaration of Major/Advisor OR Declaration of Minor/Advisor form from the Registrar’s Office.
2. Obtain the signature of the Chair of the Department on the appropriate form and, if required by the chair, the signature of the new advisor.
3. Submit both forms with all signatures to the Registrar’s Office for processing.

Art

Christopher T. Ryan (2003). Chair, Associate Professor of Art
B.A., John Carroll University;
M.A., University of Virginia;
M.F.A., Bowling Green State University

Linda A. Bourassa (1987). Professor of Art
B.F.A., Syracuse University;
M.A., M.F.A., The University of Iowa

Lisa Bixenstine Safford (1988). Professor of Art
B.F.A., B.A., M.A., Kent State University;
M.A., Ph.D., Ohio State University
INTRODUCTION

The art department strives to engage students in the power of fine art as a visual language and provides students with opportunities to experience and explore its meanings from a creative and historical perspective. Situated within the context of the liberal arts tradition, Hiram’s art program emphasizes inquiry and experimentation, critical evaluation, personal reflection, collaborative dialogue, and a consciousness of the larger world.

The department offers a studio art major and minor, an art history major and minor, and a minor in photography. Studio art students may pursue a concentration in drawing, painting, photography, printmaking, ceramics, and sculpture. Hiram’s art department also encourages motivated students with diverse academic interests to design their own interdisciplinary course of study. With intimate class sizes, art students receive considerable attention, and enjoy close interaction and dialogue with art faculty and fellow art students.

Requirements for Art Major

A minimum of 35 semester hours of course work, which must include:
- Art 10200 Color and Design
- Art 11000 Beginning Drawing
- Art 13000 History of Western Art
- Art 24900 Contemporary Media
- Art 42700 or Art 42800 Early Modern Art
- Art 42900 Contemporary Art
- Art 47100 Senior Studio I

Each student majoring in art is expected to present a portfolio for review by the department faculty in the second semester of the junior year, to do advanced work in at least one medium, such as drawing, painting, photography, printmaking, or ceramics, and to exhibit his or her work in the Senior Exhibition during the spring semester of the senior year.

Requirements for Art History Major

A minimum of 35 semester hours of course work, including at least two courses in studio art, and must include:
- Art 13000 History of Western Art
- Art 42700 or Art 42800 Early Modern Art
- Art 42900 Contemporary Art
- Art 48100 Independent Research

The student majoring in art history must also prove competence in a language at the 10300 level, preferably French.

Requirements for Art Minors

A minimum of 20 semester hours of studio art courses, which must include:
- Art 10200 Color and Design
- Art 11000 Beginning Drawing
- Art 13000 History of Western Art

Requirements for Art History Minors

A minimum of 20 semester hours of art history courses and must include:
- Art 13000 History of Western Art

Requirements for Photography Minors

A minimum of 20 semester hours and will include:
- Art 12000
- Art 24400 or Art 24300 or 13000
- One course from among: Art 10200, Art 11000, or Art 24900
- One course from among: Art 24000, Art 24500, Art 23700
- Art 34600
ART 10200: COLOR AND DESIGN 4 hour(s)

This is an introduction to the principles of two-dimensional organization. Topics will include unity, emphasis, balance, proportion, rhythm, shape, space, value, and color. Problems and concepts in design will be worked out in practice. The course will aim to develop the student's creative resources and critical ability.

ART 10800: STUDIO ART COMMUNICATING IDEAS & ISSUES:CM 3 hour(s)

This course explores what it means to be a practicing studio artist. Students examine the working methods and processes of artists past and present in order to understand how artists go about their creative work. Emphasis will be placed upon how artists develop ideas and find effective ways to visually communicate them, rather than on skill and technique development. In addition to doing research, writing several short essays, discussing readings and film, and making trips to art related locations, students will incorporate what they're learning into their own studio art projects. Students will have the opportunity to work in drawing, painting, collage, and mixed media. This course fulfills the Creative Methods requirement.

ART 10900: EXPLORATIONS IN PRINT & BOOK ART:CM 4 hour(s)

(formally titled - CREATIVE METHODS IN PRINTMAKING) This course will introduce the student with a high school level of drawing to creative printmaking techniques including monoprinting, basic relief printmaking, paper casting, and artist books. Students will acquire the vocabulary necessary to talk intelligently about their own creative art as well as the creative art of others through in class writing assignments, journaling, and class critiques. Class studio projects will include an artist's sketchbook which the student will compile, draw in, and write in as an out-of-class assignment. Students will acquire technical skills in printmaking as well as aesthetic training and appreciation appropriate for the non-major. A final portfolio and submission of the journal will be required. This course fulfills the Creative Methods requirement. This course will not count toward an Art major.

ART 11000: BEGINNING DRAWING 4 hour(s)

This course will seek to develop the student's sensitivity and awareness of volume and space, light and shade, and surface and structure by addressing fundamental problems in perception and representation. It will also acquaint the beginner with basic principles of pictorial form. Students will work in a variety of media including pencil, charcoal, chalk, and ink. Class work will include drawing from still life, landscape, and the human figure.

ART 12000: FUNDAMENTALS OF DIGITAL PHOTOGRAPHY:CM 4 hour(s)

This studio course in an introduction to digital photography as an art medium. Instruction includes basic operation and use of the digital camera, methods of importing files into the computer, image manipulation, inkjet printing, scanning, composition, lighting, and presentation. The course emphasizes the camera as an instrument for seeing and expressing, rather than simply recording. The creative potential of the medium is emphasized through assignments, critiques, and examination of work by other photographers. This course fulfills the Creative Methods requirement.

ART 13000: HISTORY OF WESTERN ART:IM 4 hour(s)

This course is an overview of the major epochs in Western Art, and establishes a conceptual framework for the further study of Art History. Beginning with the prehistoric period, we will trace the development of art and architecture in the Ancient Near East, Egypt, and the Aegean. We will move to the classical civilizations of Greece and Rome and their successors, the Medieval cultures of Christian Europe, Renaissance Italy, and the Baroque era to modern times. Students will be introduced to art historical method through reading and writing assignments. This course fulfills the Interpretive Methods requirement.

ART 18000: WORKSHOP 1 hour(s)

This workshop will provide the opportunity for students to examine a special topic in art. Through readings, discussions, and written assignments, there will be opportunities to evaluate the selected topic. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

ART 20400: BEGINNING PAINTING:CM 4 hour(s)
This course offers an in-depth introduction to the materials, techniques, and uniquely expressive possibilities of painting. Students will explore ways in which an artist can structure a painting, with an emphasis on value and issues of color. Students will experience a variety of conceptual and technical approaches to painting, ranging from traditional to contemporary. An emphasis will be placed on observational painting, but students will also explore experimental methods as they begin to formulate their own painterly "language." This course fulfills the Creative Methods requirement. Prerequisites: (Art 102 or ART 10200) or (ART 110 or ART 11000) or permission of the instructor.

**ART 21100: INTERMEDIATE DRAWING 3 hour(s)**

This course expands upon the work begun in Art 11000 Beginning Drawing, by addressing more sophisticated drawing problems involving 2D and 3D spatial composition, color, value/shading, surface texture, and the passage of time. Students will investigate various reference sources such as photography, memory, and direct observation, and will work from the human figure, still lives, and interior and exterior spaces. Emphasis will also be placed on the development of individual vision, style, and content. Prerequisites: (Art 110 or 11000) or permission of the instructor.

**ART 21300: SCULPTURE 4 hour(s)**

This course aims to develop the student's ability to see, conceive, and build forms in three dimensions. Critical elements for presenting three dimensional form in space are explored and refined by creating a series of projects from clay and by producing novel forms through assemblage of found objects and construction composed of elements of complex natural forms. Students are required to learn and practice basic elements of presenting and critiquing their work. Clay, plaster, and other media are used.

**ART 21600: FIGURATIVE PAINTING AND DRAWING 3 hour(s)**

Students will work from the live model to develop observational representation skills. Emphasis will be placed on analysis of the human figure and surface anatomy, as well as on finding creative and expressive solutions to representing the human form. Students can elect to work in drawing media, painting media, or a combination of the two. This course is an equivalent to Art 210 or 21000. Students may not receive credit for both Art 210 or 21000 and Art 216 or 21600. Prerequisites: (Art 102 or 10200) or (ART 110 or 11000) or (ART 204 or 20400) or permission of the instructor.

**ART 21800: PRINTMAKING INTAGLIO 4 hour(s)**

An introduction to the materials and methods of intaglio printmaking. In addition to covering the proper use of the etching press and basic printing methods, instruction includes plate preparation, application of ground, preparation and use of mordants, inks, and papers. The course includes etching, drypoint, and aquatint. The student is encouraged to develop a creative approach in the use of these traditional techniques. Copper plates and paper are provided by the department. Prerequisite: (Art 102 or 10200) or (ART 110 or 11000) or permission.

**ART 21900: PRINTMAKING RELIEF 3 hour(s)**

This course is an introduction to the materials and techniques of relief linocut and woodcut print-making. Students will learn the transfer of designs, methods of cutting and gouging, and the registering and printing of blocks with a variety of inks and papers. Traditional as well as alternative methods will be explored. Linoleum, wood, and paper will be provided by the department. Prerequisite: (Art 102 or ART 10200) or (ART 110 or ART 11000) or permission.

**ART 22000: PRINTMAKING STUDIO SURVEY 4 hour(s)**

This course will examine the processes of monoprint, linocut, woodcut, relief and intaglio etching. Given assignments in each media, the student will be encouraged to develop a creative approach. Some materials will be provided. Prerequisite: (Art 102 or 10200) or (ART 110 or 11000) or permission.

**ART 22100: ANCIENT ART:IM 3 hour(s)**

This course will deal primarily with the Greco-Roman world, from Archaic and Classical Greece through Alexander’s conquests and the Roman Empire. Throughout the course, special consideration will be given to exciting recent developments in archaeology. This course fulfills the Interpretive Methods requirement.

**ART 22200: MEDIEVAL ART 4 hour(s)**

Medieval art was born in the chaotic world of the late Antique Mediterranean. This course will consider the material culture of the new Byzantine, Islamic, and Carolingian
civilizations which grew up on the ruins of the Roman Empire. Then the rise of Western Europe will be considered, and with it the synthesis of artistic traditions which culminated in the classic Romanesque and Gothic styles. Particular attention will be paid to the relationship between the Greco-Roman tradition and the requirements of the new religions. A revised version of this course is offered for three credit hours as Art 223 or 22300. A student may receive credit for only one of these courses.

**ART 22400: 19TH CENTURY AMERICAN ART** 3 hour(s)

This course consists of a review of the history of painting and sculpture in America. Emphasis will be given to the art of the 19th century and the effects of the American Experience such as the influence of European culture, the Puritan heritage, the wilderness, the frontier, slavery and racism, war, the industrial revolution and technology in art.

**ART 22500: AMERICAN ART AND ARCHITECTURE:IM** 4 hour(s)

This course will survey the history of painting and sculpture and architecture in America from the early colonial era to the mid-20th century. Aspects of the American experience such as the influence of European culture, the Puritan heritage, the wilderness, the frontier, slavery and racism, war, the industrial revolution and technology will be explored as they affect the development of artistic traditions in America. This course fulfills the Interpretive Methods requirement.

**ART 22800: JAPANESE ART HISTORY:**IM,EW 4 hour(s)

This survey is an introduction to periods in Japanese artistic development from the Neolithic age (3,500-200 B.C.), to the Chinese inspired Buddhist periods (6-9th century, AD), to the emergence of uniquely Japanese art forms in the last millennium. Students will investigate period styles, artistic methods, and aesthetic principles of beauty and truth.

This course fulfills either the Interpretive Methods requirement OR the Experiencing the World requirement, but not both.

**ART 22900: MASTERPIECES OF ITALIAN ART:**IM,EW 3 hour(s)

This course will examine some of the major achievements in Italian art and architecture from the Middle Ages through the Baroque. After preparation on campus, the class will travel to Italy for on-site study in Rome, Florence, and elsewhere. This course fulfills either the Interpretive Methods requirement OR the Experiencing the World requirement, but not both.

**ART 23000: FUNDAMENTALS OF CERAMICS:**CM 4 hour(s)

Designed to provide an introduction to ceramic art for the beginner or for those with some experience in working with clay. The focus of this course is to develop students’ artistic and technical foundation and to prepare for further ceramics courses. Class time will consist of both studio and lecture, and a written exam of concepts and factual material is given. The text will be used to introduce and elaborate on working methods, to illustrate the work of ceramic artists as a basis for class discussion, and to develop historic and cross cultural perspectives of clay work. Studio work explores the creative potential of clay through several projects including pinch, coil, slab and wheel thrown forms. Basic procedures of studio etiquette and safety, forming, drying, decorating, firing, and glazing will also be introduced. Class critiques will involve students in evaluation and constructive criticism of form, function, expression, and refinement of technique. Some materials provided but students must provide their own basic tools. This course fulfills the Creative Methods requirement.

**ART 23500: CERAMICS TILEMAKING:**CM 3 hour(s)

This course provides an intensive study of the history and techniques of handmade ceramic tiles. Students will design and manufacture a series of tiles using a variety of clays and glazes. This course fulfills the Creative Methods requirement.

**ART 23700: DIGITAL DARKROOM** 3 hour(s)

Digital Darkroom is an Intermediate Level digital photography course that emphasizes compositing from various sources and the art of retouching. Students will refine their skills using selection tools, adjustment layers, drop shadows, stamp tool, brushes, masking, and color balance. Creative resourcefulness will compliment the discipline of attention to craft. Assignments will be submitted electronically with a limited print portfolio also required. A brief history of digital imaging will also be covered. Some Photoshop experience is desirable. Prerequisite: (Art 120 or 12000) or by permission.

**ART 23900: THE ART OF FILMMAKING:**CM 3 hour(s)

The Art of Filmmaking is a course that combines film study and practice. Students will
learn about the development of film language through its history and production practices, as well as through hands-on creative exercises in digital video. There will be daily screenings and readings about significant films that advanced the language of the cinema. Students will create six short video exercises that will demonstrate their ability to script, shoot, edit, stage, and direct short subjects. Two exams will also be given on lecture material and readings. Students will need to provide a DV camera. If you have one great. If not you may borrow from the media center or use video clips from a still camera or smartphone if that feature is available and can be downloaded. This course fulfills the Creative Methods requirement.

ART 24000: INTERMEDIATE PHOTOGRAPHY:CM 4 hour(s)

For students who wish to further explore the possibilities of photography as an art medium. The structure of the class will be project oriented with assignments and deadlines given. Slide presentations, technical demonstrations, and critiques will be the focus of class time. Emphasis will be placed on further developing the student’s seeing and visual expression, including mastering of printing technique and composition. Individual interests will also be encouraged and explored. Five assignments with deadlines are given and a final portfolio of ten images is required. This course fulfills the Creative Methods requirement.

Prerequisite: Art 120 or 12000 or permission.

ART 24300: THE HISTORY OF PHOTOGRAPHY:IM 3 hour(s)

This course begins with a prehistory of photography and the subsequent discoveries of Niepce, Daguerre, and Talbot with the first practical methods using the camera and light-sensitive substances. While significant discoveries and inventions are noted, this course attempts to view photography primarily through the ideas and images of its practitioners. Photography is considered as a major art form of visual expression and communication. Particular attention is given to the dominant visual and aesthetic modes of the 19th and 20th centuries. A revised version of this course is offered for four credit hours as ART 24400. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

ART 24400: THE HISTORY OF PHOTOGRAPHY:IM 4 hour(s)

This course begins with a prehistory of photography and the subsequent discoveries of Niepce, Daguerre, and Talbot with the first practical methods using the camera and light-sensitive substances. While significant discoveries and inventions are noted, this course attempts to view photography primarily through the ideas and images of its practitioners. Photography is considered as a major art form of visual expression and communication. Particular attention is given to the dominant visual and aesthetic modes of the 19th and 20th centuries. A revised version of this course is offered for three credit hours as ART 24300. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

ART 24500: CREATIVE PHOTOGRAPHY LARGE FORMAT 3 hour(s)

This course is a further exploration of photography as an art medium as well as a historical perspective on large format photography. Students will study the early view camera inventors and practitioners while also getting hands-on training in shooting, developing, and printing 4x5 film. Prerequisite: Art 120 or 12000 or permission.

ART 24800: CREATIVE SPACE ART EXPERIENCE IN FLORENCE:EW,CM 3 hour(s)

TUSCANY: This course is an intensive studio art experience that will immerse students in the vibrant city of Florence, Italy, as well as nearby towns throughout Tuscany. Students will explore the theme of “space” and will become acutely aware of our spatial surroundings: how we see and move through them, and how these experiences of space can impact us intellectually, psychologically, and emotionally. Through readings, writing assignments, discussions, walking tours, individual exploration, and directed art projects, students will explore ways to respond artistically to the uniqueness of their new spatial surroundings. Students will work in both traditional drawing and water-based painting materials, as well as utilizing many unconventional and experimental techniques and materials. Students will be exposed to some of the historic sites and artistic treasures of the past, and will also visit the studios of contemporary Florentine artists and take in the local art gallery scene. This course is designed to benefit visual art students, but all enthusiastic, open-minded, and creative individuals are encouraged to find out more about the trip. This course is also offered in a 4 credit hour format as ART 25200. This course fulfills either the Creative Methods requirement OR the Experiencing the World requirement, but not both.

ART 24900: CONTEMPORARY MEDIA 4 hour(s)
This course is intended for art majors and minors and those with an interest in contemporary art. Projects include designing a postcard suite, artist’s books, video, and site specific installation. Emphasis will be placed on the development of ideas, composition, sequencing, and experimentation.

**ART 25100: TEACHING THE VISUAL ARTS, PREK-12 3 hour(s)**

Focusing on NAEA standards and Ohio’s Comprehensive Arts Model, this course emphasizes standards, scope and sequence, resources, learning activities, teaching strategies, technology and evaluation techniques appropriate for teaching the visual arts. The course will provide the student with an understanding of issues and the teaching/learning processes appropriate for early childhood, middle childhood, and adolescent art education.

**ART 25200: CREATIVE SPACE ART EXPERIENCE IN FLORENCE:EW.CA 4 hour(s)**

TUSCANY: This course is an intensive studio art experience that will immerse students in the vibrant city of Florence, Italy, as well as nearby towns throughout Tuscany. Students will explore the theme of “space” and will become acutely aware of our spatial surroundings: how we see and move through them, and how these experiences of space can impact us intellectually, psychologically, and emotionally. Through readings, writing assignments, discussions, walking tours, individual exploration, and directed art projects, students will explore ways to respond artistically to the uniqueness of their new spatial surroundings. Students will work in both traditional drawing and water-based painting materials, as well as utilizing many unconventional and experimental techniques and materials. Students will be exposed to some of the historic sites and artistic treasures of the past, and will also visit the studios of contemporary Florentine artists and take in the local art gallery scene. This course is designed to benefit visual art students, but all enthusiastic, open-minded, and creative individuals are encouraged to find out more about the trip. This course is also offered in a 3 credit hour format as ART 24800. This course fulfills either the Creative Methods requirement OR the Experiencing the World requirement, but not both.

**ART 25900: ENVIRONMENTAL ART:CM 3 hour(s)**

This course will incorporate environmental awareness with creative artistic responses to issues through the contemporary visual arts. It is intended to stimulate students seeking to learn about art placed in natural environments, art originating from natural objects, as well as to express statements on the environment through art. The primary studio focus will be on students creating their own art work in response to the study of environmental issues as well as what is learned from readings about contemporary environmental artists and their works. This course is also offered for four (4) credit hours as ART 26000. This course fulfills the Creative Methods requirement. Also listed as Art 260 or 26000.

**ART 26000: ENVIRONMENTAL ART:CM 4 hour(s)**

This course will incorporate environmental awareness with creative artistic responses to issues through the contemporary visual arts. It is intended to stimulate students seeking to learn about art placed in natural environments, art originating from natural objects, as well as to express statements on the environment through art. The primary studio focus will be on students creating their own art work in response to the study of environmental issues as well as what is learned from readings about contemporary environmental artists and their works. This course is also offered for three (3) credit hours as ART 25900. This course fulfills the Creative Methods requirement. Also listed as Environmental Studies 260 or 26000.

**ART 27000: CREATIVITY & COMMERCE 3 hour(s)**

Since the early Renaissance, artists have been known by name and attained fame in their own lifetimes, in contrast to the customary anonymity of builders, craftsmen, and monk-artists of the Middle Ages. With fame came a need to promote oneself in search of employment, to employ assistants, and to work with teams of other artists, patrons, and scholar-theologians. Inevitably, artists had to learn to work as businessmen. They shared with their contemporaries the aspiration to become wealthy, which was considered a noble goal. Beginning with Michelangelo, the artist was artisan, individualist, creator, entrepreneur, inventor, bohemian, genius, and celebrity; a pattern that has continued to modern times. This course will examine the status, role, and identity that have evolved for the artist over the past five centuries. We will explore these qualities through examination of self-portraiture, biography, studio training, and artistic technique. Also of interest are broader themes of gender politics, critical theory, and practices of museums and galleries. Lessons from the past can help to elucidate how the artist is able to commercialize creativity while maintaining an authentic "voice." The traits of an entrepreneur—challenging conventional thinking; seeing connections where others do not; valuing team work;
focusing on large goals; learning from setbacks; developing and appreciating self; and communicating effectively--are all in evidence in the life and work of past and contemporary artists.

**ART 28000: SEMINAR 1 - 4 hour(s)**

**ART 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**ART 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**ART 30800: READING AND LEARNING BASICS OF JAPANESE CULTURE 1 hour(s)**

This course is the pre-requisite to the study abroad trip and the corresponding course, “JAPAN: FUNDAMENTAL IDEOLOGIES, INSTITUTIONS, AND ARTIFACTS.” This one-hour course must be taken in order to participate in the study abroad. Permission is required. This course is cross listed with Communication.

**ART 32000: THE ART OF INDIA:IM,EW 3 hour(s)**

The South Asian sub-continent possesses one of the richest artistic reserves on earth produced by continuously active cultural centers among the oldest in the world. It is a region that gave rise to two world religions—Hinduism and Buddhism, and was the home to two others - Islam and Christianity, all of which fostered artistic production on a magnificent scale. This is an illustrated lecture course on the fine arts of India, with some references to art produced in Pakistan, Bangladesh, Nepal and Sri Lanka. The course will examine the arts of paintings, sculpture, and architecture created from Prehistoric times to the era of British occupation. Corresponding to the three weeks of the course, three eras will be highlighted: The prehistoric and Vedic Age, when the roots of Hinduism were established; the Buddhist era; and the Islamic era. Emphasis will be placed on understanding the historical and cultural events and significant individuals who shaped the appearance and content of Indian art, the purposes of works of art; their media and technique, and their style. Significant contextual issues relating to geography, religion, literature, and other art forms will be addressed both in class discussions and via student research papers. This course fulfills either the Interpretive Methods requirement OR the Experiencing the World requirement, but not both.

**ART 32300: ITALIAN RENAISSANCE ART:IM 4 hour(s)**

Beginning with the Late Gothic and Proto-Renaissance styles of 14th century Italy, this course will concentrate on the formal developments in the art of great masters such as Giotto and Duccio. The beginning of the Florentine Renaissance in the 15th century art of Ghiberti, Donatello, Brunelleschi, and Masaccio will be examined in detail and the ramifications of their stylistic revolution explored in the work of later artists. A similar study of the High Renaissance will follow, with particular attention to the art of Michelangelo, Leonardo, and Raphael, and the course will conclude with a look at the very different art of Renaissance Venice. We will explore the cultural background of the Renaissance: the cities, contemporary philosophy, Humanism, and the role of the patron. Consideration will be given to our changing understanding of the nature of the period, especially in regard to its attempted synthesis of Humanism and Christianity. This course fulfills the Interpretive Methods requirement.

**ART 32400: BAROQUE ART:IM 4 hour(s)**

The Roman church enlisted artists and architects in the spiritual armies of the Counter-Reformation, calling for the creation of a new art, persuasive and magnificent. The result was an explosion of brilliant artistic activity which spread to all parts of a newly wealthy and cosmopolitan Europe. Baroque is the age of the great virtuoso artists — Bernini, Caravaggio, Rembrandt, Rubens, Velazquez, Poussin — and of their great courtly patrons, such as Louis XIV, the Roman popes, and the Hapsburg and Stuart monarchs. The art is marked by a broad range of styles and themes, from the grandiloquent to the most intimate. The course will explore this dynamic period, from the Counter-Reformation through the Rococo phase of the 18th century, taking advantage of the excellent Baroque collections in local museums. This course fulfills the Interpretive Methods requirement.

**ART 33000: INTERMEDIATE CERAMICS 4 hour(s)**

For students who wish to further explore the possibilities of clay as an artistic medium. Students should have previous experience with basic hand building techniques, wheel work, and glazing. Emphasis will be on the application of more advanced construction techniques and the development of individual ideas. Areas that will be investigated include: methods of clay body development, the potential of various clay bodies, glaze types and glaze formulation and testing, and firing methods including pit, raku, electric, gas, and wood. These concepts and methods will be taught through group and individual projects. Students must provide their own basic tools Prerequisite: Art 230 or 23000.
ART 34000: INTERMEDIATE PAINTING 4 hour(s)

This course will continue the exploration of painting methods and processes begun in ART 204/20400: Beginning Painting. Students will expand their repertoire of painting materials and techniques, and explore a variety of formal and conceptual approaches to painting. Issues pertaining to color, spatial composition, mark-making, and surface texture, and the use of direct and indirect visual sources will be examined in-depth. Students will have the opportunity to develop individual subject-matter and content in their work as they discover their own unique pictorial “language.” Prerequisite: Art 204 or 20400 or permission.

ART 34600: ADVANCED PHOTOGRAPHY 4 hour(s)

A studio course concerned with advanced problems of photographic image making and exploration of the entrepreneurial mindset of the creative photographer. Emphasis will be placed on developing a unified body of work and furthering technical mastery as well as research into the professional practices and development of the fine art photographer. An effort is made to recognize and focus individual interests. Prerequisites: ART 120 or 12000, and ART 240 or ART 24000, or ART 245 or ART 24500, or ART 237 or 23700.

ART 35000: DIGITAL ART 4 hour(s)

This studio course combines digital media with more traditional forms of hands-on techniques taken from painting, drawing, and printmaking. Creative exercises are given to introduce students to raster and vector software, scanning, and ink-jet printing. In addition, students will explore the aesthetics, concepts, and recent history of digital art production in 2-D. Students are required to have taken either Beginning Drawing or Color and Design. Students with a high degree of skill in drawing and painting may seek to forego the prerequisite with permission of the instructor. Prerequisite: ART 102 or 10200, or ART 110 or 11000, and ART 204 or ART 20400, or ART 220 or ART 22000, or permission.

ART 36100: SILKSCREEN:CM 4 hour(s)

This course covers the concepts and use of silkscreen techniques including stencil; positive and negative block-out; photo process; registration; and printing procedures. The course also explores investigative and experimental print development, encouraging the student's discovery of the medium's potential. The student will acquire technical skill, with emphasis on aesthetic theory, history, technique, and printmaking etiquette and critique. This course fulfills the Creative Methods requirement. Prerequisite: Art 110 or 11000, or Art 220 or Art 22000, or permission.

ART 38000: SEMINAR 1 - 4 hour(s)

ART 38100: SPECIAL TOPICS: 1 - 4 hour(s)

ART 42400: THE 19TH CENTURY EUROPEAN ART 3 hour(s)

This abbreviated version of Art 42500 focuses on 19th century painting. In the wake of the cluster of revolutions (political, intellectual, industrial), the arts underwent a series of rapid, even revolutionary changes of their own. Neo-Classicism, Romanticism, and Realism, closely paralleling liter- ary and political trends, were each proposed and opposed with polemical fury. By mid-century, the great traditions of classical Western art, stretching back to Periclean Athens, were under siege, finally to be discarded in the art of the Impressionists. As the century and the course end, Paris has replaced Rome as the center of the art world, bourgeois patronage has replaced the aristocratic, the very purpose of painting has changed, and the post-Impressionists are laying the stylistic foundations of modern art. A revised version of this course is offered for four credit hours as Art 42500. A student may receive credit for only one of these courses.

ART 42500: THE 19TH CENTURY EUROPEAN ART 4 hour(s)

In the wake of the cluster of revolutions (political, intellectual, industrial), the arts underwent a series of rapid, even revolutionary changes of their own. Neo-Classicism, Romanticism, and Realism, closely paralleling liter- ary and political trends, were each proposed and opposed with polemical fury. By mid-century, the great traditions of classical Western art, stretching back to Periclean Athens, were under siege, finally to be discarded in the art of the Impressionists. As the century and the course end, Paris has replaced Rome as the center of the art world, bourgeois patronage has replaced the aristocratic, the very purpose of painting has changed, and the post-Impressionists are laying the stylistic foundations of modern art. A revised version of this course is offered for three credit hours as Art 42500. A student may receive credit for only one of these courses.

ART 42700: EARLY MODERN ART:IM 3 hour(s)

This course will examine the painting and sculpture of Europe and America beginning with
Post-Impressionism (1880s) and ending with Surrealism (1940s). The course will include a travel component to New York and Philadelphia. Students will explore the critical issues underlying cubism and its many offshoots, including Futurism, German Expressionism, Russian Constructivism, and Dada. In America, the urban scene, the machine age, and the Depression will be explored as they served to shape the art of this period. A revised version of this course is offered for four credit hours as Art 42800. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

**ART 42800: EARLY MODERN ART:IM 4 hour(s)**

This course will examine the painting and sculpture of Europe and America beginning with Post-Impressionism (1880s) and ending with Surrealism (1940s). Students will explore the critical issues underlying cubism and its many offshoots, including Futurism, German Expressionism, Russian Constructivism, and Dada. In America, the urban scene, the machine age, and the Depression will be explored as they served to shape the art of this period. This course fulfills the Interpretive Methods requirement. A revised version of this course is offered for three credit hours as Art 42700. A student may receive credit for only one of these courses.

**ART 42900: CONTEMPORARY ART:IM 4 hour(s)**

Contemporary Art will explore developments in American and European visual art since 1945, including Abstract Expressionism, Pop Art, abstraction, minimal, conceptual, performance and environmental art, neo-expressionism, and the idea of postmodernism. This course will highlight the contributions of minority and women artists and explore ethical issues associated with the art of modern times. This course fulfills the Interpretive Methods requirement.

**ART 43000: ADVANCED CERAMICS 4 hour(s)**

Students propose specific projects using previously developed techniques to produce a body of refined work that explores a particular theme or idea. Necessary elements of the works are a fine degree of artistic and technical refinement, advanced conceptual content, and well developed and critical writing about the work. Rigorous critiques will occur. Students will learn how to produce quality photographic images of the work, how to develop and disseminate advertising materials and how to display work effectively. Students must provide their own basic tools. Prerequisite: ART 330 or 33000

**ART 47100: SENIOR STUDIO I 4 hour(s)**

This course serves as a culminating experience for senior art majors. Students will refine their skills in their chosen medium and will create a body of artwork that investigates a particular theme, issue, or idea that will be featured in a public exhibition at the end of the term. Students will be responsible for planning, publicizing, installing and hosting the Senior Exhibition. Students will strengthen their artwork technically and conceptually through individual instruction, regular group critiques, and the use of an Artist Journal as an integral part of the art-making process. Students will also engage in activities related to "professional practice" in preparation for life as an artist or art professional after college. Prerequisite: Senior Art Majors. Non-Art Majors may qualify to take this course under special circumstances with the instructor's permission.

**ART 48000: SENIOR SEMINAR 1 - 4 hour(s)**

**ART 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**ART 49800: INTERNSHIP 4 hour(s)**

**ACCOUNTING, ECONOMICS, and MANAGEMENT**

**Ugur S. Aker (1985)**, Chair, Professor of Economics
B.A., Robert College, Istanbul, Turkey;
M.A., Ph.D., Wayne State University

**Gail C. Ambuske (1981)**, Professor of Management and Communication
B.A., M.A., Kent State University;
Ph.D., Case Western Reserve University

**Amanda Armeni (2009)**, Assistant Professor of Accounting
B.S., Mount Union College
M.A.cc., University of Notre Dame
**William R. Bart (2011)**, Instructor  
B.A., Kent State University  
M.B.A., Kent State University

**John Bolus (2012)**, Assistant Professor of Management  
B.A., Miami University;  
M.P.A., Indiana University  
Ph.D., University of Florida

**Luis Brunstein (2012)**, Assistant Professor of Economics  
B.A., California State University, Northridge  
M.A., Washington State University  
Ph.D., University of California, Riverside

**Earl Kissell, CPA (1988)**, Professor of Accounting and Management  
B.S., Xavier University  
M.A.cc., Bowling Green State University

**James Senary (2010)**, Visiting Instructor in Accounting  
B.S., Youngstown State University;  
M.B.A., Ohio University

**Stephen L. Zabor (1980)**, Professor Emeritus of Economics and Environmental Studies  
B.A., Carleton College;  
Ph.D., Northwestern University

**Department Web Site**: [http://www.hiram.edu/economics](http://www.hiram.edu/economics)

**Introduction**

The Economics, Management, and Accounting Department delivers a quality education in the liberal arts tradition proven to be essential for future success in a wide variety of careers. Our programs engage students in the complexity of and interaction between organizations, the human behavior within them, and the international and environmental contexts in which they operate. Our goal is to develop leaders of public and private organizations capable of success in a complex, rapidly changing global world. To accomplish this goal, we provide a strong ethical and analytical foundation through in depth learning combined with a wide variety of practical experiences (on and off campus) to develop professional networks and relevant skills.

Another opportunity is to pursue a 3:2 collaborative program in social administration with Case Western Reserve University in Cleveland, OH. If a Hiram student meets the requirements of this program and is accepted, that student would spend 3 full-time years at Hiram College, followed by 2 full-time years at Case Western Reserve University’s renowned Mandel School of Applied Social Sciences. Upon successful completion of this 3:2 program, the student would receive a B.A. from Hiram College and a Master of Science in Social Administration. For more information about requirements, please check see the department chair.

**Majors**

Our curriculum features three majors: Economics, Management, and Accounting and Financial Management. Within the Economics major, economic development, environmental economics, public policy, finance, international economics and comparative systems are specific areas where students can focus their preparation for careers and/or graduate study. Within the Management major, human resources, marketing, international business, finance, public administration, sports management, and change management are some of the available career tracks. Within the Accounting and Financial Management major, students can focus on managerial and industrial accounting, finance, and/or coursework to prepare for a Masters in Accountancy and the CPA exam. Each of the majors has placed our students in outstanding professional or graduate programs either immediately following graduation or after gaining experience in the marketplace.

**Requirements**

Economics and Management majors share a common core of required courses that include:

- Economics 20100: Principles of Microeconomics
- Economics 20200: Principles of Macroeconomics
- Management 21800: Organizational Behavior

Accounting major requires:
Economics 20200: Principles of Macroeconomics
Management 21800: Organizational Behavior

Each major requires additional courses beyond the core to ensure depth in the disciplines and relevant skills. A capstone experience in the senior year provides a unique opportunity for students to develop expansive knowledge of a chosen area within their major, work independently, refine problem solving skills, critically examine current issues, and explore career opportunities.

The Economics Major

Core Courses
- Economics 20100: Principles of Microeconomics
- Economics 20200: Principles of Macroeconomics
- Management 21800: Organizational Behavior
- Economics 35000: Microeconomics: Decision Making
- Economics 36000: Macroeconomics: Inflation/Unemployment/Business Conditions
- Economics 47900: Research Methods and Design
- Economics 48000: Senior Seminar

Students must have a C- or better in the core courses. To complete the major, the following is required: 13 semester hours of economics and 2 mathematics courses - Statistics and Calculus. Students must maintain a 2.0 GPA in the major. Recent economics graduates have been employed in public and private organizations or continued their education in professional schools or graduate schools. Examples of public employment are the Federal Reserve Board, Freddie Mac, the Office of Management and Budget and Bureau of Economic Analysis. Those who applied to private organizations acquired positions in banks, insurance companies, and consulting companies to name a few. A significant number of graduates received law degrees, MBA's and others pursued Masters or Ph.D. degrees in Economics, Public Policy, International Studies, and related fields.

The Management Major

Core Courses
- Economics 20100: Principles of Microeconomics
- Economics 20200: Principles of Macroeconomics
- Management 21800: Organizational Behavior
- Accounting 22500: Financial Accounting
- Management 25500: Principles of Marketing
- Management 47900: Research Methods and Design
- Management 48000: Senior Seminar

Students must have a C- or better in the core courses excluding Management: 47900, 48000: The Senior Capstone Sequence. To complete the major, the following is required: 13 additional semester hours in Management, and 2 mathematics courses - Statistics and another approved Mathematics course. Students must maintain a 2.0 GPA in the major. Recent Management graduates have found successful employment in a wide variety of public and private organizations. Examples include financial institutions, major sports teams, international marketing organizations, nonprofit organizations, human resources departments, government agencies and the Foreign Service. Many have continued their studies in graduate programs including Masters in Business Administration, law degrees, Masters in Organization Development, International Management, and Public Administration.

The Accounting and Financial Management Major

Core Courses
- Accounting 22500: Financial Accounting
- Accounting 22600: Managerial Accounting
- Accounting 35100: Intermediate Accounting I
- Accounting 35200: Intermediate Accounting II
- Accounting 28000: Professional Responsibilities
- Accounting 31900: Auditing
- Accounting 30900: Taxation
- Accounting 48000: Senior Capstone

Students must have a C- or better in the core courses. To complete the major, 2 additional electives at the 30000 level, Economics 20200, Management 21800, 30200, and Statistics. Electives should be chosen in consultation with an advisor in the department and may focus on a specific career path including 1) preparation for the CPA examination and graduate school, 2) industry and managerial accounting, and 3) finance. Students must maintain a 2.0 GPA in the major. Hiram’s accounting program has cooperative agreements with Case Western Reserve University and Bowling Green University to accept qualified Hiram accounting major graduates into their Masters of Accountancy Programs. Graduates in Accounting and Financial Management have found employment in public accounting firms, in public and private institutions as financial analysts, financial planners, cost accountants, tax accountants and/or continued their studies in Masters of Accountancy programs.

Economics, Management, and Accounting Minors
The Department minors require five courses from their respective areas. The minors include three required courses as well as two electives at the 30000 level or equivalent. The specific course requirements are available from any department member.

**COURSE DESCRIPTIONS**

**ECON 18000: WORKSHOP 1 hour(s)**

This workshop will provide the opportunity for students to examine a special topic in Economics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

**ECON 20000: ECONOMIC ISSUES:MM 4 hour(s)**

Through the study of contemporary socio-economic issues such as pollution, resource depletion, poverty, discrimination, monopoly power, inflation and unemployment, the student will be introduced to the field of economics. Students will learn how to use economic theory and data for the purpose of understanding and explaining what is happening in our society and what policies should be developed. In addition, required assignments will introduce students to writing in economics and the variety of resources available to support research in the field of economics. This course fulfills the Modeling Methods requirement.

**ECON 20100: PRINCIPLES OF MICROECONOMICS:MM 4 hour(s)**

This course is an introduction to the field of economics and a survey of the principles and applications of microeconomic theory. The methods our society employs to determine the uses of its limited resources and the distribution of income and wealth among its members will be discussed. Economic analysis will be used to study some of the following areas of interest: poverty, discrimination, energy, environmental deterioration, international trade, governmental intervention in markets, collective bargaining, and industrial concentration. This course fulfills the Modeling Methods requirement.

**ECON 20200: PRINCIPLES OF MACROECONOMICS 4 hour(s)**

An introduction to the relevant topics of macroeconomics. The course includes a survey of national income accounting, a discussion of national income determination, the role of the banking system and an explanation of monetary, fiscal and other governmental policies and their effects on unemployment and inflation. ECONOMICS 20100 as a pre-requisite is highly recommended.

**ECON 21000: SUSTAINABLE ECONOMIC DEVELOPMENT 3 hour(s)**

Population growth, rising consumption, inequality and use of damaging technologies have combined to create an environmental crisis of global magnitude demanding a broad-based analysis. Abolishing poverty while simultaneously achieving true development and ecological stability will require a change in the values and culture of industrialized nations. By examining the interaction between human economic systems and their encompassing ecological systems we will discover the source of the problems and the basic nature of the changes that must occur.

**ECON 22600: THE ECONOMICS OF POVERTY AND DISCRIMINATION 3 hour(s)**

It has been over forty years since the "War on Poverty" was declared and major civil rights legislation was enacted to promote equal opportunity in the workplace. Yet poverty and discrimination continue in the United States. This course will examine the causes and possible policy responses to continuing poverty and discrimination in an international context.

**ECON 22700: GLOBALIZATION AN ECONOMIC PERSPECTIVE 3 hour(s)**

An appropriate course for gaining a general understanding about globalization and economics that introduces students to an important discussion about globalization and its positive and negative effects, its past trends and future prospects from the perspective of economics.

**ECON 23000: WORKERS UNIONS BOSSES AND CAPITALISTS:CA,UD 4 hour(s)**

History of labor in the United States. The economic and technological transformations that
carried the United States into the industrial age brought significant changes in the patterns of everyday life. This course examines the effects of such changes from the perspective of working people in the 19th and 20th century United States. Topics include the development of the market economy and industrial modes of production, class formation, working-class political organization, immigration, slavery and emancipation, the sexual division of labor, the rise of corporate capitalism, consumption and the commercialization of leisure, the welfare state, the global economy, and the nature of work in "postindustrial" society. Also listed as History 230 or 23000. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**ECON 23200: ORGANIZATIONAL ECOLOGY 3 hour(s)**

Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will be examined to discover how their business practices foster positive relationship with all of the stakeholders including their natural environment. A revised version of this course is also offered as ECON 23210 for four (4) credit hours. Also listed as Environmental Studies 23200.

**ECON 23210: ORGANIZATIONAL ECOLOGY 4 hour(s)**

Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will be examined to discover how their business practices foster positive relationship with all of the stakeholders including their natural environment. A revised version of this course is also offered as ECON 23200 for three (3) credit hours. Also listed as Environmental Studies 23210.

**ECON 23500: LIBERTY JUSTICE AND CAPITALISM TWO VIEWS:ES 3 hour(s)**

What values form the foundation for the capitalist democratic system? Can our modern capitalist system be considered fair or just? How do we evaluate the inherent dynamic tension in capitalism between efficiency and equity? What values are most important in the system? How do we define distributive justice? How do we understand equality of opportunity as distinct from equality of results? How do we understand the relationship between private property rights and the allegation of exploitation of workers by capitalists. We will explore the interrelationships between our own values and our society's political and economic values as we understand them. Our focus will be on these enduring questions about our political economy at the turn of the 20th century. Our values continue to evolve through history and personal experiences. As they evolve, they influence our laws, our economic institutions, and the distribution of economic and political power in our society. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

**ECON 27900: ECONOMICS AND ETHICS:ES 3 hour(s)**

An investigation of ethical dilemmas faced by individuals trying to make rational choices is the focus of this course. Different cases considered by economic theorists will be presented and the discussion will concentrate on the possible choices, likely decisions and social implications. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

**ECON 28000: SEMINAR 1 - 4 hour(s)**

An introduction to selected topics of current interest in Economics.

**ECON 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

Open to all economics majors with the consent of the instructor. It affords economics majors the opportunity to design their own course of study in an area that is not currently taught. The independent study normally requires the students to write a research paper.

**ECON 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**ECON 30600: COMPARATIVE ECONOMIC SYSTEMS:CA 4 hour(s)**

Every society has to decide what, how and for whom the goods and services of the society are to be produced and distributed. Fundamentally, these decisions reflect differences in
the values, philosophy, theory and real world economic arrangements that comprise an economic system. The course focuses constitute a comparison of capitalism, market socialism, and communism and their many real world variations. Prerequisites: Economics 201 or 20100 or permission of instructor. This course fulfills the Social and Cultural Analysis requirement.

**ECON 30700: MARKET STRUCTURE, STRATEGY, AND PERFORMANCE 4 hour(s)**

This course is an in-depth study of a firm's market environment and its relationship to a firm's conduct and performance: monopoly, oligopoly, and conglomerate pricing behavior, and its effects on production and income distribution; advertising and other non-price competition; market concentration and research and development; horizontal, vertical and conglomerate mergers and marketing strategy and efficiency; peak-load pricing and optimal capacity of public utilities; government regulation and its impact on prices; anti-trust policy; and international trade and interdependence. Prerequisites: Economics 201 or 20100 and 202 or 20200.

**ECON 31400: PUBLIC POLICY MAKING 4 hour(s)**

This course offers an analysis of various elements of American domestic policy; e.g., progressive taxation, welfare, and anti-trust enforcement, and the politics of regulatory agencies. Also listed as Political Science 314 or 31400.

**ECON 31800: INTERNATIONAL TRADE AND FINANCE 4 hour(s)**

Why do people in different countries with varied languages, customs, currencies bother to trade? How do subgroups in these countries fare as a result of trade? What are the modern trade theories? How is trade financed? Why and how do capital movements take place? What is the impact of trade flows and capital movements on the macroeconomy of a country? Prerequisite: Economics 201 or 20100 and 202 or 20200.

**ECON 32100: MONEY, BANKING AND MONETARY THEORY 4 hour(s)**

What qualifies as money? What does money do? Who provides money to the economy? Who wants money (Who doesn't!?)? How does the institutional setup in an economy affect the demand and supply of money and the interest rates? How do foreign economies modify their monetary institutions? How do policy choices influence the monetary sector? Prerequisite: Economics 201 or 20100 and Economics 202 or 20200 or permission.

**ECON 32600: RUSSIA AND EASTERN EUROPE SOVIET ECONOMIES IN TRANSITION 4 hour(s)**

This course in post-Soviet economics is about studying unprecedented historical change in progress in the former Soviet Union and Eastern Europe. One must be a historian, a futurist, a philosopher, a pragmatist, a cynic, and an idealist to divine the essences of a deliberate transition from what was once a socialist planned economy to a capitalist market economy and from a political dictatorship to an emerging democracy. Prerequisite: Economics 201 or 20100 or permission.

**ECON 33000: PUBLIC FINANCE 4 hour(s)**

This course is the study of the organizational structure and internal workings of the government from the perspective of its interrelationships with society in both a political and economic context. The course will stress the multi-faceted nature of government in our modern society and will examine the decision-making processes of government with an analysis of the effect of government actions on the economy. Prerequisites: Economics 201 or 20100 or 202 or 20200.

**ECON 33600: URBAN ECONOMICS AND POLITICS 3 hour(s)**

Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. This course is also offered in a 4 credit hour format as Economics 33900. Prerequisites: Economics 201 or 20100 or permission of the instructor. Also listed as Political Science 336 or 33600.

**ECON 33800: ENVIRONMENTAL POLICY 4 hour(s)**

This course will examine the economic and environmental impact of individual and organizational actions. Global relationships among economic growth, resource development and environmental quality will be analyzed. Consideration will be given to the issue of sustainability as we study market allocation and depletable, recyclable, reproducible, renewable, and replenishable resources and local, regional global pollution. Prerequisites: Economics 201 or 20100 or permission of the instructor. Also listed as
Environmental Studies 338 or 33800.

**ECON 33900: URBAN ECONOMICS AND POLITICS 4 hour(s)**

Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. This course is also offered in a 3 credit hour format as Economics 336/33600. Prerequisites: Economics 201 or 20100 or permission of the instructor. Also listed as Political Science 33900.

**ECON 34100: ECONOMIC DEVELOPMENT 4 hour(s)**

A course on economic development focuses our attention on the tier monde or third world countries and their efforts to sustain and improve their society's standard of living. Our understanding of how a country can develop begins with economic theories, but must include consideration of a broader more expansive set of political, historical and cultural factors. Because of this expanded scope, our inquiry into the process and nature of economic development will be full of complexity and uncertainty. On the one hand, this is what makes it interesting. This also makes it frustrating. While our inquiry includes relevant economic theory, it also has numerous rich historical case studies and current empirical examples of development efforts by specific countries across a broad range of historical and current periods. Prerequisite: Economics 201 or 20100.

**ECON 35000: MICROECONOMICS: DECISION MAKING 4 hour(s)**

An examination of the methodology and analytical tools that economists have developed for studying the allocation of resources. Through a careful study of the scope, methods, and principles of microeconomic theory, an appreciation of the strengths and limitations of economic theory will be gained. The process by which our society determines the use and development of its limited resources and the impact of this process on the formation and the achievement of the individual and societal goals will be considered. Specific attention will be paid to tools for estimating and forecasting demand and supply. Prerequisite: Economics 201 or 20100 or permission of instructor.Formerly listed as ECON 250 or 25000.

**ECON 36000: INTERMEDIATE MACROECONOMICS 4 hour(s)**

Macroeconomics investigates the forces that affect the economy of an entire country. Theories of growth, stagnation, unemployment, inflation, exchange rates, and interest rates are discussed with the connecting feedback mechanisms. A unified theoretical model is developed throughout the course to enable the student to understand the basic challenges that are faced by economies and also to understand the limits of available policy measures. Prerequisites: Economics 201 or 20100 and 202 or 20200.

**ECON 38000: SEMINAR 1 - 4 hour(s)**

**ECON 38100: SPECIAL TOPICS 1 - 4 hour(s)**

Various advanced courses.

**ECON 47900: RESEARCH METHODS AND DESIGN 2 hour(s)**

This course will focus on devising research questions, building a bibliographic base for surveying the literature, and discussing methodologies, all of which shall lead to preparation for the research paper that will be completed in Economics Senior Seminar. Prerequisite: senior standing.

**ECON 48000: ECONOMICS SENIOR SEMINAR 3 hour(s)**

This course is designed as a capstone to the Economics major. The format for the seminar is to have each student write and present a significant research paper on a topic of his or her choice. The research effort will be a group process with continuous discussion, criticism, and suggestion from the participants, in order to improve the quality of the paper during the research and writing period. Participants give progress reports and summarize their readings to receive constructive evaluations. Prerequisite: Economics 479 or 47900.

**ECON 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

The course is open to Economics and Management majors with junior standing or above, with the consent of the department. This affords junior and senior Economics or Management majors the opportunity to design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

**ECON 49800: INTERNSHIP 4 hour(s)**
For a complete description of this program, students should consult with a member of the Economics faculty.

**MGMT 18000: WORKSHOP 1 hour(s)**

This workshop will provide the opportunity for students to examine a special topic in Management. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

**MGMT 21800: ORGANIZATIONAL BEHAVIOR:CA 4 hour(s)**

This course offers an introduction to the field of organizational behavior. The emphasis will be on learning theories and vocabulary to improve your analytic ability to make sense of behavior in organizations and to learn how to initiate an effective course of action. To this end, you will be exposed to some of the major ideas in the field and their disciplinary foundations in economics, psychology, social psychology, sociology, and anthropology. You will be asked to apply these ideas to your own experience and to the vicarious experience of case studies and simulations. We will cover such topics as intuition, decision-making, motivation, job design, organizational culture, personality and group dynamics, power and persuasion, innovation, social capital, and managing change, among others. This course fulfills the Social and Cultural Analysis requirement.

**MGMT 22100: GROUP INTERACTION PROCESSES (RELATIONAL TRACK) 3 hour(s)**

GROUP INTERACTION PROCESSES (RELATIONAL TRACK)~ This course examines the complex dynamics of small group life within the context of organizational systems. Small group theory as it applies to perception, membership, leadership, norms, communication, problem-solving and decision making is explored. The focus of the course is to develop individual competence in group settings. Through a laboratory approach students are provided with opportunities to experiment with new behaviors and to improve group effectiveness. Students experience the development of a group through predictable stages and engage in critical analysis of the experiment. A group project is required. Also listed as Communication 221 or 22100.

**MGMT 22200: ORGANIZATIONAL COMMUNICATION (RELATIONAL TRACK) 4 hour(s)**

The course involves the study of communication theory as it relates to organizations. Topics include communication systems analysis, intergroup communication, team building, goal setting, meetings, and organizational change. The course requires a field research project during which students work with actual organizations to diagnose communication systems. The course contains a significant writing component. Students will develop skill in writing proposals, letters, memos, agendas, progress reports, final reports, and executive summaries as they progress through the field research project. Also listed as Communication 222 or 22200. Prerequisite: Management 218 or 21800, or Communication 220 or 22000.

**MGMT 22400: INFLUENCE AND NEGOTIATION SKILLS 3 hour(s)**

Negotiation and influence skills are key components of everyday life. We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents/children, friends, roommates, and many other people. Although we negotiate often, many of us know very little about the strategy and psychology of effective negotiation. The purpose of the course is to develop expertise in managing negotiations and to understand the influence tactics so often used to persuade us (most notably among salespeople). This course seeks to increase your competence and confidence to confront negotiation and influence opportunities through a progressive sequence of simulations. Through this process we will explore your own personal style and its impact, as well as specific areas for individual development. We will encourage you to expand your negotiation toolkit and develop greater strategic flexibility across situations and people by encouraging you to try out new behaviors and strategies. Prerequisites: Management 218 or 21800.

**MGMT 23000: INVESTMENT CLUB I 2 hour(s)**

The emphasis of this course is understanding the stock and bond markets. Fundamental techniques for analyzing stocks and bonds are introduced and applied. Advanced investment strategies such as short sales, margin, options and futures are also discussed.

**MGMT 23100: INVESTMENT CLUB II 2 hour(s)**

The emphasis of this course is understanding the stock and bond markets. Fundamental
techniques for analyzing stocks and bonds are introduced and applied. Advanced investment strategies such as short sales, margin, options, and futures are also discussed. Prerequisite: Management 230 or 23000 or permission of the instructor.

MGMT 25100: POPULATION PATTERNS 4 hour(s)
This course is about population, the causes of population growth and change, and the consequences of population trends for human society. These issues will be analyzed from the point of view of the three components of population growth (fertility, morality, and migration), and the factors, especially social factors, which affect them. Finally, the course will investigate the ways in which societies and cultures respond to population change, with an emphasis on the sociodemographic future of the United States. Also listed as Sociology 251 or 25100. Prerequisite: Sociology 155 or 15500.

MGMT 25500: PRINCIPLES OF MARKETING:CA 4 hour(s)
An introduction to the marketing system from a managerial perspective. Emphasis is on the environmental context of marketing, the marketing decision process in an organization, and basic marketing concepts. The role of marketing in society, and trends and issues confronting marketing managers are also addressed. This course fulfills the Social and Cultural Analysis requirement.

MGMT 28000: SEMINAR 1 - 4 hour(s)
An introduction to selected topics of current interest in Management.

MGMT 28100: INDEPENDENT STUDY 1 - 4 hour(s)
Open to all management majors with the consent of the instructor. It affords management majors the opportunity to design their own course of study in an area that is not currently taught. The independent study normally requires the students to write a research paper.

MGMT 29800: FIELD EXPERIENCE 4 hour(s)

MGMT 30100: MARKETING MANAGEMENT 4 hour(s)
This course examines the analysis, planning, implementation, and control of marketing activities in for-profit, not-for-profit, and service organizations. Subjects addressed include the role of the external and internal environments in marketing decision-making; the relationship between the organization's overall strategy and its marketing strategy; and the integration of the marketing mix and ethical issues. A variety of analytical frameworks and tools to support marketing decision-making are introduced and used. Prerequisite: Management 255 or 25500.

MGMT 30200: CORPORATE FINANCE 4 hour(s)
This course provides students with the foundations of corporate finance. Students apply these foundations by analyzing decisions that are made within firms and other institutions. Topics examined include risk analysis, valuation, present value concepts, debt and equity offerings, and underwriting. Prerequisite: Accounting 225 or 22500.

MGMT 31200: OPERATIONS MANAGEMENT 3 hour(s)
An investigation of the process of organizing the resources of humans, machines, and materials in the production process. Topics covered include plant location, design of facilities, choosing equipment, layout of equipment, product development, time and motion studies, quality control, and efficient decision making. Cases are used to illustrate methods of approach. The latest managerial concepts will be discussed including PERT, CPM, and other operations research techniques. Prerequisite: Accounting 225 or 22500 and Management 218 or 21800.

MGMT 31300: OPERATIONS MANAGEMENT 4 hour(s)
An investigation of the process of organizing the resources of humans, machines, and materials in the production process. Topics covered include plant location, design of facilities, choosing equipment, layout of equipment, product development, time and motion studies, quality control, and efficient decision making. Cases are used to illustrate methods of approach. The latest managerial concepts will be discussed including PERT, CPM, and other operations research techniques. Prerequisite: Accounting 226 or 22600.

MGMT 31700: SMALL BUSINESS MANAGEMENT 3 - 4 hour(s)
This course examines the history of small business and the role it plays in U.S. society. It also examines the unique challenges that are presented to small-business success. The course focuses on the tasks and issues that are associated with operating a small business after start up, with a primary emphasis on day-to-day operation. Students will
study strategic planning for the small business. Other operational aspects of a small
business will also be addressed; for example, accounting and financial aspects,
marketing of goods and services, managing human resources, and succession planning.
Prerequisite: Management 218 or 21800.

MGMT 31800: CONSUMER BEHAVIOR 3 hour(s)
This course explores the various environments that have an impact upon the behavior of
individuals in the marketplace. A framework is introduced to analyze the consumer
decision process and the cultural, sociological, psychological, and economic factors that
influence it. Prerequisite: Management 255 or 25500.

MGMT 32000: BUSINESS LAW I 4 hour(s)
This course develops the student's familiarity with doctrines traditionally distilled as the law
of negotiable instruments, agency, partnership, and corporations. This course will also deal
with the laws pertaining to property protection; title protection; freedom of personal action;
freedom of use of property; enforcement of intent; protection from exploitation, fraud, and
oppression; furtherance of trade; creditor protection; nature and classes of contracts;
interpretation of contracts; breach of contracts and remedies; obligations and performance;
warraunties and product liabilities; creation, management, and termination of corporations.

MGMT 32200: BUSINESS LAW II 4 hour(s)
A continuation of the business law sequence. Prerequisite: Management 321 or 32100.

MGMT 32600: PERSUASION AND ATTITUDE CHANGE (RELATIONAL
TRACK) 4 hour(s)
This course focuses on the interaction of attitudes and verbal communication process
emphasizing recent experimental studies dealing with source, message, receiver and
environmental variables. Additionally, specific persuasive situations such as bargaining,
negotiations, trial processes, marketing and political campaigns are examined. A research
paper on an aspect of persuasion theory and recent experiments is required. A research
paper on an aspect of persuasion theory and recent experiments is required. Also listed as
Communication 326 or 32600

MGMT 32700: HUMAN RESOURCE MANAGEMENT 3 hour(s)
Analysis and examination of personnel practices; selection, interviewing, training programs,
merit rating, and promotion. Students also learn techniques of preparing job descriptions
and case analysis. Prerequisite: Management 218 or 21800.

MGMT 32800: HUMAN RESOURCE MANAGEMENT 4 hour(s)
Analysis and examination of personnel practices; selection, interviewing, training programs,
merit rating, and promotion. Students also learn techniques of preparing job descriptions
and case analysis. Prerequisite: Management 218 or 21800.

MGMT 34000: INTERNATIONAL MANAGEMENT:EW 4 hour(s)
This course examines the application of management concepts in an international
environment. Topics include: worldwide developments, cultural contexts, organizational
structures, management processes, and social responsibility and ethics. Case studies will
encourage students to explore the critical issues related to doing business in a global
context. Prerequisite: Management 218 or 21800. This course fulfills the Experiencing the
World requirement.

MGMT 35500: MARKETING RESEARCH 3 hour(s)
This course is an introduction to the research process as it relates to the marketing
function within an organization. Special emphasis is placed on the human aspects of the
research effort and ethical standards for researchers. The student is introduced to survey,
field, and experimental research designs. Subjects examined include problem definition,
sample selection, interviewing techniques, data collection, analysis and presentation.
Prerequisite: Management 255 or 25500.

MGMT 36100: MULTINATIONAL MARKETING:EW 4 hour(s)
This course examines the marketing function across national boundaries. The cultural,
political, social, economic and financial environments and their influence upon global
marketing decisions are emphasized. Product, pricing, promotion, and distribution
strategies in different environments are examined. Modes of participation, including
exporting, licensing, joint ventures, and direct investments, are also studied. Analytical
techniques for assessing global marketing opportunities are introduced and used. This
course fulfills the Experiencing the World requirement. Prerequisite: Management 255 or
MGMT 36400: FINANCING INTERNATIONAL BUSINESS FIRMS 3 hour(s)
Problems facing the financial management of multinational firms including environmental problems, organizing for optimal results, sources and uses of funds, accounting, tax, and control problems. Prerequisite: Management 302 or 30200. Also offered as MGMT 365 or 36500 for 4 credit hours.

MGMT 36500: FINANCING INTERNATIONAL BUSINESS FIRMS 4 hour(s)
Problems facing the financial management of multinational firms including environmental problems, organizing for optimal results, sources and uses of funds, accounting, tax, and control problems. Prerequisite: Management 302 or 30200. Also offered as MGMT 364 or 36400 for 3 credit hours.

MGMT 36600: ORGANIZATION DEVELOPMENT 4 hour(s)
This course concentrates on the process of planned, systemic change in open organizational systems. Emphasis is placed upon understanding change as a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges. International organization development is also explored. The course requires a field research project. Prerequisite: Management 218 or 21800.

MGMT 36700: ORGANIZATIONAL LEADERSHIP 3 hour(s)
This course is designed to help you better understand organizations and how effective leadership can be exercised in them. Better understanding of how organizations work helps leaders to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, and leadership skills are all important. Through this course, you will gain experience in diagnosing and addressing organizational problems, and hone your personal leadership skills. Prerequisite: Management 218 or 21800.

MGMT 36800: ORGANIZATIONAL LEADERSHIP 4 hour(s)
This course is designed to help you better understand organizations and how effective leadership can be exercised in them. Better understanding of how organizations work helps leaders to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, and leadership skills are all important. Through this course, you will gain experience in diagnosing and addressing organizational problems, and hone your personal leadership skills. Prerequisite: Management 218 or 21800.

MGMT 38000: SEMINAR 1 - 4 hour(s)
Includes various topics or upper level speciality courses.

MGMT 38100: SPECIAL TOPICS: 1 - 4 hour(s)
Various advanced courses.

MGMT 47900: RESEARCH METHODS AND DESIGN 3 hour(s)
This course will focus on devising research questions, building a bibliographic base for surveying the literature, and discussion of methodologies, all of which shall lead to preparation of the research paper that will be completed in Management Senior Seminar. Prerequisite: Senior Standing.

MGMT 48000: MANAGEMENT SENIOR SEMINAR 4 hour(s)
This course is designed as a capstone to the Management major. The format for the seminar is to have each student write and present a significant research paper on a topic of his or her choice. The research effort will be a group process with continuous discussion, criticism, and suggestion from the participants, in order to improve the quality of the paper during the research and writing process. Participants give progress reports and summarize their readings to receive constructive evaluations. Prerequisite: Management 479 or 47900.

MGMT 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
The course is open to management majors with junior standing or above with the consent of the department. This affords junior and senior Management majors the opportunity to
design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

**MGMT 49800: INTERNSHIP 3 - 4 hour(s)**

For a complete description of this program students should consult with a member of the management faculty.

**ACCT 22500: FINANCIAL ACCOUNTING:CA 4 hour(s)**

An introduction to financial accounting concepts. Accounting transactions are followed through the accounting cycle into the financial statements. The major financial statements, their components, and alternative accounting approaches are studied. This course fulfills the Social and Cultural Analysis requirement.

**ACCT 22600: MANAGERIAL ACCOUNTING 3 hour(s)**

An introduction to the accounting information needs of management. Basic managerial/cost accounting topics, such as job costing, process costing, cost-volume-profit analysis, budgets, variance analysis, and financial statement analysis are examined. Another version of this course is offered for four (4) credit hours as ACCT 22610. Prerequisites: Accounting 208 or 20800 or Accounting 225 or 22500.

**ACCT 22610: MANAGERIAL ACCOUNTING 4 hour(s)**

An introduction to the accounting information needs of management. Basic managerial/cost accounting topics, such as job costing, process costing, cost-volume-profit analysis, budgets, variance analysis, and financial statement analysis are examined. Another version of this course is offered for three (3) credit hours as ACCT 22600. Prerequisites: Accounting 208 or 20800 or Accounting 225 or 22500.

**ACCT 23000: HISTORY OF ACCOUNTANCY IN THE UNITED STATES:CA 3 hour(s)**

This course discusses the conceptual underpinnings of accounting thought, including its historical development and the challenges posed by the new economy. Students will explore these issues through the critical examination of research in the field as well as through reflective essays. This course fulfills the Social and Cultural Analysis requirement.

**ACCT 24000: PROFESSIONAL RESPONSIBILITIES 3 hour(s)**

Leaving the development of ethical boundaries to chance is no longer an acceptable practice. The activities of professional firms in the 2000's have fundamentally changed the expectations for the behavior of business professionals. Corporate risk management practices must now include ethics risk management practices that aim to ensure the reputation of the individuals of the firm, as well as the reputation of the firm itself, is not tarnished. The Professional Responsibilities course will provide an understanding of why ethics has become a critical success factor for firms, specific rules governing required behavior for accounting professionals, types of ethical decisions that professionals can be faced with, in the form of videos and case studies, and how ethical behavior and decision making can be guided and improved upon. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

**ACCT 28000: SEMINAR 1 - 4 hour(s)**

An introduction to selected topics of current interest in Accounting.

**ACCT 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**ACCT 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**ACCT 30900: FEDERAL TAXATION ACCOUNTING 4 hour(s)**

This course is designed to teach students to recognize major tax issues inherent in business and financial transactions. The course focuses on fundamental tax concepts, the mastery of which will enable students to incorporate tax factors into business and investment decisions. Prerequisite: Accounting 225 or 22500.

**ACCT 31900: AUDITING 3 hour(s)**

This course addresses the unique challenges faced by auditors. Students develop an understanding of methods for the verification of financial statements and accounting procedures, professional ethics, internal control and internal audit, statistical sampling and computer systems application. This course is also offered in a revised version for 4 hours as ACCT 31910. Prerequisites: Accounting 225 or 22500 or Accounting 207 or 20700 and Accounting 208 or 20800.
ACCT 31910: AUDITING 4 hour(s)

This course addresses the unique challenges faced by auditors. Students develop an understanding of methods for the verification of financial statements and accounting procedures, professional ethics, internal control and internal audit, statistical sampling and computer systems application. This course is also offered in a revised version for 3 hours as ACCT 31900. Prerequisites: Accounting 225 or 22500 or Accounting 207 or 20700 and Accounting 208 or 20800.

ACCT 33000: FINANCIAL STATEMENT ANALYSIS AND VALUATION 4 hour(s)

This course develops practical analysis tools to enable students to analyze financial statements to obtain an indication of the underlying value of firms. The course teaches valuation from an earnings based approach, but also discusses discounted cash flow analysis. Prerequisite: Accounting 352 or 35200.

ACCT 33500: DECISION MAKING USING FINANCIAL MODELS 3 hour(s)

This course discusses current financial and accounting issues. The course then develops financial models utilizing Excel spreadsheets, enabling students to perform simulation analysis to make better managerial decisions. Prerequisite: ACCT 225 or 22500.

ACCT 34000: ACCOUNTING INFORMATION SYSTEMS 3 hour(s)

Accounting Information Systems (AIS) explores the basic concepts of AIS, core business process and Enterprise-wide Risk Management Polices to enable students to understand and evaluate Information Systems to safeguard assets and provide reliable financial information for decision making purposes. This course is also taught as ACCT 34100 for 4 credit hours. Prerequisite: Accounting 225 or 22500.

ACCT 34100: ACCOUNTING INFORMATION SYSTEMS 4 hour(s)

Accounting Information Systems (AIS) explores the basic concepts of AIS, core business process and Enterprise-wide Risk Management Polices to enable students to understand and evaluate Information Systems to safeguard assets and provide reliable financial information for decision making purposes. This course is also taught as ACCT 34000 for 3 credit hours. Prerequisite: Accounting 225 or 22500.

ACCT 35100: INTERMEDIATE ACCOUNTING 4 hour(s)

This course examines financial theory and financial statement reporting practices, including evaluation of current issues and practices related to Investments, Leases, Pensions, Stock Options, and Earnings per Share. Prerequisite: Accounting 225 or 22500.

ACCT 35200: INTERMEDIATE ACCOUNTING II 4 hour(s)

Continuation of Intermediate Accounting I. Area of focus includes liability determination, equity measurement, principles of revenue and expense measurement, earnings per share, taxation, pensions, and lease accounting. Prerequisite: Accounting 351 or 35100 or permission.

ACCT 38000: SEMINAR 1 - 4 hour(s)

ACCT 38100: SPECIAL TOPICS 1 - 4 hour(s)

ACCT 44000: ADVANCED ACCOUNTING 3 hour(s)

This course enhances students' ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting 352 or 35200.

ACCT 44100: ADVANCED ACCOUNTING 4 hour(s)

This course enhances students' ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting 352 or 35200.

ACCT 48000: SENIOR CAPSTONE 4 hour(s)

This course is designed as a capstone to the Accounting and Financial Management
majors. Students will have an opportunity to integrate and apply their course work through an analysis of a significant issue. They will research the issue, review the professional literature, identify and analyze alternatives, and recommend a resolution which is supported by the appropriate justification. Prerequisite: Accounting 352 or 35200.

**ACCT 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**ACCT 49800: INTERNSHIP 4 hour(s)**

**BIOCHEMISTRY**

**Jody Modarelli (2007)**, Assistant Professor of Chemistry, Director of the Biochemistry Program  
B.S. The University of Akron;  
Ph.D., The University of Akron  
Academic Interest: fatty acids, metabolites, and developing diagnostics for disease states

**Prudence Hall (1988)**, Professor Emerita of Biology and Chemistry  
A.B., Oberlin College  
M.S., Ph.D., Michigan State University  
Academic Interest: biochemistry, molecular biology, and plant physiology

**Department Web address**: [http://www.hiram.edu/biochem](http://www.hiram.edu/biochem)

**Introduction**

Recent advances in molecular biology and bio-analytical chemistry have spawned new areas of interest in biochemistry, such as the field of metabolomics (identification of unique fingerprints that the cell leaves behind). The laboratory portion of the biochemistry courses incorporate such technological advances, such as gel electrophoresis, mass spectrometry and cell culture in a variety of ongoing research projects at Hiram College. Laboratory experience and training allows students to become familiar with how biochemistry can be used to understand problems of human health, agriculture, and the environment. The potential and limits of knowledge in the discipline are also considered. The coursework for the major will prepare the student for further study in graduate school (in either biology and chemistry), or professional school (medical, veterinary, etc.), and for entry into other careers in the life and chemical sciences (i.e. pharmaceutical/biotech industry).

Training in biochemistry at the undergraduate level is based upon a firm foundation in the basic sciences and mathematics with an emphasis on research as part of the classroom experience. Core courses introduce the student to the principles that organize and maintain the complex inter-workings of living cells and organisms. Knowledge of basic cell structure and of the molecules of which cells are composed is required. Topics in the biochemistry courses range from protein structure in Basic Biochemistry to cancer biology in Intermediate Biochemistry.

Recent advances in molecular biology and bio-analytical chemistry have spawned new areas of interest in biochemistry, such as the field of metabolomics (identification of unique fingerprints that the cell leaves behind). The laboratory portion of the biochemistry courses incorporate such technological advances, such as gel electrophoresis, mass spectrometry and cell culture in a variety of ongoing research projects at Hiram College. Laboratory experience and training allows students to become familiar with how biochemistry can be used to understand problems of human health, agriculture, and the environment. The potential and limits of knowledge in the discipline are also considered. The coursework for the major will prepare the student for further study in graduate school (in either biology and chemistry), professional school (medical, veterinary, etc.), and for entry into other careers in the life and chemical sciences (i.e. pharmaceutical/biotech industry).

**Requirements for Biochemistry Major:**

Biochemistry major must complete 15 courses in the natural sciences, not including General Chemistry (Chemistry 12000, 12100). A student wishing to major in biochemistry MUST be advised by the biochemistry professor.

**Core Courses:**

Introduction to Biology: How Life Works (BIOL 15200) waived by permission if the student has has taken honors biology or received a 4 on the biology placement test  
Organic Chemistry (Chemistry 22000, 32000)  
Molecular and Cellular Biology (Biology 23000)  
Genetics (Biology 36500)  
Physical Chemistry I (Chemistry 35000)  
Basic Biochemistry (Biology/Chemistry 36600)  
Intermediate Biochemistry (Biology/Chemistry 36800)
Elective Courses (two courses):

Two upper-level courses in Biology or Chemistry from among the following allow the student to develop his or her own interests within the discipline. (Other courses may be substituted with the approval of the biochemistry major advisor.)

- Advanced Molecular and Cellular Biology (Biology 41500)
- Animal Physiology (Biology 32600)
- Microbiology (Biology 33800)
- Developmental Biology (Biology 34000)
- Inorganic Chemistry (Chemistry 23000)
- Equilibrium and Analysis (Chemistry 24000)
- Physical Chemistry II (Chemistry 35100)

Capstone: the Internship Experience (one course)

The Internship Experience provides laboratory experience in different disciplines within biochemistry (biological, chemical, and medical research) and may be completed on or off campus. The student gives a presentation of the research project to fellow students, faculty, and other interested people. The student also writes a paper, in scientific journal format, about the research.

- Internship (Biology 49800 or Chemistry 49800 (Senior Seminar))

Biochemistry seniors have the option of completing an APEX presentation (Biology 49800 during the fall or spring semester) worth 4 credit hours or a chemistry seminar (Chemistry 48000) during spring semester worth one credit hour.

Required Correlative Courses (four courses)

Courses in mathematics and physics provide the biochemistry student with important quantitative tools and a solid understanding of physical concepts important to biochemistry.

- Calculus I, II (Mathematics 19800, 19900)
- Fundamentals of Physics I, II (Physics 21300, 21400)

Minor in Entrepreneurship

Students interested in entering the biotechnology and pharmaceutical industries will also greatly benefit from a minor in Entrepreneurship. In an increasingly complex global society, the ability to think "outside the box" and to integrate concepts, knowledge, and skills from the subject of biochemistry is invaluable as students prepare to thrive in the biotechnology and pharmaceutical industries. Students are taught to infuse scientific concepts and research experience with entrepreneurial thinking as part of the program. Students also learn the importance of networking and how science is best served through an interdisciplinary approach.

The Entrepreneurship Minor will enable any interested student to create an entrepreneurial focus to complement and enhance the Biochemistry Major. The 20-22 credit minor consists of three required courses - ENTR20500: The Liberal Arts and the Entrepreneurial Mindset; ENTR30600: Entrepreneurial Process; and ENTR3200: Integrative Entrepreneurship – plus two Elective courses (6-8 credits total) chosen in consultation with a faculty advisor, and an Experiential Learning requirement, which can be integrated with the capstone experience described above.

BCHM 28000: SEMINAR 1 - 4 hour(s)

BCHM 28100: INDEPENDENT STUDY 1 - 4 hour(s)

BCHM 29800: FIELD EXPERIENCE 1 - 4 hour(s)

BCHM 36600: BASIC BIOCHEMISTRY 4 hour(s)

Biochemistry studies the molecules and chemical reactions in living organisms. Topics include the structure and chemical properties of major macromolecules (carbohydrates, lipids, nucleotides) of living organisms, the role of enzymes and enzyme pathways by which these molecules are synthesized and degraded, and the cellular mechanisms which regulate and integrate metabolic processes. The laboratory emphasizes tools of biochemical analysis (protein and lipid isolation, chromatography, electrophoresis, centrifugation, mass spectrometry, enzyme and antibody studies) in an examination of physical, chemical, and biological properties of biologically important molecules. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: CHEM 320 or 32000. This course was previously listed as BIOL/ CHEM 366 or 36600.

BCHM 36800: INTERMEDIATE BIOCHEMISTRY 4 hour(s)
This course will examine some topics introduced in Basic Biochemistry expounds on the principles learned in Basic Biochemistry to the study of cancer, diabetes, toxicology, drug discovery and environmental and genetic factors to contribute to disease. Pathways associated with these diseases are also studied. Correlatively, students grow cells in the laboratory and study a variety of effects to these cells. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BCHM 366 or 36600. This course was previously listed as BIOL/CHEM 368 or 36800.

**BCHM 38000: SEMINAR** 4 hour(s)

**BCHM 38100: SPECIAL TOPICS** 1 - 4 hour(s)

**BCHM 48000: SENIOR SEMINAR** 1 - 4 hour(s)

**BCHM 48100: INDEPENDENT RESEARCH** 1 - 4 hour(s)

**BCHM 48300: RESEARCH TECHNIQUES BIOCHEMISTRY** 1 - 4 hour(s)

This course provides an opportunity for collaborative research among students and faculty. No more than six students will work with a faculty member on a defined research project. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play. Students may use this research as the basis for their senior seminar (Chemistry) or APEX requirement, but only with the prior written consent of the instructor. Previously listed as BIOL/CHEM 483 or 48300.

**BCHM 49800: INTERNSHIP** 4 hour(s)

**BIOLOGY**

*Nicolas Hirsch (2008)*, Chair, Assistant Professor of Biology  
B.A., University of Chicago  
Ph.D., University of California, San Diego  
Academic Interest: embryonic development and neurobiology

*Jennifer Clark (2012)*, Assistant Professor of Biology  
B.S., Kent State University  
Ph.D., Kent State University  
Academic Interest: aquatic ecology and invertebrate communities

*Cara Constance (2008)*, Associate Professor of Biology  
B.A., Hiram College  
Ph.D., University of Virginia  
Academic Interest: molecular genetics; molecular basis of biological rhythms

*Bradley Goodner (2001)*, Professor of Biology; Edward J. Smerek Chair of Mathematics, the Sciences, and Technology; Director of Center for Deciphering Life’s Languages  
B.S., Texas A & M University  
Ph.D., Purdue University  
Academic Interest: microbiology, molecular genetics, genomics and bioinformatics

*Prudence Hall (1988)*, Professor Emerita of Biology and Chemistry  
A.B., Oberlin College  
M.S., Ph.D., Michigan State University  
Academic Interest: plant physiology, biochemistry and molecular biology

*Matthew Hils (1984)*, Professor of Biology; Director of Center for the Study of Nature and Society at the James H. Barrow Field Station  
B.A., Thomas More College  
M.S., Miami University  
Ph.D., University of Florida  
Academic Interest: vascular plant anatomy, systematics, and phylogeny

*Tom Koehnle (2007)*, Assistant Professor of Biology; Neuroscience Program Coordinator  
B.S., Ohio University  
Ph.D., University of California, Davis  
Academic Interest: mammalian sensory signals, behavior, and physiology

*Sandra Madar (1994)*, Professor of Biology; Director, Strategic Academic Initiatives  
B.S., University of Michigan  
Ph.D., Northeastern Ohio Universities College of Medicine and Kent State University  
Academic Interest: mammalian paleontology

*Julie Maxson (2012)*, Research Teaching Professional  
B.S., University of Dayton;  
M.S., University of Dayton;
Ph.D., Purdue University  
Academic interest: Cell and Molecular Biology

Willa Schrlau (1999), Research Teaching Associate of Biology  
B.A., Hiram College;  
M.S., Ohio University  
Academic Interest: general biology and ecology

Dennis Taylor (1979), Professor of Biology  
B.A., Hiram College;  
Ph.D., Cornell University  
Academic Interest: aquatic and terrestrial ecology, vertebrate field studies, and wetlands

Department Web Site: http://www.hiram.edu/biology

Introduction

Students majoring in Biology at Hiram College participate in a curriculum that culminates in the APEX capstone experience. APEX is defined as “the highest point” and our curriculum is designed to provide each student with the foundation and depth necessary to advance to the highest levels of any career path they pursue, whether they begin with graduate education, professional school, or a first job. The curriculum does this by ensuring a broad background in biology as well as allowing the student significant flexibility and choice as he or she matures within the discipline. All students practice problem solving, critical thinking, and the scientific method within a dynamic, challenging, and supportive scholarly environment.

The Core Curriculum

All students are required to have a foundation in biology which is provided by the core curriculum. The core curriculum consists of three different introductory courses and one upper-level course.

Introductory courses

BIOL 15100 (Introductory Biology I)  
BIOL 15200 (Introductory Biology II)  
and BIOL 23000 (Molecular and Cellular Biology)

Upper level course:

BIOL 36500 (Genetics)

The three introductory courses must be taken prior to most of the upper level courses. Additionally, Biology 23000 is a prerequisite for 36500.

Upper Level Courses

The upper level courses build on the core curriculum and provide the student with both breadth and specialization in biology. This combination is achieved through required categories that allow choice among courses to accommodate the individual interests and goals of the student. A total of five upper-level courses are required among the following categories:

- **Category I.** Organismal Biology – students must choose from either option 1 or option 2, and take one course in each category, A and B. This provides exposure to both animal biology (BIOL 22300, 32000, 32600, or 32700) and plant biology (BIOL 21300, BIOL 31500/31600, 33100 or 33200).

  - **Option 1**  
    A. Biodiversity and phylogeny  
    BIOL 21300 (Systematics of Non-Vascular Plants) OR  
    BIOL 31500/31600 (Systematics of Vascular Plants I and II)  
    B. Structure and function  
    BIOL 32600 (Animal Physiology) OR  
    NEUR 22700 (Neuroscience)

  - **Option 2**  
    A. Biodiversity and phylogeny  
    BIOL 22300 (Vertebrate Biology) OR  
    BIOL 32000 (Invertebrate Zoology)  
    B. Structure and function  
    BIOL 33100 (Plant Anatomy) OR  
    BIOL 33200 (Plant Physiology)
• **Category II.** Integration and synthesis - one course is required from among:
  - BIOL 32800 (Animal Behavior)
  - BIOL 33500 (Evolution)
  - BIOL 33800 (Microbiology)
  - BIOL 34000 (Developmental Biology)
  - BIOL 34100 (General Ecology)
  - BIOL 34200 (Marine Ecology)
  - BIOL 36600 (Basic Biochemistry)
  - BIOL 37800 (Immunology)
  - INTD 38800 (Bioinformatics)

• **Category III.** Electives - two courses are required from the following list:
  - BIOL 21500 (Experimental Methods)
  - BIOL 25000 (Intro. to Wildlife Man.)
  - BIOL 28000 (Seminar)
  - BIOL 30000 (Field Biology)
  - BIOL 31000 (Fisheries Biology)
  - BIOL 34400 (Conservation Biology)
  - BIOL 34500 (Forest Ecology Methods)
  - BIOL 36800 (Int. Biochemistry)
  - BIOL 38000 (Seminar)
  - BIOL 41500 (Adv. Molecular Biology)

*Elective courses may also be selected from the upper-level courses listed in Categories I and II above.

**Apprenticeship in Biology (APEX)**

The apprenticeship experience, or APEX, is designed as the culmination of a student’s program in biology. The APEX allows each student to apply his or her expertise in a variety of contexts. This concrete experience can be achieved through an independent or collaborative research project on campus; a research techniques course and project; an internship off campus; or student teaching of biology in middle or secondary school. All students prepare and submit a scientific paper to the faculty supervisor and present a public lecture based upon the apprenticeship experience. Majors are required to meet with their biology faculty advisor no later than the advising period in the fall semester of the junior year to discuss options for the apprenticeship experience. One course is necessary from the following list to fulfill the apprenticeship experience requirement: Biology 48100, 48200, 49800, or Education 42300.

**Required Correlative Courses**

Modern biologists need background in other disciplines to enhance their insight into biological phenomena and to understand the role of biology in society. The following correlative courses are required: Chemistry 12000 and 12100; Chemistry 22000; Physics 11300 or 21300; Mathematics 10800 or 19800.

One course addressing the ethical and historical aspects of science, chosen in consultation with the student's advisor in the biology department, is strongly recommended. Examples include: Interdisciplinary 30100, 30200, 30600, 31100, 31700, 31800, 34400, 36000, 36100, 37000, 37400, 37500; Philosophy 26500, 27000.

Further courses in chemistry, mathematics, and physics are required for admission to most professional and graduate programs. Biology students planning to attend professional or graduate schools should investigate the specific requirements for these programs, including the possible need of a reading knowledge of a foreign language (French, German, or Spanish) or facility in a computer programming language.

**Our APEX Graduates**

The broad and sound background in biological sciences provided by our program has been eminently successful in terms of students’ acceptance with financial aid in graduate schools. Graduates also are accepted at a high rate to medical, veterinary, dental, and other professional schools. In addition, many graduates enter the fields of teaching, wildlife and environmental conservation and management, and research in agriculture, industry, government, and private institutions.
Requirements for Honors in Biology

To be a candidate for honors in the APEX program in Biology, a student must satisfy the College requirements for honors and must initiate and complete a high quality apprenticeship. The student must conduct himself/herself in a professional manner from inception to culmination of the apprenticeship experience.

Requirements for Minors

Biology minors must have a Biology faculty advisor, in addition to their academic advisor. The minor requires a minimum of six courses Biology 15100, 15200 and 23000, and three additional Biology courses. These must be chosen in consultation with, and have the approval of, the student’s Biology faculty advisor.

COURSE DESCRIPTIONS

BIOL 10100: BEGINNING FIELD BIOLOGY:SM 4 hour(s)
An introduction to various ecosystems in temperate, tropical, desert, montane, and marine environments covering the diversity of plant and animal species and their structural and functional adaptations. Each time the course is offered it concentrates on a particular geographic area and its distinctive habitats and organisms, interactions and interrelationships among the organisms, and the abiotic factors that constrain populations. Designed for students majoring outside the sciences who have taken no other biology courses. Cannot be counted toward a biology major. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement.

BIOL 10200: BIOLOGY OF THE SQUIRREL:SM 3 hour(s)
This course is designed for nonmajors. Students taking this course will receive an intensive introduction to general problems in the study of behavioral ecology, with a specific focus on foraging, defensive behavior, social behavior, reproduction, habitat selection, and physiology. How does body size determine food choices? How do individuals living in the same area cooperate or do battle to establish territory? How does the diversity of species in the environment impact the choice of home range? How can small animals escape from, or cope with, predation? The Eastern Gray Squirrel will serve as a model species in this course. Students will read extensively in the primary and secondary literatures of animal behavior and behavioral ecology. All students will carry out a field based project studying the behavior and ecology of the gray squirrel. This course fulfills the Experimental Scientific Methods requirement.

BIOL 10500: BEGINNING FIELD BOTANY 4 hour(s)
An introduction to vascular plant taxonomy using the local flora. This course emphasizes field identification of plants using scientific and local names. Students are introduced to morphology through the use of taxonomic characteristics in field guides and keys. Characteristics of the most abundant families of local plants are presented. Cannot be counted toward a biology major. This course may only be taken as 4 credit hours.

BIOL 12000: BIOLOGY FOR THE NON MAJOR 4 hour(s)
A concept oriented approach to the basics of biology emphasizing both the unity and diversity of life. Topics include the scientific method, evolution, the cellular basis of life, genetics, population biology, reproduction and development, human anatomy and physiology, behavior, ecology and a survey of the diversity of life forms on earth. Laboratories emphasize the scientific method and utilize the resources of the James H. Barrow Field Station. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 12100: ECONOMIC BOTANY FOR THE NON MAJOR 4 hour(s)
Basic principles of plant biology are covered with special emphasis on the historical and economic impact of plants on humans. The uses of plants for food, fiber and fuel are examined along with plant structure and diversity. Poisonous, medicinal and hallucinogenic plants also are discussed. The laboratory emphasizes plant diversity and study of the economic products derived from plants. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 13100: HUMAN ANATOMY AND PHYSIOLOGY I 4 hour(s)
This course will familiarize students with the fundamental principles involved in the structure and function of the human body. Topics include basic cell biology and tissue structure. The course will also cover the structure and function of the skeletal, muscular, circulatory, and nervous systems. The laboratory includes study of the human skeleton, muscles, brain, animal dissection, and experiments in human physiology. This is the first part of a two-semester course. Includes a 3-hour lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Corequisite: Chemistry 161 or 16100, Nursing students only, or permission of the department.

BIOL 13300: HUMAN ANATOMY AND PHYSIOLOGY II 4 hour(s)
This is the second of a two semester sequence on the form and function of all of the systems of the human body. BIOL 133 or 13300 will cover the digestive, respiratory, urinary, cardiovascular, immune, and reproductive systems. Endocrinology, blood chemistry, and metabolism will also be covered. Includes a 3 hour lab. Prerequisite: Biology 131 or 13100 or permission. Corequisite: Chemistry 162 or 16200 or permission.

BIOL 15100: INTRODUCTORY BIOLOGY I HOW SCIENCE WORKS 4 hour(s)
An introduction to the scientific process as exemplified by the study of ecology and evolution. The scientific process will be dissected to understand how scientists make progress in understanding nature works and how science differs from other ways of human understanding. Ecology, the sum of the interactions of organisms with their living and nonliving environment, and evolution, how organisms change and adapt to their surroundings over time, will be explored using examples from all kinds of organisms. Laboratory experience will include many opportunities to work on various aspects of the scientific process (hypothesis generation, data gathering and analysis, hypothesis testing) through a focus on the diversity of life at the James H. Barrow Field Station.

BIOL 15200: INTRODUCTORY BIOLOGY II:HOW LIFE WORKS:SM 4 hour(s)
The purpose of this course is to explore the myriad ways organisms reproduce, develop, acquire nutrients and energy, manage waste, respond to the environment, and exhibit distinctive adaptations that have resulted from evolution. One recurring key concept is the conservative nature of all life's processes in all organisms. This is evident in the similarities found in primary energy metabolism (i.e., cellular respiration and photosynthesis), other aspects of metabolism (biomolecular building blocks and the macromolecules they form), reproduction, protein synthesis, energy flow and nutrient cycling, and managing/regulating water intake and retention. All organisms also detect and respond to their environment on many levels (organismal, organ, cellular, and subcellular), and biologists find both similarities and differences among all of life in these respects. This course fulfills the Experimental Scientific Methods requirement.

BIOL 15300: INTRODUCTORY BIOLOGY HOW SCIENCE & LIFE WORK:ES 6 hour(s)
This course is both an introduction to the scientific process as exemplified by the study of cell and molecular biology, physiology, anatomy, morphology, ecology, and evolution as well as an exploration of the many ways organisms function to reproduce, develop, gain nutrition and energy, manage waste, respond to the environment, and exhibit distinctive adaptations that have resulted from evolution. The scientific process will be dissected to understand how scientists make progress in understanding how nature works and how science differs from other ways of human understanding. This course is offered summer term only. Prerequisites: Although this is an introductory biology course and has no specific course or courses as a prerequisite, it is an intensive offering of introductory biology over a 6 1/2 week time span and should only be taken by students who have completed at least one year of college coursework (beyond AP courses in high school). The course is designed and most appropriate for those in the accelerated program in preparation for a major in biology or for pre-professional programs (e.g., pre-med, pre-vet). Students will have to manage their time, and ideally be full time, to keep up with the material. This course fulfills the Experimental Scientific Methods requirement.

BIOL 18000: WORKSHOP 1 hour(s)
This workshop will provide the opportunity for students to examine a special topic in Biology. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)
Insects are the most successful animals on earth: they have the greatest species diversity, they occur nearly everywhere, and they have been impacting humans since the start of civilization. Sometimes these impacts are positive (e.g., pollination), sometimes they are negative (e.g., disease). It has been this way throughout recorded history and will continue to be this way for the foreseeable future. This course begins with a brief introduction to insect biology, which is presented so that all students can be engaged, not just those majoring in the life sciences. Topics include the impacts of insects on our food, homes, and health, as well as the influence of insects on culture, world history, and the long-term maintenance of the earth’s critical support systems. Ethical issues that directly or indirectly involve insects are discussed throughout the course and students evaluate how insects are valued by society, how these values are developed, and whether these values are justified. This course does not count toward a Biology major or minor. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

Classification, identification, ecology, evolution, and comparative morphology of non vascular plants, including algae, fungi, lichens and bryophytes. Emphasis on the evolutionary development in complexity of structure and of reproductive patterns. Current concepts of kingdoms of organisms are also covered. Field work includes identification of mushrooms appearing here in early fall and bryophytes. Individual projects combine basic ecological principles with the study of the local flora. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, correlational research, experimental designs and control procedures. Laboratories will provide hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data. Prerequisite: PSYC 10100. Also listed as PSYC 21500. This course fulfills the Experimental Scientific Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

An introduction to the vertebrates. Five representative vertebrate dissections with major emphasis on mammalian anatomy in comparison with other forms. The ethology and life cycles, significance in evolution, comparative morphology and taxonomy of the vertebrates are studied in the laboratory, zoological gardens, museums, and James H. Barrow Field Station. Local field trips in the spring. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission.

An introduction to the structure and function of proteins and other biological macromolecules, and the fundamentals of cell biology. In addition to traditional lecture, discussion of experiments and problem solving will be components to learning. The major topics discussed in the course will include: 1) The building blocks of a functional cell; 2) cellular components and organization; 3) cell signaling; and 4) cell growth and cell death. Lab will provide hands-on experience with common molecular biology techniques and the opportunity to do original research. Offered every fall 12 week term. Prerequisites: Biology 151 or 15100 and 152 or 15200; and Chemistry 120 or 12000 and 121 or 12100. Biology 151 or 15100 and/or Chemistry 121 or 12100 may be taken concurrently.

The fundamental principles involved in the structure and function of the human body. Topics include biochemistry, cell structure, tissue histology, and structure and function of the integumentary, skeletal, nervous, immune, circulatory, respiratory, digestive, urinary, reproductive and endocrine systems. Laboratory includes study of the human skeleton and anatomy of the cat and simple experiments in human physiology. Prerequisites: Biology 141 or 14100 or 120 or 12000, Chemistry 115 or 11500 or 120 or 12000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

An introduction to bacterial pathogens, eukaryotic parasites, and viruses with an emphasis
on medical applications. Key lecture topics include controlling microbial growth, how prokaryotes differ from eukaryotes, bacterial diversity and identification, bacteria normally found on and in the human body, connecting specific pathogens and parasites to human diseases, blood cell types, innate and adaptive immunity, HIV and AIDS, autoimmunity and hypersensitivity, and vaccines. Lab topics include sterile technique, antiseptics and handwashing, Gram stain, bacterial identification, epidemiology, blood cell counts, and antibody-based medical applications. Prerequisites: Biology 133 or 13300 and Chemistry 162 or 16200

BIOL 25000: INTRODUCTION TO WILDLIFE MANAGEMENT AND TECHNIQUES:SM 4 hour(s)

Human population, attitudes, land use, and climate changes are explored in relation to wildlife. Game and non-game species management plans are reviewed. Laws, values, ethics, endangered species, zoos, and poaching are a few of the topics studied. Major substantive questions regarding future habitat and species decline are examined. The student will develop a better understanding of the relationships between wildlife and humans for food, space, habitat and, ultimately, survival. Laboratories will cover management techniques and wildlife identification, and will include field experience. Prerequisites: At least one of the following courses: Biology 120 or 12000, 122 or 12200, 141 or 14100, 142 or 14200; or permission of the instructor. Also listed as Environmental Studies 250 or 25000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement.

BIOL 26100: SCIENCE AND ETHICS OF HUMAN CLONING:ES 4 hour(s)

Imagine a college faculty of Einsteins, or an entire basketball team of LeBron Jameses. Can it be done? Should it be done? What purpose would it serve? These are some of the questions that need to be addressed now that human cloning is cloning is closer than ever to reality. Beginning with a thorough analysis of the biological basis of cloning, this course will go on to explore the ethical arguments on all sides of the human cloning debate. The religious, social, and political issues surrounding human cloning will be discussed, using American and international examples. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

BIOL 26500: HUMAN GENETICS:SM 4 hour(s)

With the completion of the Human Genome Project, it has become increasingly important to consider how changes in our DNA result in disease. This course will focus on understanding contemporary human genetics. We will begin with the Human Genome Project, to gain an understanding of the composition of hereditary material, and of the ways in which genes are expressed into protein. The effects of mutation at the levels of the chromosome and the gene will be examined in order to understand how disease results from changes in DNA sequence. We will then focus on inheritance through replication and the process of meiosis, and will progress to a discussion of classical Mendelian inheritance patterns. Exceptions to simple inheritance patterns will be considered, such as the effects of the environment, sex-linked genes, multifactorial traits, and the ways in which genetics influences behavior. The laboratory will focus on current technology used in genetic testing, mutational analysis, and Mendelian inheritance patterns. This course fulfills the Experimental Scientific Methods requirement. Freshmen/Sophomores ONLY.

BIOL 28000: SEMINAR 4 hour(s)

An introduction to selected topics of current interest in biology. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken for the amount of credit hours listed for the lecture.

BIOL 28100: INDEPENDENT STUDY 1 - 4 hour(s)

A student selects a professor whose interests are compatible with the student's. They develop a program of investigation of the literature, observations, and applicable techniques in this area. A paper covering these activities is submitted to the sponsoring professor. Prerequisites: Biology 141 or 14100, 142 or 14200, or permission.

BIOL 29800: FIELD EXPERIENCE 1 - 4 hour(s)

Study of various ecosystems in temperate, tropical, desert, montane, and marine environments covering the diversity of plant and animal species and their structural and functional adaptations. Each time the course is offered it concentrates on a particular geographic area and its distinctive habitats and organisms, interactions and
interrelationships among the organisms, and the abiotic factors that constrain populations. May be taken more than once for credit if taken in different geographic areas, but may serve only once toward a biology major. Prerequisites: Biology 141 or 14100, 142 or 14200, or Biology 151 or 15100, 152 or 15200 or permission.

**BIOL 30200: FIELD BOTANY 4 hour(s)**

An in depth survey of vascular plants in the field, emphasizing identification, morphology and ecology. Techniques for sampling plant communities are presented along with techniques for preservation of botanical materials. Characteristics of major plant families are presented. Prerequisites: Biology 141 or 14100, 142 or 14200, or permission.

**BIOL 30300: FIELD ZOOLOGY AND ECOLOGY 4 hour(s)**

An in depth study of field techniques in animal behavior and ecology. Methods for the sampling of animal populations, including description of home ranges and territories and individual behaviors of animals are presented. Techniques for quantifying variables affecting abundance, distribution and behavior are studied. This is an off campus course. Prerequisites: Biology 141 or 14100, or permission.

**BIOL 30400: RESEARCH METHODS IN FIELD BIOLOGY 4 hour(s)**

Field biology is the study of organisms in their natural environment. There are two important components of field biology: taxonomy and ecology. Taxonomy is the science of identifying and naming species, and ecology is the study of how organisms interact with their environment. In this course, we will learn to identify the fauna of the J. H. Barrow Field Station and learn basic research techniques used in field research including studies of distribution and dispersion, habitat association, and community structure. Prerequisites: Biology 141 or 14100 or Biology 142 or 14200 or Environmental Studies 122 or 12200.

**BIOL 31000: FISHERIES BIOLOGY 4 hour(s)**

A study of factors that determine the health of world fisheries including: biological factors (population cycles, ocean regime changes, competition and predation), land use factors (on-shore development, pollution, estuarine influences, oil spills, water use), political factors (economic and cultural issues, nutritional and fish resource fads and use, recreational issues, international, state and federal issues) and conservation factors (animal rights and resource use issues). The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: BIOL 151/15100 and BIOL 152/15200 or EVST 225/22500 and EVST 241/24100 or permission.

**BIOL 31500: SYSTEMATICS OF VASCULAR PLANTS 1 hour(s)**

Survey of vascular plant diversity, morphology, life history, and evolution including fern allies, ferns, gymnosperms, and angiosperms. Some topics on principles and methods of classification are introduced. Laboratory work on each of the divisions of vascular plants complements and illustrates lecture material. This course is linked with Biology 316 or 31600. Prerequisites: Biology 151 or 15100 and 152 or 15200; or permission. Biology 315 or 31500 is offered in the 12-week term and is followed immediately by Biology 316 or 31600 in the 3-week term.

**BIOL 31600: SYSTEMATICS OF VASCULAR PLANTS 3 hour(s)**

A continuation of Biology 315 or 31500 with emphasis on diversity, evolution, and classification of the families of flowering plants. Principles and methods of classification also are covered and continued from Biology 315 or 31500. Laboratory work is on recognition, identification, and keying vascular plants in the field and laboratory. Most of this course is done off campus in the southeastern U.S. or another destination during the spring 3 week term or the summer. Prerequisites: Biology 151 or 15100 and 152 or 15200; or permission. Biology 315 or 31500 is offered in the 12-week term and is followed immediately by Biology 316 or 31600 in the 3-week term.

**BIOL 32000: INVERTEBRATE ZOOLOGY 4 hour(s)**

The rise of animal multicellularity is traced from the precambrian through the various evolutionary radiations of the cambrian explosion to produce a survey of phylogeny, paleobiology, morphology, physiology, development, behavior, and ecology of invertebrates conducted in a comparative manner. Recent advances in our understanding of invertebrate evolution from current primary literature are incorporated into the class. Terrestrial, freshwater and marine forms are studied in lecture, laboratory, and field trip experiences. Evolution of phylum and class adaptive radiations are emphasized. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission.
BIOL 32100: PARASITOLOGY 4 hour(s)

Relationships between animal parasites and their hosts from the perspectives of evolution, adaptations, life cycles, parasite damage to hosts, and host defenses against parasites. Molecular to ecological aspects of parasitology are covered. Parasites of wildlife, domestic animals, and humans are studied and the impact of parasitic diseases on human populations worldwide are considered. The laboratory emphasizes techniques of microscopy (light and electron), preparation and identification of specimens, Diagnostic techniques, and life cycle investigations. Prerequisites: Biology 141 or 14100, 142 or 14200, 230 or 23000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 32600: ANIMAL PHYSIOLOGY 4 hour(s)

Life processes of animals, including locomotion, metabolism, nutrition and digestion, water balance, excretion, reproduction, endocrine function, circulation, respiration and temperature regulation. Laboratory experiments illustrate these topics with emphasis on physiological techniques, experimental design and analysis and computer simulation and data analysis. Prerequisite: Biology 230 or 23000.

BIOL 32700: BIOPSYCHOLOGY 4 hour(s)

This course provides a solid background concerning the physiological bases of behavior, beginning with an examination of neuroanatomy and neurophysiology. Additionally, this course will review classic and current research concerning the somatosensory system, motivation, emotion, learning, memory, and psychopathology. This course will also provide insight and opportunities to engage in research methods used by biopsychologists. Laboratories focus on the relations between physiology and behavior, and will prepare students for further independent work. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: PSYC 215 or 21500, or BIOL 215 or 21500. Also listed as Biology 327/32700.

BIOL 32800: ANIMAL BEHAVIOR 4 hour(s)

A survey of the modern field of animal behavior, tracing its origins from European ethology and American comparative psychology. Extensive coverage will be given to the topic of vertebrate social behavior, including social organization, sexual behavior, aggressive behavior, and parent-offspring interactions. Efforts will be made to integrate results from field and laboratory research. Laboratories emphasize techniques for recording, quantifying, and analyzing behavior. Required field trip fee. Also listed as Psychology 32800. Prerequisites: BIOL 152 or 15200, and PSYC 215 or 21500, or BIOL 215 or 21500, or BIOL 230 or 23000. The breakdown between lecture and lab hours is for administrative use only. This course may only be taken as 4 credit hours.

BIOL 33000: CELLULAR AND MOLECULAR NEUROBIOLOGY 4 hour(s)

This course is a study of the microscopic parts of the nervous system: the molecular, cellular and developmental aspects of what is arguably the most complex biological system ever studied. We will cover the basic plan of the nervous system, the cellular components of the nervous system (neurons and glia), the electrical properties of neurons, neurotransmitters and synaptic transmission. We will also study the embryonic development of the nervous system, including neurogenesis, axonal pathfinding, neuronal cell death and synapse elimination. In addition, we will discuss primary scientific papers describing fundamental breakthroughs in cellular and molecular neuroscience. Also listed as NEUR 330 or 33000. Prerequisites: Biology 230 or 23000 or Neuroscience 227 or 22700.

BIOL 33200: PLANT PHYSIOLOGY 4 hour(s)

A study of life processes of plants, including photosynthesis, respiration, translocation, responses to the environment, mineral nutrition, and effects plant hormones. Laboratory experiments illustrate these topics and place special emphasis on long term projects and reports. Prerequisites: Biology 230 or 23000 and Chemistry 220 or 22000 completed or taken concurrently. Offered in alternate years.

BIOL 33500: EVOLUTION 3 hour(s)

Examination of the historical development and modern interpretation of evolution and the theories proposed to account for the change of organisms over time. Topics considered include origin and age of the earth; chemical evolution and the origin of life; population genetics, structure, variation, and distribution; adaptation and selection; speciation; evolution above the species level; hybridization; polyploidy; apomixis; homology; and phylogeny. Prerequisite: Biology 365 or 36500.
BIOL 33800: MICROBIOLOGY 4 hour(s)
An introduction to microorganisms, focusing on the domains Bacteria and Archaea. Topics include working with microbes, bacterial cell structure, motility and chemotaxis, microbial systematics, metabolic diversity, basics of microbial pathogenesis, and antibiotic resistance. Emphasis on hands-on experience in lab organized around a course-long project. Prerequisite: Biology 230 or 23000.

BIOL 34000: DEVELOPMENTAL BIOLOGY 4 hour(s)
A comparative study of vertebrate development. Gametogenesis, fertilization, organogenesis of the vertebrate classes, histology of representative tissues, endocrine function in reproductive processes, implantation and review of the major contributions of experimental embryology. Prerequisite: Biology 230 or 23000.

BIOL 34100: GENERAL ECOLOGY 4 hour(s)
The relationships of organisms to one another and their environment. Topics include climatology, biomes, biogeography, community structure and dynamics, population biology, competition, species, niche theory, energy flow and nutrient cycles, and terrestrial, lotic, lentic, and marine communities. Students are required to complete a field project and present recent ecological research papers to the class. Development of sampling and data interpretation skills are emphasized in the projects which are usually conducted at the James H. Barrow Field Station. Prerequisites: Biology 151 or 15100 and Biology 152 or 15200 or student can take INTD 225 or 22500 and one introductory science course.

BIOL 34200: MARINE ECOLOGY 4 hour(s)
As an introduction to the ecology of the marine environment, this course will examine the relationships that occur among various marine organisms and their biotic and abiotic environments as well as the methodologies and thinking used to obtain this information. Readings from the text will be supplemented by primary literature. Field investigations may be conducted in a number of different local onshore and offshore environments. Prerequisites: Junior standing and one of the following: Biology 213 or 21300; 223 or 22300; 315 or 31500 and 316 or 31600 or 320 or 32000; or permission.

BIOL 34300: CONSERVATION BIOLOGY 4 hour(s)
Conservation Biology is the study of species diversity in human-impacted landscapes. As human populations grow and the demand for natural resources increases human activities inevitably erode the integrity of natural ecosystems. This erosion leads to the loss of species, both locally and globally. In this course we will study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine how human economic activities impact the natural world, the ecological mechanisms at work in the process of species extinction, and how research in conservation biology has led to the development of ways to halt or even reverse species loss. A revised version of this course is offered as EVST/BIOL 34400 for three (3) hours. This course is also listed as Environmental Studies 34400. Prerequisite: EVST/BIOL 241/24100 or BIOL 341/34100 or permission.

BIOL 34400: CONSERVATION BIOLOGY 3 hour(s)
Conservation Biology is the study of species diversity in human-impacted landscapes. As human populations grow and the demand for natural resources increases human activities inevitably erode the integrity of natural ecosystems. This erosion leads to the loss of species, both locally and globally. In this course we will study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine how human economic activities impact the natural world, the ecological mechanisms at work in the process of species extinction, and how research in conservation biology has led to the development of ways to halt or even reverse species loss. This course is also listed as Environmental Studies 34400. Prerequisite: EVST 241/24100 or BIOL 341/34100 or permission.

BIOL 34500: FOREST ECOLOGY METHODS 4 hour(s)
Forests represent a major ecosystem in many parts of the world and are an important element in our regional landscape. This course addresses several ecological processes of forest ecosystems and selected methods used to investigate them. Its activities include intensive field work, some laboratory time, and supporting lectures on relevant concepts and methods. Field activities will be carried out at Hiram College's James H. Barrow Field Station, which contains one of the last regional stands of unlogged Beech-Maple forests. Also listed as Environmental Studies 345 or 34500 Prerequisites: INTD 225 or 22500 or EVST/BIOL 241 or 24100 or BIOL 141 or 14100 or BIOL 142 or 14200 or BIOL 151 or 15100.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Description</th>
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<tbody>
<tr>
<td>BIOL 35000</td>
<td>GENERAL ECOLOGY I</td>
<td>3</td>
<td>Ecology is the study of relationships between organisms and their environment. In this introductory course we cover fundamental aspects of climatology, biomes, distribution and abundance of plants and animals, energy flow through ecosystems, nutrient cycling, population dynamics, species interactions, niche theory, community structure and dynamics, landscape ecology, and global ecological issues. The course includes a lecture and a follows up course required in the following semester, BIOL 351 or 35100, for credit in the major. Prerequisites: BIOL 213 or 21300, 316 or 31600 or 320 or 32000 or permission.</td>
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<tr>
<td>BIOL 35100</td>
<td>GENERAL ECOLOGY II</td>
<td>1</td>
<td>This is the laboratory portion of BIOL 350 or 35000 (General Ecology I). Students carry out independent research projects that were developed during the spring-12 (BIOL 350 or 35000). Prerequisite: Biology 350 or 35000</td>
</tr>
<tr>
<td>BIOL 36500</td>
<td>GENETICS</td>
<td>4</td>
<td>A problem-based introduction to classical and molecular genetics. Key sections of the course are what are genes and how do they work, how are genes transmitted between generations, how is gene expression regulated, and how do genes change. Lab will provide hands-on experience with experimental approaches to these same questions and using those approaches to address a novel research project. Prerequisite: Biology 230 or 23000.</td>
</tr>
<tr>
<td>BIOL 37800</td>
<td>IMMUNOLOGY</td>
<td>3</td>
<td>A problem solving approach to understanding the molecular and cellular basis of immunity in vertebrates, the differences and connections between innate and adaptive immunity, the range of innate immune functions outside of vertebrates, how self, non-self and altered self are distinguished, how immune functions deal with non-self and altered self, and disorders of the immune system. Prerequisites: Biology 230 or 23000, Biology 365 or 36500 completed or taken concurrently.</td>
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<tr>
<td>BIOL 38000</td>
<td>SEMINAR</td>
<td>4</td>
<td>Includes various topics or upper level specialty courses. Prerequisites: Junior standing and permission.</td>
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<tr>
<td>BIOL 38100</td>
<td>SPECIAL TOPIC 1</td>
<td>4</td>
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<tr>
<td>BIOL 41500</td>
<td>ADVANCED MOLECULAR BIOLOGY</td>
<td>4</td>
<td>This course is designed to deepen understanding of the molecular processes of cells. The material builds on that from previous courses with respect to a few selected topics. Lab focuses on using molecular techniques to address novel research projects. Prerequisites: Biology 230 or 23000 and Chemistry 220 or 22000.</td>
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<tr>
<td>BIOL 41510</td>
<td>ADVANCED MOLECULAR BIOLOGY</td>
<td>4</td>
<td>This course is designed to deepen understanding of the molecular processes of cells. The material builds on that from previous courses with respect to a few selected topics. Lab focuses on using molecular techniques to address novel research projects. Prerequisite: Biology 365 or 36500 or 366 or 36600 or permission of instructor. Offered irregularly.</td>
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<tr>
<td>BIOL 48000</td>
<td>SENIOR SEMINAR</td>
<td>4</td>
<td>Includes various topics or upper level specialty courses. Prerequisites: senior standing and permission.</td>
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<tr>
<td>BIOL 48100</td>
<td>INDEPENDENT RESEARCH 1 - 4</td>
<td>4</td>
<td>Students who have an original idea or topic for research may solicit support from a sponsoring faculty member and carry out the research. The student must submit a research proposal to his or her faculty research advisor, outlining the research problem, the methods to be used, possible results, and an estimate of the resources needed. The student will submit a final report to the sponsoring faculty member and a public presentation to the department if he or she is using this for the apprenticeship. Prerequisites: junior or senior standing and permission.</td>
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<tr>
<td>BIOL 48200</td>
<td>TECHNIQUES IN BIOLOGICAL RESEARCH 1 -</td>
<td>4</td>
<td>This course provides an opportunity for collaborative research among students and faculty. No more than ten juniors and seniors will work with a faculty member on a defined research project. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play in carrying out the project.</td>
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</table>
Students may use the research project to fulfill the apprenticeship requirement, but a written contract between the instructor and the student must be agreed upon by both prior to registration for the course. The topic of research will vary as different members of the faculty offer this apprenticeship opportunity. Possible topics include: Recombinant Biology, Scanning Electron Microscopy, Histology, Animal Physiology, Plant Physiology and Biochemistry, Parasitology, Plant Anatomy and Systematics, Animal Behavior, and Ecology. Prerequisites: junior or senior standing and permission.

**BIOL 48300: RESEARCH TECHNIQUES BIOCHEMISTRY 1 - 4 hour(s)**

This course provides an opportunity for collaborative research among students and faculty. No more than six students will work with a faculty member on a defined research project. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play. Students may use this research as the basis for their senior seminar (Chemistry) or APEX requirement, but only with the prior written consent of the instructor. Also listed as Chemistry 483 or 48300.

**BIOL 49800: INTERNSHIP 4 hour(s)**

This apprenticeship provides field experience in various areas of biology and is typically done off campus. A student selects an internship in consultation with a departmental advisor. Internships are tailored to help students gain experience for a career in biology. Students are placed in zoological and botanical gardens, biological field stations, universities, hospitals, government agencies, and private institutions, with emphasis on practical application of biology. Each student submits to the faculty advisor a journal of his or her daily activities and a paper that succinctly details the most important aspects of the internship. Each student also gives a public presentation to the department if he or she is using this for apprenticeship.

**BIOMEDICAL HUMANITIES**

*Michael Blackie (2008)*, Associate Professor and Department Chair of Biomedical Humanities; Co-Director of the Center for Literature and Medicine  
B.A., California State University, Northridge  
M.A., Georgetown University  
Ph. D., University of Southern California  
Academic Interest: literature and medicine; death and dying; sexuality and difference

*Carol Donley (1974)*, Professor Emerita of English  
B.A., Hiram College;  
M.A., Case Western Reserve University  
M.A., Ph.D., Kent State University;  
Academic Interest: literature and medicine

*Colleen Fried (1993)*, Herbert L. and Pauline Wentz Andrews Chair of Biomedical Humanities, Professor of Chemistry  
B.A., Carleton College;  
Ph.D., Iowa State University  
Academic Interest: synthetic organic chemistry, natural products, medical humanities

*Erin Gentry Lamb (2009)*, Assistant Professor of Biomedical Humanities; Co-Director of the Center for Literature and Medicine  
B.A., University of Iowa;  
P.G.Dip., Nottingham Trent University (England)  
Ph.D., Duke University  
Academic Interest: American literature and culture, aging studies, cultural study of science and medicine and bioethics

*Sandra I. Madar (1994)*, Director of Strategic Academic Initiatives; Professor of Biology  
B.S. University of Michigan;  
Ph.D. Kent State University & Northeast Ohio Universities College of Medicine  
Academic Interest: mammalian paleontology & human evolutionary biology

**Department web address:** [www.hiram.edu/biomed/](http://www.hiram.edu/biomed/)

**INTRODUCTION**

The biomedical humanities major at Hiram College is an innovative and interdisciplinary area of study geared toward preparing students for successful careers in a range of healthcare fields. Our graduates have gone on to be physicians, veterinarians, physical therapists, genetic counselors, and to work in areas like bioethics, public health and the law.
The biomedical humanities major couples an intensive science core with equally rigorous study in the humanities designed to explore the intersections of medicine, science, literature and culture. The major’s relational core prepares students for the interpersonal and group level interactions that are quintessential to health and healthcare delivery. Collectively, our coursework provides students with a broad perspective on twenty-first century healthcare.

With built-in flexibility in major requirements, biomedical humanities majors are able to tailor their course of study—in consultation with their departmental advisor—to meet their particular interests and career goals. As part of the capstone, students complete advanced coursework in a traditional liberal arts discipline of their choosing. All biomedical humanities majors are required to participate in three hundred hours of experiential learning spanning biomedical research, clinical/job shadowing and service learning.

Requirements for the Major

I. Medical Humanities Core (three courses, at least one of which must have a bioethics emphasis, one course from sections A and B, and two 1-hour seminars):

These courses examine questions of human values in health and quality of life through study of literature and the arts, as well as the roles and limitations of bioethical principles.

A. Choose one course from the following (these courses carry an ethics designation): INTD 29900 What is Human?; INTD 30200 Narrative Bioethics; INTD 37000 Uses and Abuses of Power in Health Care; BIMD 38000 Issues in Women's Health; INTD 38100 Narrative Medicine; INTD 38100 How We Die

B. Choose two more courses from: BIMD 38100 Facing Illness and Death; BIMD 38100 Sex and Medicine; INTD 21500 Pushing Up Daisies: Western Perspectives on Death and Dying; INTD 26300 Perils of the Normal; INTD 28900 Genetics, Identity and Popular Culture; INTD 30220 Global Health and Human Rights; INTD 36000 Literature and Aging; INTD 36100 What’s Normal? I: Physical Abnormalities; INTD 36200 The Ethics and Literature of Caring; INTD 37200 Literary Anatomies: Women's Bodies and Health in Literature; INTD 38100 Obligations to Others; INTD 38100 Aging, Sex, and the Body; INTD 38100 Stories of the Self; INTD 38100 On Human Suffering; INTD 38100 What's Normal? II: Mental and Emotional Disorders; INTD 38900 Alternative Health Care Systems; or any course from list A or other courses as approved by the department.

C. Enroll in two 1-hour BIMD 28000 seminars

II. Relational Core (two courses, two 1-hour service seminars, and a shadowing internship):

These courses provide students opportunities to explore the ways in which individuals understand and respond to one another and apply that knowledge and learned skills in new demographic contexts.

A. Choose one course from the following: COMM 22000 Interpersonal Communication; COMM 22100 Group Interaction Processes; COMM 22200 Organizational Communication; COMM 22300 Family Communication; COMM 22500 Communication Between Cultures; COMM 23400 Gender Communication; COMM 23600 Persuasion and Attitude Change; COMM 35300 Intercultural Health Care Communication; or another course approved by the department.

B. Choose one course from the following COMM/THEA 22400 Oral Interpretation of Literature; THEA 12000 Fundamental Principles of Acting; ENGL/THEA 20900 Shakespeare in Performance; THEA 22600 Storytelling in the Natural World; THEA 22900 Creative Dramatics; WRIT 21500 Writing About [...]; WRIT 21600 Basics of Creative Writing; WRIT 30400 Craft and Technique: Poetry; WRIT 30500 Craft and Technique: Creative Nonfiction; WRIT 30600 Craft and Technique: Fiction; WRIT 30700 Craft and Technique: Playwriting; WRIT 30900 Craft and Technique: Screenwriting; WRIT 31300 Teaching and Supervising Writing; or another course approved by the department.

C. Two service courses – BIMD 61000 and 61100 (each requires 30 hours of approved service)

D. Shadowing Internship (120 hours)

All students are required to shadow one or more health care practitioners during their time at Hiram College. This experience can help students feel secure in their understanding of professional environments by immersion into the system and by interacting with people who are involved in direct patient care. Students are required to have each practitioner they shadow sign off on the experience and the number of hours completed. Students will also keep a journal of the experience.
III. Science Core (nine courses and a research internship):
These courses enable students to explore the form and function of living systems and to
develop the theoretical and conceptual background for independent laboratory work and
data analysis.

A. Students must take the following courses:
BIOL 15100 Introduction to Biology I: How Science Works
BIOL 15200 Introduction to Biology II: How Life Works
BIOL 23000 Molecular and Cellular Biology
BIOL 36500 Genetics
CHEM 12000 General Chemistry I: Structure and Bonding
CHEM 12100 General Chemistry II: Introduction to Chemical Analysis
CHEM 22000 Introduction to Organic Chemistry
CHEM 32000 Intermediate Organic Chemistry
MATH 10800 Statistics

B. Research Internship (120 hours) Because scientific research plays a critical role in
medical advancement, students must participate in an internship. During the research
experience, students are exposed to the processes of basic science like those which
shape clinical practice. Students work with their academic advisor to seek out approved
experiences, and are required to have their research mentor sign off on the experience
and the number of hours completed. Students must also keep a journal of the experien-

V. Capstone
A. Area of Specialization (three upper-level courses in a traditional liberal arts discipline)
In appreciation of the liberal arts tradition that will provide students with an education in the
depth, breadth and inter-relatedness of knowledge, we require students to choose an area
of specialization consisting of THREE upper level courses in a traditional liberal arts major.
The goal of this component of the Biomedical Humanities major is to increase students’
depth of knowledge in a single content area that will enrich their ability to link their core
skills to the problems grounded in modern academic disciplines. The area of specialization
and the appropriate courses should be chosen in consultation with a Biomedical
Humanities advisor.

B. Senior Seminar (1 course)
This capstone, in the form of two formal public presentations, reflects a student’s portfolio
of educational experiences in and out of the classroom. The first presentation is a
demonstration of the student’s command of her or his research. The second is a reflective,
evidence-based argument documenting integration of academic and experiential learning
in the medical humanities. Students completing the minor are only responsible for
completing the medical humanities portion of the capstone.

Requirements for the Minor
Students wishing to complete a minor in biomedical humanities choose a departmental
advisor and, in conjunction with the advisor, select the courses most appropriate for them.
Students taking the minor will participate in BIMD 48000, Senior Seminar or complete
another departmental capstone as approved by the Biomedical Humanities Department.

The minor consists of a minimum 20 semester hours of courses chosen from the following:
At least three courses from the following categories:

A. Choose one of the following ethics-designated medical humanities courses:
INTD 29900 What is Human?; INTD 30200 Narrative Bioethics; INTD 37000 Uses and
Abuses of Power in Health Care; BIMD 38000 Issues in Women’s Health; INTD 38100
Narrative Medicine; INTD 38100 How We Die

B. Choose one more medical humanities course from list A or from among the following
courses:
BIMD 38100 Facing Illness and Death; BIMD 38100 Sex and Medicine; INTD 21500
Pushing Up Daisies: Western Perspectives on Death and Dying; INTD 26300 Perils of the
Normal; INTD 28900 Genetics, Identity and Popular Culture; INTD 30020 Global Health
and Human Rights; INTD 36000 Literature and Aging; INTD 36100 What’s Normal? I:
Physical Abnormalities; INTD 36200 The Ethics and Literature of Caring; INTD 37200
Literary Anatomies: Women’s Bodies and Health in Literature; ; INTD 38100 Obligations to
Others; INTD 38100 Aging. Sex. and the Body; INTD 38100 Stories of the Self; INTD
38100 On Human Suffering; ; INTD 38200 What’s Normal? II: Mental and Emotional
Disorders; INTD 38900 Alternative Health Care Systems; or another course approved by
the department.
C. Choose one more course from list A, list B or from among the following courses:
COMM 22000 Interpersonal Communication; COMM 22100 Group Interaction Processes; COMM 22200 Organizational Communication; COMM 22300 Family Communication; COMM 22500 Nonverbal Communication; COMM 25000 Communication Between Cultures; COMM 32400 Gender Communication; COMM 32600 Persuasion and Attitude Change; COMM 35300 Intercultural Health Care Communication; PSYC/SOAN 25000 Development Across the Life Span; PSYC 36100 Introduction to Counseling and Clinical Psychology; SOAN 35900 Medical Sociology; COMM/THEA 22400 Oral Interpretation of Literature; THEA 12000 Fundamental Principles of Acting; ENGL/THEA 20900 Shakespeare in Performance; THEA 22600 Storytelling in the Natural World; THEA 22900 Creative Dramatics; WRIT 21500 Writing About …; WRIT 22100 Basics of Creative Writing; WRIT 30400 Craft and Technique: Poetry; WRIT 30500 Craft and Technique: Creative Nonfiction; WRIT 30600 Craft and Technique: Fiction; WRIT 30700 Craft and Technique: Playwriting; WRIT 30900 Craft and Technique: Screenwriting; WRIT 31300 Teaching and Supervising Writing; or another course approved by the department.

At least two other courses chosen from the following:
BIOL 13100: Human Anatomy and Physiology I; BIOL 13200 Human Anatomy and Physiology II; BIOL 15100 Introduction to Biology I: How Science Works; BIOL 15200 Introduction to Biology II: How Life Works; CHEM 16100: Physiological Chemistry I; CHEM 16200 Physiological Chemistry II; CHEM 22000 Introduction to Organic Chemistry; CHEM 32000 Intermediate Organic Chemistry. (Students may petition the Biomedical Humanities Department for alternative science courses to fulfill this requirement.)

BIMD 48000 – Senior Seminar (Minors are only required to complete the medical humanities capstone presentation.)
Service Learning: Completion of 30 documented hours in a healthcare setting.

BIMD 18100: GLOBAL HEALTH ISSUES 1 hour(s)
This overview course is designed to expose students who are interested in health to a global perspective of select, relevant issues in international health. A wide range of perspectives, including historical, ethical, environmental, cultural, social, economic, political, and policy will be explored. Current trends and future implications will also be examined. This course is a prerequisite for the study abroad trip in the fall three-week semester. Prerequisite: Sophomore standing or instructor permission required.

BIMD 28100: INDEPENDENT STUDY 1 - 4 hour(s)
BIMD 29800: FIELD EXPERIENCE 1 - 4 hour(s)
BIMD 35600: HOW WE DIE:ES 4 hour(s)
Despite death’s inevitability, we consciously and unconsciously disguise or resist its reality in dreams, fairy tales, allegories, and even jokes. In his book, How We Die: Reflections on Life’s Final Chapter, from which this course borrows its name and a good deal of its inspiration, Sherwin Nuland describes how we have turned increasingly to modern medicine as one more means of denying the reality of death. As a surgeon with more than forty years of experience in a major metropolitan hospital, Nuland admits to actively participating in this denial. Modern medicine, he argues, influences how we as individuals and as a culture not only view but also experience death. “Modern dying,” he contends, “takes place in the modern hospital, where it can be hidden, cleansed of its organic blight, and finally packaged for modern burial.” This course uses literature, film, and history related to death as points of reference for examining the role modern medicine has come to play in how we die. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course satisfies the requirement for a medical humanities course with an emphasis on bioethics.

BIMD 38000: SEMINAR 1 - 4 hour(s)
BIMD 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
BIMD 49800: INTERNSHIP 4 hour(s)
BIMD 61000: SERVICE IN A HEALTH CARE SETTING 1 hour(s)
Students enrolled in this course are required to volunteer in a health care setting for a minimum of 30 hours, keep a journal of their volunteer experience, and to participate in a weekly class session. Topics covered during the in-class portion will include tips on keeping a reflective journal, working with issues of power inequity in a volunteer situation, dealing with challenges that occur at the volunteer site, and options for other volunteer opportunities. Pass/No Credit Only.

BIMD 61100: HEALTH SERVICES II 1 hour(s)
Students enrolled in this course are required to volunteer in a health care setting for a minimum of 30 hours, keep a journal of their volunteer experience, and to participate in a weekly class session. Topics covered during the in-class portion will include tips on keeping a reflective journal, working with issues of power inequity in a volunteer situation, dealing with challenges that occur at the volunteer site, and options for other volunteer opportunities. Pass/No Credit Only. Prerequisite: Biomedical Humanities 610 or 61000

CHEMISTRY

Colleen A. Fried (1993), Herbert L. and Pauline Wentz Andrews Chair of Biomedical Humanities, Professor and Chair of Chemistry
B.A., Carleton College;
Ph.D., Iowa State University
Academic interest: synthetic organic chemistry, natural products, medical humanities
http://home.hiram.edu/chemistry/colleen’spersonal.htm

B.A., New College, Oxford University;
M.S., Ph.D., University of Michigan
Academic interest: Physical chemistry, X-ray crystallography

Caroline Gray (1997), Chemistry Teaching Research Associate
B.S., Youngstown State University;
M.S., Youngstown State University
Academic interest: analytical chemistry

Prudence Hall (1988), Professor Emeritta of Biology and Chemistry
A.B., Oberlin College;
M.S., Ph.D., Michigan State University
Academic interest: biochemistry and plant physiology

Karen Hullihen (2012), Research Teaching Assistant
B.S., Youngstown State University
Academic interest: Industrial Chemistry, Organic Chemistry, and Liquid Crystals

James Kercher (2003), Assistant Professor of Chemistry
B.S., Gettysburg College
M.A. and Ph.D., University of North Carolina, Chapel Hill
Academic interest: unimolecular dissociation dynamics, mass spec, halogen activation and nitrogen oxide and ozone cycling

Brian Knettle (2012), Assistant Professor of Chemistry
B.S. University of Toledo
M.S. University of Toledo
Ph.D. Texas Tech University
Academic interest: Effects of solvents on imine synthesis, divalent cross-coupling of imines

Jody Modarelli (2007), Assistant Professor of Chemistry, Director of the Biochemistry Program
B.S. The University of Akron;
Ph.D., The University of Akron
Academic interest: lipid chemistry, metabolomics, cancer biology, tuberculosis

B.S., North Dakota State University;
M.S., John Carroll University;
Ph.D., Wayne State University
Academic interest: Analytical Chemistry

Carol Shreiner (2007), Assistant Professor of Chemistry
B.S. The University of Pittsburgh;
Ph.D The University of Akron
Academic interest: macromolecular design and synthesis, microwave-enhanced synthesis, synthetic organic chemistry

Department Web address: http://www.hiram.edu/chemistry

Requirements for Majors

The chemistry major assumes knowledge of basic chemistry. For most persons this will be demonstrated by successful completion of the general chemistry course sequence, 12000-12100. Students scoring “5” on the AP chemistry examination are deemed to have
successfully completed the general chemistry requirement.

I. The required core courses

CHEM 22000
CHEM 23000
CHEM 24000
CHEM 32000
CHEM 35000
CHEM 48000

IIa. Chemistry elective

One course must be chosen from the 30000 or 40000 level. Students who pursue the chemistry major will be advised to take additional courses for entrance to graduate programs.

IIb. The ACS (American Chemical Society) Certified Chemistry major requires the additional courses 35100, 48200 or BCHM 48300, BCHM 36600 and a total of 6 hours of elective chemistry courses from the 30000 or 40000 level.

III. Required correlative courses

MATH 19800, 19900
PHYS 21300, 21400

Requirements for Minors

The chemistry department requires the following courses to complete a minor in chemistry: Chemistry 12000, 12100, 22000, and three upper-level elective courses chosen in consultation with a chemistry advisor. Potential electives include 23000, 24000, and any 30000- or 40000-level chemistry course.

Special Opportunities

The department offers active undergraduate research programs in atmospheric chemistry, bioanalytical chemistry, dendrimer chemistry, industrial chemistry, organic synthesis, and physical chemistry. We have the usual range of chemical instrumentation, including AA, NMR, IR, MS, HPLC, microwave, GC. The College also has a Photoretron Photoion Coincidence Time-of-Flight Mass Spectrometer, which was built by Dr. Kercher and two of our majors. Additionally, the College has an HPLC Electrospray Ionization Mass Spectrometer, which is housed in the biochemistry lab. Funding for the LSMS system was obtained through a grant written by Jody Modarelli to the National Science Foundation (NSF) as part of their Major Research Instrumentation program (MRI). These instruments are routinely employed in the laboratory courses offered by the department, and students are encouraged to use the instrumentation for individual projects. Members of the department also use these instruments for academic and applied research.

COURSE DESCRIPTIONS

CHEM 10100: CHEMISTRY IN CONTEXT-AN ENVIRONMENTAL PERSPECTIVE:SM 4 hour(s)

A basic chemistry course, organized to develop knowledge and an understanding of the chemical factors affecting the environment and society's interaction with the environment. This course is designed for students with no previous experience in chemistry. It satisfies the laboratory course requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours. This course fulfills the Experimental Scientific Methods requirement.

CHEM 11500: INTRODUCTION TO CHEMISTRY 4 hour(s)

This course is designed for the student with little or no high school background. For the prospective science student, this course will provide a basis for further study in chemistry.

CHEM 12000: GENERAL I-STRUCTURE AND BONDING:SM 4 hour(s)

An introduction to atoms and molecules. Topics include atomic orbitals, periodicity, intermolecular forces, bonding models, bond energies and orbital hybridization. This course fulfills the Experimental Scientific Methods requirement.

CHEM 12100: GENERAL II-INTRODUCTION TO CHEMICAL ANALYSIS:SM 4 hour(s)

An introduction to solution chemistry. Topics include gas laws, redox reactions, thermodynamics, electrochemistry, kinetics, colligative properties, equilibrium and pH. This
course fulfills the Experimental Scientific Methods requirement. Prerequisite: Chemistry 120 or 12000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours. This course fulfills the Experimental Scientific Methods requirement.

**CHEM 16000: SCIENTIFIC GLASSBLOWING 3 hour(s)**

This course covers the fundamentals of glassblowing and flame working with applications to the construction and repair of scientific glassware.

**CHEM 16100: PHYSIOLOGICAL CHEMISTRY I:SM 4 hour(s)**

This course is intended for non-science majors, and is particularly aimed at those entering various healthcare fields, environmental studies, neuroscience, and those wishing to teach elementary school or middle school. This course will provide an introduction to the principles of inorganic and organic chemistry. Topics include: atomic theory and nuclear chemistry, the periodic table, chemical bonds, states of matter, chemical reactivity, principles of equilibrium and reaction rates, acids and bases, and the structure and reactivity of organic compounds including alkyl, aryl, alcohol, carbonyl, and amino compounds. Activities in this course will emphasize analytical thinking and problem-solving particularly in the area of quantitative calculations. This course fulfills the Experimental Scientific Methods requirement.

**CHEM 16200: PHYSIOLOGICAL CHEMISTRY II:SM 4 hour(s)**

This is the second semester of a two course sequence intended for non-science majors, and is particularly aimed at those entering various healthcare fields, environmental studies, neuroscience, and those wishing to teach elementary school or middle school. This course will build upon the inorganic and organic chemistry topics introduced in the previous course, and explore how they apply to biological systems. Topics include: the structure and properties of the various food groups (carbohydrates, lipids, proteins), biological reactions including enzyme kinetics, metabolic pathways and bioenergetics, genetic expression including DNA and RNA structure. Activities will continue to involve analytical thinking and problem-solving skills, and will be geared towards the application of chemical principles to the structure and function of biological systems. Prerequisite: Chemistry 161 or 16100. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours. This course fulfills the Experimental Scientific Methods requirement.

**CHEM 20400: PHYSICAL SCIENCE:SM 4 hour(s)**

A non-majors course. This is a comprehensive but not highly technical presentation of the essential concepts of physical science. While the subject matter is derived from the major branches of physical science (astronomy, chemistry, geology, meteorology and physics), it is studied as an integrated interpretation of the physical world. The laboratory is designed to be of special application for the prospective elementary teacher through the establishment of demonstrations and experiments illustrating salient concepts. This course fulfills the Experimental Scientific Methods requirement.

**CHEM 22000: INTRODUCTION TO ORGANIC CHEMISTRY 4 hour(s)**

Introduction to Organic Chemistry. A survey of the principles of organic chemistry with emphasis on functional groups. Nomenclature, structure, synthetic methods, and reactions are the primary focuses. An introduction to isomerism, stereo-chemistry, and conformational analysis is included. Reaction energetics and implications for a selected series of reaction mechanisms are also examined. The laboratory introduces basic techniques of isolation, characterization, and synthesis of organic compounds.

**CHEM 22500: INTRODUCTORY ELECTRONICS 4 hour(s)**

An introduction to the principles of electronics and the uses of electronic components. The laboratory will investigate the fundamentals of linear and digital circuits while using basic laboratory instruments such as oscilloscopes, waveform generators, and digital multimeters. Topics will include basic circuit theory, passive devices, junction and field effect transistors, operational amplifiers, digital logic, integrated circuit chips and optical solid-state devices. This course is designed for physics and chemistry majors and entails a considerable amount of problem solving. While not required, a familiarity with calculus would be helpful. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Physics 114 or 11400, or Physics 214 or 21400. Also listed as Physics 21800.

**CHEM 23000: INTRODUCTION TO INORGANIC CHEMISTRY 4 hour(s)**

The concepts of inorganic chemistry in light of modern theory. Atomic structure, chemical periodicity, bonding, group theory, coordination chemistry with crystal field theory, and
reaction mechanisms of complex formation are considered. Descriptive chemistry and the
often neglected chemistry of the lanthanide and actinide elements are also examined. The
laboratory introduces basic inorganic laboratory techniques for the synthesis and
characterization of inorganic compounds. Prerequisite: Chemistry 121 or 12100, 220 or
22000.

**CHEM 24000: QUANTITATIVE ANALYSIS 4 hour(s)**

An in-depth study of theory and practice of analytical methods including gravimetric,
volumetric, redox, electrochemical, compleximetric and spectrophotometric, and an
introduction to modern instrumentation. Intended for students of biological, chemical,
medical, and physical sciences. Prerequisite: Chemistry 121 or 12100. The breakdown
between lecture and lab hours is for administrative office use only. This course may only
be taken as four credit hours.

**CHEM 25000: HUMAN NUTRITION 3 hour(s)**

The requirements of nutrition for individuals and families as related to health and well-
being are examined in this course as well as the functions, sources and interactions of
essential nutrients. Food groups are studied and methods of nutrition education are
explored. Prerequisite: Chemistry 162 or 16200.

**CHEM 28000: SEMINAR 4 hour(s)**

**CHEM 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**CHEM 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**CHEM 31500: HISTORY OF CHEMISTRY 3 hour(s)**

The course will consist of a historical survey of the development of chemistry. Prerequisite:
Chemistry 121 or 12100.

**CHEM 32000: INTERMEDIATE ORGANIC CHEMISTRY 4 hour(s)**

A continuation of Chemistry 220 or 22000. Includes a survey of bifunctional and
polyfunctional molecules and bio-organic chemistry. Prerequisite: Chemistry 220 or 22000.
The breakdown between lecture and lab hours is for administrative office use only. This
course may only be taken as 4 credit hours.

**CHEM 33000: COMPUTATION CHEMISTRY 4 hour(s)**

"... Chemical questions are problems in applied mathematics." So begins an early text in
Quantum Chemistry, and calculations now provide a useful addition to the Chemist's
toolbox. The course builds on Physics and Organic chemistry to develop the Molecular
Mechanical and Semi-empirical Molecular Orbital approaches to energetic and
conformational calculations. "Ab initio" methods are then introduced, and their power (and
cost) explored. This course is particularly suitable for chemists or molecular biologist
considering careers in the chemical, pharmaceutical or biogenetic industries, but will
provide an equally valuable introduction to material widely needed for graduate studies.
Prerequisites: Chemistry 220 or 22000 and high-school physics.

**CHEM 34000: X-RAY CRYSTALLOGRAPHY 4 hour(s)**

X-ray diffraction is an important tool for finding the positions of atoms in molecular
structures, and for measuring the resulting inter-atomic distance and angles. It is routinely
applied to all classes of molecules, now including even those as complex as proteins. In
this course, discussions of crystallization, X-ray production and detection, crystal symmetry
and the Fourier relationship between direct and reciprocal space leads to the use of the
SHELX software package (Sheldrick, 1997) for the solution of small molecule structures.
We will introduce the XTALVIEW software package (McRee, 1999) as we look at the
problems posed in protein crystallography. Some additional work will be required of those
students wishing this to count as an Advanced Chemistry course. Prerequisites: Chemistry
220 or 22000 and high-school physics.

**CHEM 35000: PHYSICAL CHEMISTRY I 4 hour(s)**

This course provides an introduction to physical chemistry, with an emphasis on
energetics. Topics include: the physical properties of gases, liquids, solids, and solutions;
thermodynamics and thermochemistry; phase equilibria; electrochemistry; and the kinetic
type of gases and fluids. Prerequisites: Chemistry 220 or 22000, Physics 214 or 21400,
and Mathematics 199 or 19900.

**CHEM 35100: PHYSICAL CHEMISTRY II 4 hour(s)**

This course is a continuation of Chemistry 350 or 35000. The emphasis in this course is on
structure and change. Topics include: atomic and molecular structure; quantum mechanics; molecular structure determination; thermodynamics; and chemical kinetics. Prerequisite: Chemistry 350 or 35000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours.

CHEM 38000: SEMINAR 4 hour(s)

CHEM 38100: SPECIAL TOPICS IN CHEMISTRY 1 - 4 hour(s)

Various advanced courses. This course may be taken more than once for credit.

CHEM 40000: SPECTROSCOPY AND SEPARATIONS 4 hour(s)

The application of methods of analysis. Emphasis on theoretical concepts, instrument design, chromatography columns, separation theory and applications. Prerequisite: Chemistry 240 or 24000 and 350 or 35000 or concurrent with 350 or 35000.

CHEM 43000: ADVANCED INORGANIC CHEMISTRY 3 hour(s)

A survey of the methods used for structural determinations in inorganic chemistry. Nuclear magnetic, vibrational, electronic, and optical rotational spectroscopy are the primary focuses. An introduction to isomerism, transition metal stereochemistry, and conformational analysis is included. Magnetic, thermal, electrochemical, and separation methods are also considered. Prerequisite: Chemistry 350 or 35000 or permission. Offered alternate years.

CHEM 44000: ELECTROCHEMISTRY 4 hour(s)

The application of methods of analysis. Emphasis on theoretical concepts, instrumental design, and applications. Prerequisite: Chemistry 240 or 24000 and 350 or 35000 or concurrent with 350 or 35000.

CHEM 48000: SENIOR SEMINAR 1 hour(s)

Students prepare and present to faculty and students, papers on chemical topics based on literature search or laboratory research.

CHEM 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)

CHEM 48200: RESEARCH TECHNIQUES CHEMISTRY 4 hour(s)

This course provides an opportunity for collaborative research among students and faculty. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play in carrying out the project. Students may use this research as the background for their student seminar. This course may be taken more than once for credit. Prerequisites: Chemistry 220 or 22000.

CHEM 48400: ENVIRONMENTAL METHODS OF ANALYSIS 4 hour(s)

Satisfying the requirements of the environmental laws and regulations is possible only with defendable and accurate laboratory results based on approved methodologies, current instrumentation and technologies, and well-trained and qualified personnel. The large diversity of the literature in this field and the diffuse sources fo the necessary information make training difficult. The goal of this course is to provide guidelines for any individual working in the environmental arena by examining selected analytical procedures most often used by governing agencies for the evaluation of environmental pollutants. Analytical methods used for the analysis of air, water, and soil will be considered. Topics will include methods used for the analysis of drinking and wastewater, wastewater, air sampling for asbestos and various gases and particulates, and soil methodologies. The laboratory experiments are designed to emphasize the appropriate laboratory technique utilized in determining the chemical constituents in environmental samples, along with their chemistry, occurrence, source, fact, and their control by regulations and standards.

CHEM 49800: INTERNSHIP 4 hour(s)

COMMUNICATION

Gail C. Ambuske (1981), Chair, Professor of Communication and Management
B.A., M.A., Kent State University;
Ph.D., Case Western Reserve University
Academic interest: group and organizational communication, planned organizational change, Japan and China

Mary Ann Brockett (1989), Professor Emerita of Communication
B.A., Otterbein College;  
M.A., Ph.D., Kent State University  
Academic interest: rhetoric of international leaders, presidential rhetoric, China and Africa, intercultural health care communication

**Audrey (Wagstaff) Cunningham (2008)**, Assistant Professor of Communication  
B.A., Hiram College;  
M.A., Ph.D. Kent State University  
Academic interest: media participation effects, scholastic journalism, social justice, Central America

**Jon Gordon (2009)**, Associate Professor of Communication  
B.A., Hiram College;  
M.A., University of South Carolina;  
M.F.A., Ph.D., The Ohio State University  
Academic interest: intercultural communication, editorial cartooning, Japanese popular culture, Asia

**Linda Rea (1970)**, Professor Emerita of Communication  
B.A., Otterbein College;  
M.A., Ph.D., Kent State University  
Academic interest: persuasion, gender communication, Central America, human rights

**Xinlu Yu (2002)**, Associate Professor of Communication  
B.A., Beijing Foreign Studies University;  
M.S., Ph.D., Ohio University  
Academic interest: intercultural communication, international communication, media and multiculturalism, China

**Department web address:** www.hiram.edu/communication/

**Contributing Faculty:**

James Laux, Desmonde Laux, Laurie Bentley, Betsy Bauman, and Paul Gaffney

**General Description of Communication Program**

Citizenship, leadership and personal/professional relationships are the central topics within the Communication curriculum. Our mission is to provide students with an understanding of the communication process as human symbolic activity, the necessary skills, and an awareness of ethical dimensions.

The three distinctive features of the program are the development, practice, and application of communication skills and knowledge. In addition to attention to these aspects through the courses, all majors complete an Apprenticeship in Communication, either on or off campus, thereby gaining opportunities to use their knowledge and skills in a supervised setting.

Secondly, as part of the Capstone experience, all majors participate in a rigorous year-long research project which culminates in a major paper and a presentation. (Please see the course descriptions for 47000 and 48000.)

The third curriculum emphasis is the orientation of global citizenship by noting differences and similarities in cultural, ethnic, racial, and gender issues that bind humans together and also create our distinctiveness; the vehicle of communication is the means of living together cooperatively. Our faculty members lead study-abroad trips, and we encourage students to experience another cultural perspectives as they build their world views. For more information, see the Communication Departmental website and the Study Abroad website.

**Requirements for Majors**

The Department of Communication offers a major requiring nine courses and one correlative course defined below. The department offers courses in four areas of concentration (tracks): relational communication, rhetorical communication, mediated communication, and intercultural communication. (Please consult the course descriptions for the placement of courses in the appropriate tracks).

I. The core courses are:  
10100: Foundations of Public Communication  
30000: Human Communication Theory  
47000: Communication Research Methodologies  
48000: Senior Research

The senior sequence of the two 40000-level courses constitutes the Capstone sequence.
This generally provides the environment for students to move to the level of researcher, a significant step in helping to solve human communication problems. Additionally, the Capstone experience encourages students to explore critical issues in the discipline and further refine their communication skills in the context of a senior seminar.

II. Elective courses in the major: Students choose a total of five elective courses from three different communication tracks.

III. Correlative courses: Students are required to complete one writing course beyond the First Year Seminar level.

Requirements for Minors

A minor in communication requires five courses, including Communication 10100 and 30000; three courses are selected from two different tracks. These courses, chosen in consultation with a communication department faculty member, should represent a coherent study of communication relative and complementary to the student’s career goals.

Practicum programs include field experiences and internships; they are offered by the department in several areas, such as journalism, public relations, and electronic media.

Apprenticeship in Communication

The Apprenticeship in Communication is designed to create practical experiences for Communication majors to further develop their oral and written skills in a non-threatening environment of professional experience that goes beyond the traditional classroom assignments. The practicum can be fulfilled through a variety of options, both on or off campus.

The most traditional manner of fulfilling the practicum off campus is through either internships (Comm. 49800) or field experiences (Comm. 29800); please refer to the course descriptions of each. On-campus opportunities include working with the Advance, WHRM, The Vision, Student Senate, Kennedy Center Programming Board (KCPB), Intercultural Forum, or campus jobs with the Alumni, Development, Career or College Relations Offices.

Each student is required to demonstrate a development of communication skills through these experiences. It is possible to complete this requirement without having course credit attached to the experience. The Apprenticeship Program is required for all students who are majoring in Communication and is strongly encouraged for those who are minoring.

Departmental Grade Point Average

The Communication Department calculates the departmental grade point average by considering all courses taken in the department that are used for the major, but not the correlative. Students must attain a cumulative grade-point average of 2.0 in courses for the communication major and have a C- or better in the Communication 10100 and 30000.

COURSE DESCRIPTIONS

COMM 10100: FOUNDATIONS OF PUBLIC COMMUNICATION 4 hour(s)

This course is an exploration of the multiple publics and communicative contexts that inform message creation. Students will be challenged to recognize the obligations and opportunities that exist for public communication as it occurs in their personal, professional, and civic lives. Students will analyze case studies and create audience-centered messages designed to influence publics in a variety of communicative contexts.

COMM 18000: WORKSHOP 1 hour(s)

This workshop will provide the opportunity for students to examine a special topic in Communication. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

COMM 20500: STYLE AND GRAMMAR FOR WRITERS (MEDIATED TRACK):CM 3 hour(s)

This course will address matters of style and grammar closely and meticulously. It is not a course in developmental grammar, but one designed for serious writers interested in
polishing error from their prose and experimenting with their writing styles. The class will be devoted to providing high polish to the individual line and expose students to stylistic patterns and options they may not have seen or noticed before. It will encourage writers to take risks with language, to consider the nuance of punctuation, to think about effect, to make language exact and precise, to develop voice, to distinguish between local advice and general principles in the understanding of "rules," and to gain fuller knowledge and control of individual style. Also listed as Writing 205 or 20500. This course fulfills the Creative Methods requirement.

COMM 22000: INTERPERSONAL COMMUNICATION (RELATIONAL TRACK):CA 3 hour(s)

The course explores the complex process of communication between persons seeking meaningful and satisfying relationships. Emphasis is on perception, self concept, verbal and nonverbal messages, conflict resolution, relationships, decision-making as each relates to the communication process. Experiential learning is central to the format of the course. This course fulfills the Social and Cultural Analysis requirement.

COMM 22100: GROUP INTERACTION PROCESSES (RELATIONAL TRACK) 3 hour(s)

This course examines the complex dynamics of small group life within the context of organizational systems. Small group theory as it applies to perception, membership, leadership, norms, communication, problem-solving and decision making is explored. The focus of the course is to develop individual competence in group settings. Through a laboratory approach students are provided with opportunities to experiment with new behaviors and to improve group effectiveness. Students experience the development of a group through predictable stages and engage in critical analysis of the experiment. A group project is required. Also listed as Management 221 or 22100.

COMM 22200: ORGANIZATIONAL COMMUNICATION (RELATIONAL TRACK) 4 hour(s)

The course involves the study of communication theory as it relates to organizations. Topics include communication systems analysis, intergroup communication, team building, goal setting, meetings, and organizational change. The course requires a field research project during which students work with actual organizations to diagnose communication systems. The course contains a significant writing component. Students will develop skill in writing proposals, letters, memos, agendas, progress reports, final reports, and executive summaries as they progress through the field research project. Also listed as Management 222 or 22200. Prerequisite: Management 218 or 21800 or Communication 220 or 22000.

COMM 22300: FAMILY COMMUNICATION (RELATIONAL TRACK):CA 4 hour(s)

Family Communication is a course dedicated to applying a wide range of communication theories and practices to an experience shared by all persons—family life. Few relationships are more important to people’s well-being than their family relationships. And while these relationships are often defined by genes and marriages, they are built, maintained, and destroyed by communication. No two people have the same familial experience, and this course offers students the opportunity to examine how diverse families function and how their specific members interact with each other. Patterns of intimacy, rituals, roles, decision-making, and conflict are included as significant issues forming family patterns. Historical and other cultural familial relationships are also included to open perspectives beyond the students’ immediate experiences. Classroom discussions, experiential activities, and field projects are designed to help students gain insight into the people with whom they share their lives, as well as the workings of well-functioning or “normal” family. This course fulfills the Social and Cultural Analysis requirement.

COMM 22400: ORAL INTERPRETATION OF LITERATURE (RHETORICAL TRACK):CM 4 hour(s)

Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for three (3) credit hours is listed as Communication 22410. Also listed as Theatre 22400.

COMM 22410: ORAL INTERPRETATION OF LITERATURE:CM (RHETORICAL TRACK) 3 hour(s)

Critical approaches to literature to discover meaning and to appreciate the emotional effect
of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for four (4) credit hours is listed as Communication 22400. Also listed as Theatre 22410.

**COMM 22500: NONVERBAL COMMUNICATION (RELATIONAL TRACK):CA 3 hour(s)**

This course is devoted to the study of nonverbal communication in our intimate, social, and working relationships. Nonverbal cues found in (a) the communication context, (b) the communicator's physical characteristics, and (c) his/her body movement and position (gestures, posture, touching, facial expressions, eye and vocal behavior) are explored alone and in conjunction with the total communication system to better understand how nonverbal behavior helps accomplish various communication goals (for example, closeness, identity, and deception). Students will be introduced to contemporary research studies as well as key works from the past to develop a theoretical perspective of the subject. Field experiments, observational studies, and classroom exercises are an integral part of the course and give students an opportunity to increase their sensitivity to messages communicated via nonverbal channels in a variety of natural settings. This course fulfills the Social and Cultural Analysis requirement.

**COMM 23000: ARGUMENTATION AND ADVOCACY (RHETORICAL TRACK) 4 hour(s)**

Argumentation and advocacy are examined as reasoned discourse in formal and informal decision-making situations. This includes an examination and evaluation of proofs, types and tests of evidence, proposition analysis, and their uses in the advocacy process. Students will assume the role of advocates in informal and formal contexts.

**COMM 23100: RHETORIC OF INTERNATIONAL SPEAKERS (RHETORICAL OR INTERCULTURAL TRACK):EW 3 hour(s)**

An exploration of the messages of international speakers as representatives of a global rhetorical environment. Students will examine selected international speakers through a problem-solving approach looking at each speaker's rhetorical problem(s), the extrinsic and intrinsic factors affecting the discourse, and the rhetorical strategies employed to ameliorate rhetorical problem(s). Emphasis will be on examining each speaker as a product of his or her culture. Students will do a case study of a selected speaker. This course fulfills the Experiencing the World requirement.

**COMM 23200: PRESIDENTIAL RHETORIC (RHETORICAL TRACK) 3 hour(s)**

This course examines presidential discourse as reflected in speeches, interviews, letters, and press conferences. Students will learn a critical framework for analyzing this genre of discourse, and they will write a critical paper on a selected presidential rhetoric.

**COMM 23700: MEDIA LAW AND ETHICS (MEDIATED TRACK):ES 3 hour(s)**

The challenges of our times require civic engagement and careful, thoughtful judgment of our information sources. The agenda-setting and watchdog functions of the media define our experience with the United States capitalist and democratic system. Through intense research and class discussion, we will explore legal and ethical issues in the media. We will read and discuss popular press, peer-reviewed journal articles, and legal documents, to improve media literacy and explore the symbiotic relationship between what is legal and what is ethical. We will cover a variety of legal issues including First Amendment struggles, libel, slander, and invasion of privacy. We will also explore ethical dilemmas in mainstream media including current ethical issues. Course components include: in-class and out-of-class assigned readings, in-class viewing of related videos and films, ongoing class discussion, and in-class and out-of-class group and individual projects. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

**COMM 24000: SURVEY OF JOURNALISM (MEDIATED TRACK) 4 hour(s)**

This course examines the contemporary professional journalistic field, particularly the areas of writing for media, design, layout, public relations and advertising. It provides students with practical experience and also an understanding of ethical and legal problems facing contemporary journalism. By examining the way First Amendment principles have translated in different political and social arenas, it also addresses how effectively journalism serves its various constituencies. Also listed as Writing 240 or 24000.
COMM 24100: MASS MEDIA AND SOCIETY (MEDIATED TRACK) 3 hour(s)

Discussions covering the evolution of print and electronic media systems in general and their impact on different kinds of societies are the central focus of the course. Audience insights will be an important part of this exercise. Press freedom, a key component of many political systems, will also be evaluated. Students will be required to analyze media content and audience responses in research papers that address these issues. Some discussion of research methodology will therefore be conducted.

COMM 24300: PHOTOJOURNALISM (MEDIATED TRACK) 4 hour(s)

This course will examine photography as it pertains to journalism, publication and communication. The emphasis will be on using still images, individually and in groups to effectively and concisely communicate ideas, emotions and information. Students must have a working knowledge of the basic photographic process and of their photographic equipment as this class will assume that you already know how to prepare digital images. A digital camera, preferably with 3 or more megapixels of resolution, with the option for manual control will also be required. It is recommended that the camera have the ability to cover a range of focal lengths (either through zoom or a change of lenses). Some practical experience with photography would be helpful (i.e. yearbook, school newspaper, etc.) but is not required.

COMM 24500: PUBLIC RELATIONS (MEDIATED TRACK) 4 hour(s)

This course will introduce students to how public relations function in corporations, government, nonprofit organizations, and other institutions and provide an overview of many facets of public relations: its history, development, ethics, practice, and application. We will look at the process of public relations, including research, planning, implementation, and evaluation of public relations campaigns, survey techniques, strategies and tactics used by public relations practitioners, and how to practice public relations effectively and ethically in today's global society. Analysis of case studies gives students the opportunity to apply public relations concepts to a realistic situation and to begin to understand the actual, creative challenges available in the public relations profession.

COMM 24600: SPORTS JOURNALISM (MEDIATED TRACK) 4 hour(s)

This course is an overview of sports journalism and includes the study of story development from a single idea to a published story in the field of sport. This course examines the various elements necessary to bring a sporting event from the playing field to the public through the print media. Topics include types of print media, the role of sports department personnel, coverage of the sporting event, developing contracts, gaining access to sports figures, interviewing, and story development. The course focuses on developing effective writing skills by approaching sports writing as a process. Also listed as Writing 246 or 24600.

COMM 24800: MEDIA AND MULTICULTURALISM (MEDIATED OR INTERCULTURAL TRACK):UD 4 hour(s)

In a world pervaded by communication technologies, many of our perceptions about current affairs, others, and social realities are based on the types of information provided to us by the media. One result of this situation is that we witness the rise of different trends in and out of group consciousness. For the first time in the history of humankind, groups and individuals began to see themselves from outside as well as from inside. This course will initiate a critical exploration of representations and misrepresentations in the media of African-Americans, Hispanics, Asians, Native Americans, women, gays and lesbians, and other traditionally under-represented groups, and prepare students to critically evaluate information they receive from the media about these groups. This course fulfills the Understanding Diversity in the USA requirement.

COMM 24900: PRINCIPLES OF ADVERTISING (MEDIATED TRACK) 3 hour(s)

This course is designed to introduce students to the theory and application of creativity in advertising. Based on the idea that good advertising always starts with an understanding of people and an awareness of their needs, this course moves through the creative process step by step, focusing first on the creative person, then on strategy and problem solving. It covers a range of topics including the nature of creative strategy to various media. Students will also learn how advertising is evolved and regulated and learn about key social issues and consumer problems with advertising. The emphasis throughout the course is on developing good advertising based on solid strategic thinking, and students will be required to write, design and present original advertisements and critique various advertisements.
COMM 25000: COMMUNICATION BETWEEN CULTURES (INTERCULTURAL TRACK): EW 3 hour(s)

Communication channels carry our symbolic universe, create our perceptions of reality, and act as sources of influence. This course will include an examination of international and national, as well as private and public channels of communication. The emphasis will be on the effects of changing communication patterns and strategies on family structures, institutional structures, personal identity, belief systems, and cultural values. The course will examine the reciprocal nature of communication and will stress the interplay between individuals and their cultures. Different countries and cultures will be the focus in different years the course will be offered. This course fulfills the Experiencing the World requirement.

COMM 25200: THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION (RHETORICAL TRACK) 3 hour(s)

This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for four (4) credit hours as Communication 25400. A student may receive credit for only one of these courses. Also listed as English 252 or 25200.

COMM 25400: THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION (RHETORICAL TRACK) 4 hour(s)

This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for three (3) credit hours as Communication 25200. A student may receive credit for only one of these courses. Also listed as English 254 or 25400.

COMM 26000: DESKTOP PUBLISHING (MEDIATED TRACK) 4 hour(s)

The increasing emphasis on a multimedia environment has forced journalism organizations to generate reader interest in its paper forms, particularly under the demand of traditional revenue models. We will examine the state of desktop publishing in news media as well how to integrate current trends in the creation of professional and academic documents. Thus, a firm understanding of media literacy as it relates to content production is imperative. This course focuses/teaches uses of current software for various types of document design. Students will learn how to integrate text, graphics, and photographs to create a variety of professional quality documents for journalistic and general professional use. Upon completion of the course, students will be able to combine their understanding of mass communication theoretical perspectives with common techniques for getting and maintaining a media consumer's attention.

COMM 26200: WEB DESIGN (MEDIATED TRACK) 4 hour(s)

This course presents topics related to basic Web design principles. We will explore Web usability, changes in the online information landscape, as well as issues confronting Web designers. We will learn the Macintosh operating system, Web design standards, Dreamweaver current software and its components, and learn to develop unique, basic Web pages.

COMM 28000: SEMINAR 4 hour(s)

COMM 28100: INDEPENDENT STUDY 1 - 4 hour(s)

COMM 29800: FIELD EXPERIENCE 1 - 4 hour(s)

Field Experience allows a student the opportunity to examine one or more professional communication fields through observation, interview, shadowing. This may entail some professional work on behalf of the student, but is determined by the cooperating organization and the faculty supervisor. This is designed for career exploration. Generally, a student would complete 40 hours of professional commitment for each hour of academic credit, along with an analysis paper.

COMM 30000: HUMAN COMMUNICATION THEORY 4 hour(s)

In this class, we will examine the major body of theories that claim to explain and account for the process of human communication. The course focuses on theories of communication that help you understand the issues affecting the field today and people's
daily interactions in various contexts. It emphasizes the application of the theories to your experiences outside the classroom as well as the ethical issues and implications of each theory. A variety of materials including film clips, case studies, application logs, discussion, collaboration, and lecture will be utilized to sustain interest and motivate learning. This is a required course for the Communication major and minor. Prerequisite: Communication 101. Prerequisite: Communication 101 or 10100.

COMM 30800: READING AND LEARNING BASICS OF JAPANESE CULTURE 1 hour(s)

This course is the pre-requisite to the study abroad trip and the corresponding course, "JAPAN: FUNDAMENTAL IDEOLOGIES, INSTITUTIONS, AND ARTIFACTS." This one-hour course must be taken in order to participate in the study abroad. Permission is required. This course is cross listed with Art.

COMM 32000: PROFESSIONAL EDITING (MEDIATED TRACK) 3 hour(s)

This course is designed to teach students to be professional copyeditors as well as to explore other editorial positions in a publishing house. In order to make the experience of editing real, there will always be a project associated with this class: often a collection (essays, stories, poems, commemorate pieces) of student work. The first time this course was run (2006), a collection of twenty-nine essays written about Hiram, Ohio, U.S.A., over the past ten years, was shepherded toward production by a group of fifteen students. Students will learn not only how to line edit, but also how to assemble a book, making important aesthetic decisions about use of photographs, front and back matter, cover design, layout, etc. The vocabulary, technique, and art of publishing and editing will all be addressed and employed. Also listed as Writing 320 or 32000. Prerequisite: Writing 221 or 22100 or permission.

COMM 32400: GENDER COMMUNICATION (RELATIONAL OR INTERCULTURAL TRACK):CA 3 hour(s)

This course is concerned with the communication "about" and "between" men and women. "About" involves how the sexes are discussed, referred to, or depicted both verbally and nonverbally. "Between" is the interpersonal dimension. More specific topics include the social construction of gender and the influence of gender on: self-perceptions, self-disclosure, language usage, nonverbal communication, mass media, intimacy, friendship, and professional relationships. Counts toward the Gender Studies Minor. This course fulfills the Social and Cultural Analysis requirement.

COMM 32600: PERSUASION AND ATTITUDE CHANGE (RELATIONAL TRACK) 4 hour(s)

This course focuses on the interaction of attitudes and verbal communication process emphasizing recent experimental studies dealing with source, message, receiver and environmental variables. Additionally, specific persuasive situations such as bargaining, negotiations, trial processes, marketing and political campaigns are examined. A research paper on an aspect of persuasion theory and recent experiments is required. Also listed as Management 326 or 32600.

COMM 33200: GLOBAL RHETORICAL TRADITIONS (RHETORICAL TRACK) 4 hour(s)

An examination of the nature of rhetoric as it has developed as a human problem-solving process from the 5th Century B.C. to the present. Students will explore the contributions of major rhetorical figures from the Classical Period through the 20th Century with an emphasis on rhetoric as a cultural artifact that evolves from the political, philosophical, and social background of the times. The ethical dimension of rhetoric is stressed throughout. Applications will be made to contemporary examples. Students will engage in experiential learning through the re-enactment of a Roman banquet. This course fulfills the Experiencing the World requirement.

COMM 33300: RHETORICAL CRITICISM (RHETORICAL TRACK) 4 hour(s)

An examination of the nature and practice of rhetorical criticism as theory and methodology for understanding and critiquing contemporary discourse. The tools of rhetorical criticism, different methodological approaches, and the values of analyzing human discourse are explored. Students will do critiques from a broad variety of contemporary discourse such as speeches, essays, letters, editorials, theater, television, film, and other symbolic contexts of their choosing. Also listed as Writing 333 or 33300. Prerequisite: English 206 or 20600, Writing, 221 or 22100, Communication 101 or 10100, or permission.
COMM 33400: THE RHETORIC OF SOCIAL MOVEMENTS (RHETORICAL TRACK) 4 hour(s)

The role of rhetoric in the political context is studied as it has been demonstrated in the major social movements of the 20th Century. Students will examine movement stages, movement organization, movement leadership, and movement use of communication channels as expressed through different kinds of rhetorical messages. Students will research a social movement of their choosing.

COMM 34500: WRITING FOR PUBLICATION (MEDIATED TRACK) 3 hour(s)

A critical survey of modes and styles in contemporary publications is offered. Emphasis will be placed on developing critical and analytical skills in assessment of manuscripts, as well as on improving research and interview techniques. Instruction will be provided about such issues as copyediting, marketing, agents, working with editors, and assembling feature-length or book-length texts. Students will contact publishers concerning article needs and editorial guidelines to enlarge their understanding of the appreciation for the standards and expectations of publishers. Also listed as Writing 345 or 34500. Prerequisite: Communication 240 or 24000 and Writing 221 or 22100, or permission of instructor.

COMM 34900: MEDIATED INTERPERSONAL COMMUNICATION (RELATIONAL OR MEDIATED TRACK) 3 hour(s)

Relational and media scholars have long debated whether the need to communicate can be fulfilled by connecting to others through mediated channels. Some argue the media cannot be a substitute for face-to-face interaction while others describe media as a "functional alternative". Others view media as a device for social learning or a way to meet others one might not encounter. In this course, we will follow debates in the scholarly literature, and draw upon the seminal works of scholars to better understand and discuss these findings in the context of our own lives. The course shall analyze both interpersonal and media theories and apply these to current interface issues (e.g., social networking, Mean World Syndrome, media portrayals and stereotypes). This course is also offered in a 4 credit hour format as COMM .

COMM 35000: MEDIATED INTERPERSONAL COMMUNICATION (RELATIONAL OR MEDIATED TRACK) 4 hour(s)

Relational and media scholars have long debated whether the need to communicate can be fulfilled by connecting to others through mediated channels. Some argue the media cannot be a substitute for face-to-face interaction while others describe media as a "functional alternative". Others view media as a device for social learning or a way to meet others one might not encounter. In this course, we will follow debates in the scholarly literature, and draw upon the seminal works of scholars to better understand and discuss these findings in the context of our own lives. The course shall analyze both interpersonal and media theories and apply these to current interface issues (e.g., social networking, Mean World Syndrome, media portrayals and stereotypes).

COMM 35400: INTERCULTURAL HEALTH CARE COMMUNICATION (RELATIONAL OR INTERCULTURAL TRACK) 4 hour(s)

As the United States has become a culturally diverse nation, the need for knowledge and sensitivity about different cultures in health care settings has become crucial. Cultural beliefs about disease and health are closely intertwined with the belief about religion, life and death, and even gender and child-rearing. The interconnectedness between cultural belief systems and communication is the focus of this course. Students will learn both culture-general and culture-specific concepts to achieve the goal of greater knowledge, awareness, and understanding of intercultural health care.

COMM 35600: GLOBAL COMMUNICATION AND HUMAN RIGHTS (INTERCULTURAL TRACK) 4 hour(s)

In recent years, world capitalism has become increasingly reliant on communication technology and information flows to remain operational. This course assesses the impact of such developments on freedom and liberty using human rights principles and legal precedents as an essential yardstick. Students will be expected to participate actively in debates, simulations and written assignments.

COMM 38000: SEMINAR 1 - 4 hour(s)

COMM 38100: SPECIAL TOPICS IN COMMUNICATION 1 - 4 hour(s)

Special topics focusing on specific areas within the broad realm of human communication will be offered each year. Topics will vary depending upon the currency of the subject matter and expertise of the faculty. Offered on a rotating basis, topics in Rhetoric,
Communication, and Mass Media will provide an opportunity for students to examine contemporary issues and research methods. A prerequisite and/or permission may be required for some topics.

**COMM 47000: COMMUNICATION RESEARCH METHODOLOGIES 4 hour(s)**

Major areas include interpersonal, organizational, intercultural, rhetorical and mediated communication. Prerequisite: COMM 101 or 10100 and COMM 300 or 30000.

**COMM 48000: SENIOR RESEARCH 4 hour(s)**

A comprehensive examination of the discipline's recent significant or historical exemplary research is undertaken to acquaint all majors with important aspects of each field within the discipline. Major areas include interpersonal, group, organizational, nonverbal communication, rhetoric, public address, mass media and journalism. Ethical issues of the discipline will also be considered, particularly a discussion of the significance of choice, moral obligations, truth, and honesty in communication. During this course, each student will also revise his or her research proposal, and prepare a poster presentation describing his or her research plan. Prerequisite: Communication 470 or 47000.

**COMM 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**COMM 49800: INTERNSHIP 4 hour(s)**

An internship can bring a specific focus to the study of communication that is not available in the traditional educational environment of a classroom or library. Students with a junior or senior status and with completion of six courses in communication may apply for an internship at a cooperating communication-related business for professional field-work experience and directed research or project. The student's study-employment is jointly supervised by a faculty member and the employer. Internships can be arranged in professions such as journalism, public relations, and mass media. For each hour of academic credit, 40 hours of professional work experience must be completed. Additional requirements include a daily log of professional activities, a research paper connecting the theoretical learning to the practical work experience, and a written evaluation by the cooperating professional supervisor in the communication field.

**COMM 62000: RADIO BROADCAST TECHNIQUES 1 hour(s)**

Students will be involved with WHRM, the campus' carrier current station. Credit for this experiential learning is gained by completing the following tasks: (1) passing a FCC rule test; (2) producing a 3 hour program for 8 weeks, which means 20-30 hours of work experience; (3) completing two of three options: (a) making an audition tape of 5 minutes, (b) creating a public service announcement or commercial, (c) doing four newscasts. Pass/No credit.

**COMM 62100: RADIO STATION MANAGEMENT 1 hour(s)**

Students will be involved with WHRM, the campus' carrier current station. Credit for this experiential learning is gained by completing the following tasks: (1) working 20-30 hours; and (2) demonstrating mastery of one major area of station responsibility, such as music, news, sports, special events, public affairs. Prerequisite: Communication 620/62000. Pass/No credit.

**COMM 63000: NEWSPAPER TECHNIQUES 1 hour(s)**

Students will be involved with the Advance, the campus' student-produced news outlet. Credit for this experiential learning is gained by completing the following tasks: (1) passing a test on A.P. style and editing marks; (2) working 20-30 hours; (3) completing one of three options: (a) writing and submitting three articles, (b) submitting three photographs of three events, (c) serving as the newspaper's liaison to a campus organization for one term. Pass/No credit.

**COMM 63100: YEARBOOK TECHNIQUES 1 hour(s)**

Students will be involved with the Vision, the campus' student yearbook. Credit for this experiential learning is gained by completing the following tasks: (1) passing a test on layout and design requirements, (2) working 20-30 hours; (3) completing two of four options: (a) scheduling and/or taking photographs for one section of the yearbook, (b) writing one feature story, (c) doing the layout for one section of the yearbook, (d) doing the scheduling or publicity for one term. Pass/No credit.

**COMM 63200: PRINT MEDIA MANAGEMENT 1 hour(s)**

Students will be involved with the Advance, the campus' student-produced news outlet, or the Vision, the campus' student yearbook. Credit for this experiential learning is gained by
completing the following tasks: (1) working 20-30 hours; and (2) demonstrating mastery of
one major area of print media responsibility, such as editing, layout, advertising, or
photography. Prerequisite: Communication 630/63000 or 631/63100. Pass/No credit.

COMPUTER SCIENCE

Louis T. Oliphant (2009), Chair, Assistant Professor of Computer Science
B.A. Brigham Young University;
M.S., Ph.D., University of Wisconsin – Madison
Academic Interest: machine learning, information extraction, computer assisted medical
diagnosis, and artificial intelligence.
http://cs.hiram.edu/~oliphantlt/

Jalaa Hoblos (2012), Visiting Instructor of Computer Science
B.S., University of Lebanon;
M.S., Kent State University
Academic Interest: computer networks, Wireless Network Security, Statistical Mathematics,
and Data Quality Analysis

Ellen L. Walker (1996), Professor of Computer Science, Associate Dean of Academic
Affairs
Sc.B., Brown University;
M.S., Ph.D., Carnegie Mellon University
Academic Interest: computer vision, fuzzy logic, robotics, and artificial intelligence.
http://cs.hiram.edu/~walkerel/

Oberta A. Slotterbeck (1974), Professor Emerita of Computer Science
B.S., Ohio State University;
M.A., Ph.D., University of Texas (Austin)
Academic Interest: Computer Graphics, Computer Simulation, Theoretical Computer
Science, and Parallel/Distributed Computing

Department Web address: http://www.hiram.edu/computerscience

Overview of Program
The Computer Science program was established in 1974, and graduated its first minor in
1976 and its first major in 1977. Hiram's Computer Science alumni, who include leaders in
both industry and academia, have praised the combination of rigorous education in the
discipline and broad liberal arts education. Our program stresses a deep knowledge of
basic principles and concepts, rather than an emphasis on just the latest hot topics. Our
students have combined computer science majors with a wide variety of other majors and
minors, and leave Hiram with both a rigorous education and practical experience in
implementation of large projects.

As a department, we have articulated the mission of the computer science program as
follows, aligned with and inspired by the mission for Hiram College: The mission of the computer science program is 1) To develop ethical, socially
responsible, analytical, and critical thinkers. 2) To instill in our students a foundation for
making creative contributions to society in the computing area. 3) To provide challenges to
our students within a supportive community.

Preparing for Life After Graduation
Through our Integrated Research Component (IRC) program, we involve each student in
undergraduate research. Work produced in the IRCs yields excellent student portfolios
when applying for internships, jobs after graduation, and graduate schools. The Computer
Science program encourages our students to apply for internship opportunities to gain
workplace experience, as well as to participate in summer undergraduate research
programs. Our students have been successful in gaining acceptance to nationally
competitive internships and research programs.

Since its inception, over 20% of graduates of the computer science program have
completed graduate degrees. Our students have been singularly successful in attaining
graduate school acceptances; over the last 10 years, every student who has applied to
graduate school has received at least one acceptance. Many of our recent graduates
received assistantships from prestigious schools.

Students who complete the Bachelor's degree in Computer Science at Hiram have been
very successful in the job market. Students' first job placements are in a wide variety of
areas including programming, support, consulting, and systems administration.
Requirements for Majors and Minors

The department of computer science offers a major and a minor in computer science. Students interested in computer engineering can earn a B.A. in computer science and a B.S. in computer engineering through the Dual Degree program.

The Computer Science Major requires a total of 13 courses.

I. Core courses:
CPSC 17100
CPSC 17200
CPSC 20100
CPSC 24000
CPSC 25200

II. 2 Integrated research components (capstone)
CPSC 40000 + CPSC 3xxxx (corequisite)
CPSC 40100 + CPSC 3xxxx (corequisite)

The computer science department capstone is a sequence of two integrated research components. An integrated research component (IRC) is an integration of research with a specified course and requires a formal research proposal, a significant software implementation, an oral presentation to faculty and peers, and a research paper. An IRC can be added to selected upper-division courses. Choices must be approved by your departmental advisor and the course instructor.

III. 4 Computer Science Electives, including one course that requires significant group work
CPSC 2xxxx
CPSC 3xxxx
CPSC 3xxxx
CPSC 3xxxx

In the course listings, CPSC 2xxxx means any CPSC course of 3 or more hours at the 20000 level or above, and CPSC 3xxxx means any CPSC course of 3 or more hours at the 30000 level or above. The course CPSC 49800, if taken for 3 or more hours, can count as one of the CPSC 2xxxx courses but not as one of the CPSC 3xxxx courses.

We value breadth in coursework, as well as the experience of working in groups, which is an important aspect of software development that is highly valued in industry and graduate school. Therefore, we require that among the 6 courses that you take as CPSC electives and IRC co-requisites, you include at least one course from each of the following groups. Alternative courses, such as seminar courses, may be substituted for the courses in the list with approval of the department chair.

Systems courses:
CPSC 33100: VLSI Design
CPSC 34500 Operating Systems
CPSC 35200 Computer Security
CPSC 36300 Computer Networks

Theory courses:
CPSC 35100 Programming Languages
CPSC 38800 Compiler Design and Construction
CPSC 46500 Algorithm Design
CPSC 46600 Theory of Computation

Group work courses:
CPSC 2xxxx: Game Design
CPSC 2xxxx Systems Administration
CPSC 32201: Interface Design
CPSC 35600: Database Design
CPSC 37500: Software Engineering

The Computer Science Minor requires seven courses:

I. Core courses:
CPSC 17100
CPSC 17200

II. 5 Computer Science Electives
CPSC 2xxxx
CPSC 2xxxx
CPSC 3xxxx
CPSC 3xxxx
CPSC 3xxxx
CPSC 3xxxx

Early contact with a departmental advisor is critical to ensure the proper sequencing and choice of computer science courses. A student majoring in computer science must have completed CPSC 17100 and CPSC 17200 by the end of their sophomore year in order to finish the major within 4 years.

**Typical Schedule (4 year)**

<table>
<thead>
<tr>
<th>Year</th>
<th>12-week term</th>
<th>3-week term</th>
<th>12-week term</th>
<th>3-week term</th>
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<tbody>
<tr>
<td>Freshman</td>
<td>CPSC 17100</td>
<td>CPSC 24000</td>
<td>CPSC 17200</td>
<td>CPSC 2xxxx</td>
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<tr>
<td>Sophomore</td>
<td>CPSC 20100</td>
<td>CPSC 3xxxx</td>
<td>CPSC 3xxxx</td>
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<tr>
<td>Junior</td>
<td>CPSC 25200</td>
<td>CPSC 3xxxx</td>
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<tr>
<td>Senior</td>
<td>CPSC 3xxxx</td>
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<td>CPSC 3xxxx</td>
<td>CPSC 40100</td>
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</tbody>
</table>

**Typical Schedule (3 year)**

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</tbody>
</table>

Students majoring in computer science at Hiram are well-trained for positions in business and industry. Students considering graduate study in computer science should add mathematics courses in consultation with their computer science advisor.

The department maintains its own state-of-the-art laboratory based on Linux and Windows platforms.

**Requirements for Departmental Honors**

Besides meeting the college grade-point average requirements, a student must perform exemplary work in the Integrated Research Components.
Departmental Grade Point Average

Computer Science calculates the departmental grade-point average by counting all Computer Science courses, whether meeting the minimum requirements or not.

COURSE DESCRIPTIONS

CPSC 15200: LISP 1 hour(s)

An introduction to the LISP programming language. Prerequisites: Computer Science 172 or 17200 or permission.

CPSC 15300: C 1 hour(s)

An introduction to the C programming language. Prerequisite: Computer Science 172 or 17200 or permission.

CPSC 15400: FORTRAN 1 hour(s)

An introduction to the FORTRAN programming language. Prerequisites: Computer Science 172 or 17200 or permission.

CPSC 16000: COMPUTER LITERACY 4 hour(s)

A study of the development of computing machines and their role in contemporary society. Students will study and learn to use current computing tools such as word processors, spreadsheets, and databases. Students should try to take this course early in their college career. May not be used to satisfy a distribution requirement in the sciences.

CPSC 17000: JAVA SUPPLEMENT 1 hour(s)

An intense introduction to the basic CPSC 172 or 17200 with all work completed in intense sessions the preparation for CPSC 172 or 17200: Introduction to Programming Java. Only available to students who have met their laboratory science requirement, whose declared academic program requires a programming course, and who have received permission from the instructor. Pass/No Credit Only. Must be taken concurrently with CPSC 172 or 17200. Not open to students who have completed CPSC 171 or 17100. Prerequisite: Permission of instructor.

CPSC 17100: INTRODUCTION TO COMPUTER SCIENCE:MM 4 hour(s)

The introduction to the computer science discipline which establishes a scientific foundation for a variety of topics, including computer programming, computer design, information processing, the algorithmic solution of problems, and the study of the algorithmic process itself. This course fulfills the Modeling Methods requirement.

CPSC 17200: INTRODUCTION TO PROGRAMMING 4 hour(s)

An introduction to the process of program creation. Students will learn to use the principal facilities of a high-level programming language and to transform algorithms into correct programs. Abstract data types will be stressed. This course fulfills the Modeling Methods requirement. Prerequisite: Computer Science 171 or 17100 or 170 or 17000 taken concurrently or permission.

CPSC 18000: WORKSHOP 1 hour(s)

This workshop will provide the opportunity for students to examine a special topic in Computer Science. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

CPSC 20100: DATA STRUCTURES AND ALGORITHMS:MM 4 hour(s)

A study of a broad spectrum of data structures and algorithms and the use of advanced language facilities and programming techniques for implementing them. This course fulfills the Modeling Methods requirement. Prerequisite: Computer Science 172 or 17200 with a grade of C or better or permission.

CPSC 20200: PROBLEM-SOLVING AND PROGRAMMING PRACTICUM 3 hour(s)

Successful computer problem-solving relies not only on the development of appropriate algorithms, but also on the recognition of instances of well-defined problem classes for which algorithms already exist. In addition, excellence in computer programming cannot be developed without significant practice in implementing and debugging solutions. This course will provide students with a guided programming practicum, in which they will
program solutions to carefully chosen problems that exemplify common problem classes. Many problems will be chosen from recent programming contests. Prerequisite: Computer Science 172 or 17200 or permission.

**CPSC 20500: SYSTEMS PROGRAMMING 3 hour(s)**

Systems programming concentrates on an in-depth study of one operating system, such as Unix, and how to write system programs in that operating system. The course will concentrate on the operating system's history, file system structure, commands, utilities, multi-tasking capabilities, communication, security, and shell-type programming. Theory is presented in the context of how the operating system implements the ideas. By the end of the course, students should be able to determine how most of the commands are implemented and how to use operating system properties to create tools and applications. Prerequisite: CPSC 171 or 17100 or Permission.

**CPSC 22400: INTERNET ADMINISTRATION 3 hour(s)**

A study of the structuring of Internet services and of the client/server model for providing resources and information in a distributed environment. Students will learn how to design, configure, program, and maintain the major types of services. A special emphasis will be placed on security issues and ethical questions concerning those issues. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 24000: COMPUTER ETHICS:ES 3 hour(s)**

A consideration of some of the major controversies, key value conflicts, ethical dilemmas, and social choices that drive and shape the computerization of our society. Representative areas of concern will include personal information and privacy, the effect of introducing the computer into the work place, computer crime and fraud, relationships in electronic communities, security and reliability issues, and the use of the information highway. May not be used to satisfy a distribution requirement in the sciences. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

**CPSC 25200: COMPUTER ORGANIZATION 4 hour(s)**

An introduction to the design, functioning, and control of the subsystems of a computer system: processors, memory, storage, and input/output. Topics include digital logic, combinatorial, sequential, and register-transfer circuits, control unit, interrupt processing, microprogramming, and assembly language. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 28000: SEMINAR 1 - 4 hour(s)**

**CPSC 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**CPSC 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**CPSC 32000: COMPUTER VISION 4 hour(s)**

An introduction to the theory and algorithms needed for automatic interpretation of images. Topics include: image formation, segmentation, stereo, motion and other geometric reasoning techniques, object recognition, and applications. Sources of uncertainty and techniques for recognition in the presence of uncertainty will also be discussed. Students will implement significant parts of a complete object recognition system. Prerequisites: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 32201: USER INTERFACE DESIGN 4 hour(s)**

In order to develop systems that are usable and useful, the interactions between user and system must be considered. This class will focus on designing the user interfaces of computer systems. Students will learn and practice the entire life cycle of a user interface design from modeling the user through designing, developing, and formally evaluating the interface. This course will include a significant group system development project. Prerequisite: CPSC 171 or 17100 and CPSC 172 or 17200 or permission.

**CPSC 33100: VLSI DESIGN 4 hour(s)**

Virtually every electronic device includes one or more VLSI (Very Large Scale Integration) "chips." This course will look at how such VLSI chips are designed, concentrating on field-programmable logic devices (FPLDs), which are the chips most commonly used for small-volume consumer devices. The course will cover logic design, schematic capture, and design, using a hardware description language. Students will design and implement projects on actual FPLDs. Prerequisites: Computer Science 171 or 17100 and 172 or 17200 or permission, 252 or 25200 is recommended.

**CPSC 34500: OPERATING SYSTEMS 4 hour(s)**
An introduction to operating systems that explores the design principles, internal algorithms, and the abstract data types of operating systems. Topics include concurrent programming principles, storage management techniques, scheduling algorithms, and file management schemes. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 35100: PROGRAMMING LANGUAGES 4 hour(s)**

A study the concepts underlying programming languages. Students will learn to describe the syntax and semantics of programming languages in a formal manner, to analyze a programming language with respect to its capabilities and limitations for the solution of particular classes of problems, to approach the task of learning a new programming language in an effective manner, and to specify desirable characteristics in a language. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 35200: COMPUTER SECURITY 4 hour(s)**

An introduction to secure computer systems and a study of their most important responsibilities, including authenticating users, protecting user privacy, and ensuring the privacy, integrity, and availability of the system's data. The student will gain an understanding of techniques and procedures that are being used as well as the challenges that still remain to attain secure computer systems, networks, and the Internet. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 35600: DATABASE DESIGN 4 hour(s)**

A study of the principles and concepts relevant to the management of complex data systems, especially the relational database model. Students design and implement a complete database system, from requirements analysis through documentation, using a generic database engine. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 36100: COMPUTER MODELING AND SIMULATION:SM 4 hour(s)**

An introduction to modeling and simulation to solve real-world system problems. The emphasis will be on gathering data and modeling natural systems. Topics covered will include discrete event simulation, parameter optimization, Markov models, and other system modeling techniques, simulation languages, techniques for running simulation models, and the analysis of the simulation output to gathered data. This course fulfills the Experimental Scientific Methods requirement. Prerequisites: CPSC 171 or 17100 and 172 or 17200 or permission.

**CPSC 36300: COMPUTER NETWORKS 4 hour(s)**

A study of the fundamentals of the field of data and computer communication. Key topics include the layered architecture, network protocols, and algorithms for accurate and reliable message delivery in both local-area and wide-area networks. Current networking standards will be studied. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 36700: PARALLEL COMPUTING 4 hour(s)**

An introduction to parallel and distributed architectures, programming languages, operating systems, and algorithms. Students will design and program parallel and distributed algorithms. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 37500: SOFTWARE ENGINEERING 4 hour(s)**

Students will study both the theoretical and practical aspects of designing and developing large, complex software systems. Readings will emphasize research results and case studies of all phases of the software lifecycle - requirements, specification, design, resource allocation, implementation, integration, and testing. Principles will be applied by the class to various projects. Prerequisites: CPSC 171 or 17100 and 172 or 17200 or permission of the instructor.

**CPSC 38000: SEMINAR 1 - 4 hour(s)**

**CPSC 38100: SPECIAL TOPICS IN COMPUTER SCIENCE 1 - 4 hour(s)**

Various advanced topics are offered when need and sufficient interest are demonstrated. Credit hours and prerequisites are established for each offering. May be taken more than once with department consent.

**CPSC 38600: ARTIFICIAL INTELLIGENCE 4 hour(s)**
The goals, problems, concepts, and methods of artificial intelligence are explored. The emphasis is on computer problem-solving paradigms and knowledge representations. Examples of techniques and systems are chosen from the areas of image recognition, human-machine interfacing, game playing, natural-language understanding, robotics, expert systems, and automatic reasoning. Students will design and implement relevant algorithms. Prerequisites: Computer Science 152 or 15200 and 201 or 20100 or permission.

**CPSC 38700: COMPUTER GRAPHICS 4 hour(s)**

A study of the algorithms and techniques of computer graphics and animation. Topics include display devices, geometric algorithms for displays, interaction methods, hierarchical modeling, lighting color, shading models, and hidden edge and surface algorithms. Students will design and implement various three-dimensional algorithms to produce displays in an interactive environment. Prerequisites: Computer Science 171 or 17100 and 172 or 17200 or permission.

**CPSC 38800: COMPILER DESIGN AND CONSTRUCTION 4 hour(s)**

An intense treatment of the theoretical and practical considerations involved in implementing translators for high-level programming languages. Students will design and implement parts of a compiler for a high-level language. Prerequisites: Computer Science 171 or 17100 and 172 or 17200, and at least one computer science course above 200 or 20000, or permission.

**CPSC 40000: INTEGRATED RESEARCH COMPONENT I 2 hour(s)**

The student will propose and complete a plan to investigate a research topic that is integrated with the specified course. The plan must include a substantial implementation demonstrating some aspect of the research, a journal-quality research paper, and a formal talk presented to peers and faculty. Corequisite: Specified 300 or 30000-level Computer Science course. Prerequisite: Computer Science 201 or 20100 or permission.

**CPSC 40100: INTEGRATED RESEARCH COMPONENT II 2 hour(s)**

The student will propose and complete a plan to investigate a research topic that is integrated with the specified course. The plan must include a substantial implementation demonstrating some aspect of the research, a journal-quality research paper, and a formal talk presented to peers and faculty. Corequisite: Specified 300 or 30000-level Computer Science course. Prerequisite: Computer Science 400 or 40000

**CPSC 46500: DESIGN AND ANALYSIS OF ALGORITHMS 4 hour(s)**

An advanced course in the theory of computation. Students will learn to apply important results of computability and complexity theory to problems of program design and to interpret measurements of program performance. Topics will include a selection from the areas of tree and list traversals, sorting and searching, matrix manipulations, linear programming, set operations, shortest-path algorithms, pattern matching, operations of polynomials, and fast Fourier transforms. Mathematical sophistication is expected. Prerequisites: Computer Science 201 or 20100 or permission.

**CPSC 46600: THEORY OF COMPUTATION 4 hour(s)**

An introduction to the classical and contemporary theory of computation. The topics covered are the theory of automata and formal languages, computability by Turing machines and recursive functions, unsolvability, computational complexity, and mathematical logic. Mathematical sophistication is expected. Prerequisites: Computer Science 201 or 20100 or permission.

**CPSC 48000: SENIOR SEMINAR 1 - 4 hour(s)**

**CPSC 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**CPSC 49800: INTERNSHIP 4 hour(s)**

**CREATIVE WRITING**

**Willard Greenwood (2001),** Associate Professor of English, Editor of the Hiram Poetry Review

B.A., University of Maine;
M.A., Georgia State University;
Ph.D., Purdue University

Academic Interests: Nineteenth-and twentieth-century American literature, poetry writing, poetry, theory and aesthetics, fly fishing, the history of fly fishing, and sports and literature.
The Creative Writing Major

13 courses
The major in Creative Writing allows students an opportunity to explore their talent as writers of poetry, fiction, creative nonfiction, and drama or screenplays. The major places emphasis on reading, craft and technique, genre study, workshops, and revision. Although the major requires exposure to multiple genres, the 40000-level advanced workshops offer students an opportunity to concentrate on forms of their choosing and to begin to specialize. The major in Creative Writing is carefully sequenced to ensure the progress and development of writers. It is also designed to help writers learn about professional opportunities in the field. The major emphasizes literary writing and encourages emerging writers to locate themselves within a literary tradition. This degree is one of very few Creative Writing majors in the state of Ohio.

Introductory Course in Creative Writing (1 course)
The following introductory course in writing is a prerequisite to all other writing courses: WRIT 22100: Basics of Creative Writing (3 hours)

Genre Courses in Writing (3 courses)
Three 30000-level genre courses (students must have WRIT 22100 to begin this
sequence):
WRIT 30400 Craft and Technique: Poetry (4 hours)
WRIT 30500 Craft and Technique: Creative Nonfiction (4 hours)
WRIT 30600 Craft and Technique: Fiction (4 hours)
WRIT 30700 Craft and Technique: Playwriting (4 hours)
WRIT 30900 Craft and Technique: Screenwriting (4 hours)

Electives in Writing (2 courses)

We recommend that students select electives that complement their professional or academic goals. Elective clusters might include concentrations in the following areas:
- Professional Writing (e.g., WRIT 21400, WRIT 24000, WRIT 24300, WRIT 24600, WRIT 31100, WRIT 31200, WRIT 31400/32400, WRIT 31900, WRIT 32000, WRIT 31900/32100, WRIT 32000, WRIT 34500, WRIT 49800)
- Writing Instruction and Pedagogy (WRIT 31300, WRIT 20500, WRIT 33300)
- MFA/Graduate School Preparation (additional genre courses in fiction, poetry, and creative nonfiction)

Students may choose electives by taking additional 30000-level genre courses and 40000-level advanced workshops listed below, or from the following courses:
- WRIT 20500 Style and Grammar for Writers (3 hours)
- WRIT 21400 Writing about Nature (3 hours)
- WRIT 21500 Writing about Food (3 hours)
- WRIT 23100 Art of Poetry (3 hours)
- WRIT 24000 Survey of Journalism (4 hours)
- WRIT 24300 Photojournalism (3 hours)
- WRIT 24600 Sports Journalism (3 hours)
- WRIT 24600 Sports Journalism (3 hours)
- WRIT 25000 Special Topics (1-4 hours)
- WRIT 28100 Independent Study (1-4 hours)
- WRIT 29800 Practicum: Field Experience (1-4 hours)
- WRIT 30000 Travel Writing (1-4 hours)
- WRIT 31100 Writing for Business (4 hours)
- WRIT 31200 Technical Writing (4 hours)
- WRIT 31300 Teaching and Supervising of Writing (4 hours)
- WRIT 31400 Writing for Science (3 hours)
- WRIT 31800 Memoir (3 hours)
- WRIT 31900 Literary Journalism (3 hours)
- WRIT 32000 Professional Editing (3 hours)
- WRIT 32100 Literary Journalism (4 hours)
- WRIT 32400 Writing for Science (4 hours)
- WRIT 32800 Memoir (4 hours)
- WRIT 33300 Rhetorical Criticism (4 hours)
- WRIT 34500 Writing for Publication (3 hours)
- WRIT 38000 Special Topics (1-4 hours)
- WRIT 48100 Independent Research (1-4 hours)
- WRIT 49800 Internship in Writing (1-4 hours)

Advanced Workshops in Writing (2 courses)

Two 40000-level workshops, designed to produce advanced work, from the following:
- WRIT 40400 Advanced Workshop in Poetry (4 hours)
- WRIT 40500 Advanced Workshop in Creative Nonfiction (4 hours)
- WRIT 40600 Advanced Workshop in Fiction (4 hours)

Senior Capstone (1 course)

In their senior year, students must complete WRIT 48000: Senior Seminar (3 hours). This 3-week course allows students to revise promising work from their portfolio. They must also write a short essay reflecting on their experience as a major in writing. At the end of the course, students will do a public reading.

Introductory Course in Literature (1 course)
To begin the literature component, students must take ENGL 20600.
ENGL 20600: Introduction to Literary Studies (4 hours)

Literature Component (3 courses)
A minimum of three other courses in literature, at the 30000- or 40000-level. The combination of these courses must fulfill the following requirements:
- American literature course
- British literature course
- World literature course
- Literature course after 1900
Literature course before 1800

Foreign Language
Students must complete a foreign language through the 10300 level.

AP Credit
Students who have received a 4 or 5 on the English Language and Composition Advanced Placement (AP) test receive credit for one of the required elective writing courses in the major. However, the English department encourages students who are considering graduate work to take additional writing courses.

Majoring and Minoring in English
Students completing the major in Creative Writing may not combine it with a major or minor in English but should take additional literature courses within the major; students interested in taking the majority of their coursework in literature should consider the major in English.

THE WRITING MINOR

The Minor in Writing offers writing experience to students with majors outside the English Department. Students combine the Minor with a wide range of other disciplines, including philosophy, math, environmental studies, biomedical humanities, psychology, communication, history, and biology. This degree requires a firm commitment on the part of the student and approval by the writing faculty. There are two deadlines a year for submitting applications to pursue the Minor in Writing (November 1 and March 1). Students must apply by the end of their junior year. At least five (5) courses are required. No more than three (3) may be selected from the 20000-level sequence. All Minors must take Basics of Creative Writing (WRIT 22000 or WRIT 22100), as well as one course with significant nonfiction coursework (e.g., WRIT 30500, WRIT 31000, WRIT 31300, WRIT 31400, WRIT 31800, WRIT 31900, WRIT 32100, WRIT 32400, WRIT 40500). Beginning with students graduating in 2012, one of the five courses can be a three- to four-hour internship, with approval of the Writing Minor Committee. An electronic application form should be requested from Mary Quade and then submitted to her electronically at quademr@hiram.edu. Materials should be submitted as one file, including both of the writing samples. Students are not permitted to both major in English and Minor in Writing.

WRIT 20500  Style and Grammar for Writers (3 hours)
WRIT 22100 Basics of Creative Writing (3 hours)
WRIT 23100 Art of Poetry (3 hours)
WRIT 24000 Survey of Journalism (4 hours)
WRIT 24300 Photojournalism (3 hours)
WRIT 24600 Sports Journalism (3 hours)
WRIT 28000 Special Topics Seminar (1-4 hours)
WRIT 28100 Independent Study (1-4 hours)
WRIT 30400 Craft and Technique: Poetry (4 hours)
WRIT 30500 Craft and Technique: Creative Nonfiction (4 hours)
WRIT 30600 Craft and Technique: Fiction (4 hours)
WRIT 30700 Craft and Technique: Playwriting (4 hours)
WRIT 30900 Craft and Technique: Screenwriting (4 hours)
WRIT 31000 Travel Writing (1-4 hours)
WRIT 31100 Writing for Business (4 hours)
WRIT 31200 Technical Writing (4 hours)
WRIT 31300 Teaching and Supervising of Writing (4 hours)
WRIT 31400 Writing About Science and Nature (3 hours)
WRIT 31600 Metafiction (3 hours)
WRIT 31800 Memoir (3 hours)
WRIT 31900 Literary Journalism (3 hours)
WRIT 32000 Professional Editing (3 hours)
WRIT 32100 Literary Journalism (4 hours)
WRIT 32400 Writing about Science and Nature (4 hours)
WRIT 33300 Rhetorical Criticism (4 hours)
WRIT 34500 Writing for Publication (3 hours)
WRIT 38000 Special Topics Seminar (1-4 hours)
WRIT 40400 Advanced Workshop in Poetry (4 hours)
WRIT 40500 Advanced Workshop in Creative Nonfiction (4 hours)
WRIT 40600 Advanced Workshop in Fiction (4 hours)
WRIT 48100 Independent Research (1-4 hours)
WRIT 49800 Internship in Writing (1-4 hours)

Minors also will be expected to give a public reading of work produced in their writing courses the spring of their senior year. Mary Quade, Paul Gaffney, Willard Greenwood, and Jeff Swenson serve on the Writing Minor Committee.

COURSE DESCRIPTIONS
WRIT 10400: BASIC EXPOSITION I 2 hour(s)

This course is taken in coordination with First-Year Colloquium and concentrates on helping students become more effective prose writers. Attention is given to clear thinking and wording, effective organization, insightful analysis, strong detail, and grammatical precision. Students will work on written assignments from their FRCL course and must be willing to read their own work and comment on the work of others.

WRIT 10500: BASIC EXPOSITION II 2 hour(s)

This course is taken in coordination with the First-Year Seminar and concentrates on helping students become more effective prose writers. Attention is given to clear thinking and wording, effective organization, insightful analysis, strong detail, and grammatical precision. Students will work on written assignments from their FSEM course, and must be willing to read their own work and comment on the work of others. First time students only. Can only be taken for credit once. Must concurrently register for an FSEM. Pass/No Credit ONLY.

WRIT 12900: GRAMMAR FOR WRITERS 3 hour(s)

This course is designed for students who write skillfully but would like to know more about English grammar -to polish their own writing or eventually to teach others. The course focuses on the rationale of English grammar, including issues of mechanics, punctuation, and style.

WRIT 18000: WORKSHOP 1 hour(s)

This workshop will provide the opportunity for students to examine a special topic in Writing. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

WRIT 20500: STYLE AND GRAMMAR FOR WRITERS (MEDIATED TRACK):CM 3 hour(s)

This course will address matters of style and grammar closely and meticulously. It is not a course in developmental grammar, but one designed for serious writers interested in polishing error from their prose and experimenting with their writing styles. The class will be devoted to providing high polish to the individual line and expose students to stylistic patterns and options they may not have seen or noticed before. It will encourage writers to take risks with language, to consider the nuance of punctuation, to think about effect, to make language exact and precise, to develop voice, to distinguish between local advice and general principles in the understanding of "rules," and to gain fuller knowledge and control of individual style. Also listed as Communication 205 or 20500. This course fulfills the Creative Methods requirement.

WRIT 21400: WRITING ABOUT NATURE:CM 3 hour(s)

This is an intensive creative writing course. The combination of reading and writing will inspire student insights into nature. The course may cover such topics as global warming, evolution, genetic research, and the romantic lure of the natural world. We have the daunting yet vitally important task of writing about the natural world in a manner that is accessible to a popular audience using creative techniques. Class assignments will reflect that goal. Readings will acquaint students with the natural world from historical, aesthetic, and personal perspectives. While the class concentrates on a variety of personal and political issues connected with nature, it will be crucial to speculate on what these issues mean for our society. Therefore, students will deepen their understanding of how the understanding of nature intersects with our culture-at-large. This course fulfills the Creative Methods requirement.

WRIT 21500: WRITING ABOUT:(Various Course Topics): CM 3 hour(s)

This is an intensive creative nonfiction writing course that closely examines a particular topic of in writing and reading. The combination of reading and writing will inspire student insights into the course topic. Students will work to write about the topic in a manner that is accessible to a popular audience using creative nonfiction techniques. Class assignments will reflect that goal. Readings will acquaint students with the topic from historical, aesthetic, and personal perspectives. While the class concentrates on a variety of personal and political issues connected with the topic, it will be crucial to speculate on what these issues mean for our society. Therefore, students will deepen their understanding of how the understanding of the topic intersects with our culture-at-large. This course fulfills the Creative Methods requirement.
WRIT 22100: BASICS OF CREATIVE WRITING:CM 3 hour(s)

This is the required foundation course for writing majors or students wanting to explore the field. This course will focus on the basics of creative writing, including such topics as how to read as a writer; how to train a writer's eye; the recovery of metaphor; the style and craft of narrative and description; the emergence of voice; selection of detail; the battle against cliche. Although genre will be introduced through reading and discussion, emphasis will be on writing matters that are common to all genres, not just one. The course will feature frequent short writing exercises and reading. This course fulfills the Creative Methods requirement.

WRIT 23100: THE ART OF POETRY 3 hour(s)

This course will be structured like an intensive workshop, with the completion of a Chapbook required. Readings and exercises will be assigned that help students begin to shape experience and language into poetry. Exposure to contemporary poetry will be central to the course. Prerequisite: English 206 or 20600 or permission.

WRIT 24000: SURVEY OF JOURNALISM (MEDIATED TRACK) 4 hour(s)

This course examines the contemporary professional journalistic field, particularly the areas of writing for media, design, layout, public relations and advertising. It provides students with practical experience and also an understanding of ethical and legal problems facing contemporary journalism. By examining the way First Amendment principles have translated in different political and social arenas, it also addresses how effectively journalism serves its various constituencies. Also listed as Communication 240 or 24000.

WRIT 24600: SPORTS JOURNALISM (MEDIATED TRACK) 4 hour(s)

This course is an overview of sports journalism and includes the study of story development from a single idea to a published story in the field of sport. This course examines the various elements necessary to bring a sporting event from the playing field to the public through the print media. Topics include types of print media, the role of sports department personnel, coverage of the sporting event, developing contracts, gaining access to sports figures, interviewing, and story development. The course focuses on developing effective writing skills by approaching sports writing as a process. Also listed as Communication 246 or 24600.

WRIT 28000: SEMINAR 1 - 4 hour(s)

WRIT 28100: INDEPENDENT STUDY 1 - 4 hour(s)

WRIT 29800: FIELD EXPERIENCE 1 - 4 hour(s)

WRIT 30300: YOUNG ADULT FICTION 4 hour(s)

This course introduces the central elements of writing fiction—voice, character, conflict, setting, plot, subplot and style—with a special emphasis on writing for young adults. Students will read and analyze examples of published literary portrayals of teens, produce scene and character studies, read and discuss each other's work, and submit a final revised portfolio of their creative projects. Fulfills credits toward Writing Major or Minor. This course fulfills the Creative Methods requirement.

WRIT 30400: CRAFT AND TECHNIQUE OF POETRY:CM 4 hour(s)

Students will write and revise poems through extensive practice and revision, as well as exposure to traditions, theory, prosody and esthetics, and method and craft. The course will focus on both practice and process - the tools needed to complete a successful poem, as well as the lifelong process that writers hone to tap into emotional experience and articulate it honestly. This course fulfills the Creative Methods requirement. Prerequisite: WRIT 221 or 22100 or permission.

WRIT 30500: CRAFT AND TECHNIQUE: CREATIVE NONFICTION:CM 4 hour(s)

Students learn and practice a wide variety of nonfiction forms, with emphasis on personal essays and literary journalism. The course will be coupled with readings by contemporary nonfiction writers from the "New Journalism" school of the mid-60's to the present. Students will be responsible for writing and rewriting several essays. Workshops will be central, and students must be willing to read their own work and comment on the work of others. This course fulfills the Creative Methods requirement. Prerequisite: Writing 221 or 22100 or permission.

WRIT 30600: CRAFT AND TECHNIQUE: FICTION:CM 4 hour(s)
Students learn how to write and perfect short fiction through the study and practice of techniques employed in both traditional and very contemporary fiction. The course will include the reading of short fiction by both established and new writers. Students will be responsible for writing and rewriting several original short stories. Workshops will be central, and students must be willing to read their own work and comment on the work of others. Prerequisite: WRIT 221 or 22100 or permission. This course fulfills the Creative Methods requirement.

WRIT 30900: CRAFT & TECHNIQUE SCREENWRITING:CM 4 hour(s)

An introduction to the practice of writing for film. Students will learn the vocabulary and format of creating screenplays, study screenplays that have been produced as films, examine films with an eye toward the interpretation of the screenplay, and write and workshop their own work. We will look both at original screenplays and at screenplays that adapt literature to film. Prerequisite: Writing 221 or 22100 or permission. This course fulfills the Creative Methods requirement.

WRIT 31000: TRAVEL WRITING:CM 1 - 4 hour(s)

Travel writing has a long and impressive history. This course will help writers to know that history and become part of it. The genre of travel writing, beginning with writers like Herodotus and Marco Polo, appeals to a wide range of fine writers, including Mary Montagu, James Boswell, Charles Darwin, Evelyn Waugh, Jan Morris, and Paul Theroux. In addition to reading such writers, students will compose their own travel essays based on class travel experiences. Their descriptions of new experiences and sites may be heightened by irony, humor, cultural meditation, and a sense of a "mind in motion" that pushes toward larger meanings - ethical, political, and personal. Prerequisite: WRIT 221 or 22100 or permission. This course fulfills the Creative Methods requirement.

WRIT 31100: WRITING FOR BUSINESS 4 hour(s)

This course will ask students to apply writing and thinking skills to the specific demands of business, from the varieties of business correspondence to the preparation of proposals and reports. Students will practice the modes of business writing and develop the rhetorical and stylistic skills necessary for effective business communication.

WRIT 31200: TECHNICAL WRITING 4 hour(s)

This course helps students learn to write for an audience which wants factual information for practical use. This specialized information is usually directed to a specific audience which already has familiarity with the field. Professional technical journals provide the primary sources for this writing, as do technical reports written for business and government use.

WRIT 31300: TEACHING AND SUPERVISING WRITING:CM 4 hour(s)

This course is designed to prepare students in all disciplines to teach, tutor, and supervise the writing of high school students and college undergraduates. The course will offer an introduction to the major trends in composition theory and research. It will also develop the technical and interpersonal skills necessary for effective instruction. Students will closely examine their own writing process and style. To fulfill the required laboratory element of this course, students will spend time each week working with a mentor in the Writing Center. This course fulfills the Creative Methods requirement. Prerequisite: PERMISSION THROUGH RECOMMENDATION ONLY. Also listed as Education 313 or 31300.

WRIT 31400: WRITING FOR SCIENCE 3 hour(s)

See Writing 324 or 32400 for a description of this course.

WRIT 31800: MEMOIR 3 hour(s)

Memoir, with its roots in the personal essay, uses the techniques of fiction and other literary genres to allow writers to remember and discover their lives through a specific theme or lens. Students will be asked to read and review several contemporary memoirs and to write a twenty to thirty page segment from a book-length memoir they design. Workshops will be central, and students must be willing to read their own work as well as comment on the work of others. Prerequisite: WRIT 221 or 22100 or permission. Also offered as WRIT 328 or 32800 as a 4 credit hour course. A student may receive credit for only one of these courses.

WRIT 31900: LITERARY JOURNALISM 3 hour(s)

Literary journalism has its roots in the early work of Daniel Defoe, but in the last few decades has come into its own - a genre marked by distinct conventions of style, form, and sensibility. Students will read samples of work by several generations of literary journalist
who have shaped (and continue to shape) the genre - work by writers like George Orwell, Stephen Crane, Norman Mailer, Lillian Ross, Tom Wolfe, Mark Singer, Lauren Slater, Annie Dillard, Mark Kramer, John McPhee, Joan Didion, Michael Pollan, Edmund Morris, Ian Frazier, as well as new voices emerging every day. They will write a long piece of immersion journalism themselves, joining the ongoing conversation nonfiction writers are having about this inventive and important form in American letters. Prerequisites: WRIT 221 or 22100 or permission. Also offered as WRIT 321 or 32100 as a 4 credit hour course. A student may receive credit for only one of these courses.

**WRIT 32000: PROFESSIONAL EDITING (MEDIATED TRACK) 3 hour(s)**

This course is designed to teach students to be professional copyeditors as well as to explore other editorial positions in a publishing house. In order to make the experience of editing real, there will always be a project associated with this class: often a collection (essays, stories, poems, commemorate pieces) of student work. The first time this course was run (2006), a collection of twenty-nine essays written about Hiram, Ohio, U.S.A., over the past ten years, was shepherded toward production by a group of fifteen students. Students will learn not only how to line edit, but also how to assemble a book, making important aesthetic decisions about use of photographs, front and back matter, cover design, layout, etc. The vocabulary, technique, and art of publishing and editing will all be addressed and employed. Also listed as Writing 320 or 32000. Prerequisite: Writing 221 or 22100 or permission.

**WRIT 32100: LITERARY JOURNALISM:CM 4 hour(s)**

Literary journalism has its roots in the early work of Daniel Defoe, but in the last few decades has come into its own- a genre marked by distinct conventions of style, form, and sensibility. Students will read samples of work by several generations of literary journalist who have shaped (and continue to shape) the genre - work by writers like George Orwell, Stephen Crane, Norman Mailer, Lillian Ross, Tom Wolfe, Mark Singer, Lauren Slater, Annie Dillard, Mark Kramer, John McPhee, Joan Didion, Michael Pollan, Edmund Morris, Ian Frazier, as well as new voices emerging every day. They will write a long piece of immersion journalism themselves, joining the ongoing conversation nonfiction writers are having about this inventive and important form in American letters. Prerequisites: Writing 221 or 22100 or permission. Also offered as Writing 319 or 31900 as a 3 credit hour course. A student may receive credit for only one of these courses. This course fulfills the Creative Methods requirement.

**WRIT 32400: WRITING FOR SCIENCE 4 hour(s)**

This course has two general goals for students: how to write a scientific paper from the abstract to the conclusions; how to take published scientific information and translate it for the lay and/or popular press. Students will become trained in the discourse of science writing, learning its format and conventions. A revised version of this course is offered for three credit hours as Writing 314 or 31400. A student may receive credit for only one of these courses. Prerequisite: Writing 221 or 22100 or permission.

**WRIT 32800: MEMOIR 4 hour(s)**

Memoir, with its roots in the personal essay, uses the techniques of fiction and other literary genres to allow writers to remember and discover their lives through a specific theme or lens. Students will be asked to read and review several contemporary memoirs and to write a short memoir of their own. Workshops will be central, and students must be willing to read their own work as well as comment on the work of others. Prerequisite: WRIT 221 or 22100 or permission Also offered as WRIT 318 or 31800 as a 3 credit hour course. A student may receive credit for only one of these courses.

**WRIT 33300: RHETORICAL CRITICISM (RHETORICAL TRACK):IM 4 hour(s)**

An examination of the nature and practice of rhetorical criticism as theory and methodology for understanding and critiquing contemporary discourse. The tools of rhetorical criticism, different methodological approaches, and the values of analyzing human discourse are explored. Students will do critiques from a broad variety of contemporary discourse such as speeches, essays, letters, editorials, theater, television, film, and other symbolic contexts of their choosing. Also listed as Communication 333 or 33300. Prerequisite: English 206 or 20600, Writing 221 or 22100, Communication 101 or 10100, or permission. This course fulfills the Interpretive Methods requirement.

**WRIT 34500: WRITING FOR PUBLICATION (MEDIATED TRACK) 3 hour(s)**

A critical survey of modes and styles in contemporary publications is offered. Emphasis will be placed on developing critical and analytical skills in assessment of manuscripts, as well...
as on improving research and interview techniques. Instruction will be provided about such issues as copyediting, marketing, agents, working with editors, and assembling feature-length or book-length texts. Students will contact publishers concerning article needs and editorial guidelines to enlarge their understanding of the appreciation for the standards and expectations of publishers. Also listed as Communication 345 or 34500. Prerequisite: Communication 240 or 24000, Writing 221 or 22100, or permission of instructor.

**WRIT 38000: SEMINAR** 1 - 4 hour(s)

**WRIT 38100: SPECIAL TOPICS** 1 - 4 hour(s)

**WRIT 40400: ADVANCED WORKSHOP IN POETRY** 4 hour(s)

This course is a continuation of Writing 304 or 30400. Students will write poetry at an advanced level and complete a chapbook of poems that reflect the student's developing style and thematic preoccupations. Prerequisite: WRIT 203 or 20300 or WRIT 304 or 30400 or permission.

**WRIT 40500: ADVANCED WORKSHOP IN CREATIVE NONFICTION** 4 hour(s)

This advanced workshop will allow writers to experiment with stylistic and organizational nuance in creative nonfiction, as well as move toward longer forms in the genre (books of literary journalism, book-length memoirs, collections of thematically linked essays, etc.). Students will have considerable freedom in the selection of their projects and receive workshop support on a regular basis. Prerequisite: Writing 305 or 30500 or Writing 321 or 32100 or Writing 328 or 32800.

**WRIT 40600: ADVANCED WORKSHOP IN FICTION** 4 hour(s)

This advanced workshop will allow writers to explore a more full range of techniques and craft in short-story writing, as well as move toward longer forms in the genre (story collections, novellas, and novels). Students will have considerable freedom in the selection of their projects and will receive workshop support on a regular basis. Prerequisite: Writing 306 or 30600 or permission.

**WRIT 48000: SENIOR SEMINAR** 1 - 3 hour(s)

Students must complete this course in their senior year. This course requires students to significantly revise work in one or two genres: an essay, a short story, a screenplay, or a group of poems. The work should come from 300 or 30000- or 400 or 40000-level writing course, pending departmental approval. The revision must include more elaborate research (if necessary and desirable), more vigorous experimentation with form and technique, more elaborate and complete exploration of a subject and/or an emotional response, and more artful use of language. Students will gain awareness of the process of writing for publication. Students will also 1) write a one-page essay explaining their interest in and relationship to the project (statement of purpose); 2) present a public reading of their finished work. Instructor permission is required. Also offered as ENGL 480 or 48000.

**WRIT 48100: INDEPENDENT RESEARCH** 1 - 4 hour(s)

**WRIT 49800: INTERNSHIP** 4 hour(s)

Developed in consultation with the student’s major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College’s internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

**EDUCATION**

**Roxanne Sorrick (2001)**, Chair, Associate Professor, Head of Teacher Education  
B.A., Hiram College;  
M.Ed., Kent State University  
Ed. D., Walden University  
Academic interests: early childhood literacy, nature study with children, use of informational text and expository writing in K-3, instructional technology

**Heather Bowser (2005)**, Coordinator of Data and Administrative Records
Jeffrey Drake (2012), Assistant Professor
B.A., The University of Michigan;
B.S., The Ohio State University;
M.A., The University of Findlay;
Ph.D., Kent State University
Academic Interests: Social studies education, social media, argumentation and debate, and digital citizenship education

Kathleen Maretka (2012), Director of Student Teaching and Field Experience
B.S., Baldwin Wallace College;
M.A., Cleveland State University
Academic interest: Mathematics education

Jennifer McCreight (2011), Instructor
B.A., Hiram College;
M.Ed., Georgia State University
Academic interests: early childhood literacy, family and community collaboration

Jennifer Miller (2002), Associate Professor
B.A., University of Akron;
M.Ed., Ph.D., Kent State University;
Academic interests: advocacy for middle level education, adolescent literature, adolescent literacy

Department Web Site: http://www.hiram.edu/education

Students interested in education have two options at Hiram College: majors that lead to teacher licensure in the state of Ohio or a liberal arts Educational Studies major. Both programs offer students the opportunity to engage in rigorous coursework and experiences that will prepare them for challenges faced by education and educators of the 21st century. Hiram College recognizes that while the traditional teaching license meets the interests of many students, others may wish to pursue a background in education that will allow them to understand and apply educational theories in a wide variety of settings.

TEACHER LICENSURE PROGRAM

Introduction
The Hiram College Teacher Education Program is committed to preparing intellectually alive, socially responsible, ethically grounded educational leaders. Since the founding of Hiram College in 1850, students have joined this learning community to be prepared as teachers within the liberal arts tradition. This tradition prepares teachers to think well and with discipline. This tradition, grounded in the understanding that knowledge is interrelated and interdisciplinary, prepares teachers to be keen and critical observers of how the world works—seeing issues, alternatives, solutions, and aspects of life that more narrowly trained minds do not. These skills, combined with knowledge in a subject and in the art and science of teaching, are essential to the preparation of teachers who are ready to serve as educational leaders. The department’s mission, philosophy, and standards for teacher-candidates are included in the Teacher Education Student Handbook and can be found on the department website.

Because field and clinical experiences are seen as opportunities for students to acquire and apply knowledge, and as experiences that promote reflection, they are required in most education courses. These field and clinical experiences are developmentally sequenced and range from field trips with observations, to opportunities that require lesson planning, instruction, and evaluation of students. Students must complete this field work in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.

Hiram College is accredited by the National Council for Accreditation of Teacher Education (NCATE) to offer licensure in the following areas:

Early Childhood License, valid for teaching children who are typically developing, at risk, gifted, and who have mild/moderate educational needs. Licenses are issued for ages three through eight and pre-kindergarten through grade three. Students completing the early childhood license graduate with an Early Childhood Education major.

Middle Childhood License, valid for teaching learners from ages eight through fourteen and grades four through nine in the curriculum areas named in such license. The middle childhood teacher education program includes preparation in areas of concentration in at least two of the following: reading and language arts, mathematics, science, and social studies. Students completing the middle childhood license graduate with an Integrated Middle Childhood Education major.
Adolescent to Young Adult Licenses, valid for teaching learners from ages twelve through twenty-one and grades seven through twelve in the curriculum areas named in such license.

- Integrated Language Arts
- Integrated Mathematics
- Integrated Social Studies
- Life Sciences
- Life Sciences/Chemistry
- Physical Sciences: Chemistry and Physics

Course requirements for each licensure area can be found on the department website.

Students must apply to the Department of Education for admission to a licensure program. In order to be accepted into the teacher education program, students must: (1) pass an examination of basic academic skills or complete equivalent requirements; and (2) maintain a 3.0 cumulative G.P.A., a 3.0 G.P.A. in the professional education courses and a 3.0 G.P.A. in the field of licensure. Students should consult regularly with their advisor to be certain they are fulfilling the requirements for licensure. Students’ progress will be reviewed each term by the Department of Education and students will be apprised of their status in the program. In the semester prior to the term during which the students wish to student teach, they must make formal application to the department to be considered for acceptance into student teaching. Good character and professional commitment, as well as high scholastic attainment are important factors considered by the department and the Teacher Education Board. Students complete the required student teaching in an area school where they participate in a total program of teaching. A detailed description of all policies and procedures related to admission and retention in the teacher education are included in the Teacher Education Student Handbook.

Note: Licensure in the State of Ohio requires satisfactory completion of the examinations mandated by the Ohio State Department of Education. The Hiram College Title II Report on the quality of teacher education is available on the department website.

EDUCATIONAL STUDIES

Introduction

The mission of the Educational Studies major at Hiram College is to foster intellectual excellence and social responsibility by providing students a platform on which to engage and study the issues and implications of education in the myriad environments in which it exists in order to face the urgent challenges of the times.

Students in Educational Studies will learn about educational institutions, educational processes, and the social and cultural factors that affect them. Given the combination of the Educational Studies major and a carefully chosen area of concentration (AOC), the program provides an entry point into the study of the multidimensional field of education and analysis, as well as education of the individual and the collective. Students in Educational Studies are expected to develop such basic inquiry skills as problem formulation, basic analytic methods, as well as a critical understanding of how educational institutions function, individuals grow and change, and social groups are shaped by educational processes.

Requirements for the Educational Studies Major:
Education, Culture and Society (4 hrs)
Ethics of Collaboration (4 hrs)
Pedagogy and Instruction (4 hrs)
Internship (4 hrs)
Senior Seminar with Capstone (4 hrs)
Statistics (4 hrs)
Choice of Human Growth & Development course and corresponding field experience/lab by age range (5-6 hrs)
Minimum of one education related elective (3-4 hrs)
Area of Concentration (minimum of 20 hrs)

Requirements for the Educational Studies Minor:
Education, Culture and Society (4 hrs)
Ethics of Collaboration (4 hrs)
Pedagogy and Instruction (4 hrs)
Choice of Human Growth & Development course and corresponding field experience/lab by age range (5-6 hrs)
Minimum of one education related elective (3-4 hrs)

COURSE DESCRIPTIONS
EDUC 12100: INTRODUCTION TO SIGN LANGUAGE AND DEAF CULTURE I 4 hour(s)

This class in the introductory course for American Sign Language as a world language credit. This course will focus on the visual-spatial language of ASL with emphasis on expressive/receptive communication skill building, vocabulary development, and grammatical structure development. Deaf Culture awareness and understanding of the Deaf Community will also be featured through the course.

EDUC 12200: AMERICAN SIGN LANGUAGE AND DEAF CULTURE II:UD 4 hour(s)

This course builds on the knowledge and skills developed in ASL I. this course focuses on increased speed, fluency, vocabulary receptive skills and knowledge of grammatical structures. This course provides opportunities for students to continue to increase expressive communicative effectiveness using ASL with an emphasis on non-manuals. Students will further receptive skills and voice simple ASL sentences and paragraphs. This course fulfills the Understanding Diversity in the USA requirement. Prerequisite: EDUC 12100

EDUC 18000: WORKSHOP 1 hour(s)

This workshop will provide the opportunity for students to examine a special topic in Education. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

EDUC 20300: EDUCATION, CULTURE & SOCIETY:CA,UD 4 hour(s)

This course is designed to introduce students to the issues related to teaching the widening diversity of students to be found in schools and communities across the United States. Students become familiar with the knowledge base, skills, and dispositions that are necessary to offer equal educational opportunity for all children and adolescents. The course examines the impact that human difference has on educational policy and practice, as well as the relationship of cultural values to the formation of a teacher's professional and personal self-concept and teaching styles. Field experiences provide interactions with students in diverse schools. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

EDUC 20500: ENVIRONMENTAL EDUCATION 4 hour(s)

The goal of this course is to provide students--including those interested in classroom and environmental education, naturalists, and youth leaders--with the skills, experiences, and understandings necessary to help audiences interpret their surroundings and define their relationships to, and interactions with, nature and the environment. This will be accomplished by emphasizing an understanding of natural history and fundamental environmental concepts, and by providing opportunities to plan, teach and evaluate nature and environmental education based on best practices and developmentally appropriate strategies. A foundation for conceptual understanding of environmental concepts as they relate to education in school settings and natural areas will be provided. Based on the North American Association of Environmental Educators guidelines for the Preparation and Professional Development of Environmental Educators, this course will focus on environmental literacy and current research in environmental education. Students will develop skills to foster learning through experiences teaching children, adults and families at the Hiram College Field Station, local schools and nearby natural areas. Assessment of learning outcomes and program evaluation strategies will be practiced. Students will be assessed on their knowledge of natural history and environmental concepts, as well as their ability to plan and implement appropriate educational programs. Training and certification in national curricula such as Project Wild, Project Learning Tree and the Leopold Education Project are included. This course is also listed as Environmental Studies 205 or 20500.

EDUC 20900: UNIVERSAL DESIGN:UD 3 - 4 hour(s)

This course familiarizes students with the concept of universal design and how it applies to the creation and redesign of commonly encountered situations and entities. Universal Design is an approach that considers accessibility and usability for the greatest possible variety of people, disabled or not, without any special adaptations or modifications. Students will learn about the diversity of experiences and capabilities that people have, including disabilities (e.g. physical, learning, and cognitive), learning styles, and cultural backgrounds. After becoming familiar with how abilities vary, students will learn how to design/redesign products and environments in ways that make these things available to the broadest group of people. This course fulfills the Understanding Diversity in the USA
EDUC 21500: UNDERSTANDING SCIENCE 4 hour(s)
This course is designed to provide early and middle childhood educators with a better understanding of science by integrating fundamental scientific concepts. Using concepts in earth, space, life, and physical science, as outlined by the National Science Education Standards and the Ohio Academic Content Standards for Science, students will investigate the nature of scientific knowledge. The inquiry-based approach to learning will not only emphasize science process skills, but also model best practices for early and middle childhood education. Students will work cooperatively to resolve questions, experiment, and discuss interpretations and conclusions. Class activities will help students develop their technological design abilities, as well as gain insight into the historical and cultural contributions of scientists who have provided us with a comprehensive understanding of the natural world.

EDUC 23100: HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY 3 hour(s)
This course examines human growth, development, and learning theories through the use of readings, current research, and school-based experiences to develop knowledge about physical, cognitive, personal, social/emotional, and linguistic development from early through late adolescence. Students will apply these theories in the context of individual, family, and community diversity, and learn how they translate into education practice. Topics will include the role of educational and psychological theory in schools, the learning environment (including classroom management), and motivation. Enrollment in the corresponding field experience (EDUC 23400 or EDUC 23500) is mandatory.

EDUC 23200: DEVELOPMENTALLY APPROPRIATE PRACTICE BIRTH TO EIGHT 4 hour(s)
This course will focus on the goal of developmentally appropriate practice in childcare settings, preschools, and primary classrooms in the context of individual, family, program, and community diversity. Students will learn about various types of early childhood programs and curriculum models, and nationally recognized preschool program models. As they observe and work with infants, toddlers, preschool, and primary children, Hiram students will learn about developmental theorists and their ideas about how children learn. Clinical experiences will develop knowledge of typical as well as individual differences in development and learning across physical, cognitive, social-emotional, and language domains. The standards of the National Association for the Education of Young Children, Ohio Early Learning Content Standards and the Ohio Educator Standards and their application to best practices in creating healthy, respectful, supportive, and challenging learning environments are included. Clinical experience with students birth to eight is required. EDUC 233 or 23300 is taken concurrently with this course.

EDUC 23300: HUM GROWTH DEVELOP & LEARN THEORY EARLY CHILD SCHOOL & LAB 2 hour(s)
The teacher candidate will use the classroom observation experience as a basis for reflecting on practice. Guided reflections require candidates to apply theories of early childhood development to classroom observation and interactions. In addition, candidates analyze the teaching process in the context of familial, cultural, and community diversity. Education 233 or 23300 is taken concurrently with Education 232 or 23200. This course is offered Standard Letter Grade.

EDUC 23400: HUM GROW & DEVELOP & LEARN THEORY MIDDLE CHILD & LAB:UD 2 hour(s)
The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of young adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 234 or 23400 is taken concurrently with Education 231 or 23100. This course is offered Standard Letter Grade. This course fulfills the Understanding Diversity in the USA requirement.

EDUC 23500: HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY: ADOLESCENT SCHOOL EXPERIENCE AND LAB 2 hour(s)
The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 235 or 23500 is taken concurrently with Education 231 or 23100. This course is offered Standard
EDUC 23700: ADULT EDUCATION AND LEARNING THEORY 4 hour(s)

This course focuses on appropriate methods and approaches for teaching adults (the field of andragogy) through the use of readings, current research, and field-based experiences. Students will develop knowledge about cognitive, personal, social/emotional, cultural, socioeconomic, motivation, and epistemological factors influencing adult learning and education. Students will have opportunities both to observe and to apply a variety of techniques as well as to learn about the theories and research that support successful adult education. Topics will include the role of educational and psychological theory in workplace learning, adult basic education, and college classrooms, and assessing learning outcomes. Enrollment in the corresponding field experience, EDUC 23800 – 1 credit, (some weekend field experiences) is mandatory.

EDUC 23800: ADULT EDUCATION AND LEARNING THEORY FIELD EXPERIENCE 1 hour(s)

This course focuses on appropriate methods and approaches for teaching adults (the field of andragogy) through the use of readings, current research, and field-based experiences. Students will develop knowledge about cognitive, personal, social/emotional, cultural, socioeconomic, motivation, and epistemological factors influencing adult learning and education. Students will have opportunities both to observe and to apply a variety of techniques as well as to learn about the theories and research that support successful adult education. Topics will include the role of educational and psychological theory in workplace learning, adult basic education, and college classrooms, and assessing learning outcomes. Enrollment in the corresponding lecture EDUC 23700 – 3 credits is required, (some weekend field experiences) is mandatory.

EDUC 25300: READING, WRITING, AND RESPONSE WITH CHILDREN’S LITERATURE:IM 3 hour(s)

Reading strategies based on authentic reading tasks including comprehension, vocabulary, word identification, and writing for both narrative and expository texts are taught through an exploration of traditional and modern children’s literature, including multicultural literature, poetry, fiction, non-fiction, informational, and technology based selections. The goal of this course is to expose students to a variety of written materials, strategies, and methods that they may use in the teaching of reading in a classroom. Includes observation and practice at a school site. This course fulfills the Interpretive Methods requirement.

EDUC 25400: TEACHING READING WITH ADOLESCENT LITERATURE:IM 3 hour(s)

This course will comprise a survey of traditional and modern literature for young adolescents, including categories such as realistic / contemporary fiction, historical fiction, science fiction / fantasy, and others with an emphasis on reader-response and transactional theories of reading using quality adolescent literature. This literature will also be used to reinforce and apply reading concepts such as pre-reading, comprehension, and assessment strategies. Additional emphasis will include evaluating and selecting a wide range of literature to meet the needs and interests of middle level students of diverse backgrounds and abilities, as well as the role of high-quality adolescent literature in interdisciplinary teaching strategies in middle grades. This course fulfills the Interpretive Methods requirement.

EDUC 28000: SEMINAR 1 - 4 hour(s)

EDUC 28100: INDEPENDENT STUDY 1 - 4 hour(s)

EDUC 29000: ETHICS OF COLLABORATION:ES 4 hour(s)

This course will require students to intentionally consider possibilities for advocacy regarding ethical interactions and the empowerment of both their collaborative educational partners and themselves. Such ethical collaboration requires those involved to not only be aware of the perspectives others bring to the table, but also of how their own background and experiences affects the way they interact with people. Students will work from the inside out, examining themselves as social beings situated in personal experiences, considering the validity of others’ ways of meaning making, and acknowledging miscommunications that can arise in collaborative settings involving diverse participants. We will apply these understandings as we consider how individuals might ethically construct dialogic working relationships as supervisor/supervisee, peer/peer, and community/organization partners in camps, daycares, hospitals, museums, schools, and more. Students will wrestle with the balance between dialogic relationships and an individual’s ethical responsibility to work against injustice, regardless of another’s cultural background. This course fulfills the Meaning, Ethics, and Social Responsibility
EDUC 29100: EXPERIENCES IN ENVIRONMENTAL EDUCATION 1 hour(s)

This field experience course requires 10 hours of training in environmental education programs offered and 10 hours of Field Trip Program instructional experience. Understandings and experiences related to science include sensory explorations of the natural world, biomes, ecosystems, habitats, Ohio plants and animals, living and non-living factors, adaptations, biodiversity, ecology, and erosion. Additional experiences include cooperative learning, inquiry science explorations, program reflection and evaluation, and an understanding of age-appropriate activities. Schedule and hours will be determined by the instructor and each individual student's schedule. This course is offered as pass/no credit only. Prerequisite: EDUC 232 or 23200.

EDUC 29200: INTEGRATED FINE ARTS FOR EARLY CHILDHOOD:CM 3 hour(s)

This course is designed to develop the knowledge, skill, and dispositions to integrate music, drama, art, and movement into the classroom curricula based on the Ohio Academic Content Standards and the National Association for the Education of Young Children (NAEYC) guidelines. Students will explore different media employed in creating visual art, learn to move to music and play simple instruments for accompaniment, and try out telling stories with flannel boards, puppets, and theater games. Emphasis will be placed on developmentally appropriate and individually appropriate curriculum, as well as the role of the arts in speaking, listening, movement and play. Students will gain an intellectual understanding of the theory behind the creative activities we employ in the classroom, and will have hands-on experience in the creation of their own art. This course fulfills the Creative Methods requirement.

EDUC 29300: FIELD EXPERIENCE:PRE-SCHOOL 1 hour(s)

EDUC 29500: FIELD EXPERIENCE EARLY CHILDHOOD 1 - 4 hour(s)

Pass/No Credit Only.

EDUC 29600: FIELD EXPERIENCE MIDDLE CHILDHOOD 1 - 4 hour(s)

Pass/No Credit Only.

EDUC 29700: FIELD EXPERIENCE ADOLESCENT 1 - 4 hour(s)

Pass/No Credit Only.

EDUC 29800: FIELD EXPERIENCE 1 - 4 hour(s)

Pass/no credit only.

EDUC 30500: PHONICS EARLY CHILDHOOD 3 hour(s)

The course will focus on the preK-3 population and how they learn to read. Students will understand the importance of phonics instruction in a balanced reading program. Methods of phonics instruction will be discussed as well as modeled by students in the course. Students will model strategies for instruction of word recognition, vocabulary, spelling, and writing. This course will serve as a basis for student understanding of the English language and its orthography. Taken concurrently with EDUC 34100 and EDUC 36400. Prerequisite: Education 232 or 23200 and permission.

EDUC 30600: PHONICS MIDDLE CHILDHOOD 3 hour(s)

This course provides an introduction to the graphophonic and morphological foundations of the English language. The focus is on the relationships among phonemic awareness and graphophonic, syntactic, and semantic cueing systems, and the role they play in developing competence in reading, spelling, and writing in the middle grades. Major topics will include an understanding of letter-sound relationships and how they affect students’ development in reading, vocabulary, spelling, and writing, as well as assessment and intervention appropriate to middle-grades students. This course is taken concurrently with EDUC 36100. Prerequisite: Education 231 or 23100.

EDUC 30700: MIDDLE SCHOOL MATHEMATICS METHODS MATERIALS & MEANINGS 4 hour(s)

Building on the basis of Fundamentals (Mathematics 103 or 10300), Mathematical Modeling (Mathematics 162 or 16200), and Pre-calculus (Mathematics 197 or 19700), this course examines topics suitable for the middle grades and discusses ways to teach them, ideas for alternative approaches, and appropriate materials (from concrete to abstract).
Topics include rational numbers, percent, probability, statistics, geometry (synthetic, transformational, coordinate), algebra, and triangle trigonometry. Ideas from Operations Management may be included. Integrates National Council of Teachers of Mathematics (NCTM) standards and the Ohio Academic Content standards. Prerequisite: admission to the Teacher Education Program or permission, and Education 231 or 23100.

EDUC 30800: TEACHING SECONDARY MATHEMATICS 4 hour(s)

This course provides integration of education and mathematics courses as they relate to the secondary mathematics classroom. Topics include: learning and developmental theory, curriculum, National Council of Teachers of Mathematics (NCTM) standards, instruction, materials, planning, and assessment. Prerequisites: Education 231 or 23100 and permission.

EDUC 31000: MATH AND SCIENCE INVESTIGATIONS 1 hour(s)

This course is intended to extend the math and science methodologies discussed in Education 355 or 35500 and 357 or 35700, and 366 or 36600 (taken concurrently). Preservice teachers will be assigned to a classroom, where they will work with small groups of students in an effort to extend their conceptual understanding of math and science concepts designated by the classroom teacher. Emphasis will be placed on creative teaching strategies, literature connections, extending student thought, and assessment of student understanding of the concepts presented. Reflection and preservice teacher growth will play a strong role in the course. All lessons will be aligned to the Ohio Academic Content Standards. This course is offered as Pass/No Credit only.

EDUC 31300: TEACHING AND SUPERVISING WRITING:CM 4 hour(s)

This course is designed to prepare students in all disciplines to teach, tutor, and supervise the writing of high school students and college undergraduates. The course will offer an introduction to the major trends in composition theory and research. It will also develop the technical and interpersonal skills necessary for effective instruction. Students will closely examine their own writing process and style. To fulfill the required laboratory element of this course, students will spend time each week working with a mentor in the Writing Center. This course fulfills the Creative Methods requirement. Prerequisite: Permission through recommendation only. Also listed as Writing 313 or 31300.

EDUC 32400: EXCEPTIONALITY:UD 3 hour(s)

This course examines the philosophical, historical, legal, and ethical foundations of services for individuals with special needs. The characteristics, etiology, and socio-psychological implications of exceptional conditions, including specific disabilities, gifts, and talents, are explored. Categorical and noncategorical classification systems; assessment, diagnosis, and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood. This course fulfills the Understanding Diversity in the USA requirement. Also listed as Psychology 324 or 32400.

EDUC 34100: EARLY CHILDHOOD ASSESSMENT 4 hour(s)

This course examines the goals, benefits, and uses of developmentally appropriate assessment of typically and atypically developing children from ages 3-8. Student will learn about the use systematic observations, documentation, and other informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of all children. Legal and ethical issues in standardized assessment, as well as basic statistical concepts needed to interpret standardized testing results, are included. This course emphasizes a collaborative approach to assessment, in partnership with other professionals and families within a context of familial, cultural, and social diversity. Includes clinical experience in a PreK-3 setting. Prerequisite: EDUC 231 or 23100 or EDUC 241 or 24100 or Permission.

EDUC 35500: SCIENCE METHODS FOR EARLY CHILDHOOD 4 hour(s)

This course will examine, analyze, evaluate, and create developmentally appropriate, science curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, the Ohio Academic Content Standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is
emphasized. Clinical experience is required. Taken concurrently with EDUC 35600 and 35700. Prerequisites: EDUC 232 or 23200

EDUC 35600: SOCIAL STUDIES METHODS FOR EARLY CHILDHOOD
4 hour(s)

This course will examine, analyze, evaluate, and create developmentally appropriate social studies curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, the Ohio Academic Content Standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required.

EDUC 35700: MATHEMATICS METHODS FOR EARLY CHILDHOOD
4 hour(s)

This course will examine, analyze, evaluate, and create developmentally appropriate, math curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, the Ohio Academic Content Standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with EDUC 35500 and 35600. Clinical experience is required. Prerequisite: EDUC 232 or 23200

EDUC 36100: TEACHING READING IN THE CONTENT AREA
3 hour(s)

This course is an overview of the reading process and factors that affect readers' interaction with informational texts. Topics include teaching reading in the content areas, methods, materials, and media that help readers to access texts; develop understandings of concepts and vocabulary; and gather, organize and present information. Means for assessment and intervention also will be considered. Prerequisite: Education 231 or 23100.

EDUC 36200: BEST PRACTICE IN MIDDLE SCHOOL LITERACY EDUCATION
4 hour(s)

This course is designed to introduce teaching methodologies that integrate reading and writing into all aspects of the middle school curriculum. Using the Academic Content Standards: K-12 English Language Arts Program as a guide, students in this course will explore strategies for literary discussion, composition studies, and integrating literacy activities into other content areas. Experience with multiple literacy assessments will also be an integral part of this course. Includes observation and practice at school site. Prerequisites: Admission to the Teacher Education Program and Education 231 or 23100.

EDUC 36300: CLINICAL EXPERIENCE IN MIDDLE GRADES LITERACY EDUCATION
3 hour(s)

Preservice teachers will participate in a three-week clinical experience with a school-based teacher educator in a middle-grades setting. Preservice teachers will implement a unit plan that focuses on reading, writing, visual, and oral communication, and will perform research in content areas appropriate to middle grades. Supervision of this plan will be conducted by the school-based teacher educator and a Hiram college supervisor. Prerequisites: EDUC 361 or 36100 and EDUC 306 or 30600.

EDUC 36400: EARLY CHILDHOOD LITERACY
6 hour(s)

This course will focus on the preK-3 population and how members of that population acquire both written and oral language. This course will pay specific attention to early, emergent, transitional, and fluent literacy. Students will understand the importance of phonics in a reading program as well as the importance of integration. Strategies for effective reading instruction, appropriate assessment, and developmentally appropriate curriculum will be explored, observed, and experienced. Issues regarding not only children's academic success, but also their physical, mental, and emotional well-being will be discussed. The Ohio Academic Content Standards for Language Arts and the NAEYC
Standards for Early Childhood Professional Preparation will serve as guiding documents for planning, methodology, and assessment. Includes clinical experience in a preK-3 setting. Prerequisites: Education 232 or 23200 and permission.

EDUC 36700: INTERNSHIP IN EARLY CHILDHOOD EDUCATION 3 hour(s)
Preservice teachers will participate in a three-week, full-day internship under the supervision of a qualified mentor teacher in an early childhood education setting. Preservice teachers will develop and teach curricular units and will facilitate child guidance in the context of family and community, in consultation with their mentor teacher and Hiram supervisor. Prerequisite: admission to the Teacher Education Program and EDUC 232 or 23200, and EDUC 364 or 36400, and EDUC 341 or 34100, and EDUC 305 or 30500.

EDUC 37000: ADOLESCENT CURRICULA AND METHODS 4 hour(s)
This course emphasizes a mastery of curriculum development, and general and specific methods within each candidate’s licensure area. Curriculum development projects relate theory to the Ohio Academic Content Standards, specific to each candidate’s licensure area. Students will refine their abilities to plan, execute, and assess the teaching process in the context of familial, cultural, and societal diversity. Important topics include: classroom management; assessment; human relations; diversity in the classroom; technology; and the teaching of reading and study skills in the content areas. Emphasis is placed on microteaching and reflective teaching. Includes observation and practice at a school site. Prerequisites: admission to the Teacher Education Program and Education 231 or 23100.

EDUC 37200: LITERACY ACROSS THE CONTENT AREAS 3 hour(s)
This course examines the role of effective literacy strategies for the acquisition of content knowledge. The teacher-candidate will develop the ability to use effective instructional practices, methods, and curriculum materials to support reading and writing instruction for learners at various stages of development and from different cultural and linguistic backgrounds. Emphasis will be on developing a foundational knowledge of reading and writing processes, creating a literate environment, and using effective strategies for word skill development, reading comprehension, and assessment of student learning. Includes five weeks of observation and practice at a school site. Taken concurrently with EDUC370 or37000. Prerequisite: Education 231 or 23100.

EDUC 37900: MIDDLE GRADES PHILOSOPHY AND ORGANIZATION 2 hour(s)
This course provides students with an introductory understanding of the philosophy and organization of middle grades education. Key concepts include: characteristics of effective middle schools; team teaching and organization; interdisciplinary teaching; flexible scheduling; advisory programs; and core curriculum. Prerequisite: admission to the Teacher Education Program and Education 231 or 23100.

EDUC 38000: SEMINAR 1 - 4 hour(s)

EDUC 38100: SPECIAL TOPICS 1 - 4 hour(s)

EDUC 38200: BEST PRACTICES IN MIDDLE GRADES TEACHING 3 hour(s)
This course is designed to develop a comprehensive understanding of the factors that underlie effective teaching in middle grades schools. Students will study: historical, sociological, and philosophical factors; the unique developmental characteristics, needs, interests, and abilities of students; lesson planning; discipline and classroom management; effective instructional strategies; and evaluation. Students will learn to use Ohio Academic Content Standards as a basis for lesson planning. The required clinical experience will provide middle-grade teacher-candidates the opportunity to teach in their two licensure areas, team teach with teachers of other subjects, and implement curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for young adolescent learners. Students will engage in reflective practices designed to improve their teaching. This course is the core of the middle-childhood methods block, consisting of on-campus class time, field observations, and an extended period of clinical experience designed to give students practical experience and an opportunity to implement skills and strategies that have been learned throughout the course. Prerequisites: admission to the Teacher Education Program and Education 231 or 23100.

EDUC 38300: METHODS FOR MIDDLE GRADES SOCIAL STUDIES 4 hour(s)
Focusing on National Council for the Social Studies (NCSS) standards and the Ohio Academic Content Standards, this course addresses the social studies education of middle
grades students with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to a middle-grade setting. Includes observation and practice at a school site. Prerequisites: admission to the Teacher Education Program and Education 231 or 23100.

EDUC 38400: METHODS FOR TEACHING SCIENCE 4 hour(s)

Focusing on the National Science Teacher Association and the Ohio Academic Content Standards, this course addresses the science education of middle-grade students and adolescents, with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to middle grades and adolescent settings. Observation and teaching practice will take place at select school sites. Prerequisites: admission to the Teacher Education Program and Education 231 or 23100.

EDUC 38500: METHODS IN ADOLESCENT LANGUAGE ARTS 4 hour(s)

Focusing on the National Council of Teachers of English and the Ohio Academic Content Standards, this course addresses the language arts education of adolescents, with an emphasis on standards, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: admission to the Teacher Education Program and Education 231 or 23100.

EDUC 40400: INTEGRATED SOCIAL STUDIES SEMINAR 4 hour(s)

Focusing on the National Council for the Social Studies (NCSS) standards and the Ohio Academic Content Standards for Social Studies, this course addresses the social studies education of adolescents and young adults (grades 7-12), with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and assessment techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: admission to the Teacher Education Program or permission and Education 231 or 23100.

EDUC 43200: STUDENT TEACHING IN EARLY CHILDHOOD 10 hour(s)

This intensive twelve-week course will provide early childhood candidates with the opportunity to teach in their licensure area, implementing developmentally appropriate curricular, instructional, child guidance, and assessment techniques for pre-primary and primary, typically and atypically developing learners. Candidates will engage in reflective practices designed to improve their development as early childhood professionals. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio Academic Content Standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: All early childhood courses except electives.

EDUC 43300: STUDENT TEACHING IN MIDDLE CHILDHOOD 10 hour(s)

This intensive twelve-week course will provide middle-grade teachers with the opportunity to teach in their two licensure areas, team teach with teachers of other subjects, and implement curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for early and adolescent learners. Candidates will engage in reflective practices that are designed to improve their teaching. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio Academic Content Standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: all middle childhood courses except electives.

EDUC 43800: STUDENT TEACHING ADOLESCENT/YOUNG ADULT 10 hour(s)

This intensive twelve-week course provides teacher-candidates who are seeking adolescent and young adult licensure with the opportunity to teach in their area, implementing curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for adolescent and young adult learners. Candidates will engage in reflective practices designed to improve their teaching. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio Academic Content Standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: All professional education courses.
EDUC 44600: STUDENT TEACHING SEMINAR 1 hour(s)

Students will examine the knowledge, skills, and dispositions that are demonstrated by master teachers and that are significant in their student teaching practicum. They will connect these performance outcomes to the conceptual frame work of the Hiram College Department of Education. As a culminating project for this seminar, students must develop and present a teacher work sample that demonstrates their competence as teacher-candidates in order to be recommended for licensure. This course is taken concurrently with the student teaching practicum. Offered as Pass/No Credit only.

EDUC 48000: SENIOR SEMINAR 1 - 4 hour(s)

EDUC 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)

EDUC 49800: INTERNSHIP 4 hour(s)

EDUC 60100: TEACHER LICENSURE POLICIES AND PROCEDURES 1 hour(s)

Participants in this course will examine policies and procedures for teacher licensure in the state of Ohio, and specifically at Hiram College. Issues pertinent to teacher licensure, such as career options of educators, certification in states other than Ohio, and PRAXIS testing requirements, will be discussed. Participants will complete an application to Hiram's teacher licensure program and will initiate other aspects of the licensure process. This course is a requirement for every student seeking teacher licensure, and must be taken during the first term they wish to apply to Hiram Education Department's program. This course is offered on a Pass/No Credit basis only.

EDUC 61000: ELEMENTARY TUTORING 1 hour(s)

ENGINEERING

Laura Van Wormer (1993), Chair, Professor of Physics
Liaison, Dual Degree Engineering Program
B.S., University of Toledo;
M.S., Ph.D., University of Notre Dame

Requirements for Dual Degree Students
Physics 21300 & 21400: Fundamentals of Physics I & II
Chemistry 12000 & 12100: General Chemistry I & II
Computer science 17000 or 17100, and 17200 Java Programming
Mathematics 19800, 19900 & 20000: Calculus I, II & III
Mathematics 21800: Linear Algebra
Mathematics 24300: Differential Equations

Additionally, one must complete or nearly complete a major (depends on departmental requirements).
Hiram College core curriculum requirements must be fulfilled.

The Dual Degree Engineering program (also called a binary engineering program) gives students the advantages of a liberal arts education: focus on written and oral communication skills, exposure to a broad range of topics, ways of thinking that employers value, and close, personal attention from faculty. Along with these benefits, the student also has the advantage of training in a technical field.

Dual degree students are GUARANTEED admission to Case Western Reserve University in Cleveland if they maintain a 3.0 GPA overall and a 3.0 GPA in their science and math courses while at Hiram, and have taken the necessary courses.

Students who participate in the dual degree program graduate after five years (three at Hiram, two at Case Western Reserve) with a Bachelor of Arts from Hiram College AND a Bachelor of Science from Case Western Reserve University.

Students are still eligible for financial aid their fourth and fifth years though they have to apply for that at the engineering school.

The choice of academic major depends on what type of engineering the student wishes to pursue. Consult our web page for further information about types of engineering and the related majors as well as typical schedules for the various types of engineering:
http://www.hiram.edu/physics/dualdegree.html.
Willard Greenwood (2001), Associate Professor of English, Editor of the Hiram Poetry Review
B.A., University of Maine;
M.A., Georgia State University;
Ph.D., Purdue University
Academic Interests: Nineteenth-and twentieth-century American literature, poetry writing, poetry, theory and aesthetics, fly fishing, the history of fly fishing, and sports and literature.

Paige Conley (2012), Assistant Professor & Director Developmental Writing
B.A., University of Wisconsin-Madison;
J.D., University of Wisconsin-Madison;
M.A., Northwestern University;
Ph.D., University of Wisconsin-Milwaukee (in progress)
Academic Interests: visuality and rhetoric, feminist theory, composition pedagogy, the rhetorics of public activism and social protest, histories of rhetoric and composition, late nineteenth- and early twentieth-century world literatures

David R. Anderson (1966), Professor Emeritus of English
B.A., Hiram College;
M.A., University of California (Berkeley);
Ph.D., Case Western Reserve University
Academic Interest: American literature, world literature, regional literature, and architecture

Joyce Dyer (1991), John S. Kenyon Chair of English and Professor Emerita
B.A., Wittenberg University;
M.A., Ph.D., Kent State University
Academic Interest: Creative writing, including creative nonfiction and literary journalism, American literature, Appalachian studies

Paul Gaffney (2006), Associate Professor of English, Department Chair
B.A., Western Washington University;
M.A., Ph.D., University of Virginia
Academic Interest: Medieval literature, linguistics, Renaissance studies, history of the English language

Kirsten L. Parkinson (2001), Associate Professor of English, Director of the Lindsay-Crane Center for Writing and Literature
A.B., Harvard University;
M.A., Ph.D., University of Southern California
Academic Interest: Nineteenth- and twentieth-century British literature, world literature, gender studies, food writing

Mary Quade (2006), Assistant Professor of English
A.B., University of Chicago;
M.F.A., University of Iowa, Writers Workshop
Academic Interest: Creative writing, including poetry and fiction, photography

Jeffrey Swenson (2007), Director of the Writing Across the Curriculum Program, Assistant Professor of English
B.A., St. John’s University (MN);
M.A., University of Alaska, Fairbanks;
Ph.D., University of Iowa
Academic Interest: Writing Across the Curriculum, creative writing, postmodernism, American and Canadian literature

Department Web Site: http://www.hiram.edu/english/

ENGLISH

Courses for the non-major

Non-majors will gain knowledge of a set of primary literary texts and practice basic skills of literary analysis through class discussions and the composition of short essays. Courses will focus on a particular author, genre, or literary tradition.

ENGL 12500 Great Works of Literature
ENGL 14000 Survey in Dramatic Literature
ENGL 20000 History of Western Theatre I
ENGL 20100 History of Western Theatre II
Non-majors may also take higher-level English courses with the permission of the instructor. Please consult the English Department about specific courses.

**The English Major**

11 courses

The English major encourages students to develop a deeper and richer understanding of our cultural heritage through the study of literature. The department places special emphasis on the tradition of English and American literature, but also often examines colonial and post-colonial works in English (from Canada, Australia, Asia, India, Africa, and the Caribbean), as well as European and world literatures in translation. The course of study in the English Department offers interested students a structured opportunity to evaluate these texts from a variety of critical perspectives, and also, for those so inclined, an array of writing courses in which to develop their creative and expository talents.

**Introductory Course (1 course)**

Students will acquire a fundamental knowledge of genre, literary conventions, literary theory, and historical and literary traditions that will form the foundation for the study of 30000- and 40000-level courses. They will also develop skills in writing and literary analysis.

ENGL 20600 Introduction to Literary Studies (4 hours)

**Foundation Courses (3 courses)**

Students will recognize the major traditions, works, and authors of American, British, and world literature. They will continue to develop their ability to conceive and implement original interpretations of the literature they read. Students should choose three of the following eight courses:

- ENGL 35000 American Literature I (4 hours)
- ENGL 35100 American Literature II (4 hours)
- ENGL 35300 Medieval Literature (4 hours)
- ENGL 35400 Renaissance Literature (4 hours)
- ENGL 35500 Restoration and 18th-Century British Literature (4 hours)
- ENGL 35600 19th-Century British Literature (4 hours)
- ENGL 35700 20th-Century British Literature (4 hours)
- ENGL 35900 World Literature (4 hours)

**Advanced Seminar Courses (2 courses)**

Students will gain in-depth knowledge of a specific literary topic, including engagement with secondary materials. They will plan and complete original research and write a substantial research paper.

- ENGL 41800 Advanced Studies in American Literature (4 hours)
- ENGL 42800 Advanced Studies in British Literature (4 hours)
- ENGL 43800 Advanced Studies in World Literature (4 hours)
- ENGL 47000 Literary Theory (4 hours)

**Electives (4 courses)**

Electives in the English Department allow students to extend their knowledge of particular areas of literature or to explore new literary fields not covered in their other major coursework. The 300-level English electives incorporate both primary and secondary texts, draw on the literary theories introduced in ENGL 20600, and require a short research paper that builds toward the requirements of the 40000-level courses.

Students may choose electives from the courses for majors above or from the following electives. ENGL 25200 may count as an elective for the major; no more than one other 20000-level English course may count as a departmental elective. Up to two of the elective requirements also may be satisfied with 30000-level creative writing courses.

- ENGL 25200 The English Language: A Linguistic Introduction (3 hours)
- ENGL 32900 Studies in American Literature (3 hours)
- ENGL 33000 Studies in British Literature (3 hours)
- ENGL 33100 Studies in World Literature (3 hours)
- ENGL 33200 Studies in Genre (3 hours)
ENGL 33300 Studies in Linguistics (3 hours)
ENGL 38000 Seminar

**Senior Capstone (1 course)**
In the fall 3-week session of their senior year, students must complete ENGL 48000: Senior Seminar (3 hours). This 3-week revision and workshop course requires students to significantly rework an essay from one of their 40000-level English courses. Students must also write a short essay reflecting on their experience as a major and connecting what they have learned to career or life goals. At the end of the course students will present their work in a public forum.

**Distribution**
In satisfying the requirements above, students must take a minimum of two courses in British literature, two courses in American literature, and one course in world literature. They must also take at least 1 course in literature before 1800. This will ensure that students develop a breadth of literary knowledge while still allowing them significant freedom in choosing courses.

**Foreign Language Requirement**
Students must complete a foreign language through the 10300 level.

**Majoring and Minoring in Writing**
Students completing the English major may not combine it with a major in Creative Writing or minor in Writing; students interested in taking extensive coursework in writing should consider the major in Creative Writing.

**AP Credit**
Students who have received a 4 or 5 on the English Literature Advanced Placement (AP) text receive credit for one of the required elective literature courses in the major. However, the English Department encourages students who are considering graduate work to take additional courses in the major.

**Requirements for Honors in English**
Departmental honors are a privilege conferred upon the English Department’s most outstanding students each year upon completion of the honors requirements. In addition to meeting the Hiram College requirements for Departmental Honors, honors candidates must fulfill additional requirements to be developed in conjunction with members of the English Department faculty.

**Advising**
All students majoring in English must have an academic advisor, as either their primary or secondary advisor, in the English Department.

**The English Minor**
6 Courses

**Introductory course (1 course)**
Students will acquire a fundamental knowledge of genre, literary conventions, literary theory and historical and literary traditions that will form the foundation for the study of 30000- and 40000-level courses. They will also develop skills in writing and literary analysis.
ENGL 20600 Introduction to Literary Studies (4 hours)

**Foundation courses (3 courses)**
Students will recognize the major traditions, works, and authors of American, British, and world literature. They will continue to develop their ability to conceive and implement original interpretations of the literature they read. Students should choose three of the following eight courses:
ENGL 35000 American Literature I (4 hours)
ENGL 35100 American Literature II (4 hours)
ENGL 35300 Medieval Literature (4 hours)
ENGL 35400 Renaissance Literature (4 hours)
ENGL 35500 Restoration and 18th-Century British Literature (4 hours)
ENGL 35600 19th-Century British Literature (4 hours)
ENGL 35700 20th-Century British Literature (4 hours)
ENGL 35900 World Literature (4 hours)

**Advanced seminar courses (1 course)**
Students will gain in-depth knowledge of a specific literary topic, including engagement with secondary materials. They will plan and complete original research and write a substantial research paper.
ENGL 41800 Advanced Studies in American Literature (4 hours)
ENGL 42800 Advanced Studies in British Literature (4 hours)
ENGL 43800 Advanced Studies in World Literature (4 hours)
ENGL 47000 Literary Theory (4 hours)

Elective (1 course)
Students must take at least one additional English course. Students can choose from additional foundation courses, advanced seminars, and electives.

Foreign Language Requirement
There is no language requirement for the minor, but study of a foreign language is strongly recommended.

Majoring and Minoring in Writing
Students completing the English minor may not combine it with a major in Creative Writing or minor in Writing; students interested in taking extensive coursework in writing should consider the major in Creative Writing.

ENGL 12500: GREAT WORKS OF LITERATURE:IM 4 hour(s)
This course will explore a group of well-known works of literature organized around the idea of Utopia. We will explore origins of utopianism, how it has changed and been criticized over time, and its relevance to us today. Considered a reading course, the class will emphasize recall, analysis, and understanding of literature. This course fulfills the Interpretive Methods requirement.

ENGL 14000: SURVEY IN DRAMATIC LITERATURE 3 hour(s)
This course provides an introduction to the variety, complexity, and originality of works written for stage presentation. The students study different styles of dramatic literature through individual plays chosen to represent diverse time periods and literary styles. The course concentrates on developing the student's critical capabilities through short responsive papers on sensitivity to historical and stylistic influences and on general techniques for reading plays. By considering serious and comic plays, both ancient and contemporary, the course offers a student an overview of the contributions drama has made to the fine arts throughout history. Also offered as Theater 140 or 14000. A student may receive credit for only one of these courses.

ENGL 18000: WORKSHOP 1 hour(s)
This workshop will provide the opportunity for students to examine a special topic in English. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

ENGL 20000: HISTORY OF WESTERN THEATRE I:IM 3 hour(s)
This course surveys the development of the Western theatre from its origins through the Renaissance and introduces the theatre of the Orient. Along with select plays, the student will study acting styles, actors, theatre architecture, costuming, and scene design. Also offered as Theater 200 or 20000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

ENGL 20100: HISTORY OF WESTERN THEATRE II:IM 3 hour(s)
Beginning in 1660 England, this course studies plays, playwrights, acting styles, actors, theatre architecture, costuming, scene design, and the development of the role of the director in the U.S. and Europe up through the present. This course will also cover a survey of Third World Theatre. Also listed as Theater 201 or 20100. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

ENGL 20600: INTRODUCTION TO LITERARY STUDIES 4 hour(s)
A basic introduction to the study of literature, with an emphasis on British and American examples. Through discussion and writing, students study the major genres in Western Literature, practice textual analysis, and are introduced to significant theories of literary criticism. Several critical papers and one documented research paper are required.

ENGL 20900: SHAKESPEARE IN PERFORMANCE:CM 3 hour(s)
Performance is the way in which dramatic texts come to life, and performing a play is an
indispensable heuristic to knowledge about it. In this course, advanced students of Shakespeare shall investigate one play in its entirety, learning each scene by staging it. Becoming familiar with the work of the actor and director as well as with that of the critic, scholar, and reviewer, students will keep a daily journal and write analyses of scenes in preparation for staging work in class. The instructor will not serve as a director; rather, students will explore scenes in their own groups. Readings will include critical essays, scholarly discussions of textual issues, and reviews of performances. Also listed as Theatre Arts 209 or 20900. This course fulfills the Creative Methods requirement.

**ENGL 21900: READINGS IN AMERICAN LITERATURE:IM,CA 1 - 4 hour(s)**

This course will present some of the masterpieces, both major and minor, of American literature. The course may be organized around a major theme (such as "Nature in American Literature"), may concentrate on important works of a single author ("The Poetry of Emily Dickinson" or "Hemingway's Novels"), or may examine examples of a particular literary genre ("The American Short Story," "Journals and Diaries in American Life"). Recent offerings include: "American Renaissance," "Harlem Renaissance," and "Ohio and the Western Reserve." Suitable for major and non-majors. This course fulfills either the Interpretive Methods requirement OR the Social and Cultural Analysis requirement, but not both.

**ENGL 22200: READINGS IN BRITISH LITERATURE 1 - 4 hour(s)**

This course will present some of the masterpieces, both major and minor, of British literature. The course may be organized around a theme (such as "Depictions of Class in British Literature"), may concentrate on important works of a single author ("Jane Austen's Contribution to the Novel"), or may examine examples of a particular literary genre ("Modern British Poetry" or "The Development of the English Mystery"). Recent offerings include: "Charles Dickens," "English Renaissance Poetry," and "Utopias and Dystopias." Not recommended for English majors.

**ENGL 22600: READINGS IN WORLD LITERATURE:IM,EW 1 - 4 hour(s)**

This course will present some of the masterpieces, both major and minor, of world literature. The course may be arranged around a theme (such as "Post-colonialism" or "The Epic Impulse"), may concentrate on important works of a single author or geographical area ("The Novels of West Africa," "Nabokov's Russian and American Novels"), or may examine examples of a specific genre of writing (such as "African and Australian plays" or "English Poetry in Asia"). Recent offerings include: "20th-Century Indian Literature" and "Postcolonial Literature." Not recommended for English majors. This course fulfills either the Interpretive Methods requirement OR the Exploring the World requirement, but not both.

**ENGL 23500: CONTEMPORARY POETRY 4 hour(s)**

English language poetry during the last years of the 20th century and the early 21st century has become turbulent with competing styles and personalities. This course will focus upon four or five distinctive poets of the present day, including newcomers as well as established writers.

**ENGL 23900: MODERN DRAMA 3 hour(s)**

This survey begins with innovative plays by 19th-century European realists and expressionists, including Ibsen, Strindberg, and Chekhov. It continues through representative works by Brecht and Beckett, and concludes with plays by contemporary European, American, and African playwrights. We shall practice analysis of these plays as pieces for theatrical performance as well as for literary interpretation. Also listed at Theater Arts 239 or 23900.

**ENGL 24100: LITERARY PERSPECTIVES ON WOMEN:IM,CA 3 hour(s)**

Gender expectations have shaped women's roles in literature and their work as writers. This course examines several facets of the complex dilemmas faced by women artists within their historical context. Its perspectives include such concerns as the debate about women's innate nature, their role in both the domestic and outside world, their contributions, and their current status within literary culture. This course fulfills either the Interpretive Methods requirement OR the Social and Cultural Analysis requirement, but not both. Counts toward the Gender Studies Minor.

**ENGL 25200: THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION (RHETORICAL TRACK) 3 hour(s)**

This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the
various contemporary American dialects. In studying this long evolution of our native
tongue, students will be introduced to modern linguistic techniques and terminology. Some
fieldwork in local dialects will be required. A revised version of this course is offered for
four (4) credit hours as English 254 or 25400. A student may receive credit for only one of
these courses. Also listed as Communication 252 or 25200.

ENGL 25400: THE ENGLISH LANGUAGE: A LINGUISTIC
INTRODUCTION (RHETORICAL TRACK) 4 hour(s)

This course traces the historical development of the English language from its Indo-
European origins down to present day U.S. speech, with a special emphasis on the
various contemporary American dialects. In studying this long evolution of our native
tongue, students will be introduced to modern linguistic techniques and terminology. Some
fieldwork in local dialects will be required. A revised version of this course is offered for
three (3) credit hours as English 252/25200. A student may receive credit for only one of
these courses. Also listed as Communication 254/25400.

ENGL 25500: DIALECTOLOGY:MM 3 hour(s)

This course explores the elements of North American dialects, defining them and
discussing issues surrounding dialect, such as media stereotypes and cultural perceptions
of dialects. Students study the history, syntax, lexicon, and (especially) the phonology of
the major American dialects, then produce a dialect study. This course fulfills the Modeling
Methods requirement.

ENGL 26100: SHAKESPEARE:IM 3 hour(s)

This introductory course features major plays by Shakespeare with an emphasis on their
place in the theater. We shall also consider historical context, language, genre, and
theoretical influences on recent criticism. Plays representing early and late periods such as
Twelfth Night, I Henry IV, Hamlet, Measure for Measure, King Lear, Anthony and
Cleopatra, and the Winter’s Tale may be included. This course fulfills the Interpretive
Methods requirement. Also listed as Theatre Arts 261 or 26100.

ENGL 28000: SEMINAR 1 - 4 hour(s)

ENGL 28100: INDEPENDENT STUDY 1 - 4 hour(s)

ENGL 29300: VISIONS OF ENGLAND I: MAKING THE NATION
THROUGH WRITING & LANDSCAPE 1 hour(s)

This course explores how the English landscape influenced concepts of English
nationhood, literature, and society, and how these concepts, in turn, influenced the way
that the English people imagined and treated their land in the nineteenth century. William
Morris (1834-1896) serves as the central focus of this exploration because his life became
the intersection of developing trends in many fields: literature, visual arts, architecture and
landscape architecture, social philosophy, and political activism. The course is largely
about the ideology of the land: viewing the land, using the land, and invoking the land.
Literature takes part in the creation of ideologies and can question them. Students will read
about the growing nationalism connected to the land of England and the origins of the
nation as seen in its land and places. Students will also read works that deal with
industrialization and urbanization. Students who take this course must also register for
Interdisciplinary Studies 294 or 29400, which is a study-abroad trip during the three-week
semester. (Previously offered as INTD 293).

ENGL 29800: FIELD EXPERIENCE 1 - 4 hour(s)

ENGL 32800: STUDIES IN AMERICAN LITERATURE:IM 3 hour(s)

This course offers in-depth examination of significant contemporary works of American
literature. It builds on the concepts introduced in ENGL 206 or 20600 and prepares
students for the advanced study and research of 400 or 40000-level courses. Students will
read both primary and secondary texts and produce a short research paper. The course
may be organized around a theme, concentrate on important works of a single a single
author, or focus on examples of a particular literary genre. Recommended for English
majors. This course fulfills the Interpretive Methods requirement. Pre-requisite: ENGL 206
or 20600.

ENGL 33000: STUDIES IN BRITISH LITERATUREIM,CA 3 hour(s)

This course offers in-depth examination of significant works of British literature. It builds on
the concepts introduced in English 206 or 20600 and prepares students for the advanced
study and research of 400 or 40000-level courses. Students will read both primary and
secondary texts and produce a short research paper. The course may be organized
around a theme, concentrate on important works of a single author, or focus on examples
of a particular literary genre. Recommended for English majors. Prerequisite: English 206 or 20600. This course fulfills either the Interpretive Methods requirement OR the Social and Cultural Analysis requirement, but not both.

**ENGL 33100: STUDIES IN WORLD LITERATURE:IM,EW 3 hour(s)**

This course offers in-depth examination of significant works of world literature. It builds on the concepts introduced in English 206 or 20600 and prepares students for the advanced study and research of 400 or 40000-level courses. Students will read both primary and secondary texts and produce a short research paper. The course may be organized around a theme, concentrate on important works of a single author, or focus on examples of a particular literary genre. Recommended for English majors. Prerequisite: English 206 or 20600. This course fulfills either the Interpretive Methods requirement OR the Experiencing the World requirement, but not both.

**ENGL 33200: STUDIES IN GENRE:IM 3 hour(s)**

This course offers in-depth examination of significant works in a single literary genre, such as drama, poetry, the novel, the short story, or the essay. It builds on the concepts introduced in English 206 or 20600 and prepares students for the advanced study and research of 400 or 40000-level courses. Students will read both primary and secondary texts and produce a short research paper. Recommended for English majors. This course fulfills the Interpretive Methods requirement.

**ENGL 35000: AMERICAN LITERATURE I:CA,UD 4 hour(s)**

This course will introduce students to literature from the American colonial, revolutionary, and Romantic periods (the 1490's through 1900), including major authors, works, and genres. In addition to specific texts, the course will consider the impact on literature of significant cultural and historical developments of the period, such as North and South American colonization and the cultural contact zone; developing American cultural identities; racial conflict; immigration; industrialism; and westward expansion. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both. Prerequisite: English 206 or 20600.

**ENGL 35100: AMERICAN LITERATURE II:IM 4 hour(s)**

American Literature II will look at novels and poetry in various movements such as: Romanticism, Naturalism, Realism, Modernism, and Postmodernism. We will also look at what modes of literary theoretical inquiry developed during these periods. By doing so, students will gain an understanding of the formation of the American Canon in the late 19th and 20th centuries. Prerequisite: English 206 or 20600. This course fulfills the Interpretive Methods requirement.

**ENGL 35300: MEDIEVAL LITERATURE:IM,CA 4 hour(s)**

This course will explore the development of literature in the British Isles from the eighth century through the fifteenth century, including major authors, works, and genres. Cultural and historical contexts, such as the rise and decline of feudalism, pilgrimage and crusading, and the Black Death will inform the discussion and analysis. Prerequisite: English 206 or 20600.

**ENGL 35400: RENAISSANCE LITERATURE:CA,IM 4 hour(s)**

This course will explore the development of literature in the British Isles from the early sixteenth century through the mid seventeenth century, including major authors, works, and genres. Cultural and historical contexts such as the growth of printed materials, the Protestant Reformation, and the beginnings of European colonialism will inform the discussion and analysis. This course fulfills either the Interpretive Methods requirement OR the Social and Cultural Analysis requirement, but not both. Prerequisite: English 206 or 20600 or permission.

**ENGL 35500: 18TH CENTURY BRITISH LITERATURE:CA,IM 4 hour(s)**

This course will introduce students to British literature from the late seventeenth and eighteenth centuries, including major authors, works and genres. In addition to specific texts, the course will consider significant cultural and historical developments of the period, such as the rise of the novel as a genre and the Enlightenment, and their impact on the literature. Prerequisite: English 206 or 20600. This course fulfills either the Interpretive Methods requirement OR the Social and Cultural Analysis requirement, but not both.

**ENGL 35600: 19TH CENTURY BRITISH LITERATURE:CA,IM 4 hour(s)**

This course will introduce students to literature from the British romantic and Victorian periods (the 1790s through 1900), including major authors, works, and genres. In addition
to specific texts, the course will consider significant cultural and historical developments of
the period, such as industrialization, imperialism, and early feminism, and their impact
on literature. Prerequisite: English 206 or 20600 This course fulfills either the Interpretive
Methods requirement OR the Social and Cultural Analysis requirement, but not both.

ENGL 35700: 20TH CENTURY BRITISH LITERATURE:CA,IM 4 hour(s)

This course will introduce students to literature of the British Isles and its colonies that was
written in the twentieth century, including major authors, works, and genres. In addition to
specific texts, the course will consider significant cultural and historical developments of
the period, such as the decline of empire, World War I, and World War II, and their impact
on the literature. Prerequisite: English 206 or 20600 or permission. This course fulfills
either the Interpretive Methods requirement OR the Social and Cultural Analysis
requirement, but not both.

ENGL 35900: WORLD LITERATURE:EW,CA 4 hour(s)

English language literature is found on every continent of the world. British and American
colonial influence resulted in Australian, African, and Asian literatures in English, as well as
Caribbean and Canadian literature in North America. Class members will read and discuss
examples of these works. Non-English world literature from the Middle Ages through the
modern period may also be studied. This course fulfills either the Interpretive Methods
requirement OR the Experiencing the World requirement, but not both. Prerequisite:
English 206 or 20600 or permission.

ENGL 36000: CREEPS AND CASTLES GOTHIC FICTION 4 hour(s)

Populated by gloomy castles, ghastly ghosts, and other creepy characters and events,
Gothic novels inspire shivering suspense and terror in their readers. Taking its name from
the medieval period of architecture, Gothic fiction is often set in this murky past. The genre
developed in the late 18th century as a way to represent and make sense of the political,
social, and even psychological changes underway in Britain during this period. Gothic
writers explore the seamy underside of life, calling into question the push for progress and
order occurring in Britain during this period. Britons’ claims to civilization are repeatedly
undermined by the images of villains, damsels in distress, crime, and manipulation evident
in these novels. At the same time, however, these texts often displace this disorder by
locating it in a distant time and/or place. In this course, we will trace the rise of this genre
and tie it to the social context that inspired it. We will follow the changes in Gothic fiction as
it enters the Victorian period and consider the uses of the Gothic that continue into the
present.

ENGL 38000: SEMINAR 1 - 4 hour(s)

ENGL 38100: SPECIAL TOPICS 1 - 4 hour(s)

ENGL 41800: ADV STUDIES IN AMERICAN LIT: SPECIAL TOPICS IN
AMERICAN LIT 4 hour(s)

This course will engage students in advanced study and research in a topic in American
literature. Recent topics include slave and captivity narratives and the aesthetics of
sublimation. Students will present a significant documented essay after a concentrated
introduction to the methodology of contemporary literary study. Prerequisites: English 206 or
20600 and Junior standing.

ENGL 42800: SPECIAL TOPICS IN BRITISH LITERATURE 4 hour(s)

This course will engage students in advanced study and research in a topic in British
literature. Recent topics include gender in Victorian literature and the English country
house. Students will present a significant documented essay after a concentrated
introduction to the methodology of contemporary literary study. Prerequisites: English 206 or
20600 and Junior standing.

ENGL 43800: SPECIAL TOPICS IN WORLD LITERATURE 4 hour(s)

This course will engage students in advanced study and research in a topic of world
literature. Recent topics include Indian literature. Students will present a significant
documented essay after a concentrated introduction to the methodology of contemporary
literary study. Prerequisites: ENGL 206 or 20600 and Junior Standing.

ENGL 47000: LITERARY THEORY 4 hour(s)

This introductory course in contemporary literary theory probes issues basic to language,
interpretation, and culture. In response to a broad range of recent theoretical essays, we
shall break ground on questions concerning the nature of the text, the (ir)relevance of
historical context, the role of the reader/critic, the "death" of the author, the (in)determinacy
of meaning, and the politics of gender, ethnicity, and class. Prerequisite: English 206 or 20600 and Junior standing.

**ENGL 48000: SENIOR SEMINAR 1 - 3 hour(s)**

English majors must complete this course in their senior year. This revision and workshop course requires students to significantly rework a research paper from one of their 400 or 4000-level literature courses. The revision must include more elaborate research of primary and secondary sources, more extensive and complete exploration of a subject, and a more theoretical and sophisticated approach to the literary essay. This research project will help students to achieve a historical and contemporary understanding of their subject. Students will write a one-page introduction that explains their interest in and relationship to the project. Students will identify journals or conferences that would be suitable arenas for publication and presentation. Students will present their work in a public forum. Instructor permission is required. Also listed as WRIT 480 or 48000.

**ENGL 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**ENGL 49800: INTERNSHIP 4 hour(s)**

Developed in consultation with the student's major faculty advisor, the internship will be tailored to the interests and needs of the student, and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience, as they may vary by discipline. Prospective interns work with the faculty advisor, who will monitor the experience and grade the academic component of the internship.

**ENTREPRENEURSHIP MINOR**

**Kay F. Molkentin (2005),** Director, Center for Integrated Entrepreneurship  
B.S., Cleveland State University  
M.B.A., Weatherhead School of Management  
Case Western Reserve University

**David J. Kukurza (2011),** Academic Program Director and Visiting Professor of Integrated Entrepreneurship  
B.S., Bowling Green State University  
M.B.A., Baldwin-Wallace College

**Department Web address:** [http://www.hiram.edu/entrepreneurship/](http://www.hiram.edu/entrepreneurship/)

The mission of Integrated Entrepreneurship is to foster an expansive sense of the possible, an exploration of personal passion, an ownership of one’s ideas and actions, and a commitment to add value to one’s self and community.

At Hiram College, entrepreneurship is more than organizing and starting a business. It is a way of thinking. The skills and character fostered by the liberal arts are an excellent foundation for successful entrepreneurs, who use their passion to create valued products, services, and programs. The synergy of the liberal arts and entrepreneurship helps students develop the knowledge, skills, and mindset necessary to enhance their own lives, and those of their communities and society, no matter their areas of study or chosen career paths.

The Entrepreneurship Minor consists of three required courses, two electives chosen in consultation with an entrepreneurship faculty advisor, and a senior experience. The flexibility of the electives, and the experiential learning component means students can develop a minor that complements any major at Hiram College.

**Entrepreneurship Minor Requirements**

- ENTR 20500: The Entrepreneurial Mindset 4 credits
- ENTR 30600: The Entrepreneurial Process 4 credits
- ENTR 32100: Integrative Entrepreneurship 3 credits
- Two Electives chosen from the Integrated Entrepreneurship departmental list or other courses approved for the minor (faculty approval required) 6-8 credits
- And one of the following Senior experiences:
  - ENTR 48000: Business Plan Practicum – see course description 4 credits
  - ENTR 48500: Student Run Venture Internship - see course description 4 credits
ENTR 49800: Experiential Learning – see course description 4 credits

Please contact David Kukurza, extension 5480 – email: kukurzad@hiram.edu, or Kay Molkentin, extension 5256 – email: molkentinkf@hiram.edu to discuss your interest in the program.

COURSE DESCRIPTIONS

**ENTR 10100: SCIENCE AND THE ENTREPRENEUR 2 hour(s)**

Scientists are constantly tinkering with ways to improve current designs or solve problems. They look for further applications of current products and develop ideas into useful applications that add value to the discipline and society as a whole. Scientists take lessons from the world around them as well as find inspiration for discoveries through creativity, curiosity and necessity. The scientist, by nature, is an entrepreneur. This course will examine the innovation, application, development and collaborative relationships of the entrepreneurial scientist as well as analyze the thought processes behind the discoveries, risks and research of a scientist. The topics will extend over the disciplines of chemistry, biology, environmental science, computer science and materials science as well as looking into the business aspects of bringing an idea or product to market. This course will draw materials from books, current literature and personal accounts of professionals.

**ENTR 18000: WORKSHOP 1 hour(s)**

**WORKSHOP:**

**ENTR 18500: MICROENTERPRISE 1 hour(s)**

This seminar course will cover key concepts that are central to small enterprise development. During the course, students will be exposed to the intellectual and practical tools used in a wide variety of approaches to microenterprise development. An objective of the course is to understand the role of small firms in developing economies and to identify and evaluate a range of approaches and policies to promote their development. Students who complete the course will understand how and why theory and practice have evolved and will become familiar with the tools and concepts used by organizations involved in implementing microenterprise programs. Pass/No Credit Only May be repeated for a total of 2 credit hours. Does NOT count toward the Entrepreneurship Minor.

**ENTR 20500: THE ENTREPRENEURIAL MINDSET:CM 4 hour(s)**

The Entrepreneurial Mindset is a core course of the Entrepreneurship Minor and also fulfills the CM core requirement. Key elements of the course are creativity and innovation in developing an entrepreneurial mindset. In this course students will be exposed to a variety of creative methods through interaction, reflection, and experiential learning in groups and individually to enhance their creativity to generate ideas, identify problems, and develop solutions. Using a project-focused approach, students will learn about the creative process and creative thinking as it applies to the development of innovations and inventions in the arts, sciences, and business. Additionally, this course focuses on the opportunity recognition process. Students will learn how to move an idea from a vague concept to a well-designed innovative idea, as well as explore how teams screen creative ideas to determine whether or not they are worth pursuing, how to work within a team to develop an idea and present it to others. Guest speakers/entrepreneurs will discuss how they discovered an entrepreneurial opportunity, why they chose to pursue it and their experiences throughout the process of discovery, creation, and implementation. This course fulfills the Creative Methods requirement.

**ENTR 22100: FIRESIDE CHAT SEMINARS 2 hour(s)**

This course explores entrepreneurship based upon the experiences of a broad range of local entrepreneurs. During the twelve weeks, at least ten entrepreneurs will share their paths in establishing a successful enterprise, including some of the obstacles and missteps they made along the way. Students will also attend Integrated Entrepreneurship's idea competition and will analyze the idea opportunities and critique the presentations. Offered every fall and spring 12 week. ENTR 221 or 22100 Does not count toward the Entrepreneurship Minor.

**ENTR 28000: SEMINAR 4 hour(s)**

**SEMINAR:**

**ENTR 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**ENTR 28500: SPECIAL ENTERPRISE DEVELOPMENT 4 hour(s)**

This course will focus on the basic elements needed to start a business, and culminate in
the development of a business plan for a student-run enterprise. Concepts covered will include: opportunity identification, feasibility analysis, legal structure, marketing/communication, customers and markets, leadership, management and organization, operations plan, and financial planning – sales forecasting, income statements and cash flows. Prerequisites: ENTR 205 OR ENTR 20500, or basic MGMT/ACCT/MKTF/COMM courses

ENTR 29800: FIELD EXPERIENCE 1 - 4 hour(s)

ENTR 30600: THE ENTREPRENEURIAL PROCESS 4 hour(s)

The course focuses on entrepreneurs, entrepreneurial ventures, and the entrepreneurial process through lecture, case studies, and the analysis of enterprise plans. There is an emphasis on developing skills conducive to venture success, including opportunity identification, creative thinking, problem solving, innovation, organizing, planning, goal setting, market analysis, decision making, communicating, and team building. Additionally, the course looks at how entrepreneurs, as creative visionaries, develop innovative strategies aimed at goal achievement by effectively linking internal core competencies to external competitive advantage, resulting in successful ventures. The course is intended to provide the student with the basic knowledge necessary to create new business ventures and to innovate within existing organizations. Pre-requisite: ENTR 205 or 20500.

ENTR 32100: INTEGRATIVE ENTREPRENEURSHIP 3 hour(s)

The course is designed to build upon the base knowledge that was acquired in ENTR 205 and ENTR 306. It will provide a strong conceptual framework for the study, understanding, and application of entrepreneurship. The overall approach to the course is designed around working with "real world" start-up companies. This course will meet off-site throughout the entire 3-week semester at the Shaker Launch House Incubator. Working in small groups, students will be assigned to work with and analyze a start-up company that is contemplating going to market with a new venture. Students will be interfacing with the assigned entrepreneur throughout the entire course/process, analyzing the feasibility of the venture and making a final "Go to market" recommendations presentation. Prerequisites: ENTR 205 or 20500 and ENTR 306 or 30600.

ENTR 38000: SEMINAR 1 - 4 hour(s)

ENTR 38100: SPECIAL TOPIC 1 - 4 hour(s)

ENTR 48000: BUSINESS PLAN PRACTICUM 1 - 4 hour(s)

The course is designed to bring together all of the elements of entrepreneurship - in the context of an original enterprise concept that the students themselves conceive and develop as a viable, sustainable, and truly innovative new venture. The centerpiece of the course is the end result - a new venture. The new venture is detailed through an enterprise plan developed by the students. The expectation is that each plan will be of sufficient quality to be presented to potential investors. Prerequisites: ENTR 205 or 20500 and ENTR 306 or 30600. Junior and Senior standing. Only. A minimum GPA of 2.0. Faculty Permission required.

ENTR 48100: INDEPENDENT STUDY PRACTICUM 1 - 4 hour(s)

The Independent Study is designed by the student in conjunction with a Hiram College faculty member. The product of the Independent Study is detailed academic research. The intent is to have the student research directly correlate the entrepreneurial processes to their chosen major. Prerequisites: ENTR 205 or 20500 and ENTR 306 or 30600. Junior or Senior standing. A minimum GPA of 2.5. Faculty Permission.

ENTR 48500: STUDENT RUN VENTURE INTERNSHIP (SRV) 2 hour(s)

This course is intended for E-minor students who have completed the core course requirements for the E-minor to help the student learn what it takes to manage a small business and succeed as a manager. Students will conduct a supervised internship managing one of the College’s student-run ventures (Terrier Bakery, Olive Branch Fair Trade Store). Working in teams consisting of a general manager, operations manager, marketing/sales manager, human resource manager, and a finance manager (from ACCTXXX – Accounting Workshop), students will be responsible for the daily operations of their assigned SRV. Students will work closely with the Instructor, the faculty SRV champion, and the students-workers in the related SRV (this may include students in the SRV connected course and/or paid student workers). The majority of the work will take place outside of the classroom and it is the responsibility of the student SRV Teams to coordinate their time and activities to assure the productive operation of the SRV. Prerequisites: ENTR 205 or ENTR 20500 and ENTR 306 or ENTR 30600 and ENTR 320 or ENTR 32000 or permission of Instructor.
ENTR 49800: EXPERIENTIAL LEARNING (INTERNSHIP) 4 hour(s)

The objective of the Integrated Entrepreneurship Experiential Learning Program is to enable students to acquire practical experience, which will broaden their knowledge of systems, organizations, and cultures while integrating the formal study of entrepreneurship and their chosen major. Such experience aids in the development, maturity, and confidence of the student. Prerequisites: ENTR 205 or 20500 and ENTR 306 or 30600. Junior or Senior standing and a minimum GPA of 2.0. Faculty Permission.

ENTR 61000: E.LEARNING@HIRAM I 1 hour(s)

The e.learning@hiram courses are part of the entrepreneurship residential program (E-RLC) that require the involved students to demonstrate their ability to create and implement programming that would help them and other students to discover their own creative, innovative, and entrepreneurial potential, and to develop students’ understanding that an entrepreneurial mindset is critical to their success, no matter what path they may choose to follow. Students will be involved in planning, organizing, and implementing residence hall programming. Programming could include speaker series, movies, artistic events, discussions, games, etc., around the theme of entrepreneurship. The students will be working to develop a coherent program for the year that has a theme and is educational. Content of these courses will vary from semester to semester. These courses are repeatable for credit and are offered Pass/No Credit only.

ENTR 61100: E.LEARNING@HIRAM II 1 hour(s)

The e.learning@hiram courses are part of the entrepreneurship residential program (E-RLC) that require the involved students to demonstrate their ability to create and implement programming that would help them and other students to discover their own creative, innovative, and entrepreneurial potential and to develop students’ understanding that an entrepreneurial mindset is critical to their success, no matter what path they may choose to follow. Students will be involved in planning, organizing, and implementing residence hall programming. Programming could include speaker series, movies, artistic events, discussions, games, etc., around the theme of entrepreneurship. The students will be working to develop a coherent program for the year that has a theme and is educational. Content of these courses will vary from semester to semester. These courses are repeatable for credit and are offered Pass/No Credit only. Prerequisite: ENTR 610 or 61000.

ENVIRONMENTAL STUDIES

Michael Benedict (2006), Associate Professor of Environmental Studies
B.S., Universidade Santa Úrsula, Brazil;  
M.S., University of Toledo;  
Ph.D., University of Toledo

Debbie V. S. Kasper (2011), Assistant Professor of Environmental Studies
B.A., St. Norbert College  
M.A., Pennsylvania State University  
Ph.D., Pennsylvania State University

Sarah Mabey (2007), Assistant Professor of Environmental Studies
B.A., Bryn Mawr College  
M.S., University of Maryland, College Park  
Ph.D., University of Southern Mississippi

Stephen L. Zabor (1980), Emeritus Professor of Economics and Environmental Studies
B.A., Carleton College;  
Ph.D., Northwestern University

Department Web address:
http://www.hiram.edu/environstudies

Introduction

Hiram College's distinctive Environmental Studies Program provides students with an array of unique learning opportunities. The program emphasizes the importance of exploring nature, society, and environmental issues through a personalized curriculum that develops each student’s ability to view, analyze, articulate, and solve complex problems by integrating multiple perspectives. Our major is built on hands-on-learning, real-world work experience, and interactions with exceptional faculty from many departments across campus.
The Mission of the Hiram College Environmental Studies (EVST) Program is to offer opportunities for students to become informed and responsible citizens of the world by gaining enough breadth and expertise to critically evaluate issues that concern local and global human impacts on our natural environment, and subsequently on ourselves. More specifically, the Program supports students as they build a multidisciplinary foundation and integrate knowledge to develop problem-solving approaches to address the dynamic and complex relationship between human activities and the integrity of the biosphere that supports us.

The Environmental Studies program is strongly interdisciplinary in nature. Our majors and minors learn to see connections and to consider how seemingly unrelated facts and processes work together in larger systems. EVST students are a diverse group and, in consultation with faculty advisors, each student defines his or her individualized academic and experiential path within Environmental Studies. The Environmental Studies Program is available as an academic major or minor. Students interested in an Environmental Studies major or minor must choose an advisor from the Environmental Studies faculty as soon as possible to establish an optimal course schedule. Special areas of expertise are provided by other members of the faculty who may serve as secondary advisors.

The Environmental Studies Program is administered and primarily taught by the Environmental Studies faculty (Michael Benedict, Debbie Kasper, Sarah Mabey, and Stephen Zabor). Additional courses and perspectives are provided by contributing faculty from many disciplines including: Art, Biology, Chemistry, Communication, Economics, Education, English/Writing, Entrepreneurship, History, Philosophy, Political Science, Psychology, Sociology, and more.

Environmental Studies Major

The Environmental Studies major requires that students understand both natural and human systems, including evolution, behavior, institutions, and society. We further require that students develop proficiency in communicating ideas, develop basic quantitative analytical skills, and build specific skills that support their individual goals. Students majoring in Environmental Studies proceed through four key integrative courses beginning with our introductory course (INTD 22500: Humans and the Environment) and ending with our capstone course (EVST 48000: Senior Seminar); take a series of required courses from an array of disciplines to build a multidisciplinary foundation; and select four to six elective courses (a minimum of 16 elective credit hours) to complete an emphasis in either Natural Systems, Human Social Systems, or Communicating Complexity.

To further strengthen each student’s Hiram experience, an internship or independent research project is required and is developed jointly by the student and his or her Environmental Studies advisor. The internship is typically carried out with an off-campus organization, although on-campus opportunities related to campus sustainability or faculty research are sometimes available. Internships and Independent Research are typically accomplished in the summer between the junior and senior year.

The Environmental Studies Major requires a minimum of 46 credit hours of required courses and an additional minimum of 16 credit hours of electives. The flexibility of our major allows many of our students to minor in a complementary field.

Major Requirements (62-73 credit hours)

INTEGRATIVE COURSE SEQUENCE

Required courses (total 13 credit hours):

- Humans and the Environment (INTD 22500) (typically take in the first- or second-year)
- Interdisciplinary Readings in Environmental Studies (EVST 28000) (typically taken in the second-year)
- Solving Contemporary Problems (EVST 3800, new course approval pending)
- Senior Seminar (EVST 48000) (taken in the last year)

**EVST majors must earn a C or better in all courses required in this integrative sequence.**

Additional elective integrative courses are available in the College’s selection of Interdisciplinary (INTD) courses.

SUPPORTIVE SKILLS & EXPERIENCE

Required courses (total 3-4 credit hours):

- EVST 49800 Internship Experience (typically conducted in the summer between the junior and senior years) or EVST 48100 Independent Research.

Additional elective courses in this area may be drawn from any department and may
include such diverse subjects as Geographic Information Systems (GIS), photography, and scuba diving.

**NATURAL SYSTEMS**

Required courses (total 11-12 credit hours):

- Ecology (EVST 24100 or BIOL 34100)
- A two course sequence of introductory sciences selected from the following three options:
  - Environmental Geology (GEOL 20900) & Chemistry in Context (CHEM 10100)
  - General Chemistry I & II (CHEM 12000 & CHEM 12100)
  - Principles of Physics I & II (PHYS 11300 & PHYS 11400)

Additional elective courses in this area may be drawn from any of the natural and physical sciences.

**HUMAN SOCIAL SYSTEMS**

Required courses (total 12 credit hours):

- Principles of Microeconomics (ECON 20100)
- Environmental Activism and Policy (EVST 38000) or Environmental Policy (EVST/ECON 33800)
- Either Environmental History (HIST 24000), Environmental Philosophy (PHIL 27000), Wild and Sacred (RELG 38000), or alternative approved by EVST faculty

Additional elective courses in this area are typically drawn from the social sciences and humanities but can be found in almost every department across campus and diverse selections within the College’s INTD offerings.

**COMMUNICATING COMPLEXITY**

Required courses (total 10-12 credit hours):

- Two courses in Communication or Writing
- Statistics (MATH 10800) or Methods in Decision Making (MATH 13200)

Additional elective courses in this area are typically drawn from Communication and Writing but may include Art, Computer Science, Math, Music, and Theater

**COMPLETION OF EMPHASIS**

Elective courses (minimum 16 credit hours):
Selected in consultation with EVST advisor to complete an emphasis in one of the following areas:

- Natural Systems
- Human Social Systems
- Communicating Complexity

**A NOTE ABOUT GENERAL EDUCATION REQUIREMENTS**: It is relatively easy for EVST majors to pick up at least five Core Curriculum Requirements (CA, CM, ES, MM, SM, and UD—see College Catalog for descriptions) as they meet course requirements for the major. And because the EVST major is interdisciplinary (INTD), students in this major meet the college’s INTD general education requirements without specifically taking the INTD and Team Taught INTD required of all Hiram students.

Environmental Studies Minor

A minor in Environmental Studies is interdisciplinary and will provide students with the means to understand the interactions between natural and human social systems and the complexity of environmental issues. An Environmental Studies minor is an excellent complement to many majors, including Art, Biology, Chemistry, Communication, Education, Political Science, Sociology, and more.

**Minor Requirements (30-33 hours)**

**INTEGRATIVE COURSE SEQUENCE**

Required courses (total 5 credit hours):

- Humans and the Environment (INTD 22500)
- Interdisciplinary Readings in Environmental Studies (EVST 28000) (typically taken in the second-year)

**EVST minors must earn a C or better in the courses required in this integrative sequence.**

**NATURAL SYSTEMS**

Required courses (total 7-8 credit hours):
Ecology (EVST 24100 or BIOL 34100)
A course in Physics, Geology, or Chemistry as follows:
- Principles of Physics I (PHYS 11300) or II (PHYS 11400)
- Environmental Geology (GEOL 20900) or one semester alternative GEOL with approval
- Chemistry (CHEM 10100) or one semester of General Chemistry (CHEM 12000 or CHEM 12100)

HUMAN SOCIAL SYSTEMS
Required courses (total 12 credit hours):
- Principles of Microeconomics (ECON 20100)
- Environmental Activism and Policy (EVST 38000) or Environmental Policy (EVST/ECON 33800)
- Either Environmental History (HIST 24000), Environmental Philosophy (PHIL 27000), Wild and Sacred (RELG 38000), or alternative approved by EVST faculty

COMMUNICATING COMPLEXITY
Required courses (total 6-8 credit hours):
Two courses in Communication or Writing, to be approved by EVST Faculty

COURSE DESCRIPTIONS

EVST 20500: ENVIRONMENTAL EDUCATION 4 hour(s)
The goal of this course is to provide students--including those interested in classroom and environmental education, naturalists, and youth leaders--with the skills, experiences, and understandings necessary to help audiences interpret their surroundings and define their relationships to, and interactions with, nature and the environment. This will be accomplished by emphasizing an understanding of natural history and fundamental environmental concepts, and by providing opportunities to plan, teach and evaluate nature and environmental education based on best practices and developmentally appropriate strategies. A foundation for conceptual understanding of environmental concepts as they relate to education in school settings and natural areas will be provided. Based on the North American Association of Environmental Educators guidelines for the Preparation and Professional Development of Environmental Educators, this course will focus on environmental literacy and current research in environmental education. Students will develop skills to foster learning through experiences teaching children, adults and families at the Hiram College Field Station, local schools and nearby natural areas. Assessment of learning outcomes and program evaluation strategies will be practiced. Students will be assessed on their knowledge of natural history and environmental concepts, as well as their ability to plan and implement appropriate educational programs. Training and certification in national curricula such as Project Wild, Project Learning Tree and the Leopold Education Project are included. This course is also listed as Education 205 or 20500.

EVST 20900: ENVIRONMENTAL GEOLOGY:SM 4 hour(s)
An introduction to the relationship between humans and their physical environment in the field of geology. Topics covered include plate tectonics, earthquakes, volcanoes, soil weathering and pollution, landslides and mass wasting, subsidence and collapse, surface and ground water pollution, and solid and hazardous waste management. Laboratory exercises include basic rock and mineral identification, interpretation of topographic and geological maps, earthquakes, surface and ground water processes, and several field trips to local areas of interest. Also listed as Geology 209 or 20900. This course fulfills the Experimental Scientific Methods requirement.

EVST 23200: ORGANIZATIONAL ECOLOGY 3 hour(s)
Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will be examined to discover how their business practices foster positive relationship with all of the stakeholders including their natural environment. A revised version of this course is also offered as EVST 23210 for four (4) credit hours. Also listed as Economics 23200.

EVST 23210: ORGANIZATIONAL ECOLOGY 4 hour(s)
Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will
be examined to discover how their business practices foster positive relationship with all of the stakeholders including their natural environment. A revised version of this course is also offered as EVST 23200 for three (3) credit hours. Also listed as Economics 23210.

**EVST 24000: AMERICAN ENVIRONMENTAL HISTORY:CA,UD 4 hour(s)**

This course will introduce students to the history of environmental issues and environmental activism in North America. Students will consider how Native Americans interacted with the natural environment prior to the European arrival; how the Europeans who entered North America looked upon the natural environment and how their views and practices differed from those of the Native Americans; and how the European settlement in North America affected the natural environment. Students will also explore how the growth of industrial capitalism and westward expansion affected the natural environments, and how Americans view the "wilderness" and the environment in the nineteenth century. Finally, students will explore the rise of a conservation movement and social activism to protect and preserve the environment, and they will study closely the rise and growth of a modern environmental movement in the late twentieth century. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both. Also offered as History 240 or 24000.

**EVST 24100: PRINCIPLES OF ECOLOGY:SM 4 hour(s)**

Ecology is the study of species interactions with their environment. In this course we will examine the ecology of plants and animals from the level of the individual to the ecosystem. Important areas of focus will include adaptation to the environment, habitat use, the behavior of populations, community structure and function, and the movement of energy and nutrients through ecosystems. The course will be taught at the J. H. Barrow Field Station and will include weekly field laboratories and independent research projects. This course is designed and required for the Environmental Studies Major or Minor, and it fulfills the lab science distribution requirement, but does not count toward a Biology Major. This course fulfills the Experimental Scientific Methods requirement.

Prerequisite: permissions of instructor.

**EVST 24500: INTRODUCTION TO GRANT WRITING 3 hour(s)**

This is a writing-intensive course where we examine the different components of a grant proposal, discuss different grant formats, identify potential sources of grant funding, and write a grant. Although the emphasis is on Environmental grants, this course will provide the basics for grant writing that are applicable to other disciplines. Individual students will choose a project or idea for which they will write a grant. As we go over each grant component, students will write that portion of their grant. Feedback will be provided at each step so that students will have written a complete grant proposal by the end of the course.

**EVST 25000: INTRODUCTION TO WILDLIFE MANAGEMENT AND TECHNIQUES 4 hour(s)**

Human population, attitudes, land use and climate changes are explored in relation to wildlife. Game and non-game species management plans are reviewed. Laws, values, ethics, endangered species, zoos, and poaching are a few of the topics studied. Major substantive questions regarding future habitat and species decline are examined. The student will develop a better understanding of the relationships between wildlife and humans for food, space, habitat and, ultimately, survival. Laboratories will cover management techniques and wildlife identification, and will include field experience.

Prerequisites: At least one of the following courses: Biology 120 or 12000, 122 or 12200, 141 or 14100, 142 or 14200; or permission of the instructor. Also listed as Biology 250 or 25000. This course fulfills the Experimental Scientific Methods requirement.

**EVST 26000: ENVIRONMENTAL ART 4 hour(s)**

This course will incorporate environmental awareness with creative artistic responses to issues through the contemporary visual arts. It is intended to stimulate students seeking to learn about art placed in natural environments, art originating from natural objects, as well as to express statements on the environment through art. The primary studio focus will be on students creating their own art work in response to the study of environmental issues as well as what is learned from readings about contemporary environmental artists and their works. This course is also offered for three (3) credit hours as EVST 25900. This course fulfills the Creative Methods requirement. Also listed as Art 260 or 26000.

**EVST 27000: ENVIRONMENTAL ETHICS:ES 4 hour(s)**

The questions that have developed over the last century concerning our use of resources and our effects on our environment require raising fundamental conceptual and theoretical questions about our moral obligations. The discipline of environmental ethics aims at
developing the necessary conceptual frameworks for addressing these questions and at the application of these frameworks both to questions of environmental policy and to questions concerning individual behavior. In this course, we will examine various attempts to include nature and natural objects within the realm of our moral obligations and the attempts to apply these ethical theories to particular environmental problems such as pollution, global warming, wilderness preservation, biodiversity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Philosophy 270 or 27000.

**EVST 28000: SEMINAR 4 hour(s)**

Offered to examine specific topics such as Contemporary Environmental Issues; Bioregions and Georegions of the Planet; Nature Interpretation; Biological Environmental Monitoring; Conserving Ecology.

**EVST 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

Prerequisites. Permission and Sophomore standing.

**EVST 28500: NATURE INTERPRETATION:SM 3 hour(s)**

This course deals with making observations about the natural world around us and developing and communicating resultant explanations of its structure, composition, and dynamics based on available scientific information. Specifically, exploration of regional geological history, the structural features it produced, regional climates, and past and present ecosystems are studied through relevant field trips to areas of interest. Field trip locations include Lake Erie, local rivers, forests, bogs, rock outcrops, marshes, and many areas of the Hiram College Field Station. Additionally, various nature education facilities and organizations will be visited to study how the public is informed and how natural resources are managed at each site. Each student will be required to develop her or his own nature education presentation. This course fulfills the Experimental Scientific Methods requirement.

**EVST 28600: NATURE INTERPRETATION 4 hour(s)**

**EVST 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**EVST 30300: ENVIRONMENTAL SOCIOLOGY:CA 4 hour(s)**

While humans are distinct in their capacity to create culture, they remain always a part of, and dependent on, nature. This course is an examination of the ongoing dialogue between human social processes and the biophysical environment within which they take place. Readings will highlight the ways in which social structures and the individual behaviors that reflect them both shape and are shaped by the environment. We will study “environmental problems” through a sociological lens, focusing on the cultural, economic, political, and other social systems and processes that give rise to them. In particular, we will examine the ways in which these systems and processes organize patterns of everyday life and consider strategies for re-organizing those patterns in the effort to respond to and mitigate socio-ecological problems. This course fulfills the Social and Cultural Analysis requirement. This course is also offered as Sociology 30300 Prerequisite: INTD 255 or 25500 or SOAN 155 or 15500

**EVST 31000: INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS) 4 hour(s)**

This course provides an introduction to Geographic Information Systems (GIS) computational systems that manage, analyze, and display geographic knowledge. The course covers fundamental concepts in geography, mapping, and spatial analysis as applied to GIS. It combines lectures, associated readings, and discussions with practical lab-based instruction on basic tools and techniques for managing, processing, displaying, and interpreting spatial data using the current ArcGIS software suite of tools from ESRI (Environmental Systems Research Institute). The broad applicability of this technology to analyze processes occurring on the surface of the planet make this course particularly useful for students who are interested in investigating natural (e.g., environmental, biological, geological) and human-driven (demographic, economic, historical, transportation, etc.) processes.

**EVST 32000: GEOGRAPHIC INFORMATION SYSTEMS (GIS) APPLICATIONS 4 hour(s)**

Geographic information systems (GIS) allow us to manage, manipulate, generate, analyze, and display spatial data about the world around us (land use, hydrology, soils, road/street networks, populations, etc.). past and present, and apply these functions in studies and decision-making and planning efforts. In this course, students will increase their understanding about GIS and the use of digital data through theoretical and practical
components. We will apply this technology in a variety of lab exercises and in a course project, supported by lectures and relevant readings and discussions. Practical work will be conducted utilizing the current ArcGIS software package from ESRI (Environmental Systems Research Institute). This course builds upon knowledge and skills developed in an introductory GIS course. Practical activities use spatial data and advanced GIS functions in spatial analyses applicable to various disciplines (ecology, conservation, economics, political science, marketing, history, etc.) and will develop working knowledge of GIS for real-world situations. Here, students identify real-world problems, research the variables associated with the problem, and compile and analyze spatial datasets to communicate or propose solutions to real-world problems. Prerequisite: Must have taken Introduction to GIS course (with minimum grade of C), or have equivalent experience and obtain permission. Must also register for a lab.

**EVST 33800: ENVIRONMENTAL POLICY 4 hour(s)**

This course will examine the economic and environmental impact of individual and organizational actions. Global relationships among economic growth, resource development and environmental quality will be analyzed. Consideration will be given to the issue of sustainability as we study market allocation and depletable, recyclable, reproducible, renewable, and replenishable resources and local, regional global pollution. Prerequisites: Economics 201 or 20100 or permission of instructor. Also listed as Economics 338 or 33800.

**EVST 34000: ENVIRONMENTAL LEGISLATION 3 hour(s)**

Legislative development of environmental statutes and regulations. A thorough evaluation of environmental regulatory programs through review and analysis of the legal requirements, scientific application, and implementation by regulatory agencies. Focus will primarily be on examples from the State of Ohio, with reflections on the Federal level, and will be complemented with selected examples of case studies and site tours. Prerequisite: Interdisciplinary 225 or 22500 or permission of instructor.

**EVST 34200: NATURAL RESOURCES 4 hour(s)**

This lecture-based course initially presents cultural, political, economic, and environmental concepts that relate to natural resource use. It then integrates these concepts while looking at renewable and nonrenewable resources, including land-based, energy, mineral, and water resources. Issues associated with the management of these different resources are explored, in conjunction with their environmental implications. The course then examines relationships between natural resource availability and development, as well as the issue of sustainable use.

**EVST 34300: CONSERVATION BIOLOGY 4 hour(s)**

Conservation Biology is the study of species diversity in human-impacted landscapes. As human populations grow and the demand for natural resources increases human activities inevitably erode the integrity of natural ecosystems. This erosion leads to the loss of species, both locally and globally. In this course we will study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine how human economic activities impact the natural world, the ecological mechanisms at work in the process of species extinction, and how research in conservation biology has led to the development of ways to halt or even reverse species loss. A revised version of this course is offered as EVST/BIOL 34400 for four (4) hours. This course is also listed as Biology 34400. Prerequisite: EVST/BIOL 241/24100 or BIOL 341/34100 or permission.

**EVST 34400: CONSERVATION BIOLOGY 3 hour(s)**

Conservation Biology is the study of species diversity in human-impacted landscapes. As human populations grow and the demand for natural resources increases human activities inevitably erode the integrity of natural ecosystems. This erosion leads to the loss of species, both locally and globally. In this course we will study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine how human economic activities impact the natural world, the ecological mechanisms at work in the process of species extinction, and how research in conservation biology has led to the development of ways to halt or even reverse species loss. A revised version of this course is offered as EVST/BIOL 34400 for three (3) hours. This course is also listed as Biology 34400. Prerequisite: EVST/BIOL 241/24100 or BIOL 341/34100 or permission.

**EVST 34500: FOREST ECOLOGY METHODS 4 hour(s)**

Forests represent a major ecosystem in many parts of the world and are an important element in our regional landscape. This course addresses several ecological processes of
forest ecosystems and selected methods used to investigate them. Its activities include
intensive field work, some laboratory time, and supporting lectures on relevant concepts
and methods. Field activities will be carried out at Hiram College's James H. Barrow Field
Station, which contains one of the last regional stands of unlogged Beech-Maple forests.
Also listed as Biology 345 or 34500 Prerequisites: INTD 225 or 22500 or EVST/BIOL 241
or 24100 or BIOL 141 or 14100 or BIOL 142 or 14200 or BIOL 151 or 15100.

EVST 35500: WETLANDS, RIVERS, AND COASTAL AREAS 4 hour(s)
The geological origins, structure, functional dynamics, and species ecology of wetland,
fluvial, and coastal ecosystems. Historic relationships of human cultures and civilizations
to surface waters. Current human impacts, legislative protection, and management
procedures will be considered. Field trips and practical experiences will be conducted to
areas that exemplify concepts studied. Prerequisites: sophomore standing.

EVST 38000: SEMINAR 1 - 4 hour(s)
EVST 38100: SPECIAL TOPICS 1 - 4 hour(s)
EVST 38500: EXPLORING AND DEVELOPING AN AREA OF
CONCENTRATION 2 hour(s)
A seminar course required of all EVST majors in the fall term of their junior year. Weekly
meetings will guide students through the process of exploring, developing, and defining
individual Area of Concentration proposals in a group process. By the end of the seminar,
each student will have a finished, printed Area of Concentration statement, which will then
be publicly presented. Prerequisite: INTD 225 or 22500 and 2 courses in the EVST major
or instructor permission.

EVST 38800: SOIL FOOD PRODUCTION & POPULATION A GLOBAL
PERSPECTIVE 4 hour(s)
As the world population continues to grow, and as population centers shift increasingly
from rural to urban, global agriculture systems are placed under increasing pressures to
provide more food for those populations. At the very base of food production are soils;
where, what kind, and how much. This course examines soil types; erosion and soil loss;
conservation and cropping systems; and management. Building on this, the course will then
look at different methods of food production; associated environmental problems;
changing economics of agriculture; quantity and quality of food produced; and the global
implications of increased population of both modern and modernizing countries on actual
food supply and demand. The course also explores the historical development of
agricultural systems, what happens when a population misuses or outgrows soil and food
production capabilities, and possible solutions. Soils, food production, and the population
of the U.S., China, and Java will be compared and contrasted throughout the course.

EVST 48000: SENIOR SEMINAR 1 - 4 hour(s)
Intended to be a capstone course. Case study and library research approaches are used
to study important, current environmental problems. Taught as an advanced seminar since
enrollment will be self selective and limited. Topics may vary, depending on class interest
and current events. Prerequisites: Environmental Studies core courses, senior standing,
and permission of Environmental Studies advisor.

EVST 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
Provides an on-campus alternative to the internship (Environmental Studies 498 or 49800).
Students investigate an environmental concern through library research, personal
investigation, interviews, etc., and produce a paper, report, or brochure that assembles
findings and conclusions. Students must receive approval from the Environmental Board
before registering for this course. Prerequisites: Environmental Studies core courses,
senior standing, and permission of Environmental Studies advisor(s).

EVST 49800: INTERNSHIP 4 hour(s)
Developed in consultation with the student's Environmental Studies advisor(s), the
internship will be tailored to the interests and needs of the student and can be served in a
wide variety of private and public organizations. Because Hiram College has no control
over outside institutions, internships cannot be guaranteed for every student. Prerequisites:
Junior standing.

GEOL 10100: INTRODUCTORY GEOLOGY 4 hour(s)
An introduction to the structure, dynamic systems, composition, and history of the earth.
Topics covered include minerals, igneous, sedimentary and metamorphic rocks, volcanism,
seismicity, landscape evolution, effects of water, wind and ice, plate tectonics, crustal
deformations, geological time and a brief history of the North American continent. Laboratory exercises include rock and mineral identification, map interpretation and field excursions to local areas of interest.

GEOL 10200: INTRODUCTORY FIELD GEOLOGY 4 hour(s)

An introduction to geology by examination and interpretation of geological processes and structures in the field. Taught between the Hiram campus and the Northwoods Field Station. Prerequisite: permission of instructor. Can be substituted for Geology 101 or 10100 for environmental studies students.

GEOL 20900: ENVIRONMENTAL GEOLOGY:SM 4 hour(s)

An introduction to the relationship between humans and their physical environment in the field of geology. Topics covered include plate tectonics, earthquakes, volcanoes, soil weathering and pollution, landslides and mass wasting, subsidence and collapse, surface and ground water pollution, and solid and hazardous waste management. Laboratory exercises include basic rock and mineral identification, interpretation of topographic and geological maps, earthquakes, surface and ground water processes, and several field trips to local areas of interest. Also listed as Environmental Studies 209 or 20900. This course fulfills the Experimental Scientific Methods requirement.

GEOL 28000: SEMINAR 4 hour(s)

Selected topics of current interest in Geology. the breakdown between lecture and lab hours is for administrative purposes only. This course may only be taken for the amount of credit hours listed for the lecture.

ETHICS MINOR

Douglas M. Brattebo (2010), Director of the Center for Engaged Ethics
B.A., University of Iowa
M.A., University of Maryland
Ph.D., University of Maryland
J.D., Georgetown University

Colin Anderson (2002), Associate Professor of Philosophy
B.A., St. John’s College;
M.A., Ph.D., Loyola University of Chicago

Department Web Site: http://www.hiram.edu/academics/majors-and-minors/ethics-minor

Introduction

The Ethics minor engages students with ethics through the study of ethical theory and moral issues; the development of skills of critical thinking and reflection; application in their major areas of study; and through service. The minor is designed to enhance any student's education by enriching awareness of ethical issues, developing abilities to reflect critically, and by connecting awareness and reflection to opportunities for action. The minor is interdisciplinary in nature and design, and combines both traditional study with opportunities for experiential learning. Flexibly designed to be tailored to each individual students' interests and education, the minor is developed in consultation with a member of the Center's faculty advisory committee.

Ethics Minor

1. ETH 27200: Ethical Thinking (4 credits)

2. INTD 39600: Engaged Citizenship (4 credits)

3. One course in Ethical Theory and Methods: (PHIL 11800, 11900, 21900, 27000, 27100, RELG 22400, 26200, 31300) (3 or 4 credits)

4. One course in Applied or Disciplinary Ethics: At least one course in applied ethics. Typically these would include courses approved for the ES core curriculum designation. Where an approved course exists in the student's major, taking that course is encouraged. (3 or 4 credits)

5. Electives: Any remaining hours can be met through any ES or service learning course in consultation with a faculty member on the Center's committee. The remaining credits can also be satisfied through 1-credit Ethics Seminars.

6. Experiential Learning: A significant service-learning experience, approved by
contract with a faculty member on the Centers’ committee, in which ethical analysis on and reflection on the experience are integrated. It is often desirable for the student to obtain this experience in a way that is connected with the student’s major. This can also be satisfied through suitable summer internships. (variable credit hours 1-4 credits).

7. Capstone: Each student must integrate their study of ethics through a reflective essay, usually in conjunction with their experiential learning requirement, or an additional integrative research project. These capstones are presented publicly during the student’s senior year (1 credit hour).

COURSE DESCRIPTIONS

ETH 27200: ETHICAL THINKING: 4 hour(s)
Ethical life depends upon identifiable intellectual capacities as well as virtues of character. This course aims to develop the intellectual virtues that are a necessary condition of an ethical life. This requires two sorts of skills—those of critical thinking and of dialogue. The first set of skills enables the analysis of arguments, exposure of fundamental assumptions, and the rigorous statement of criticism of moral values and ethical frameworks, the ability to mediate ethical discussions, seek shared ground, formulate issues in non-prejudical or unnecessarily judgmental terms, the ability to re-frame ethical problems and open new ground for discussion. This course will cultivate these skills while engaged in analysis and discussion of some of the most pressing moral difficulties we face. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as PHIL 272 or 27200.

ETH 28000: SEMINAR 1 - 4 hour(s)
ETH 28100: INDEPENDENT STUDY 1 - 4 hour(s)
ETH 29800: FIELD EXPERIENCE 1 - 4 hour(s)
ETH 30100: ETHICS SERVICE AND REFLECTION 4 hour(s)
This is a service learning course. Students will be placed in a service location off campus, typically in an agency or non-profit institution, where their work will put them in contact with ethical issues that can be identified and described by their co-workers, and where they can observe and learn from professionals who respond to these issues in the course of their daily work. The class assignment includes a reflective journal and a significant paper on an ethical issue inherent in the work of the agency where the service is performed.

ETH 38000: SEMINAR 1 - 4 hour(s)
ETH 38100: SPECIAL TOPICS: 1 - 4 hour(s)
ETH 48000: SENIOR SEMINAR 1 - 4 hour(s)
ETH 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
ETH 49800: INTERNSHIP 4 hour(s)
ETH 68000: SEMINAR 4 hour(s)

EXERCISE/SPORT SCIENCE and ATHLETICS

Thomas E. Mulligan (2002), Director of Athletics and Exercise/Sport Science, Adjunct Faculty in Exercise/Sport Science
B.A., Ohio Wesleyan University;
M.Ed., Bowling Green State University

Craig A. Adams (2010), Head Men’s Golf Coach
B.S., The Ohio State University
M.B.A., Cleveland State University
J.D., Cleveland State University

Erika Blozie (2011), Head Women’s Lacrosse Coach, Adjunct Faculty in Exercise/Sport Science
B.S., Eastern Connecticut State University;
M.S., University of Connecticut

Carl Capellas (2004), Head Men’s Soccer Coach, Co-Director of Intramural Sports, Adjunct Faculty in Exercise/Sport Science
B.A., Marshall University;
M.M.A., (Double) Marshall University

Scott Carter (2011), Head Volleyball Coach, Adjunct Faculty in Exercise/Sport Science
A.A., Broome Community College;
B.A., Oneonta State University

Bob (Robert) Dean (2004), Head Women’s Soccer Coach, CHAMPS/Life Skills Administrator, Adjunct Faculty in Exercise/Sport Science
B.S., Kent State University

Ellen Dempsey (2001), Assistant Director of Athletics/Senior Woman Administrator, Head Volleyball Coach; Head Women’s Golf Coach; Adjunct Faculty in Exercise/Sport Science
B.S., Michigan State University;
M.S., Northern Michigan University

Danielle Emans (2011), Head Women’s Golf Coach
M.E., Bowling Green State University;
B.S., University of Findlay

Steve Fleming (2006), Head Men’s Basketball Coach, Adjunct Faculty in Exercise/Sport Science
B.A., Hiram College;
M.S., Kent State University

Jack Groselle (1999), Head Men’s/Women’s Swimming and Diving Coach, Adjunct Faculty in Exercise/Sport Science
B.A., Hiram College

Brian Jenkins (2011), Head Men’s Lacrosse Coach, Adjunct Faculty in Exercise/Sport Science
A.A., State University of New York at Cobleskill
B.S., State University of New York at Cortland

Jeff Hoedt (2006), Director of Sports Information
B.A., Capital University

Howard Jenter (1985), Head Baseball Coach, Adjunct Faculty in Exercise/Sport Science
B.A., Hiram College;
M.A., Kent State University

James Johnston (1989), Assistant Director of Athletics, Head Athletic Trainer, Coordinator of Exercise/Sport Science Program, Adjunct Faculty in Exercise/Sport Science
B.A., Muskingum College;
M.S., Ohio University

Michael Kemp (2012), Assistant Football Coach, Adjunct Faculty in Exercise/Sport Science
B.A., University of Notre Dame, South Bend, IN
M.S., Springfield College, Springfield, MA

Earl Kissell (2005), Head Men’s/Women’s Cross Country Coach, Professor of Economics and Management
B.S., Xavier University;
M.A., Bowling Green State University

Randy Moore (2010), Head Football Coach, Adjunct Faculty in Exercise/Sport Science
B.S., University of Iowa;
M.A., New Mexico State University

Andrea Preston (2007), Head Women’s Basketball Coach, Co-Director of Intramural Sports, Adjunct Faculty in Exercise/Sport Science
B.A., Luther College;
M.S., University of Wisconsin-La Crosse

David Price (2012) Assistant Football Coach, Adjunct Faculty in Exercise/Sport Science
BS The University Of Akron

Bree Semplak (2002), Assistant Athletic Trainer, Director of the Fitness Center,
Adjunct Faculty in Exercise/Sport Science
B.A., Hiram College;
For a comprehensive staff directory please visit the department website: http://www.hiram.edu/academics/majors-and-minors/exercise-sport-athletics-minor

Introduction

The Department of Exercise/Sport Science and Athletics offers an extensive formal and informal educational and instructional program designed to: (1) enrich one’s awareness and appreciation of life’s processes and of the society in which one lives; (2) provide a basis for intelligent decision making regarding one’s own health and human performance behavior patterns throughout life; and (3) prepare one for graduate and or professional work. It provides a high quality program consistent with the liberal arts tradition of Hiram College.

Curricular Opportunities

The department offers varied courses for all college students and a curricular program of study leading to an undergraduate minor in Exercise/Sport Science. The programs offered by the department are designed to meet specialized interests of students and also the requirements of a liberal arts education, state and national accrediting agencies, and professional associations.

Hiram students are encouraged to develop an understanding and lifelong appreciation of a healthy lifestyle. A broad program is offered throughout the year through the Basic Instructional Program of physical activities courses and through our formal and informal Wellness and Movement Studies programs. In addition, intramural and varsity sports enable all students to participate in some form of recreational or competitive activity that meets their interests and needs. (www.hiram.edu/athletics/index.html)

Exercise and Sport Science

The minor in exercise and sport science coupled with a major in a related discipline provides students with a broad multidisciplinary and interdisciplinary approach to a liberal arts education and prepares them for graduate study or careers in the public or private sector. It is specifically designed for those pursuing careers in sports medicine, strength and conditioning, sports administration and human performance in various academic and non-academic settings (schools, clinics, sport clubs, recreational centers, YMCA’s, adult corporate fitness, retirement communities, sport camps, etc.) www.hiram.edu/athletics/academics.html

Special Opportunities

The Department of Exercise/Sport Science and Athletics provides programs and services utilizing various facilities, including an expansive fitness center and strength training room; a large athletic training room; swimming pool; three large indoor gymnasiuims for sports or functional testing and movement analysis; outdoor athletic venues; and classrooms. Students minoring in exercise and sport science have unique opportunities to study and apply their expertise in a clinical setting. This can be accomplished through internship programs with fitness centers, sports medicine clinics, hospitals, and professional sports teams as well as on-campus opportunities within the Department of Athletics.

Requirements for Minors

The requirements for a minor in exercise and sport science are the completion of a minimum of six courses (or equivalent) within the department; and Human Anatomy and Physiology offered through the Biology Department (27 credit hours); and one specialty course that concentrates their experience. In addition, students are required to complete a culminating experience through an internship, research project, or competency testing. Interested students are encouraged to discuss their plans with the coordinator of the exercise/sport science program during their first year at Hiram. Early contact is critical to ensure the proper sequencing and choice of exercise and sport science courses and
Required courses:

PHED 21000 Kinanthropology, Kinesiology, and Physical Education: An Introduction
PHED 21100 Nutrition and Fitness or PHED 23300 Personal and Community Health
PHED 24400 Athletic Training
PHED 32000 Kinesiology: Applied Bio-Mechanics
PHED 41200 Physiology of Muscular Activity and Exercise
BIOL 13100/13300 Human Anatomy and Physiology I/II (Recommended co-requisite
CHEM 16100)

Specialty course:

PHED 34600 Essentials of Strength Training and Conditioning

Culminating experience 1-4 hours

Students are also required to complete a culminating experience. Students will work closely with the coordinator of the program in the application of this experience. After or in conjunction with the specialty course, students may choose one of three options to enhance their experience:

1) Complete an internship program (PHED 49800). This can be an off-campus or on-campus experience that typically includes a research component based upon the student’s specialty interest.

2) Complete a research or seminar project (PHED 48100).

3) Pass a competency-based exam.

Physical Education Basic Instructional Program

Any of the basic instructional program courses may be taken as an elective and will count towards the 120 semester hours required for graduation. This program is the study, practice, and appreciation of various psycho-motor skills, rules, strategies, and social behavior involved in a variety of sports activities. One semester hour each listed as 100 level courses when scheduled. The experimental section comprises activities deemed worthy of developing on an experimental basis. Courses are non-repeatable.

Wellness and Movement Studies

Any of the wellness and movement studies courses may be taken as an elective and will count towards the 120 semester hours required for graduation. The goals of the curriculum are to provide evaluation, testing, and instruction regarding general health and quality of life through recreation and development of the entire person through the wellness concept. The student has a choice of alternatives to fulfill this goal.

One alternative develops the student’s wellness in a two-hour course, Physical Education 20000 (Wellness: Total Fitness for Life), through individual testing and instruction in such areas as general fitness, body composition, stress management, diet and nutrition, and other related areas. Students become knowledgeable about lifetime fitness and health and how to implement wellness into their personal lifestyles.

The second alternative allows the student to take any of the one-hour courses that will serve as an introduction to a variety of lifetime activities that contribute to the wellness concept. All courses listed are not repeatable courses.

COURSE DESCRIPTIONS

PHED 11100: SCUBA DIVING 1 hour(s)
PHED 11200: ADVANCED SCUBA DIVING 1 hour(s)
Prerequisite: PHED 11100
PHED 13200: RACQUETBALL 1 hour(s)
PHED 13500: SELF DEFENSE 1 hour(s)

PHED 14200: GOLF 1 hour(s)

PHED 15400: HORSEMANSHIP I 1 hour(s)

PHED 15500: 1 hour(s)
HORSEMANSHIP II: Prerequisite: Physical Education 154 or 15400.

PHED 15600: 1 hour(s)
HORSEMANSHIP III: Prerequisite: Physical Education 155 or 15500.

PHED 15700: 1 hour(s)
Prequisite: Physical Education 156 or 15600.

PHED 16400: SWIM/STAY FIT 1 hour(s)

PHED 16500: WEIGHT TRAINING I 1 hour(s)

PHED 16700: WEIGHT TRAINING II 1 hour(s)
Prerequisite: PHED 165 or 16500

PHED 18000: WORKSHOP 1 hour(s)
This workshop will provide the opportunity for students to examine a special topic in Physical Education. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

PHED 20000: WELLNESS TOTAL FITNESS FOR LIFE 2 hour(s)
The study and application of the various contributions of physical activity and wellness concepts in achieving a state of total well-being, which encompasses the physical, mental, emotional, social, and spiritual dimensions of the whole person.

PHED 20100: AQUATIC STUDIES 1 hour(s)
An exploration of essential skills, knowledge, and social behavior associated with various aquatic sports activities. An emphasis on personal water safety practices and unique benefits of aquatic activities to enhance a wellness state of being.

PHED 20300: FITNESS MANAGEMENT 1 hour(s)
An exposure to proper conditioning principles and the means to achieve lifetime fitness through practical application of these principles. Students will have the opportunity to utilize various pieces of equipment and techniques to actively pursue a healthy fitness environment. They will develop physical, emotional, and social well-being through the advantages of a healthy lifestyle, mind, and body. This course should be taken concurrently with PHED 20000.

PHED 20400: MARTIAL ART FORMS 1 hour(s)
An exploration of essential skills, knowledge, and social behavior associated with various martial art forms. An emphasis on developing an awareness of the "embodiment" principle of mind, body, and spirit for self-realization, enlightenment, and an inner state of total well-being.

PHED 20700: RECREATIONAL SPORTS 1 hour(s)
Students will explore a wide variety of lifetime sports and skills that will develop the emotional, social, and physical aspects of wellness. Students will have an opportunity to cognitively develop an understanding of rules and basic skills of recreational sports.

PHED 21000: KINANTHROPOLOGY KINESIOLOGY AND PHYSICAL EDUCATION 4 hour(s)
An introduction. An interdisciplinary inquiry into the study of human performance behavior in contemporary American culture and society. In this context, the course examines physical education, dance and sport performance behavior, its meanings, social contexts, and personal and social resources; employs concepts, principles, theories, and methods of inquiry from various disciplines in the study of kinanthropology and physical education; explores the relationship of physical education, dance, sport and contemporary social
issues; and examines research studies dealing with the various perspectives of kinanthropology, kinesiology, and physical education.

**PHED 21100: NUTRITION AND FITNESS 3 hour(s)**

This course studies how the body utilizes food and nutrients and how nutrition affects performance. Major areas to be explored include: proper nutritional habits, aerobic and anaerobic metabolism, food exchange system, body composition assessment, ergogenic aids and myths, sound and effective weight control, and nutritional counseling. The course is designed for students pursuing sports medicine or athletic training as a career.

**PHED 24400: ATHLETIC TRAINING 4 hour(s)**

Prevention and care of injuries; skills in bandaging, taping and first aid methods; instruction in the application and use of therapeutic equipment. Successful completion of this course also constitutes completion of both the Red Cross Standard Course in First Aid and the Red Cross CPR course.

**PHED 28000: SEMINAR 1 - 4 hour(s)**

**PHED 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

Open to all Exercise and Sport Science minors with the consent of the instructor. It affords minor students the opportunity to design their own area of study. A significant research paper is normally required. Prerequisite: permission.

**PHED 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**PHED 32000: KINESIOLOGY APPLIED BIO-MECHANICS 4 hour(s)**

A systematic approach to the analysis of human movements and experience in applying that knowledge to the evaluation of both the performer and the performance. Includes an analysis of the skeletal, muscular and nervous systems and their roles in determining movement efficiency; and an application of kinesiological principles relative to anatomical structures of the body as functional determinants of movement. Prerequisite: Biology 131 or 13100 or permission.

**PHED 34600: ESSENTIALS OF STRENGTH TRAINING AND CONDITIONING 4 hour(s)**

This course is designed for the student who has a serious interest in studying the physiological, psychological and practical aspects of strength training and conditioning. Students will be exposed to the concepts and applications, testing and evaluation, and exercise techniques of strength training and cardiovascular conditioning, and speed and agility training. Students will gain experience in program design, exercise prescription and organization and administration of the fitness facility.

**PHED 36000: HEALTH, FITNESS, AND MOVEMENT IN EARLY CHILDHOOD 3 hour(s)**

This course will present knowledge and skills for Early Childhood teacher-candidates to promote young children's physical health and safety. Children's physical development with regard to individual variation will be studied. Candidates will understand the value of play to develop a wide range of skills, and learn movement and activities that emphasize developmental appropriateness as well as gender equity, cultural diversity, and nonviolence. Equal emphasis will be given to health issues of young children, including nutrition, communicable diseases, first aid, and fitness for life. Prerequisite: admission to the Teacher Education Program.

**PHED 38000: SEMINAR 1 - 4 hour(s)**

**PHED 38100: SPECIAL TOPICS 1 - 4 hour(s)**

**PHED 39700: ADMINISTRATION & ORGANIZATION 4 hour(s)**

of Athletics and Exercise/Sport Science. Discussion and analysis of administrative theory and management processes in the conduct of modern athletic, health, and sport programs in educational, commercial, and municipal environments. The course includes discussion of personnel policies; administration and supervision; program development; financial and business procedures; legal liability; and publicity and public relations. Prerequisites: Physical Education 210 or 21000, junior or senior standing, or instructor permission.

**PHED 41200: PHYSIOLOGY OF MUSCULAR ACTIVITY AND EXERCISE 4 hour(s)**

This course presents an analysis of the physiological effects of muscular activity and
exercise upon the human body during various levels of stress. The primary focus assesses changes in the physiological system of the body relative to neuromuscular, cardiorespiratory, metabolic control and adaptation, and heat and fluid regulation during physical activity. Prerequisite: Biology 131 or 13100 or permission. (Laboratory Required.)

**PHED 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

Scholarly research and independent investigation in any phase of the discipline of Physical Education Exercise and Sport Science or related sub-disciplines. For students minoring in the discipline who excel in self-direction and intellectual curiosity. A student must submit an outline of the area of research for departmental faculty approval prior to registration. Prerequisites: Five upper division courses or permission. Acceptance into the Exercise and Sport Science minor curriculum.

**PHED 49800: INTERNSHIP 4 hour(s)**

Developed in consultation with the student’s major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College’s internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

**MODERN LANGUAGES AND CLASSICS**

**Ella W. Kirk (1993)**, Chair, Professor of French  
B.A., Ball State University;  
M.A., Ph.D., Ohio State University

**Virginia Arreola (2012)**, Visiting Instructor of Spanish  
B.A., University of Houston;  
M.A., Indiana University

**A. Renee Gutiérrez (2009)**, Assistant Professor of Spanish  
B.A., University of Virginia  
M.S., Naval Postgraduate School  
M.A., University of Virginia  
Ph.D., University of Virginia

**James R. Hightower (2003)**, Associate Professor of French, adjunct  
B.A., Harvard College  
M.A., Ph.D., Tufts University

**Elena Iglesias-Villamel (2010)**, Assistant Professor of Spanish  
B.A., University of Santiago de Compostela, Spain  
M.A., University of Colorado  
Ph.D., University of Wisconsin

**Department Web Site:** [http://www.hiram.edu/modernlanguages](http://www.hiram.edu/modernlanguages)

**Introduction**

Language study opens the way to understanding and communication with various peoples, cultures, civilizations, and literatures. It involves performance skills in the foreign language (speaking, reading, writing and understanding) and command of the subject matter (literature, history, language). The Department of Modern Languages and Classics offers majors and minors in French and Spanish as well as classes in Arabic and Chinese. Classical languages and Italian language may be studied at John Cabot University in Rome, and Japanese can be undertaken via our affiliation with Kansai Gaidai University in Osaka, Japan. Please consult with the Associate Dean’s office to discuss this exchange option.

Modern language majors must study abroad for at least one term. They may participate in any of the programs described below; other options to satisfy this requirement must be approved by the Department. Faculty members of the department lead study abroad programs in France, Spain, and Latin America during a regular twelve-week term of the year, or during an intensive three-week session. Students who complete their major work
while abroad for a year must take at least one upper-level course (30000 level) in the department during their senior year.

Students will find that their career opportunities will be broader and richer when they combine majors or minors in other disciplines with the study of a foreign language. Most other disciplines are compatible with a language major: art, biology, English, history, communication, political science, philosophy, economics, management, music, and anthropology are just a few of the majors that benefit from a second language. Students who are interested in a teaching career would find it useful to major in two languages.

For over 30 years the department has hosted 3 international students every year as Modern Language Teaching Assistants. They are Hiram students as well as lab instructors and representatives of the culture in question. Although these students also interact with the other international students on campus, they have always willingly provided access to their own culture for American students – in and outside of class. They are a vital part of our programs.

Language Placement

Incoming First-Year students will be given a tentative placement based upon their high school language experience and a language placement examination. Student who place above 20200 should consult with a faculty member in that language before enrolling in a course. Students must take the placement exam before First-Year Institute or Orientation and advising.

ARABIC

COURSE DESCRIPTIONS

ARAB 28000: SEMINAR 1 - 4 hour(s)
ARAB 28100: INDEPENDENT STUDY 1 - 4 hour(s)
ARAB 29800: FIELD EXPERIENCE 1 - 4 hour(s)
ARAB 38000: SEMINAR 1 - 4 hour(s)
ARAB 38100: SPECIAL TOPICS 1 - 4 hour(s)
ARAB 48000: SENIOR SEMINAR 1 - 4 hour(s)
ARAB 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
ARAB 49800: INTERNSHIP 4 hour(s)

CHINESE

COURSE DESCRIPTIONS

CHIN 10000: INTRODUCTION TO CHINESE CONVERSATIONAL LANGUAGE AND CULTURE 2 hour(s)

Chinese 100 or 10000 is intended to help students develop their speaking ability in Chinese. This course is designed to teach fundamental Pinyin Chinese along with some simple pictograph Chinese characters. The course will begin with and emphasize proper pronunciation of the four tones, which is the most important skill for speaking Chinese. The students will acquire a large working vocabulary that will suit the daily life in a country where Chinese is the leading language. Chinese culture and useful Chinese idioms will be introduced during the classes.

CHIN 28000: SEMINAR 1 - 4 hour(s)
CHIN 28100: INDEPENDENT STUDY 1 - 4 hour(s)
CHIN 29800: FIELD EXPERIENCE 1 - 4 hour(s)
CHIN 38000: SEMINAR 1 - 4 hour(s)
CHIN 38100: 1 - 4 hour(s)
SPECIAL TOPICS:
CHIN 48000: SENIOR SEMINAR 1 - 4 hour(s)
CLASSICAL STUDIES

Currently, the Classical Studies major and minor programs are not offered at Hiram. Classical Studies can be undertaken via our affiliation with John Cabot University in Rome. Please consult with the Associate Dean’s office to discuss this exchange option, and the potential to build the classics into a program of study at Hiram College.

ENGLISH LANGUAGE

ESL 30000: ADVANCED ENGLISH GRAMMAR 4 hour(s)

A continuation of English as a Second Language 200 or 20000. Prerequisite: English as a Second Language 200 or 20000 or equivalent. Instructor approval required. Course designed for students whose first language is not English.

FRENCH

Requirements for Major

A major in French requires nine courses beyond French 20100, and must include advanced grammar and composition, phonetics, civilization, and literature. In addition, a senior Capstone paper and a course in French history are required. Students are also encouraged to supplement their majors, as scheduling allows, by taking courses in such areas as: religion, philosophy, other literatures, art history, and music history. French majors are required to have a study experience abroad, either in France or another French-speaking country.

Requirements for Minor

Requirements for Minor

A minor in French consists of a minimum of 18 hours beyond 20100.

In order to graduate with departmental honors in French, a student must fulfill the college’s grade-point requirements and initiate an individual honors project in association with a member of the French faculty. The honors project may not substitute for the FREN 49000 senior capstone.

COURSE DESCRIPTIONS

FREN 20300: COMPOSITION AND CONVERSATION ABROAD 3 hour(s)

Offered off campus only. Daily contact with native speakers in normal situations give students the opportunity to work naturally toward greater fluency. The reading and discussion of newspapers and weekly magazines, keeping a personal journal, help students to acquire vocabulary, awareness of current issues, and familiarity with everyday language. Prerequisite: French 104 or 10400 or equivalent. This course fulfills the Experiencing the World requirement.

FREN 20500: FRENCH PHONETICS:EW 3 hour(s)

A study of French sounds, intonation, rules of pronunciation. Students will learn and use the international phonetic alphabet in order to correct and improve their accent, diction and pronunciation. The course will include intensive group and individual practice. This course fulfills the Experiencing the World requirement. Prerequisite: French 104 or 10400 or equivalent.

FREN 21500: ADVANCED READING:EW 4 hour(s)

Readings in modern French literature. Representative works from 20th century writers from France and other francophone countries. The purpose of this course is to acquire the ability to read fluently and critically. This course fulfills the Experiencing the World requirement. Prerequisite: 104 or 10400 or equivalent.

FREN 22000: ADVANCED COMPOSITION AND CONVERSATION:EW 4 hour(s)

Intensive oral and written practice. Advanced grammar and systematic acquisition of
vocabulary. A choice of texts on a variety of topics (history, contemporary issues, art and music) as well as literary readings will be used as a basis for discussion, oral presentations and papers. Prerequisite: 104 or 10400 or equivalent. This course fulfills the Experiencing the World requirement.

**FREN 25000: HISTORY OF FRENCH CIVILIZATION:EW 4 hour(s)**
A study of the important events in the political, cultural and artistic development of France. Prerequisite: French 104 or 10400 or equivalent. This course fulfills the Experiencing the World requirement.

**FREN 28000: SEMINAR 1 - 4 hour(s)**

**FREN 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**FREN 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**FREN 31000: STYLISTICS AND TRANSLATION 4 hour(s)**
Practice in formal written expression; introduction to stylistics and the art of translation. Translation from English to French and French to English to develop accuracy of expression in both languages. Prerequisite: French 220 or 22000 or permission.

**FREN 32000: LYRIC POETRY 3 hour(s)**
Introduction to the rules of versification, and study of lyric poetry from the Renaissance and the 19th and 20th centuries. Prerequisite: French 215 or 21500 or permission.

**FREN 33000: STUDIES IN THE LITERATURE OF THE 17TH CENTURY 4 hour(s)**
This course focuses on classicism: prose, the moralists, and theatre. Authors to be studied include Corneille, Racine, Moliere, LaFontaine, LaFayette, Pascal, LaRochefoucauld, and LaBruyere. Prerequisite: French 215 or 21500 or permission.

**FREN 34000: STUDIES IN THE LITERATURE OF THE 18TH CENTURY:EW 4 hour(s)**
From the Age of Enlightenment to Pre-Romanticism. The "philosophes": Montesquieu, Diderot, Voltaire, Rousseau. The novel: Beaumarchais. Prerequisite: French 215 or 21500 or permission. This course fulfills the Experiencing the World requirement.

**FREN 35000: STUDIES IN THE LITERATURE OF THE 19TH CENTURY 4 hour(s)**
Development from the romantic novel to realism and naturalism. Constant, Balzac, Stendhal, Flaubert, Maupassant, Zola. Prerequisite: French 215 or 21500 or permission.

**FREN 36000: STUDIES IN THE LITERATURE OF THE 20TH CENTURY 4 hour(s)**
Study of representative authors in prose and theatre: possibilities include Proust, Gide, Mauriac, Malraux, Bernanos, Colette, Giraudoux, Anouilh, Beckett, Ionesco, Claudel, Camus, Sartre, Beauvoir, Duras. Prerequisite: 215 or 21500 or permission.

**FREN 38000: SEMINAR 1 - 4 hour(s)**
This course may study a chosen theme or trace the development of a particular genre, and may include literature of other francophone countries. Possible topics: Romanticism, Women in literature, the novel of Quebec, French-language literature of Africa.

**FREN 38100: 1 - 4 hour(s)**

**SPECIAL TOPICS:**

**FREN 48000: SENIOR SEMINAR 1 - 4 hour(s)**

**FREN 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**FREN 49000: SENIOR PRESENTATION 1 hour(s)**
Each senior major will research, prepare and present a paper on an approved topic involving the literature or culture of France or another French-speaking country. Students may register for one-credit hours in the fall and one-credit hour in the spring to fulfill capstone requirement.

**FREN 49800: INTERNSHIP 4 hour(s)**
Developed in consultation with the student’s major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College’s internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

JAPANESE

Currently, the Japanese major and minor programs are not offered at Hiram. Japanese can be undertaken via our affiliation with Kansai Gaidai University in Osaka, Japan. Please consult with the Associate Dean’s office to discuss this exchange option, and the potential to build Japanese into a program of study at Hiram College.

LITERATURE IN TRANSLATION

The following courses are taught in English and do not count toward the major or minor.

COURSE DESCRIPTIONS

LITR 12600: FRENCH LITERATURE IN TRANSLATION:IM 3 hour(s)

The study of major works of French literature. Selections may also include works from francophone literature (Canada, Africa, Madagascar, the Caribbean, etc.). Course content may vary with each offering; it may treat a major theme or it may focus on major authors, or a literary movement. This course fulfills the Interpretive Methods requirement.

LITR 12800: HISPANIC LITERATURE IN TRANSLATION:EW 3 hour(s)

Selected major works of Spanish or Spanish-American literature will be treated. This course fulfills the Experiencing the World requirement.

LITR 15600: MESO-AMERICAN LITERATURE 3 hour(s)

This course examines selected works in Meso-American literature.

LITR 16000: JAPANESE LITERATURE 3 hour(s)

This course introduces students to traditional Japanese literature in translation and explores the influence of other cultures, such as Chinese and Western, in the development of the literature of Japan. Genres studied include the novel, poetry, and theatre.

LITR 28000: SEMINAR 1 - 4 hour(s)

LITR 28100: INDEPENDENT STUDY 1 - 4 hour(s)

LITR 30200: THE QUIXOTE 4 hour(s)

Cervantes’ classic novel, Part I and selections from Part II. Prerequisite: Spanish 200 or 20000.

LITR 38000: SEMINAR 1 - 4 hour(s)

LITR 38100: SPECIAL TOPICS 1 - 4 hour(s)

SPANISH

A major in Spanish requires a minimum of nine courses beyond Spanish 20100, including an approved study-abroad experience in the language and the Spanish Capstone, SPAN 49000. Course work must include American and Peninsular civilization and literature, as well as advanced grammar, and should be chosen in consultation with the Spanish department faculty. Phonetics is required for teaching certification and is strongly recommended for all non-native students. As part of a Capstone project, all majors will give a senior presentation (Spanish 49000) based on a written paper and portfolio. Students are expected to develop a satisfactory command of the Spanish language and to begin to understand the diverse cultures of the Spanish-speaking nations.

A minor in Spanish consists of a minimum of 18 semester hours of course work, usually five courses, taken in the language beyond Spanish 20100.
In order to graduate with departmental honors in Spanish, a student must fulfill the college’s grade-point requirements and initiate an individual honors project in association with a member of the Spanish faculty. The honors project may not substitute for the SPAN 49000 senior capstone.

**For the Spanish major**

At least 9 courses in Spanish (either 3- or 4-semester hour courses) chosen in consultation with the Spanish faculty from SPAN 20200 and SPAN 20200 is usually followed by SPAN 21500, Advanced Reading and Introduction to Criticism, which will be the first upper-level course for students who place out of 10400 and 20200. There are some exceptions to this rule; these should be made in consultation with faculty.

An approved study-abroad program with a family home-stay component (the approved courses, as long as they are given in Spanish, are included in the total of 9 courses), and the senior Capstone project, SPAN 4900.

**For the Spanish minor**

At least 5 courses in Spanish beyond SPAN 20100 (Intermediate I) and totaling at least 18 hours, chosen in consultation with Spanish faculty.

**COURSE DESCRIPTIONS**

**SPAN 20010: ADVANCED READING AND INTRODUCTION TO CRITICISM 4 hour(s)**

An introduction to extensive reading in contemporary Spanish: vocabulary building, idiomatic usage, development of rapid comprehension, and critical analysis. A revised offering of this course is available as 20000 for three (3) credit hours. This course fulfills either the Interpretive Methods requirement OR the Experiencing the World requirement, but not both. Prerequisite: Spanish (104 or 10400) 20200 or equivalent (placement).

**SPAN 20300: CONVERSATION AND COMPOSITION ON SITE ABROAD:EW 4 hour(s)**

Offered only abroad in the twelve-week term, this course is a systematic approach to learning the contemporary language of the host company. Daily contact with native speakers, newspaper and magazine readings, daily journal entries, and compositions afford the student practice in communicating. Prerequisite: Spanish (200 or 20000) 20010.

This course fulfills the Experiencing the World requirement.

**SPAN 21100: PHONETICS 4 hour(s)**

Theory of Spanish phonetics, symbols, transcription, interpretation. Intensive pronunciation practice and student-taped exercises. A performance component will be included. This course is vital for prospective teachers of Spanish and of interest to all students desiring to correct their pronunciation. Prerequisite: Spanish (104 or 10400) 20200 or equivalent.

**SPAN 23100: ADVANCED GRAMMAR AND COMPOSITION 4 hour(s)**

The study of advanced grammar and syntax in Spanish for non-native speakers to increase their grammatical accuracy and develop linguistic sophistication. Prerequisites: Spanish 200 or 20000 or 20010 or permission.

**SPAN 25000: PENINSULAR SPANISH CIVILIZATION 4 hour(s)**

Cultural highlights from prehistoric times to the present day. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 25100: SPANISH AMERICAN CIVILIZATION 4 hour(s)**

Cultural highlights from pre-Colombian times to the present day. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 28000: SEMINAR 1 - 4 hour(s)**

**SPAN 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**SPAN 29800: FIELD EXPERIENCE 4 hour(s)**

**SPAN 30200: THE QUIXOTE 4 hour(s)**
Cervantes' classic novel, Part I and selections from Part II. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 30300: GOLDEN AGE THEATRE 4 hour(s)**

**SPAN 30400: GOLDEN-AGE POETRY 4 hour(s)**

This course presents a study of Golden-Age poetry, and will focus on the romances, including poetry by Gongora, Quevedo, Garcilaso, Herrera, Cervantes, Lope de Vega and the mystics: Sta. Teresa de Jesus and San Juan de la Cruz. Prerequisite: Spanish 200 or 20000 or 20010 or permission.

**SPAN 30500: GOLDEN AGE PROSE 4 hour(s)**

Cervantes (but not the Quixote), Quevedo, Discovery. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 30600: 19TH CENTURY PENINSULAR LITERATURE 4 hour(s)**

From Romanticism through Costumbrism and Realism to the Generation of '98. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 30700: 20TH CENTURY PENINSULAR SPANISH DRAMA 4 hour(s)**

From Lorca to Diosdado, including Casona, Buero, Sastre and Delibes. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 30800: 20TH CENTURY PENINSULAR SPANISH FICTION 4 hour(s)**

Tremendismo, its precursors and its aftermath. Cela, Laforet, Matute, Aldecoa, Quiroga, Medio, Goytisolo, Castillo Puche and others. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 30900: 20TH CENTURY PENINSULAR SPANISH POETRY 4 hour(s)**

The precursors of Alberti. Prerequisite: Spanish 200 or 20000 or 20010.

**SPAN 38000: SEMINAR 1 - 4 hour(s)**

This course provides an in-depth study of one author or one theme or literary movement or genre. Prerequisite: 300 or 30000-level coursework and permission.

**SPAN 38100: SPECIAL TOPICS 1 - 4 hour(s)**

**SPAN 48000: SENIOR SEMINAR 1 - 4 hour(s)**

**SPAN 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**SPAN 49000: SENIOR PRESENTATION 1 - 4 hour(s)**

The Spanish senior seminar is an independently driven capstone experience required of all Spanish majors. During their senior year students will complete a directed project consisting of two components: 1.) an in-depth research paper and 2.) a personal portfolio as a means of self-assessment. This work will culminate in a formal, public presentation at the end of the academic year. The overall goals of the senior project are to work independently, to reflect on progress toward personal and professional goals, and to demonstrate mature communication skills.

**SPAN 49800: INTERNSHIP 4 hour(s)**

Developed in consultation with the student's major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

**GENDER STUDIES MINOR**

Rodney Hessinger (2000), Coordinator, Professor of History
B.A., Ursinus College;
M.A., Ph.D., Temple University

Kirsten L. Parkinson (2001), Coordinator, Associate Professor of English, Director of the Lindsay-Crane Center for Writing and Literature
A.B., Harvard University;  
M.A., Ph.D., University of Southern California

Janet Pope (1998), Coordinator, Professor of History
B.A., Rider College;  
M.A., Ph.D., University of California at Santa Barbara

Vivien Sandlund (1995), Coordinator, Professor of History
B.A., M.A., M.Ed., University of Massachusetts;  
Ph.D., Emory University

Department Web Site: http://www.hiram.edu/academics/majors-and-minors/gender-studies-minor

Introduction

Gender Studies is a multidisciplinary minor that examines the role of gender in society. It considers both the biological and cultural origins of sex and gender differences and how those differences have structured a multitude of social and political institutions. The program also considers how issues of race, ethnicity, class, religion, and sexual orientation interact with gender. Incorporating the fields of anthropology, art, biology, communication, economics, English, history, foreign languages, philosophy, political science, psychology, religious studies, and sociology, the Gender Studies minor provides students with practical and theoretical tools for understanding gender relationships.

Requirements for minors

To qualify for a Gender Studies minor, students must take INTD 31400/38400: Masculinity, Femininity, and Culture. They must also complete additional gender studies courses for a total of 18 credit hours. The most common structure is to take five additional courses of 3-4 credit hours, but students can also take a range of 1-credit courses to complete part of the requirements. No more than three classes in any given discipline can count towards a gender studies minor (i.e. taking four classes in women’s history would only fulfill three gender studies course requirements).

Gender studies courses

This list is not comprehensive. If there are courses not listed here that seem to qualify (such as occasional special topics seminars), please check with a gender studies coordinator to confirm that it will count towards the minor.

Courses that count toward the gender studies minor are identified in the comments section of each semester’s class schedule.

INTD 32900: Gender and Creativity (offered yearly in the Weekend College)
INTD 37200: Literary Anatomies: Women’s Bodies and Health in Literature
INTD 38000: Finding Voice Through Quilts (Weekend College)
INTD 31400/38400: Masculinity, Femininity and Culture (REQUIRED; offered every other year)
COMM 32400: Gender Communication (offered every other year)
ENGL 24100: Literary Perspectives on Women (offered every other year)
ENGL 42800: Special Topics in British Literature: Angels and Whores: Gender in Victorian Literature (offered every 2-3 years)
FREN 38000: Seminar: Women in French Literature (offered every 2-3 years)
HIST 22100: Concubines, Mothers, and Saints: European Women and the Family, circa 200-1500 (offered every other year)
HIST 22400: Spinsters and Suffragists: Modern European Women and Gender (offered every other year)
HIST 237000: Home, Sweet, Home: The History of the Family and Childhood in America
HIST 25400: History of Gender and Sexuality in the U.S. (offered every other year)
HIST 27300: Women in American History
MUSI 21800: Women in Music (offered every other year)
PHIL 22500: Philosophy and Feminism
SOAN 23900: Sex and Gender in Society
SOAN 26200: The Family

HISTORY

Janet Pope (1998). Chair, Professor of History
B.A., Rider College;  
M.A., Ph.D., University of California at Santa Barbara  
Academic Interest: European history, British history, and the history of women and gender in Europe. Her area of research is medieval Britain.  

Rodney Hessinger (2000), Professor of History  
B.A., Ursinus College;  
M.A., Ph.D., Temple University  
Academic Interest: Early American history, the history of religion in America, and the history of gender and the family in America. His area of research is the history of sexuality and religious conflict in the early American republic.  

Merose Hwang (2012), Assistant Professor of History  
B.A., University of Colorado at Boulder  
M.A., Yonsei University  
Ph.D., University of Toronto  
Academic Interest: Modern East Asian history, Korean history, and the history of gender in East Asia. Her area of research is the history of female shamans and modernization in colonial Korea.  

Vivien Sandlund (1995), Professor of History  
B.A., M.A., M.Ed., University of Massachusetts;  
Ph.D., Emory University  
Academic Interest: Modern American history, African American history, and the history of women in America. Her area of research is slavery and abolition in North America.  

Departmental Web site: http://www.hiram.edu/history  
The History Program at Hiram College  
The study of history is critical for our understanding of the human experience. Through the study of history, we develop an understanding of who we are, where we came from, how and why our society has changed over time, how we differ from people in other places and times, how societies different from ours have developed and changed, and how humans have interacted with each other and with the natural world. The history major at Hiram College prepares students for a wide variety of careers. Hiram College history students have gone on to become business leaders, lawyers, teachers and professors, political leaders, government workers, librarians, and leaders in non-profit organizations. History majors are superbly prepared for active citizenship and for informed, thoughtful decision-making throughout their lives. The Hiram College History Department works closely with students to help them with career planning and preparation. The History Department also brings speakers to campus to discuss career opportunities for history majors.  

Requirements for Majors  
The history major requires a minimum of 10 courses or 32 hours. We advise students who wish to pursue graduate work to take more than the minimum number of courses. All history majors must take a minimum total of eight courses in any 3-3-2 combination in the three geographic regions: U.S., Europe, the World outside of Europe and North America. For example, a student may take three U.S. history courses, three European history courses, and two courses in the history of the rest of the world. One of these 8 courses must be History 38000, a research seminar, the topic of which varies from year to year.  

History majors are also required to take the senior seminar sequence, History 47900 and History 48000, in the senior year. In addition, the department requires foreign language proficiency. This requirement can be satisfied by passing a language through the 20100 level or by testing out of a language by passing a proficiency test administered by the Modern Languages Department.  

History majors have the option of concentrating in a particular field of history. The concentrations we offer are History and Law, Gender History, and a regional area of history, such as Asian History. Students should discuss choosing a concentration with a faculty member in the History Department. Students who are majoring in Integrated Social Studies for the purpose of obtaining a license to teach will have different requirements and should consult with the Education Department in conjunction with the History Department. The History Department counts all Hiram history courses when calculating grade-point averages.  

The History Senior Seminar  
History majors are required to complete a professional-quality research paper in the senior year and to present their papers to the community in a public forum. The seminar paper should demonstrate thorough research using both primary and secondary historical
sources, and the department encourages students to make an original argument supported by credible historical evidence. The senior seminar research process begins in the fall of the senior year, as students work with faculty to choose a topic of interest and to develop an appropriate research question. During the fall semester, students gather and read secondary literature on their topic, and they begin the process of doing research into primary historical sources. Students prepare an annotated bibliography in advance of writing the B.A. thesis. In the spring semester of the senior year, students do the bulk of their primary source research. They work with individual faculty members to research and write the seminar paper, and they meet regularly with a group of fellow history students to discuss and revise their theses. With the completion of their papers, students present their work orally to the Hiram College community, and they answer questions prepared by their fellow students and by history faculty members. Students with majors other than history sometimes choose to do the senior seminar with the History Department. Students interested in doing this should consult with history faculty members before the senior year.

Requirements for Minors

A minor in history consists of 5 courses or a minimum of 18 hours in history. Students must take at least one course in each of the three content areas: U.S. history, European history, and the history of the rest of the world.

Special Opportunities

The history department involves students directly in doing historical research and writing history. We encourage and guide our students to think like historians and to get involved actively in the reconstruction and analysis of the past. History students may participate in extra mural programs which give them an opportunity to study history in the field. The department offers study trips to such destinations as Japan, the Caribbean, and England. Students can also do internships in the United States. History students have worked in archives and historical societies and as interns for members of Congress. Students may study at the American University in Washington, D.C. They may also take part in the Drew University Semester on the United Nations.

The department is located in Pendleton House which is also the center for various academic and social activities of history majors.

COURSE DESCRIPTIONS

**HIST 12100: KNIGHTS PEASANTS AND FRIARS EUROPE 500 TO 1450**

The course examines the state of Western Civilization after the decline of Rome and analyzes the emergence of Medieval Civilization. Considerable attention will be given to the original accomplishments of the High Middle Ages and the waning of the era and its blending into the Modern Age. Emphasis is on cultural and social history. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 12200: BREAD BARRICADES AND BOMBS MODERN EUROPE**

Begins with the Renaissance and Reformation, continues with the Scientific Revolution and the Enlightenment in the 17th and 18th centuries, moves on to the French and Industrial Revolutions, and to the most recent age. Cultural history is stressed throughout, but every effort is made to integrate the more conventional forms of history in the course. A student may not receive credit for both First Year Seminar 124 or 12400 and History 122 or 12200. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 12800: WORLD HISTORY 1000-1800**

This course explores how various civilizations strengthened their societies at home and formed connections with the broader world through the use of innovative cultural, social, and economic structures. Major themes considered in this course include the tremendous growth of commercial culture in Song dynasty China (960-1279), the creation of nomadic empires across Eurasia, the contribution of aristocratic women to literature in Heian Japan and medieval Europe, the challenges faced by the Aztecs and Incas in the Americas, the maintenance of empire by Mogul rulers in India, and the development of the trans-Atlantic slave trade. Throughout the course we will examine how different cultures adapted to the challenges of their periods in an attempt to survive and prosper. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 13000: THE WORLD SINCE 1945**
This course will survey world history since the second World War. It will primarily focus on various regions in the non-western world. We will discuss the recent history in Latin America, Africa, Asia and the Middle East. While these regions are, of course, historically diverse, they all share the similarity of being pejoratively labeled the "third world." We will explore issues and themes that have in many ways linked these areas. This course will examine decolonization, national liberation movements, the influence of the cold war and the recent break-up of the USSR, dictatorships and democracy, racial turmoil and economic modernization.

**HIST 13800: WORLD HISTORY, 1750-PRESENT:CA,EW 4 hour(s)**

This course analyzes how a variety of global civilizations have attempted to negotiate a path between tradition and modernity in recent centuries. Major themes entertained include wide-ranging reform movements in Meiji Japan (1868-1912) and late Ottoman Turkey; industrialization as a transformative influence in early modern China and early to mid-nineteenth century Great Britain; the role of European and Japanese imperialism in Africa and Manchuria respectively; French decolonization in Vietnam and Algeria; and the struggle for greater social, economic, and racial equality in places such as South Africa, India, Venezuela, and Bangladesh. Over the course of the semester, we will assess the various dimensions of maintaining or altering indigenous traditions. Likewise, we will consider the struggle over borrowing systems of thinking and technology from abroad or keeping these alien influences at bay. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 14000: U.S. HISTORY TO 1865:CA,UD 4 hour(s)**

An introduction to the history of the United States, from the earliest European contacts through the end of the Civil War. Major topics will include the economic and religious motivations of the European colonists, their conquest of Indian societies, the War for Independence, the Constitution, the development of political parties, the commercial and industrial revolutions, westward expansion, immigration, religious revivalism and reform, and the onset of sectional conflict culminating in the Civil War. Throughout the course, we shall confront the origins of a central paradox in the history of the United States: the existence and importance of slavery in a nation founded on ideals of freedom and equality. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 14100: U.S. HISTORY 1865 TO PRESENT:CA,UD 4 hour(s)**

A history of American political, economic, and social life from 1865 to the present. The course examines the impact of the Civil War on American life, the period of Reconstruction, and the processes of industrialization, urbanization, and immigration in the late nineteenth and twentieth centuries. The course also surveys World War I, modernization in the 1920s, the Great Depression and the New Deal, World War II, the Cold War, the affluent society, the Vietnam era, and life in modern America. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 18000: WORKSHOP 1 hour(s)**

This workshop will provide the opportunity for students to examine a special topic in History. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

**HIST 20400: THE ERA OF THE AMERICAN REVOLUTION, 1750-1800 4 hour(s)**

In the American popular memory of today, the Revolution is sealed in the iconography of a generation of "Founding Fathers." Through an in-depth consideration of changes in American society over the second half of the eighteenth century, we will resuscitate the conflicts, the possibilities, and the disappointments of this era. Shifting beliefs and alliances enabled Americans to mobilize for war. Americans not only fought against the British for independence, they also vigorously fought with one another over what the Revolution should mean in their daily lives. The Revolution was significant for the lives of all Americans, whether ordinary artisan or wealthy merchant, woman or man, slave or free. By studying the series of events that pushed Americans from resistance to Revolution and beyond to the establishment of a new federal government under the Constitution, we will witness repeated battles over the distribution of power, wealth, and status within American society.

**HIST 20600: GUNMEN ORANGEMEN AND FENIANS:CA,EW 3 hour(s)**
The emergence of modern Ireland. What exactly is the IRA? Why are the English and the Irish continually at war? In order to answer these questions, we must examine the complex relationships among the people of the two territories by exploring the history of Ireland beginning in the sixteenth century. A related theme that we will address is the interplay between religion, social institutions, and politics. The course will also sharpen your use and understanding of the historical sources to reason about the past. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 20700: MODERN JAPAN 1600 - PRESENT 4 hour(s)**

This course explores modern Japan from military consolidation and the establishment of a strictly regulated system under the Tokugawa to the economic boom that followed in the wake of the Pacific War. Students will be asked to challenge the notion that Japan was ever completely isolated culturally and to assess how both native and foreign institutions shaped Japan’s evolution in the modern period. Major themes entertained in this course include the Tokugawa administrative structure; bakufu-han relations; the commercial economy and urbanization; the influence of imperialism; Meiji period reforms; changing gender and class roles; rapid industrialization; democracy and its opponents; the impact of Japanese militarism on the nation and East Asia; the Allied Occupation; and Japan’s economic recovery.

**HIST 21100: SINO-JAPANESE RELATIONS 3 hour(s)**

For many centuries Japan lived under the sphere of Chinese cultural fluorescence. The impact of this profound relationship resulted in the transmission of Chinese characters, Buddhism, Confucianism, art, architecture, legal codes, and city planning. During the chaotic Ming-Qing transition, Chinese expatriates sought refuge in Japan and, in turn, made the port of Nagasaki into one of the more cosmopolitan cities in Tokugawa Japan. The arrival of Western imperialism, coupled with domestic turmoil, forced many Japanese intellectuals and reformers to reassess the Sino-Japanese relationship. While some Japanese sought to resist the creep of Western imperialism through the formation of pan-Asian alliances, others advocated vociferously for adopting the methods of the West and practicing them on nearby East Asian neighbors. The shift in the Japanese attitude triggered a different response in China. Japan’s successes with modernizing in the Meiji period and their victory over China’s military in the Sino-Japanese War (1894-1895) provoked an ambivalent reaction among Qing society. The humiliating defeat prompted some in China to suggest the need to learn from the new Japanese model—reversing centuries of China being the primary cultural exporter in the relationship. In this course, we will examine the dimensions of the Sino-Japanese relationship with particular focus on the modern period. Reformist projects, intellectual pursuits, revolutionary activity, imperialism, military campaigns, changing meanings of gender, and study abroad programs, both in China and Japan, will be examined as a way of measuring this significant cross-cultural relationship.

**HIST 21200: SPIRITUAL AWAKENINGS IN EARLY AMERICA:CA,UD 3 hour(s)**

This course will explore the two religious revivals historians have referred to as the Great Awakening and the Second Great Awakening. The time frame of our inquiry will be roughly 1730 to 1850. While these two Protestant revivals will receive close attention, the definition of spiritual awakening will be more broadly conceived to encompass a wide range of other spiritual innovations within the time frame of our inquiry. Students will study topics as diverse as the Seneca revitalization movement of Indian prophet Handsome Lake, the founding of Mormonism, and the birth of African-American Christianity in the plantation South. Students will be asked to consider the social contexts for revival religion. What developments in secular society seem to inspire movements for religious revival? Alternatively, we will explore how religious impulses reorder secular life. How did various sects reconfigure sexual and social behavior within their communities? Did revivals cause a redistribution of power within American? This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 21300: SELLING SHANGHAI:EW 3 hour(s)**

The city of Shanghai, in modern times, has always been both a fantastic chimera and a tangible place of unlimited possibilities. As a metropolis, it is recognized as something that virtually all Westerners know as Chinese, but most Chinese recognize it as a location that is an eclectic blend of Chinese and many other cultural influences from abroad. The Shanghai that we will explore in this course is a marketplace of commodities and services as well as ideas. We will discover that Shanghai, more so than most cities in China, is a location where virtually anything is possible, but where all have to come to terms with the culture of the city itself (and with the Jiangnan region generally) in order to have success.
there. In the course, we will consider how goods are sold, how services are marketed, and how and why organized crime has had such a prominent presence there. The first two weeks will be spent gaining an understanding of the cultural and historical significance of Shanghai. In the last week, students will have the opportunity to design an entrepreneurial enterprise for the city of Shanghai. Students will study a practical example of a company that has experience negotiating the market in China as a way of planning their own enterprise with Shanghai as the base for entry into the Chinese market. This course fulfills the Experiencing the World requirement.

**HIST 21400: CONSUMERISM AND CULTURE IN MODERN JAPAN:EW 3 hour(s)**

Are we what we wear, eat or drive? Asked another way, are Japanese the sumo wrestlers and geisha they patronize, the baseball teams they root for, or the train and subway stops they frequent? This course begins during the Tokugawa period (1600-1868) and examines how the dynamism of culture and commerce work in tandem. The initial focus is on Edo, the forerunner to modern-day Tokyo. Using the medium of ukiyo-e (woodblock prints) we will consider how people during the era expended time and money, and what art forms were particularly valued. Next we transition to study the intersection between sports and modernity in Japan. Through sumo and baseball, we will consider how Japan fashioned a new image in the nineteenth and twentieth centuries. In the final week we examine the significant role of department stores in metropolitan Japan, and how as a result, commuter and consumer culture became fundamentally intertwined. This course fulfills the Experiencing the World requirement.

**HIST 21600: PRISONS & PUBLIC HISTORY 3 hour(s)**

The spectacle of Philadelphia's Eastern State Penitentiary: This course will simultaneously explore the history of prisons and the practice of public history. The course will end with a week-long field trip to a unique historical site, Eastern State Penitentiary in Philadelphia. We will discuss the uses and potential abuses of public history by comparing current day issues in penal reform to the presentation of prison history at Eastern State. The United States is uniquely committed to the use of prisons. Since 1980 America's prison population has almost quadrupled. The U.S. is first among all industrialized nations in its per capita incarceration rates. Why would a country so committed to “freedom” be so vigorous in its use of prisons? What better place to answer this than in Philadelphia? Where else could one simultaneously view a “shrine of liberty” such as the Liberty Bell, as well as one of the most influential prisons ever constructed, a prison whose prolonged use of solitary confinement for all prisoners took incarceration to its logical extremes? For decades after it was built in the 1820s, Eastern State attracted flocks of visitors intent on copying its construction. In this course, we will explore what such a pilgrimage could accomplish for the public today.

**HIST 21700: MODERN CHINA 1842 TO PRESENT 4 hour(s)**

The course begins with China's humiliating defeat in the Opium War, and, through missionaries, millenarianism, and modernization, opens the 19th century to inquiry. After examination of China's last Empress, and the chaotic revolution, China’s searing experience with Japanese aggression in World War II will be analyzed. The Korean War, Cultural Revolution, and the rise of reform under Deng bring us to the present, where China's staggering economic growth and cultural power present challenges and opportunities for the United States. Gender, modernity, and the tension between stability and human rights form core themes in this course.

**HIST 21900: JAPAN SINCE 1868 4 hour(s)**

Japan's meteoric rise to prominence after the Meiji Restoration is examined against the backdrop of Japanese tradition and the Darwinian imperatives of foreign policy. From emperor to commoner, Japanese society underwent sharp changes in the twentieth century, necessitating our engagement with questions of social class and gender in analyzing the dislocations of Japanese modernity. Students will focus on how Japan embroiled itself in the Second World War, attempting to understand how the holocaust of war shaped, and perhaps twisted irrevocably, Asian views of Japan into the twenty-first century. Questions of war and memory thus form a core theme in the latter part of this course, but we will also deal in lively fashion with such topics as Japanese baseball and the explosion of Japanese popular culture onto the world stage.

**HIST 22100: CONCUBINES MOTHERS & SAINTS:CA,EW 4 hour(s)**

European women and the family C. 200-1500: This class is designed to explore the major developments in the history of women and family from c. 200 to c. 1500, with a special emphasis on social and cultural history. The core of the course will investigate late Roman, early Christian, and early Germanic women's roles and how these three cultures fused in medieval Europe related theme that we will examine is the interplay between religion,
social institutions, and politics. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 22200: KINGS AND VIKINGS:CA,EW 3 hour(s)**

The formation of England. This class is designed to explore the social, religious, and political history of early medieval Britain from the end of the Roman occupation to the Norman conquest. The course investigates the formation of the kingdom of England and the role that the Vikings played in that development. In order to assess the Scandinavian influence on Britain, we will also study the Vikings at home and in their various overseas kingdoms. A related theme that we will examine is the interplay between religion, social institutions, and politics. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 22300: MEDIEVAL TOWNS AND TRADE:CA 3 hour(s)**

This class explores the development of medieval urban life, its links to the market economy, and the roles of several important medieval entrepreneurs. We will examine late antique urban decline, gift/plunder economies of the early Middle Ages, and the revival of towns and commerce in the central and late Middle Ages, which we will see was the result of entrepreneurial activity, some individual, some collective. We will also analyze the interplay between political, social, religious, and economic institutions. Indeed, we will examine entrepreneurs in the market economy such as great merchant and banking families like the Fuggers and the Bardi, educational entrepreneurs such as Peter Abelard, and even religious entrepreneurs like Francis of Assisi. The course will also sharpen your use and understanding of the historical method—the critical use of both narrative and record sources to reason about the past. This course fulfills the Social and Cultural Analysis requirement.

**HIST 22400: SPINSTERS & SUFFRAGISTS:CA,EW 4 hour(s)**

Modern European women and gender. This class is designed to explore the major developments in the history of women, gender, and the family from c. 1500 to the present with a special emphasis on social and cultural history. The core of the course will investigate how the modern ideals of liberty and equality have been both denied to and applied to women. The course will also examine European institutions and events that have shaped women's lives, in particular, political and industrial revolutions and the world wars. A related theme that we will discuss is the interplay between ideas, social institutions, and politics. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 22700: COLONIZATION & EXPLOITATION:CA,EW 3 hour(s)**

The British Empire. This class explores the political, economic, and intellectual history of the British Empire. The course investigates the formation of the empire and its role in the modern world. We will study the interplay among ideas, social institutions, and politics; this examination will help us to understand how and why the British influenced the cultures of the peoples they ruled. The course will also sharpen your use and understanding of the historical method—the critical use of both narrative and record sources to reason about the past. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 22800: FROM CONQUEST TO MESTIZO NATIONS 4 hour(s)**

Evolving hierarchies in Latin American history. The subjugation and exploitation of people and resources has been an enduring feature of the Latin American world. The forms of hierarchy that accomplished such exploitation, however, have been immensely variable. When Spanish conquistadors arrived in the New World they were able to engraft themselves atop existing hierarchies erected by Indian peoples. The encomienda and mita systems capitalized on Aztec and Incan tribute systems. These systems, coupled with a slave labor system, built with imported Africans, would allow Spain and other European nations to extract great riches from their New World empires. When Americanos overthrew European rule in the early nineteenth century, colonial class and race hierarchies, nonetheless, endured. White Creoles benefited from the loss of European rule, but the postcolonial world was little different for the broad base of people beneath them. While late nineteenth century liberalism would sweep away some conservative legacies, it would also help bring Latin American countries into neocolonial relations. The United States would come to exert enormous economic and political influence over this region of the New World. The fact that twentieth century waves of nationalism could Latin American countries, shows how far these nations had moved beyond their colonial past. And yet, the neocolonial subjugations imposed by their northern neighbor endure.

**HIST 23000: WORKERS UNIONS BOSSES & CAPITALISTS:CA,UD 4 hour(s)**
History of labor in the United States. The economic and technological transformations that carried the United States into the industrial age brought significant changes in the patterns of everyday life. This course examines the effects of such changes from the perspective of working people in the 19th and 20th century United States. Topics include the development of the market economy and industrial modes of production, class formation, working-class political organization, immigration, slavery and emancipation, the sexual division of labor, the rise of corporate capitalism, consumption and the commercialization of leisure, the welfare state, the global economy, and the nature of work in "postindustrial" society. Also listed as Economics 230 or 23000. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 23100: THE SUPREME COURT IN U.S. HISTORY 3 hour(s)**

This course will introduce students to the U.S. Supreme Court and its role and influence in U.S. history. Students will examine how the Supreme Court came to define its role and assert its power through judicial review. We will explore how the Supreme Court has resolved constitutional issues that have emerged over time. Some of those issues will include questions of national versus state power; the property rights of slaveholders versus the human rights of slaves; the rights of minorities to equal protection of the laws versus the power of the states to make their own laws; the power of governments to regulate business in the public interest versus the right of business to conduct its own affairs; and the various rights of private citizens versus the power of governments to act in the public interest. Students will examine how the Supreme Court has changed its interpretation of the Constitution over time, both reflecting and shaping changes in American society.

**HIST 23200: EARLY MODERN OCCULT:CA,EW 3 hour(s)**

This course investigates Early Modern (ca. 1450-1750) European beliefs and practices related to magic and the occult, including witchcraft and its prosecution, ideas about ghosts, vampires, and other spirits, and scholarly occult traditions such as astrology, spiritual and natural magic, and alchemy. The class explores how these ideas and activities reflected and influenced fundamental structures and transformations in Early Modern society and culture—for example, the links between changes in European legal systems and the rise of witchcraft trials, or the connections between the Renaissance and intellectual speculations on the occult. It also addresses how historians and other scholars approach and explain Early Modern beliefs and actions that, from our point of view, seem irrational or deluded. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 23300: HISTORY OF ENGLAND TO 1485:CA,EW 4 hour(s)**

Though some attention will be given to England before 1066, the period after the Conquest will be emphasized. The course will deal chiefly with cultural, economic and social history, though special attention will be given to the development of constitutional and legal institutions. Much use will be made of primary documents. Recommended for pre-law students. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 23700: HOME SWEET HOME 4 hour(s)**

The history of family and childhood in America. This course will look at wives and husbands, fathers and mothers, and children, too. Our topic will be the history of childhood and the family from the age of European colonization up to our own times. Starting with the Native American family, we will explore experiences across cultural boundaries. Were Indian gender roles different from English forms? Why have historians said that colonists thought of children as miniature adults? Turning to the Revolution, we will discuss the impact of the philosophies and events of those times. Were adolescents granted the freedom to follow their hearts in marriage? In considering the nineteenth century, we will explore the impact of industrialization, slavery, and immigration on the family. How did the growth of Catholicism in America affect family life? The twentieth century presents new questions. How did families survive the Great Depression? As wives joined the workforce during World War II, did they shed their homemaker roles? Did fears of Communism during the Cold War shape family life? Did the youth protests of the 1960s create a generation gap? What direction is the family taking as we enter the 21st century? A student may not receive credit for both First Year Seminar 134 or 13400 and History 237 or 23700.

**HIST 24000: AMERICAN ENVIRONMENTAL HISTORY:CA,UD 4 hour(s)**

This course will introduce students to the history of environmental issues and
environmental activism in North America. Students will consider how Native Americans interacted with the natural environment prior to the European arrival; how the Europeans who entered North America looked upon the natural environment and how their views and practices differed from those of the Native Americans; and how the European settlement in North America affected the natural environment. Students will also explore how the growth of industrial capitalism and westward expansion affected the natural environments, and how Americans view the "wilderness" and the environment in the nineteenth century. Finally, students will explore the rise of a conservation movement and social activism to protect and preserve the environment, and they will study closely the rise and growth of a modern environmental movement in the late twentieth century. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both. Also offered as Environmental Studies 240 or 24000.

**HIST 24200: PREACHERS PLANTERS & PROSTITUTES:CA,UD 4 hour(s)**

American in the early national era. Democracy and capitalism: both perhaps made their greatest advances during the early 19th century. Rapid market expansion along canal and railway corridors accompanied the mass politics of the Age of Jackson. Did democracy and capitalism reinforce or exist in dangerous tension with one another? Surveying the early republic, we will witness the coalescence and collision of democracy and capitalism. Preachers, planters, and prostitutes are apt symbols for this age. Each embodied democratic and capitalist forces. Evangelicals scorched the countryside, competing with one another to win the hearts of everyday people. Prostitutes capitalized on a rapidly emerging urban marketplace where all wares were up for sale. Southern planters denounced the greedy capitalists of the North, but simultaneously reaped great profits on cotton grown with slave labor. These and other figures who crossed the American landscape in the decades between the Revolution and the Civil war will populate this course. Prerequisite: completion of one Hiram History course. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 24300: NO LIGHT AT THE END OF THE TUNNEL:CA,EW 3 hour(s)**

The U.S. war in Vietnam. Richard Nixon said in 1985, "No event in American history is more misunderstood than the Vietnam War. It was misreported then, and it is misremembered now." Americans still struggle to understand what happened in Vietnam; we still argue with each other about the morality of the war, the reasons for the American failure, and the consequences of that war. Different scholars and policy makers and Vietnam veterans have reached different conclusions. In this course, students will seek to develop a clear understanding of the various factors that led to the US involvement in Vietnam in the 1950s, 1960's, and early 1970's. They will explore the pressures that produced a US policy of containing Communism. They will examine the goals of the US involvement in Vietnam and the strategy and tactics employed by the American forces. They will study the political consequences of the Vietnam policy here in the United States. Students will examine the views and the actions of those Americans who opposed the war. Students will also explore the different perspectives of the Vietnamese in the conflict, both Vietnamese who supported the US war effort and those who opposed it. Through this study, students will develop their own understandings of what happened in the Vietnam conflict, why the tragedy unfolded, and why the United States failed to achieve its objectives in Vietnam. Students will also develop their writing and speaking skills through the preparation of short papers and oral presentations to the class. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 24600: AMERICAN ENTREPRENEURSHIP 1865-PRESENT:ES 4 hour(s)**

Students in this course will explore the history of entrepreneurship in the United States in the post-Civil War era. Students will focus on the strategies, successes, and failures of business entrepreneurs of the last century and a half, as well as the various movements organized to challenge and change some of the strategies of these business entrepreneurs, notably the labor movement, the movement for progressive reform, and the environmental movement. Students will also explore the strategies, successes, and failures of social entrepreneurs and of producer and consumer cooperatives in modern U.S. history. Students will consider what social, economic, and individual factors have helped to promote entrepreneurship, and what social, economic, and individual factors have held back the efforts of entrepreneurs. Students will also consider the impact of various forms of entrepreneurship on the natural environment. Students will do a final course project in which they analyze a specific example of American entrepreneurship. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
HIST 24900: THE WORLD OF ANCIENT ROME 4 hour(s)
This course examines the Roman achievement, beginning with the establishment of Roman power in Italy and ending with world domination. The focus will be on social and cultural rather than military history.

HIST 25200: TUDOR BRITAIN 1485 TO 1603 3 hour(s)
The course will emphasize the transformation of Britain from a medieval to a dynastic state, the Reformation, the beginnings of early British imperialism, and the stirrings of the dysfunctions between Crown and Parliament. Primary documents, literature, and modern cinematic recreations of the era will be used extensively. Since there is considerable overlap with History 337 or 33700, students can choose to take one or the other.

HIST 25300: THE DEPRESSION, THE NEW DEAL, AND WORLD WAR II:CA,UD 3 hour(s)
The period between the stock market crash of 1929 and the dropping of two atomic bombs on Japan in 1945 was an especially wrenching time for people around the world. This course examines American responses to the Great Depression and to World War II and the impact of those events on American life. Students will probe the causes of the Depression, the goals and strategies of Franklin Roosevelt's New Deal, the effects of the New Deal on American life, the American mobilization for World War II, the conduct of the war, and the impact of the war on U.S. society. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

HIST 25400: HISTORY OF GENDER AND SEXUALITY IN THE U.S.:CA,UD 3 hour(s)
This course will survey some of the major issues in the history of American gender and sexuality. Several themes will organize this course: cross-cultural encounters, male-female sexual politics, and the formation of homosexual and heterosexual identities. We will track these themes from the era of colonial settlement until the present day. As settlers arrived in the colonies they found Indians to possess gender roles and sexual practices at odds with their own. Looking more squarely at the colonists' own communities we will witness a surprising degree of tolerance towards behaviors still taboo in many modern circles. Sodomy and abortion seem to have been accepted as part of man's fate in a fallen world. The late eighteenth and early nineteenth centuries seem to have given birth to a vigorous assault on the female body by moral reformers and physicians in Northern society. As we turn to the twentieth century we will consider the breakdown of Victorian mores, as well as the emergence of homosexual identity, both as imposed by outsiders as well as defined by the gay community. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

HIST 25600: EUROPEAN SOCIETY AND WAR:CA,EW 4 hour(s)
This class explores Europe's persistent encounter with war by investigating three main topics. First, how have armed forces reflected and affected the states, societies, and economies that created them? Second, how have Europeans sought to justify and explain their resort to armed violence? Finally, what was the actual experience of war for both soldiers and non-combatants (particularly women)? The course surveys these issues for different periods, revealing how Europe's experience of armed conflict has changed over time. Throughout, the class focuses on the connections between warfare and society. This would count as a European History course for History majors. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

HIST 25700: THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES, 1954-1980 3 hour(s)
This course examines the movement by African Americans and their supporters in the mid-twentieth century to achieve full civil rights, economic opportunity, and social equality. Students will explore the economic, cultural, and political changes that laid the foundation for the civil rights movement. They will study the ideas and strategies of various movement leaders, and will evaluate the impact of the movement on American society as a whole.

HIST 26100: THE CIVIL WAR IN THE UNITED STATES:CA,UD 4 hour(s)
A century and a half has passed since the American republic was torn apart by the terrible Civil War, a war fought initially to bring the union back together, and won, ultimately, for universal freedom. Students in this course will probe the divisions and conflicts that preceded the Civil War, conflicts over slavery, states' rights and federal power, and the spread of slavery into the new territories and states. Students will examine the efforts of
abolitionists and the efforts of pro-slavery activists, as well as the desperate attempts by men in Congress to compromise away the most divisive issues. Students will consider the causes of the Civil War and how and why Americans were unable to avoid war. Students will examine the war strategies on both sides, the policies of the two administrations, and the public reactions to the war. Students will analyze the significance and the effects of the Emancipation Proclamation and the recruiting of black troops by the United States. Students will consider and analyze the outcome of the war and the efforts to reconstruct the nation and define the meaning of liberty and equality for the newly freed slaves. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

HIST 26200: SLAVERY & ABOLITION IN THE U.S. 3 hour(s)

This course will introduce students to the origins and nature of slavery in North America and to the ideas, strategies, and struggles of antislavery activists in the 18th and 19th centuries. Students will consider how and why slavery was introduced into North America; what the slave experience was like and how it changed over time; what the connections were between slavery and race; and how slaveholders sought to justify and defend their so-called peculiar institution. Students will also explore what prompted the rise of an antislavery movement, how the abolition movement changed over time, what ideas and strategies abolitionists embraced, and what impact abolitionists had in ending slavery and pushing the nation into the Civil War. The course will include a mock trial of the abolitionist John Brown and a walking tour of John Brown sites and underground railroad stops in nearby Hudson, Ohio. There will be a small fee for this trip to pay for transportation.

HIST 26300: SAINTS SINNERS & SLAVES: CA, UD 4 hour(s)

The colonization of North America. This course will survey the diverse cultures produced by the colonization of North America. While ultimately dominated by the British, both French and Spanish settlers made incursions into the continent. Native Americans and Africans were central to the colonization process as well. As the Iroquois forged alliances in Canada, Africans cultivated rice in South Carolina. The British colonists had their own internal divisions. Righteous Puritans tried to erect a metaphorical "City on a Hill" in New England, while planters scrambled for profits from tobacco in the Chesapeake. Quakers tried to create a peaceful coexistence with Indians in Pennsylvania, while the Scotch-Irish strained such harmony as they flooded into the backcountry. How did such a diverse set of colonists form a single nation? Did they, in fact, form a single nation? We will follow the history of the colonies through their settlement in the seventeenth century, and through their growth and transformations in the eighteenth century, until their political break from Britain in war. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

HIST 26400: THE INDIANS NEW WORLD 3 hour(s)

Native American history from European contact to reservations. This course will examine the history of the indigenous peoples of North America from the arrival of European invaders until the massacre at Wounded Knee, the final major military engagement in the will consider many facets of the Indian experience. Even before Native Americans set eyes on Europeans they had to deal with the microbes Europeans spread before them. After contact, we will consider how trade and the military conflicts reordered the cultures of Indians and Europeans alike. Indian cultures would prove remarkably resilient. Most remarkable perhaps were the various pan-Indian revitalization movements promoted by Indian prophets such as Neolin. The American Revolution would prove a decisive moment in Indian history. During the war itself, Euro-Americans scorched Indian country. In addition, the removal of Britain from American shores would unleash an inexhaustible desire for land in the trans-Appalachian West. Yet hope for amicable relations were reborn as various tribes like the Cherokee proved willing to adopt many of the trappings of American culture. Ultimately, however pressures for removal would carry the day as reservations were erected across the West. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

HIST 26500: AFRICAN-AMERICAN HISTORY 1865 TO THE PRESENT 4 hour(s)

This course will introduce students to the experiences and culture of African Americans from the end of the Civil War to the present. Students will examine the impact of the Civil War and emancipation on African Americans, the Reconstruction period, and life in the Jim Crow South in the late nineteenth century. The course will continue with an exploration of African-American struggles for equality in the early twentieth century; the Great Migration to the North; the Harlem Renaissance and African American life in the 1920s; the impact of the Great Depression on African Americans; and African Americans in World War II. The course will conclude with a focus on the Civil Rights Movement and current issues in
African-American life.

**HIST 26600: AFRICAN-AMERICAN HISTORY TO 1865:**CA,UD 4 hour(s)

This survey will focus upon the experiences and culture of African Americans and their influence on the development of American culture. The survey covers major topics in African bondage, and emancipation, as well as larger cultural issues, such as the relationship between slavery, the family, and gender and the development of unique African-American institutions such as slave spirituals. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 26900: POWER PROTEST & PEACE:**CA,UD 3 hour(s)

1960s America. From civil rights to Watergate, from Vietnam to Berkeley, the 1960s are remembered as a time of high hopes and bitter divisions, of utopian dreams and tragic fighting. This course examines the political, social, and cultural changes that took place in the turbulent decade known as the sixties. Students will examine the major political developments and social movements of the period and will attempt to understand why and how those events unfolded. Students will also consider the implications of those events for contemporary American life. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 27000: THE CIVILIZATION OF CHINA:** 4 hour(s)

A survey of Chinese history from preliterary times to the present. The course will be centered around the creation of Chinese civilization, the development of the molding forces of China, the conflict between China and the West and its consequences, and 20th century revolutionary China.

**HIST 27100: QING CHINA 1644-1911:**CA,EW 4 hour(s)

The Manchu-led Qing dynasty faced unique difficulties as a foreign regime ruling in China. This course examines how the Manchus used their cultural heritage and understanding of Chinese philosophical and historical traditions as assets in managing the burgeoning empire they created. The Manchu-Chinese amalgam that was developed in order to rule effectively is at the heart of understanding the successes and failures of the last dynasty to rule China. Recurring themes that we entertain in this course are how the Qing dealt with revolution, reform, and their increasingly tenuous grasp on power in a time of tremendous social, economic, and international change. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 27300: WOMEN IN AMERICAN HISTORY:**CA,UD 4 hour(s)

An examination of the cultural, social, economic, and political activities of women in American history. Within a chronological, narrative framework, the course focuses on four themes of women's past experience in American life: the family, work, sexuality, and socio-political activism. This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

**HIST 27400: BISHOPS WITCHES & HERETICS:**CA,EW 3 hour(s)

Medieval church history. This course explores the history of the medieval church by investigating the structure of the church, how the church dealt with the forces of unity and dissent, and why the church suffered continual deformation and reformation. In the process, we will challenge the modern theory that the medieval church was a monolithic institution. A related theme we will examine is the interplay between religion, social institutions, and politics. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

**HIST 27500: ROMAN BRITAIN 3 - 4 hour(s)**

Britannia is mentioned sparingly by the Roman historians, but much of our knowledge about the conquest, settlement, and governance of the province is derived from archaeology. Therefore, a study of Roman Britain comes alive when students can visit and study Romano-British sites and museums in England and Wales. This course will trace the conquest of the island, beginning with Claudius in 43 and essentially ending in 122 under Hadrian, who set the province's northern limit with a wall. The peaceful conditions of the third and early fourth centuries brought prosperity and stability to Britain. Urbanization in the province was rapid. The native aristocracy quickly adapted the working country villas, familiar throughout the Empire, to a British context. Unrest throughout the western Empire gradually undermined the province's stability and eventually led to the withdrawal of the Romans from Britain in the 400s. Administration of the province, growth of industry and trade, influence of Roman religion on native cults, and aspects of daily life will be covered...
in the course. Students will study how the Romans transformed a native Celtic population into a distinctly Romano-British culture which integrated a Mediterranean outlook and values into its society and economy. This course is also listed as Classics 275 or 27500.

HIST 27600: LOCATING MANCHURIA:CA,EW 3 hour(s)

Manchuria is an enigma. Although it was the cultural homeland of the Manchus, who ruled during China's last dynasty, the Qing (1644-1912), and although it was the area where the Manchus developed their political powerbase in the early seventeenth century, it would become fundamentally altered. A massive influx of Chinese settlers to Manchuria during the Qing dynasty transformed the cultural environment so that Manchuria would become significantly Sinified. This created a paradoxical situation in that former Manchu royalty had no bona fide homeland to which to return after abdication in 1912. Not long after this juncture, Japanese imperial ambitions for Manchuria were reflected in glowing language, such as "the jewel in the crown," for this new territory. As a lab for experimentation, Manchuria attracted an odd assortment of occupants: unabashed imperialists: idealistic pan-Asianists; social misfits who had overstayed their welcome on the home islands; ambitious bureaucrats; hardscrabble farmers; and left-leaning intellectuals who were fleeing the climate of political suppression back in Japan. With the creation of the Japanese puppet-state of Manchukuo (1932) and the prosecution of the war on the Asian mainland (1937-1945), the flowery rhetoric of cultural solidarity rang increasingly hollow and it became difficult for Japan to maintain Manchuria. This course explores what Manchuria means from a transnational perspective, encourages us to ask why this area was a frequently contested space, and examines why aspirations for this region often gave way to failures. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

HIST 28000: SEMINAR 4 hour(s)

HIST 28100: INDEPENDENT STUDY 1 - 4 hour(s)

HIST 29800: FIELD EXPERIENCE 1 - 4 hour(s)

HIST 30500: JAPAN AND EMPIRE IN EAST ASIA:CA 4 hour(s)

This course is designed as a rigorous examination of the evolution of Japanese imperialism and Japanese empire in East Asia. Major events covered in this course include: the collapse of the Tokugawa system; cultural interchange between Meiji Japan and Late Qing China; the creation of Japan's colonies in Taiwan and Korea; the Sino-Japanese War (1894-1895); the Russo-Japanese War (1904-1905); the Japanese presence in Manchuria; contingencies for war with the United States; the impact of World War II on the home islands; World War II in Asia and the Pacific; and the ramifications of the atomic bombings of Hiroshima and Nagasaki. This course fulfills the Social and Cultural Analysis requirement.

HIST 31200: TOPICS IN U.S. SOCIAL HISTORY 4 hour(s)

The study of history has traditionally focused on the actions and ideas of "Great Men" and their influence on major events in politics, diplomacy, and intellectual discovery. Social history, on the other hand, emphasizes the perspectives of ordinary women and men: it has been said that social history is "history from the bottom up."

HIST 33100: THE REFORMATION ERA, 1500-1648:CA,EW 4 hour(s)

The course will concentrate on the continental Protestant and Catholic Reformations with extensive reading of primary sources and periodical literature. Economic, intellectual, political, and social trends will also be examined as well as the interrelationship between aesthetic trends and history. A major theme of the course will be the waning of the Middle Ages and the tentative beginnings of the modern era. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

HIST 33700: REFORMATION AND REVOLUTION IN ENGLAND, 1485-1714 4 hour(s)

The course will emphasize the English Protestant Reformation of the 16th and 17th centuries and the English Revolution of the 17th century. Considerable attention will likewise be given to the development of the first colonial empire and the conditions which caused people to migrate to the New World. Constitutional developments and political thought pertinent to American history will be discussed. Students will read extensively in primary sources. Recommended for pre-law students.

HIST 33800: MODERN BRITAIN, 1714 TO THE PRESENT 4 hour(s)

The course will emphasize the development of the modern British constitution and its
impact upon the world; Britain's role as a world and colonial power; the rise of British socialism; and the decline of Britain as a world power. The core of the course will be concerned with the rise of Britain as the first industrial nation and the impact which industrialism had upon Britain both internally and externally.

**HIST 34500: 20TH CENTURY EUROPE 4 hour(s)**

This course will survey the basic political, social, cultural, and economic developments in Europe during the last century. It will cover how Europe was transformed from a continent at war to one now sharing peace and prosperity. We will highlight main events such as World War I, the Russian Revolution, the rise of Fascism, the Holocaust, the Cold War, the fall of Communism, and the break-up of the USSR. By surveying these events, we will take into consideration ideas like nationalism, capitalism, communism, feminism, and other ideologies that have affected Europeans in the late 20th century. Finally, this class will attempt to cover not only the large countries of Europe, but will also discuss how smaller nations were affected.

**HIST 38000: SEMINAR 1 - 4 hour(s)**

**HIST 38100: SPECIAL TOPICS: READINGS AND TOPICS IN AMERICAN HISTORY 1 - 4 hour(s)**

Course includes such topics as Puritanism, American party systems, American labor and radicalism, and the South.

**HIST 38200: READINGS AND TOPICS IN EUROPEAN HISTORY 1 - 4 hour(s)**

Course includes such topics as the Industrial Revolution, revolutionary movements, Soviet culture, and World War II.

**HIST 47900: THE NATURE OF HISTORY 4 hour(s)**

This course will prepare seniors to write and present their senior seminar papers. With this in mind, we will discuss historiography and the nature of research. We will also discuss the age-old question of "What is History?" as well as the purpose of historical study and analysis. On a related note, we will examine various types of history, and we will learn historical methodology. We will also consider the career opportunities for history majors as well as address the topic of graduate school and law school. Prerequisite: History Major and Senior Standing. Instructor approval required.

**HIST 48000: SENIOR SEMINAR 4 hour(s)**

For seniors concentrating in history. Students acquaint themselves with the general literature in their field of concentration, expand their reading background, learn how to evaluate historical writing and are introduced to the methods and problems of historical research and exposition. Writing a research paper is an integral part of the course. Required of all majors. This seminar must be successfully completed in order to be graduated as a history major. Prerequisite: senior standing.

**HIST 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**HIST 49800: INTERNSHIP 8 hour(s)**

Internships can be arranged in many fields to accommodate student interests, including experience in historical archives.

**INTERNATIONAL STUDIES MINOR**

**Ugur S. Aker (1985)**, Coordinator, Professor of Economics and Management
B.A., Robert College, Istanbul, Turkey;
M.A., Ph.D., Wayne State University

**Department Web Site:** http://www.hiram.edu/academics/majors-and-minors/international-studies-minor

**Introduction**

The **International Studies Minor** is an interdisciplinary minor. A student may embark on this minor after the Associate Dean and the Coordinator approve the proposed course of study. The proposal must include a clear statement of purpose, a list of courses with a focus or concentration, and an explanation of how each course contributes to the stated
purpose. Area studies, cultural comparisons, humanities, or fine arts focus on a contemporary civilization or social, political, economic perspectives are examples of viable concentrations.

The minor consists of 6 courses, one of which will be an interdisciplinary course. Proficiency in a language at the 200 level and participation in a study-abroad program are required. The courses included in the minor can double count for college requirements.

MATHEMATICS

Virginia M. Buchanan (1987), Chair, Professor of Mathematics
B.S., Delta State University;
M.S., Ph.D., University of Mississippi
Academic Interests: history of mathematics, topology, real analysis

Bradley S. Gubser (1990), Professor of Mathematics
B.A., Blackburn College;
M.S., Miami University;
Ph.D., Louisiana State University
Academic Interests: statistics, mathematical biology

Department Web address:

http://www.hiram.edu/mathematics/

Introduction

The Department of Mathematics offers both a major and a minor in mathematics. The mathematics program is designed to prepare students for positions in business and industry, for graduate work in mathematics, statistics, and operations research, for professional programs, and for teaching mathematics.

Requirements for the Major

A student majoring in mathematics must complete the following requirements:

- MATH 19800
- MATH 19900
- MATH 20000
- MATH 21700
- MATH 21800
- MATH 30800
- MATH 37100
- MATH 46100
- One of MATH 30900, 37200, or 46200
- MATH 38000
- MATH 48000 (the mathematics capstone)
- Two additional mathematics courses numbered above 20000
- A Correlative Experience chosen by the student in consultation with an advisor in the mathematics department
- A Mathematics Portfolio

The Senior Seminar course (MATH 48000) is the mathematics capstone. In this course the student undertakes a project that involves significant independent learning in an area not included in the standard undergraduate mathematics curriculum. The project culminates in a paper and a public oral presentation.

Requirements for the Minor

A student minoring in mathematics must complete the following courses:

- MATH 19800
- MATH 19900
- Two mathematics courses numbered 20000 or above
- Three additional mathematics courses numbered 30000 or above

Departmental Honors

Mathematics departmental honors will be determined by a vote of the mathematics department faculty. Only students who meet the college’s minimum requirements for honors will be considered.

COURSE DESCRIPTIONS

MATH 10100: BASIC MATHEMATICS I 3 hour(s)
Development of basic mathematical skills necessary for other mathematics courses. The number system and its operations, use of percent, problem solving. (For Weekend College students only. Not for students with prior credit for college-level mathematics.)

**MATH 10200: BASIC MATHEMATICS II 3 hour(s)**

A continuation of 101/10100. Solving equations, problem solving, geometric and graphical properties of functions, systems of equations with applications. (For Weekend College students only.) Prerequisite: MATH 101 or MATH 10100 or placement

**MATH 10300: FUNDAMENTALS OF MATHEMATICS I 4 hour(s)**

A study of elementary school mathematics topics to promote a deep understanding in the areas of problem solving; number (whole numbers, integers, rational and irrational numbers) and operations (addition, subtraction, multiplication, division); algebra and functions; and statistics, probability and data analysis. Students will learn to apply the technology of both calculators and statistics software. Students will become familiar with the National Council of Teachers of Mathematics (NCTM) resource Principles and Standards for School Mathematics. For early childhood and middle childhood education majors only.

**MATH 10400: FUNDAMENTALS OF MATHEMATICS II 4 hour(s)**

A continuation of 103/10300. Topics include geometry (planar and 3 dimensional figures, transformation, symmetries, and tilings; and congruence and similarity) and measurement (length, area, perimeter, volume, surface area). A revised version of this course is offered for three (3) credit hours as MATH 10410. Students will learn to apply the technology of both calculators and geometry software. Prerequisite: MATH 103/10300.

**MATH 10410: FUNDAMENTALS OF MATHEMATICS II 3 hour(s)**

A continuation of 103/10300. Topics include geometry (planar and 3 dimensional figures, transformation, symmetries, and tilings; and congruence and similarity) and measurement (length, area, perimeter, volume, surface area). A revised version of this course is offered for four (4) credit hours as MATH 10400. Students will learn to apply the technology of both calculators and geometry software. Prerequisite: MATH 103/10300.

**MATH 10800: STATISTICS:MM 4 hour(s)**

An introduction to the science of collecting, tabulating, summarizing, and interpreting data. Both descriptive and inferential statistics are studied. Descriptive topics include levels of measurement, measurement of central tendency and dispersion, the normal distribution, and correlation. Inferential topics include hypothesis testing, interval estimation, and regression analysis. This course fulfills the Modeling Methods requirement. Prerequisite: placement

**MATH 11000: COMPUTATIONS FOR NURSING 2 hour(s)**

This course provides the students with essential knowledge for the preparation and administration of medications in the clinical setting, including introduction to drug measures, syringe calibrations and dosage calculations as well as intravenous therapy calculations. Also addressed are calculations for pediatrics and older adults. This is a required course for students in the BSN program. For nursing majors only.

**MATH 13200: METHODS OF DECISION MAKING:MM 3 hour(s)**

An introduction to the field of decision theory. Contemporary mathematical thinking is used to model problems in modern society. Topics may include applications of graph theory, scheduling, voting and apportionment, game theory, and linear programming. This course fulfills the Modeling Methods requirement. Prerequisite: placement

**MATH 16200: MATHEMATICAL MODELING IN THE LIBERAL ARTS:MM 4 hour(s)**

Motivated by naturally occurring phenomena in areas such as medicine, economics, business, and ecology, students will use data together with linear, quadratic, polynomial, exponential, and logarithmic functions to model relationships within these and other disciplines. Numerical, graphical, verbal, and symbolic modeling methods will all be examined. This course fulfills the Modeling Methods requirement. Prerequisite: placement

**MATH 18000: WORKSHOP 1 hour(s)**

This workshop provides the opportunity for students to examine a special topic in mathematics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops
MATH 19700: PRECALCULUS 4 hour(s)

Exponential and logarithmic functions, the trigonometric functions, analytic trigonometry, and topics in analytic geometry. For students who plan to study calculus but need to supplement their prior mathematics courses. Prerequisite: MATH 162 or MATH 16200 or placement.

MATH 19800: CALCULUS I:MM 4 hour(s)

The differential calculus. Topics include limits, continuity, differentiation of algebraic and transcendental functions, maxima/minima and other applications of the derivative. This course fulfills the Modeling Methods requirement. Prerequisite: Mathematics 197 or 19700 or placement.

MATH 19900: CALCULUS II:MM 4 hour(s)

A continuation of 198/19800. The integral calculus. Topics include antidifferentiation, the Riemann integral, the Fundamental Theorem of Calculus, applications of the definite integral, techniques of integration, sequences, and infinite series. This course fulfills the Modeling Methods requirement. Prerequisite: MATH 198 or 19800.

MATH 20000: CALCULUS III:MM 4 hour(s)

A continuation of 199/19900. Infinite series, multivariable and vector calculus. Topics include parametrizations, polar coordinates, partial derivatives, directional derivatives, multiple integrals. A computer algebra system is used throughout the course. This course fulfills the Modeling Methods requirement. Prerequisite: MATH 199 or MATH 19900.

MATH 21000: PROBLEM SOLVING IN MATHEMATICS 1 hour(s)

Methods, strategies and skills to solve a large variety of mathematical problems will be studied. Topics such as mathematical induction, indirect reasoning, and symmetry will be developed as needed.

MATH 21700: DISCRETE MATHEMATICS 3 hour(s)

An introduction to proofs and mathematical reasoning in the context of discrete mathematical structures. Topics include proof techniques, mathematical logic, elementary number theory, set theory, relations, and elementary function theory. Prerequisite: placement

MATH 21800: LINEAR ALGEBRA:MM 3 hour(s)

Systems of linear equations, matrix algebra and determinants, vector spaces, eigenvalues, eigenvectors, and linear transformations are studied. This course fulfills the Modeling Methods requirement. Prerequisite: placement

MATH 24300: DIFFERENTIAL EQUATIONS:MM 3 hour(s)

A study of the theory, solution, and application of ordinary differential equations. Existence and uniqueness theorems. Solutions of several types of first-order equations. Solution of homogeneous and non-homogeneous higher-order linear equations; Laplace transform methods. Applications for first and second order equations. Prerequisite: MATH 200 or MATH 20000. This course fulfills the Modeling Methods requirement.

MATH 28000: SEMINAR 1 - 4 hour(s)

MATH 28100: INDEPENDENT STUDY 1 - 4 hour(s)

MATH 29800: FIELD EXPERIENCE 1 - 4 hour(s)

MATH 30100: MODERN GEOMETRIES 4 hour(s)

This course surveys selected topics in Euclidean, non-Euclidean, finite, and projective geometries, together with the historical development of these geometries. Prerequisite: MATH 217 OR MATH 21700.

MATH 30200: ADVANCED EUCLIDEAN GEOMETRY 4 hour(s)

This course presents an advanced study of Euclidean geometry, with a focus on developments since the eighteenth century. Topics include Ceva's Theorem, Menelaus' Theorem, the Euler line, the Nine-Point Circle, Morley's Theorem, and the Simson line. Dynamic geometry software is used throughout the course. Prerequisite: MATH 217 OR MATH 21700.
MATH 30800: MATHEMATICAL STATISTICS I 4 hour(s)
A calculus-based, mathematical approach to the study of probability. Includes basic discrete and continuous probability models, moment-generating functions, multivariate distributions, distributions of random variables and functions of random variables, limiting distributions, the Central Limit Theorem, and approximations for discrete distributions. Prerequisite: MATH 200 OR MATH 20000.

MATH 30900: MATHEMATICAL STATISTICS II 3 hour(s)
A continuation of 308/30800 focusing on inferential statistics. Topics include interval and point estimation, tests of statistical hypotheses, and regression analysis. Prerequisite: MATH 308 or MATH 30800.

MATH 33000: HISTORY OF MATHEMATICS 4 hour(s)
This course examines the historical development of major mathematical concepts, focusing on the period through the invention of the calculus in the late seventeenth century. Both European and non-European mathematical developments are explored. Prerequisite: MATH 199 or MATH 19900 or MATH 217 or MATH 21700.

MATH 35700: INTRODUCTION TO CHAOTIC DYNAMICAL SYSTEMS 4 hour(s)
Dynamical Systems is the branch of mathematics that attempts to understand processes in motion. Very simple systems of equations, even one equation depending on one variable, may behave unpredictably under the process of iteration. Topics covered include non-linear systems, such as the iterated quadratic function, bifurcations, symbolic dynamics, chaos, and fractals. Prerequisite: MATH 200 or MATH 20000.

MATH 37100: ANALYSIS I 4 hour(s)
Real analysis, often called the theory of calculus, is a core course in the mathematics curriculum. Most of the topics will be familiar from the study of elementary calculus; however, theory and deeper understanding will be stressed. Topics include sequences, limits, continuity, and differentiation. Prerequisites: MATH 200 or MATH 20000 and MATH 217 or MATH 21700.

MATH 37200: ANALYSIS II 3 hour(s)
A continuation of MATH 371/37100. Topics include integration, sequences of functions, and series. Prerequisite: MATH 371 or MATH 37100.

MATH 38000: Seminar 1 - 4 hour(s)

MATH 38100: TOPICS IN MATHEMATICS 1 - 4 hour(s)
Various advanced topics, such as topology, complex variables, combinatorics, number theory, coding theory, and modeling, are offered when need and sufficient interest are demonstrated. Credit hours and prerequisites are established for each offering. May be taken more than once for credit.

MATH 38500: JUNIOR SEMINAR 1 hour(s)
The student will read and evaluate mathematics literature on topics not included in the standard undergraduate curriculum. by the end of the course, the student will have selected a topic for the Senior Seminar capstone project and will have begun research on that topic. (Formally offered as MATH 380/38000)

MATH 46100: ABSTRACT ALGEBRA I 4 hour(s)
Abstract algebra is a core course in the mathematics curriculum because of its focus on the basic underlying structures that occur in many mathematical systems. The basic structures of study in this course are groups and rings. Prerequisites: Mathematics 217 or 21700.

MATH 46200: ABSTRACT ALGEBRA II 3 hour(s)
A continuation of 461/46100. The basic structures of study in this course are rings and fields. Prerequisite: MATH 461 or MATH 46100.

MATH 48000: SENIOR SEMINAR 3 hour(s)
The mathematics capstone. In this course the student will undertake a project that involves significant independent learning in an area not included in the standard undergraduate mathematics curriculum. The project will culminate in a substantial paper and a public oral presentation. Prerequisite: MATH 380 or MATH 38000.
MATH 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
MATH 49800: INTERNSHIP 4 hour(s)

MUSIC

Randall Fusco (1988), Chair, Professor of Music
B.M., M.M., Eastman School of Music
Academic Interests: Piano, Music Theory, Accompanying, Coaching Ensembles, Music History and Literature

Tina Spencer Dreisbach (1989), Associate Professor of Music
B.A., Hiram College; M.A., Ohio State University
Ph.D., Case Western Reserve University
Academic Interests: Musicology, Early Music, World Music, Interdisciplinary Studies, Popular Styles, Irish and Asian Studies

Dawn Lenore Sonntag (2008), Assistant Professor of Music
B.M., University of Texas, El Paso
M.M., Ohio State University
M.A., Antioch University, Tübingen, Germany
K.D. (Artist’s Diploma), Hochschule für Kirchenmusik, Heidelberg, Germany
D.M.A., University of Minnesota
Academic Interests: Composition, Vocal Pedagogy, Choral Conducting, Music Theory, Accompanying

Department Web address:

http://www.hiram.edu/music/

Introduction

Hiram College is an accredited institutional member of the National Association of Schools of Music. The Department of Music offers a major in music, with specific tracks in music in liberal studies, and music performance. The department also offers a minor in music. Descriptions and requirements for each program are listed below. Frohring Music Hall contains a recital hall, classrooms equipped with sound and video equipment, studios and practice rooms, and a music technology lab with nine workstations networked to the college and the internet. The department owns many instruments for student use. A large collection of music scores and recordings is housed in the Hiram College library.

Music in Liberal Studies

This program is designed for music study in a liberal arts framework. There is broad coverage rather than concentration on any single segment, and emphases are dependent on the needs and objectives of the student. Classes develop musicianship, principles, and procedures that lead to an intellectual grasp of the art and ability to perform. This is a flexible program with significant possibilities for interdisciplinary work.

This major serves both students who want to study music while preparing for careers in other fields, and those who intend to pursue graduate study and professional activity in music. Students can combine this track with other majors and minors or design an interdisciplinary major such as Music and Business, Music and Theatre, or Music Technology. The program provides a foundation for careers such as arts administration, music librarianship, music therapy, church music, and music publishing and editing. Students work with their adviser to determine an appropriate program. Requirements for the track in Liberal Studies are:

- Music theory (4 cr. each) 23000, 33000, 43000, 44000
- Music history (4 cr. each) 30100, 31100, 31200,
- Music electives minimum of 12 hours (may include INTD 34300, 35100, 37900, 38500)
- At least six terms of private lessons and six terms of music ensembles
- Capstone project (4-hour 48000 class or individual senior seminar. Both include a major paper and public presentation.)
- Music 44000, 25500 or 25800, and 25700 are suggested for graduate school preparation.

Music Performance

It is expected that a student pursuing a music performance track will come to Hiram College with an already established high degree of performing ability and potential for
artistic growth. The student must be aware that a major part of his/her development will involve extensive and intensive practice time. Each performance area (piano, violin, clarinet, voice, etc.) has individual audition requirements. These requirements are available through the music department. Students who successfully complete the performance track will be prepared to pursue work as a performing musician or to study on the graduate level. Requirements for the music performance track are:

- Music theory 23000, 33000, 43000,
- Music history 30100, 31100, 31200
- Music 25300 (or pass piano proficiency exam)
- Music 25500 (vocal majors) or 25800 (instrumental majors)
- Appropriate 1-hour pedagogy or instrumental methods class, if available.
- Capstone project (4-hour 48000 class seminar)

Further requirements are at least 14 hours of private lessons in the major performing area, six hours of music ensembles, a junior recital, and senior recital. Voice majors are required to take one semester of German and one semester of French.

Instrumental majors must participate in Wind Ensemble or Chamber Orchestra and Voice majors must participate in the Chamber Singers each term they are on campus.

Music Minor

The requirements for a minor in music are:

- Music 23000, 33000
- Two music history courses chosen from 30100, 31100, 31200
- Four semesters of private lessons and ensemble participation

Departmental Honors

Senior music majors with an overall GPA of 3.0 and a department GPA of 3.6 may be considered for departmental honors. Majors in liberal studies and music education must complete a capstone project judged by the faculty to be outstanding, extending beyond the usual requirements. For a performance major the project will be a superior senior recital and accompanying document.

Private Lessons

Private lessons are available in voice and all keyboard, wind, string, and percussion instruments as well as guitar (classical, jazz, folk), banjo, mandolin, recorder, and Irish whistle. A half-hour lesson each week equals one hour of academic credit. One-hour lessons (2 academic credits per term) are available by special permission, usually for performance majors. Class lessons in piano and guitar are also offered for beginners.

COURSE DESCRIPTIONS

MUSI 10000: FUNDAMENTALS OF MUSIC:CM 3 hour(s)

This course is an introduction to the fundamentals of reading musical notation. Topics to be covered in this course include reading pitch and rhythm notation on the treble and bass clefs; identifying whole and half steps; identifying key signatures; major and minor scales; and visually and aurally identifying simple intervals. Simple creative written and keyboard activities will be used to master these concepts. Successful completion of this course will allow entrance into the Theory I course designed for Music majors and minors. This course fulfills the Creative Methods requirement.

MUSI 10100: INTRODUCTION TO MUSIC LITERATURE:IM 3 hour(s)

An introduction to the music of the Western world. The course surveys important composers, compositions, and stylistic developments of the Medieval, Renaissance, Baroque, Classical, and Romantic periods, and the 20th century. The students are introduced to the elements of music and how they can be used to listen to music more intelligently and appreciatively. Class sessions include lectures and guided listening. This course fulfills the Interpretive Methods requirement.

MUSI 10200: SURVEY OF AMERICAN MUSIC:IM 3 hour(s)

This course presents American music from colonial psalm-singing to the most recent jazz, avant-garde, popular, and rock-and-roll. The course is designed to give the student a chronological and historical understanding of the development of American music. Some background material related to European and African music will be discussed. The format of the class will involve lectures, listening, and class discussion. A strong emphasis will be placed on listening skills for purposes of identifying genre, period, style, and composer. This course fulfills the Interpretive Methods requirement.
MUSI 10300: WORLD MUSIC:CM,EW 3 hour(s)
A general introduction to ethnomusicology. Study of the native music of diverse Western and Eastern cultures through reading and listening. Cultural context is emphasized. Guest lectures and live performance when possible. This course is also offered in a 4 credit hour format as MUSI 10301. This course fulfills either the Creative Methods requirement OR the Experiencing the World requirement, but not both.

MUSI 10301: WORLD MUSIC:CM,EW 4 hour(s)
A general introduction to ethnomusicology. Study of the native music of diverse Western and Eastern cultures through reading and listening. Cultural context is emphasized. Guest lectures and live performance when possible. This course is also offered in a 3 credit hour format as MUSI 10300. This course fulfills either the Creative Methods requirement OR the Experiencing the World requirement, but not both.

MUSI 10400: MUSICAL THEATER:IM 3 hour(s)
A study in the development of the three types of musical theater: Opera, Operetta and the Musical. Class meetings will involve lectures, discussions of outside readings, analyses and discussions of video performances. This course fulfills the Interpretive Methods requirement.

MUSI 10501: BANJO FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10502: BARITONE HORN FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10503: BASSOON FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10504: CELLO FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10505: CLARINET FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10506: COMPOSITION FOR THE NON-MAJOR 1 - 2 hour(s)
Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Music Theory. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required. Level: Freshman A separate fee is charged for non-majors.

MUSI 10507: DOUBLE BASS FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.
MUSI 10508: FLUTE FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10509: FRENCH HORN FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10510: GUITAR FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10512: HARP FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10513: HARPSICHORD FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10514: INSTRUMENTAL IMPROVISATION FOR THE NON-MAJOR 1 - 2 hour(s)

JAZZ IMPROVISATION ~ Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours Level: Freshman A separate fee is charged for non-majors.

MUSI 10516: MANDOLIN FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10517: OBOE FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10518: ORGAN FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10519: PERCUSSION FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10520: PIANO FOR THE NON-MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.
MUSI 10521: PIANO ACCOMPANYING FOR THE NON-MAJOR 1 - 2 hour(s)
Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Prerequisite: Permission of instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10522: RECORDER FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10523: SAXAPHONE FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10524: TROMBONE FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10525: TRUMPET FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10526: TUBA FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10527: VIOLA FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10528: VIOLIN FOR THE NON-MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman A separate fee is charged for non-majors.

MUSI 10529: VOICE FOR THE NON-MAJOR 1 - 2 hour(s)
Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student’s experience level. Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Level: Freshman A separate fee is charged for non-majors.

MUSI 10530: UKULELE FOR THE NON-MAJOR 1 - 2 hour(s)
Level: Freshman A separate fee is charged for non-majors.

MUSI 10600: INTRODUCTION TO MUSIC TECHNOLOGY:CM 3 hour(s)
Midi and computer music.: An interactive study of music technology. A variety of softwares will be explored which utilize the Musical Instrument Digital Interface (MIDI) format; a
universal language that allows free flow of information between electronic musical
instruments and computers. Topics will include sequencing; sampling; importing, exporting,
and managing MIDI files; and digital audio recording and editing. Basic music reading skills
required. Also, understanding of keyboard instruments is also recommended. This course
fulfills the Creative Methods requirement.

**MUSI 10800: HISTORY OF ROCK & ROLL: RHYTHM AND REVOLT:IM**

3 hour(s)

The history of rock and roll. More than fifty years after its birth, American rock is the most
influential music in the world. This class examines the myriad stylistic roots of rock and roll
and its growth amid the tumultuous social events of postwar American culture. Emphasis is
on the early creative energy; the soloists and groups of the First Wave (1950s) through the
Beatles era. Technical aspects of music and listening skills are developed within the
framework of popular style. This course fulfills the Interpretive Methods requirement.

**MUSI 11101: BANJO FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with
actual accompanying work, observed by the instructor. Level: Freshman This Private Music
Lesson is for the Music Major ONLY.

**MUSI 11102: BARITONE HORN FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with
actual accompanying work, observed by the instructor. Level: Freshman This Private Music
Lesson is for the Music Major ONLY.

**MUSI 11103: BASSOON FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with
actual accompanying work, observed by the instructor. Level: Freshman This Private Music
Lesson is for the Music Major ONLY.

**MUSI 11104: CELLO FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with
actual accompanying work, observed by the instructor. Level: Freshman This Private Music
Lesson is for the Music Major ONLY.

**MUSI 11105: CLARINET FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with
actual accompanying work, observed by the instructor. Level: Freshman This Private Music
Lesson is for the Music Major ONLY.

**MUSI 11106: COMPOSITION FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private composition is open to all students who can read music fluently in at least one clef
or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or
Music Theory. This course combines a combination of technical exercises in
harmonization, text setting, instrumentation, analysis, and transposition; reading and
listening assignments; and creation of original works. Students meet with the instructor on
an individual basis and biweekly for group seminars. Instructor permission required.
Level: Freshman This Private Music Lesson is for the Music Major ONLY.

**MUSI 11107: DOUBLE BASS FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with
actual accompanying work, observed by the instructor. Level: Freshman This Private Music
Lesson is for the Music Major ONLY.

**MUSI 11108: FLUTE FOR THE MUSIC MAJOR**

1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with
actual accompanying work, observed by the instructor. Level: Freshman This Private Music
Lesson is for the Music Major ONLY.

**MUSI 11109: FRENCH HORN FOR THE MUSIC MAJOR**

1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11110: GUITAR FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11112: HARP FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11113: HARPSCICHORD FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11114: INSTRUMENTAL IMPROVISATION FOR THE MUSIC MAJOR 1 - 2 hour(s)**

JAZZ IMPROVISATION – Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11116: MANDOLIN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11117: OBOE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11118: ORGAN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11119: PERCUSSION FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11120: PIANO FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

**MUSI 11121: PIANO ACCOMPANYING FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.
MUSI 11122: RECORDER FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Private Music Lesson is for the Music Major ONLY.

MUSI 11123: SAXOPHONE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 11124: TROMBONE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 11125: TRUMPET FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 11126: TUBA FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 11127: VIOLA FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 11128: VIOLIN FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 11129: VOICE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student's experience level. Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 11130: UKULELE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Level: Freshman Music Lesson is for the Music Major ONLY.

MUSI 20900: HISTORY OF JAZZ 3 hour(s)

The purpose of this course is to examine the musical development of jazz in its historical context, as well as the important elements which comprise the individual styles of jazz. The course will study jazz from its inception to the present, focusing on the important musicians and literature of each era, including the New Orleans, swing, bebop, cool, hard bop, free jazz, and jazz-rock fusion styles, in addition to major individual musicians such as Louis Armstrong, Duke Ellington and Charlie Parker.

MUSI 21000: AFRICAN AMERICAN MUSIC:IM 3 hour(s)

A survey of the unique contributions to, and influences on, music made by African
American composers and performers. Emphasis will be placed on the main musical genres including Spirituals, Work Songs, Blues, Ragtime, Jazz, Swing, Bebop, Modern Jazz, Rhythm and Blues and Gospel Songs. This course fulfills the Interpretive Methods requirement.

**MUSI 21101: BANJO FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21102: BARITONE HORN FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21103: BASSOON FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21104: CELLO FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21105: CLARINET FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21106: COMPOSITION FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Music Theory. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21107: DOUBLE BASS FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21108: FLUTE FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21109: FRENCH HORN FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music Lesson is for the Music Major ONLY.

**MUSI 21110: GUITAR FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore This Private Music
Lesson is for the Music Major ONLY.

**MUSI 21112: HARP FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21113: HARPSICHOORD FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21114: INSTRUMENTAL IMPROVISATION FOR THE MUSIC MAJOR 1 - 2 hour(s)**

JAZZ IMPROVISATION ~ Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21116: MANDOLIN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21117: OBOE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21118: ORGAN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21119: PERCUSSION FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21120: PIANO FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21121: PIANO ACCOMPANYING FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21122: RECORDER FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Private Music Lesson is for the Music Major ONLY.

**MUSI 21123: SAXOPHONE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21124: TROMBONE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21125: TRUMPET FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21126: TUBA FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21127: VIOLA FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21128: VIOLIN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21129: VOICE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student's experience level. Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21130: UKULELE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Level: Sophomore Music Lesson is for the Music Major ONLY.

**MUSI 21400: SYMPHONIC LITERATURE 3 hour(s)**

The course is designed to examine important standard works for symphony orchestra of the 18th through 20th centuries. Repertory will include compositions by Haydn, Mozart, Beethoven, Schubert, Brahms, Prokofiev, Shostakovitch, and Barber, to name a few. Music will not be limited to symphonies, but will also cover symphonic poems, concertos, and important orchestral excerpts from operas and incidental music to plays. The artistic, historic, and even problematic aspects of each piece will be examined. Open to non-majors with note-reading ability.

**MUSI 21800: WOMEN IN MUSIC:IM 3 hour(s)**

This course presents an examination of the role of women in music history, from the ancient world to the present. The class focuses on women's contributions as composers, performers, and patrons. Repertories include classical, popular, and world styles. Suitable for general students. Music reading ability is helpful. This course fulfills the Interpretive Methods requirement.

**MUSI 22000: ASIAN MUSIC:EW,IM 4 hour(s)**

This cross-cultural study allows students to investigate new music styles and, equally importantly, to gain new perspectives on their own experiences with and conceptions of
This class explores music making in three regions of Asia with great performance traditions: South India, Japan, and Bali, Indonesia. Contemporary music is the point of departure, with historical information added to elucidate the present. There are unifying topics such as gender, globalization, and authenticity. The varied format of the class will include listening, discussion, group activities, videos, and guest performers. Suitable for general students or music majors. This course fulfills either the Interpretive Methods requirement OR the Experiencing the World requirement, but not both.

**MUSI 23000: MUSIC THEORY I:CM 4 hour(s)**

The four-semester Music Theory sequence covers the study of melody, rhythm, harmony, ear training, sight singing, melodic and rhythmic dictation, basic keyboard skills, major and minor scales and modes, and basic analysis techniques via active written and performance exercises. The sequence begins with interval recognition, modes, scales, and basic principles of melody and harmony, and continues through advanced concepts. Each course is a prerequisite to the next. Music Theory I is open to students with the ability to read rhythm and pitch notation in the treble and bass clefs, and with understanding of basic time and key signatures. All students registered for Music Theory I will take the Music Theory Preliminary Exam, either during the Freshman Institute or on the first day of class. Students who do not meet the requisite music reading ability necessary for this course will be directed to register in Music 110 or 11000, Fundamentals of Music. This course fulfills the Creative Methods requirement.

**MUSI 23100: THE MUSICAN AS ENTREPRENEUR: 3 hour(s)**

"Entrepreneurship" in the field of music is commonly associated only with music marketing, production, and publication. Yet successful performers, composers, or conductors have, throughout the history of music, demonstrated an entrepreneurial mindset. This course will demonstrate how musicians historically have created opportunities that have not only enhanced their professional lives but also have served and educated the communities in which they live. We will examine entrepreneurship in music from both an historical and contemporary, practical perspective, providing the students with role models from both the past and the present. Emphasis will be placed on the role of the musician as community arts advocate and educator. The students will also examine existing local and national arts organizations and apply entrepreneurial concepts to create ideas for new enterprises.

**MUSI 25300: FUNCTIONAL PIANO 2 hour(s)**

Basic practical piano skills, scales, arpeggios, sight-reading, melodic and harmonic improvisation, harmonization of folk songs; all keyboard fundamentals; cadences; preparation of piano pieces. Prepares the student for the piano proficiency examination. Required of the music education major; open to other students with permission of the keyboard faculty.

**MUSI 25500: CHORAL CONDUCTING AND CHORAL LITERATURE 3 hour(s)**

Basic elements of choral conducting techniques. Survey of choral literature. Prerequisite: Music 122 or 12200 or permission.

**MUSI 25700: ORCHESTRATION AND ARRANGING 3 hour(s)**

The study of idiomatic writing for all orchestral and band instruments coupled with the investigation of proper techniques in arranging for public school instrumental ensembles. Prerequisite: Music 122 or 12200.

**MUSI 25800: INSTRUMENTAL CONDUCTING 3 hour(s)**

The study, development and practice of instrumental conducting and rehearsal techniques utilizing audio/visual taping and the concert band. Also included is a survey of various levels of band literature. Prerequisite: Music 122 or 12200.

**MUSI 28000: SEMINAR 4 hour(s)**

**MUSI 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**MUSI 31000: MUSIC HISTORY AND LITERATURE I:IM 4 hour(s)**

A historical and analytical study of music from Gregorian Chant through 1750, including composers such as Machaut, Josquin, Palestrina, Lassus, Gabrieli, Monteverdi, Purcell, Vivaldi, Bach and Handel. The student is introduced to research methods in musicology. Open to non-majors with note-reading ability. This course fulfills the Interpretive Methods requirement.

**MUSI 31100: MUSIC HISTORY AND LITERATURE II: CLASSIC AND ROMANTIC:IM 4 hour(s)**
A historical and analytical study of music by selected composers of the late 18th to late 19th century. Listening assignments teach students to identify different styles of composers such as Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, and Liszt. Open to non-majors with note-reading ability. This course fulfills the Interpretive Methods requirement.

**MUSI 31101: BANJO FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior This Private Music Lesson is for the Music Major ONLY.

**MUSI 31102: BARITONE HORN FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior This Private Music Lesson is for the Music Major ONLY.

**MUSI 31103: BASSOON FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31104: CELLO FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31105: CLARINET FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31106: COMPOSITION FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Music Theory. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required. Level:Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31107: DOUBLE BASS FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31108: FLUTE FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31109: FRENCH HORN FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level:Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31110: GUITAR FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of
instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31112: HARP FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31113: HARPSCICHORD FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31114: INSTRUMENTAL IMPROVISATION FOR THE MUSIC MAJOR 1 - 2 hour(s)**

JAZZ IMPROVISATION ~ Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31116: MANDOLIN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31117: OBOE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31118: ORGAN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31119: PERCUSSION FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31120: PIANO FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31121: PIANO ACCOMPANYING FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31122: RECORDER FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.

**MUSI 31123: SAXOPHONE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Private Music Lesson is for the Music Major ONLY.
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31124: TROMBONE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31125: TRUMPET FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31126: TUBA FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31127: VIOLA FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31128: VIOLIN FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31129: VOICE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student's experience level. Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31130: UKULELE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Level: Junior Music Lesson is for the Music Major ONLY.

MUSI 31200: MUSIC HISTORY AND LITERATURE III: ROMANTIC AND MODERN 4 hour(s)

This course focuses on the Post Romantic period and the 20th century. It examines significant music by composers of the late 19th and 20th centuries. This course is intended to make students aware of music as a living art and also aware of its effects of present and future cultural life. Open to non-majors who have not-reading ability. This course fulfills the Interpretive Methods requirement.

MUSI 33000: MUSIC THEORY II 4 hour(s)

The four-semester Music Theory sequence covers the study of melody, rhythm, harmony, ear training, sight singing, melodic and rhythmic dictation, basic keyboard skills, major and minor scales and modes, and analysis techniques via active written and performance exercises and analysis of works. The sequence begins with the fundamental principles of melody and harmony in Music Theory I and continues through advanced harmonic and rhythmic concepts. Each course is a prerequisite to the next. Prerequisite: Music 121 or 12100 or 23000.

MUSI 33100: FOUNDATIONS OF SINGING: VOCAL PEDAGOGY AND
LITERATURE 1 hour(s)
A study of literature for the voice and pedagogical approaches to the study of the voice. Prerequisite: permission of instructor.

MUSI 33200: ORGAN PEDAGOGY AND LITERATURE 1 hour(s)
A systematic study of organ-teaching method books, survey of currently available materials for teaching, as well as a historical survey of literature for the organ. Some practical teaching experience involved. Prerequisite: permission of instructor.

MUSI 33300: PIANO PEDAGOGY AND LITERATURE 1 hour(s)
A survey of piano-teaching methods, available literature, survey of technical materials, introduction to teaching methods for beginning, intermediate and advanced piano pupils. Categorization of piano materials according to grade level for teaching purposes. Some classroom teaching laboratory experience. Prerequisite: permission of instructor.

MUSI 34300: SURVEY OF KEYBOARD LITERATURE 3 hour(s)
A study of keyboard music from the baroque through the romantic periods. Emphasis will be placed on the development of international "schools" and styles of keyboard playing. Classes to consist of lectures, recordings and live performances when possible.

MUSI 34800: SURVEY OF WIND AND ORCHESTRAL LITERATURE 3 hour(s)
An overview of music written specifically for the wind band and orchestra. The course will incorporate listening and score study to trace the development of standard musical forms and identify significant composers and compositions. Music reading ability is not required though strongly recommended.

MUSI 38000: SEMINAR 1 - 4 hour(s)

MUSI 38100: SPECIAL TOPICS 1 - 4 hour(s)

MUSI 41101: BANJO FOR THE MUSIC MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior This Private Music Lesson is for the Music Major ONLY.

MUSI 41102: BARITONE HORN FOR THE MUSIC MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41103: BASSOON FOR THE MUSIC MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41104: CELLO FOR THE MUSIC MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41105: CLARINET FOR THE MUSIC MAJOR 1 - 2 hour(s)
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41106: COMPOSITION FOR THE MUSIC MAJOR 1 - 2 hour(s)
Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Music Theory. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and
listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41107: DOUBLE BASS FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41108: FLUTE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41109: FRENCH HORN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41110: GUITAR FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41112: HARP FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41117: OBOE FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41118: ORGAN FOR THE MUSIC MAJOR 1 - 2 hour(s)**

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

**MUSI 41119: PERCUSSION FOR THE MUSIC MAJOR 1 - 2 hour(s)**
Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41120: PIANO FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41121: PIANO ACCOMPANYING FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41122: RECORDER FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41123: SAXOPHONE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41124: TROMBONE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41125: TRUMPET FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41126: TUBA FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41127: VIOLA FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41128: VIOLIN FOR THE MUSIC MAJOR 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Level: Senior Private Music Lesson is for the Music Major ONLY.

MUSI 41129: VOICE FOR THE MUSIC MAJOR 1 - 2 hour(s)

Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student's experience level.
Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Level: Senior Music Lesson is for the Music Major ONLY.

MUSI 41130: UKULELE FOR THE MUSIC MAJOR 1 - 2 hour(s)
Level: Senior Music Lesson is for the Music Major ONLY.

MUSI 43000: MUSIC THEORY III 4 hour(s)
The four-semester Music Theory sequence covers the study of melody, rhythm, harmony, ear training, sight singing, melodic and rhythmic dictation, basic keyboard skills, major and minor scales and modes, and analysis techniques via active written and performance exercises and analysis of works. The sequence begins with the fundamental principles of melody and harmony in Music Theory I and continues through advanced concepts. Each course is a prerequisite to the next. Music Theory III continues the study of harmony via melodic motion, and includes the study of chromatic harmony, modulation, mixed modes, and basic musical forms. Prerequisite: Music 122 or 12200 or 33000

MUSI 44000: MUSIC THEORY IV 4 hour(s)
The four-semester Music Theory sequence covers the study of melody, rhythm, harmony, ear training, sight singing, melodic and rhythmic dictation, basic keyboard skills, major and minor scales and modes, and analysis techniques via active written and performance exercises and analysis of works. The sequence begins with the fundamental principles of melody and harmony in Music Theory I and continues through advanced concepts. Each course is a prerequisite to the next. Theory IV continues extensive study of harmony and form, with increased emphasis on analysis of small-and-large scale works. Prerequisites: Music 221 or 22100 or 43000.

MUSI 48000: SENIOR SEMINAR 4 hour(s)

MUSI 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)

MUSI 49800: INTERNSHIP 4 hour(s)
Developed in consultation with the student's major faculty interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty discipline. Prospective interns work with the faculty the academic component of the internship.

MUSI 50001: MUSIC LESSONS: BRASS INSTRUMENTS hour(s)
Available for Trumpet, Trombone, Baritone Horn, French Horn, and Tuba. Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompany work, observed by the instructor. Lessons available for the Music major and for the non-major. Course credit hours are variable 1-2. Interested students should contact the Music Department for more information regarding registration and fees.

MUSI 50002: MUSIC LESSONS: WOODWINDS hour(s)
Available for Flute/Piccolo, Oboe, Clarinet, Saxophone, Bassoon, and Recorder/Irish Whistle. Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompany work, observed by the instructor. Lessons available for the Music major and for the non-major. Course credit hours are variable 1-2. Interested students should contact the Music Department for more information regarding registration and fees.

MUSI 50003: MUSIC LESSONS: STRING INSTRUMENTS hour(s)
Available for Violin, Viola, Double Bass, Cello, and Harp. Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompany work, observed by the instructor. Lessons available for the Music major and for the non-major. Course credit hours are variable 1-2. Interested students should contact the Music Department for more information regarding registration and fees.

MUSI 50004: MUSIC LESSONS: KEYBOARD hour(s)
Available for Piano, Harpsichord, and Organ. Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of
various media, together with actual accompany work, observed by the instructor. Lessons available for the Music major and for the non-major. Course credit hours are variable 1-2. Interested students should contact the Music Department for more information regarding registration and fees.

**MUSI 50005: MUSIC LESSONS: PERCUSSION hour(s)**

Available for Percussion instruments. Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompany work, observed by the instructor. Lessons available for the Music major and for the non-major. Course credit hours are variable 1-2. Interested students should contact the Music Department for more information regarding registration and fees.

**MUSI 50006: MUSIC LESSONS: VOICE hour(s)**

Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student's experience level. Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Course credit hours are variable 1-2. Interested students should contact the Music Department for more information regarding registration and fees.

**MUSI 50007: MUSIC LESSONS: GUITAR/FOLK INSTRUMENTS hour(s)**

Available for Guitar, Banjo, Mandolin, and Ukulele—Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompany work, observed by the instructor. Lessons available for the Music major and for the non-major. Course credit hours are variable 1-2. Interested students should contact the Music Department for more information regarding registration and fees.

**MUSI 50008: MUSIC LESSONS: COMPOSITION hour(s)**

Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Music Theory. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Departmental permission is required.

**MUSI 50009: MUSIC LESSONS: INSTRUMENTAL IMPROVISATION-JAZZ IMPROVIZATION hour(s)**

Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz.

**MUSI 81230: EARLY MUSIC ENSEMBLE 1 hour(s)**

The Early Music Ensemble is a vocal and instrumental ensemble open to all Hiram students and community members. The ensemble rehearse and performs music from the Medieval, Renaissance, and Baroque periods.

**MUSI 81240: CHAMBER ENSEMBLES 1 hour(s)**

Students participating in faculty-directed/coached chamber music duos, trios, or ensembles that will be rehearsing challenging repertoire and performing publicly on campus may register for Chamber Ensemble with the permission of the supervising faculty member.

**MUSI 81250: JAZZ ENSEMBLE 1 hour(s)**

Performing groups are open to all students who qualify.

**MUSI 81290: WIND ENSEMBLE 1 hour(s)**

The Wind Ensemble is open by audition to all Hiram College students and to community members. Auditions are held the first week of the semester. The Wind Ensemble rehearses and performs wind ensemble works from the classical repertory.

**MUSI 81340: CHAMBER SINGERS 1 hour(s)**

The Chamber Singers is Hiram College’s premiere SATB choir, and includes 16 - 32
auditioned singers who perform a variety of repertoire from several styles and epochs. Rehearsals held biweekly. Auditions first week of fall semester.

**MUSI 81370: CHAMBER ORCHESTRA 1 hour(s)**

The Chamber Orchestra is open to all Hiram students and community members. The Chamber Orchestra rehearses and performs string symphony works from the classical repertory.

**MUSI 81390: AFRICAN ENSEMBLE 1 hour(s)**

The African Drum Ensemble is open to all Hiram College students. The ensemble learns and performs traditional African percussion music. Instruments are provided.

**MUSI 81460: OPERA/MUSICAL THEATRE WORKSHOP 1 hour(s)**

Opera Workshop is open by audition to experienced singers. This ensemble rehearses and performs scenes and full operas and operettas from the classical repertory.

**MUSI 84100: CLASS PIANO I 1 hour(s)**

May only be taken once for credit.

**MUSI 84200: CLASS PIANO II 1 hour(s)**

May only be taken once for credit.

**MUSI 84500: CLASS GUITAR 1 hour(s)**

May only be taken once for credit.

**NEUROSCIENCE**

**Thomas Koehnle (2007),** Assistant Professor of Biology, Director of Neuroscience  
B.S., Ohio University  
Ph.D., University of California, Davis  
Academic Interest: mammalian sensory signals, animal behavior and physiology

**Amber M. Chenoweth (2010),** Assistant Professor of Psychology  
B.A., Albion College  
M.A., Ph.D., Kent State University  
Academic Interest: animal cognition and behavior; associative and sequential learning; strategy development

**Cara Constance (2008),** Associate Professor of Biology  
B.A., Hiram College  
Ph.D., University of Virginia  
Academic Interest: molecular genetics; molecular basis of biological rhythms

**Nicolas Hirsch (2008),** Assistant Professor and Chair of Biology  
B.A., University of Chicago  
Ph.D., University of California, San Diego  
Academic Interest: embryonic development and neurobiology

**Ryan Honomichl (2007),** Assistant Professor of Psychology  
B.A., University of Redlands  
M.S., Ph.D., University of California, Davis  
Academic Interest: Cognitive development in young children; analogical reasoning; problem solving and reasoning

**Michelle Nario-Redmond (2007),** Associate Professor and Chair of Psychology  
B.A., University of Tulsa  
M.A., Ph.D., University of Kansas  
Academic Interest: Social psychology; stereotyping and prejudice; social identity; emerging adulthood; disability studies

**Louis T. Oliphant (2009),** Assistant Professor and Chair of Computer Science  
B.A., Brigham Young University  
M.S., Ph.D., University of Wisconsin, Madison  
Academic Interest: machine learning, information extraction, computer assisted medical diagnosis, and artificial intelligence

**Ellen L Walker (1996)** Professor of Computer Science and Associate Dean of  
Academic Affairs  
Sc.B., Brown University
M.S., Ph.D., Carnegie Mellon University
Academic Interest: computer vision, fuzzy logic, robotics, and artificial intelligence

Department Web Site:  http://www.hiram.edu/neuroscience

Introduction

Have you ever wondered how a fly avoids a flyswatter, how a fish navigates the currents, or how caffeine affects your brain? All of these questions fall within the broad domain of neuroscience: the study of the intersection between mind, brain, body, and behavior.

Neuroscience spans many disciplines, including biology, psychology, chemistry, physics, computer science, mathematics, and philosophy. The Neuroscience Program at Hiram College provides students with a strong and comprehensive major that encompasses the study of brains, behavior, and evolution at multiple levels, from the cellular and molecular through the cognitive and behavioral. Students who wish to major in Neuroscience can expect a rigorous and intensive course load emphasizing contributions from many academic programs and research opportunities on campus.

Major Requirements

To major in Neuroscience, a student shall complete at least 43 hours of coursework in the program, and maintain a cumulative grade-point average of 2.0 or higher. Students must complete coursework in several key areas:

- Four core courses,
- Two correlative courses in chemistry,
- Three courses to gain breadth across multiple disciplines in neuroscience, and
- Three courses from one of the five areas of concentration

All students must complete a Senior Capstone project, and must present their results to the general public. To receive honors in the program, students must complete an independent experimental research project as part of their Capstone.

CORE COURSES

The four core requirements will introduce students to the breadth of subjects studied in neuroscience and will equip them for advanced courses in the curriculum. Every student must pass each of the following core courses (16 semester hours) with a grade of C or better:

**PSYC 10100:** General Psychology

**NEUR 22700:** Introduction to Neuroscience

**Methods Course:** PSYC / BIOL 21500 or CPSC 17200 or MATH 10800

**BIOL 32600:** Animal Physiology

CORRELATIVE COURSES

In addition to mastering the basics of neuroscience, it is necessary for all students to gain a basic understanding of general chemistry. Therefore, Neuroscience majors must also complete the following correlative courses (8 semester hours) with a grade of C or better:

**CHEM 12000:** General chemistry I: Structure and bonding SM

**CHEM 12100:** General chemistry II: Introduction to chemical analysis SM

BREADTH REQUIREMENTS

Neuroscience as a discipline spans many different research areas, including the Cellular and Molecular; the Cognitive and Behavioral; the Computational, Developmental and Evolutionary; and the Philosophical and Ethical domains. To gain a full understanding of how each of these areas contributes to the discipline of neuroscience, all students in the program must take **one course from each of three** of these areas of concentration (9-12 semester hours).
The courses listed below have few prerequisites and are recommended to all students to fill the breadth requirement. Other courses from the Areas of Concentration may also be taken in fulfillment of these requirements (see below).

**Cellular and Molecular Concentration**
BIOL 265001,* Human Genetics
BIOL / PSYC 2/380001,* Topical Courses

**Cognitive and Behavioral Concentration**
PSYC 255001 Abnormal Psychology
PSYC 218002 Personality
PSYC 240001 Animal Cognition
BIOL / PSYC 2/3800 1,* Topical Courses

**Philosophy and Ethics Concentration**
PHIL 11800 Introduction to Ethics
PHIL 21200 Early Modern Philosophy
PHIL 264/500 History & Philosophy of Science

**Computational Concentration**
PHIL12100 Elementary Logic

**Developmental and Evolutionary Concentration**
PSYC 261002 Psychology of childhood
PSYC 262002 Psychology of adolescence
BIOL / PSYC 2/3800 1,* Topical Courses

**Notes:**
1 - runs annually
2 - runs every other year
3 - runs approximately every three years
* - requires permission of the Neuroscience Program Coordinator.
† - has additional prerequisites

**AREAS OF CONCENTRATION**

Students majoring in Neuroscience must declare their area of concentration within one of the many domains outlined above by the end of their Sophomore year, and must complete a minimum of 3 courses (9-12 semester hours) within that concentration. Below is a list of the areas and the courses within each.

**AREAS OF CONCENTRATION**

**Cellular and Molecular Concentration**
BIOL 21500 or MATH 10800 (Recommended Methods)
BIOL 230001,† Molecular & Cellular Biology
BIOL / PSYC 2/380001,* Topical Courses
BIOL 365001,† Genetics
BCHM 366001,† Basic Biochemistry

**Cognitive and Behavioral Concentration**
PSYC 21500 (Recommended Methods)
PSYC 255001 Abnormal Psychology
BIOL / PSYC 2/380001,* Topical Courses
PSYC 316002 Learning
BIOL 328002 Animal behavior
PSYC 344002 Social psychology
PSYC 366002 Cognitive Psychology
PSYC 240001 Animal Cognition

**Philosophy and Ethics Concentration**
MATH 10800 (Recommended Methods)
PHIL 11800  Introduction to Ethics
PHIL 21200  Early Modern Philosophy
PHIL 264/500  History and Philosophy of Science
INTD 302-300  Narrative Bioethics
INTD 34100  The Nature of Intelligence
PHIL 37500  Phenomenology
PHIL 28000  Philosophy of Mind
INTD 38100  Narr. App. Biomed Ethics

**Computational Concentration**
CPSC 17200 (Recommended Methods)
PHIL 12100  Elementary Logic
PHYS 208002,†  Electronics
MATH 243002  Differential Equations
CPSC 320003,†  Computer Vision
MATH 35700  Intro. to Chaotic Dynamical Systems
CPSC 361003,†  Computer Simulation
CPSC 367003,†  Parallel Computing
CPSC 381003,* ,†  Topical Courses
MATH 38100†  Topics in Mathematics
CPSC 386003,†  Artificial Intelligence

**Developmental and Evolutionary Concentration**
BIOL 21500 or MATH 10800 (Recommended Methods)
PSYC 261002  Psych of childhood
PSYC 262002  Psych of adolescence & young adulthood
BIOL 223001  Vertebrate Biology
BIOL / PSYC 2/38001,*  Topical Courses
BIOL 320002  Invertebrate Zoology
BIOL 335003  Evolution
BIOL 340002,†  Developmental biology

**Notes:**
1 - runs annually
2 - runs every other year
3 - runs approximately every three years
* - requires permission of the Neuroscience Program Coordinator.
† - has additional prerequisites

**SENIOR CAPSTONE**

Before graduation, each student must complete an approved senior capstone project (course number: Neuroscience 48000). Each student must present a project proposal to a member of the Neuroscience faculty and receive approval by the end of their Junior year to receive credit towards the major for their capstone project. Students MUST have approval before they can carry out their project. Students must present their project at a public seminar. Capstone seminars run in both the Fall and Spring semesters.

**ELECTIVE COURSES**

To complete the Neuroscience major, students must complete 43 total semester hours of coursework in the major. The following courses can be taken for credit towards the Neuroscience major, provided all other requirements outlined above have been met:

BIOL 15200, Intro to Biology II: How Life Works1
CHEM 22000, Introduction to Organic Chemistry1
CHEM 32000, Intermediate Organic Chemistry1
CPSC 17100, Introduction to Computer Science1
All questions about majoring in Neuroscience should be directed to your academic advisor, or Dr. Tom Koehnle, Neuroscience Program Coordinator. Dr. Koehnle can be reached ext. 5316 or KoehnleTJ@hiram.edu.

NEUR 22700: INTRODUCTION TO NEUROSCIENCE 4 hour(s)
Introduction to neuroscience is a laboratory-based course designed to orient students to the many approaches to neuroscience. In addition to covering the development, evolution, anatomy, and physiology of the nervous system, students will learn about cell and molecular, cognitive and behavioral, computational, and philosophical approaches to the study of the brain. The lecture component of the course emphasizes finding, using, and criticizing primary sources in each domain of neuroscience. The lab component comprises two major original research projects designed, carried out, summarized, and presented by students based on topics that interest them in the lecture component. Prerequisite: CHEM 120 or 12000, PSYC 101 or 10100. CHEM 120/12000 is not mandatory, you may ASK instructor for permission. PSYC 101/10100 is mandatory.

NEUR 28000: SEMINAR 1 - 4 hour(s)
NEUR 28100: INDEPENDENT STUDY 1 - 4 hour(s)
NEUR 29800: FIELD EXPERIENCE 1 - 4 hour(s)
NEUR 33000: CELLULAR AND MOLECULAR NEUROBIOLOGY 4 hour(s)
This course is a study of the microscopic parts of the nervous system: the molecular, cellular and developmental aspects of what is arguably the most complex biological system ever studied. We will cover the basic plan of the nervous system, the cellular components of the nervous system (neurons and glia), the electrical properties of neurons, neurotransmitters and synaptic transmission. We will also study the embryonic development of the nervous system, including neurogenesis, axonal pathfinding, neuronal cell death and synapse elimination. In addition, we will discuss primary scientific papers describing fundamental breakthroughs in cellular and molecular neuroscience. Also listed as BIOL 330 or 33000. Prerequisites: Biology 230 or 23000 or Neuroscience 227 or 22700.

NEUR 38000: SEMINAR 1 - 4 hour(s)
NEUR 38100: SPECIAL TOPICS 1 - 4 hour(s)
NEUR 48000: NEUROSCIENCE CAPSTONE 1 - 4 hour(s)
Students in this course will design and execute original research related to the discipline of neuroscience. The student must submit a project proposal to his or her neuroscience faculty advisor outlining the research problem, the methods to be used and anticipated results prior to beginning the project. The student will submit a final report to the sponsoring faculty member and a public presentation. Prerequisites: Senior standing and permission.

NEUR 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
NEUR 49800: INTERNSHIP 4 hour(s)

NURSING

Jennifer Andrey (2012), Instructor of Nursing, R.N., M.S.N., C.N.P.
B.S.N., University of Toledo/Medical College of Ohio
M.S.N., Frances Payne Bolton School of Nursing, Case Western Reserve University
Academic Interests: Women’s Health, Health Promotion, Community Education, Preventive Cardiology, Emergency Medicine
Davina J. Gosnell (2006), Professor of Nursing
Diploma in Nursing - Massillon City Hospital School of Nursing
B.S.N., University of Pittsburgh
M.S. in Nursing, Ph.D., The Ohio State University
Academic Interests: Health Policy, International Nursing, Pressure Ulcer Risk Assessment and Prevention, Program Evaluation

Emily McClung (2008), Instructor of Nursing, R.N., M.S.N.
B.S.N., West Virginia Wesleyan College;
M.S.N., Duke University
Academic Interests: Parish Nursing, Health Ministry, End of Life Care

Steven E. Merrill (2009), Associate Professor of Nursing, R.N., Ph.D.
A.D.N., Lansing Community College
B.S.N., University of Michigan – Flint
M.S.N., University of Wisconsin - Eau Claire
Ph.D., University of Michigan – Ann Arbor
Academic Interests: Nursing History, International Nursing, Wellness

Catherine Schoenewald (2008), Instructor of Nursing, Director of Nursing, R.N., M.S.N.
C.N.P.-P
B.A., Earlham College;
B.S.N., Kent State University;
M.S.N., Kent State University
Academic Interests: Child Abuse, Cultural and Ethical Aspects of Care

Connie Stopper (2010), Associate Professor of Nursing, R.N., M.S.N., M.Ed., C.N.S.
B.S.N., Kent State University;
M.Ed., Kent State University;
M.S. in Nursing, The Ohio State University
Ph.D. candidate, University of Kansas
Academic Interests: Relationship-based Care, Evidence-based Practice

Andrea Warner Stidham (2012), Assistant Professor of Nursing, R.N., Ph.D.
B.S.N., Kent State University
M.S.N., Kent State University
Ph.D., Kent State University/ The University of Akron JPDN
Academic Interests: Psychiatric/Mental Health Nursing, Military Families, Sexual Violence, Post-traumatic Growth

For further information about the BSN nursing program, including admission and progression policies, please refer to the nursing department website:  http://www.hiram.edu/nursing

BSN Program
The nursing curriculum includes both a major in nursing and a minor in biomedical humanities which results in a distinct, academically rigorous program of study, with the goal of educating a new generation of professional nurses whose education is embedded in both the liberal arts and the discipline of nursing. Such an educational foundation prepares one to become a clinically competent, ethically grounded, socially and culturally responsible professional nurse who is prepared to think critically and participate as a leader in the delivery of health and nursing care. In addition to didactic instruction in the natural sciences, social sciences, humanities, and nursing, the program of study includes laboratory and simulation experiences, service learning, and study-abroad opportunities. It also includes clinical practicum and role-development experiences in a variety of health care settings, including tertiary medical centers, community and specialty hospitals, long-term care facilities, and ambulatory and community health agencies throughout Northeast Ohio. Upon completion of the nursing curriculum, students will receive a Bachelor of Science in Nursing Degree and will be qualified to sit for the licensure examination (NCLEX) to become a registered nurse.

Hiram College holds approval from the Ohio Board of Nursing and Ohio Board of Regents for the nursing program with the first class admitted in Fall Semester, 2007. The program is also accredited by the Commission on Collegiate Nursing Education (CCNE).

Sample BSN Curriculum Plan

FIRST YEAR

Fall 12 week (13 cr)
FRCL 1xxxx (4) Freshman Colloquium
- CHEM 16100 (4) Physiological Chemistry I (SM core)
- *Biol 13100 (4) Human A & P I
- NURS 10100 (1) Intro to Professional Nursing

**Fall 3 week (4 cr)**
- PSYC 10100 (4) General Psychology
- or-
  - SOAN 15500 (4) Intro to Sociology (CA core)

**Spring 12 week (12 cr)**
- FSEM 1xxxx (4) Freshman Seminar
- CHEM 16200 (4) Physiological Chemistry II
- BIOL 13300 (4) Human A & P II

**Spring 3 week (4 cr)**
- SOAN 15500 (4) Intro to Sociology (CA core)
- or-
  - PSYC 10100 (4) General Psychology

**SECOND YEAR**

**Fall 12 week (12 or 13 cr)**
- NURS 20100 (2) Professional Nursing II
- NURS 21000 (3) Introduction to Nursing Practice
- PSYC 25000 (3) Development Across Life Span or SOAN 28000 Sociology of Human Development
- BIOL 23800 (4) Medical Microbiology
- *BIMD 61000 (1) Service Learning in Health Care NOTE: May be taken either 12 or 3 week term

**Fall 3 week (3 or 4 cr)**
- *INTD 30200 (3) Narrative Bioethics (ES core) or CHEM 25000 (3) Human Nutrition
- *BIMD 61000 (1) Service Learning in Health Care

**Spring 12 week (14 cr)**
- NURS 20300 (3) Pharmacology for Nursing Practice
- **NURS 22000 (5) Professional Clinical Practice**
- **Biol 26500 (4) Human Genetics**
- MATH 11000 (2) Computations for Nursing

**Spring 3 week (3 cr)**
- CHEM 25000 (3) Human Nutrition or *INTD 30200 (3) Narrative Bioethics (ES core)

**THIRD YEAR**

**Fall 12 week (14 cr)**
- MATH 10800 (4) Statistics (MM core)
- **NURS 34000 (4) Obstetrical & Reproductive Nursing**
- **NURS 33000 (4) Pediatric Nursing**
- NURS 20500 (2) Nursing Informatics

**Fall 3 week (4 cr)**
- NURS 30100 (2) Professional Nursing III
- NURS 30200 (2) Nursing Research

**Spring 12 week (13 cr)**
- **NURS 31000 (4) Acute & Chronic Illness Adult Nsg**
- **NURS 32000 (4) Gerontological Nursing**
- NURS 30300 (1) Applied Nursing Research Practicum
- A course to satisfy CM, IM, or 2nd BIMD (4)

**Spring 3 week (4 cr)**
- NURS 30300 (2) Applied Nursing Research Practicum
- NURS 32200 (2) Adult Wellness

**FOURTH YEAR**

**Fall 12 week (13 cr)**
- NURS 42000 (4) Mental Health Nursing
- **NURS 43000 (4) Critical Care Nursing**
• A course (4) to satisfy CM, IM, or 2nd BiMD
• BiMD 18100 (1) Global Health and Nursing Issues

Fall 3 week (3 cr)
• A course to satisfy EW core (3): study abroad, domestic experience, or independent study or CM or IM core (3-4)

Spring 12 (12-13 cr)
• **NURS 41000 (4) Community Health Nursing (UD core)
• NURS 40100 (2) Professional Nursing IV
• NURS 44000 (2) Principles of Leadership & Management in Nursing
• NURS 44100 (1) Role Transition in Nursing
• A course to satisfy CM, IM or 2nd BiMD (3-4)

Spring 3 week (3 cr)
• **NURS 44110 (3) Role Transition in Nursing

Total Program Credits: 133

*Courses for the Biomedical Humanities Minor - a biomed minor is optional, but some of the courses are not

**Courses with a clinical component

Hiram Core Requirements:
CM- Creative Methods
IM- Interpretive Methods
MM- Modeling Methods
SM- Experimental Scientific Methods
CA- Social and Cultural Analysis Methods
EW- Experiencing the World
UD- Understanding Diversity in the United States
ES- Meaning, Ethics and Social Responsibility

Updated –July, 2012

COURSE DESCRIPTIONS

NURS 10100: INTRODUCTION TO PROFESSIONAL NURSING I
1 hour(s)
The course focuses on nursing as a discipline and a profession and is available to any student who is interested in nursing and healthcare. An overview of the historical development of nursing is presented. Introductions to the healthcare delivery system and the role of the professional registered nurse are provided. Issues, trends, and influences are examined.

NURS 20100: PROFESSIONAL NURSING II
2 hour(s)
The focus of this course is on components essential in the process of practicing professional nursing, including critical thinking; problem-solving and decision-making skills; ethics; social policy; and scope and standards of practice, with particular emphasis on writing skills and scholarly methods of knowledge dissemination. Prerequisite: Nursing 101 or 10100 and sophomore level in Nursing.

NURS 20300: PHARMACOLOGY FOR NURSING PRACTICE
3 hour(s)
This course is designed to provide the student with basic principles and concepts of pharmacology, including pharmacology, pharmacogenetics, pharmacokinetics, and pharmacodynamics in the human body. Content will be presented according to the major drug classifications and their impact. Drug actions and reactions, recommended dosages, and the basic principles of medications administration and related nursing care are addressed. Prerequisite: Nursing 210 or 21000 or instructor permission.

NURS 20500: NURSING INFORMATICS
2 hour(s)
This web-based course will introduce the student to practical computer applications in nursing and health care. A basic overview of information systems and the use by nurses of the technology and informatics in clinical, educational, and research situations is presented. Prerequisite: Nursing 210 or 21000 or instructor permission required.

NURS 21000: INTRO TO FUNDAMENTALS OF PROF NURSING PRACTICE
3 hour(s)
This course introduces the student to fundamental knowledge and skills required to provide professional nursing care. The components of nursing practice are a major focus
of the course, as are therapeutic communication and interpersonal relationship skills. Basic
tenets of patient care and comfort will be addressed and simulated. Laboratory experience
is an important component of the course. American Heart Association CPR Certified for all
ages. Prerequisites: Satisfactory completion of all first-year requirements and admission to
the sophomore Nursing Sequence. A test fee of approximately $400.00 is charged.

NURS 22000: PROFESSIONAL CLINICAL NURSING PRACTICE 5
hour(s)
This course will introduce a student to the clinical practice of nursing in a patient setting.
Application of the nursing process is a major focus of the course, as is the use of
therapeutic communication and interpersonal relationship skills and the administration of
medications. Prerequisites: Nursing 201 or 20100, and 210 or 21000, and Mathematics
110 or 11000.

NURS 23000: BASIC LIFE SUPPORT 1 hour(s)
The Basic Life Support for Health Care Providers Course is designed to teach the skills of
cardio-pulmonary resuscitation (CPR) using the American Heart Association guidelines for
victims of all ages. Skills addressed include ventilation with a barrier device; a bag-mask
device with oxygen; use of the Automated External Defibrillator (AED); and relief of
foreign-body airway obstruction. Prerequisite: none. Offered irregularly.

NURS 28000: SEMINAR 4 hour(s)
This is a course that is designed to provide an overview of a nursing or healthcare topic.
Prerequisites: Nursing major with sophomore standing or sophomore non-nursing major
with instructor permission. Offered irregularly.

NURS 28100: INDEPENDENT STUDY 1 - 4 hour(s)

NURS 29800: FIELD EXPERIENCE 1 - 4 hour(s)

NURS 30100: PROFESSIONAL NURSING III 2 hour(s)
This course will deal with critical concepts and issues impacting nursing and health care
delivery, with particular focus on the role of the professional nurse as change agent.
Writing skills and scholarly methods of knowledge dissemination will be emphasized.
Prerequisite: Nursing 201 or 20100 and junior standing in Nursing Sequence.

NURS 30200: INTRODUCTION TO NURSING RESEARCH 2 hour(s)
This introductory research course provides the basis for understanding the development
and application of research in nursing. The steps involved in planning and conducting
nursing research will be presented, as well as techniques for the critique of nursing
research studies. Influencing factors in the process and progress of nursing research will
be discussed. The evidence-based practice model will be used as the framework for
relating clinical practice and research. Prerequisite: Mathematics 108 or 10800 and junior
standing in Nursing Sequence.

NURS 30300: APPLIED EVIDENCE BASED NURSING RESEARCH
PRACTICUM 1 hour(s)
In this second of two introductory research courses, the focus is on active involvement in
nursing research, setting. Experience with critiquing various research articles including
systematic review of various levels of qualitative and quantitative studies will be provided.
including a practicum experience with current evidence-based nursing research projects
being conducted in clinical settings. Experience in utilizing research principles to critique
various evidence-based clinical nursing research studies will be provided, as well as
opportunity for direct involvement in various stages of clinical research studies. A required
continuation of this course is Nursing 30310. Prerequisites: Nursing 302 or 30200 and
Mathematics 108 or 10800, and junior standing in Nursing sequence.

NURS 30310: APPLIED EVIDENCE BASED NURSING RESEARCH
PRACTICUM II 2 hour(s)
In this second of two introductory research courses, the focus is on active involvement in
nursing research, setting. Experience with critiquing various research articles including
systematic review of various levels of qualitative and quantitative studies will be provided.
including a practicum experience with current evidence-based nursing research projects
being conducted in clinical settings. Experience in utilizing research principles to critique
various evidence-based clinical nursing research studies will be provided, as well as
opportunity for direct involvement in various stages of clinical research studies.
Prerequisites: Nursing 302 or 30200 and Mathematics 108 or 10800, and junior standing in
Nursing sequence.
NURS 30500: HEALTH SERVICE IN DISADVANTAGED AREAS 1 hour(s)
Many health professionals may choose to serve people in a disadvantaged area as a part of their career. The ability to plan for these types of situations will aid the nurse to be effective in providing service in an unfamiliar environment lacking in the usual resources available for health care delivery. This course will use the experience of a health service trip to an underserved area as a model for instruction. Students who successfully complete this course will be prepared for a follow up course where they will put their plans into action. Prerequisite: Nursing major, at least sophomore status

NURS 31000: ACUTE AND CHRONIC ADULT NURSING 4 hour(s)
This clinical course provides a student with the basic knowledge and skills required for the provision of nursing care and comfort for acute and chronically ill adults. The pathophysiology and resulting medical and surgical needs and care of the patient and family are examined. Corequisite: Nursing 320 or 32000 must be taken concurrently. Prerequisite: Nursing 220 or 22000 and junior standing in Nursing Sequence.

NURS 32000: GERONTOLOGICAL NURSING 4 hour(s)
This clinical course will introduce the student to the foundations of gerontological nursing care. Developmental aspects of aging, physiological and psycho-social issues, health promotion, health restoration, quality of life, and end-of-life issues are addressed, as well as the complexity of conditions and care of the gerontological patient. Corequisite: Nursing 310 or 31000 must be taken concurrently. Prerequisite: Nursing 220 or 22000 and junior standing in Nursing Sequence.

NURS 32200: ADULT WELLNESS 2 hour(s)
The focus of this course is on the role of the professional nurse in the promotion and maintenance of health, the prevention of illness and disease, and self-care education and empowerment. The skills of health teaching and education will be emphasized. Prerequisite: Nursing 220 or 22000.

NURS 33000: PEDIATRIC NURSING 4 hour(s)
This clinical course focuses on health care of children, with emphasis of family-centered health promotion, and preventive and restorative care from newborn through adolescence. Prerequisites: Nursing 220 or 22000 and junior standing in Nursing Sequence.

NURS 34000: OBSTETRICAL AND REPRODUCTIVE NURSING 4 hour(s)
This clinical course is designed to provide the student the knowledge and skills required for nursing care of the childbearing family and reproductive health with emphasis on health promotion. Prerequisite: Nursing 220 or 22000 and junior standing in Nursing Sequence.

NURS 38000: SEMINAR 1 - 4 hour(s)
This is a course that is designed to provide in-depth study of a relevant topic regarding nursing and/or health care. Prerequisites: Nursing major with junior standing or junior non-nursing major with instructor permission. Offered irregularly

NURS 38100: SPECIAL TOPICS: INDEPENDENT STUDY IN NURSING 1 - 4 hour(s)
This course provides an opportunity for a junior student in Nursing to pursue inquiry on a topic of interest under the direction of a Nursing faculty member. Prerequisites: Nursing major with junior standing and instructor permission.

NURS 40100: PROFESSIONAL NURSING IV 2 hour(s)
This course focuses on role transition and preparation for the initial professional employment position as a registered nurse. The course includes self assessment as well as analysis of the professional environment, including influencing factors on the individual nurse and on nursing as a profession. Ethical, societal, cultural, economical, legal, political, and global issues as they influence transition and role development are examined. Prerequisite: Nursing 301 or 30100 and senior standing in Nursing Sequence.

NURS 41000: COMMUNITY HEALTH NURSING:UD 4 hour(s)
The focus of this clinical course is on the basic principles and practices of community health nursing, with particular emphasis on the promotion of health, the prevention of illness, and the empowerment of individuals, families, and communities to promote care of self and others. This course fulfills the Understanding Diversity in the USA requirement.
Prerequisites: Nursing 310 or 31000 and 320 or 32000 and 330 or 33000 and 340 or 34000, and senior standing in Nursing Sequence. This course fulfills the Understanding Diversity in the USA requirement.

NURS 42000: MENTAL HEALTH NURSING 4 hour(s)
This clinical course will introduce the student to the theories and pathology of psychiatric illness, concepts of mental health, and therapeutic interventions. Principles of prevention and therapeutic strategies for treatment and care are examined. Prerequisites: Nursing 310 or 31000 and 320 or 32000 and 330 or 33000 and 340 or 34000 and senior standing in Nursing Sequence.

NURS 43000: CRITICAL CARE NURSING 4 hour(s)
This clinical course is designed to introduce the student to nursing care of the high-acuity patient. Course content will focus on physiological complexities, technological interventions, applications of the nursing process, and the role of the nurse in the critical-care setting. Prerequisite: senior standing in Nursing Sequence.

NURS 44000: PRINCIPLES OF LEADERSHIP AND MANAGEMENT IN NURSING 2 hour(s)
This course is designed to introduce the student to the basic knowledge and skills required for effective leadership and management in clinical nursing practice. Prerequisite: Nursing 310 or 31000 and senior standing in Nursing sequence.

NURS 44100: ROLE TRANSITION IN NURSING:I 1 hour(s)
This capstone practicum is designed to help the student synthesize the didactic and clinical knowledge, skills, and behaviors of professional nursing practice. An applied clinical experience with an RN mentor in a selected area of nursing will provide the setting for this capstone experience in role development. A continuation of this course is offered as NURS 44110. Prerequisite: Nursing 410 or 41000 and 420 or 42000 and 430 or 43000 and 440 or 44000, and senior standing in Nursing Sequence.

NURS 44110: ROLE TRANSITION IN NURSING II:ES 3 hour(s)
This capstone practicum is designed to help the student synthesize the didactic and clinical knowledge, skills, and behaviors of professional nursing practice. An applied clinical experience with an RN mentor in a selected area of nursing will provide the setting for this capstone experience in role development. Must register for NURS 44100 in the term prior. Prerequisite: Nursing 410 or 41000 and 420 or 42000 and 430 or 43000 and 440 or 44000, and senior standing in Nursing Sequence. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

NURS 48000: SENIOR SEMINAR 1 - 4 hour(s)
This is a course that is designed to provide advanced inquiry of a relevant topic regarding nursing and/or health care. Prerequisites: Nursing major with senior standing or senior non-nursing major with instructor permission. Offered irregularly.

NURS 48100: INDEPENDENT STUDY IN NURSING 1 - 4 hour(s)
This course provides opportunity for a senior student in nursing to pursue independent research on a topic of mutual interest under the direction of a Nursing faculty member. Prerequisites: Nursing major with senior standing and instructor permission.

NURS 49800: INTERNSHIP 4 hour(s)

PHILOSOPHY

Lee Braver (2000), Chair, Associate Professor of Philosophy
B.A., Northwestern University;
M.A., Ph.D., Emory University
Academic Interest: Focuses on 19th and 20th century European philosophy as well as connections between analytic and continental thought.

Colin Anderson (2002), George and Arlene Foote Chair in Ethics and Values, Associate Professor of Philosophy,
B.A., St. John’s College;
M.A., Ph.D., Loyola University of Chicago
Academic Interest: Focuses on ancient Greek philosophy (especially Plato and Aristotle), contemporary continental philosophy, and ethics.
Introduction

Philosophy is one of the most diverse areas of the humanities and is central to a liberal arts education. Philosophy examines the nature of reality, the character of knowledge, and the meaning of human values. Students of philosophy develop the ability to interpret philosophical texts, critically reflect on claims of knowledge, and formulate their own views on fundamental questions of life. Graduates in philosophy are able to pursue studies in philosophy, law, health-related areas, computer science, theology, business, and other fields.

Requirements for Majors

A major in philosophy requires 11 courses in philosophy adding up to at least 40 hours, which must include:

- PHIL 12100 Elementary Logic
- PHIL 21000 Ancient Philosophy and PHIL 21200 Early Modern Philosophy,
- Two further courses from the History of Philosophy Sequence which includes PHIL 21100 Medieval Philosophy, PHIL 21300 Nineteenth Century Philosophy, PHIL 37000 Existentialism, and Phil 37500 Phenomenology,
- Two 40000 Level Philosophy Seminars, which meet the capstone requirement, and
- A foreign language through 10200. Students are strongly urged to take foreign language courses beyond the minimum.

Note: only one 10000-level course besides 12100 Elementary Logic can count towards the major requirements. Certain First-Year Seminars can count as 10000-level electives.

Philosophy Capstone

The Capstone requirement in Philosophy is satisfied by the successful completion of an approved 40000-level Philosophy seminar which fulfills the college requirement of independent work, integration, and assimilation of topics and skills philosophy majors have developed over the course of their studies, reflection on the meaning and significance of philosophy. The seminar will include a demonstration.

Requirements for Minors

A minor in philosophy requires 6 courses adding up to at least 19 hours, which must include:

- Either PHIL 21000 Ancient Philosophy or PHIL 21200 Early Modern Philosophy,
- One other class from the History of Philosophy Sequence (21000, 21100, 21200, 21300, 37000, 37500),
- One 40000 level Philosophy Seminar.
- The remaining three courses are electives, though Logic is strongly recommended. Only one 10000-level class besides PHIL 12100 Elementary Logic can count towards the minor requirements.

Acceptable Electives from other departments include:

- Classical Political Philosophy, POLS 37300
- Modern Political Philosophy, POLS 27400
- Selected Topics in Political Philosophy, POLS 47900
- American Thought, POLS 31900

COURSE DESCRIPTIONS

PHIL 10100: INTRODUCTION TO PHILOSOPHY 4 hour(s)

An introduction to some of the basic issues and areas of philosophy: metaphysics and theories of reality, epistemology and theories of knowledge, ethics, social & political philosophy, theories of human nature and existence. Historical and contemporary texts studied, such as Plato, Descartes, Kant, Mill, Nietzsche, Freud, Sartre.

PHIL 11800: INTRODUCTION TO ETHICS 4 hour(s)

An inquiry and introduction to the texts and theories of traditional and contemporary ethics, including virtue ethics, utilitarianism, deontological ethics, and ethics of care. A three (3)
PHIL 11810: INTRODUCTION TO ETHICS:ES 3 hour(s)

An inquiry and introduction to the texts and theories of traditional and contemporary ethics, including virtue ethics, utilitarianism, deontological ethics, and ethics of care. A four (4) credit hour version of this course is offered as 11800. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

PHIL 12100: ELEMENTARY LOGIC:MM 3 hour(s)

Informal and formal logic. Attention to informal fallacies, propositions, formal argument structures and their classification. Deductive and inductive arguments. This course fulfills the Modeling Methods requirement.

PHIL 20500: ETHICS 4 hour(s)

This class studies some of the greatest ethical and meta-ethical theories in the Western tradition in greater detail. We will pay particular attention to how these thinkers construct their own theories and criticize each other’s.

PHIL 20600: INTRODUCTION TO WORLD PHILOSOPHY:EW,ES 3 hour(s)

In this course, we will take up a number of traditional philosophical questions. What is the good life? What can we really know about the world? What kind of entity are we? What is the ultimate nature of reality? We will be looking at these questions from a multicultural perspective. We will examine Western answers alongside answers from other cultures and traditions, such as Islam, Zen Buddhism, Hinduism, and African religions. Not only will this broaden our understanding of the world, but such comparisons should give us a more nuanced sense of our own traditions. This course fulfills either the Experiencing the World requirement OR the Meaning, Ethics, or Social Responsibility, but not both.

PHIL 21000: ANCIENT PHILOSOPHY:ES,IM 4 hour(s)

A study of classical Greek and Roman philosophy. Readings in the pre-Socratics, Plato, Aristotle, and the Stoics, giving attention to the influence of these thinkers in shaping the character of philosophy. This course fulfills either the Interpretive Methods requirement OR the Meaning, Ethics, or Social Responsibility requirement, but not both.

PHIL 21100: MEDIEVAL PHILOSOPHY:IM,ES 4 hour(s)

This course focuses on the Christian, Jewish, and Islamic thinkers who shaped philosophy from the fourth to the fourteenth century. Questions will be discussed regarding the nature of the will, philosophical method, the character of language and universals, and the chain of revelation. This course is offered for three (3) credit hours as Philosophy 241 or 24100. This course fulfills either the Interpretive Methods requirement OR the Meaning, Ethics, or Social Responsibility requirement, but not both.

PHIL 21200: EARLY MODERN PHILOSOPHY:IM 4 hour(s)

An examination of European philosophy from 1600-1800, including the Rationalists (Descartes, Spinoza, Leibniz), the British Empiricists (Locke, Berkeley, Hume), and the critical philosophy of Kant. This course fulfills the Interpretive Methods requirement.

PHIL 21300: 19TH CENTURY PHILOSOPHY:IM,ES 4 hour(s)

An overview of the development of German idealism from Kant to Hegel, the collapse of idealism in the post-Hegelian philosophy of Marx, Kierkegaard, and Nietzsche. College-level reading and writing skills are necessary. This course fulfills either the Interpretive Methods requirement OR the Meaning, Ethics, or Social Responsibility requirement, but not both.

PHIL 21800: CONTEMPORARY MORAL PROBLEMS:ES 4 hour(s)

Examination of topics and issues in moral problems, drawn from one or more of the following: biomedical ethics, business ethics, environmental ethics, social ethics, sexual/gender ethics. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is also offered for 3 credit hours as PHIL 21900.

PHIL 21900: CONTEMPORARY MORAL PROBLEMS:ES 3 hour(s)

Examination of topics and issues in moral problems, drawn from one or more of the following: biomedical ethics, business ethics, environmental ethics, social ethics, sexual/gender ethics. This course fulfills the Meaning, Ethics, and Social Responsibility
requirement. This course is also offered for 4 credit hours as PHIL 21800.

PHIL 22000: UNDERSTANDING ARGUMENTS 3 hour(s)

An examination and analysis of different types and specimens of arguments in ordinary language, and in various special applications and contexts. Specimens of arguments will be drawn from environmental controversies, political debates (capital punishment, abortion), legal reasoning (court cases), ethical arguments, scientific arguments, theological arguments, and philosophical issues.

PHIL 22100: SYMBOLIC LOGIC 3 hour(s)

Development of general principles of inference, using symbolic notation to represent everyday discourse.

PHIL 22500: PHILOSOPHY AND FEMINISM:UD,ES 3 hour(s)

This course is an exploration of the central concerns, issues, and theories of modern and contemporary feminism, including the sex/gender distinction, essentialism, feminist critiques of knowledge and disciplines, ecological feminism, women's spirituality, feminist ethics, and the connections of feminism to issues of class, race, and sexuality. This course fulfills either the Meaning, Ethics, or Social Responsibility requirement OR the Understanding Diversity in the USA requirement, but not both.

PHIL 22800: THEORIES OF HUMAN NATURE 3 hour(s)

A comparative-critical examination of contrasting and divergent views of human nature. Theories to be examined will include one or more of the following: Christianity, Buddhism, Evolutionary theory, Classical conceptions of humanity, Psychoanalysis, Marxism, Existentialism, Feminism, non-Western and native culture conceptions of humanity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is offered for four credit hours as Philosophy 229 or 22900.

PHIL 22900: THEORIES OF HUMAN NATURE:ES 4 hour(s)

A comparative-critical examination of contrasting and divergent views of human nature. Theories to be examined will include one or more of the following: Christianity, Buddhism, Evolutionary theory, Classical conceptions of humanity, Psychoanalysis, Marxism, Existentialism, Feminism, non-Western and native culture conceptions of humanity. This course is offered for three credit hours as Philosophy 228 or 22800. This course fulfills the Meaning, Ethics, or Social Responsibility requirement.

PHIL 24100: MEDIEVAL PHILOSOPHY:IM,ES 3 hour(s)

This course focuses on the Christian, Jewish, and Islamic thinkers who shaped philosophy from the fourth to the fourteenth century. Questions will be discussed regarding the nature of the will, philosophical method, the character of language and universals, and the chain of revelation. This course is offered for four (4) credit hours as Philosophy 211 or 21100. This course fulfills either the Interpretive Methods requirement OR the Meaning, Ethics, or Social Responsibility requirement, but not both.

PHIL 26400: HISTORY AND PHILOSOPHY OF SCIENCE 3 hour(s)

In this class, we will be critically examining various historical scientific theories and philosophical interpretations of science, in particular the nature of observations and theories and the relationship between them. What happens when we observe? What does a theory do? How do we move from one to the other? This course will help you analyze how scientists work and the assumptions that limit and/or enable their discipline. This will allow you to become a more intelligent participant in contemporary public discussions where science plays such an important role. This course is offered for four credit hours as Philosophy 265 or 26500.

PHIL 26500: HISTORY AND PHILOSOPHY OF SCIENCE 4 hour(s)

An examination of the rise of modern science and the intellectual revolution in the attitude and orientation towards the universe. The displacement of the older world view and the new hypothesis that nature is inherently mathematical in structure. Galileo's project of the mathematization of nature, and its significance for the experimental methods, and understanding of human nature and culture. This course is offered for three credit hours as Philosophy 264 or 26400.

PHIL 27000: ENVIRONMENTAL ETHICS:ES 4 hour(s)

The questions that have developed over the last century concerning our use of resources and our effects on our environment require raising fundamental conceptual and theoretical questions about our moral obligations. The discipline of environmental ethics aims at
developing the necessary conceptual frameworks for addressing these questions and at the application of these frameworks both to questions of environmental policy and to questions concerning individual behavior. In this course, we will examine various attempts to include nature and natural objects within the realm of our moral obligations and the attempts to apply these ethical theories to particular environmental problems such as pollution, global warming, wilderness preservation, biodiversity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Environmental Studies 270 or 27000.

PHIL 27100: ANIMALS AND ETHICS:ES 4 hour(s)

This course will consider the relationship between ethical theories and our treatment of other animals. We will examine relevant ethical theories probably including at least Utilitarianism, rights-based and contract-based ethical theories. These theories will be examined in their applications to problems surrounding our treatment of non-human animals including consuming animals as food, using animals for experimentation, and the recreational use of animals. In addition, this course will consider issues surrounding our ascription of various mental states or capacities to animals including the ability to feel pain, possessions of interests and desires, and the ascription of awareness, self-awareness, and language to animals. This course fulfills the Meaning, Ethics, or Social Responsibility requirement.

PHIL 27200: ETHICAL THINKING:ES 4 hour(s)

Ethical life depends upon identifiable intellectual capacities as well as virtues of character. This course aims to develop the intellectual virtues that are a necessary condition of an ethical life. This requires two sorts of skills - those of critical thinking and of dialogue. The first set of skills enables the analysis of arguments, exposure of fundamental assumptions, and the rigorous statement of criticism of moral values and ethical frameworks, the ability to mediate ethical discussions, seek shared ground, formulate issues in non-prejudicial or unnecessarily judgmental terms, the ability to re-frame ethical problems and open new ground for discussion. This course will cultivate these skills while engaged in analysis and discussion of some of the most pressing moral difficulties we face. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Ethics 272 or 27200.

PHIL 28000: SEMINAR 1 - 4 hour(s)

PHIL 28100: INDEPENDENT STUDY 1 - 4 hour(s)

PHIL 29000: POST-MODERNISM 3 hour(s)

Now that it has drawn a close, we can begin to make sense of philosophy in the 20th Century. What makes it distinctive? Which topics and figures dominated it and why? How does it carry forth ideas from the 19th Century and what might it be pointing towards in the future? In this course, we will focus on Continental thought which arises primarily in continental Europe, rather than Analytic philosophy which is more common in Anglo-American departments. We will read about the creation of phenomenology and structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views.

PHIL 29800: FIELD EXPERIENCE 1 - 4 hour(s)

PHIL 31400: 20TH CENTURY CONTINENTAL PHILOSOPHY:ES 3 hour(s)

Now that it has drawn a close, we can begin to make sense of philosophy in the 20th Century. What makes it distinctive? Which topics and figures dominated it and why? How does it carry forth ideas from the 19th Century, and what might it be pointing towards in the future? In this course, we will focus on Continental thought which arises primarily in continental Europe, rather than Analytic philosophy which is more common in Anglo-American departments. We will read about the creation of phenomenology and structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views. This course fulfills the Meaning, Ethics, or Social Responsibility requirement. This course is offered for four credit hours as Philosophy 315 or 31500.

PHIL 31500: 20TH CENTURY CONTINENTAL PHILOSOPHY 4 hour(s)

Now that it has drawn a close, we can begin to make sense of philosophy in the 20th Century. What makes it distinctive? Which topics and figures dominated it and why? How does it carry forth ideas from the 19th Century, and what might it be pointing towards in the future? In this course, we will focus on Continental thought which arises primarily in continental Europe, rather than Analytic philosophy which is more common in Anglo-American departments. We will read about the creation of phenomenology and structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views.
structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views. This course is offered for three credit hours as Philosophy 314 or 31400. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

PHIL 37000: EXISTENTIALISM:IM,ES 3 hour(s)

An examination of existential thought through the texts of Kierkegaard, Nietzsche, Camus, Sartre, Beauvoir, and others a study of the existential concepts of dread, freedom, subjective truth, bad faith, and authenticity. This course is offered for four credit hours as Philosophy 37010. This course fulfills either the Interpretive Methods requirement OR the Meaning, Ethics, or Social Responsibility requirement, but not both.

PHIL 37010: EXISTENTIALISM:IM,ES 4 hour(s)

An examination of existential thought through the texts of Kierkegaard, Nietzsche, Camus, Sartre, Beauvoir, and others a study of the existential concepts of dread, freedom, subjective truth, bad faith, and authenticity. This course is offered for three credit hours as Philosophy 370 or 37000. This course fulfills either the Interpretive Methods requirement OR the Meaning, Ethics, or Social Responsibility requirement, but not both.

PHIL 37500: PHENOMENOLOGY 3 hour(s)

An introduction to the movement of phenomenology, its methods and theories, through the writings of Husserl, Heidegger, Merleau-Ponty, and Sartre. Topics include the phenomenological reductive, lived experience, embodiment, intersubjectivity and the other, and existential psychology.

PHIL 37700: PHILOSOPHY OF THE BODY:IM 4 hour(s)

What is the nature of our bodies? Is the mind essentially independent of the body or is it embodied by its very nature? What can recent neuro-scientific findings tell us about our bodies? This class will examine several analyses of the body, including those by philosophy, cognitive science, and neuro-science. Students’ reading and writing skills should improve, as well as their critical awareness of those aspects of our experience that we generally ignore due to their ubiquity, what the ancient Greeks called wonder. This course fulfills the Interpretive Methods requirement.

PHIL 37900: PHILOSOPHY OF SPACE:IM 4 hour(s)

Space pervades our lives and yet is surprisingly difficult to describe. St. Augustine famously said that as long as no one asked him, he knew perfectly well what time was, but as soon as someone asked him to define it he was all in a muddle. We are going to plunge head first into this muddle by examining the theories of some historical, and artistic perspectives. The course will combine lectures and small group discussions. You will write and rewrite essays, short textual analyses, and present topics to the rest of the class. Your reading and writing skills will get an intensive work-out in this class. This class counts as a Philosophy elective. This course fulfills the Interpretive Methods requirement.

PHIL 38000: SEMINAR 1 - 4 hour(s)

PHIL 38100: SPECIAL TOPICS 1 - 4 hour(s)

PHIL 40000: MAJOR PHILOSOPHICAL PROBLEMS 4 hour(s)

This course is an investigation of a major problem, issue, concept in philosophy, or a study of a particular text. Prerequisite: permission of instructor.

PHIL 40100: FOUNDATIONS OF ETHICS 4 hour(s)

The two most natural questions about ethics are also two of the most difficult: Can moral beliefs be true or false? Why should we be good? Answering these questions requires an investigation into the nature of moral judgments and their connection to motivation and action. What are we doing when we claim that something is morally wrong? Can this claim be true or false? If so, what would make it so? Are there moral facts? Or, are we, perhaps, merely expressing our disapproval of an action? If so, then why should anyone else care about our disapproval? More importantly, can we make sense of moral judgments as either expressions of our attitudes or as claims that could be true or false? And, assuming that we hold that some action is wrong, what sort of reason does this provide? Do moral beliefs need questions such as these focus on the assumptions that any moral judgment makes about epistemology, metaphysics, logic, and philosophical psychology. This course examines historically significant and recent attempts to answer these questions, seeking thereby a deeper insight into the foundations of ethics. A significant seminar paper and presentation are required in this course.
PHIL 45000: MAJOR PHILOSOPHERS 4 hour(s)
This course is an investigation of the writings of a major philosopher, such as Plato, Kant, Nietzsche, Wittgenstein, or Heidegger. Prerequisite: permission of the instructor.

PHIL 47000: HEIDEGGER BEING AND TIME 4 hour(s)
This class will be a slow reading of one of philosophy's masterpieces: Martin Heidegger's "Being and Time." Considered by many to be the greatest work of twentieth-century philosophy, it has also influenced religious studies, psychology, literary criticism, cognitive science, and many other fields. Heidegger explores, in fascinating detail, what it is like to experience life as a human being, in such a way as to be at once both astonishing and profoundly familiar. Prerequisite: Students must have taken at least two (2) humanities courses, preferably Philosophy.

PHIL 47100: LATER HEIDEGGER BASIC WRITINGS 4 hour(s)
Heidegger's later work, (roughly after 1930) is as important and difficult a body of work as there is in the history of philosophy. Abandoning the more traditional form of systematic philosophy from his early masterpiece "Being and Time," Heidegger's later work becomes more poetic and obscure, instituting a revolution in thought that still lasts in philosophy and many other fields. Although he focuses on what initially looks like an empty question (What is Being?), the insights drawn from the pursuit of this question are as rich and as important as any philosophical analysis of the human condition.

PHIL 47500: FOUCAULT THE POLITICS OF IDENTITY 4 hour(s)
Michel Foucault is an important and intriguing figure in late 20th century philosophy. His claim that power affects all human relations has influenced gender studies, literary criticism, religious studies, and traditional views of the medical and psychological professions. Foucault shows how all features of reality and human nature are fundamentally historical, which undermines our traditional pursuits of truth and, at the same time, liberates us. We will examine books from each of the three phases of his work, focusing on his "genealogical" period, in which he describes the historical origin and transformations of punishment and sexuality. Prerequisite: Students must have taken at least two (2) humanities courses, preferably Philosophy.

PHIL 48000: SENIOR SEMINAR 1 - 4 hour(s)
PHIL 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
PHIL 49800: INTERNSHIP 4 hour(s)

PHYSICS

Laura Van Wormer (1993), Chair, Professor of Physics
B.S., University of Toledo;
M.S., Ph.D., University of Notre Dame
Academic Interest: I am involved with the physics education research community, specifically in cooperation and collaboration with our education department. We are responding to the national need for teachers, both pre-service and in-service, who are confident in their knowledge of physics and who are using techniques proven to be effective by education research.

Lawrence C. Becker (1963), Professor Emeritus of Physics
B.A., Carleton College;
B.D., Yale Divinity School;
M.S., Ph.D., Yale University

Mark Taylor (2001), Associate Professor of Physics
B.S., Massachusetts Institute of Technology;
Ph.D., Brandeis University
Academic Interest: My research interests are in the area of soft condensed matter physics, a cross-disciplinary field that links physics with chemistry, biology, and materials science. I use both analytic theory and computer simulation methods to study the microscopic structure and thermodynamic properties of complex fluid systems such as polymers, liquid crystals, and biological macromolecules. My current research is on conformational properties and structural phase transitions (i.e., collapse and freezing or "folding") for a single polymer chain and for a polymer chain in explicit solvent.

Department Web address:
http://www.hiram.edu/physics
Introduction

The physics major is intended for students who are interested in the connection between basic physics principles and how the universe works. It provides them with a solid foundation for careers in business and education and for research and development positions in industry and government. It also prepares them for graduate work in physics or engineering, as well as being an unusual and attractive preparation for medical school or law school.

The courses taken toward the major in physics have a strong component in basic physics; in addition, the upper-level courses explore various core areas and specialties within physics. Emphasis in the department is placed on learning physics and its applications through critical thinking, problem solving, and laboratory experience. Students are encouraged to do independent study and research in areas of their interest. Sometimes advanced courses may be offered, depending on faculty and student interests and student needs. These courses may include topics such as mathematical and computational methods of physics, nuclear physics, astrophysics, and solid state physics. Students interested in majoring in physics should consult with a member of the Department of Physics as early as possible to ensure the proper sequence of courses. Check out our web page at: home.hiram.edu/physics

Another opportunity within the physics department (as well as chemistry and computer science) is for a Dual degree in engineering to go along with the degree from Hiram. A student can attend Hiram College for three years, then if the requirements are met, transfer to Case Western Reserve University in Cleveland, OH for two more years. At the end of the five years, that student would then graduate with a bachelor’s degree in physics from Hiram College and a bachelor’s degree in engineering from CWRU. Please check out the engineering catalog page for further information or go to the web site at http://www.hiram.edu/majors-and-minors/physics/dual-degree-program.

Requirements for Majors

- Physics 15000 Use of Test and Measurement Equipment;
- Physics 21300 & 21400 Fundamentals of Physics I & II;
- Physics 21800 Introductory Electronics;
- Physics 32000 Fundamentals of Modern Physics;
- Physics 44000 Advanced Laboratory;

Four from among the following:
- Physics 33000 Mechanics;
- Physics 33500 Thermal Physics;
- Physics 35000 Quantum Physics;
- Physics 36000 Electromagnetic Theory;
- Chemistry 35000 Physical Chemistry I

The physics Capstone requirement is a two-credit hour senior seminar (Physics 48000) which includes a 30-minute public presentation and a written thesis on the student’s senior research project.

Required correlative courses:
- Math 19800, 19900 and 20000 Calculus I, II & III;
- Math 21800 Linear Algebra;
- Math 24300 Differential Equations;
- Computer Science 17000 or 17100, and 17200

A typical schedule for a physics major might be as shown:

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>12-week term</strong></td>
<td><strong>3-week term</strong></td>
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<tr>
<td><em>FRESHMAN</em></td>
<td><em>SOPHOMORE</em></td>
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<tr>
<td>Phys 21300 (Phys I)</td>
<td>Phys 21400 (Phys602E II)</td>
</tr>
<tr>
<td>Math 19800 (Calc I)</td>
<td>Math 19900 (Calc II)</td>
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<tr>
<td>Colloquium</td>
<td>First Year Seminar</td>
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<tr>
<td>Distribution requirement</td>
<td></td>
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<tr>
<td>Math 21800 (Linear Algebra)</td>
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</tr>
<tr>
<td>Math 24300 (Diff Eq)</td>
<td>Math 36000 (E&amp;M)</td>
</tr>
<tr>
<td>Distribution Req.</td>
<td>Elective</td>
</tr>
<tr>
<td>Phys 32000 (Modern)</td>
<td>Phys 21800 (Electronics)</td>
</tr>
<tr>
<td>Math 20000 (Calc III)</td>
<td></td>
</tr>
</tbody>
</table>
JUNIOR
Study abroad: Phys 33000 (Mechanics) Phys 35000 (Quantum) Distribution
-2 distrib req + Interdisciplinary
Interdisciplinary: Cpsc 17000, 17200 Interdisciplinary

SENIOR
Cpsc 17100: Phys 44000 (Advanced Lab) Phys 33500 (Thermal) Elective
Elective: Cpsc 17200 Elective

Requirements for Minors
• Physics 21300 & 21400 Fundamentals of Physics I & II;
• Physics 32000 Fundamentals of Modern Physics;
• Two courses which must be selected from the other physics major courses;
• Math 19800, 19900 & 20000 are required;
• It is strongly recommended that Math 21800 and 24300 be taken as a correlative to the minor.

Requirements for Honors
Honors in physics are awarded on the basis of Hiram College’s departmental honors requirements (overall GPA of at least 2.8, departmental GPA of 3.6, and the sum of these being at least 6.8) plus submission of an exemplary written thesis based on the senior seminar project.

Special Opportunities
Physics faculty have research interests in statistical mechanics, condensed matter physics, nuclear astrophysics and physics education and welcome student involvement. The physics department has research-quality equipment and facilities available for student projects and research including: lasers, oscilloscopes, and multichannel analyzers; radiation-detection equipment of all types; a neutron flux tank; low temperature Dewars; an ultra-high vacuum chamber; X-ray facilities; and a holography lab and darkroom. In addition, a complete machine shop and electronic facilities make it possible to modify and construct equipment. Computers are available for equipment interfacing and data acquisition. The department also has a computational physics laboratory that includes several high-end Unix workstations and a beowulf cluster for numerically intensive computing.

COURSE DESCRIPTIONS
PHYS 11300: PRINCIPLES OF PHYSICS I:SM 4 hour(s)
An introduction to the basic concepts of physics including mechanics, wave motion, temperature, heat, and thermodynamics. The course is designed for the person with no physics background; however, the ability to use algebra and trigonometry is assumed. Students who have had a rigorous high-school physics course and have met the calculus prerequisite should take Physics 213 or 21300. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: high-school algebra and trigonometry.

PHYS 11400: PRINCIPLES OF PHYSICS II:SM 4 hour(s)
A continuation of Physics 113 or 11300. Topics included are electrical, magnetic, and optical phenomena with emphasis on their use in modern technology followed by a qualitative and quantitative coverage of unique developments in the 20th century. These developments include Einstein’s special theory of relativity, quantum mechanics, atomic and nuclear behavior and structure, and elementary particle theory. Laboratory work includes study of simple electrical circuits, measurement of electron charge and mass, and investigation of radioactivity. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: Physics 113 or 11300.

PHYS 12100: INTRODUCTION TO THE MACHINE SHOP 1 hour(s)
This course will introduce the basic equipment to be found in a machine shop, the lathe, mill, drill press and band saw. Students will learn how they work and will be able to operate them safely by the end of the course. The course will have some theory but will mostly be hands-on practice. Additional topics covered will depend on interest and background, but could include different types of materials and how each needs to be handled, the speeds and types of tools for each material and task and how to make tools. Each student will have the chance to complete a project by the end of the course.
PHYS 15000: USE OF TEST AND MEASUREMENT EQUIPMENT 1 hour(s)
An introduction to a range of equipment used for performing tests and measurements. In this course, students will learn the capability of, and gain experience using, such instruments as a data-logging digital multimeter, a digital oscilloscope, a function generator, a counter-timer, a frequency standard, and a pulse generator. They will also be introduced to the use of transducers (devices which turn real-world conditions such as force, pressure, temperature, position, etc. into electrical signals) and how these devices can be interfaced with a computer. The course will include the building of some very simple circuits and cover basic soldering techniques, cable making and testing, and computer interfacing protocol. This course is offered pass/ no credit only.

PHYS 18000: WORKSHOP 1 hour(s)
This workshop will provide the opportunity for students to examine a special topic in Physics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

PHYS 20200: INTRODUCTION TO ASTRONOMY:SM 4 hour(s)
An introduction to modern astronomy. A survey of the universe as we understand it today, including how we know, provides the framework to explain the workings of science and the nature of scientific law. Must also register for a lab. This course fulfills the Experimental Scientific Methods requirement.

PHYS 21000: AVIATION WEATHER 4 hour(s)
Many aircraft accidents are aided by weather. Thunderstorms and other severe weather are obvious contributors, but more often high temperatures. Low pressure, and changing winds are the real culprits. This course deals with the physics of aerodynamics and meteorology regarding how an aircraft's ability to fly is influenced by atmospheric conditions. Aircraft aerodynamics (weight, lift, thrust, drag, Bernoulli's Principle) will be interwoven with weather phenomenon influencing aircraft performance (air pressure, temperature, lapse rate, wind shear, density altitude fronts) to combine into a fascinating study in physics. The Coriolis force and the earth's weather patterns will be studied along with high and low pressure systems, turbulence, microburst, troughs, temperature inversions, the jet stream,and global warming. How to read weather NWS (National Weather Service) charts and satellite images will be studied as weather trends and forecasting is introduced. Thousands of computer and satellite networks allow weather monitoring of the entire globe. How these massive computer networks are integrated with NWS (National Weather Service), NOAA (National Oceanic Atmospheric Association), NCDC (National Climate Data Center), NESDIS (National Route Traffic Control Centers) will be presented. This course includes a field trip to a weather related facility such as the FSS or NWS Doppler-Radar Station at Cleveland Hopkins Airport.

PHYS 21300: FUNDAMENTALS OF PHYSICS I:SM 4 hour(s)
Fundamental concepts of physics with emphasis on acquiring analytical skill in the solution of problems. Fundamental principles and experimental laws of mechanics, wave motion, sound, heat, and thermodynamics will be covered. This course is for students, concentrating in science, who desire a thorough understanding of the fundamentals of physics. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: MATH 198 or 19800 (Mathematics 198 or 19800 may be taken concurrently.)

PHYS 21400: FUNDAMENTALS OF PHYSICS II:SM 4 hour(s)
A continuation of Physics 213 or 21300. Fundamental principles and experimental laws of electricity, magnetism, and optics will be covered. This course fulfills the Experimental Scientific Methods requirement. Prerequisites: Physics 213 or 21300 and Mathematics 199 or 19900. (Mathematics 199 or 19900 may be taken concurrently.)

PHYS 22500: INTRODUCTORY ELECTRONICS 4 hour(s)
An introduction to the principles of electronics and the uses of electronic components. The laboratory will investigate the fundamentals of linear and digital circuits while using basic laboratory instruments such as oscilloscopes, waveform generators, and digital multimeters. Topics will include basic circuit theory, passive devices, junction and field effect transistors, operational amplifiers, digital logic, integrated circuit chips and optical solid-state devices. This course is designed for physics and chemistry majors and entails a considerable amount of problem solving. While not required, a familiarity with calculus would be helpful. The breakdown between lecture and lab hours is for administrative office
use only. This course may only be taken as 4 credit hours. Prerequisites: Physics 114 or 11400, or Physics 214 or 21400. Also listed as Chemistry 21800.

PHYS 28000: SEMINAR 1 - 4 hour(s)

PHYS 28100: INDEPENDENT STUDY 1 - 4 hour(s)

PHYS 29800: FIELD EXPERIENCE 1 - 4 hour(s)

PHYS 32000: FUNDAMENTALS OF MODERN PHYSICS 4 hour(s)

An experimental and theoretical development of fundamental concepts of modern physics, including the special theory of relativity, quantum mechanics, atomic and nuclear structure, and elementary particles. Prerequisites: Physics 214 or 21400 and Mathematics 200 or 20000. (Mathematics 200 or 20000 may be taken concurrently.)

PHYS 33000: MECHANICS 3 hour(s)

A course intended to develop an understanding of the principles of mechanics introduced in Physics 213 or 21300-214 and to treat specific problems important in physics and engineering. The topics to be covered will include particle motion in one, two, and three dimensions; the motion of systems of particles; the motion of rigid bodies; rotation, gravitation, statistics, and moving frames of reference. Prerequisite: PHYS 320 or 32000.

PHYS 33500: THERMAL PHYSICS 4 hour(s)

Thermal or statistical physics provides the link between the microscopic world of atoms and molecules and the macroscopic world of everyday objects. A central goal is understanding the emergence of simple thermodynamic behavior in systems comprised of a large number of particles governed by an underlying chaotic dynamic. This course will cover the fundamentals of thermodynamics, ensemble theory, classical and quantum gases, transport processes, interacting systems, and phase transitions. Students will do a computational project using Monte Carlo simulation techniques to study a magnetic, liquid, polymer, or other many-body system. (Offered alternate years). Prerequisite: Physics 320 or 32000.

PHYS 35000: QUANTUM PHYSICS 4 hour(s)

A theoretical course in quantum mechanics which significantly develops the basic concepts introduced by Physics 320 or 32000. Topics covered will include: A review of wave mechanics; Fundamental postulates state space, Dirac notation, operators, and eigenvectors; Commutation relations, observables, and time evolution; Three-dimensional systems and angular momentum; Spin and identical particles; Perturbation theory and other approximation methods; Measurement theory and "quantum reality". Prerequisite: Physics 320 or 32000 and Mathematics 218 or 21800. (Mathematics 243 or 24300 is recommended.)

PHYS 36000: ELECTROMAGNETIC THEORY 4 hour(s)

A theoretical course in classical electromagnetic theory. The course is intended to develop an understanding of electromagnetic theory that was introduced in Physics 214 or 21400 and to study specific problems in the classical theory concerning charged objects. The topics covered will include a review of vector calculus, electrostatics, electrical potentials, magnetostatics, electrodynamics, and an introduction to electromagnetic waves. (Offered alternate years.) Prerequisite: Physics 320 or 32000.

PHYS 37500: SOLID STATE TECHNIQUES 4 hour(s)

An introductory laboratory course in measurement techniques and devices for examining bulk matter. Topics will include band theory in solids, crystal field theory, photoconductivity, luminescence and defects in solids. The laboratory will demonstrate the fundamental information gained from x-ray crystallography, luminescence measurements, photoconductivity, thermally stimulated currents, etc. (Offered alternate years.) Prerequisite: Physics 320 or 32000.

PHYS 38000: SEMINAR 1 - 4 hour(s)

PHYS 38100: SPECIAL TOPICS 1 - 4 hour(s)

PHYS 40000: SELECTED TOPICS IN THEORETICAL PHYSICS 4 hour(s)

A course designed for students planning to enter a Ph.D. physics graduate program. This course may be taken as many as three times providing that a different area of theoretical physics is covered each time. During one offering of the course, one of the areas of mathematical methods of physics, analytical mechanics, or statistical mechanics will be
PHYS 44000: PHYSICS ADVANCED LABORATORY 3 hour(s)

In this course students carry out a series of in-depth experiments in the areas of atomic physics, optics, solid state physics, and nuclear physics. Specific experiments include nuclear magnetic resonance, optical interferometry, X-ray scattering, and gamma-ray spectroscopy. A complete understanding of each experiment requires a synthesis of knowledge from several different fields of physics. The course stresses basic experimental techniques and data and uncertainty analysis along with oral and written presentation of experimental results. (Offered Spring 3-week, alternate years). Prerequisites: Physics 320 or 32000 and one other upper level physics course.

PHYS 48000: SENIOR SEMINAR 1 hour(s)

Students determine a research topic in which they are interested and have it approved by the physics faculty early in their senior year. The senior seminar may be based on research done during a summer research experience or on work done at Hiram. Although original research is preferred, a library research project using primary sources is acceptable. Successful fulfillment of this requirement will include a 30-minute public presentation and a one- to two-page abstract, including a bibliography.

PHYS 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)

PHYS 49800: INTERNSHIP 4 hour(s)

POLITICAL SCIENCE

John C. Koritansky (1970), Chari, Professor of Political Science
A.B., Cornell University;
M.A., Ph.D., University of Chicago

Academic Interest: American constitutional law, American politics, Political philosophy;
Public administration

Douglas M. Brattebo (2010), Assistant Professor of Political Science, Director of the
Center for Engaged Ethics
B.A., University of Iowa
M.A., University of Maryland
Ph.D., University of Maryland
J.D., Georgetown University

Academic interest: American Presidency, American Politics and Law, Foreign and
Domestic Policymaking

Jugdep Chima (2012), Assistant Professor of Political Science
B.A., University of California at Berkeley;
Ph.D., University of Missouri at Columbia

Academic Interest: Politics of southern Asia, ethnicity, and nationalism and political
violence

Jason A. Johnson (2004), Scholar in Residence
B.A., University of Virginia;
M.A., Ph D. University of North Carolina

Academic interest: political campaigns

James A. Thompson (2008), Assistant Professor of Political Science
B.A., St. Mary’s College
M.A. Ph. D., University of Notre Dame

Academic Interest: International relations, Political theory

Department Web address:

http://admission.hiram.edu/learn/majors/major.php?id=23

Another opportunity within the political science department is to pursue a 3:2 collaborative program in social administration with Case Western Reserve University in Cleveland, OH. If a Hiram student meets the requirements of this program and is accepted, that student would spend 3 full-time years at Hiram College, followed by 2 full-time years at Case Western Reserve University’s renowned Mandel School of Applied Social Sciences. Upon successful completion of this 3:2 program, the student would receive a B.A. from Hiram College and a Master of Science in Social Administration. For more information about requirements, please check see the department chair.
Requirements for Majors

The major in Political Science requires a total of nine political science courses plus a Capstone experience. Classes must include: American Government POLS 109 and one course from each of the four departmental subfields: American politics, comparative politics, international relations, and political philosophy

American Politics course offerings are as follows: (descriptions below)
POLS 10900 – American Government
POLS 20000 – Politics of Journalism
POLS 20900 – Interest Groups
POLS 21500 – Public Policy and the Presidency
POLS 21600 - The American Presidency
POLS 31400 - Public Policy-Making
POLS 31900 - The American Founding
POLS 33600 - Urban Economics and Politics
POLS 34500 - The Court and Constitutional Government
POLS 41500 - Public Administration

Comparative Politics course offerings are as follows: (descriptions below)
POLS 22300 – Comparative Politics
POLS 2XXXX – Comparative Elections
POLS 2XXXX – Comparative European Politics

International Relations Course offerings are as follows: (descriptions below)
POLS 22500 - Presidential Leadership & the Making of US Foreign Policy
POLS 22800 - International Law
POLS 22900 - International Organization
POLS 23100 - International Relations
POLS 24100 - The Transatlantic Relationship
POLS 33500 - Towards a Global State?
POLS 33700 - The Art of War
POLS 35100 - Political Philosophy for a Dangerous World

Political Philosophy course offerings are as follows: (descriptions below)
POLS 23600 – Anarchy
POLS 27400 – Modern Political Philosophy
POLS 37300 - Classical Political Philosophy
POLS 35100 - Political Philosophy of a Dangerous World
POLS 47900 - Selected Topics in Political Philosophy

Independent Capstone

Political Science majors must complete a departmental Capstone in consultation with their academic advisor. Students will complete a one- to four-hour, independent, directed study (48000) or research project (48100) or internship. The Capstone course must be taken after a student achieves senior status. A formal departmental, campus-wide, or public oral presentation of the project is part of this requirement. This requirement differs for departmental honors candidates, as is explained in the following paragraph.

Honors

Candidates for departmental honors must achieve a general grade-point average and a departmental grade-point average whose sum equals at least 6.8. During their senior year, honors candidates will register for Honors 48200. Completion of this course will involve a paper of substantial length and quality, to be closely supervised by an advisor. This paper will be reviewed and must be accepted by the entire department faculty. The completion of the project will satisfy the Capstone requirement.

Requirements for Minors

A minor in political science requires five courses chosen from the offerings of the department. Political science students regularly take part in various governmental internship and extramural programs, including the Washington Semester. Courses in political science engage students in thinking critically about fundamental causes and standards of political behavior. Students find this kind of education helpful in various careers, including government work, law, teaching, and political research.

COURSE DESCRIPTIONS

POLS 10900: AMERICAN GOVERNMENT:CA,ES 4 hour(s)
The government and politics of the United States in its national aspects. Some emphasis on constitutional and current problems. This course fulfills either the Social and Cultural Analysis requirement OR the Meaning, Ethics, and Social requirement, but not both.

**POLS 18000: WORKSHOP 1 hour(s)**

WORKSHOP: This workshop will provide the opportunity for students to examine a special topic in Political Science. Through readings, discussions and written assignments, there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

**POLS 20000: POLITICS OF JOURNALISM:CA 3 hour(s)**

This course will provide students with an opportunity to study the effect of messages, information, and rhetoric from the popular press, and to learn how these messages influence political activity in this nation. The course will also show how what you watch, who presents it, and where it is presented can influence cultural and social attitudes. The goal is that, by the end of this course, students will: understand the various ways, whether verbal or visual, that messages are communicated through the press; understand the influence of business and economic considerations on news coverage, with a special focus on rational choice theory; understand the relationships between government policy, elected officials, activists, and the press; and understand how they can become more active in the ways they process political messages and information. This course fulfills the Social and Cultural Analysis requirement.

**POLS 20100: POLITICS OF JOURNALISM 4 hour(s)**

This course will provide students with an opportunity to study the effect of messages, information, and rhetoric from the popular press, and to learn how these messages influence political activity in this nation. The course will also show how what you watch, who presents it, and where it is presented can influence cultural and social attitudes. The goal is that, by the end of this course, students will: understand the various ways, whether verbal or visual, that messages are communicated through the press; understand the influence of business and economic considerations on news coverage, with a special focus on rational choice theory; understand the relationships between government policy, elected officials, activists, and the press; and understand how they can become more active in the ways they process political messages and information.

**POLS 20500: WORLD GEOGRAPHY:CA 4 hour(s)**

A basic course, organized to develop knowledge and an understanding of the physical factors of the environment and man's adjustment to them. World patterns of land forms, climate, soils, vegetation, etc., are studied in relation to their influence on the economic and cultural activities of man. Special emphasis will be placed on certain regions and on recent economic, cultural and political changes in those areas, and the significance of these changes to world economy and world peace. This course fulfills the Social and Cultural Analysis requirement.

**POLS 20900: INTEREST GROUPS:CA 4 hour(s)**

This course will focus on the manner in which various groups enter the policy arena of the United States to achieve their political goals. Therefore, we will first focus on how various groups create an identity (ex: School Teachers, African Americans, Disabled People, Students, Mormons) and then mobilize to accomplish policy goals, whether within or outside of the established political system in the United States. This mobilization includes, but is not limited to, protests, lobbying, electing certain members to office, acquiring media outlets, and even rioting. Further, students will learn about the policy process and the various outcomes that will result, depending on how interest groups mobilize. This course fulfills the Social and Cultural Analysis requirement.

**POLS 21000: STATE AND LOCAL GOVERNMENT 4 hour(s)**

A survey of governmental structures and processes at the sub-national level in the United States.

**POLS 21100: GOVERNMENT AND POLITICS OF THE MIDDLE EAST 4 hour(s)**

Analysis of political, economic, social, religious and cultural aspects of the contemporary Middle East region, which includes an area from Kirgizistan and Tazhikistan in Commonwealth of Independent States to Morocco on the Atlantic Ocean. Emphasis will be on governmental structure, institutions, political organizations, and behavior.
POLS 21500: PUBLIC POLICY AND THE PRESIDENCY:CA 4 hour(s)

This course will introduce students to the public policy process through the lens of the presidency. Presidents have a unique role in that they not only have the power to submit proposals for approval by Congress, but they also have the power to prevent Congress from enacting policies through various means, both constitutionally and otherwise. With few specific powers afforded to the presidency in the constitution regarding legislation, how have presidents managed to get their agendas through? This course will focus on how presidents over the last 30 years have pushed through legislation on healthcare, crime, foreign affairs, and tax policies, using whatever skills or world events were at their disposal, with varying degrees of success. This course fulfills the Social and Cultural Analysis requirement.

POLS 21600: THE AMERICAN PRESIDENCY 4 hour(s)

This course is an examination of the role of the presidency in the American constitutional system, and the changes that time and the divergent personalities of the presidents have brought about. Another version of this course is offered for three (3) credit hours as 21610. Prerequisite: A high school course in American Government.

POLS 21610: THE AMERICAN PRESIDENCY 3 hour(s)

This course is an examination of the role of the presidency in the American constitutional system, and the changes that time and the divergent personalities of the presidents have brought about. Another version of this course is offered for four (4) credit hours as 21600.

POLS 22300: COMPARATIVE POLITICS 3 hour(s)

Comparative study of the government and politics of selected regions with attention given to political structure, function, parties and political culture.

POLS 22500: PRESIDENTIAL LEADERSHIP & THE MAKING OF FOREIGN POLICY:CA 4 hour(s)

Order is achieved in society through the creation of a political regime, and the ultimate expression of that regime is the foreign policy that it formulates in relation to other regimes. This course examines the making of foreign policy by the U.S. executive branch, in order to better understand American culture as a whole. This examination is conducted by studying the foreign-policy-making process (its structures, norms, and customs) as it plays out between the President and Congress, and between the President and other members of the executive branch. The course will also examine the methods of logic that a president utilizes in the formulation of foreign policy. This course fulfills the Social and Cultural Analysis requirement.

POLS 22800: INTERNATIONAL LAW 3 hour(s)

This course presents an analysis of the process by which international law is formed. Topics will range from regional developments and international treaties to the contributions of such modern philosophers as Hugo Grotius. The role of international law in the twentieth century (since World War II) will be examined.

POLS 22900: INTERNATIONAL ORGANIZATION:ES 3 hour(s)

This course presents an analysis of the development of general functions and characteristics of international organization in the world arena. Specifically, the course will examine the role of the United Nations and regional organizations as political institutions in changing systems: the rise of the Third World; the cold war; and the post-cold-war world. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

POLS 23100: INTERNATIONAL POLITICS:CA 4 hour(s)

This course provides an introduction to the process and structure of international relations. The basic goals are to introduce the student to the domain of international politics and to provide familiarity with the major theoretical overviews. Students will develop the capacity to think about international phenomena beyond the level of specific events. This course fulfills the Social and Cultural Analysis requirement.

POLS 23300: POLITICS OF INTERNATIONAL ECONOMIC RELATIONS 4 hour(s)

Scholars have recognized the close relationship between international politics and international economics, particularly since 1960. The ever-increasing international economic interdependency, as well as dependency throughout the world and its consequences, have increased this awareness. This course will attempt to analyze the political and economic implications of international economic relations across numerous dimensions of economic exchange, trade, direct investment, aid, monetary relations,
technology transfer. It will familiarize students with international economics and politics through the use and integration of analytical tools of both disciplines.

**POLS 23600: ANARCHY:**IM 3 hour(s)

The purpose of the course is to examine how contemporary International Relations scholars have analyzed the concept of global anarchy, and then to compare that analysis with the treatment of anarchy by early modern contract theorists such as Locke, Hobbes and Rousseau, as well as 19th and 20th Century pro-anarchy theorists. Through this analysis, students will develop a more informed appreciation of 1) how international relations are carried out, 2) how and why domestic structures of hierarchy are created, 3) the potential for a global structure of hierarchical authority to be created, and 4) the costs and benefits of anarchical vs. hierarchical social structures. This course fulfills the Interpretive Methods requirement.

**POLS 23700: THE ART OF WAR:**ES 4 hour(s)

This course considers the topic of war from a philosophical perspective, with the idea being that an understanding of war is essential for understanding human life in its social context. This course examines such questions as: What is war? Is war between states inevitable? Are interpersonal human relations always a version of war? This course number will change during the 2010-2011 year to POLS 337 or 33700. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

**POLS 24100: THE TRANSATLANTIC RELATIONSHIP:**EW 4 hour(s)

The Transatlantic Relationship constitutes one of the central aspects of contemporary international order. During the semester we will explore the relational history between various sets of states in Europe and North America; we will examine the history and present reality of the NATO alliance; we will consider the evolving political/military capacity of the European Union; and we will see how these various relations and institutions are influencing U.S. and European activities not only in Europe, but also in Iraq, in Afghanistan, and elsewhere. This course fulfills the Experiencing the World requirement.

**POLS 27400: MODERN POLITICAL PHILOSOPHY** 4 hour(s)

A study of the history of modern political philosophy from Machiavelli to the present. Readings will be from the original texts by the seminal philosophers of liberalism, romanticism, Kantian ethics, Marxism and contemporary anti-rationalist thought.

**POLS 27900: SELECTED TOPICS IN POLITICAL PHILOSOPHY** 3 hour(s)

Taught in a seminar format, a close examination of one selected work from the tradition of political philosophy.

**POLS 28000: SEMINAR 1 - 4 hour(s)**

An introduction to selected topics of current interest in Political Science.

**POLS 28100: INDEPENDENT STUDY 1 - 4 hour(s)**

**POLS 29800: FIELD EXPERIENCE 1 - 4 hour(s)**

**POLS 31100: MIDDLE EAST AND WORLD POLITICS** 4 hour(s)

Study of dynamics of international politics in the Middle Eastern region, with emphasis on the interaction of big powers, changing patterns of alliance, European Community, demise of communism and end of cold-war, oil politics and its impact on the regional system.

**POLS 31400: PUBLIC POLICY MAKING** 4 hour(s)

This course offers an analysis of various elements of American domestic public policy; e.g., progressive taxation, welfare, anti-trust enforcement, and the politics of regulatory agencies. Also listed as Economics 314 or 31400.

**POLS 31700: COMPARATIVE FOREIGN POLICY** 4 hour(s)

Comparative analysis of the foreign policies of representative world powers, including comparative methods of foreign policy analysis, and the world roles, foreign policy objectives, foreign policy-making and implementation process, foreign policies of such states as the Soviet Union (Russia), France, Germany, Britain, Japan, China, Egypt, and India.

**POLS 31900: THE AMERICAN FOUNDING:**IM,CA 4 hour(s)

In this seminar, we will perform an examination of the intellectual history of the American
founding. We will read and analyze some statements by academic historians as well as important state papers and writings by the first generation of American statesmen. This course fulfills either the Interpretive Methods requirement OR the Social and Cultural Analysis requirement, but not both. This course fulfills either the Interpretive Methods requirement OR the Social and Cultural Analysis requirement, but not both.

**POLS 33000: AMERICAN FOREIGN POLICY 3 - 4 hour(s)**
A study of major foreign policy issues which have confronted the United States since World War II and of the process of foreign policy formation and implementation.

**POLS 33200: ISLAM AND POLITICS 3 hour(s)**
This course will deal with the presently important role of Islam in socio-political change. It will explore the interaction of religious tradition and modernity in the modern Muslim world (Africa, the Middle East, South and southeast Asia, which consist of some 40 independent nation-states in which Muslims constitute a majority of the population) and its effect on political and socio-economic development. While some comparison may be useful, the role(s) of Islam in socio-political change will be dealt with on a country-by-country basis in order to understand the problem of the specific country.

**POLS 33500: TOWARDS A GLOBAL STATE 3 hour(s)**
In various regions of the world, states appear to be combining themselves together into larger, regional-scale political entities. This course will examine the common motivations for integration in these various regions, focusing particularly on the rationale of increasing state size in order to increase military power. Building upon this analysis of the individual regions, consideration will then be given to whether these motivational trends suggest that a supra-regional, global state structure is likely to come into being in the future. This course was formerly POLS 235 or 23500.

**POLS 33600: URBAN ECONOMICS AND POLITICS 3 hour(s)**
Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. This course is also offered in a 4 credit hour format as Political Science 33900. Prerequisites: Economics 201 or 20100 or permission of the instructor. Also listed as Economics 336 or 33600.

**POLS 33700: THE ART OF WAR 3 hour(s)**
This course considers the topic of war from a philosophical perspective, with the idea being that an understanding of war is essential for understanding human life in its social context. This course examines such questions as: What is war? Is war between states inevitable? Are interpersonal human relations always a version of war? This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course was previously numbered POLS 237 or 23700. Another version of this course is offered for 4 credit hours as POLS 33710.

**POLS 33710: THE ART OF WAR 4 hour(s)**
This course considers the topic of war from a philosophical perspective, with the idea being that an understanding of war is essential for understanding human life in its social context. This course examines such questions as: What is war? Is war between states inevitable? Are interpersonal human relations always a version of war? This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course was previously numbered POLS 237 or 23700. Another version of this course is offered for 3 credit hours as POLS 33700.

**POLS 33800: GLOBALIZATION 4 hour(s)**
The world is changing and evolving at an unprecedented rate, much of which is due to globalization. This course attempts to introduce students to the development of globalization and to the complex processes of globalization, which involves the interplay of many aspects of economics, technology, politics, and financial sectors in the present-day world. These issues will be discussed in connection with the Global North (rich, industrialized, democratic countries) and the Global South (less developed countries). Topics include the role of information technology (through increasing contact and communication); transfer of technology; integration of economy and state; outsourcing of production process; and terrorism.

**POLS 33900: URBAN ECONOMICS AND POLITICS 4 hour(s)**
Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems.
This course is also offered in a 3 credit hour format as Political Science 33600. Prerequisites: Economics 201 or 20100 or permission of the instructor. Also listed as Economics 33900.

**POLS 34400: 4 hour(s)**

A study of recent developments in American Constitutional Law in the areas of civil liberties and the equal protection of the laws. The aim is to interpret the meaning of the nationalization of the Bill of Rights and the judicialization of the broad issues of liberty and equality.

**POLS 34500: THE COURT AND CONSTITUTIONAL GOVERNMENT:IM,ES 4 hour(s)**

The history of American constitutional law from the Constitutional Convention through contemporary cases. Federalism, definition and separation of powers, and the power to regulate commerce, civil liberties, and civil rights will be emphasized. This course fulfills either the Interpretive Methods requirement OR the Meaning, Ethics, or Social Responsibility requirement, but not both. Prerequisite: Political Science 109 or 10900.

**POLS 35100: POLITICAL PHILOSOPHY FOR A DANGEROUS WORLD 4 hour(s)**

This course examines the political theories of Thucydides, Cicero, and Machiavelli. The purpose of this course is to study how these three theorists explain states’ efforts to obtain internally stable political regimes amidst their struggles with other states for survival. Not only will the theories of Thucydides, Cicero, and Machiavelli be examined individually, but the connections between their theories will simultaneously be explored. These three theorists are important to study as an ensemble because they take a pre-modern approach (as opposed to modern) to considering questions of international order, and thereby differ with the domestic-policy focus of other classical theorists such as Plato and Aristotle. However, they also differ from modern scholars of international politics, who are interested in a different set of questions than are the pre-modern theorists. This course was previously POLS 251 or 25100.

**POLS 37300: CLASSICAL POLITICAL PHILOSOPHY 4 hour(s)**

A study of the origin of political philosophy. Readings will be mainly from Plato and Aristotle, centering on their discussions of the nature of political justice and its relation to the just life.

**POLS 37800: SCOPE AND METHODS 3 hour(s)**

This course provides students with an opportunity to learn the methodological approaches they should employ in constructing research projects, such as their Capstone or Honors project, while also providing them with the guidance and instruction they need as they move from blank page to viable project. The course will review the proper creation of bibliographies, abstracts, literature reviews, and research methods in both qualitative and quantitative research.

**POLS 38000: SEMINAR 1 - 4 hour(s)**

Includes various topics or upper level specialty courses.

**POLS 38100: SPECIAL TOPICS 1 - 4 hour(s)**

**POLS 47900: SELECTED TOPICS IN POLITICAL PHILOSOPHY 3 hour(s)**

Taught in a seminar format, a close examination of one selected work from the tradition of political philosophy.

**POLS 48000: SENIOR SEMINAR 1 - 4 hour(s)**

**POLS 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

**POLS 48200: ADVANCED INDEPENDENT RESEARCH 1 - 4 hour(s)**

**POLS 49800: INTERNSHIP 6 hour(s)**

**POLS 61000: MODEL U.N. 1 hour(s)**

**PSYCHOLOGY**

Michelle R. Nario-Redmond (2007), Chair, Associate Professor of Psychology
Introduction

The study of psychology contributes to a liberal arts education by introducing students to the scientific method and to a body of knowledge about human and animal behavior. Investigation of psychology also requires learning to compare, contrast, and integrate various theoretical perspectives. Completing the requirements for a major in psychology leads to a better understanding of behavior and thought, allows insight into a variety of theoretical perspectives, fosters a greater appreciation of and respect for others, stimulates intellectual curiosity, facilitates personal growth, and encourages a feeling of social responsibility. A major in psychology prepares students for a variety of post-baccalaureate pursuits. Many of our recent graduates have gone on to continue their studies in graduate school, where they have specialized in areas such as behavioral neuroscience, clinical, counseling, developmental, experimental, school, industrial, or social psychology. Some have entered directly into careers such as management, advertising and marketing, human services, rehabilitation, and recreational supervision. Others have enrolled in a variety of professional programs such as law, education, rehabilitation, and social work. In short, completion of a psychology major provides the background for a variety of challenging and exciting career paths.

Another opportunity within the psychology department is to pursue a 3:2 collaborative program in social administration with Case Western Reserve University in Cleveland, OH. If a Hiram student meets the requirements of this program and is accepted, that student would spend 3 full-time years at Hiram College, followed by 2 full-time years at Case Western Reserve University’s renowned Mandel School of Applied Social Sciences. Upon successful completion of this 3:2 program, the student would receive a B.A. from Hiram College and a Master of Science in Social Administration. For more information about requirements, please check see the department chair.
A. Psychobiology of Behavior
   PSYC 31600 – Learning: Theory, Methods, and Application
   PSYC 32700 – Biopsychology

B. Developmental Psychology
   PSYC 26100 – Psychology of Childhood
   PSYC 26200 – Psychology of Adolescence

C. Social / Cognitive Psychology
   PSYC 34400 – Social Psychology
   PSYC 36600 – Cognitive Psychology

D. Abnormal Psychology
   PSYC 25500 – Abnormal Psychology

III. Psychology Elective courses
   Students choose a minimum of three (3-4 hour) psychology courses that do not overlap with general or content courses. One of these electives must be an advanced 30000-40000 level course in Psychology (e.g., 32800, 36100, 36700, 43200). Psyc 38000 Junior Seminar qualifies as an advanced elective. Alternatively, students can take an additional 30000-level psychology content course (e.g., 31600, 32700, 34400 or 36600) provided they have met the content requirement with at least one other course in each content domain (Psychobiology of Behavior, Developmental, Social/Cognitive, and Abnormal). Students should note that Abnormal Psychology, 25500, is a prerequisite for Introduction to Counseling and Clinical Psychology, 36100.

IV. PSYC 48000 – Senior Seminar

Departmental Honors
   Majors will be encouraged by their mentor/advisor to do an internship or a research project. In order to be considered for departmental honors, a student must complete the Junior Seminar (PSYC 38000) and a minimum of 3 credit hours of internship (PSYC 49800) or independent research (PSYC 48100) under the supervision of a faculty member. Hours may be combined from multiple internships and/or independent research studies to reach the 3 credit hour criteria. Any exceptions to these requirements must be discussed and agreed to by the departmental faculty.

Enrichment
   We strongly recommend that majors enrich their background with an introductory course in computer programming, a field experience (29800) or internship (49800), an independent research project (48100) or special topics courses (28000, 28100).

Additional Special Opportunities
   We encourage students to assist with faculty research projects or to develop their own projects. Computer terminals and programs are available for conducting experiments and simulations, and for data analysis; video-taping equipment can be used for stress, animal or child developmental research or student training; We have equipment for individual cognitive assessment interviews, and physiological monitoring equipment, which allows for the assessment of participants' stress and activity levels both in the lab and in everyday life. Comparative and physiological laboratories include facilities for maintenance and study of several species of animals, including rodents and fish; a histology laboratory is equipped for the investigation of neural and hormonal factors in behavior. The Hiram psychology department belongs to the Ohio Consortium for Undergraduate Psychology Conferences which meets every spring. We encourage students to present their research at this and other conferences.

   The department has contacts with many social service agencies in the area. Students may arrange internships or field placements which provide an opportunity to work with adolescents, young children, or older adults. These human services experiences can be arranged in many different contexts, from the criminal justice system to residential or outpatient treatment facilities.

   Hiram is also a member of Psi Chi, the national honor society in psychology, offering students opportunities to apply for various grants to support their scholarship and leadership in the field.

Requirements for Minors
   A minor in psychology consists of six courses: Psychology 10100, 21400, 21500 and three additional psychology courses. At least one of these must be a content course (e.g. 26100, 26200, 25500, 31600, 32700, 34400 or 36600). Students minoring in Psychology must pass Psychology 10100, 21400 and 21500 with a minimum grade of C. We
recommend you discuss the selection of courses with a faculty advisor from the department. Transfer students may apply one course from another institution to their minor coursework.

COURSE DESCRIPTIONS

PSYC 10100: GENERAL PSYCHOLOGY 4 hour(s)

This course introduces you to the scientific study of behavior. We examine the role of heredity and environment in the development of the individual. We show how motivation, emotion, learning, perception, intelligence, personality, and the developmental, social and biological bases of behavior have all been studied scientifically. We also examine the implications of psychological research and theory for contemporary problems.

PSYC 18000: WORKSHOP 1 hour(s)

This workshop will provide the opportunity for students to examine a special topic in Psychology. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

PSYC 21400: DESCRIPTIVE METHODS 4 hour(s)

Descriptive research methods are a common tool in the social sciences. From surveys, to observations, to secondary data analysis, descriptive methods are prevalent. Students who successfully complete this course will develop the following competencies: selecting a research problem or topic, writing a review of related literature, operationally defining variables, using appropriate measurement instruments, and applying statistics to analyze data for eventual communication of results, distinguishing quantitative research methods and designs: observational, survey, and correlational/regression. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: PSYC 101 or 10100.

PSYC 21500: EXPERIMENTAL METHODS:SM 4 hour(s)

This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, correlational research, experimental designs and control procedures. Laboratories will provide hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data. Prerequisite: PSYC 10100. Also listed as BIOL 21500. This course fulfills the Experimental Scientific Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

PSYC 21800: PERSONALITY 3 hour(s)

This course introduces students to the scientific study of personality, which is one of the most “molar” areas of psychology that examines how the major psychological processes of perception, motivation/emotion, thoughts, and memory of the self are integrated and interact together to shape our lives. This course takes a systems approach to examine (1) the various components of our personalities (e.g., our motives, abilities, traits, conscious resources, and models of self/others/world; (2) how those components are organized structurally; and (3) how those components are organized dynamically in terms of their interaction among themselves, with the outside world, and in regulating thinking and actions about the self. This course begins by reviewing what personality is, both as a system and as a field of science that continues to evolve; we then examine the purpose of different research designs and multiple measurement techniques and theoretical perspectives. The various parts of personality reveal the joint influence of our abilities and will, and our motives, emotions, and models of self and of others. Finally, we will examine how the parts are integrated and organized dynamically to influence the regulation of both conscious and unconscious behaviors. Prerequisite: Psychology 101 or 10100.

PSYC 22000: INDUSTRIAL PSYCHOLOGY 3 hour(s)

This course will survey a range of psychological principles and research findings that have been applied to business and industrial settings. Topics will include the traditional ones, such as testing, personnel selection, and human factors; and will also include recent developments in job satisfaction and motivation, human-relations training, and decision-making strategies. Prerequisite: Psychology 101 or 10100.

PSYC 22700: PSYCHOLOGY OF CREATIVITY 3 hour(s)
Creativity is a process at the heart of innovation and progress. It has been written about for thousands of years, yet only in the last century has it been a topic of scientific inquiry. This course will examine the process and products of creativity from an interdisciplinary perspective. By studying creative individuals from the arts, sciences, and business, we will look for common features of creative individuals across fields. Furthermore, we will address related questions that interest current scholars: Can we "teach" creativity? What brain regions are implicated in creative processes? Are their different types of creativity? Why is there such historical tension between creative individuals and "mainstream" society? And finally, is there a link between creativity and madness. Prerequisites: PSYC 101 or 10100 or ENTR 205 or 20500 or instructor permission.

**PSYC 24000: ANIMAL COGNITION 3 hour(s)**

This course explores historical and current topics in animal cognition. Do animals think? Are they able to communicate, use tools, and learn about concepts such as time? Students will critically examine primary and secondary literature in the field of animal and comparative cognition, and integrate this information for class discussions. There is a field trip planned to the Cleveland Zoo. This field trip will be the basis for a research paper to be completed by the end of the course. Prerequisite: PSYC 101 or 10100.

**PSYC 25000: DEVELOPMENT ACROSS THE LIFE SPAN 3 hour(s)**

This course is designed for the student who wishes to gain a broad perspective on the entire range of human development, from conception to old age. We explore the common principles that describe developmental changes across all ages, as well as the differences in thought, emotion, and behavior from age to age. The theories of Piaget and Erikson are particularly useful to understand both the commonalities as well as the differences. Prerequisite: PSYC 10100 and nursing student status. This class does not qualify as a core or as an elective for psychology majors or minors.

**PSYC 25300: HEALTH PSYCHOLOGY 3 hour(s)**

How you ever wondered if emotional stress increases your chances of getting or prolonging the common cold? Can psychological factors prolong life for those recovering from serious illnesses such as cancer or diabetes? Do homeopathic remedies offer any health benefits? Health psychologists study questions such as these and apply their findings in health settings. As scientist-practitioners, health psychologists bring science to bear on questions regarding lifestyle and psychosocial contributions to health and illness, especially health promotion and recovery from illness. In addition to reading empirical literature, students will use their own health as the framework for understanding and applying the principles of health psychology. We will also spend some time tying what we learn in class to bigger picture issues ranging from health and wellness practices at Hiram to public policy on a national level. Prerequisite: PSYC 101 or 10100.

**PSYC 25500: ABNORMAL PSYCHOLOGY 4 hour(s)**

This course is a survey of psychological disorders. For each disorder, we will review its characteristics, prevalence, risk factors, as well as various theoretical perspectives and the treatments they recommend. We will also examine explore other big-picture themes, including 1) the ways in which aspects of each disorder are part of normal, everyday experience, 2) the role culture plays in the manifestation of mental disorders, 3) the application of what is learned in this class to real life. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Psychology 25400 was previously offered for three (3) semester hours. Prerequisite: Psychology 214 or 21400.

**PSYC 26100: PSYCHOLOGY OF CHILDHOOD 4 hour(s)**

This course will study principles of development from infancy through middle childhood. We examine social, emotional, cognitive changes, as well as the role of parents, schools, and community in supporting that development. Learning to observe and/or interview children is an important part of the course. Prerequisite: PSYC 101 or 10100.

**PSYC 26200: PSYCHOLOGY OF ADOLESCENCE 4 hour(s)**

This course will study physical, cognitive, emotional, social and moral development during the period of transition from childhood to adulthood. We will look at the influence of family, peers, schools and culture by using different theoretical perspectives to analyze case studies. Prerequisite: PSYC 101 or 10100.

**PSYC 28000: SEMINAR 1 - 4 hour(s)**

From time to time, the department will offer special topics in psychology, based on particular interests of department members or the availability of visiting faculty.
PSYC 28100: INDEPENDENT STUDY 1 - 4 hour(s)

Students may arrange to pursue topics of individual interest upon making an individual agreement with a faculty member who will develop a syllabus with a specific learning outcomes/expectations specified. Students may work under the supervision of faculty, independently, or in small teams assisting faculty with their research projects. Course level depends on the level of supervision required. This course is offered pass/no credit only. One 3-4 credit hour independent study can be counted toward the Psychology major. Prerequisite: Psychology 101/10100 and Psychology/Biology 215/21500.

PSYC 29800: FIELD EXPERIENCE 1 - 4 hour(s)

In a placement at a social service, mental health, research, or child care agency, the student will participate in the activities of the agency, supervised by the on-campus faculty supervisor as well as an agency supervisor. In a journal, students will reflect upon their experiences. In a formal paper, students will analyze and discuss the organizational structures and staff-client relationships. We expect that students who enroll in Field Experience (29800) will have minimal background in psychology (perhaps only PSYC 101/10100) and/or want to observe at an agency that does not provide training or allow undergraduates direct interaction with clients. We expect that students who enroll in an Internship (49800) will have a more extensive background in the social sciences and will be trained by the agency to work with clients. Prior approval from the department and permission of instructor are required. Students must arrange an internship prior to registration for the term in which they plan to complete their hours at the agency. Hours worked at the agency may be completed during any term. Forty (40) hours of work at the site of the internship agency are the equivalent of one (1) credit hour. Only one 3-4 credit hour independent study can be counted toward the psychology major. This course is offered pass/no credit only. Prerequisite: Psychology 101/10100.

PSYC 31500: PROGRAM AND POLICY EVALUATION 4 hour(s)

This course will focus on the methods used in program and policy evaluation. The topics will include instruments design, data collection procedures, needs assessment, and utilization of findings. The role and responsibilities of evaluators will be examined. Material will be drawn mainly from the literature dealing with health and social-service delivery systems. Prerequisite: MATH 108 or 10800, or PSYC 215 or 21500, or BIOL 215 or 21500.

PSYC 31600: LEARNING THEORY METHODS AND APPLICATION 4 hour(s)

This course will begin with the findings and theories in operant and classical conditioning. Application of these techniques and other complex forms of learning will be applied to issues in learning and retention. Laboratories and class projects will emphasize experimental design and data interpretation. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: PSYC 21500 or BIOL 21500.

PSYC 32400: EXCEPTIONALITY:UD 3 hour(s)

This course examines the philosophical, historical, legal, and ethical foundations of services for individuals with special needs. The characteristics, etiology, and socio-psychological implications of exceptional conditions, including specific disabilities, gifts, and talents, are explored. Categorical and noncategorical classification systems; assessment, diagnosis, and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood. This course fulfills the Understanding Diversity in the USA requirement. Also listed as Education 324 or 32400.

PSYC 32700: BIOPSYCHOLOGY 4 hour(s)

This course provides a solid background concerning the physiological bases of behavior, beginning with an examination of neuroanatomy and neurophysiology. Additionally, this course will review classic and current research concerning the somatosensory system, motivation, emotion, learning, memory, and psychopathology. This course will also provide insight and opportunities to engage in research methods used by biopsychologists. Laboratories focus on the relations between physiology and behavior, and will prepare students for further independent work. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: PSYC 215 or 21500, or BIOL 215 or 21500. Also listed as Biology 327/32700.

PSYC 32800: ANIMAL BEHAVIOR 4 hour(s)

A survey of the modern field of animal behavior, tracing its origins from European ethology
and American comparative psychology. Extensive coverage will be given to the topic of vertebrate social behavior, including social organization, sexual behavior, aggressive behavior, and parent-offspring interactions. Efforts will be made to integrate results from field and laboratory research. Laboratories emphasize techniques for recording, quantifying, and analyzing behavior. Required field trip fee. Also listed as Biology 32800. Prerequisites: BIOL 152 or 15200, and PSYC 215 or 21500, or BIOL 215 or 21500, or BIOL 230 or 23000. The breakdown between lecture and lab hours is for administrative use only. This course may only be taken as 4 credit hours.

**PSYC 34400: SOCIAL PSYCHOLOGY 4 hour(s)**

This course examines psychological theory and research about how individuals think, feel, and behave in social situations. The course begins with an overview of the field of social psychology, and details the scientific methods used to research social psychological questions. The course proceeds with a comprehensive survey of the primary domains of the discipline, beginning with social perception: how we understand ourselves, other individuals, and social groups. Next to be considered is social influence: how attitudes form and change, and the processes of persuasion, conformity, and group dynamics. Finally, the course will review social relations: the factors involved in human aggression, helping behavior, and interpersonal attraction. Throughout this class, cultural perspectives and intersections will be integrated with cognitive neuroscience, highlighting applications to current events and real problems with policy implications for health, business decisions, and the law. Prerequisite: Psychology 101 or 10100, and Psychology 215 or 21500, or Biology 215 or 21500.

**PSYC 35600: POSITIVE PSYCHOLOGY 4 hour(s)**

This course provides an introduction to the study of topics related to happiness and the positive aspects of human experience. The first half of the course will focus on the basic areas of research in positive psychology, including but not limited to: positive emotion, resilience and post-traumatic growth, strengths of character, creativity, altruism, empathy, optimism, meaning, and curiosity. Particular attention will be paid in this section to the methods that researchers use to study happiness. The second half of the course will broaden the focus to include big-picture issues, such as public policy implications and the role of culture in happiness, as well as real-world application in a variety of contexts, including in the workplace, in education, in self-help, and in therapy. Counts toward the Entrepreneurship minor. Prerequisites: PSYC 214 or 21400, or PSYC 215 or 21500, or BIOL 215 or 21500.

**PSYC 36100: INTRODUCTION TO COUNSELING AND CLINICAL PSYCHOLOGY 4 hour(s)**

This course familiarizes the student with the research and practice of clinical psychology, including psychological assessment, clinical decision making, and varieties of psychological therapies. A segment of the course is devoted to developing and practicing interviewing skills (e.g., presentation of self, sensitive listening and accurate responding, and clear, effective communication.) Prerequisite: Psychology 255 or 25500.

**PSYC 36600: COGNITIVE PSYCHOLOGY 4 hour(s)**

The course will begin with the examination of basic sensory processes and their relationship to complex models of human perception, learning, and thinking. Research in language, problem solving, concept formation, memory systems and artificial intelligence will be considered. Prerequisite: PSYC 214 or 21400, and PSYC 215 or 21500, or BIOL 215 or 21500.

**PSYC 36700: DRUG USE AND ABUSE 3 hour(s)**

This course explores current drug issues through psychological, biological, medical, social, historical, and cultural perspectives. This course discusses individual classes of drugs and their effects from the level of the single neuron to the person as a member of society, as well as ethical and legal issues related to substance use and abuse. Students will critically examine primary and secondary literature in the field of neuropsychopharmacology, and integrate this information for class discussions and individual and group research. Prerequisites: Psychology 215 or 21500, or Biology 215 or 21500.

**PSYC 38000: SEMINAR 1 - 4 hour(s)**

**PSYC 38100: SPECIAL TOPICS 1 - 4 hour(s)**

**PSYC 43200: STEREOTYPING AND PREJUDICE:UD 4 hour(s)**

This course examines social psychological theory and primary research exploring the origins, functions, judgment, and behavioral consequences of stereotyping and prejudice in addition to measurement strategies. We will review studies that focus on how stereotypes
and prejudice influence the social perceiver, and those that focus on the targets of prejudice, their reactions to stigma, stereotype threat, and discrimination. The course culminates with mechanisms for reducing prejudice, including theories that have led to recent interventions, criticisms of alternative approaches, and current directions in the field. Prerequisites: Psychology 215 or 21500, or Biology 215 or 21500, or Mathematics 108 or 10800. This course fulfills the Understanding Diversity in the USA requirement.

**PSYC 48000: SENIOR SEMINAR 4 hour(s)**

This course is the capstone course for Psychology majors. In the senior seminar class, senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research, and write in APA style). This process serves a dual purpose. First, it provides psychology majors with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school. Second, it provides the Psychology Department with a final opportunity to assess whether or not it has been successful in its mission to produce competent psychology majors. Prerequisite: PSYC 214 or 21400, and PSYC 215 or 21500, or BIOL 215 or 21500, and senior standing.

**PSYC 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)**

Students may arrange to pursue topics of individual interest upon making an individual agreement with a faculty member who will develop a syllabus with specific learning outcomes/expectations specified. Students may work under the supervision of faculty, independently, or in small teams assisting faculty with their research projects. Course level depends on the level of supervision required. This course is offered pass/no credit only. Only one 3-4 credit hour independent study can be counted toward the psychology major. Prerequisite: PSYC 215 or 21500, or BIOL 215 or 21500.

**PSYC 49800: INTERNSHIP 6 hour(s)**

In a placement at a social service, mental health, research, or child care agency, the student will participate in the activities of the agency, supervised by the on-campus FACULTY supervisor as well as an agency supervisor. In a journal, students will reflect upon their experiences. In a formal paper, students will analyze and discuss the organizational structures and staff-client relationships. We expect that students who enroll in Field Experience (29800) will have minimal background in psychology (perhaps only PSYC 10100) and/or want to observe at an agency that does not provide training or allow undergraduates direct interaction with clients. We expect that students who enroll in an Internship (49800) will have a more extensive background in the social sciences and will be trained by the agency to work with clients. Prior approval from the department and permission of instructor are required. Students must arrange an internship prior to registration for the term in which they plan to complete their hours at the agency. Hours worked at the agency may be completed during any term. Forty (40) hours of work at the site of the internship agency are the equivalent of one (1) credit hour. This course is offered pass/no credit only. Prerequisite: PSYC 101 or 10100.

**PUBLIC LEADERSHIP MINOR**

**John C. Koritansky (1970), Chair, Garfield Institute for Public Leadership, Professor of Political Science**
A.B., Cornell University;
M.A., Ph.D., University of Chicago
Academic Interest: American constitutional law, American Politics, Political philosophy;
Public administration

**Kathy Luschek, Associate Director, Director, Garfield Institute for Public Leadership**


Other Faculty and visiting scholars contribute to the courses in this program.

**Mission**

The minor in Public Leadership is a curricular element of the The Garfield Institute whose mission is to prepare students for leadership in matters of public policy, foreign and domestic. It is grounded in the liberal arts education that Hiram College has maintained throughout its history. The Institute also serves to inform the public by bringing to campus persons whose own responsible leadership enables them to clarify issues of public policy. The minor in Public Leadership combines interdisciplinary teaching and experience to prepare students for careers of service in multiple publics. The minor develops vision,
knowledge and practical skills to foster a new generation of policy makers. Through coursework and participation in opportunities on and off campus, students develop self understanding and the insight and abilities from multiple disciplines for successful careers in public service, nonprofit organizations, and international institutions.

Core requirements for the minor

**INTD 24100: Public Leadership** (team taught) Central to public leadership is the ability to connect public issues and policy solutions. Through an interdisciplinary approach, the course will study public policy analysis – the process by which an issue becomes public and the debates regarding appropriate courses of action. Students will understand and apply relevant theories and skills through an examination of cases involving policy issues. These issues may at times focus on broad societal concerns (e.g. environment, education, healthcare, global security) or a specific policy issue (e.g. international trade agreements or social security). Students enrolled in the course will have opportunities for mentoring, participation in the Garfield seminars (as a Scholar or as an attendee), and community service.

**PLDS 49800: Internship** All students in the minor must complete an internship relevant to the minor and individual career interests. Internship opportunities are available through the Bliss Institute and the Washington Semester. A variety of other internship opportunities may also be pursued in nongovernmental organizations, nonprofits, and other international institutions here or abroad. The minor offers the opportunity for students to focus in one of two career areas. Students will choose 13 hours of electives with the approval of a Garfield advisor. These electives should complement and extend a major area of study and the student’s long term career objectives. Each student, in consultation with the advisor, will submit a statement of intent and the proposed course of study to the Garfield Advisory Committee. For more information, contact Professor John Koritansky, Chair of the Garfield Institute.

Career Opportunities for Minors in Public Leadership

**Public Leadership in Local, State and Federal Government**

Students with interests in careers in government at the local, state, or federal levels may pursue positions in the executive, legislative or judicial branches. Working in a wide variety of government agencies, serving as support staff for elected officials, and/or running for public office are all possible career options for students after graduation. Successful leaders in these careers will require a broad understanding of political, social, economic, and legal institutions within which problems are identified and policies are shaped, as well as the abilities essential to engage effectively in the process of developing and implementing policy decisions.

**Public Leadership in International Affairs**

Students with interests in diplomatic, consular, commercial, and overseas cultural and information services may pursue positions as administrative, economic, and political officers for government agencies such as the Department of State or Commerce or with a variety of Nongovernmental Organizations here and abroad. Successful leaders in these careers will require a broad understanding of international institutions, economic and security concerns, and power relations influencing policy decisions. The study of at least one foreign language at the 103 level or the equivalent is required. Electives in the minor may concentrate in specific public policy domains to complement a major field of study.

**RELIGIOUS STUDIES**

**Kerry Martin Skora (1999)**, Chair, Associate Professor of Religious Studies  
B.A., University of Chicago;  
M.A., University of California, Santa Barbara;  
Ph.D., University of Virginia  
Academic Interest: Hindu and Buddhist Studies; Tantric and Shamanic Studies; Religions of India, Tibet, and Bhutan; Pilgrimage and Saints in Bhutan; Embodied Phenomenology and Radical Empiricism; Religious Studies Theory and Methodology

**Linda Day (2011)**, Assistant Professor, Chaplain  
A.B., Harvard University  
M.A., Eastern Baptist Theological Seminary  
Ph.D., Princeton Theological Seminary  
Academic Interest: Hebrew Bible, Apocrypha, literary interpretation, feminist and gender methodologies

**Richard K. Thewlis (2010)**, Adjunct Professor of Religious Studies  
B.A., Baldwin-Wallace College;
M.Div., Methodist Theological School
M.A., Cleveland College of Jewish Studies
Academic Interest: Hebrew Bible and New Testament; Judaism and Jewish-Christian Relations; Qumran Scrolls, Apocrypha and Pseudepigraphical Literature; and Church Fathers.

Department Web address: http://www.hiram.edu/religion

Introduction

The Department of Religious Studies has a long and proud history of making the academic study of religion easily available to anyone who wishes to develop a deeper understanding of this basic part of human experience.

Religion does in fact permeate society, and it has done so ever since cave dwellers began to draw on the walls of their homes and workers in clay began to fashion their images. Thus, religious architecture, sculpture, and painting play a significant role within the history of art. Because religious devotion has often been a major musical inspiration, the same is true of the history of music. Religious themes also permeate literature both ancient and modern. Again, its religious dimensions omitted, the study of history certainly suffers. Furthermore, a background in this field provides solid footing for work in various areas of philosophy, political science, psychology, and sociology.

As a result, the study of religion lies very near the center of a liberal education. It enriches our personal lives, prepares us to be productive members of a democratic society, and opens the door to a more exciting encounter with the world around us. Not surprisingly, therefore, Hiram College graduates who have majored in religious studies pursue a wide variety of careers. Among others, these include business, public school education, teaching at the university or seminary level, social work, the practice of law, the practice of medicine, law-enforcement at the national level, and professional religious service.

Requirements for Majors

The Religious Studies major requires a minimum of 32 semester hours of course work.

In consultation with their departmental advisor, students choose broadly among the departmental course offerings. While some of these courses will be at introductory and intermediate levels (10000 and 20000-level), students should participate in the 30000-level seminars, as often as possible, toward the goal of developing sophistication within the discipline. The major participates in at least two such seminars, one in Hindu or Buddhist Studies and one in Biblical Studies, as approved by their advisor. As part of the departmental capstone requirement, one of these must be in the major’s senior year.

Because the academic study of religion is inherently multi-cultural, majors normally complete one year of foreign language study.

Majors are also required to fulfill the departmental capstone requirement in conjunction with their final four-hour advanced-level seminar, in consultation with their Religious Studies academic advisor.

Students who wish to pursue graduate work are advised to take more than the minimum number of courses, and are encouraged to take at least two courses in each of three areas: Hindu Studies, Buddhist Studies, and Biblical Studies.

Requirements for Minors

In conjunction with their departmental advisor, students who minor in Religious Studies pursue a minimum of 20 semester hours of course work. These hours include at least one course by each departmental faculty member as well as one 30000-level seminar.

Requirements for Honors

In order to receive departmental honors, in addition to having the minimum GPA requirement, students must fulfill additional requirements, in consultation with their Religious Studies academic advisor, and receive the approval of the Religious Studies faculty, who will review the student’s overall work. The minimum GPA requirement is: (1) an overall GPA that is equal to 3.1 or better; and (2) a departmental GPA that is equal to 3.7 or better.

COURSE DESCRIPTIONS

RELG 10800: WESTERN CHRISTIANITY 4 hour(s)
This course will look at the life and practice of western Christianity as viewed through the works of Christian mystics in conjunction with an analysis of the history of the institutional church. This analysis not only describes the ideal Christian life but gives us insight into the actual practice of Christian life through the ages.

**RELG 10900: INTRODUCTION TO THE BIBLE**

What does the word bible mean? And what exactly is the Bible? From where did it come? In what languages was it written? Have not the original texts been lost or changed in the course of the long history of their transmission? What is the relationship of English translations to the original texts? What is a "testament?" What does it mean that there is an "old" and a "new" one? Why are there at least three (Jewish, Protestant, Catholic) Bibles? And what about those early "secret" Jewish and Christian writings which did not find their way into anyone's Bible? These and other such questions, the outlines of Biblical history, sketches of key figures, and the basic religious ideas of its text are the focus of this course on this ancient and important body of literature. A revised version of this course is offered for four credit hours as Religious Studies 110 or 11000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

**RELG 11000: INTRODUCTION TO THE BIBLE**

What does the word bible mean? And what exactly is The Bible? From where did it come? In what languages was it written? Have not the original texts been lost or changed in the course of the long history of their transmission? What is the relationship of English translations to the original texts? What is a "testament?" What does it mean that there is an "old" and a "new" one? Why are there at least three (Jewish, Protestant, Catholic) Bibles? And what about those early "secret" Jewish and Christian writings which did not find their way into anyone's Bible? These and other such questions, the outlines of Biblical history, sketches of key figures, and the basic religious ideas of its text are the focus of this course on this ancient and important body of literature. A revised version of this course is offered for three credit hours as Religious Studies 109 or 10900. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

**RELG 21800: WIZARDS, SORCERERS, AND SHAMANS**

An investigation of the problem of rationality, carefully considering the perspectives of both "insiders" and "outsiders." From the inside, we will engage with firsthand encounters of wizards, sorcerers, and shamans in non-Western religious traditions, such as Songhay, Mayan, and Hindu. From the outside, we will explore various theoretical positions on rationality, examining classical and contemporary works in religious, anthropological, and philosophical studies, such as Evans-Pritchard's pioneering text on magic among the Azande, Merleau-Ponty's meditations on perception, and Paul Stoller's recent scholarship in "embodied phenomenology." Questions to be pursued in this course include: Is there one form of rationality that is "universal"? Is rationality "relative" to one's own socio-religious context? Is there an alternative approach to both universalism and relativism that allows the student of religion to make sense of apparent "multiple realities"? This course fulfills the Interpretive Methods requirement.

**RELG 22000: TRICKSTERS HOLY FOOLS STUDY OF LAUGHTER PLAY & MADNESS**

Cross-cultural study of the religious phenomena of tricksters and holy fools, and the related phenomena of laughter, play, and madness, as manifested in both religious discourse (myth and philosophy) and practice. What is the significance of these phenomena? What roles do they play within religious traditions? How are tricksters and holy fools understood in their own contexts? What grounds do we have for decontextualization and comparison? Our texts will include both primary accounts of tricksters and holy fools, and interpretative models of these same phenomena. This course fulfills the Interpretive Methods requirement.

**RELG 22300: ASIAN RELIGIONS**

This course examines selected Asian religious traditions, such as Hinduism, Buddhism, Chinese Religions, and Japanese Religions. Each tradition studied will be investigated both historically and analytically. One goal will be to discern fundamental aspects of each tradition's theoretical, practical-experiential, and social expressions. We will also place each tradition in a comparative context, considering themes such as cosmology and cosmogony, religious transformation, concepts of nonduality, and otherworldly journeys. This course fulfills the Interpretive Methods requirement.

**RELG 24200: THE RELIGIOUS WORLD OF THE FIRST CENTURY**
In the Greco-Roman world of the first century, religion was very much alive and well. Judaism spread through the cities of the Roman empire, and Christianity was on the move, but the traditional deities still received their due; people continued to consult Apollo's oracles at Delphi and Didyma; the Great Mother flourished under various forms; emperors living and dead had become gods worthy of prayer and sacrifice; the mystery religions with their unusual rites were welcoming initiates; and the planets, omens, and fate remained a daily source of anxiety and expectation. Designed for the general student, and using the extensive slide library of its instructor, the present course introduces students to this fascinating world of first-century religion. A revised version of this course is offered for four credit hours as Religious Studies 243 or 24300. A student may receive credit for only one of these courses.

RELG 24300: THE RELIGIOUS WORLD OF THE FIRST CENTURY 4 hour(s)

In the Greco-Roman world of the first century, religion was very much alive and well. Judaism spread through the cities of the Roman empire, and Christianity was on the move, but the traditional deities still received their due; people continued to consult Apollo's oracles at Delphi and Didyma, the Great Mother flourished under various forms, emperors living and dead had become gods worthy of prayer and sacrifice, the mystery religions with their unusual rites were welcoming initiates, and the planets, omens and fate remained a daily source of anxiety and expectation. Designed for the general student, and using the extensive slide library of its instructor, the present course therefore introduces students to this fascinating world of first century religion. No prerequisites. A revised version of this course is offered for three credit hours as Religious Studies 242 or 24200. A student may receive credit for only one of these courses.

RELG 24400: OLD TESTAMENT LITERATURE AND INTERPRETATION:IM 3 hour(s)

An abbreviated version of Religious Studies 245 or 24500 for three semester hours. Students taking this course may not take Religious Studies 245 or 24500. This course fulfills the Interpretive Methods requirement.

RELG 24500: OLD TESTAMENT LITERATURE AND INTERPRETATION:IM 4 hour(s)

Whether we call it the Old Testament, the Hebrew Scriptures, or the Tanak, this document provides us with an exciting witness to ancient Israel's walk with its god. Beginning with Abraham and Sarah it carries us from Mesopotamia to Egypt, through the Red Sea, and into the land of promise. It introduces us to kings both good and bad, recounts God's demands for a just society, describes the horrors of Jerusalem destroyed, and continuously recalls God's parental love for Israel. In a very special religious language it tells of how the world was formed and of the ultimate goal of that creation, provides both consolation for the downtrodden as well as songs of love for the bride and her groom, and even tells a great fish story! Thus, in this course designed for the general student we use the results of modern Biblical research in order to gain an appreciation for a most remarkable body of literature. A revised version of this course is offered for three credit hours as Religious Studies 244 or 24400. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

RELG 24600: NEW TESTAMENT LITERATURE AND INTERPRETATION:IM 3 hour(s)

The New Testament is a collection of twenty-seven fascinating writings from the first hundred years of Christianity, and it was created to be the Church's norm for right belief. In this course designed for the general student, we examine who wrote them, who first read them, when they were written, and, most interestingly, why they were written. For example, the Apocalypse (Revelation) was prepared by an Asian Christian at a particularly desperate time within the early years of the Church and reads most interestingly when understood from that perspective. A revised version of this course is offered as Religious Studies 247 or 24700. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

RELG 24700: NEW TESTAMENT LITERATURE AND INTERPRETATION:IM 4 hour(s)

The New Testament is a collection of twenty-seven fascinating writings from the first hundred years of Christianity, and it was created to be the Church's norm for right belief. In this course designed for the general student, we examine many of these writings from the perspective of their original purpose. In other words, we examine who wrote them, who first read them, when they were written, and, most interestingly, why they were written. For
example, the Apocalypse (Revelation) was prepared by an Asian Christian at a particularly
desperate time within the early years of the Church and reads most interestingly when
understood from that perspective. No prerequisites. A revised version of this course is
offered for three credit hours as Religious Studies 246 or 24600. A student may receive
credit for only one of these courses. This course fulfills the Interpretive Methods
requirement.

RELG 24800: JUDAISM:IM 3 hour(s)

See Religious Studies 249 or 24900 for a description of this course. This course fulfills the
Interpretive Methods requirement.

RELG 24900: JUDAISM:IM 4 hour(s)

Designed for the general student, this course has a twin focus: concentration on the origins
of Judaism in its formative period, 587 or 58700 BCE to 200 or 2000 CE, and a more
general introduction to Jewish history and thought including primary readings in modern
Orthodox, Conservative, Reformed, and Reconstructionist Judaism. No prerequisite. A
revised version of this course is offered for three credit hours as Religious Studies 248 or
24800. A student may receive credit for only one of these courses. This course fulfills the
Interpretive Methods requirement.

RELG 25100: HINDUISM:IM 4 hour(s)

This course investigates the fascinating variety of Hindu religious traditions. Historically, we
will examine key epochs beginning with the Vedic period and the world of visionaries,
deities, and sacrifice; moving to the speculative period of the sacred gnostic texts;
continuing through the great epic period, and the medieval period of devotional and tantric
movements, and systematic philosophy; and ending with Hinduism's most recent
incarnations. Analytically, we will explore the sacred narratives of central Hindu deities,
such as the erotic-ascetic Shiva and the Great Goddess; the lives, thoughts, and religious
experiences of significant thinkers and saints such as Shankara and Gandhi; the ritual
practices of yoga and devotional worship; and the dynamics of Hinduism as lived today.
This course fulfills the Interpretive Methods requirement.

RELG 25300: BUDDHISM 4 hour(s)

This course offers an introduction to Buddhist religious traditions. Students will be
introduced to key historical periods of Buddhism in India, beginning with the life and
teachings of the historical Buddha; moving to the development of the "Teaching of the
Elders" and early Indian Buddhism; continuing with the rise and development of the "Great
Vehicle;," and ending with the "Diamond Vehicle." The course also emphasizes the
expression of Buddhism outside India in varying cultural forms; we will focus on its
manifestation in different geographical areas, such as Sri Lanka and Southeast Asia,
Japan, and the Tibetan cultural area.

RELG 25800: RELIGIOUS IMAGINATION REALITIES
OTHERWORLDLYJOURNEYS:IM 3 hour(s)

A cross-cultural and interdisciplinary study of other realities and otherworldly topologies as
imagined and discovered in both our own and other cultures and times. Focusing on the
religious imagination in particular, this course introduces students to theories and methods
of the phenomenology of religion, and theories of the imagination. The course also
emphasizes the approaches taken and the alternative answers given by historians of
religion with respect to traditional theories and open questions on consciousness and
reality in Western and non-Western philosophy. Questions to be pursued in this course
include: How seriously should we take visions of other realities? What is the role of
"consciousness" in such vision? What is its relationship to "reality"? What is the
relationship between imagination and discovery? How seriously should we take the
imagination? What is the relationship between religious imagination and artistic and
scientific creativity? This course fulfills the Interpretive Methods requirement.

RELG 26000: CREATIVITY AND MINDFULNESS IN BUDDHISM 4
hour(s)

This course is especially designed for both Religious Studies and Entrepreneurial Studies
students, but will be relevant and compelling to anyone interested in Buddhist
understandings and practices of creativity and mindfulness in relation to self-development
in work, vocation, and other relevant life-situations. We focus on new forms of Buddhism
arising in the United States that apply traditional teachings and practices of what Buddhists
call "mindfulness"--and related aspects of the natural self, including creativity, spontaneity,
and playfulness--to a 21st-century context. Students ground themselves in the historical
and thematic foundations of four essential manifestations of Buddhism--Theravada,
Mahayana, Zen, and Tibetan--before studying the appropriation of ideas and practices of
creativity, mindfulness, contemplation, and vision, from these traditions, and applied to new life-situations. We analyze, interpret, evaluate, and apply a variety of these teachings and practices, drawing on case studies and works from a wide variety of contemporary Buddhist teachers and practitioners. This course will contain several experiential components, based on Buddhist methods, as students learn and apply various techniques such as creative journaling, contemplation/meditation, and creative visualization.

RELG 28000: SEMINAR 1 - 4 hour(s)
This course is for the general student to introduce them to a current topic in religious studies.

RELG 28100: INDEPENDENT STUDY 1 - 4 hour(s)
This offering provides an opportunity for students to pursue a topic of their interest under the guidance of a faculty member.

RELG 28300: TOPICS IN BIBLE STUDY 3 hour(s)
The purpose of this course is to provide students with the opportunity for in-depth study of the prophet Isaiah, or Jeremiah, Psalms or Proverbs, the Deuteronomic history, or a fascinating text from the Catholic Bible such as First or Second Maccabees, or from the New Testament, perhaps the Gospel of Matthew or John, the Acts of the Apostles, or the Apocalypse. Because necessary introduction will be part of the class lectures, there is no prerequisite. This course is repeatable. An version of Religious Studies 28310 for four (4) semester hours is also available.

RELG 28310: TOPICS IN BIBLE STUDY 4 hour(s)
The purpose of this course is to provide students with the opportunity for in-depth study of the prophet Isaiah, or Jeremiah, Psalms or Proverbs, the Deuteronomic history, or a fascinating text from the Catholic Bible such as First or Second Maccabees, or from the New Testament, perhaps the Gospel of Matthew or John, the Acts of the Apostles, or the Apocalypse. Because necessary introduction will be part of the class lectures, there is no prerequisite. This course is repeatable. The course syllabus or the instructor will provide the course description for a specific course offering. An version of Religious Studies 283 or 28300 for three (3) semester hours is also available.

RELG 28400: TOPICS IN THE LOST BOOKS OF THE BIBLE 3 hour(s)
The purpose of this course is to provide students with the opportunity for in-depth study of important early Jewish and Christian documents which did not find their way into either the Jewish or Christian canon of Scripture. There exist, for example, a variety of Christian gospels and fragments thereof, an Acts of Paul, various Jewish and Christian "revelations" the texts from Qumran, the Testaments of the Twelve patriarchs and many others. Because necessary introduction will be part of the class lectures, there is no prerequisite. This course is repeatable.

RELG 31100: SEMINAR IN BIBLICAL LITERATURE 4 hour(s)
This seminar focuses on issues of special interest within the world of the Bible. It includes an offering on the historical Jesus and the gospels, as well as a comprehensive analysis of prophecy in ancient Israel. Prerequisite: Any 100 or 10000- or 200 or 20000-level Religious Studies course, or permission.

RELG 31200: SEMINAR IN ASIAN RELIGIONS: ASIAN SEM: BUDDHISM TIBET/BHUTAN 4 hour(s)
This seminar focuses on a selected topic in Asian Religions. Possible topics include a key figure (such as Shankara, Nagarjuna, or Chuang-tzu), a key text (such as the Bhagavad Gita, the Tibetan Book of the Dead, or the Tao-te-ching) or a particular set of related traditions (such as the Tantric traditions, Zen Buddhism, or Taoism). Additionally, we may study a selected theme comparatively in the context of Asian Religions. Possible comparative themes include models of ultimate reality, meditative disciplines and rituals of transformation, concepts and understandings of the self, or religious experiences and visions.

RELG 38000: SEMINAR 1 - 4 hour(s)
RELG 38100: SPECIAL TOPICS 1 - 4 hour(s)
RELG 48000: SENIOR SEMINAR 1 - 4 hour(s)
RELG 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
This offering provides an opportunity for students to pursue a topic of their interest under
the guidance of a faculty member. Prerequisite: at least two courses in Religious Studies and permission of the department.

**SOCILOGY**

**Liz Piatt (2010),** Chair, Assistant Professor  
B.A. Kent State University  
M.A. University of Akron  
Ph.D. Kent State University  
Academic Interest: Inequality, Health Disparities, Mental Health, Social Psychology

**Anisi Daniels Smith (2011),** Dissertation Fellow  
B.A. Kent State University  
M.A. Kent State University  
Ph.D. (in progress) Kent State University  
Academic Interest: Race, class and gender inequalities, social psychology, life course of minorities and scholarship of teaching and learning

**Mario A. Renzi (1970),** Professor Emeritus of Sociology  
B.A., Illinois Benedictine College;  
M.A., Ph.D., University of Notre Dame  
Academic Interests: Inequality, diversity, urban, and population

**Robin Shura (2010),** Assistant Professor  
B.A. Kent State University  
M.A. Case Western Reserve University  
Ph.D. Case Western Reserve University  
Academic Interest: Medical Sociology, Aging and the Life Course, Family, Theory

**Jeff Wanser (1984)**, Instructor of Sociology  
B.A. Adelphi University  
M.A. SUNY-Binghamton  
M.L.S. University of Pittsburgh  
Academic Interest: Archaeology, Cultural Anthropology, Material Culture

**Department Web Site:** [http://www.hiram.edu/sociology](http://www.hiram.edu/sociology)

**Introduction**

Sociologists face the challenging task of analyzing and interpreting the social world while living in the midst of it. Hiram’s academic program is designed to provide students of sociology with the research tools and techniques essential for performing comprehensive and accurate inquiries into the nature of human events within a societal context.

The program focuses on familiarizing students with contemporary theories of sociology and on teaching students how to conduct field-related, quantitative research projects. In addition, students who complete the sociology program at Hiram will have an understanding of basic sociological concepts, how these concepts interrelate, and how these concepts affect a student’s own life. Hiram’s Department of Sociology offers students foundational knowledge of anthropology, while cultivating more extensive expertise in the field of sociology with a faculty that has expertise in both micro and macro perspectives. This diverse proficiency among the faculty allows the department to cover a wide range of topics in the discipline.

The breadth and depth of Hiram’s sociology program prepares students for success in graduate school and the professional workforce. Recent Hiram graduates have obtained professional positions in the field of sociology as child-care workers, social workers, education advocates, managing editor of a magazine, grant writer, resource development coordinator for AmeriCorps, and as a university professor.

Alumni of Hiram’s program have pursued graduate degrees in fields that include counseling, law, non-profit management, medicine, and social work at institutions such as Case Western Reserve University, the College of William and Mary, Columbia University, Kent State University, Miami of Ohio, and Ohio State University.

Another opportunity within the sociology department is to pursue a 3:2 collaborative program in social administration with Case Western Reserve University in Cleveland, OH. If a Hiram student meets the requirements of this program and is accepted, that student would spend 3 full-time years at Hiram College, followed by 2 full-time years at Case Western Reserve University’s renowned Mandel School of Applied Social Sciences. Upon successful completion of this 3:2 program, the student would receive a B.A. from Hiram College and a Master of Science in Social Administration. For more information about requirements, please check see the department chair.
Requirements for Majors

A major in sociology consists of:

- SOAN 15500
- Two 30000 level SOAN courses
- SOAN 45200
- SOAN 45500
- MATH 10800
- Plus 13 hours of electives at the 20000 and 30000 level

Requirements for Minors

There are two minor programs within the department, one in anthropology and one in sociology. Both minors consist of at least 20 credit hours. The sociology minor requires 15500 and at least one 30000 level course, the anthropology minor requires 20200. Students should consult with a member of the department about additional courses required for these minors.

Capstone

Our two senior seminars are viewed as courses which require students to synthesize knowledge acquired in the other courses in the major. These Capstone experiences require demonstration of empirical and analytical skills in sociology. Sociology majors must earn a minimum grade of "C" in each of the capstone courses.

Departmental Honors

Graduating seniors may receive departmental honors if they meet all of the following criteria:

- An overall grade-point average of at least 2.8
- A departmental grade-point average of at least 3.6
- The sum of the two above grade-point averages must equal at least 6.8
- In addition, the student must be recommended by the department for these honors.

Procedures for determining departmental grade point average

The Sociology Department considers the highest grades for 33 hours. However, the required courses for the major must be included, even if they are not the highest grades. Grades for Math 108 are not included when determining the departmental GPA.

COURSE DESCRIPTIONS

SOAN 15500: INTRODUCTION TO SOCIOLOGY:CA 4 hour(s)

A basic knowledge of sociology; introduction to study of human society-related concepts, and content. Human behavior from the perspective of culture, groups, and organizations. Prerequisite to all advanced courses except with special permission. Sociology majors/minors must earn a "C" or higher. This course fulfills the Social and Cultural Analysis requirement.

SOAN 16000: CULTURES OF AFRICA 3 hour(s)

An introduction to the traditional pastoral and horticultural Societies of Sub-Saharan Africa. Special emphasis on family, structures, age sets, socialization practices, ways of making a living, political systems, art and music, and beliefs.

SOAN 20100: SOCIAL PROBLEMS 4 hour(s)

This course identifies and describes the main features of enduring societal problems, including, for example, alcohol and drug use, mental illness, poverty, crime, family disorganization, and health care. Causes are considered and solutions are proposed. Prerequisite: Sociology 155 or 15500

SOAN 20200: CULTURAL ANTHROPOLOGY:CA,EW 4 hour(s)

This course is designed to acquaint the introductory student with pre-literate and peasant cultures and their major social and symbolic institutions. A selection of ethnographies, i.e., descriptions of cultures, will be used to illustrate the variety of human cultural systems and to introduce the student to non-Western world views. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both. Prerequisite to all advanced courses except with special permission. A revised version of this course is offered for 3 credit hours as Sociology and Anthropology 203 or 20300. A student may receive credit for only one of these courses.

SOAN 20300: CULTURAL ANTHROPOLOGY 3 hour(s)
This course is designed to acquaint the introductory student with pre-literate and peasant cultures and their major social and symbolic institutions. A selection of ethnographies, i.e., descriptions of cultures, will be used to illustrate the variety of human cultural systems and to introduce the student to non-Western world views. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both. Prerequisite to all advanced courses except with special permission. A revised version of this course is offered for 4 credit hours as Sociology and Anthropology 202 or 20200. A student may receive credit for only one of these courses.

SOAN 22600: ETHNICITY IN AMERICA:UD 3 hour(s)
This course will take a close look at the culturally diverse groups that make up the American people. It will inquire into their origins, their contributions, and their incorporation into American society. Among the topics that will be discussed are the merits of the melting pot theory and the concept of cultural pluralism. This course will deal in depth with the experience of Euro-American, African-Americans, and Latino-Americans. A revised version of this course is offered for 4 hours as SOAN 22700. Prerequisite: Sociology 155 or 15500. This course fulfills the Understanding Diversity in the USA requirement.

SOAN 22700: ETHNICITY IN AMERICA:UD 4 hour(s)
This course will take a close look at the culturally diverse groups that make up the American people. It will inquire into their origins, their contributions, and their incorporation into American society. Among the topics that will be discussed are the merits of the melting pot theory and the concept of cultural pluralism. This course will deal in depth with the experience of Euro-American, African-Americans, and Latino-Americans. A revised version of this course is offered for 3 hours as SOAN 22600. Prerequisite: Sociology 155 or 15500. This course fulfills the Understanding Diversity in the USA requirement.

SOAN 23600: URBAN SOCIOLOGY 4 hour(s)
The modern city and its setting, demographic and ecological factors, social structures, institutions, and functional relationships among them. The problems of the city and social forces in the making and resolving of them. Prerequisite: Sociology 155 or 15500.

SOAN 23900: SEX AND GENDER IN SOCIETY:UD 3 hour(s)
This course is an introduction to the study of gender roles. By examining what it means to be male and female, we will see how different and how similar the sexes are in terms of their abilities, advantages, and the work they do. Moreover, we will look at the methods and theories social scientists use to study and explain these differences. This course fulfills the Understanding Diversity in the USA requirement. This course is offered for four (4) credit hours as Sociology 24010. Prerequisite: Sociology 155 or 15500. This course fulfills the Understanding Diversity in the USA requirement.

SOAN 24010: SEX AND GENDER IN SOCIETY 4 hour(s)
This course is an introduction to the study of gender roles. By examining what it means to be male and female, we will see how different and how similar the sexes are in terms of their abilities, advantages, and the work they do. Moreover, we will look at the methods and theories social scientists use to study and explain these differences. This course fulfills the Understanding Diversity in the USA requirement. This course is offered for three (3) credit hours as Sociology 240/24000. Prerequisite: Sociology 155 or 15500.

SOAN 24500: SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR 4 hour(s)
The influence of social movements and collective behavior in social change. How social institutions are maintained, modified and transformed through relatively unstructured social relations like mob and crowd reactions, fads, fashions, rumor, panic, protest groups, reform and revolution. Prerequisite: Sociology 155 or 15500.

SOAN 25100: POPULATION PATTERNS AN INTRODUCTION TO SOCIAL DEMOGRAPHY 4 hour(s)
This course is about population, the causes of population growth and change, and the consequences of population trends for human society. These issues will be analyzed from the point of view of the three components of population growth (fertility, mortality, and migration), and the factors, especially social factors, which affect them. Finally, the course will investigate the ways in which societies and cultures respond to population change, with an emphasis on the sociodemographic future of the United States. Also listed as Management 251 or 25100. Prerequisite: Sociology 155 or 15500.

SOAN 25500: 4 hour(s)
SOCIOLOGY OF HUMAN DEVELOPMENT! This course provides students with an introduction to key concepts, principles, and debates in the field of human development from a sociological perspective. This course takes an overview of human lives, considering development and social influences on human development from birth to death. Classical theories of development are considered, and a sociological approach is emphasized: human development from its beginning cannot be understood at the individual level because it is fundamentally a socially constituted, or interactive, process. This class focuses on how human development and health throughout the course of life are shaped by many important social environments and forces, including but not limited to families, schools, neighborhoods, peer groups, work organizations, organization of health care, ideology, social policies, media, history, and culture. Prerequisite: SOAN 155 or 15500

SOAN 26200: THE FAMILY 3 hour(s)

Forms and functions of family life, using cross-cultural data to emphasize the particularity of the American family. The family as a social organization and dynamics of interaction within it. Prerequisite Sociology 155 or 15500

SOAN 26500: SOCIOLOGY OF RELIGION 3 hour(s)

Religious beliefs, practices, and organizations all affect, and are affected by, the social order. The course focuses on the social functions of religion, the nature of the variety of organizational forms of religion, and trends of impact of each on the other; e.g., secularization, religious movements, and civil religion. A revised version of this course is offered for 4 hours as SOAN 26600. Prerequisite Sociology 155 or 15500

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Religious beliefs, practices, and organizations all affect, and are affected by, the social order. The course focuses on the social functions of religion, the nature of the variety of organizational forms of religion, and trends of impact of each on the other; e.g., secularization, religious movements, and civil religion. A revised version of this course is offered for 3 hours as SOAN 26500. Prerequisite Sociology 155 or 15500

SOAN 26700: SOCIOLOGY OF BLACK FAMILIES:UD 4 hour(s)

This introductory course will examine the history, experiences, struggles and progress of Black families in the U.S. We will explore cultural processes as well as political, economic, and social structures and policies that have shaped, and continue to shape, the ways in which Black families have formed and functioned. Beginning with slavery and ending with current issues facing Black families, the course is organized chronologically, with an emphasis on the ways in which African American families have acted as agents in their own lives by developing adaptive strategies (e.g. political resistance, reliance on extended kinship networks, responding to sociological shifts, etc...) to ensure their survival. Through course lectures, required readings, discussions, and documentaries, we will explore the impact of various social policies on the survival of Black families over time; e.g., Jim Crow, desegregation, welfare reform, etc. Finally, we will investigate key concepts, theories, and factors contributing to our understanding of Black families in the U.S. This course fulfills the Understanding Diversity in the USA requirement. This course is also offered for three (3) credit hours as Sociology 26710. Prerequisite: Sociology 155 or 15500

SOAN 26710: SOCIOLOGY OF BLACK FAMILIES 3 hour(s)

This introductory course will examine the history, experiences, struggles and progress of Black families in the U.S. We will explore cultural processes as well as political, economic, and social structures and policies that have shaped, and continue to shape, the ways in which Black families have formed and functioned. Beginning with slavery and ending with current issues facing Black families, the course is organized chronologically, with an emphasis on the ways in which African American families have acted as agents in their own lives by developing adaptive strategies (e.g. political resistance, reliance on extended kinship networks, responding to sociological shifts, etc...) to ensure their survival. Through course lectures, required readings, discussions, and documentaries, we will explore the impact of various social policies on the survival of Black families over time; e.g., Jim Crow, desegregation, welfare reform, etc. Finally, we will investigate key concepts, theories, and factors contributing to our understanding of Black families in the U.S. This course fulfills the Understanding Diversity in the USA requirement. This course is also offered for four (4) credit hours as Sociology 267/26700. Prerequisite: Sociology 155 or 15500

SOAN 27400: PEOPLE AND CULTURES OF THE PACIFIC ISLANDS:CA,EW 4 hour(s)

A survey of the indigenous cultures of Oceana. The region consists of Australia, Melanesia, Micronesia and Polynesia, each containing its own unique set of environments, peoples and ways of life. An overview of the prehistory and ethnology of the region will act
as a background for examination of representative cultures through readings and films. Cultural change resulting from both colonialism and development will also be discussed. This course fulfills either the Social and Cultural Analysis requirement OR the Experiencing the World requirement, but not both.

SOAN 27500: INTRODUCTION TO ARCHAEOLOGY:CA 4 hour(s)

From prehistoric hunter-gatherers to early civilizations to the Industrial Revolution, archaeology (a subfield of anthropology) is concerned with the study of the past through material remains. The objective of this course is to introduce the methods and theories that archaeologists use to understand past societies. It will also include a thematic discussion of some of the major events of the human past, such as the origins of tool use, the worldwide spread of the species, and the origins of agriculture and urban life. This course fulfills the Social and Cultural Analysis requirement.

SOAN 27600: NORTH AMERICAN INDIANS:CA,UD 4 hour(s)

North American Indian cultures, as they have been described since 1500, will be the subject of this course. Lecture material will follow a culture-area approach, moving historically and geographically over the North American continent (from northern Mexico up to and including Canada). This course fulfills either the Social and Cultural Analysis requirement OR the Understanding Diversity in the USA requirement, but not both.

SOAN 28000: SEMINAR 4 hour(s)

SOAN 28100: INDEPENDENT STUDY 1 - 4 hour(s)

SOAN 29800: FIELD EXPERIENCE 1 - 4 hour(s)

SOAN 30100: THE ARCHEOLOGICAL ORIGINS OF CIVILIZED SOCIETIES 4 hour(s)

An exploration of the anthropological theory of multi-linear evolution with respect to the development of six independent civilized traditions: Egypt, Mesopotamia, China, Middle America, and Peruvian cultures. Materials will be used from the fields of prehistory, ethnology, and ethno-history. Prerequisite: Sociology 202 or 20200 or permission.

SOAN 30300: ENVIRONMENTAL SOCIOLOGY:CA 4 hour(s)

While humans are distinct in their capacity to create culture, they remain always a part of, and dependent on, nature. This course is an examination of the ongoing dialogue between human social processes and the biophysical environment within which they take place. Readings will highlight the ways in which social structures and the individual behaviors that reflect them both shape and are shaped by the environment. We will study “environmental problems” through a sociological lens, focusing on the cultural, economic, political, and other social systems and processes that give rise to them. In particular, we will examine the ways in which these systems and processes organize patterns of everyday life and consider strategies for re-organizing those patterns in the effort to respond to and mitigate socio-ecological problems. This course fulfills the Social and Cultural Analysis requirement. This course is also offered as Environmental Studies 30300 Prerequisite: INTD 225 or 22500 or SOAN 155 or 15500

SOAN 31500: THE CIVIL RIGHTS MOVEMENT 3 hour(s)

This course is a sociological overview of the Civil Rights Movement from a social movements perspective. Students will become familiar with the struggle of African-Americans and the events that led up to, sustained and resulted from the Civil Rights Movement. They will also become familiar with the factors that contribute to the development of a social movement in general. Students will also critically analyze the impact of the Civil Rights Movement on current civil rights issues. An abbreviated version of Sociology 31510 for three semester hours. Prerequisite: SOAN 155 or 15500

SOAN 31510: THE CIVIL RIGHTS MOVEMENT 4 hour(s)

This course is a sociological overview of the Civil Rights Movement from a social movements perspective. Students will become familiar with the struggle of African-Americans and the events that led up to, sustained and resulted from the Civil Rights Movement. They will also become familiar with the factors that contribute to the development of a social movement in general. Students will also critically analyze the impact of the Civil Rights Movement on current civil rights issues. A revised version of this course is offered for three credit hours as Sociology 31500. Prerequisite: SOAN 155 or 15500

SOAN 32000: SOCIAL DEVIANCE, THEORETICAL PERSPECTIVES 4 hour(s)
Various theoretical approaches to understanding deviant (thus problem-creating) behavior within our society and the methods used to know them. Also, the organized efforts at resolution of these problems. A revised version of this course is offered for three credit hours as Sociology 32100. A student may receive credit for only one of these courses. Prerequisite: Sociology 155 or 15500.

**SOAN 32100: SOCIAL DEVIANCE, THEORETICAL PERSPECTIVES**

Various theoretical approaches to understanding deviant (thus problem-creating) behavior within our society and the methods used to know them. Also, the organized efforts at resolution of these problems. A revised version of this course is offered for four credit hours as Sociology 32000. A student may receive credit for only one of these courses. Prerequisite: Sociology 155 or 15500.

**SOAN 32200: SOCIAL INEQUALITY**

A consideration of social differences arising out of distinctions along the lines of class, status, prestige, and power. The focus of the study is on the United States, but other societies are also considered. Occupational, ideological, and mobility differentiation. A revised version of this course is offered for four credit hours as Sociology 323 or 32300. A student may receive credit for only one of these courses. Prerequisites: Sociology 155 or 15500.

**SOAN 32300: SOCIAL INEQUALITY**

A consideration of social differences arising out of distinctions along the lines of class, status, prestige, and power. The focus of the study in the United States, but other societies are also considered. Occupational, ideological, and mobility differentiation. A revised version of this course is offered for three credit hours as Sociology 322 or 32200. A student may receive credit for only one of these courses. Prerequisites: Sociology 155 or 15500.

**SOAN 35100: STRATIFICATION AND HEALTH**

This course is an introduction to social epidemiology (the social distribution of health and illness). We will focus on examining how physical and mental health varies by socioeconomic status, race/ethnicity and gender. We will also look at the causal explanations for these relationships. We will also spend some time improving our understanding of how access to resources such as health care, social support and psychosocial resources (mastery, for example) shape health outcomes, as well as consider the role of social context in health outcomes—households, neighborhoods, communities, etc.

**SOAN 35400: SOCIOLOGY OF AGE, AGING AND THE LIFE COURSE**

This course provides an introduction to the sociological study of age as a feature of social structure that is highly influential of individuals, groups and belief systems. Theoretical concepts will be emphasized, as will empirical approaches to the sociological study of age. Topics include but are not limited to the social history of age, the life course and transitions within it, sociological theories of age, and demography of aging. Specific aspects of social structure that will be studied in this course include old age and the welfare state; family relationships and social support; work and retirement; health and health care; death, dying and bereavement; poverty, social inequality, and the economics of aging; and politics. Throughout this course, specific attention will be given to how the sociological perspective differs from biological and psychological perspectives on age and aging. An abbreviated version of SOAN 35410 for three semester hours. Prerequisite: SOAN 155 or 15500

**SOAN 35410: SOCIOLOGY OF AGE, AGING AND THE LIFE COURSE**

This course provides an introduction to the sociological study of age as a feature of social structure that is highly influential of individuals, groups and belief systems. Theoretical concepts will be emphasized, as will empirical approaches to the sociological study of age. Topics include but are not limited to the social history of age, the life course and transitions within it, sociological theories of age, and demography of aging. Specific aspects of social structure that will be studied in this course include old age and the welfare state; family relationships and social support; work and retirement; health and health care; death, dying and bereavement; poverty, social inequality, and the economics of aging; and politics. Throughout this course, specific attention will be given to how the sociological perspective differs from biological and psychological perspectives on age and aging. A revised version of this course is offered for three credit hours as SOAN 35400. Prerequisite: SOAN 155 or 15500
SOAN 35600: SOCIOLOGY OF MENTAL HEALTH AND ILLNESS 3 hour(s)

This course is an introduction to the sociological perspective of mental health and illness. Sociologists have made important contributions to our understanding of mental health and illness in three important ways: the history and organization of treatment for mental illness; definitions, recognition and perceptions of mental illness (including stigma associated with labeling); and the prevalence and distribution of mental health/illness. We will also discuss the experience of mental illness from the perspective of persons living with mental illness and their families. A revised version of this course is offered for four credit hours as SOAN 35610. Prerequisite: SOAN 155 or 15500

SOAN 35610: SOCIOLOGY OF MENTAL HEALTH AND ILLNESS 4 hour(s)

This course is an introduction to the sociological perspective of mental health and illness. Sociologists have made important contributions to our understanding of mental health and illness in three important ways: the history and organization of treatment for mental illness; definitions, recognition and perceptions of mental illness (including stigma associated with labeling); and the prevalence and distribution of mental health/illness. We will also discuss the experience of mental illness from the perspective of persons living with mental illness and their families. A revised version of this course is offered for three credit hours as SOAN 35600. Prerequisite: SOAN 155 or 15500

SOAN 35800: SOCIOLOGY OF INSTITUTIONALIZED LONG-TERM CARE 3 hour(s)

This course includes an overview of literature, empirical methods, and theories as they relate to the sociological study of long-term care organizations and the experiences of those who work, live and have loved ones within them. Explicit attention will be focused on how social policies influence both social structures and human experiences of long-term care. Current debates about quality of life and quality of care, as well as current social movements to transform the culture and structure of long-term care, will be studied, discussed and debated. Medical/clinical orientations to long-term care will be compared and contrasted to sociological perspectives and scholarship in this substantive area. An abbreviated version of Sociology 35801 for three semester hours. Prerequisite: SOAN 155 or 15500

SOAN 35810: SOCIOLOGY OF INSTITUTIONALIZED LONG-TERM CARE 4 hour(s)

This course includes an overview of literature, empirical methods, and theories as they relate to the sociological study of long-term care organizations and the experiences of those who work, live and have loved ones within them. Explicit attention will be focused on how social policies influence both social structures and human experiences of long-term care. Current debates about quality of life and quality of care, as well as current social movements to transform the culture and structure of long-term care, will be studied, discussed and debated. Medical/clinical orientations to long-term care will be compared and contrasted to sociological perspectives and scholarship in this substantive area. A revised version of this course is offered for three credit hours as Sociology 35800. Prerequisite: SOAN 155 or 15500

SOAN 35900: MEDICAL SOCIOLOGY 4 hour(s)

This course introduces a sociological perspective on health and illness, and on practices, professions and institutions related to health care. In this course, we will develop a critical analytic lens using the "sociological imagination" to understand social rather than individual determinants of health and illness, and to understand issues and debates related to health care in the United States and in global perspective. We will examine social forces (including but not limited to poverty, other socio-economic statuses, gender, race/ethnicity) that are related to illness and mortality patterns in the United States and around the globe; social meanings and experiences associated with acute illness, chronic illness, disability and mental illness; the history, structure and status of professions within medicine including physicians, nurses, pharmacy, and alternative care providers; structures, costs, health outcomes and problems associated with several countries' health care delivery systems; and issues of bioethics. Significant topics of interest in this course may include but are not limited to social epidemiology; health behavior and lifestyles; the sick role; social influences on the experiences of being ill and seeking care; medical professions; medicalization; health care institutions and policies; and bioethical implications of medical experimentation in the Nazi era and the Tuskegee Syphilis Study. Critical thinking and attention to diversity, within the United States and globally, are emphasized in this course. This class requires out of class health care related participation. Prerequisite: SOAN 155 or 15500
SOAN 36200: YOUTH AND SOCIETY 3 hour(s)
This course examines the creation of adolescence and youth as a distinctive stage of life in Europe, England and the USA. Youth culture at various points in history will be examined. Causes and consequences of contemporary adolescent problems will be highlighted. Prerequisite Sociology 155 or 15500.

SOAN 36300: YOUTH AND SOCIETY 4 hour(s)
This course examines the creation of adolescence and youth as a distinctive stage of life in Europe, England and the USA. Youth culture at various points in history will be examined. Causes and consequences of contemporary adolescent problems will be highlighted. Prerequisite Sociology 155 or 15500.

SOAN 38000: SEMINAR 1 - 4 hour(s)

SOAN 38100: SPECIAL TOPICS IN SOCIOLOGY 1 - 4 hour(s)

SOAN 45200: SENIOR SEMINAR THEORETICAL PERSPECTIVES 4 hour(s)
Study of selected early masters of sociological thought and contemporary theorists. Emphasis on underlying assumptions and substantive content. Prerequisite: Sociology 155 or 15500 or 202 or 20200 or permission. Sociology majors must earn a “C” or higher.

SOAN 45500: SENIOR SEMINAR METHODOLOGY 4 hour(s)
A brief review of the basic research methods used by social scientists. This is followed by an intensive investigation of the particular research design of survey research. Finally, there will be a utilization of this approach in a secondary analysis of available data. Students are encouraged to have a basic statistics course before enrolling. Prerequisite: Sociology 155 or 15500 or 202 or 20200 or permission. Sociology majors must earn a “C” or higher.

SOAN 48000: SENIOR SEMINAR 1 - 4 hour(s)

SOAN 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)

SOAN 49800: INTERNSHIP 4 hour(s)

STUDENT DEVELOPMENT

Eric Riedel, Vice President and Dean of Students
B.A., Rutgers University;
M.S. in Ed., Indiana University
C.A.G.S., University of Chicago

Demetria Anderson, Director, Campus Involvement
B.A., Bennett College for Women
M. Ed. The University of Akron

Jason Bricker-Thompson, Associate Chaplain/Director of Civil Engagement
B.A. Hiram College
M. Div. Vanderbilt Divinity School

Andrea Caputo, Director, Financial Aid
B.A., University of Toledo
M.A. Boston College

Cara Constance, Assistant Professor, Biology
B.A. Hiram College
Ph.D. University of Virginia

Michael Corr, Sr. Associate Dean of Students/ Director, Residential & Commuter Education
B.S. State University of New York at Plattsburgh
M.S. State University of New York at Plattsburgh

Kathryn Craig, Director, Career Services
B.A. Carleton College
M.A. The Ohio State University
Ph.D. Kent State University

Nicole Gatrell, Director, International and Commuter Student Services
B.A., Kent State University;
INTRODUCTION

Student Development courses are designed to provide students with applied skills in a variety of areas. Courses are offered in career exploration, community service, diversity awareness, leadership, personal finance, and the sophomore experience. Courses are offered for one credit on a graded or Pass/No Credit basis. Credit is counted toward the total required for graduation, but is not counted toward fulfillment of core curriculum requirements.

COURSE DESCRIPTIONS

STDV 18000: WORKSHOP 1 hour(s)
This workshop will provide the opportunity for students to examine a special topic in Student Development. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

STDV 19300: MONEY MONEY MONEY FINANCIAL SURVIVAL SKILLS 1 hour(s)
This course will address many critical personal financial management topics in order to help students learn prudent habits both while in school and for their lifetimes. Some of the topics that will be explored include: basic cash management, credit (including credit scores and reports), savings, investing, compound interest and the impact of interest rates. The course is activity-based with emphasis on the student's life as the basis for their work. (Please note: this course was based upon and modified from a 3-credit course developed by the University of Wisconsin in conjunction with Great Lakes Higher Education Corporation with approval.) This course is Pass/No Credit only.

STDV 21000: WORK AND LEARNING IN A CHANGING SOCIETY 3 hour(s)
During the three-week session, students will explore the future of work and the implications for liberal arts students. Individual educational and career plans will be developed using SIGI Plus, the computer-assisted guidance software as one tool.

STDV 28000: SEMINAR 1 - 4 hour(s)
STDV 28100: INDEPENDENT STUDY 1 - 4 hour(s)
STDV 29800: FIELD EXPERIENCE 1 - 4 hour(s)
STDV 38000: SEMINAR 1 - 4 hour(s)
STDV 38100: SPECIAL TOPIC 1 - 4 hour(s)
STDV 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
STDV 49800: INTERNSHIP 4 hour(s)
STDV 60000: PEER MENTORING IN LEADERSHIP 1 hour(s)
This course will give students serving as mentors in the IMPACT peer mentoring program the skills and resources necessary to support their work. Students will examine a full range of theories and research pertaining to domestic minority student development including best practices that affect the success rates of students of color, particularly African American, Black, and Latino identified students. Prerequisite: To enroll, students must be selected mentors in the IMPACT Peer Mentoring Program.

**STDV 60200: INTERNATIONAL STUDENT TRANSITIONS 1 hour(s)**

(HC Connections)-This course will build upon the discussions begun during International Orientation on topics relevant to navigating Hiram College and life in the U.S. In addition to short readings, class discussions, and reflection essays, students will be encouraged to actively engage in campus activities and off-campus excursions.

**STDV 60500: SUCCESSFUL TRANSITIONS 1 hour(s)**

This course is specifically designed to provide transfer students an intensive, on-going orientation to college life at Hiram.

**STDV 60800: EXPERIMENTS IN EFFECTIVE LEARNING 1 hour(s)**

This course will emphasize basic learning theories and their practical application as they relate to the mastery of content material in a student's current courses. Students will study a hierarchical model of learning and knowledge mastery. Students will refine their abilities to develop study strategies and time management plans, which they will analyze and execute in their current courses. The course will also focus on the process of active versus passive knowledge mastery, as well as collaborative, student-centered models of learning.

**STDV 61000: EXPLORING MAJORS AND CAREERS 1 hour(s)**

This course will present an overview of the issues involved in career planning. Students will participate in self-assessment activities to identify their interests, abilities and values. They will also learn research techniques which will help them explore career options.

**STDV 61100: PUTTING YOUR MAJOR TO WORK 1 hour(s)**

Experts predict most adults will have between five and seven careers in their adult lives. This course teaches basic lifelong job search skills including skills identification, targeting employers, resume writing, correspondence in the job search, networking, and interviewing.

**STDV 61200: STEPS TO GRADUATE SCHOOL FOR JUNIORS 1 hour(s)**

This new one credit Student Development course for juniors or students who will be graduating within the next year will examine the important decision about attending graduate and professional school from several angles. First – is graduate or professional school the right step to take? What are the intellectual, career and personal advantages of gaining another degree? How will additional education enhance and/or focus your strong liberal arts background? Further, what are the challenges and downsides – the time, the added loans, the challenging curriculum, the job market in your field? Second – the course will clearly identify the steps to take to research and apply to grad school including topics such as exploring the wide variety of grad school programs, working closely with faculty advisers, preparing for the dreaded testing, the application process, funding options, and the final decision. Students will come out of the course with a clear set of steps to take to move their educational plans forward. JUNIORS ONLY.

**STDV 62000: INTRODUCTION TO LEADERSHIP 1 hour(s)**

This course will provide an overview of some of the theories and principles guiding effective leaders. Through current readings, class discussions and experiential exercises, the student will have an opportunity to examine leadership styles, communication skills, group dynamics and issues of diversity. This course is designed to be a base for further study in the area of leadership as well as preparation for college leadership positions.

**STDV 62100: THE LEADERSHIP CHALLENGE 1 hour(s)**

The Leadership Challenge is designed to assist leaders in their personal and professional development. The course examines, in detail, how leaders motivate others to want to get extraordinary things done. We will also discuss the practices leaders use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. As a learning community, we will seek to create a climate in which people turn challenging opportunities into remarkable successes. This course is offered Pass/No Credit only. Students must be enrolled in the Sigma Alpha Pi Leadership Program to register for this course.
STDV 62200: LEADERSHIP IN PRACTICE 1 hour(s)

This course is designed for students who are current leaders or who have had significant
leadership experience on campus. The course provides a forum for those students to apply
leadership theory to their own experiences in leadership positions. Students will read case
studies, participate in field experiences and complete extensive writings on leadership and
theory. Prerequisite: Student Development 620 or 62000 or permission.

STDV 62300: LEADERSHIP APPLICATIONS 1 hour(s)

The focus of this course is to provide students with an opportunity to be intentional in their
examination of the transition from leadership at Hiram to leadership in the larger
community. Students will learn to articulate the benefits of their college experience as they
enter the graduate school application process or the job search arena. In addition, they will
have the opportunity to meet with the community leaders to explore the possibilities for
leadership roles in the business world, social service organizations and community
activities. Prerequisite: Student Development 620 or 62000 or permission. This course
would be appropriate for juniors and seniors.

STDV 62800: DEEMER SYMPOSIUM ETHICAL ISSUES IN THE
PROFESSIONS 1 hour(s)

Students enrolled in this course will participate in all programs in the annual Deemer
Symposium, and will write extensively on the ethical issues explored in the symposium.
Offered Pass/No Credit only.

STDV 63000: HONEST CONVERSATIONS 1 hour(s)

This course will provide an opportunity for students to examine the concept and history of
dialogue as a change agent. In addition, they will be participating in an active study circle
group. One topic will be addressed in each section including: Racism and Race Relations,
Violence in Our Communities, Civil Rights for Gays and Lesbians, and Education in our
Communities. This class may not be repeated for credit.

STDV 63500: CONVOCATION SEMINAR 1 hour(s)

Participants in this course will have an opportunity to explore a variety of scholarly topics
through attendance at weekly convocation programs. The focus of the course is on the
relationship between experiential learning and the role that it plays in developing an
awareness of diversity and related topics. In addition to attending weekly convocations,
students will undertake the examination of materials that support the weekly convocation
topic. Participants will reflect, both in writing and group process, issues presented.
Attendance at convocation programs and at four periodic feedback session meetings is
required. Wherever applicable, program facilitators and sponsors will be invited to attend
group feedback discussions.

STDV 64000: WORKING WITH SEVERELY HANDICAPPED CHILDREN
1 hour(s)

Offered on a pass/no credit basis every semester. Intended to provide students
opportunities to serve in a helping role.

STDV 64100: NURSERY SCHOOL VOLUNTEERS 1 hour(s)

Offered on a pass/no credit basis every semester. Intended to provide students
opportunities to serve in a helping role.

STDV 64200: INCAPACITATED OLDER PEOPLE IN RESIDENTIAL
SETTING 1 hour(s)

Offered on a pass/no credit basis every semester. Intended to provide students
opportunities to serve in a helping role.

STDV 64500: THE OFF SEASON SUCCESS STRATEGIES FOR
STUDENT ATHLETES 1 hour(s)

The primary aim of this course is to provide a theoretical and historical framework via
which students can develop the skills necessary to properly manage the varied academic,
personal, and social expectations of college-level sports. Some of the topics explored will
include: understanding the liberal arts; balancing academic and team expectations; coping
with stereotypes; managing personal relationships; alcohol and drugs; eight common
challenges encountered by student athletes; coping with injury; performance enhancers;
career development; and ethics. Particular emphasis will be placed on providing students
with developmental tools that will enhance their leadership and character development,
both within their respective sport and within the broader campus community. This course is
offered Pass/No Credit only.

**STDV 65100: SOPHOMORE PROGRAM 1 hour(s)**

This class is designed to address the unique developmental needs of sophomores and to assist them in planning their education with greater intentionality. The course will prompt sophomores to reflect on their own interests, personality characteristics, and abilities, and use this information to make more informed decisions about coursework, internships, research, and study-abroad opportunities. This course is open to second-year students only.

**STDV 66100: LEADERS PROGRAM:EMERGING 1 hour(s)**
**STDV 66200: LEADERS PROGRAM: EXPLORING 1 hour(s)**
**STDV 66300: LEADERS PROGRAM:ENGAGING 1 hour(s)**
**STDV 66400: LEADERS PROGRAM: EVOLVING 1 hour(s)**
**STDV 67100: GOING GREEN 1 hour(s)**

This is a service learning course. Most of class time will be spent in service. Students will also participate in six (6) hours of service outside of class time, arranged in coordination with the instructor. Spring projects will focus primarily around working at a new organic farm in Hiram that will serve Autistic adults and may include light construction or demolition, fencing, gardening and composting. No transportation, special skills or prior experience necessary. Journal reflections is required.

**STDV 67300: SOCIAL JUSTICE IS A FAIR TRADE HIRAM 1 hour(s)**

Fair Trade is a movement which offers consumers the opportunity to pay a fair and living wage to the workers who produce their clothing and food goods. Students will engage this topic by learning about the movement and volunteering ten (10) hours with Hiram’s Fair Trade program on campus through making fair trade gift baskets, hosting events at local churches or community venues, or engaging the program with their other talents. Two single spaced, one page journal reflections on these experiences is required.

**STDV 68000: SEMINAR 1 hour(s)**
**STDV 68100: TOPICS IN LEADERSHIP 1 hour(s)**

This course provides students with the opportunity for in-depth study of leadership as it applies to a particular focus or group of people. Topics may include Leadership and Service, Women in Leadership, Leadership Across Cultures, and Ethics in Leadership. This course is repeatable. Prerequisite: Student Development 620 or 62000 or permission.

**THEATRE ARTS**

**Elizabeth A. Bauman (2001)**, Chair, Associate Professor  
B.A., State University of New York;  
M.A., The University of Akron  
M.F.A., Kent State University

**Richard Hyde (1990)**, Professor of Theatre Arts  
B.A., University of Windsor;  
M.F.A., University of Georgia

**Carl Skorepa (2008)**, Technical Director/Designer  
B.A., Baldwin-Wallace College;  
M.A., New York University

**Desmond Davis, (2009)** Dance Instructor  
Verb Ballet, Adjunct Instructor

**Department Web Site**: - [http://www.hiram.edu/theatre](http://www.hiram.edu/theatre)

The Theatre Department at Hiram College has recently moved into their new home in the center of campus, the newly renovated Frothingham Performing Arts. This new location houses the Renner Theater, an intimate and adaptable Black Box performance space, with a computerized lighting system and flexible seating. The building also houses the Lars Fredland Green Room, the “Show Boat,” a small lecture/performance venue where play readings and Acting and Directing Scenes will find a home, as well as office space, a costume shop, a small classroom, and space for the building of scenery.

Additional performance spaces are available in Bates Hall, an historic building constructed...
in 1936, which houses Drury Hall, and Hayden Auditorium. Drury Hall contains a 50-seat rehearsal theatre and studio classroom, and Hayden Auditorium features a 566-seat proscenium theatre with a flexible thrust stage, a computerized lighting system, and scenery and costume storage.

Requirements for Majors

I. Core content:
- Performance (8 hours) Theatre Arts 12000, 12100, 33100;
- Dramatic Literature and Theatre History (8 hours) Theatre Arts 24100/25100, 24200/25200;
- Theatrical Design and Technical Theatre (8 hours) Theatre Arts 17000/17900, 36000

II. Electives:
- At least one additional course (9 hours minimum total) in each of the three areas, approved by the department.

III. Senior Experience:
- Theatre Arts 48000 or 49800 (4 hours)

A major in theatre arts is designed to provide students with a historical, theoretical, and practical basis in theatre. The application of theory to practice is one of the basic teaching principles. Practical and theoretical courses are interrelated so that modern creative practice is grounded in comprehensive study of the history of the theatre, dramatic literature, and related areas. All majors should participate in at least two productions each year.

The Senior Capstone Experience is required by all theatre majors. The student, in conjunction with the theatre faculty, will select a project that reflects the student’s major areas of study. The project should demonstrate the student’s understanding of both the practical and theoretical knowledge of the theatre and clearly reflect the student’s competency in the field. The project could be a major responsibility in a Hiram College production, or an off-campus experience.

The theatre arts department expects majors to participate in theatre productions and assist faculty directors and designers. Students apply their knowledge and training under performance conditions. Three or four major productions are presented each year; student directors, actors, and technicians work with faculty members on a variety of creative and artistic efforts throughout the year in addition to major productions.

Requirements for Minors

I. Core:
- Performance (3 hours) Theatre Arts 12000/12100 or Advanced Acting course.
- Dramatic Literature and Theatre History (3/4 hours) Theatre Arts 15000 or 15200 or Advanced Theatre History.
- Theatrical Design and Technical Theatre (4 hours) Theatre Arts 17000/17100 or Advanced Technical Theatre course.

II. Electives:
- Three additional courses approved by the department.

COURSE DESCRIPTIONS

THEA 11000: BEGINNING DANCE I:CM 4 hour(s)
This course is designed to develop efficiency of movement, combined with an understanding of basic movement principles and an appreciation for dance in general. Students will participate in exercises designed to increase range of motion, strength, endurance, agility, coordination, and stability, with special emphasis being placed on alignment and relaxation. Students will also be briefly introduced to fundamentals of anatomy and to a general history of dance as an art form. No previous dance experience necessary. This course fulfills the Creative Methods requirement.

THEA 12000: FUNDAMENTAL PRINCIPLES OF ACTING:CM 3 hour(s)
This course familiarizes students with the basic principles of stage movement, vocal production, character analysis, concentration, improvisation, and emotion. Students will participate in classroom exercises designed to eliminate inhibition and nervousness. Finally, they will perform two short scenes that are chosen from a list of selected plays. The course requires no previous acting experience. This course fulfills the Creative Methods requirement.

THEA 121000: ACTING LAB 1 hour(s)
THEA 14000: SURVEY IN DRAMATIC LITERATURE:IM 3 hour(s)

This course provides an introduction to the variety, complexity, and originality of works written for stage presentation. The students study different styles of dramatic literature through individual plays chosen to represent diverse time periods and literary styles. The course concentrates on developing the student's critical capabilities through short responsive papers on sensitivity to historical and stylistic influences and on general techniques for reading plays. By considering serious and comic plays, both ancient and contemporary, the course offers a student an overview of the contributions drama has made to the fine arts throughout history. Also offered as English 140 or 14000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

THEA 15000: INTRODUCTION TO THEATRE:IM 3 hour(s)

The student's critical awareness of theatre will be cultivated in this course by examining the interlocking roles of the actor, director, designer, and playwright within a theatre production. Students will develop an understanding and enjoyment of the collaborative arts of the theatre through the analysis of plays and essays from major theatrical periods. The student will become involved in some aspect of a live production. This course fulfills the Interpretive Methods requirement.

THEA 15200: THE ART OF THE THEATRE:CM 3 hour(s)

This course is designed to give students an introduction to the various disciplines that make up the collaborative art form of the theatre. The work of playwrights, directors, and actors will be explored through reading, discussion, and performance activities. The work of scenic, lighting, costume, and make-up designers will be studied and explored through hands-on activities, which may include some drawing and painting. Students will also explore the literature, history, and development of the theatre. This course strives to create in the student a better understanding of all aspects of the theatre so as to instill a greater appreciation of this unique and lively art form. This course is not required for Theater majors or or minors, although it can be taken as an elective. This course fulfills the Creative Methods requirement.

THEA 17000: TECHNICAL PRODUCTION:CM 3 hour(s)

This course is designed to train students in behind-the-scenes procedures and activities. The primary focus will be on set construction, props, painting techniques, lighting, and sound. Elementary technical theatre practices will be examined. The student will become acquainted with the use of special theatrical equipment as well as scene shop equipment. Planned exercises will be used to assist the student in acquiring a familiarity with various aspects of technical theatre. Working on the department's current production(s) will be a required part of the course. This course fulfills the Creative Methods requirement.

THEA 17100: REHEARSAL ASSISTANT 1 hour(s)

The 1 hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17200: RUNNING CREW/PROPERTIES 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17300: SOUND/LIGHTS 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17400: SET CONSTRUCTION/PAINTING 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17500: COSTUMING/MAKE-UP:CM 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist. This course fulfills the Creative Methods requirement.

THEA 17600: FRONT OF HOUSE OPERATIONS 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.
THEA 17900: TECHNICAL PRODUCTION LAB 1 hour(s)

THEA 18000: WORKSHOP 1 hour(s)

This workshop will provide the opportunity for students to examine a special topic in Theatre Arts. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For Weekend College students only.)

THEA 20000: HISTORY OF WESTERN THEATRE I:IM 3 hour(s)

This course surveys the development of the western theatre from its origins through the Renaissance and introduces the theatre of the Orient. Along with select plays the student will study acting styles, actors, theatre architecture, costuming, and scene design. Also offered as ENGL 200 or 20000. Previously offered as THEA 251 or 25100. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

THEA 20100: HISTORY OF WESTERN THEATRE II:IM 3 hour(s)

Beginning in 1660 England, this course studies plays, playwrights, acting styles, actors, theatre architecture, costuming, scene design, and the development of the role of the director in the U.S. and Europe up through the present. This course will also cover a survey of Third World Theater. Also listed as English 201 or 20100. Previously Theater 252 or 25200. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

THEA 20900: SHAKESPEARE IN PERFORMANCE:CM 3 hour(s)

Performance is the way in which dramatic texts come to life, and performing a play is an indispensable heuristic to knowledge about it. In this course, advanced students of Shakespeare shall investigate one play in its entirety, learning each scene by staging it. Becoming familiar with the work of the actor and director as well as with that of the critic, scholar, and reviewer, students will keep a daily journal and write analyses of scenes in preparation for staging work in class. The instructor will not serve as a director; rather, students will explore scenes in their own groups. Readings will include critical essays, scholarly discussions of textual issues, and reviews of performances. Also listed as English 209 or 20900. This course fulfills the Creative Methods requirement.

THEA 22400: ORAL INTERPRETATION OF LITERATURE (RHETORICAL TRACK):CM 4 hour(s)

Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for three (3) credit hours is listed as Theatre 22410. Also listed as Communication 22400.

THEA 22410: ORAL INTERPRETATION OF LITERATURE:CM (RHETORICAL TRACK) 3 hour(s)

Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for four (4) credit hours is listed as Theatre 22400. Also listed as Communication 22410.

THEA 22600: STORYTELLING IN THE NATURAL WORLD 3 hour(s)

This course involves the research and presentation of stories that reflect the importance of the natural rhythms and physical realities of the world around us. Students are expected to suit their selections and their performances to the environment and community which contains the "telling." Travel of some kind will always be a component of the course.

THEA 22900: CREATIVE DRAMATICS 3 hour(s)

This course will explore how dramatic play and improvisation can be used to stimulate learning in the grade-school classroom. Students will develop storytelling skills using numerous techniques, activities, and exercises. Students will develop a story through improvisation and realize their story into a theater production. The class will culminate in a
performance. This course fulfills the Creative Methods requirement.

**THEA 23900: MODERN DRAMA 3 hour(s)**

This survey begins with innovative plays by 19th-century European realists and expressionists, including Ibsen, Strindberg, and Chekhov. It continues through representative works by Brecht and Beckett, and concludes with plays by contemporary European, American, and African playwrights. We shall practice analysis of these plays as pieces for theatrical performance as well as for literary interpretation. This course is also listed as English 239 or 23900.

**THEA 24100: READINGS IN DRAMATIC LITERATURE I 1 hour(s)**

By permission only. This course should be taken with 251 or 25100.

**THEA 24200: READINGS IN DRAMATIC LITERATURE II 1 hour(s)**

By permission only.

**THEA 24300: AMERICAN DRAMA AND THEATRE 4 hour(s)**

This study of the literary and historical development of American Drama and theatre gives major consideration to the plays and contributions of important playwrights since the beginning of the 20th century. It includes a close study of representative plays and their relation to technical developments in the American theatre. The course focuses on the emergence of significant American drama and its impact on the American stage. Offered through Weekend College only. Also listed as English 243 or 24300.

**THEA 24500: CLASSICAL DRAMA 4 hour(s)**

See Theatre Arts 244 or 24400 for a description of this course. Also listed as Classical Studies 245 or 24500.

**THEA 25600: EMPTY SPACES 3 hour(s)**

The interplay between a particular performance space and the choice of play, style of production, design choices, and acting style is significant and worthy of exploration. The size of a space, and the many different ways that space can be arranged with regard to the relationship between performer and audience, impacts greatly how the performance is received. How the audience is arranged also affects the interaction among its members. In this class, students will explore these relationships by viewing and discussing spaces, talking directly with artists who work therein, observing theatrical events within those spaces, and discussing the experience. The class begins by visiting a wide range of theatrical spaces available in Northeast Ohio, continues with a trip to Toronto to sample some of the offerings there, and concludes with visits to the Stratford and Shaw Festivals.

**THEA 25700: HISTORY OF THE MOVIES 3 hour(s)**

This course considers film as a popular art, reflecting particularly on the establishment of film genres from the early days of film through the fifties. Mainly, it will deal with the important directors, producers, actors, and films that built the Hollywood studio system and made it what it was. While the course studies popular film (movies), we will be looking at them as significant reflections of their time and we will be approaching them as serious works which deserve critical attention. We will also be reflecting on what these films can teach us about our own contemporary popular culture. This course fulfills the Interpretive Methods requirement.

**THEA 25900: THEORY AND PRACTICE OF SCENE DESIGN:CM 3 hour(s)**

This course will explore the process of creating scenic elements from the script to the stage. It is geared for students who are interested in theatre. The course will explore and develop the role and impact of the scene designer; basic drafting; use of color media; model building; and rendering. Students will become aware of the details the scene designer must integrate to achieve the historical, cultural, and psychological distinctions of stage settings and properties. This course fulfills the Creative Methods requirement. Also listed as THEA 25910 as a revised offering for 4 credit hours. Prerequisite: Theater Arts 170 or 17000 or permission.

**THEA 25910: THEORY AND PRACTICE OF SCENE DESIGN 4 hour(s)**

This course will explore the process of creating scenic elements from the script to the stage. It is geared for students who are interested in theatre. The course will explore and develop the role and impact of the scene designer; basic drafting; use of color media; model building; and rendering. Students will become aware of the details the scene designer must integrate to achieve the historical, cultural, and psychological distinctions of
stage settings and properties. This course fulfills the Creative Methods requirement. Also listed as THEA 25900 as a revised offering for 3 credit hours. Prerequisite: Theater Arts 170 or 17000 or permission.

THEA 26000: THEORY AND PRACTICE OF STAGE LIGHTING:CM 4 hour(s)

The principles of electricity and optics which are applied to theatrical lighting equipment will be covered in this course. Other topics include the history and developments within the total lighting control systems and the use of color in lighting for the stage. Finally, the course will develop the student's awareness and ability to design lighting for dramatic productions. Prerequisite: Theatre Arts 170 or 17000 or permission. This course fulfills the Creative Methods requirement.

THEA 26100: SHAKESPEARE:IM 3 hour(s)

This introductory course features major plays by Shakespeare with an emphasis on their place in the theater. We shall also consider historical context, language, genre, and theoretical influences on recent criticism. Plays representing early and late periods, such as Twelfth Night, I Henry IV, Hamlet, Measure for Measure, King Lear, Anthony and Cleopatra, and The Winter's Tale, may be included. Also listed as English 261 or 26100. This course fulfills the Interpretive Methods requirement.

THEA 26700: THREE DIMENSIONAL DESIGN:CM 3 hour(s)

This course will teach students how to work with foam, plaster bandages, buckram, fabric, and paint to create three-dimensional projects suitable for use in the theatre. Students will design and create three different projects: a foam head inspired from a children's story, a mask, and a top hat. The class will stimulate students’ creativity and give them hands-on experience in the crafts. This course fulfills the Creative Methods requirement.

THEA 27100: ASSISTANT STAGE MANAGER 2 hour(s)

Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27200: RUNNING CREW/PROPERTIES 2 hour(s)

Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27300: SOUND/LIGHTS 2 hour(s)

Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27400: SET CONSTRUCTION/PAINTING 2 hour(s)

Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27500: COSTUMING/MAKE-UP 2 hour(s)

Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27600: FRONT OF HOUSE OPERATIONS 2 hour(s)

Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27700: TECHNICAL DIRECTOR 2 hour(s)

Geared mainly for the theatre major, the 2 hour practicum is designed for the serious
student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 28000: SEMINAR 1 - 4 hour(s)
THEA 28100: INDEPENDENT STUDY 1 - 4 hour(s)
THEA 29800: FIELD EXPERIENCE 1 - 4 hour(s)
THEA 32900: PROJECTS IN ACTING 4 hour(s)

A continuation of Theatre Arts 120 or 12000. This course will further explore the principles of character analysis, emotion, improvisation, and stage makeup. It also addresses the problems of formal, prepared auditions and the various styles of acting in the theatre. Students will read books on auditioning and stage makeup, prepare audition pieces, perform in several scenes, and complete a makeup project. Regular attendance is required. Prerequisite: Theatre Arts 120 or 12000 or permission.

THEA 33100: FUNDAMENTALS OF PLAY DIRECTING 4 hour(s)

In this class, students will explore basic directing techniques, blocking, script analysis, production styles, and script selection. The course deals with both the theoretical and practical problems facing the beginning director. Students will read a textbook, create sample promptbooks, direct scenes with actors, critique each other's work, and attend other theatre productions. Regular attendance is required. Prerequisite: Theatre Arts 360 or 36000 or permission.

THEA 33900: PROJECTS IN DIRECTING 4 hour(s)

This course is designed to give students the opportunity to direct one-act plays and realize as fully as possible the techniques developed in Fundamentals of Play Directing. Students work closely with the instructor as they move through the production, and prompt books are submitted with a written analysis of the work. Such things as the stage history of the play, the problems in the production, and other questions pertinent to the performance are discussed. Prerequisite: Theatre Arts 331 or 33100 or permission.

THEA 36000: FUNDAMENTALS OF DESIGN FOR THE THEATRE 4 hour(s)

The techniques which are essential for the theatrical rendering of sets will be covered in this course. It is geared for students who are interested in theatrical design. The role and impact of the scene designer, basic drafting, perspective, use of color media, model building and rendering will be covered in detail. Students will become aware of the detail the scene designer must create for historically accurate sets. Work as a scene painter on the current departmental production will be required. Prerequisite: Theatre Arts 170 or 17000 or permission.

THEA 36900: PROJECTS IN DESIGN 4 hour(s)

This course is concerned primarily with scene design project work. Building on techniques learned in Theatre Arts 360 or 36000, students design sets, work with budgets, manage shop time, and focus on other areas related to design. Prerequisite: Theatre Arts 360 or 36000 or permission.

THEA 37100: STAGE MANAGEMENT 3 hour(s)
THEA 38000: SEMINAR 1 - 4 hour(s)
THEA 38100: SPECIAL TOPIC IN ACTING 1 - 4 hour(s)
THEA 38200: TPC:DANCE 1 - 4 hour(s)
THEA 38300: TPC: TECH THEATRE 1 - 4 hour(s)
THEA 38400: TPC: DESIGN 1 - 4 hour(s)

This course fulfills the Creative Methods requirement.

THEA 38500: TPC: DIRECTING 1 - 4 hour(s)
THEA 48000: SENIOR SEMINAR 1 - 4 hour(s)
THEA 48100: INDEPENDENT RESEARCH 1 - 4 hour(s)
THEA 49800: INTERNSHIP 4 hour(s)
THEA 62100: ACTING I 1 hour(s)
Students will be involved as a performer in the current production. Credit for this experiential learning is gained by completing the following tasks: 1) Audition for the current theatre production and be cast in a role 2) attend all required rehearsals 3) perform in the play and assist with the striking of the set. The course may be repeated three times for credit.

**THEA 66100: TECHNICAL THEATRE I 1 hour(s)**

Students will be involved in some technical aspect of the theatre production. Credit for this experiential learning is gained by assisting with the theatre production for 25 hours in one or more of the following areas: Box Office, Costuming, Lighting, Makeup, Set Construction, Stage Crew. Each segment can be taken only once.

**HEALTH SCIENCE PROGRAMS**

**Cara Constance (2008),** Associate Professor of Biology  
B.A., Hiram College  
Ph.D., University of Virginia

Health Science Board:

Michael Blackie, Associate Professor of Biomedical Humanities  
Kathryn Craig, Director of Career Center  
Matt Hils, Professor of Biology  
Tom Koehnle, Assistant Professor of Biology  
Erin Lamb, Assistant Professor of Biomedical Humanities  
Sandra Madar, Professor of Biology  
Steven Merrill, Associate Professor of Nursing  
Jody Modarelli, Assistant Professor of Biochemistry  
Carol Shreiner, Assistant Professor of Chemistry

**Web Sites:**  
http://www.hiram.edu/academics/majors-and-minors/health-sciences  
http://www.hiram.edu/academics/majors-and-minors/pre-med  
http://www.hiram.edu/academics/majors-and-minors/pre-vet

Introduction

Hiram believes that the best training in the health professions is obtained through rigorous, specialized study within the context of a broad liberal arts background. Hiram College students can prepare for post-baccalaureate study in medicine and other health science fields through several courses of study.

Students interested in health science are strongly advised to discuss their interest with a member of the Health Science Board. A variety of health sciences catalogs and literature are on file in the Career Center office.

Pre-Medical Studies

Medical schools usually seek students with broad backgrounds in the liberal arts, excellent work in a core of science courses, and a strong concentration in one academic area. The major field need not be in the sciences, although it frequently is. Indeed, statistics supplied by the Association of American Medical Colleges indicate that a student majoring in the humanities has as good a chance of being accepted by a medical school as a student majoring in the sciences. However, both must take a specified minimum number of courses in biology, chemistry, mathematics, and physics.

Students considering a career in medicine will usually take the MCAT exam in the spring of their junior year. Before this time, students will need to complete the following courses: Biology 15100, 15200; Chemistry 12000, 12100, 22000, 32000; and Physics 21300, 21400 (or 11300,11400). Mathematics 19800 and 19900 are prerequisites for the calculus-based Physics courses. The Board urges that all serious candidates for medical school complete at least one of the following course sequences during their first year at Hiram: Biology 15100, 15200, Chemistry 12000, 12100.

Before the end of the first year, the student is advised to meet with a member of the Health Science Board to discuss and plan course work for subsequent years. Along with the courses listed above, some medical schools require additional courses in chemistry and biology. Hiram graduation requirements in composition and literature meet the English requirements of most medical schools. Some admissions committees may require courses in the humanities. Students should consult the catalogs of specific medical schools to determine which additional science and non-science courses are required for admission.
Students interested in preparing for medical and other health related professional programs may consider a major or minor in Biomedical Humanities. However, medical schools will accept students from any major, so students are encouraged to pursue majors aligned with their academic interests. We have had successful matriculants to Medical school from majors such as Music and Spanish, in addition to the sciences. Our Biomedical Humanities program includes the basic science core required for most programs, as well as a strong liberal arts foundation stressing communication skills, diversity sensitivity, ethical development, and service learning. Students should consult the catalog description of the major or members of the Health Science Board for further information.

**Other Pre-Professional Studies**

Students preparing for doctoral-level professional programs in other medical areas, such as dentistry, physical therapy, optometry, podiatry, and veterinary medicine take the same First-Year courses as a pre-medical school student. The remainder of the student’s course work may vary considerably; therefore, early consultation with a member of the Health Science Board is imperative. It is occasionally possible to enter the professional school program after the junior year at Hiram. The remaining requirements for the B.A. degree can then be completed during the first year of the professional program.

**Animal Medicine**

Students interested in veterinary medicine must complete the following prerequisites before the end of Fall Semester their senior year in order to be considered for admission to the Ohio State University College of Veterinary Medicine: Biology 15100, 15200, 33800, 36500, 36600; Chemistry 12000, 12100, 22000, 32000; a Freshman Seminar Course; Mathematics 19800; Physics 11300, 11400; and basic courses in the liberal arts as determined by the graduation requirements of Hiram

**PRE LAW**

**John Koritansky (1970)**, Professor of Political Science
A.B., Cornell University;
M.A., Ph.D., University of Chicago

Hiram students are encouraged to seek advice about law school and the legal profession from Professor Koritansky of the political science department. Hiram College does not identify any specific package of courses as preparation for law school because there are a variety of courses and fields of study through which students can acquire the skills necessary to achieve success in law. Advice can be very helpful, though, in assisting students who have set their sights on law school in planning their curriculum and preparing to take the law school application examination. Certain courses, for example American government or those in American Constitutional law, are normally selected by the preponderance of law school candidates not only at Hiram but elsewhere. Professor Koritansky can also provide helpful advice towards a student’s deciding intelligently and realistically where to apply. At their own initiative and under the auspices of the pre-law advisor, Hiram students have formed their own pre-law club, which has the authority to request funds from student government in order to sponsor various activities. These include excursions to pre-law “caravans” at neighboring schools to meet representatives from law schools and on-campus gatherings with current law students and practicing lawyers, judges, and paralegals.

The offices of both Professor Koritansky and Kathryn Craig, Director of the Career Center, serve as clearing houses for application forms, catalogues, handbooks, and other printed materials of use to law school candidates.

**Department Web Site:** [http://www.hiram.edu/economics](http://www.hiram.edu/economics)