

HIRAM COLLEGE

HIRAM COLLEGE
UNDERGRADUATE CATALOG

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The Hiram College Undergraduate Catalog 2009-2010

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 from NCA by calling 312.263.0456. The College is authorized by the Ohio Board of Regents and approved by the Ohio Department of Education, Ohio Board of Nursing, and the American Chemical Society. The College is an accredited institutional member of the National Association of Schools of Music.

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 Higher Learning Commission of
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504
312.263.0456/800.621.7440

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,

THE ENTREPRENEURSHIP
MINOR

ENVIRONMENTAL STUDIES

ETHICS

EXERCISE SPORT SCIENCE
MINOR

FOREIGN LANGUAGE

GENDER STUDIES MINOR

HISTORY

INTERNATIONAL STUDIES
MINOR

MATHEMATICS

MUSIC

NEUROSCIENCE

NURSING

PHILOSOPHY

PHYSICS

POLITICAL SCIENCE

PSYCHOLOGY

PUBLIC LEADERSHIP MINOR

RELIGIOUS STUDIES

SOCIOLOGY

STUDENT DEVELOPMENT

THEATER ARTS

URBAN STUDIES

PRE-PROFESSIONAL
PROGRAMS

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

Core values are the essential enduring tenets which guide the Hiram College community. They set forth what we believe and define how we should conduct our affairs. At the heart of these values is the student.

Community

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

Learning

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

Responsibility

- o We recognize that the well-being and governance of the community are a shared responsibility among community members.
- o We believe that community members are accountable for their actions and should be held to high standards.
- o 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

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

Innovation

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

Academic Calendar 2009-2010

Fall 12-week

New Faculty Orientation	August 20, 2009
Opening Assembly	August 21, 2009
1st Year Institute	August 26 - 30, 2009
Fall 12- Week Classes Begin	August 31, 2009
Labor Day - NO CLASSES	September 7, 2009
Opening Convocation	September 10, 2009
Last Day to add/drop 12 wk course with NO grade	September 11, 2009
Ethics Teach-In	September 22, 2009
Hiram College Homecoming	September 26, 2009
Fall Weekend	October 16 - 18, 2009
Hiram Board of Trustees	October 29 - 31, 2009
Advising for Spring 2010 Registration	October 26 - November 6, 2009
Last Day to drop 12 wk course w/ grade W	November 6, 2009
Registration for Spring 2010	November 9 - 13, 2009
Fall 12-Week Ends	November 20, 2009
Final Exams	November 23, 24, 25(am), 2009
Thanksgiving Break	November 25(pm) - 30, 2009

Fall 3-week

Fall 3-Week Begins	December 1, 2009
Last Day to add/drop 3 wk course with NO grade	December 3, 2009
Last Day to drop 3 wk course w/ grade W	December 16, 2009
Fall 3-Week Ends	December 21, 2009
Final Exams	December 22, 2009
Holiday Break	December 23, 2009 - January 10, 2010

Spring 12-week

Spring 12-Week Begins	January 11, 2010
Last Day to add/drop 12 wk course with NO grade	January 22, 2010
Martin Luther King Day - NO CLASSES	January 18, 2010
Hiram Board of Trustees	January 28 - 30, 2010
Spring Break	March 1 - 5, 2010
Advising for Fall 2010 Registration	March 15-26, 2010
Last Day to drop 12 wk course w/ grade W	March 26, 2010
Registration for Fall 2010	March 29 - April 2, 2010
Spring 12-Week Ends	April 9, 2010
Final Exams	April 12 - 14, 2010
Term Break	April 15 - 20, 2010

Spring 3-week

Spring 3-Week Begins	April 21, 2010
Last Day to add/drop wk course with NO grade	April 23, 2010
Last Day to drop 3 wk course w/ grade W	May 7, 2010
Spring 3-Week Ends	May 11, 2010
Final Exams	May 12, 2010
COMMENCEMENT	May 15, 2010
Hiram Board of Trustees	May 13 - 15, 2010

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 determine 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:

- o 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.
- o A \$ 35 application fee – waived for students applying on-line
- o 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 is 1297.
- o Official secondary school transcripts

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

- o An essay on a topic included in the application materials
- o A recommendation from the school counselor
- o A recommendation from a teacher
- o 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 20th of December preceding 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 is committed to international education and values the cultural, ethnic, and geographic diversity of its student body. International students who wish to apply should contact:

Director of International Admission
Hiram College
P.O. Box 96
Hiram, Ohio 44234 U.S.A.
Fax: 330.569.5944
E-mail: interal@hiram.edu

To be considered for admission, a student should submit the following materials:

- The completed application form;
- Certified true copies of original records and certificates mailed by the registrar of the institutions (translations not acceptable without a copy of the original) for all secondary schools, institutes, colleges and universities attended;
- The score report of the Test of English as a Foreign Language (TOEFL) for applicants for whom English is not their native language. Scores must be sent directly from the testing agency;
- Results of the SAT I or ACT sent directly from the testing agency;
- A \$35.00 non-refundable application fee in U.S. dollars payable by check on a bank account with an international bank routing number on the check;
- A 300 to 500 word essay;
- Two letters of recommendation; and
- The results of any state or national comprehensive examinations.

International students must be prepared to meet the total cost of their education at Hiram through personal resources (please refer to the fees and charges section of the catalog). The College offers a limited number of merit-based scholarships to applicants with outstanding academic credentials, but offers no need-based financial aid to non-U.S. citizens.

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 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 those 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 – 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.
- A \$ 35 application fee – waived for students applying on-line
- Official Transcripts from ALL colleges and universities attended and/or enrolled.
- A Transfer Status Waiver Form completed by the Dean of Students Office or the Student Conduct Office at the institution from which the student is transferring. As a practice, students with outstanding or resolved conduct issues of a serious nature are not offered admission to Hiram College.

Transfer Students who have successfully completed less than one year (24 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 as to 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. 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.

Post Secondary Enrollment Credit

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. Students may receive Hiram College credit for this coursework subject to Hiram's transfer equivalency policies. These students are to apply to Hiram College as First-Year students and not transfer students. Generally, Hiram accepts students into the PSEO program who have mastered secondary school coursework up through the 10th grade level at a high level of proficiency and who have taken the ACT or SAT and scored at a level at or above the mean of our incoming First-Year class.

Financial Aid At Hiram

Hiram College's financial aid program enables qualified students with financial need to attend Hiram. 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 2009-2010 are outlined in the "2009-2010 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, you can expect financial assistance to increase, providing financial aid resources are available. Financial assistance will 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.

Transfer students and upper-level students who were not awarded aid when they entered Hiram may apply for and receive aid if they demonstrate financial need and if funds are available. Additional student consumer information is made available for free annually in the Student Financial Aid Handbook available on the Hiram College Financial Aid Web site (www.hiram.edu/finaid/) or in printed form upon request. 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.

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/ . Filing of the FAFSA is free. In addition, incoming students must also be accepted for admission to Hiram to receive a financial aid offer.

Tuition Guarantee

The Hiram College Tuition Guarantee ensures that the annual cost for tuition and fees 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/.

Hiram College Grants

Hiram College Grants are awarded on the basis of financial need. Funded by the College, they are renewable if financial need continues and satisfactory academic progress is made. All students 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 (www.hiram.edu/finaid/).

Hiram College Scholarships

For eligible incoming freshmen, Hiram College offers merit scholarships of varying monetary value. These scholarships are awarded on the basis of academic excellence and are listed in the section of this document entitled "Hiram College Merit Scholarships." In addition, Hiram College offers merit scholarships through endowed and annual gift funds. These scholarships are awarded based on specific criteria and are listed in the "Scholarship" section of this document entitled "Awards from Endowment for Upper-class Students" and "Annual Awards for Upper-level Students."

Federal Pell Grants

Pell Grants were established by the Higher Education Act of 1972. Grants may range from \$400 to \$4,731, but the actual amount available each year depends on congressional action. Eligibility will be determined by measuring the family's ability to pay for higher education. Eligibility is determined through the FAFSA which is available online or from high schools, libraries, and the College.

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.

Federal Academic Competitiveness Grant

The Federal Academic Competitiveness Grants (ACG) are funded by the federal government through the Higher Education Reconciliation Act of 2005 (HERA). First-year students are eligible for awards up to \$750 and second-year students are eligible for awards up to \$1,300. Eligibility is determined by the FAFSA, as well as whether the student attended a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. In addition to the above criteria, the student must also be eligible for the Federal Pell Grant and second year students must have a cumulative grade point average (GPA) of at least 3.0.

Federal Science and Mathematics Access to Retain Talent Grant

The National Science and Mathematics Access to Retain Talent (SMART) Grants are funded by the federal government through the Higher Education Reconciliation Act of 2005 (HERA). Third and fourth year students are eligible up to \$4,000. Eligibility is determined by the FAFSA, as well as whether the student is majoring in physical, life, or computer sciences, mathematics, technology, engineering or in a foreign language critical to national security. The student must have a 3.0 cumulative GPA, as well as being eligible for the Federal Pell Grant.

Federal TEACH Grant

This grant will be available starting the 2009-2010 academic year and undergraduate students are eligible up to \$4,000 a year for four years. This grant is for highly qualified education majors that commit to teaching four years in a high need field in a public or private elementary or secondary school that serves students from low-income families in

the eight years upon graduation. Failure to meet this service requirement converts all TEACH Grant funds to a Federal Direct Unsubsidized Stafford Loan and charged accrued interest from the date the TEACH Grant(s) was disbursed.

State Grants

Students who are residents of Ohio may be eligible for Ohio College Opportunity Grants. These grants are provided by the State of Ohio and range in value up to \$2,256. The State of Ohio determines eligibility and amounts of awards. Certain other states offer state grant programs which allow their residents to use such grants at out-of-state schools. For further information, 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 interest, skills, and experience. Student employment is considered to be of great value to the student as well as essential to the on-going work of the College. Many financial aid recipients work and approximately three-fourths of all workers are financial aid recipients. Non-aid workers will be considered for jobs on the basis of the time of application, skills, and interest. Typical employment includes library service, dining hall service, assisting in departments and/or science laboratories, secretarial or clerical work, and campus maintenance. For more information, visit www.hiram.edu/finaid/SourcesofFinancialAid.html.

Loans

Hiram administers the Federal Perkins Loan and the Federal Family Educational Loan Program (FFELP) which includes Subsidized Stafford Loans, Unsubsidized Stafford Loans, and PLUS Loans (Parent Loans for Undergraduate Students). Stafford Loans (Subsidized and Unsubsidized) and Plus Loans are funded through private lending institutions and guaranteed through the federal government. The Federal Perkins Loans are funded through the federal government by the repayment of previous borrowers with Hiram College administering the program. 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 Office of Student Financial Aid and in the Hiram College Financial Aid Handbook. In addition to the federal loans, Hiram College administers two special use college loan programs: the Kennedy Loan Fund and the Trustee Loan Fund. Information regarding eligibility for these loans may be obtained from the Office of Student Financial Aid.

2009-2010 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 2009-2010 academic year.

Tuition, Room, Board, and Fees

The Hiram College Tuition Guarantee ensures that the annual cost for tuition and fees 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/.

Tuition is charged on class cohort for 12-18 credit hours per semester. Tuition for the 2009-2010 academic year is \$26,435.00. Part-time students will be charged on a course-hour basis.

Room and Board Traditional Board Plan

- Room rates range from \$ 4,095.00 to \$7,300.00 for quads to singles. The meal plan is \$2,305.00 per semester.

Student Health Insurance

- \$488.00/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 both offices have certified this withdrawal. The refund policies are explained below:

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 2009-2010. 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 www.hiram.edu/finaid/.

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 and fees 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/tuitionguarantee.

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 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 succeeding 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 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 for 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. Students are responsible for completing all course requirements. A student must be registered for a course through the Registrar's Office 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 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 on an add slip 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 Dean of the Weekend College. Students wishing to take WEC courses must go to the WEC office (H205) and complete an interest form. 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 in very unusual circumstances, it is the College's policy that traditional students may not take a three-week course in the Weekend College.

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 course. 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. 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.

Course Numbering

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.

Courses numbered 280, 380, and 480 are seminars offered for small group study in all departments. Courses numbered 281 and 481 are offered for independent study and research respectively in every department and center. The 281 Independent Study may be taken with the permission of the instructor. The 481 independent research requires department chair or center approval. Only 8 hours of 281 may be taken in any one department or center without the approval of the department or center. Courses numbered 298 and 498 are the two components of the Internship Program. Each department has Field Experiences (298) and Internships (498). Both field experiences and internships are jointly supervised by Hiram College faculty and onsite instructors. Courses numbered at the 600 level are one-hour courses from academic departments. The number of hours for which courses numbered 280, 380, 480, 281, 481, 298, and 498 may be taken are determined by the instructor and/or the department; they are not to exceed 4 semester hours.

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 a 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 professor. 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 a written 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. Students are urged to visit the Writing Center or the Information Literacy/Instruction Librarian for help in understanding these guidelines.

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:

- o The course instructor judges whether the offense is Category I or II.
- o All cases of plagiarism are reported to the Associate Dean of the College who will maintain a database of plagiarism cases.
- o 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, or 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.

- o Category I cases, even if first offense, may result in an F in the course.
- o A pattern of Category II offenses, or any second-offense, will usually result in a suspension from the College.
- o 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.
- o Appeals of plagiarism case decisions may be made to the Dean of the College.

Undergraduate and Graduate Grading System

Letter Grades - Numerical Point Values - Description of Grade

A	4.00 points per hour	Excellent (undergraduate) Superior (graduate)
A-	3.67 points per hour	
B+	3.33 points per hour	
B	3.00 points per hour	Very Good (all levels)
B-	2.67 points per hour	
C+	2.33 points per hour	
C	2.00 points per hour	Satisfactory (undergraduate) Below Average (graduate)
C-	1.67 points per hour	
D+	1.33 points per hour	
D	1.00 points per hour	Poor (undergraduate) Not awarded (graduate)
D-	0.67 points per hour	
F	0 points or credits	Failure (all levels)
I	not computed	Incomplete
NR	not computed	Grade Not Reported
W	not computed	Withdrew
AU	not computed	Audit
ANC	not computed	Audit No Credit
P	not computed	Pass/No Credit Pass
NC	not computed	Pass/No Credit No Credit

Grades no longer in use

NA	not computed	Never Attended
CR	not computed	Credit
WP	not computed	Withdrew Passing
WF	not computed	Withdrew Failing
*	not computed	

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 CR (credit), NC (no credit), ANC (no credit in audit course), *(delayed) 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 a faculty person.

Grade-Point Average

To determine a student's grade-point average, the total number of points earned is divided by the total number of hours attempted. 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, CR, NC, ANC, I, * (=delayed), 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 for determining grade point average in departmental major.

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. 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 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. These circumstances must be explained to the Associate Dean of the College in writing.

Departmental Honors

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

- o An overall grade-point average of at least 2.80 and
- o A departmental grade-point average of at least 3.60 and
- o A sum of grade-point average (1 and 2) which equals 6.80
- o 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 275 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 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); a year of college level foreign language study; at least one college level mathematics course (determined by consultation with members of the Department of Mathematical Sciences to exclude Mathematics 101-197). 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, Professor David Anderson.

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. 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.

Hiram College students who are candidates for a Master of Arts degree in Interdisciplinary Studies are required to complete 36 semester hours.

Time to Degree Completion

Degree requirements in effect when the student enters Hiram College 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 Hiram College approved program. 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. Graduating seniors are expected to attend their commencement exercises unless other arrangements are made with the Registrar.

Second Bachelor's Degree from Hiram College

Students interested in pursuing a second Hiram College bachelor's degree must adhere to the following graduation requirements:

- o Students who have completed their 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 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 their major advisor on requirements for the major.
- o 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 two bachelor's degrees 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.

Students transferring to Hiram College who have already completed a bachelor's degree elsewhere should contact the Weekend College for more information regarding admission and graduation requirements.

Commencement Ceremony Participation

Only students who have successfully completed all of their graduation requirements from Hiram College before commencement 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.

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 Dean of Students.

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.

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

- o 0.00–0.74 GPA: The student is subject to immediate Suspension from the college.
- o 0.75–1.49 GPA: The student may be Suspended but usually is placed on Academic Probation.
- o 1.50–1.99 GPA: The student receives an Academic Warning but usually is not placed on Academic Probation or Suspension.

A traditional student in his or her second or subsequent semester at Hiram who has a cumulative GPA below 2.00 may be Suspended but usually is placed on Academic Probation. 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.

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 they 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.

Each Summer Semester on Probation:

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 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.

Credits

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.

Classification of Students

Designations are made in accordance with the following table:

Class Earned	Credit Hours
First-Years	0 to 24
Sophomores	24-55
Juniors	56-89
Seniors	90 and Over

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
½ Time	6-11 credit hours
Less than Half Time	5 or less credit hours

Graduate Student Enrollment Status:

Full Time	8 or more credit hours
½ Time	4-7 credit hours
Less than Half Time	3 or less 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 Weekend College Office for additional information.

Transfer Course Policy

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

- o 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. 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.

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. Transfer students may take a maximum of 1/6 of their Hiram course work under the Pass/No Credit (P/NC) option. For additional P/NC information, please refer to the "Past/No Credit Regulations" section of the catalog. 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. For additional honors information, please refer to the "Graduation With Honors" section of the catalog.

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. Students who withdraw from the College after the official drop period due to medical or extraordinary circumstances must contact the Director of Counseling to initiate that process. All students who wish to return to Hiram College after having withdrawn for any reason must apply for readmission. Readmission forms are available from the Registrar's Office and website. 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.

- o 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 through the Enrollment Management Committee. 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

The James H. Barrow Field Station

Matthew H. Hills (1984) Director, Center for the Study of Nature and Society; Professor of Biology

B.A., Thomas More College;

M.A., Miami University;

Ph.D., University of Florida

The James H. Barrow Field Station was established in 1967 to provide Hiram College students the opportunity to supplement classroom activities with hands-on learning experiences. For over 40 years, the Station has grown and developed into an active research and educational facility 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 enhance student research, teaching, and leadership development.

The Station consists of a 396-acre parcel of land, with about 100 acres of mature beech-maple forest, a cold-water stream, two ponds, old-fields of varying ages, young forests, a five-mile interpretive nature trail, a waterfowl observation building and meeting center, a lab building renovated and expanded in 2007 with student research areas, animal research and wildlife rehabilitation spaces, natural history displays, including live animal exhibits, and a captive waterfowl facility 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 involved in these 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. Student workers also gain experience in the practical aspects of operating an educational facility. Teaching experience is gained through the nature education outreach programs. These programs, which are developed and executed by Hiram faculty and staff, with full collaboration of the students, are designed to educate pre-college students about the natural history of northeastern Ohio and 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/or environmental studies. In all activities, direct involvement of students in the learning process is the key to success.

Northwoods Field Station

Matthew H. Hills (1984) Director, Center for the Study of Nature and Society; Professor of Biology

B.A., Thomas Moore College;

M.A., Miami University;

Ph.D., University of Florida

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 semi-wilderness setting for special courses and field research in the summer. The buildings include six sleeping cabins and a main lodge — all designed and built by Hiram students and faculty since 1977. Although "rustic" in that there is no electricity at camp, the main lodge is outfitted with propane lights, indoor plumbing, and modern kitchen appliances.

The camp is on the shore of Little Lost Lake, and is surrounded by federal lands of hardwood and conifer forests, meadows, bogs, a river, and more than a dozen other undeveloped lakes all within a two-mile hike of the station. Facilities can house up to sixteen students and two or three faculty families. Emphasis here is on living in harmony with nature, a low consumption lifestyle, and appropriate technology including wind power and solar water heating. Summer offerings vary and have included courses in 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.

The Northwoods program encourages individual projects and internships in areas such as water quality monitoring, fisheries survey and habitat improvement, research and management of reproduction in the bald eagle, common loon, and sandhill crane, as well as in local oral history and folklore.

Marine Science Opportunities

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

Students interested in Marine Science 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 SCT 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 across the central campus and in primary classroom buildings. 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.

Regional Resources

Hiram is at the heart of the Northeast Ohio—a region defined by Cleveland, Akron, Canton and Youngstown. Northeast Ohio is the 12th largest region in the U.S. with more than 4.1 million residents, a \$140 billion economy and a rich history of civic involvement. Twenty-six Fortune 1000 companies call Northeast Ohio home, and the region has experienced strong growth in the professional, scientific and technical services sector. It's an ideal location for college students to find internships and jobs in a variety of fields. There's always plenty to experience in Northeast Ohio, ranging from the arts, music, theatre and film to professional sports.

Northeast Ohio is part of the original Western Reserve, which was part of Connecticut until 1800, and has been a crossroads of American history and life for 300 years. Our geographic location provides a rich laboratory setting for many courses as students draw upon sources, people and events of the region to test and explore the abstract propositions that they are studying. Northeast Ohio past and present makes learning personal and active.

Study Abroad

Kimberly Mick (2000) Director of Study Abroad/Exchange Programs,
Hinsdale Hall
B.A., Hiram College

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 100 Hiram College faculty members have led over 3,900 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, room and board during their study abroad 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, and 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 are 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 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 Japan, Turkey, and Italy. Students may also apply to various exchange programs through ECC (East Central Colleges).

<http://www.muskingum.edu/home/international/studyabroad/eccprograms.html>.

To learn more about overseas programs, visit <http://abroad.hiram.edu/>.

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

Ashley Durst, Administrative Assistant

The Student Life Division fosters the development of emotional intelligence in students as a complement to student intellectual development, especially in the areas of self-reliance, resilience, and effective interpersonal engagement with others. The staff of the division work to support students through the many transitions associated with college life, to engage students with each other, the college and the larger community, and to support and challenge students as they contribute to the quality and excellence of the Hiram College community.

Under the leadership of the vice president and dean of students, the division includes departments responsible for academic support services, campus activities and involvement, campus safety, career services, citizenship education, commuter student services, counseling and disability services, campus emergency response services, ethnic diversity affairs, family/parent relations, first year programs (e.g. orientation, Institute Days), graduate (senior) event planning, Greek clubs, housing and residential education, health services, international student services, internships, leadership and mentor programs, retention services, sophomore program, 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

Web address:

www.hiram.edu/current/academics/studentacademicservices.html

Student Academic Services are available in a variety of locations on campus. These services provide a structured outreach to students who are not achieving their full academic potential. The primary function of these services is to contact students who are underachieving, develop a rapport with them and evaluate the personal, academic, and social factors that may be negatively influencing their academic performance, as well as provide effective advising, and/or specific academic services. Ultimately, our goal is to improve a student's academic and personal achievements.

Academic services consist of the following components:

1. An academic advising service is available to all students and is designed to assist them in reaching their academic goals each term. The service consists of goal setting, time management, and development of study strategies for any academic subject. Students availing themselves of this service 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. a peer-tutoring program which links students having academic difficulty with students who are highly competent in their area of need,
3. a Science Learning Center which provides students experiencing academic difficulty in a biology, chemistry, or physics course with one-on-one small group tutoring sessions on a one-time or regularly scheduled basis. The student tutors staffing the Center are selected and trained by biology, chemistry, or physics professors currently teaching these science courses,
4. a Writing Center which connects 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

Barbara Kundus, Administrative Assistant for the Career Center and Academic Services

Web address:

www.hiram.edu/career

Hiram College recognizes that career planning is an important part of college. The Career Center, located in Hinsdale 101, 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 them with these tasks. In addition to personal counseling, classes in career planning and job search are taught every semester. The Career Center encourages students to make appropriate use of technology in their career planning. MyPlan computer-assisted guidance software, available on our website, helps students explore their interests and values, generate additional career options, and research careers. The Career Center website also includes extensive resources for career exploration and job search including access for students and alums to Hiram CareerNet, our online employment and internship database. A career library including information on choice of majors, occupational outlook, and job opportunities is available for any student.

Internships are an important part of the career decision-making 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 Bronx Zoo, 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 cover letter writing, interviewing, and marketing their 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.

Campus Safety

Nick Bellas, Director of Campus Safety
B.S., Kent State University;
M.P.A., The University of Akron

Samuel K. Adams, Safety Operations

Todd Carpenter, Safety Officer

Thomas Grounds, Safety Officer

Peg Minard, Administrative Assistant

Michelle Nevling, Safety Officer
A.A., University of Akron

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. While safety relies on persons making sensible individual choices, the department complements individual choices with educational programs and services such as property engraving, escorts after dark and recess/travel informational programs. The Office of Campus Safety is located on the 2nd floor of the Kennedy Center. The telephone number is 330.569.3211 dialing off campus or ext. "0" on campus.

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, 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).

Community Service Office

The Community Service Program 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." Community service and giving back to the community has always been an important part in the lives and development of Hiram students.

Throughout the year, students participate in a variety of volunteer opportunities that impact and benefit not only Portage County, but also the greater metropolitan area of Cleveland . Whether it's working with animals, children, the elderly, or helping out at Hiram House Camp, there are numerous ways to get involved. In addition, the Elementary Tutoring Program has been assisting local children for over fifteen years, by pairing up Hiram College students to serve as tutors and mentors.

The Community Service Office (CSO) serves as a resource center and a link to the community for students, faculty, and staff who are interested in volunteering and exploring themselves. The CSO office is located in the Kennedy Center.

Counseling Center

Lynn Taylor, Director of Counseling
B.A., Western Michigan University;
M.Ed., Ph.D., Kent State University

Web address:

<http://www.hiram.edu/current/student-services/counseling.html>

Emotional health is important to an overall sense of well being. We want 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 normal short-term issues that are typical of this age. Students who have mental health issues that are long term in nature, chronic or those requiring specialized treatment and/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 these 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

Lynn Taylor, Director of Counseling & Student Disability Services
B.A., Western Michigan University;
M.Ed., Ph.D., Kent State University

Web address:

<http://www.hiram.edu/current/student-services/disability-services.html>

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 life after Hiram.

In order for accommodation requests to be considered, the following documentation must be provided: diagnosis of the disability, current documentation of the disability written within the past three years, educational, developmental and medical history relevant to the disability; copy of the most recent reports or evaluation containing the actual scores used to diagnose the presence of a learning disability; specific information on how the disability interferes with 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 Counseling 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/diversity-resources.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.

Registrar's Office

Virginia Taylor (2008) Registrar
B.S. Alderson-Broaddus College
M.A. Hiram College

Danielle Chrosniak (2008) Assistant Registrar
B.A. College of Wooster
M.S. Drexel University (2009)

Missie Mallinak (2006)
B.A. Hiram College

Web address:

<http://www.hiram.edu/current/offices/registrar.html>

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:

- o Enrollment verification for insurance purposes
- o Transcripts
- o Verification of Good standing
- o Registration and Class Schedule
- o Declaration of major, minor, and advisor
- o Processing of Advanced Placement, International Baccalaureate, and all transfer credit
- o 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 –a federal legislation established to regulate access and maintenance of student educational records.

The Family Educational Rights and Privacy Act (FERPA) affords student certain rights with respect to their education records, including the right to inspect their education records, request an amendment of the records that the student believes are inaccurate, and the right 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 education institution; parents, spouses, and significant others have no inherent right to access to student education records. Education records for the most part, 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:

- o Student's name
- o Local and Permanent addresses
- o Email address
- o Telephone listing
- o Date of Birth
- o Dates of Attendance
- o Class Level (undergraduate/graduate, first-year, sophomore, etc.)
- o Degrees conferred
- o Honors and awards received
- o Major field(s) of study

- o Participation in officially recognized activities and sports
- o Weight and height of members of athletic teams
- o Final Theses/Capstones titles
- o Photograph
- o 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 the College amend an education record that the student believes to be inaccurate. They 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. 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. 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.

Religious Life

Jason Bricker-Thompson, Chaplain
B.A., Hiram College
M.Div., Vanderbilt University

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), yet the present religious life in 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 new Fisher All Faith Chapel and Meeting House. A special scholarship fund exists for children of Disciple families and ministers.

The only organized congregation in Hiram is the Hiram Christian Church. The College has a special relationship with this church through a Covenant of Shared Ministries of its pastor and the College Chaplain. 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 advising religious groups and assisting Religious Life programming.

Residential and Commuter Education

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

Jenifer Warren, Coordinator of Housing
B.A. Hiram College

Abby Buyna, Resident Director Henry and Bowler Halls
B.A., Washington and Jefferson College

Casey Karger, Resident Director East Hall
B.A., Westminster College

Rayna Long, Resident Director Whitcomb and Miller Halls
B.A., Wittenberg College

Joe Ogonek, Resident Manager Hiram Townhouses
B.A., Hiram College

Mick Steiner, Resident Director Quad
B.A. Baldwin-Wallace College

Jill Walters, Resident Director Booth and Centennial Halls
B.A., Drury University

Web address:

<http://www.hiram.edu/current/campuslife/housing.html>

The Office of Residential and Commuter Education at Hiram aims to supplement as well as complement the classroom experience of each student.

A goal of our Residential and Commuter 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 and commuter education office, we are 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. We are also hard at work in the evolution of our campus becoming a more commuter-friendly environment. If you have any ideas, questions or concerns, please stop by the office or give us a call.

The Residential and Commuter 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

Teal Young, Special Events Coordinator

The Special Events series is coordinated through the Special Events office and is responsible for planning the Convocation and Concert/Artist Series. A diverse series of events seeks to expose the College community to a variety of ideas and new experiences. These cultural events are both educational and entertaining.

For example, the Concert/Artist Series has included appearances by Delta blues legend Robert Jr. Lockwood, David Sedaris, NPR commentator and humorist, and civil rights lawyer Morris Dees, who founded the Southern Poverty Law Center. The series co-sponsors, with the Hiram Community Trust, a regional writer series that brings noted authors with regional ties to the College and the greater community to campus.

Convocation is held several times during the term. We invite prominent experts in a variety of disciplines to address the College community.

Hiram students, faculty and staff are admitted free of charge to all Special Events functions and often are able to engage in informal conversation with the artists following the public performances.

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

Lindsay S. Acomb, PNP, Nurse Practitioner
B.A., Cleveland State University
M.S.N., P.N.P., Case Western Reserve University

Tricia Fincham, Health Center Coordinator
E-mail: Finchamtr@hiram.edu

Web address:

<http://www.hiram.edu/current/student-services/healthservices.html>

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 health 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. After hours and on weekends, a registered nurse is on call for health concerns. 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 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 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: 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 Dean of the Weekend College. Students wishing to take WEC courses must go to the WEC office (H205) and complete an interest form. 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 in very unusual circumstances, it is the College's policy that traditional students may not take a three-week course in the Weekend College.

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

The Weekend College at Hiram College
P.O. Box 67

Hiram, Ohio 44234
or call 330.569.5161
e-mail to hwc@hiram.edu or visit our Web site at hiram.edu/future

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.

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 write to:

The Weekend College at Hiram College
P.O. Box 67
Hiram, OH 44234
or call 330.569.5161
e-mail to hwc@hiram.edu or visit our Web site at hiram.edu/future

ACADEMIC PROGRAM: THE HIRAM PLAN

Hiram College has adopted 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, experimental 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

We pride ourselves on easing the transition from high school to college and begin 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 students 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 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 Colloquium, a four semester hour course. 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 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:

- o ability to read and interpret important material
- o ability to think critically
- o ability to write (write to learn)
- o ability to communicate orally (speaking, participating in discussion, and presenting ideas)
- o ability to identify, evaluate, and use information appropriate for scholarly research
- o ability to take advantage of the curricular and co-curricular opportunities at Hiram College

Course Descriptions

FRCL 102: DECISION 2008 THE NEXT PRESIDENT OF THE UNITED STATES 4 hour(s)

If you are interested in Presidential and U.S. politics, this colloquium is your opportunity to study the process up close and personal. We will discuss presidential politics and issues in theory and practice as we critically identify, evaluate, debate, and analyze the national 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 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? 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 103: 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 104: 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 105: 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 106: 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'll 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 newsstands 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 107: 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 108: 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 109: 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 110: 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 111: 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 112: 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 114: 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 115: 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 116: 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 mis-interpretation 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 117: 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 118: 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 119: 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 120: 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 121: 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 122: 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 124: AMERICAN SIN CAMPAIGN 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 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 125: 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 126: 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 127: 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 "recovery" and "reconstruction" efforts. The excavation campaigns from the eighteenth through the twentieth century have revealed much about the ideals 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 129: 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 130: 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 our ability to understand human behavior using fundamental biological principles recognized since the time of Darwin and Mendel. We will review basic genetics as a background for discussions that attempt to relate human behavior, however complex, to patterns observable in all other species, whether animal, plant, or prokaryote. Scientists are just now beginning to sort out how genes 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 132: "SAY IT AIN'T SO, JOE!" 4 hour(s)

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 133: 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 policies 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 134: 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*. 400 acres of ponds, streams, fields and forests at the Hiram College Field Station 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 human's recent disconnect with nature. The Colloquium will also provide you with an opportunity to develop important college skills, and to practice using those skills. Opportunities to develop and hone written communication, oral communication and critical thinking skills are integrated throughout the colloquium. This will be accomplished through journal writing and response journals, informal discussions and formal oral presentations, and analysis of readings information gathered.

FRCL 138: 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 feocity 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 139: 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 140: 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, ect., 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 141: 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 143: 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 144: 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 145: 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 146: 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 147: 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.

FRCL 148: 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 149: 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 150: 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 151: 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 153: 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 154: 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 religionists 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 155: 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 156: 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 157: 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 158: 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 159: 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 160: 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 161: "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.

FRCL 162: 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 an 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 163: 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 164: 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 165: 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 166: 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 167: 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 168: 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 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 169: 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 170: 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 171: 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 suit 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 172: SAVING CULTURE 4 hour(s)

Art, Archeology, 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 173: 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 174: WHERE IN THE WORLD IS HIRAM 4 hour(s)

Exploring 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 -Become empowered to take action and take part in building a community

FRCL 175: "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 as 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 176: 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 177: 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 178: LOST AND FOUND LEARNING THE LESSONS OF LOSS 4 hour(s)

In each of the losses we face throughout our life 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 179: 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 183: 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 190: THE AMERICAN MOSAIC, PART I 4 hour(s)

This course is an examination of contemporary American culture, designed for ESL students, using "Signs of Life in the USA" as a primary textbook. Particular aspects of culture may include consumerism and advertising, popular books and film, race and gender. The topic will be presented through readings, videos, field trips. Class time will be divided between discussing course material and improving students' skills of writing in English. Students will write four papers, one of them a research project, and give two presentations to the class.

FRCL 192: 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 than 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 193: 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 194: 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 195: 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 196: 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 197: 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.

THE FIRST YEAR SEMINAR

The First-Year Seminar: Following their Colloquium, students will enroll during the 12-week spring semester in a First-Year Seminar, a four semester hour course. This course continues the students' introduction to the examination of substantial intellectual issues. Students grow their ability to acquire and integrate new knowledge with roots in one or more of the disciplines taught in the College. The First-Year Seminar seeks to improve the students' college-level writing and analytical abilities by emphasizing research across disciplines. The First-Year Seminar (FSEM) course is an integral part of Hiram's general education curriculum and 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 another First-Year Seminar course at Hiram College or some other appropriate writing equivalency approved by the Associate Dean of the College.

Freshman Seminar Course Objectives: Like Colloquia, the First Year Seminar does 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:

- o ability to read and interpret important material;
- o 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;
- o ability to gather, evaluate, and properly use research;

- o ability to write (write to learn);
- o ability to communicate orally (speaking, participating in discussion, and presenting on ideas to provoke understanding);
- o ability to think critically.

Course Descriptions

FSEM 108: 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.

FSEM 109: 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.

FSEM 110: 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.

FSEM 111: 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.

FSEM 112: 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.

FSEM 113: 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, predetermination 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.

FSEM 115: 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.

FSEM 116: 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. If you have already taken Communication 101, you cannot receive credit for this course or for Freshman Seminar 125.

FSEM 117: 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.

FSEM 120: 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.

FSEM 121: 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.

FSEM 122: 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.

FSEM 123: 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.

FSEM 124: 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.

FSEM 125: 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 and Communications 101: The Foundations of Public Communication.

FSEM 130: 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-Claire Blais, Mavis Gallant, Margaret Laurence, and Alice Munro.

FSEM 134: 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 115th 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.

FSEM 136: 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.

FSEM 137: 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.

FSEM 140: 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 the Roman province of Judaea. Because Jesus himself was a Jew, as were his disciples and the apostle Paul, we begin our search for Christian beginnings by introducing ourselves to the history, way of life, hopes and expectations of the Jewish community at the time of Jesus' birth. We then explore the implications of the specific claim which distinguished the earliest Jewish-Christian community from other Jewish communities of faith, and then turn to the figure of the historical Jesus and the process by which the same claim transformed him into the Christ of the earliest church. We then examine further fundamental transformations which Paul brought about at least in portions of that church, and finally look back on how imperial Rome responded to the rise of this new superstition.

FSEM 141: 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.

FSEM 142: 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.

FSEM 144: 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).

FSEM 145: 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?

FSEM 146: 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 ceation 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.

FSEM 147: 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?

FSEM 148: 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.

FSEM 150: 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 Aristotle 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.

FSEM 151: TAKING JOURNEYS 4 hour(s)

Confronting dragons and discovering the treasure of self and medieval heroes. Follow the hero as he battles monsters, tests his strength, and rescues fair maidens.

FSEM 153: 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 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' original. 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.

FSEM 155: 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 everything 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.

FSEM 156: A FOCUS ON THE MIDDLE EAST 4 hour(s)

Its peoples, politics, religions, and cultures. Through books, films, videos, and documentaries, 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.

FSEM 158: 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.

FSEM 160: 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).

FSEM 161: 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 of 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.

FSEM 162: 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.

FSEM 163: 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.

FSEM 164: 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 sport 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?

FSEM 166: 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 violence? Finally, what was the actual experience of war for both soldiers and non-combatants (particularly women)? The course addresses these questions by focusing on specific conflicts of very different eras--for example, the Hundred Years War of the Later Middle Ages and the First World War--thereby revealing how Europe's experience of war has changed over time. Throughout, our focus will be on the connections between warfare and society; we will not concentrate on strategy, tactics, or logistics, as would a course in military history. The class combines lectures with frequent discussions, which students will help to lead. Readings include works by modern historians, first-hand accounts of military experience, government records, and literature concerned with war. Like all freshman seminars, the course involves a considerable amount of writing, both inclass essays and formal papers. Composing these essays and discussing them will help hone your writing ability, as well as giving you practice in making and evaluating arguments based on evidence. All of these are skills useful in many fields beyond history.

FSEM 167: 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.

FSEM 168: 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 McGinnes, 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.

FSEM 170: 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.

FSEM 171: 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.

FSEM 173: "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.

FSEM 176: 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.)

FSEM 177: 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.)

FSEM 178: 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.

FSEM 179: 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.

FSEM 181: 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.

FSEM 182: 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.

FSEM 183: 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.

FSEM 185: BODY FARMS-INSECTS IN FORENSIC SCIENCE 4 hour(s)

This course is designed for students considering a career in the life sciences and 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.

FSEM 186: 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?

FSEM 187: 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.

FSEM 188: 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.

FSEM 190: THE AMERICAN MOSAIC, PART II 4 hour(s)

In this course, international students will have the opportunity to explore the concept of what constitutes an American. Furthermore, if Montesquieu's theory is valid, students will also gain a deeper understanding of their own culture and consequently of themselves. Our course readings will center on the diverse and complex experiences of a wide selection of past and contemporary American writers, philosophers, politicians, educators, and social scientists. Students will also be required to participate in several fieldwork experiences. (Open only to International Students)

FSEM 198: 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. Note: A First Year Seminar (FSEM) taught by a member of the English Department is equivalent to a 198 course.

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 in the fall of 2006 and after must complete the new Core Curriculum graduation requirements. 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.

Courses used to fulfill these categories must encompass at least six different academic disciplines.

Note: Interdisciplinary courses used to fulfill one of the eight categories (CM, IM, MM, SM, CA, EW, UD, ES) cannot double count 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 knowledge and understanding about human beings and the world. One course or experience 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 and experiences satisfy this requirement by helping students understand the creative process and teaching them the intellectual skills necessary for reflection and evaluation of artistic products.

- o 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.
- o Goal: Develop hands-on skills 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 and experiences satisfy the goals for this requirement by teaching the skills necessary to interpret one or more forms of human expression.

- o Goal: Interpret the human experience of meaning as expressed in artistic and intellectual products.
- o 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 and experiences satisfy the goals for this requirement by teaching modeling and methods for analyzing models.

- o Goal: Understand the role of models in explaining the world and universe, including

techniques for testing the accuracy and limitations of models.

- o Goal: Use this understanding to solve problems: learn to apply mathematical 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 and experiences 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.

- o Goal: Develop hands-on skill acquiring reproducible data and interpreting them within a theoretical framework.
- o 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 and experiences satisfy this goal by teaching students the conceptual and analytic tools necessary to make sense of these essential dimensions of our existence.

- o Goal: Examine social life by analyzing the roles of history, culture, power structures, norms, or customs in its organization.
- o Goal: Acquire the analytical skills and critical sensibilities to understand how knowledge shapes human social behavior and creates historical change.

Ways of Developing Responsible Citizenship

Hiram College is committed to the goal of developing socially responsible, ethical citizens. One course or experience 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 and experiences 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.

- o 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.
- o Goal: Evaluate, critically and on the basis of explicit criteria, one's own culture and other cultures.

Understanding Diversity at Home (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 and experiences 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.

- o 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.
- o 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.
- o 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 and experiences 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.

- o Goal: Understand the ways in which claims about values are discovered, articulated, and justified.
- o 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 rubric to document his or her engagement with the learning outcome goals associated the relevant Core category.

INTERDISCIPLINARY REQUIREMENT

- To fulfill the Interdisciplinary requirement, students must do one of the following options:
- o Successfully complete two Interdisciplinary courses, one of which must be team taught;
OR
 - o Complete a Collegium; OR
 - o Complete an Interdisciplinary major or Interdisciplinary minor. A list of majors and minors that fulfill this requirement is available from the Registrar and/or the Associate Dean of the College.

Note: Interdisciplinary courses used to fulfill one of the eight categories (CM, IM, MM, SM, CA, EW, UD, ES) cannot double count 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 225: HUMANS AND THE ENVIRONMENT INTERDISCIPLINARY 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.

INTD 233: 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 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. (Students who have taken the Freshman Colloquium: Holocaust and Contemporary Response may not enroll without permission) Also listed as: INTD 333 for 3 credit hours.

INTD 280: SEMINAR 1 - 4 hour(s)

INTD 281: INDEPENDENT STUDY 1 - 4 hour(s)

INTD 299: WHAT IS HUMAN 3 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.

INTD 301: 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 302: NARRATIVE BIOETHICS 3 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.

INTD 303: 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 304: 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 305: 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, Longleat, East Barshal Manor, and Audley End). (Offered off-campus only.)

INTD 306: 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 308: JAPAN FUNDAMENTAL IDEOLOGIES AND INSTITUTIONS 4 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.

INTD 311: 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 312: 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 313: 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.)

INTD 314: MASCULINITY, FEMININITY, AND CULTURE 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. A revised version of this course is offered for four credit hours as INTD 384. A student may receive credit for only one of these two courses.

INTD 315: 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 316: 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 317: 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 318: 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 320: 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. A student may receive credit for only one of these two courses.

INTD 323: CLASSICAL ISLAMIC CIVILIZATION, C. 600 - 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 324: 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.

INTD 325: 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-foot high dam, impounding a lake 400 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 326: 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 327: 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 329: 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 331: 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 333: 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. (Students who have taken the Freshman Colloquium: Holocaust and Contemporary Response may not enroll without permission.) Also listed as INTD 233 for 4 hours.

INTD 334: 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 335: 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 336: 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 338: 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. A student may receive credit for

only one of these two courses.

INTD 340: FORMATION OF THE IMAGE 4 hour(s)

The photographer is dependent as much upon physical and chemical principles as on artistic vision. In this course our students will be introduced to the aesthetics and methods of image selection and formation, as well as the physical laws by which an image is made, and the subsequent chemistry by which it is recorded. We will explore "antique" photographic devices and processes and will compare them to modern techniques. We will place special emphasis upon the limitations and opportunities that the different physical apparatuses and chemical processes impose upon the artist.

INTD 341: 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 343: 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 344: TWO CENTURIES OF GERMAN ACHIEVEMENT 4 hour(s)

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.

INTD 350: ANCIENT CIVILIZATIONS AND MODERN ASPIRATIONS 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 the 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.

INTD 351: 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 353: 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 354: 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 355: 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 357: 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 360: 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 361: WHAT IS NORMAL 4 hour(s)

Physical abnormalities look at the pressure 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 363: 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 364: 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 $|live\ cat\rangle + |dead\ cat\rangle$ state.

INTD 365: 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 367: THE MARGINALIZED VOICE OF CENTRAL AMERICA 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, campesinos, 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.

INTD 369: 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 370: 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 371: 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 it 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 372: LITERARY ANATOMIES 3 hour(s)

Women's 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 373: 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 374: THE NATURE OF CLAY 4 hour(s)

A study of the origins and properties of clay and its impact on human endeavors. The course will begin by examining the origins of humans involvement with clay and how it is thought to have been involved in the cultural shift from hunter - gather to agricultural lifestyles. Chemical composition and characteristics, geological origins, and the importance of clay to agriculture and industrial society will be studied. Geological metamorphosis of clay will be compared to the changes occurring in the kiln firing process. Readings will acquaint the student with the world's diverse ceramic traditions, past and present. Experiential components of the course include digging naturally occurring clay for class use, construction and firing of clay objects representative of different times and cultures, primitive pit and wood firings, and field trips to museums and an industrial potter manufacturer. An individual research project is required. Some basic tools will be provided. There will be a field trip fee.

INTD 375: 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 376: 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 377: 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 378: 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-Americans 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 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 379: 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 380: SEMINAR 1 - 4 hour(s)

INTD 381: SPECIAL TOPICS 1 - 4 hour(s)

A special opportunity to study an interdisciplinary topic. The content will vary each time this course is offered and therefore the course may be repeated with permission. This course counts toward fulfillment of the interdisciplinary requirement only when it is offered for at least 3 hours of credit.

INTD 382: WHAT IS NORMAL II 4 hour(s)

Mental and emotional disorders. 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 383: 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 384: MASCULINITY, FEMININITY AND CULTURE 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. A student may receive credit for only one of these two courses.

INTD 385: 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 386: THE IMAGES AND LITERATURE OF WAR 3 hour(s)

This course will examine cultural representations of war, drawing on fiction, non-fictional, cinematic, and photographic depictions of conflict to explore the role of art in times of crisis; to consider how writers, artists, photographers, and filmmakers work to portray a reality so terrible as to be almost unrepresentable; and to analyze how those in power use various media as propaganda to influence public perceptions of their battles. In addition, the course will study how people construct memories and meanings of war after the fighting has ended through memorials, films, and other media. The course will cover general concepts and histories of war, with a focus on the World Wars of the 20th century, and will also incorporate issues of representation and propaganda in more recent conflicts, such as the Vietnam War, the Persian Gulf War, and the "war on terrorism."

INTD 387: 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 388: 4 hour(s)

Bioinformatics 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 Biology 230 or permission.

INTD 389: 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 391: 3 hour(s)

This course will examine and assess the American attempt to define and establish a politically neutral "meritocracy" in the public service. Some emphasis on the impact of the modern science of management and decision-making theory on the problem of administrative responsibility.

INTD 392: MUSIC AND WAR 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 393: CHINA TRADITION AND CHANGE 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.

INTD 394: NO CHILD LEFT INSIDE 4 hour(s)

Connecting children with nature. 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 the 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 395: THE CASE FOR TANZANIA 4 hour(s)

INTD 396: 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 398: NEUROETHICS 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.

INTD 399: THE ETHOS OF FLY FISHING 3 hour(s)

This course will focus on the literature of fly-fishing and its related scientific and environmental issues. Students will read a variety of books that address natural history, conservation, entomology, hydrology, and fish stocking. By becoming familiar with these aspects of modern fly-fishing students will gain valuable knowledge about fish as an important economic and natural resource in Northeast Ohio. We will pay particular attention to Lake Erie and its tributaries in Northeast Ohio. Students will gain an understanding of these issues by learning how to fly-fish. They will learn how to cast, tie knots, and tie flies. This multi-disciplinary approach will culminate in getting the students out on the various rivers such as the Chagrin and Grand. This will give them a greater awareness of the watershed that they use and inhabit.

INTD 480: SENIOR SEMINAR 1 - 4 hour(s)

INTD 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

INTD 675: THE STORY OF WATER PRACTICUM 1 hour(s)

Complimentary exercises and assignments to support the readings and research done in INTD 375. These may include water analysis projects, storytelling exercises, and related creative projects. Not required but can only be taken simultaneously with INTD 375.

ACADEMIC PROGRAMS

The completion of a major at Hiram will likely occupy most of the student's junior and senior years; majors in the natural sciences, Education, and Nursing need to begin earlier. Most majors require the student to take a minimum of 40 semester hours within the department along with correlative course requirements in related areas. Generally about one-third of students' course work is devoted to their major.

Hiram College's innovative academic programs are designed to strengthen the educational partnership between faculty and students that define a Hiram education. Hiram's small classes foster a mentoring relationship between professor and student, which allows for critical depth of study in a student's major. When Hiram students graduate, they possess a depth, breadth, and interrelatedness of knowledge that is the liberal arts tradition. Please refer to the individual academic programs for further information.

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
Economics
Education
English
English with a Creative Writing Emphasis (available only to students graduating in 2010 or earlier)
Environmental Studies
French
History
Integrated Language Arts
Integrated Social Studies
Management
Mathematics
Music
Neuroscience
Philosophy
Physics
Political Science
Psychology
Religious Studies
Science
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 faculty member(s) and approved by the Academic Program Committee. Individualized Majors will also need to include a capstone experience. Interested students 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
Gender Studies
International Studies
Public Leadership
Urban Studies

Declaration/Change of Major, Minor or Advisor

For the departmental major, the student must have a faculty advisor in the department or

program. Students who wish to formally declare or change a major or minor or academic advisor must do so through the Registrar's Office by completing A Declaration of/Change of Major Form. The student must seek written permission from his or her new advisor on the form before the advisor can be assigned.

ART

Lisa Bixenstine Safford (1988), Chair, Professor of Art
B.F.A., B.A., M.A., Kent State University;
M.A., Ph.D., Ohio State University

Linda A. Bourassa (1987), Professor of Art
B.F.A., Syracuse University;
M.A., M.F.A., The University of Iowa

Christopher T. Ryan (2004), Assistant Professor of Art
B.A., John Carroll University;
M.A., University of Virginia;
M.F.A., Bowling Green

George S. Schroeder (1962), Professor Emeritus of Art
B.F.A., M.F.A., Kent State University

Department web address:

www.hiram.edu/art

Introduction

The art department is in a new home beginning in fall of 2007. The Gelbke Fine Art Center is a converted factory with 26,000 square feet of renovations designed by the award-winning Cleveland firm of Richard Fleishman and Architects, Inc. Total classroom and working spaces are greatly enlarged and we now offer classes in studios dedicated to printmaking, ceramics and 3-D art, drawing and painting, photography and, soon, digital arts. There is also a 70 seat auditorium for slide lectures and films, a small seminar room for art history classes, and an area for individual student studios. As always, most studios and darkrooms remain open for student use around the clock, seven days a week. A new secured gallery offers opportunities for student, faculty and guest artists to exhibit their works. The Art Department also maintains a large collection of slides of historical and contemporary art and architecture.

Requirements for Art Major

A minimum of 35 semester hours of course work, which must include:

Art 102 Color and Design
Art 110 Beginning Drawing
Art 130 History of Western Art
Art 249 Contemporary Media
Art 427 or Art 428 Early Modern Art
Art 429 Contemporary Art
Art 471 Senior Studio II

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 130 History of Western Art
Art 427 or Art 428 Early Modern Art
Art 429 Contemporary Art
Art 481 Independent Research

The student majoring in art history must also prove competence in a language at the 103 level, preferably French

Requirements for Art Minors

A minimum of 20 semester hours of studio art courses, which must include:

Art 102 Color and Design
Art 110 Beginning Drawing
Art 130 History of Western Art

Requirements for Art History Minors

A minimum of 20 semester hours of art history courses and must include:

Art 130 History of Western Art

Requirements for Photography Minors

A minimum of 20 semester hours and will include:

Art 120
Art 244 or Art 130
One course from among: Art 102, Art 110, or Art 249
One course from among: Art 240, Art 245, Art 246, or Art 247
Art 346

COURSE DESCRIPTIONS

ART 102: COLOR AND DESIGN 4 hour(s)

This introduction to color and design examines 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 106: INTRODUCTION TO ART 4 hour(s)

This introduction to architecture, sculpture, and pictures offers a variety of approaches to the study of art. Works of historical and contemporary art will be examined from formal, structural, stylistic, and cultural points of view. The nature and demands of specific media and materials will be addressed.

ART 108: STUDIO ART COMMUNICATING IDEAS & ISSUES 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 films, 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.

ART 109: CREATIVE METHODS IN PRINTMAKING 4 hour(s)

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 will not count toward an Art major.

ART 110: 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. Classwork will include drawing from still life, landscape, and the human figure.

ART 120: FUNDAMENTALS OF PHOTOGRAPHY 4 hour(s)

This studio course is an introduction to photography as an art medium. Instruction includes basic operation and use of the camera; methods of determining exposure; procedures for computer lab and darkroom; black-and-white film processing; printing; composition; lighting; and presentation. The course emphasizes the camera as an instrument for seeing and expression, rather than simply recording. The creative potential of the medium is emphasized through assignments, critiques, and examination of work by other photographers. Digital cameras with aperture and shutter priority control and at least 4 megapixel capture are required. If students wish to shoot film, they can use an SLR camera with shutter and aperture priority if electronic, or a manual SLR camera.

ART 130: HISTORY OF WESTERN ART 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 from the classical civilizations of Greece and Rome and their successors to the medieval cultures of Christian Europe, Renaissance Italy, the Baroque era, and modern times. Students will be introduced to art historical method through reading and writing assignments.

ART 204: OIL PAINTING 4 hour(s)

This course begins with the fundamentals of sound craftsmanship, including the preparation of supports and grounds. Its goal is to teach the student to see and visualize in a painterly way. Problems in representation and artistic form are emphasized. Prerequisites: Art 102 or 110 or permission.

ART 210: INTERMEDIATE DRAWING 3 hour(s)

Continues the work begun in Art 110, Beginning Drawing, but includes more intense study of the human figure, wider exploration, and greater emphasis on individual vision and style. Prerequisite: Art 110.

ART 211: INTERMEDIATE DRAWING 3 hour(s)

This course builds and expands upon the work begun in ART110, Beginning Drawing, by addressing more sophisticated drawing problems, such as two- and three-dimensional 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 and still lifes, as well as from interior and exterior spaces. Emphasis will also be placed on developing individual vision, style, and content. Prerequisites: Art 110 or permission.

ART 213: SCULPTURE 4 hour(s)

This course aims to develop the student's ability to see, conceive and build forms in three dimensions. Working from human models and from imagination, students will develop works in clay and plaster. Technical procedures will include clay modeling, plaster casting,

and direct building in plaster.

ART 214: WATERCOLOR 3 hour(s)

An introduction to the materials and creative possibilities of transparent watercolor, this course will explore materials, tools, and techniques. It will touch on a range of approaches to the medium, including the use of transparent watercolor in combination with other drawing and painting media. Prerequisite: Art 102 or Art 110 or permission.

ART 216: FIGURATIVE PAINTING AND DRAWING 3 hour(s)

Through a series of exercises and more complex projects, students will work from the live model in developing 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. Students may not receive credit for both ART210 and ART216.

ART 218: PRINTMAKING INTAGLIO 4 hour(s)

This course is 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; and 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 110 or permission.

ART 219: 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 110 or permission.

ART 220: PRINTMAKING STUDIO SURVEY 4 hour(s)

This course will examine the processes of monoprint, linoart, woodcut, relief etching, intaglio etching, and silkscreen. Given assignments in each media, the student will be encouraged to develop a creative approach. Some materials will be provided. Prerequisite: Art 110.

ART 221: ANCIENT ART 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.

ART 222: 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. A student may receive credit for only one of these courses.

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ART 224: 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. revolution, and technology in art.

ART 225: AMERICAN ART AND ARCHITECTURE 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.

ART 226: A NEW YORK FRAME OF MIND 3 hour(s)

Taught in New York City after a period of preparatory study on campus, this course will explore the city, paying attention to its rich architecture, vast collections, and colossal engineering, and to how all of these reflect American creativity, ingenuity, and social aspirations. The role of New York as a center of creative innovation in the art of the twentieth century will be examined.

ART 228: JAPANESE ART HISTORY 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 (6th-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.

ART 229: MASTERPIECES OF ITALIAN ART 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.

ART 230: CERAMICS 4 hour(s)

This course is an introduction to the basic materials and methods for working with clay, including coiling, slab work, wheel throwing, press molds, and modeling. Students will experiment with a variety of decorative, glazing, and kiln-firing procedures. The creative potential of the medium will be examined in group and individual projects. Clay and tools will be provided by the Art Department.

ART 235: CERAMICS TILEMAKING 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. There will be field trip and materials fees.

ART 238: DIGITAL DARKROOM 4 hour(s)

The course covers using the computer lab as a darkroom for scanning, image production, and printing photographs. Students will learn to navigate on the computer as well as learning Adobe Photoshop. Assignments will be given to teach the tools, menus, palettes, and layers. Creativity will also be emphasized. Prerequisite: Art 120 or by permission.

ART 240: INTERMEDIATE PHOTOGRAPHY 4 hour(s)

This course is for students who wish to further explore the possibilities of art 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 classtime. Emphasis will be placed on further developing the student's seeing and visual expression, including the mastering of printing technique and composition. Individual interests will also be encouraged and explored. Prerequisite: Art 120 or permission.

ART 243: THE HISTORY OF PHOTOGRAPHY 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. Included in this three-week course is a field trip to the George Eastman House in Rochester, New York. A revised version of this course is offered for four credit hours as ART 244. A student may receive credit for only one of these courses.

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ART 245: 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 permission.

ART 246: CREATIVE PHOTOGRAPHY FIELD EXPERIENCE 3 hour(s)

This course is designed to provide photography students with a sustained shooting experience in a variety of different environments. The emphasis will be on landscape photography in both natural and urban settings. Students will shoot color transparencies (35mm) that can be viewed and critiqued during the three-week session. The final project will consist of a slide sheet of the student's 20 best images. As travel will be an important component, there will be a travel fee. Prerequisite: Art 120 or permission.

ART 247: CREATIVE PHOTOGRAPHY IN COLOR 3 hour(s)

This course is a further exploration of photography as an art medium. We will study the history of the development of color film and printing while getting hands-on experience shooting and printing color materials. Prerequisite: Art 120 or permission.

ART 248: CREATIVE SPACE ART EXPERIENCE IN FLORENCE 3 - 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.

ART 249: 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, slide show, video, and site-specific installation. Emphasis will be placed on the development of ideas, composition, sequencing, and experimentation.

ART 250: FILM ANALYSIS 4 hour(s)

This course will examine the ways in which the film medium operates as an art form. Production, editing, lighting, sound, film genres, and auteur analysis will be covered. Emphasis will be placed on narrative film, with its basic unit, the shot. Some examples of non-narrative film will be introduced for comparison. Most screening will be integrated into class time. One or two field trips will be taken to view current art theater releases. A revised version of this course is offered for three credit hours as Art 253. A student may receive credit for only one of these courses.

ART 251: 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 253: FILM ANALYSIS 3 hour(s)

This course will examine the ways in which the film medium operates as an art form. Production, editing, lighting, sound, film genres, and auteur analysis will be covered. Emphasis will be placed on narrative film, with its basic unit, the shot. Some examples of non-narrative film will be introduced for comparison. Most screening will be integrated into class time. One or two field trips will be taken to view current art theatre releases. A revised version of this course is offered for four credit hours as Art 250. A student may receive credit for only one of these

ART 260: 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 and art originating from natural objects. It is also intended to stimulate the students to express statements on the environment through art. The primary focus will be on students creating their own art work in response to the study of environmental issues and existing works of contemporary environmental artists. Media to be explored include but may not be limited to: painting, site-specific installation work, assemblage with recycled materials, and video. Includes field trips to local areas of interest. Also listed as Environmental Studies 260.

ART 270: CREATIV & COMMERCE ART & ENTR POPES MICH TO MODERNISM 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 280: SEMINAR 1 - 4 hour(s)

ART 281: INDEPENDENT STUDY 1 - 4 hour(s)

ART 298: FIELD EXPERIENCE 1 - 4 hour(s)

ART 320: THE ART OF INDIA 3 hour(s)

The South Asian subcontinent possesses one of the richest artistic reserves on Earth. It is produced by continuously active cultural centers and is among the oldest in the world. It is a region that gave rise to two world religions--Hinduism and Buddhism--and is 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 painting, 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.

ART 323: ITALIAN RENAISSANCE ART 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 will be 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. 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.

ART 324: BAROQUE ART 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.

ART 330: INTERMEDIATE CERAMICS 4 hour(s)

This course is for students who wish to further explore the possibilities of clay as an art material. Potential students should have previous experience with basic hand-building techniques, wheel-throwing, and glazing. Emphasis will be on the application of more advanced construction techniques to the development of individual ideas. Experimentation with various clay bodies, firing methods, and glaze types will be encouraged through the assignment of group and individual projects. Prerequisite: Art 230.

ART 340: INTERMEDIATE PAINTING 4 hour(s)

This course expands upon the introductory painting experience offered in ART 204--Oil Painting (or other similarly appropriate experience). Students will have the opportunity to refine their painting skills; expand their repertoire of painting techniques and methods; and develop both their visual and conceptual approaches to art making. In particular, students will examine in-depth issues of color, spatial composition, mark-making, and surface qualities, as well as the use of direct and indirect visual sources. Prerequisite: Art 204 or permission.

ART 346: ADVANCED PHOTOGRAPHY 4 hour(s)

This is a studio course which is concerned with advanced problems of photographic image making. Emphasis will be placed on developing a unified body of work and furthering technical mastery. An effort is made to recognize and focus individual interests. Prerequisites: ART 120 and ART 240 or ART 245 or ART 247.

ART 350: DIGITAL ART 4 hour(s)

This studio course combines digital media with traditional 2-D art techniques that originate from the disciplines of drawing, painting, and printmaking. Creative exercises will be given to introduce students to vector and raster software, scanning, ink-jet printing, and the "virtual gallery." Students will explore the aesthetics, concepts, recent history, and products of digital art production. Some of these projects will be digital drawings, paintings, prints, artists books, sequenced imagery, and a visual journal. Students will do some traditional drawing and painting as unique starting points or for multimedia collage/assemblage. Prerequisite: Art 102 or Art 110 or permission.

ART 380: SEMINAR 1 - 4 hour(s)

ART 381: TPC: 1 - 4 hour(s)

ART 424: THE 19TH CENTURY EUROPEAN ART 3 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 literary 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 425. A student may receive credit for only one of these courses.

ART 425: 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 literary 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 424. A student may receive credit for only one of these courses.

ART 427: EARLY MODERN ART 3 hour(s)

This course will examine the painting and sculpture of Europe and America beginning with Post-Impressionism (1880's) and ending with Surrealism (1940's). 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 Dadaism. 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 428. A student may receive credit for only one of these courses.

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ART 429: CONTEMPORARY ART 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, neoexpressionism 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.

ART 430: ADVANCED CERAMICS 4 hour(s)

A studio course that involves each student in an individualized exploration and development of a particular line or concept of ceramic art works. Emphasis will be on refinement of expression and technique and weekly critique of works. Discussion of works by artists featured in national and international ceramic art journals will bring students to be knowledgeable of current issues in ceramic art. Prerequisite: ART 330

ART 471: SENIOR STUDIO I 4 hour(s)

An advanced course in the disciplines of the artist.

ART 472: SENIOR STUDIO II 4 hour(s)

ART 480: SENIOR SEMINAR 1 - 4 hour(s)

ART 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

ART 498: INTERNSHIP 1 - 4 hour(s)

ACCOUNTING, ECONOMICS, And MANAGEMENT

Gail C. Ambuske (1981), Chair, Professor of Management and Communication

B.A., M.A., Kent State University;
Ph.D., Case Western Reserve University

Ugur S. Aker (1985), Professor of Economics

B.A., Robert College, Istanbul, Turkey;
M.A., Ph.D., Wayne State University

William E. Fillner (2008), Instructor of Management

B.S., Montana State University
M.B.A., University of Montana

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B.S., Xavier University;
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B.A., Ohio Wesleyan University;
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B.S., Kent State University;
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B.A., Wilson College;
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Department website:

<http://admission.hiram.edu/learn/majors/major.php?id=1>

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, increasingly 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.

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 in which 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 accounting theory, taxation, and auditing. Students with this major can also pursue coursework to prepare for 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

All three majors share a common core of required courses that includes:

Economics 201: Principles of Macroeconomics

Economics 202: Principles of Microeconomics

Management 218: Organizational Behavior

Each major follows up this common core with a set of required courses to ensure relevant

knowledge and skills. A capstone experience in the senior year provides a unique opportunity for students to develop in depth knowledge of a chosen area of their major, work independently, refine problem solving skills, critically examine current issues, and explore career opportunities.

The Economics Major

Core Courses

Economics 201: Principles of Macroeconomics
Economics 202: Principles of Microeconomics
Management 218: Organizational Behavior
Economics 250: Intermediate Microeconomics
Economics 360: Intermediate Macroeconomics
Economics 479: Research Methods and Design
Economics 480: Senior Seminar

Students must have a C- or better in the core courses including Economics 479, 480: The Senior Capstone Sequence. 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, and the Office of Management and Budget. Those who applied to private organizations acquired positions in banks, insurance companies, and consulting companies to name a few. A significant number received law degrees and others pursued Masters or Ph.D. degrees in Economics or Public Policy, International Studies, and related fields.

The Management Major

Core Courses

Economics 201: Principles of Macroeconomics
Economics 202: Principles of Microeconomics
Management 218: Organizational Behavior
Accounting 225: Financial Accounting
Management 255: Principles of Marketing
Management 479: Research Methods and Design
Management 480: Senior Seminar

Students must have a C- or better in the core courses excluding Management: 479, 480: The Senior Capstone Sequence. To complete the major, the following is required: 13 additional semester hours in Management and related coursework, 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, nonprofit management, human resources, 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

Economics 201: Principles of Macroeconomics
Economics 202: Principles of Microeconomics
Management 218: Organizational Behavior
Accounting 225: Financial Accounting
Accounting 351: Intermediate Accounting
Management 302: Corporate Finance
Accounting 480: Senior Seminar

Students must have a C- or better in the core courses including Accounting 480: The Senior Capstone. To complete the major, the following is required: 9 or more additional

semester hours selected from an approved list of courses and 2 mathematics courses - Statistics and another approved Mathematics course. Students must maintain a 2.0 GPA in the major. Students wishing to take the CPA examine should discuss specific requirements with an advisor in the department. Hiram's program has articulation agreements with Case Western Reserve University and Bowling Green University to accept qualified graduates into their Masters of Accountancy Programs. Graduates in Accounting and Financial Management have found employment in large and small accounting firms as auditors, in public and private institutions as financial analysts, 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 specific course requirements are available from any department member.

COURSE DESCRIPTIONS

ECON 200: ECONOMIC ISSUES 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.

ECON 201: PRINCIPLES OF MICROECONOMICS 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.

ECON 202: 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. Prerequisite: Economics 201 or permission of instructor.

ECON 210: 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 214: ECONOMIC CHANGE IN SUB-SAHARAN AFRICA 4 hour(s)

This course will examine the pre-colonial development of economic institutions (markets, property ownership systems, production processes, etc.) and the impact of colonialism on African institutions, ideology and patterns of economic activity and growth. The principles and concepts of economics which are relevant for analyzing development policy will be thoroughly explained.

ECON 226: 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 227: 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 230: WORKERS UNIONS BOSSES AND CAPITALISTS 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.

ECON 232: ORGANIZATIONAL ECOLOGY MANAGING FOR SUSTAINABILITY 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. Also listed as Environmental Studies 232.

ECON 235: LIBERTY JUSTICE AND CAPITALISM TWO VIEWS 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.

ECON 279: ECONOMICS AND ETHICS 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.

ECON 280: SEMINAR 1 - 4 hour(s)

ECON 281: 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 298: FIELD EXPERIENCE 1 - 4 hour(s)

ECON 306: COMPARATIVE ECONOMIC SYSTEMS 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 focus constitutes a comparison of capitalism, market socialism, and communism and their many real world variations. Prerequisites: Economics 201 or permission of instructor.

ECON 307: 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 and 202.

ECON 314: 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.

ECON 318: 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 and 202.

ECON 321: 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 and 202.

ECON 326: 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 permission.

ECON 330: 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 202 or permission of the instructor.

ECON 336: 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. Prerequisites: Economics 201 or permission of the instructor. Also listed as Political Science 336.

ECON 338: 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 permission of the instructor. Also listed as Environmental Studies 338.

ECON 341: 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.

ECON 350: 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 permission of instructor. Formerly listed as ECON 250.

ECON 360: MACROECON INFLATION UNEMPLOYMENT & BUSINESS CONDITIONS 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 and 202.

ECON 479: 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 480: 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.

ECON 481: 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 498: INTERNSHIP 1 - 4 hour(s)

For a complete description of this program, students should consult with a member of the Economics faculty.

MGMT 218: ORGANIZATIONAL BEHAVIOR 4 hour(s)

Organizational Behavior is the study of individuals, organizations, and the way people behave in organizations. Behavior is analyzed at the individual, group, and organizational levels. The course examines how behavioral science research contributes to our understanding of organizational behavior. Specific topics include open systems, ethics, structure, job design, organizational culture, leadership, power, motivation, creativity and change.

MGMT 221: GROUP-INTERACTION PROCESSES 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 develops individual competence in group settings. Through a laboratory approach students are provided with opportunities to experiment with new behaviors 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 Communications 221.

MGMT 222: ORGANIZATIONAL COMMUNICATION 4 hour(s)

This course involves the study of communication theory as it relates to organizations. Topics include communication systems analysis, 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 Communications 222.

MGMT 230: 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. instructor.

MGMT 231: 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 permission of the instructor.

MGMT 251: POPULATION PATTERNS 4 hour(s)

An introduction to social demography. 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 Sociology 251.

MGMT 255: PRINCIPLES OF MARKETING 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.

MGMT 280: SEMINAR 1 - 4 hour(s)

MGMT 281: 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 298: FIELD EXPERIENCE 1 - 4 hour(s)

MGMT 301: 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.

MGMT 302: 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.

MGMT 304: CORPORATE DEVIANCE 3 hour(s)

This course will examine numerous cases of corporate and governmental wrongdoing in the areas of health care, environmental destruction, job safety, discrimination, business practices, and foreign markets. Structural and societal reasons for the persistence of corporate deviance, as well as reactions and solutions to corporate deviance, will be highlighted. A revised version of this course is offered for four credit hours as Management 305. A student may receive credit for only one of these courses. Prerequisites: Sociology 155 or 202 or 203, or permission. Also listed as Sociology 304.

MGMT 305: CORPORATE DEVIANCE 4 hour(s)

This course will examine numerous cases of corporate and government wrongdoing in the areas of health care, environmental destruction, job safety, discrimination, business practices, and foreign markets. Structural and societal reasons for the persistence of corporate deviance, as well as reactions and solutions to corporate deviance, will be highlighted. A revised version of this course is offered for three credit hours as Management 304. A student may receive credit for only one of these courses. Prerequisites: Sociology 155 or 202 or 203, or permission. Also listed as Sociology 305.

MGMT 313: 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: Management 218.

MGMT 318: 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.

MGMT 321: 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; warranties and product liabilities; creation, management, and termination of corporations.

MGMT 322: BUSINESS LAW II 4 hour(s)

A continuation of the business law sequence. Prerequisite: Management 321.

MGMT 326: PERSUASION AND ATTITUDE CHANGE 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 Communications 326.

MGMT 328: 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.

MGMT 340: INTERNATIONAL MANAGEMENT 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.

MGMT 355: 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.

MGMT 361: MULTINATIONAL MARKETING 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.
Prerequisite: Management 255.

MGMT 364: 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. Also offered as MGMT 365 for 4 credit hours.

MGMT 365: 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. Also offered as MGMT 364 for 3 credit hours.

MGMT 366: 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.

MGMT 380: SEMINAR 1 - 4 hour(s)

MGMT 479: RESEARCH METHODS AND DESIGN 2 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 480: 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.

MGMT 481: 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 498: INTERNSHIP 1 - 4 hour(s)

For a complete description of this program students should consult with a member of the management faculty.

ACCT 207: FINANCIAL ACCOUNTING I 3 hour(s)

This course is 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 principles are studied. Weekend College offering only.

ACCT 208: FINANCIAL ACCOUNTING II 1 hour(s)

This course is the continuation and wrap-up of Accounting 207. Prerequisite: Accounting 207. Weekend College offering only.

ACCT 225: FINANCIAL ACCOUNTING 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.

ACCT 226: 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. Prerequisites: Accounting 208 or 225.

ACCT 230: HISTORY OF ACCOUNTANCY IN THE UNITED STATES 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.

ACCT 280: SEMINAR 1 - 4 hour(s)

ACCT 281: INDEPENDENT STUDY 1 - 4 hour(s)

ACCT 298: FIELD EXPERIENCE 1 - 4 hour(s)

ACCT 309: 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.

ACCT 319: 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. Prerequisites: Accounting 225 or Accounting 207 and Accounting 208.

ACCT 325: COST MANAGEMENT 4 hour(s)

Students learn how to analyze and interpret cost information as a basis for decision making. Subjects include cost measurement, planning, control and performance evaluation, and behavioral issues. Prerequisite: Accounting 225.

ACCT 330: 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. Prerequisites: Accounting 225 or Accounting 207 and Accounting 208.

ACCT 335: 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.

ACCT 340: ACCOUNTING INFORMATION SYSTEMS 3 hour(s)

Accounting Information Systems (AIS) explores the basic concepts of AIS, core business process and Enterprise-wide Risk Management Policies to enable students to understand and evaluate Information Systems to safeguard assets and provide reliable financial information for decision making purposes.

ACCT 351: 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. Prerequisites: Accounting 225 or Accounting 207 and Accounting 208.

ACCT 352: 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

ACCT 360: CORPORATE FINANCIAL REPORTING INTERNATIONAL PERSPECTIVES 4 hour(s)

The purpose of this course is to deepen students' knowledge of U.S. financial reporting standards and practices, and to provide insight into where the financial statement numbers come from. It will also be the aim to explain the U.S. process of setting accounting standards, as well as recent developments in the setting of International Financial Reporting Standards, and their implications for American companies and investors. In this way, students will become more informed and incisive analysts of financial statements, whether as users or preparers.

ACCT 380: SEMINAR 1 - 4 hour(s)

ACCT 441: 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 351 or permission.

ACCT 480: SENIOR CAPSTONE 4 hour(s)

This course is designed as a capstone to the Accounting and Financial Management major for Weekend College students. 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.

ACCT 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

ACCT 498: INTERNSHIP 1 - 4 hour(s)

BIOCHEMISTRY

Jody Modarelli (2007), Chair, Assistant Professor of Biology and Chemistry

B.S. The University of Akron;

Ph.D., The University of Akron

Academic interest: Lipid chemistry, Metabolomics, Cancer Biology

Prudence J. Hall (1988), Professor Emeritus of Biology and Chemistry

A.B., Oberlin College;

M.S., Ph.D., Michigan State University

Introduction

Biochemistry, the study of life processes of organisms on a molecular level, is a discipline at the interface between traditional scientific disciplines of biology (the science of life and life processes) and chemistry (the science of the composition, structure, properties, and reactions of matter, especially of atomic and molecular systems). Biochemical studies also incorporate principles from the fields of physics and mathematics to form a distinct scientific field that explores living organisms on the molecular and chemical levels. Biochemistry focuses on the chemical reactions that occur in molecules that are important to biological processes, how those chemical reactions affect the physical characteristics of that individual molecule, and what those physical and chemical changes on the molecular level imply for the larger biological system within which that molecule is contained.

Training in biochemistry at the undergraduate level is based upon a firm foundation in the basic sciences and mathematics. 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 to cancer biology. Recent advances in molecular biology and bio-analytical chemistry that have spawned new areas of interest in biochemistry such as the field of metabolomics, are part of the curriculum as well. Technological advances and uses of technology are important in understanding interactions within a living organism; knowledge of technology and experimental biochemistry is emphasized in the required laboratories and research experiences. 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 or professional school, and for entry into other careers in the life and chemical science.

Department Web address:

<http://admission.hiram.edu/learn/majors/major.php?id=3>

Requirements for Biochemistry Major:

A biochemistry major must complete 15 courses in the natural sciences, not including General Chemistry (Chemistry 120, 121). A student wishing to major in biochemistry must be advised by the biochemistry professor.

Core Courses:

Organic Chemistry (Chemistry 220, 320)
Molecular and Cellular Biology (Biology 230)
Genetics (Biology 365)
Physical Chemistry I (Chemistry 350)
Basic Biochemistry (Biology/Chemistry 366)
Intermediate Biochemistry (Biology/Chemistry 368)

Elective Courses (2 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.)

Immunology (Biology 378)
Advanced Molecular Biology (Biology 415)
Virology (Biology)
Inorganic Chemistry (Chemistry 230)
Equilibrium and Analysis (Chemistry 240)
Physical Chemistry II (Chemistry 351)

Research Experience (1 course)

A research experience in the biochemistry laboratory in which the student is introduced to or refines bench skills can serve as an introduction to the discipline or as an experience prior to accepting an Internship.

Research Techniques in Biochemistry (Biology/Chemistry 483)

Capstone: the Internship Experience (1 course)

The Internship Experience provides laboratory experience in biochemistry 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 498, or Chemistry 498 and Chemistry 480 (Senior Seminar))

Required Correlative Courses (4 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 198, 199), Fundamentals of Physics I, II (Physics 213, 214)

BIOLOGY

Bradley Goodner (2001), Chair, Associate Professor of Biology; Edward J. Smerek Chair of Mathematics, the Sciences, and Technology; Program Director of Howard Hughes Medical Institute Grant for Undergraduate Science Education; 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

Amy Braccia (2007), Assistant Professor of Biology

B.S., Virginia Tech

M.S., University of Georgia

Ph.D., Virginia Tech

Academic Interest: aquatic ecology and entomology

Laura Collins (2007), Associate Director James H. Barrow Field Station

B.A., Hiram College

Academic Interest: Animal care, rehabilitation, and behavior

Valerie Gilbert (2007), Teaching Research Associate of Biology & Psychology

B.A., Kent State University

Academic Interest: animal behavior

Cara Constance (2008), Assistant Professor of Biology

B.A., Hiram College

Ph.D., University of Virginia

Academic Interest: molecular genetics; molecular basis of biological rhythms

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

Matthew Hills (1984), Professor of Biology; Director of Center for the Study of Nature and Society

B.A., Thomas More College

M.S., Miami University

Ph.D., University of Florida

Academic Interest: vascular plant anatomy, systematics, and phylogeny

Nicolas Hirsch (2008), Assistant Professor of Biology

B.A., University of Chicago

Ph.D., University of California, San Diego

Academic Interest: embryonic development and neurobiology

Tom Koehnle (2007), Assistant Professor of Biology

B.S., Ohio University

Ph.D., University of California, Davis

Academic Interest: mammalian sensory signals, behavior, and physiology; human anatomy 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

Jody Modarelli (2007), Assistant Professor of Biology and Chemistry; Director of Biochemistry Program

B.S., Ph.D., University of Akron

Academic Interest: metabolomics and cancer biology

Kathryn Reynolds (2007), Teaching Research Associate of Biology

B.S., Wittenberg University

M.S., University of Alabama

Ph.D., Colorado State University

Academic Interest: molecular & cellular biology, genetics

Willa Schrlau (1999), Teaching Research 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

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

The foundation in Biology is provided by the core curriculum and is required for all majors and most pre-professional students (e.g., premed, prevet). The core curriculum consists of:

- o three introductory courses: Biology 151, 152, and 230
- o one upper level course: Biology 365

The three introductory courses must be taken before proceeding to most of the upper level courses. Biology 365 can be taken any time after the introductory courses are completed, although it is in a student’s best interest to take it right after completing Biology 230. Several upper level courses can be taken with only the first two introductory courses completed.

Upper Level Courses

The six upper level courses build upon the core curriculum and provide students with both

breadth and specialization in biology. This combination is achieved through required categories that provide many choices of courses to accommodate the individual interests of each student.

1. Organismal Biology — 8 semester hours required, one in each category, A and B. One course must be an animal biology course (Biology 223, 320, 326, or 327) and one must be a plant biology course (Biology 213, 315/316, 331, or 332).
 1. Biodiversity and Phylogeny — Biology 213, 223, 315/316, or 320.
 2. Structure and Function — Biology 326, 327, 331, or 332.
2. Integration and Synthesis — One course (3-4 semester hours) required from among: Biology 328, 335, 338, 340, 341, 366, 378, 430, or Interdisciplinary 388 (Bioinformatics).
3. Electives — two courses (6-8 semester hours) required from among any of the upper level courses above (I and II) or from Biology 132/133, 250, 280, 300, 310, 342, 344, 345, 347, 368, 380, or 415.
4. Apprenticeship Experience — 3 or 4 semester hours required from among Biology 481, 482, 483, 498, or Education 423 (Student Teaching in Biology).

Apprenticeship in Biology (APEX)

The apprenticeship experience, or APEX, is designed as the culmination of a student's program in biology and allows the student to apply his or her expertise in a variety of contexts. The student's APEX is achieved through an independent or collaborative research project, a research techniques course, an internship, or student teaching of biology in middle or secondary school. To fulfill APEX requirements, students prepare and submit a scientific paper to the faculty supervisor as if they were preparing a manuscript for publication. They also present a professional public lecture, in the format of a scientific conference, based upon their apprenticeship experience. Student teachers successfully complete the intensive, twelve-week student teaching course required for their area of licensure in Biology with observation and critique from faculty in both Education and Biology. Majors are required to meet with their Biology faculty advisor no later than the advising period in the fall semester of their junior year to discuss options and begin planning for their apprenticeship experience.

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:

- o Chemistry 120, 121 and 220
- o Physics 113 or 213
- o Mathematics 108 or 198, or Biology/Psychology 215

One course is strongly recommended that addresses the ethical, social, and/or historical aspects of science. This is chosen in consultation with the student's advisor in the Biology Department. Examples of such courses include: Interdisciplinary 301, 302, 303, 306, 307, 309, 311, 317, 318, 321, 344, 360, 361, 362, 370, 374, 375; Philosophy 265, or 270. Further courses in chemistry, mathematics, and physics are required for some professional and graduate programs. In addition, Biology students planning to attend graduate or professional schools should investigate any requirements in those programs for a reading knowledge of French, German, or Spanish, or facility in a computer 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

The minor requires a minimum of six courses including Biology 141, 142 and 230 and three additional courses chosen in consultation with, and with the approval of, the student's Biology faculty advisor, in addition to an advisor in the student's major department.

COURSE DESCRIPTIONS

BIOL 101: BEGINNING FIELD BIOLOGY 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. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 105: 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. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 120: 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 131: HUMAN ANATOMY AND PHYSIOLOGY I 4 hour(s)

This is the first of a two-course sequence that covers the form and function of all of the systems of the human body. Biology 131 covers basic cell biology, homeostasis, and the integumentary, muscular, skeletal, and nervous systems. Includes a 3-hour lab. Corequisite: Chemistry 161, Nursing students only, or permission of the department.

BIOL 133: 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 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 permission. Corequisite: Chemistry 162 or permission.

BIOL 141: INTRODUCTORY BIOLOGY ZOOLOGY 4 hour(s)

A study of animal diversity and its evolutionary, genetic, and ecological origins. Emphasis is placed on the interrelationships of organisms with one another and their environment within an evolutionary perspective. Topics include origins of biology, evolution of life on early earth, diversification of multicellular animal life forms and their adaptations to the environments in which they live, their modes of reproduction and life cycles, inheritance, population genetics, population ecology and community ecology. The laboratory emphasizes topics covered during lectures. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 142: INTRODUCTORY BIOLOGY BOTANY 4 hour(s)

Introduction to plant biology. The course surveys the diversity, evolution and reproduction of green plants as well as the morphology, anatomy and physiology of vascular plants. Ecology and the environments of the major terrestrial biomes are also introduced. The laboratory emphasizes topics covered during lectures. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 151: 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 153: INTRODUCTORY BIOLOGY HOW SCIENCE & LIFE WORK 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.

BIOL 213: SYSTEMATICS OF NON-VASCULAR PLANTS 4 hour(s)

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, 152, 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.

BIOL 215: EXPERIMENTAL METHODS 4 hour(s)

Topics covered include types of experimental design and control, problems of definition, measurement, reliability and validity, descriptive statistics, statistical inference and ethics in experimentation. Laboratories provide experience in human behavioral research, with an emphasis on methodology, analysis, and interpretation of data. Offered yearly. Prerequisite: Psychology 101. Also listed as Psychology 215. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 223: VERTEBRATE BIOLOGY 4 hour(s)

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 141, 142, or permission.

BIOL 230: MOLECULAR AND CELLULAR BIOLOGY 4 hour(s)

A study of the structure and function of cells. Topics include: research techniques in cell biology; prokaryotic and eukaryotic cell structure; chemical bonds; structure and function of carbohydrates, lipids, proteins, and nucleic acids; cell metabolism; enzyme function; photosynthesis; replication, protein synthesis and the control of gene expression; and cell motility. The laboratory emphasizes experimental techniques. Prerequisites: Biology 151, 152, Chemistry 120, 121 complete or taken concurrently; or Chemistry 320 completed or taken concurrently. Offered every 12-week term. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 234: HUMAN ANATOMY AND PHYSIOLOGY 4 hour(s)

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 120, Chemistry 115 or 120. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 238: MEDICAL MICROBIOLOGY 4 hour(s)

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 and Chemistry 162

BIOL 250: 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, 122, 141, 142; or permission of the instructor. Also listed as Environmental Studies 250. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 280: 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 281: 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, 142, or permission.

BIOL 298: FIELD EXPERIENCE 1 - 4 hour(s)

BIOL 300: FIELD BIOLOGY 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, 142, or Biology 151, 152 or permission.

BIOL 302: 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, 142, or permission.

BIOL 303: 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 permission.

BIOL 304: 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 Biology 142 or Environmental Studies 122.

BIOL 310: 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). Prerequisites: Biology 141 or Interdisciplinary 225. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 315: 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.
Prerequisites: Biology 141 or 151 and 142 or 152 or permission.

BIOL 316: SYSTEMATICS OF VASCULAR PLANTS 3 hour(s)

A continuation of Biology 315 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. 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 315, Biology 141 or 151, Biology 142 or 152, or permission.

BIOL 320: 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 141, 142 or permission.

BIOL 321: 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, 142, 230. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 326: 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.

BIOL 327: NEUROSCIENCE 4 hour(s)

An examination of the physiological correlates of behavior with emphasis on the nervous and endocrine systems. Beginning with neuroanatomy, the course will examine vertebrate and invertebrate nervous systems, sensory and motor processes, mechanisms of arousal, and nervous system development. Laboratories focus on the relations between physiology and behavior, and will prepare students for further independent work. Prerequisites: Biology 152, and either Biology 215 or Psychology 215 OR Biology 230. Also listed as Psychology 327

BIOL 328: 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. Prerequisites: Biology 141, Psychology 101, and either Biology 215 or Psychology 215. Also listed as Psychology 328. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 331: PLANT ANATOMY 4 hour(s)

Structure, growth, and development of seed plants. Emphasis particularly on the microscopic structure of basic plant tissues and on the process of morphogenesis which determines the overall structure of plants. Laboratory work primarily on the histology of stems, leaves, and roots but also including study of embryonic development and practical work on the preparation of plant tissues for microscopic examination. Prerequisites: Biology 230, Biology 315 and 316 recommended. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

BIOL 332: 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 and Chemistry 220 completed or taken concurrently. Offered in alternate years.

BIOL 335: 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.

BIOL 338: MICROBIOLOGY 4 hour(s)

An introduction to microorganisms, focusing on the domains Bacteria and Archnea. 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.

BIOL 340: 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. Prerequisites: Biology 230 or 320.

BIOL 341: 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 213, 223, 316, or 320 or permission.

BIOL 342: 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, 223, 316, or 320 or permission.

BIOL 344: 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 344. Prerequisite: EVST 241 or BIOL 341 or permission.

BIOL 345: 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 Prerequisites: INTD 225 or EVST/BIOL 241 or BIOL 141 or BIOL 142 or BIOL 151.

BIOL 347: PRIMATE BEHAVIOR AND ECOLOGY 4 hour(s)

This course is an introduction to the study of primate behavior and ecology. We will begin with an overview of the living primate species. Then we will consider the biological and social problems that primates face (e.g., finding a place to live, finding food, finding protection from predators, growing up within a complex social group, finding mates, and rearing young who can survive and reproduce), and the various solutions to these problems. Throughout the survey, we will examine the ways scientists have extracted general principles of behavior from the data, particularly those that are concerned with evolutionary processes. Methods of research used in the study of primate behavior will be emphasized. Prerequisites: Biology 141, Psychology 101, either Biology 215 or Psychology 215. This course is also listed as Psychology 347.

BIOL 350: GENERAL ECOLOGY I 3 hour(s)

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 follow up course required in the following semester, BIOL 351, for credit in the major. Prerequisites: BIOL 213, 316 or 320 or permission.

BIOL 351: GENERAL ECOLOGY II 1 hour(s)

This is the laboratory portion of BIOL 350 (General Ecology I). Students carry out independent research projects that were developed during the spring-12 (BIOL 350). Prerequisite: Biology 350

BIOL 365: GENETICS 4 hour(s)

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.

BIOL 366: 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, and lipids) 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 (spectrophotometry, chromatography, electrophoresis, centrifugation) in an examination of physical, chemical, and biological properties of biologically important molecules. Prerequisites: Chemistry 320, Biology 230. Also listed as Chemistry 366.

BIOL 368: INTERMEDIATE BIOCHEMISTRY 4 hour(s)

This course will examine some topics introduced in Basic Biochemistry in greater detail, as well as selected topics in biochemistry such as biological information flow, biochemical studies in disease, and ecological biochemistry. The laboratory will extend the students' opportunities in analysis of biomolecules and their properties. Prerequisite: Biology/Chemistry 366. Also listed as Chemistry 368.

BIOL 378: IMMUNOLOGY 3 hour(s)

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, Biology 365 completed or taken concurrently.

BIOL 380: SEMINAR 4 hour(s)

Includes various topics or upper level specialty courses. Prerequisites: Junior standing and permission.

BIOL 415: ADVANCED MOLECULAR BIOLOGY 4 hour(s)

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 365 or 366 or permission.

BIOL 430: BEHAVIORAL ENDOCRINOLOGY 4 hour(s)

The study of the role hormones play in the physiology and behavior of animals. An understanding of the interaction of behavior and endocrine system function is necessary to understand how psychological and biological systems express behavior. In this course, students will acquire an understanding of the feedback loop among behavior, endocrine and neurological function. Students will study how the endocrine system functions under normal conditions as well as under conditions of pathology. Topics include the influence of endocrine function on sexual behavior, social interaction, and physiological function. Students will gain laboratory experience in behavioral neuroendocrinology. Prerequisites: Biology 230 and Biology/Psychology 215 or permission. Also listed as Psychology 430.

BIOL 480: SENIOR SEMINAR 1 - 4 hour(s)

Includes various topics or upper level specialty courses. Prerequisites: senior standing and permission.

BIOL 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

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.

BIOL 482: TECHNIQUES IN BIOLOGICAL RESEARCH 1 - 4 hour(s)

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. 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 483: 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 AP EX requirement, but only with the prior written consent of the instructor. Also listed as Chemistry 483.

BIOL 498: INTERNSHIP 1 - 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 the apprenticeship.

BIOMEDICAL HUMANITIES

Michael Blackie (2008), Assistant Professor of Biomedical Humanities
B.A., California State University, Northridge
M.A., Georgetown University
Ph. D., University of Southern California
Academic Interest: literature and medicine

Carol Donley (1974), Herbert L. and Pauline Wentz Andrews Professor of Biomedical Humanities, Emerita Professor 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), Coordinator; Co-Director, Center for Literature, Medicine and Biomedical Humanities; Professor of Chemistry
B.A., Carleton College;
Ph.D., Iowa State University

Academic Interest: synthetic organic chemistry.

<http://oldhome.hiram.edu/chemistry/colleen'spersonal.htm>

Erin Gentry Lamb (2009), Assistant Professor of Biomedical Humanities

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), Coordinator; Co-Director, Center for Literature, Medicine and Biomedical Humanities; Associate 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.

Lynne Underwood (2006), Professor of Biomedical Humanities
B.S. University of Iowa;
M.D. program: University of Iowa School of Medicine;
Ph.D. Queen's University School of Medicine, Belfast, N. Ireland
Academic Interest: Literature, visual arts and medicine, human meaning and values

Department web address: <http://oldhome.hiram.edu/biomed/>

Introduction

Technological advances change the face of health care at a seemingly exponential rate resulting in increasing debate concerning how medicine is practiced. Experts in humanities and social sciences are increasingly interested in issues related to health care, and new careers are opening up in fields as diverse as medical ethics, health care law, and medical journalism. At the same time, medical schools are looking for students with greater exposure to the liberal arts. Hiram's Biomedical Humanities program supports the College's mission to develop students who are "intellectually alive, socially responsible, ethical citizens." This is a goal-oriented curriculum designed to help students develop skills required in a variety of careers in health care. It includes a science core necessary for understanding human biology and introduces students to issues relating to ethics, diversity, and community service. Taken together, these areas of study form the basis of an emerging field of study. It will serve students interested in deciding the future of health care as well as those students interested in becoming practicing physicians. All BIMD majors and minors must choose an advisor in the program.

Requirements for the Major

- I. Medical Humanities (three courses, at least one of which must have a bioethics emphasis, and two 1-hour seminars):
 - o Appreciate the complexities of the human condition
 - o Examine questions of human values in health and quality of life through studies of works from the arts and literature
 - o Critique texts and question their assertions through critical reading
 - o Apply course content to living contexts
 - o Recognize the role and limitations of bioethics principles
 - o Engage healthcare controversies and issues in community dialogue

- A. Choose one course from the following (these courses must meet the fifth goal above): INTD 3xx Neuroethics; INTD 3xx What is Human?; INTD 302 Narrative Bioethics; INTD 370 Uses and Abuses of Power in Health Care; INTD 381 Narrative Medical Ethics

- B. Choose two more courses from: INTD 360 Literature and Aging; INTD 361 What's Normal? I: Physical Abnormalities; INTD 362 The Ethics and Literature of Caring; INTD 372 Literary Anatomies: Women's Bodies and Health in Literature; INTD 381 Perspectives: Arts and Science and Spirituality; INTD 381 Understanding and Interpreting Human Studies; INTD 381 Perils of the Normal; INTD 381 Obligations to Others; INTD 381 Global Health and Human Rights; INTD 381 Aging, Sex, and the Body; INTD 382 What's Normal? II: Mental and Emotional Disorders; INTD 389 Alternative Health Care Systems; or any course from list A.

- C. Enroll in two 1-hour BIMD 280 seminars (these courses must meet the sixth goal

above)

II. Relational Core (two courses, two 1-hour service seminars, and a shadowing internship):

- o Recognize the context in which groups and individuals understand and respond to one another
 - o Practice creative expressions for the purposes of responding to life's contingencies
 - o Employ knowledge and skills obtained in the classroom to service settings
 - o Explore new demographic contexts through service to others
 - o Envision new questions and solutions to the problems faced by our communities
 - Integrate knowledge and skills obtained in the classroom and adapt them to work in a health care or service setting.
 - Explore vocational fit through immersion in a variety of health care settings
 - Comprehend the competing interests in modern healthcare
- A. Choose one course from the following: COMM 220, Interpersonal Communication; COMM 221, Group Interaction Processes; COMM 222, Organizational Communication; COMM 223, Family Communication; COMM 225, Nonverbal Communication; COMM 250, Communication Between Cultures; COMM 324, Gender Communication; COMM 326, Persuasion and Attitude Change; COMM 353, Intercultural Health Care Communication
- B. Choose one course from the following COMM/THEA 224, Oral Interpretation of Literature; THEA 120, Fundamental Principles of Acting; ENGL/THEA 209, Shakespeare in Performance; THEA 226, Storytelling in the Natural World; THEA 229, Creative Dramatics; WRIT 221, Basics of Creative Writing; WRIT 304, Craft and Technique: Poetry; WRIT 305, Craft and Technique: Creative Nonfiction; WRIT 306, Craft and Technique: Fiction; WRIT 307, Craft and Technique: Playwriting; WRIT 309, Craft and Technique: Screenwriting; WRIT 313, Teaching and Supervising Writing
- C. Two service courses – BIMD 610 and 611 (each requires 30 hours of approved service)
- D. Shadowing Internship (120 hours)
All student 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 interaction with people 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):

- Explore the form and function of living systems from the level of molecule to biome
 - Apply chemical principles to living systems
 - Interpret laboratory results and organize scientific data
 - Predict the behavior of molecules in reaction vessels and living organisms
 - Develop the theoretical and conceptual background for laboratory work
 - Analyze data within a statistical framework
 - Comment critically on choices of model and analyses resulting from them
 - Participate in an original research project
- A. Students must take the following courses:
- BIOL 151, Introduction to Biology I: How Science Works
 - BIOL 152, Introduction to Biology II: How Life Works
 - BIOL 230, Molecular and Cellular Biology
 - BIOL 365, Genetics
 - CHEM 120, General Chemistry I: Structure and Bonding
 - CHEM 121, General Chemistry II: Introduction to Chemical Analysis
 - CHEM 220, Introduction to Organic Chemistry
 - CHEM 320, Intermediate Organic Chemistry

MATH 108, Statistics

B. Research Internship

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 will also keep a journal of the experience.

IV. Capstone (three upper-level courses in an area and a senior seminar):

- Integrate experiences in and out of the classroom
- Provide evidence that learning has progressed from initial to final study within the medical humanities
- Present and defend the results of your research and demonstrate its relevance to your peers and faculty members
- Demonstrate depth of knowledge in a single content area

A. Area of Specialization (three courses)

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 a formal public presentation, reflects a student's portfolio of educational experiences in and out of the class room. To that end students will make two formal presentations. The first is a demonstration of the student's command of her or his research. The second is a reflective narrative documenting integration of academic and experiential learning in the medical humanities. Students completing the minor are only responsible for composing and presenting the reflective narrative.

Plan of Study for Accelerated Biomedical Humanities Majors:

Curriculum for an Accelerated Biomedical Humanities program*

Year 1

summer	fall	spring
Medical Humanities (3)	General Chemistry I (4) Physics I (4) Colloquium (4) <i>Elective</i> (2) <i>Relational Core</i> (3)	General Chemistry II (4) Physics II (4) FSEM (4) <i>Elective</i> (2) <i>Medical Humanities</i> (4)

Year 2

Introductory Biology (6) <i>College Core</i> (4)	<i>BIMD 280</i> (1) Organic Chemistry I (4) Molecular & Cellular Biology (4) <i>College Core</i> (4) Elective (4)	<i>BIMD 280</i> (1) Organic Chemistry II (4) Genetics (4) <i>Medical Humanities</i> (4) <i>Relational Core</i> (4)
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Year 3

Internships: Research and Shadowing (6-8)	<i>BIMD 610</i> (1) <i>Math 108</i> (4)	BIMD 480 (1) <i>BIMD 611</i> (1)
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College Core (4)

Area of Specialization (4)

Area of Specialization (4)

Area of Specialization (4)

College Core (4)

Elective (4)

Elective (3)

*This program assumes that students are entering Hiram without any AP or post-secondary credit. While there is little flexibility in the science courses if students wish to attend medical school immediately following their time at Hiram. Students who don't wish to attend medical school immediately after Hiram, have some flexibility in shifting the science courses. All students have flexibility in scheduling the courses in italics (these can be interchanged to fit student interest and course openings).

COURSE DESCRIPTIONS

BIMD 280: SEMINAR 1 - 4 hour(s)

BIMD 281: INDEPENDENT STUDY 1 - 4 hour(s)

BIMD 298: FIELD EXPERIENCE 1 - 4 hour(s)

BIMD 380: SEMINAR 1 - 4 hour(s)

BIMD 381: TPC: 1 - 4 hour(s)

BIMD 480: SENIOR SEMINAR 1 hour(s)

BIMD 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

BIMD 498: INTERNSHIP 1 - 4 hour(s)

BIMD 610: 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.

BIMD 611: 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. Prerequisite: Biomedical Humanities 610

CHEMISTRY

Colleen A. Fried (1993), Chair, Professor of Chemistry, director for the Center for Literature, Medicine, and Biomedical Humanities

B.A., Carleton College;

Ph.D., Iowa State University Academic interest: synthetic organic chemistry

Caroline Gray (1997), Chemistry Lab Teaching Assistant

B. S., Youngstown State University;

M.S., Youngstown State University

Prudence Hall (1988), Emeritus Professor of Biology and Chemistry

A.B., Oberlin College;

M.S., Ph.D., Michigan State University

Academic interest: biochemistry and plant physiology

James Kercher (2009), Assistant Professor of Chemistry

B.S., Gettysburg College

M.A. and Ph.D., University of North Carolina, Chapel Hill

Academic interest: physical and atmospheric chemistry

Jody Modarelli (2007), Assistant Professor of Biochemistry

B.S. The University of Akron;

Ph.D., The University of Akron

Academic interest: lipid chemistry, metabolomics, cancer biology

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://oldhome.hiram.edu/www/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, 120-121. Those with inadequate high school preparation will be required to take Chemistry 115 before attempting 120-121. Students scoring "5" on the AP chemistry examination are deemed to have successfully completed the general chemistry requirement.

I. The required core courses

CHEM 220

CHEM 230

CHEM 240

CHEM 320

CHEM 350

CHEM 480

Ia. Chemistry elective

One course must be chosen from the 300 or 400 level. Students who pursue the chemistry major will be advised to take additional courses for entrance to graduate programs.

Ib. The ACS (American Chemical Society) Certified Chemistry major requires the additional courses 351, 366, 482 or 483, and a total of 6 hours of elective chemistry courses from the 300 or 400 level.

III. Required correlative courses

MATH 198, 199

PHYS 213, 214

Requirements for Minors

The chemistry department requires the following courses to complete a minor in chemistry: Chemistry 120, 121, 220, and three upper-level elective courses chosen in consultation with a chemistry advisor. Potential electives include 230, 240, and any 300 or 400 level chemistry course.

Special Opportunities

The department has the usual range of chemical instrumentation, many with integrated

microcomputers. A FT-NMR spectrometer, a Hewlett-Packard GC-MS, an HPLC, GC chromatography apparatus, a diode array UV-Vis Spectrophotometer, Spectrofluorometer, an FT-IR spectrophotometer, an AA spectrophotometer, electrochemical equipment and adiabatic calorimeters are routinely employed in the laboratory courses offered by the department. Students are encouraged to use the instrumentation for individual projects, and members of the department use these instruments for academic and applied research.

COURSE DESCRIPTIONS

CHEM 101: CHEMISTRY IN CONTEXT-AN ENVIRONMENTAL PERSPECTIVE 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.

CHEM 115: 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 120: GENERAL I-STRUCTURE AND BONDING 4 hour(s)

An introduction to atoms and molecules. Topics include atomic orbitals, periodicity, intermolecular forces, bonding models, bond energies and orbital hybridization.

CHEM 121: GENERAL II-INTRODUCTION TO CHEMICAL ANALYSIS 4 hour(s)

An introduction to solution chemistry. Topics include gas laws, redox reactions, thermodynamics, electrochemistry, kinetics, colligative properties, equilibrium and pH. Prerequisite: Chemistry 120. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours.

CHEM 160: 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 161: PHYSIOLOGICAL CHEMISTRY I 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.

CHEM 162: PHYSIOLOGICAL CHEMISTRY II 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

CHEM 204: PHYSICAL SCIENCE 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.

CHEM 208: 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. Prerequisite: high-school physics, or permission. Also listed as Physics 208.

CHEM 220: 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 230: 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, 220.

CHEM 240: 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.

CHEM 250: 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

CHEM 280: SEMINAR 4 hour(s)

CHEM 281: INDEPENDENT STUDY 1 - 4 hour(s)

CHEM 298: FIELD EXPERIENCE 1 - 4 hour(s)

CHEM 315: HISTORY OF CHEMISTRY 3 hour(s)

The course will consist of a historical survey of the development of chemistry. Prerequisite: Chemistry 121.

CHEM 320: INTERMEDIATE ORGANIC CHEMISTRY 4 hour(s)

A continuation of Chemistry 220. Includes a survey of bifunctional and polyfunctional molecules and bio-organic chemistry. Prerequisite: Chemistry 220. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

CHEM 330: 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 and high-school physics.

CHEM 340: 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 and high-school physics.

CHEM 350: 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 theory of gases and fluids. Prerequisites: Chemistry 220, Physics 213, Mathematics 199.

CHEM 351: PHYSICAL CHEMISTRY II 4 hour(s)

This course is a continuation of Chemistry 350. 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.

CHEM 366: 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, and lipids) 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 (spectrophotometry, chromatography, electrophoresis, centrifugation) in an examination of physical, chemical, and biological properties of biologically important molecules. Prerequisites: Chemistry 320, Biology 230. Also listed as Biology 366.

CHEM 368: INTERMEDIATE BIOCHEMISTRY 4 hour(s)

This course will examine some topics introduced in Basic Biochemistry in greater detail, as well as selected topics in biochemistry such as biological information flow, biochemical studies in disease, and ecological biochemistry. The laboratory will extend the students' opportunities in analysis of biomolecules and their properties. Prerequisite: Biology/Chemistry 366. Also listed as Biology 368.

CHEM 381: TOPICS IN CHEMISTRY 1 - 4 hour(s)

Various advanced courses. This course may be taken more than once for credit.

CHEM 400: 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 and 350 or concurrent with 350.

CHEM 430: 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 permission. Offered alternate years.

CHEM 440: ELECTROCHEMISTRY 4 hour(s)

The application of methods of analysis. Emphasis on theoretical concepts, instrumental design, and applications. Prerequisite: Chemistry 240 and 350 or concurrent with 350.

CHEM 480: 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 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

CHEM 482: 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.

CHEM 483: 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 or roles 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 Biology 483.

CHEM 484: ENVIRONMENTAL METHODS OF ANALYSIS 4 hour(s)

Satisfying the requirements of the environmental laws and regulations is possible only with defensible 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 of 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, 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, fate, and their control by regulations and standards.

CHEM 498: INTERNSHIP 1 - 4 hour(s)

COMMUNICATION

Xinlu Yu (2002), Chair, 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

Gail C. Ambuske (1981), Professor of Communication

B.A., M.A., Kent State University;

Ph.D., Case Western Reserve University

Academic interest: group and organizational communication, Japan and China

Jon Gordon (2009), Associate Professor of Communication

B.A., Hiram College;

M.A., University of South Carolina;

M.F.A., The Ohio State University;

Ph.D., The Ohio State University

Academic interest: intercultural communication, Japanese popular culture, American editorial cartoons

Jason A. Johnson (2004), Assistant Professor of Political Science, Communication

B.A., University of Virginia;

M.A., Ph.D. University of North Carolina

Academic interest: political campaigns

Linda Rea (1970), Professor of Communication

B.A., Otterbein College;

M.A., Ph.D., Kent State University

Academic interest: persuasion, gender communication, Central America, human rights

Audrey Wagstaff (2008), Instructor of Communication

B.A., Hiram College;

CJE, Journalism Education Association;

M.A., Ph.D. (pending), Kent State University

Academic interest: media participation effects, scholastic journalism, social justice, Central America

Cynthia Willis-Chun (2009), Assistant Professor of Communication

B.F.A, Pacific Lutheran University;

M.A., Ph.D., University of Southern California

Academic interest: rhetoric, critical/cultural studies, cultural memory, race/gender, logics of domination

Department Web address:

www.hiram.edu/communication

Contributing Faculty:

Mary Ann Brockett, Desmonde Laux, Betsy Bauman, David Fratus, and Joyce Dyer

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 opportunity 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 original research project, often referred to as an “undergraduate thesis,” which culminates in a major paper and a professional presentation. (Please see the course descriptions for 470, 480, 490). The third curriculum emphasis is the orientation of global citizenship by noting cultural, ethnic, racial, gender differences, and yet similarities, that bind humans together and also create our distinctiveness; the vehicle of communication is the means of living together cooperatively. All faculty lead study abroad trips, and we encourage students to experience another cultural orientation in building their world views. For more information, see the [Communication Departmental Web site](#) and the [Study Abroad website](#).

Requirements for Majors

The Department of Communication offers a major requiring ten courses and several correlative courses defined below. The department offers courses in four 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:

- 101: Foundations of Public Communication
- 300: Human Communication Theory
- 470: Communication Research Methodologies
- 480: Senior Research
- 490: Senior Readings

The senior sequence of the three 400 level courses constitute the capstone sequence. This generally provides the environment for students to move to the level of researcher, a significant step in the production of human knowledge. Several students have had their original research published, and some have continued their research interests in graduate school. All students realize upon completion of the entire project that this was the most demanding learning experience and that they produced their best work.

II. Upper level tracks: Students must choose a total of 5 courses from 3 different tracks.

III. Correlative courses: Students must choose either two writing courses, OR achieve Foreign Language competency through the 103 level. The correlative writing courses must be course work above the First Year Seminar level.

Requirements for Minors

A minor in communication requires five courses, including Communication 101 and 300; 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 major.

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 and 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. 498) or field experiences (Comm. 298); please refer to the course descriptions of each. On campus opportunities include working with the *Advance*, WHRM, Terrier Productions, Spider Web, Literary Arts Magazine, Student Senate, KCPB Programming Board, Resident Student Association, 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 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 correlatives. If a student meets the criteria established by the College for departmental honors (please refer to that section of the catalogue), then the additional requirement is participation in a selected "honors" discussion with other honor students and faculty to share scholarly perspectives on a socially significant issue, as determined by the faculty.

COURSE DESCRIPTIONS

COMM 101: FOUNDATIONS OF PUBLIC COMMUNICATION 4 hour(s)

The principles and practice of public speaking, which are founded in a rich Western rhetorical tradition from Ancient Greece to contemporary scholars, are studied in this course. Artistic and pragmatic standards will be employed in the examination of important historical speeches, lectures, debates, treatises and letters that have shaped our society's political and social issues. Students will give a variety of speeches and write several critical papers. A student cannot receive credit for both COMM 101 and FSEM 125 or FSEM 116.

COMM 205: STYLE AND GRAMMAR FOR WRITERS 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 a more full knowledge and control of individual style. Also listed as Writing 205.

COMM 220: INTERPERSONAL COMMUNICATION 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.

COMM 221: GROUP-INTERACTION PROCESSES 3 hour(s)

This course examines the complex dynamics of small-group life within the context of organizational systems. Small-group theory is explored as it applies to perception, membership, leadership, norms, communication, problem solving, and decision making. 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.

COMM 222: ORGANIZATIONAL COMMUNICATION 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. Prerequisite: Management 218 or Communication 101 or 220.

COMM 223: FAMILY COMMUNICATION 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. 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 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" families.

COMM 224: ORAL INTERPRETATION OF LITERATURE 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 be an integrated aspect of this course. Also listed as Theatre Arts 224.

COMM 225: NONVERBAL COMMUNICATION 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.

COMM 230: ARGUMENTATION AND ADVOCACY 4 hour(s)

Argumentation and advocacy are examined as reasoned discourse in formal and informal decision-making situations. 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 231: RHETORIC OF INTERNATIONAL SPEAKERS 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.

COMM 232: PRESIDENTIAL RHETORIC 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 rhetor.

COMM 234: AMERICAN POPULAR CULTURE 3 hour(s)

In the United States, as in all other societies, ordinary people use the objects and symbols

available to them to make sense of their lives. This course explores the ways in which different groups of Americans have produced and consumed a widely disseminated and widely shared culture since the mid-19th century. Students will examine the theoretical debates that revolve around the concepts of popular culture, mass culture, high culture, and ideological hegemony. Using methods drawn from history and other disciplines, the course will examine different forms of popular culture including advertising, literature, sports, radio, television, comics, magazines, theater, and movies. A revised version of this course is offered for four credit hours as Communication 244. A student may receive credit for only one of these.

COMM 237: MEDIA LAW AND ETHICS 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 to 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.

COMM 238: VIDEO PRODUCTION I 2 hour(s)

This course involves the basic strategies of video production, which include pre-production planning, storyboarding, directing, producing, and postproduction of the program. Students will have experiences in the studio and field and develop an acquaintance with the elements of camera, sound, switcher, tilter, lighting, set construction and editing. These practical experiences will be linked to writing and copyrighting skills, along with the important issues of privacy and media responsibilities. The theoretical underpinnings for this course can be gained through a variety of disciplines, such as communication, theatre, and visual art. Permission of the instructor is required to ensure adequate preparation.

COMM 239: VIDEO PRODUCTION II 2 hour(s)

This course builds on the first production course and requires the student to work independently or with a small group on a significant video project. This course will emphasize the complete development of an idea through conceptualization, visual representation, and critical review. This course develops mastery of the basic concepts and skills from the first course into a well-integrated process and product. Prerequisite Communication 238.

COMM 240: SURVEY OF JOURNALISM 4 hour(s)

This course examines the contemporary professional journalistic field, particularly the areas of writing for media, design, layout, public relations and marketing. 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.

COMM 241: MASS MEDIA AND SOCIETY 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 242: TELEVISION MEDIUM AND ITS MESSAGES 3 hour(s)

Television is addressed as a cultural icon which, for better or for worse, influences the social, economic and political order in significant ways. The course examines ways in which institutional aspects of communication systems do this, especially in contemporary America. It also examines how reality is established on television and the impact of such realism on diverse audiences. Finally, using case studies, it addresses how new technological advances are redefining these sets of relationships.

COMM 243: PHOTOJOURNALISM 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 develop film and how to make prints or prepare digital images. A digital camera, preferably with three or more megapixels of resolution, and with the option for manual control, will 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 244: AMERICAN POPULAR CULTURE 4 hour(s)

In the United States, as in all other societies, ordinary people use the objects and symbols available to them to make sense of their lives. This course explores the ways in which different groups of Americans have produced and consumed a widely disseminated and widely shared culture since the mid-19th century. Students will examine the theoretical debates that revolve around the concepts of popular culture, mass culture, high culture, and ideological hegemony. Using methods drawn from history and other disciplines, the course will examine different forms of popular culture including advertising, literature, sports, radio, television, comics, magazines, theater, and movies. A revised version of this course is offered for three credit hours as Communication 234. A student may receive credit for only one of these two courses.

COMM 245: PUBLIC RELATIONS 4 hour(s)

This course will introduce the student to how public relations function in corporations, governments, nonprofit organizations, and other institutions. It will also 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 the 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 that are available in the public relations profession.

COMM 246: SPORTS JOURNALISM 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. A student may receive credit for only one of these courses.

COMM 248: MEDIA AND MULTICULTURALISM 4 hour(s)

In a world pervaded by communications technologies, many of our perceptions about current affairs, others, and social realities are based on the type of information provided to us by the media. One result of this situation is that we witness the rise of different trends of in-group 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 will prepare students to critically evaluate the information they receive from the media about these groups.

COMM 249: PRINCIPLES OF ADVERTISING 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 creativity, the history of advertising creativity, and the application of creative strategy to various media. Students will also learn how advertising has evolved and is 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 250: COMMUNICATION BETWEEN CULTURES 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.

COMM 251: WEB DESIGN 4 hour(s)

This course presents topics related to basic Web design principles. We will explore Web usability and 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 componets, and learn to develop unique, basic Web pages.

COMM 252: THE ENGLISH LANGUAGE-A LINGUISTIC INTRODUCTION 3 hour(s)

This course traces the historical development of the English language from its Indo-European origins 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 credit hours as Communication 252. A student may receive credit for only one of these courses. This course is also listed as English 252.

COMM 254: THE ENGLISH LANGUAGE-A LINGUISTIC INTRODUCTION 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 credit hours as Comm 252. A student may receive credit for only one of these courses. Also listed as English 254.

COMM 260: DESKTOP PUBLISHING 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 as

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 on and 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 280: SEMINAR 1 - 4 hour(s)

COMM 281: INDEPENDENT STUDY 1 - 4 hour(s)

COMM 298: FIELD EXPERIENCE 1 - 4 hour(s)

Field experience allows a student the opportunity to examine one or more professional communication fields through observation, interviewing, and 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 300: 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 students to understand the issues affecting the field today and people's daily interactions in various contexts. It emphasizes the application of the theories to experiences outside the classroom as well as to 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.

COMM 320: MEDIATED INTERPERSONAL COMMUNICATION 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 324: GENDER COMMUNICATION 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.

COMM 326: PERSUASION AND ATTITUDE CHANGE 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.

COMM 332: GLOBAL RHETORICAL TRADITIONS 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.

COMM 333: RHETORICAL CRITICISM 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 five critiques from a broad variety of contemporary discourse including speeches, essays, letters, editorials, theater, television, film, and other symbolic contexts of their choosing. Prerequisite: English 206, Writing 220, Communication 240 or permission. Also listed as Writing 333.

COMM 334: THE RHETORIC OF SOCIAL MOVEMENTS 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. The role of rhetoric in conflict-resolution will be examined through case studies of the resolution of the Arab-Israeli and the South African conflicts. Students will research a social movement of their choosing.

COMM 345: WRITING FOR PUBLICATION 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. Prerequisite: Communication 240 or permission of instructor. Also listed as Writing 345.

COMM 353: INTERCULTURAL HEALTH CARE COMMUNICATION 3 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 355: COMMUNICATION AND DEVELOPMENT 4 hour(s)

This course is designed for students who hope to work in international development agencies that address third world countries. It builds a framework for conceptualizing development issues within the context of a changing international economic and political environment. It then addresses policy and planning skills that enable one to develop effective communication strategies in these regions. Emphasis is placed on both theoretical and applied aspects of communication and development. Students will be expected to participate actively in debates, simulations and written assignments.

COMM 356: GLOBAL COMMUNICATION AND HUMAN RIGHTS 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 380: SEMINAR 1 - 4 hour(s)

COMM 381: 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 470: RESEARCH METHODOLOGIES 3 hour(s)

This course is a study of qualitative and quantitative methodologies used in Communication research. The following are some of the humanistic and scientific methods used in the discipline: rhetorical criticism, historical-critical analysis, content analysis, experimental research design, interviewing and surveying. Students will be expected to understand each methodology and select one that will approximately answer their research question for their senior project. Students will prepare a research prospectus starting with an original question, extensive scholarly literature review, hypotheses generation and a proposed research methodology to answer their question. The actual research will be carried out during the Senior Seminar.

COMM 480: SENIOR SEMINAR RESEARCH 3 hour(s)

Students complete their original year-long research project and present their findings in both written and oral forms; this task highlights their development as communication scholars.

COMM 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

COMM 490: SENIOR SEMINAR READINGS 2 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.

COMM 498: INTERNSHIP 1 - 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 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 a project. The student's internship 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 620: 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 as 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 621: 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. Pass/No credit.

COMM 630: NEWSPAPER TECHNIQUES 1 hour(s)

Students will be involved with the Advance, the campus' student newspaper. 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 631: YEARBOOK TECHNIQUES 1 hour(s)

Students will be involved with the Spider Web, 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 632: PRINT MEDIA MANAGEMENT 1 hour(s)

Students will be involved with the Advance, the campus' student newspaper, or the Spider Web, 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, photography. Prerequisite: Communication 630 or 631. Pass/No credit.

COMM 640: VIDEO PRODUCTION TECHNIQUES 1 hour(s)

Students will be involved with Terrier Productions, the campus' video production group. Credit for this experiential learning is gained by completing the following tasks: (1) passing a test on FCC rules, (2) working 20-30 hours; (3) completing two options: (a) producing a video tape of 5 minutes, (b) creating a visual public service announcement, (c) taping and editing 2 major campus events. Pass/No Credit only.

COMPUTER SCIENCE

Ellen L. Walker (1996), Chair, Professor of Computer Science
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/>

[Louis T. Oliphant](http://cs.hiram.edu/~oliphantlt/) (2009), 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/>

[Oberta A. Slotterbeck](http://cs.hiram.edu/~oliphantlt/) (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

<http://cs.hiram.edu/~obie/>

Department Web address:

<http://cs.hiram.edu/>

Overview of Program

The computer science program was established in 1974, graduating our first minor in 1976 and our first major in 1977. Our alumni, who include leaders in both industry and academia, have praised the combination of rigorous education in the discipline combined with a 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 school. The Computer Science program encourages our students to apply for internship opportunities to gain workplace experience, as well as 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 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 171

CPSC 172

CPSC 201

CPSC 240

CPSC 252

II. 2 Integrated research components (capstone)

CPSC 400 + CPSC 3xx (corequisite)

CPSC 401 + CPSC 3xx (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 2xx

CPSC 3xx

CPSC 3xx

CPSC 3xx

In the course listings, CPSC 2xx means any CPSC course of 3 or more hours at the 200 level or above, and CPSC 3xx means any CPSC course of 3 or more hours at the 300 level or above. The course CPSC 498, if taken for 3 or more hours, can count as one of the CPSC 2xx courses but not as one of the CPSC 3xx courses.

Because working in groups is an important aspect of software development that is highly valued both in industry and graduate school, we require that one of the CPSC 3xx courses be chosen, in consultation with your advisor, to provide the experience of working in groups to solve significant problems. Such courses include CPSC 356 Database Design, and CPSC 375 Software Engineering.

The Computer Science Minor requires seven courses:

I. Core courses:

CPSC 171

CPSC 172

II. 5 Computer Science Electives

CPSC 2xx

CPSC 2xx

CPSC 3xx

CPSC 3xx

CPSC 3xx

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 171 and CPSC 172 by the end of their sophomore year in order to finish the major within 4 years.

Typical Schedule (4 year)

Year	Fall Semester		Spring Semester	
	12-week term	3-week term	12-week term	3-week term
Freshman	CPSC 171		CPSC 172	CPSC 2xx
Sophomore	CPSC 201	CPSC 240	CPSC 3xx	
Junior	CPSC 252		CPSC 3xx	
	CPSC 3xx		CPSC 400	

Senior	CPSC 3xx		CPSC 3xx CPSC 400	
Typical Schedule (3 year)				
Year	Fall Semester 12-week term	3-week term	Spring Semester 12-week term	3-week term
Sophomore	CPSC 171		CPSC 172	CPSC 2xx
Junior	CPSC 201 CPSC 3xx	CPSC 240	CPSC 3xx CPSC 400	
Senior	CPSC 252 CPSC 3xx		CPSC 3xx CPSC 3xx CPSC 400	

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 main academic computing environment at Hiram College is based on a distributed network of Windows machines. Many computers are available in laboratory settings in both academic buildings and the dorms. Students are encouraged to bring their own computers, which can be attached to the network in any dormitory room or used wirelessly throughout campus. Electronic classrooms with PCs, projection systems, and sound systems are the sites of many of our laboratory-based courses. 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 152: LISP 1 hour(s)

An introduction to the LISP programming language. Prerequisites: Computer Science 172 or permission.

CPSC 153: C 1 hour(s)

An introduction to the C programming language. Prerequisite: Computer Science 172 or permission.

CPSC 154: FORTRAN 1 hour(s)

An introduction to the FORTRAN programming language. Prerequisites: Computer Science 172 or permission.

CPSC 160: 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 data bases. 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 170: JAVA SUPPLEMENT 1 hour(s)

An intense introduction to the basic CPSC 172 with all work completed in intense sessions the preparation for CPSC 172: 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. Must be taken concurrently with CPSC 172. Not open to students who have completed CPSC 171. Prerequisite: Permission of instructor.

CPSC 171: INTRODUCTION TO COMPUTER SCIENCE 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. Prerequisites: Computer Science 172 or 170 (co-requisite) or permission.

CPSC 172: 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. Prerequisite: Computer Science 171 or 170 taken concurrently or permission.

CPSC 201: DATA STRUCTURES AND ALGORITHMS 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. Prerequisite: Computer Science 171 and 172 or permission.

CPSC 202: 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 permission.

CPSC 205: 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 Permission.

CPSC 222: INTERFACE DESIGN 3 hour(s)

User-interface design is complicated by the wide variety of choices and approaches that are possible today. Students will study and apply human-factors research to the design of various types of interfaces. Designs will be implemented using software toolkits, and formal usability testing will be performed. Prerequisite: Computer Science 171 and 172 or permission.

CPSC 224: 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. Prerequisites:

Computer Science 171 and 172 or permission.

CPSC 240: COMPUTER ETHICS 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.

CPSC 252: 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 and 172 or permission.

CPSC 280: SEMINAR 1 - 4 hour(s)

CPSC 281: INDEPENDENT STUDY 1 - 4 hour(s)

CPSC 320: 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 172 and at least one computer science course above 200 level or permission.

CPSC 331: 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 and 172 or permission, 252 is recommended.

CPSC 345: 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 and 172 or permission.

CPSC 351: 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 and 172 or permission.

CPSC 352: 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 and 172 or permission.

CPSC 356: 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 and 172 or permission.

CPSC 361: COMPUTER SIMULATION 4 hour(s)

An introduction to simulation as a modeling tool to solve real-world system problems. The emphasis will be on discrete event simulation. Topics covered will include event graphs and other system modeling techniques, simulation languages, techniques for running simulation models, and the analysis of simulation output. Prerequisites: Computer Science 171 and 172 or permission.

CPSC 363: 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 and 172 or permission.

CPSC 367: 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 and 172 or permission.

CPSC 375: 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 and 172 or permission of the instructor.

CPSC 381: 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 386: 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 and 201 or permission.

CPSC 387: 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 and 172 or permission.

CPSC 388: 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 and 172, and at least one computer science course above 200, or permission.

CPSC 400: 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-level Computer Science course. Prerequisite: Computer Science 201 or permission.

CPSC 401: 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-level Computer Science course. Prerequisite: Computer Science 400

CPSC 465: 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 permission.

CPSC 466: 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 permission.

CPSC 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

CPSC 498: INTERNSHIP 1 - 4 hour(s)

CREATIVE WRITING

Willard Greenwood (2001), Chair; Associate Professor of English; Editor, *Hiram Poetry Review*

B.A., University of Maine;

M.A., Georgia State University;

Ph.D., Purdue University

Academic Interest: Creative writing, including poetry, American literature, ecocriticism

David R. Anderson (1966), Professor of English Emeritus

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

Paul Gaffney (2006), Assistant Professor of English

B.A., Western Washington University;

M.A., Ph.D., University of Virginia

Academic Interest: Medieval literature, linguistics, Renaissance studies, history of the English language

Arlene Catherine Hilfer (2008), Visiting Assistant Professor of English

B.A., Cleveland State University;

M.A., John Carroll University;

Ph.D., Kent State University

Academic Interest: Manuscript Studies, Christianization of early Northumbria and Scotland, medieval Anchorites, Viking crosses and Anglian crosses, nonfiction writing, Gender Studies

Kirsten Parkinson (2001), Associate Professor of English

A.B., Harvard University;

M.A., Ph.D., University of Southern California

Academic Interest: Nineteenth- and twentieth-century British literature, gender studies, world literature, 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, creative nonfiction, and fiction

Jeffrey Swenson (2007), Director, Writing Across the Curriculum Program, Assistant Professor of English

B.A., St. John's University;

M.A., University of Alaska, Fairbanks;

Ph.D., University of Iowa

Academic Interest: Writing Across the Curriculum, creative writing, postmodernism, American and Canadian literature

Joyce Dyer (1991), John S. Kenyon Professor of English; Director, Lindsay-Crane Center for Writing and Literature

B.A., Wittenberg University;

M.A., Ph.D., Kent State University

Academic Interest: Creative writing, including subgenres of creative nonfiction, American studies, Appalachian literature, regional studies

THE CREATIVE WRITING MAJOR

(12 for Class of 2010; 13 courses for 2011 and later)

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 400-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 that writers progress and develop. 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 only 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 221: Basics of Creative Writing (3 hours)

Genre Courses in Writing (3 courses)

Three 300-level genre courses (students must have WRIT 221 to begin this sequence):

WRIT 304 Craft and Technique: Poetry (4 hours)

WRIT 305 Craft and Technique: Creative Nonfiction (4 hours)

WRIT 306 Craft and Technique: Fiction (4 hours)

WRIT 307 Craft and Technique: Playwriting (4 hours)

WRIT 309 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:

- o Professional Writing (e.g., COMM/WRIT 240, COMM/WRIT 243, COMM/WRIT 246, WRIT 311, WRIT 312, WRIT 314/324, WRIT 319, WRIT/COMM 320, WRIT 319/321, COMM/WRIT 345, WRIT 498)
- o Writing Instruction and Pedagogy (WRIT/EDUC 313, WRIT/COMM 205, COMM/WRIT 333)
- o MFA/Graduate School Preparation (additional genre courses in fiction, poetry, and nonfiction)

Students may choose electives by taking additional 300-level genre courses and 400-level advanced workshops listed above, or from the following courses:

- o WRIT/COMM 205 Style and Grammar for Writers (3 hours)
- o WRIT 214 Writing about Nature (3 hours)
- o WRIT 231 Art of Poetry (3 hours)
- o COMM/WRIT 240 Survey of Journalism (4 hours)
- o COMM/WRIT 243 Photojournalism (3 hours)
- o COMM/WRIT 246 Sports Journalism (3 hours)
- o WRIT 280 Special Topics (1-4 hours)

- o WRIT 281 Independent Study (1-4 hours)
- o WRIT 298 Practicum: Field Experience (1-4 hours)
- o WRIT 310 Travel Writing (1-4 hours)
- o WRIT 311 Writing for Business (4 hours)
- o WRIT 312 Technical Writing (4 hours)
- o WRIT/EDUC 313 Teaching and Supervising of Writing (4 hours)
- o WRIT 314 Writing for Science (3 hours)
- o WRIT 318 Memoir (3 hours)
- o WRIT 319 Literary Journalism (3 hours)
- o WRIT/COMM 320 Professional Editing (3 hours)
- o WRIT 321 Literary Journalism (4 hours)
- o WRIT 324 Writing for Science (4 hours)
- o WRIT 328 Memoir (4 hours)
- o COMM/WRIT 333 Rhetorical Criticism (4 hours)
- o COMM/WRIT 345 Writing for Publication (3 hours)
- o WRIT 380 Special Topics (1-4 hours)
- o WRIT 498 Internship in Writing (1-4 hours)

Advanced Workshops in Writing (2 courses)

Two 400-level workshops, designed to produce advanced work, from the following:

- o WRIT 404 Advanced Workshop in Poetry (4 hours)
- o WRIT 405 Advanced Workshop in Creative Nonfiction (4 hours)
- o WRIT 406 Advanced Workshop in Fiction (4 hours)

Senior Capstone (1 course)

Class of 2010

Students are required to complete a capstone experience, as structured by the English Department. A 1-credit capstone course is not required but is highly recommended.

Class of 2011 and later

In the fall 3-week session of their senior year, students must complete WRIT 480: 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 206.

ENGL 206: Introduction to Literary Studies (4 hours)

Literature Component (3 courses)

A minimum of three other courses in literature, at the 300- or 400-level. The combination of these courses must fulfill the following requirements:

- o American literature course
- o British literature course
- o World literature course
- o Literature course after 1900
- o Literature course before 1800

Foreign Language

Students must complete a foreign language through the 103 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 Minor 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.

COURSE DESCRIPTIONS

WRIT 104: 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 105: 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.

WRIT 129: 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 205: STYLE AND GRAMMAR FOR WRITERS 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.

WRIT 214: WRITING ABOUT NATURE 3 hour(s)

This is an intensive 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. Class assignments will reflect that goal. Course books will acquaint students with the natural world from historical, aesthetic, and personal perspectives. Students will learn to write summaries and to analyze articles about nature and to synthesize information about natural history. For example how do the findings of Darwin in *Origin of Species* relate to current issues pertaining to nature. 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 democracy and culture-at-large.

WRIT 221: BASICS OF CREATIVE WRITING 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 cliché. 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.

WRIT 231: 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 permission.

WRIT 240: SURVEY OF JOURNALISM 4 hour(s)

This course examines the contemporary professional journalistic field, particularly the areas of writing for media, design, layout, public relations and marketing. 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.

WRIT 246: SPORTS JOURNALISM 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. A student may receive credit for only one of these courses.

WRIT 280: SEMINAR 1 - 4 hour(s)

WRIT 281: INDEPENDENT STUDY 1 - 4 hour(s)

WRIT 298: FIELD EXPERIENCE 1 - 4 hour(s)

WRIT 304: CRAFT AND TECHNIQUE: POETRY 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. Prerequisite: WRIT 221 or permission

WRIT 305: CRAFT AND TECHNIQUE: CREATIVE NONFICTION 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. Prerequisite: WRIT 221 or Permission

WRIT 306: CRAFT AND TECHNIQUE: FICTION 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 permission.

WRIT 307: PLAYWRITING 4 hour(s)

This course introduces students to the craft of playwriting through investigation of the work of three playwrights and creation of original scripts. Students should expect to produce a set amount of writing every week, to participate in workshop-style writing exercises, and to read portions of their weekly writing aloud, as well as to respond to their classmates' work. Classic and contemporary plays will provide models for study and critique while students' own writing is in progress. Prerequisite: WRIT 221 or permission.

WRIT 309: CRAFT & TECHNIQUE SCREENWRITING 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: WRIT 221, or permission.

WRIT 310: TRAVEL WRITING 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 permission.

WRIT 311: 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 312: 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 313: TEACHING AND SUPERVISING WRITING 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. Prerequisite: PERMISSION THROUGH RECOMMENDATION ONLY. Also listed as Education 313.

WRIT 314: WRITING FOR SCIENCE 3 hour(s)

See Writing 324 for a description of this course.

WRIT 318: 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 permission. Also offered as WRIT 328 as a 4 credit hour course. A student may receive credit for only one of these courses.

WRIT 319: 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 permission. Also offered as WRIT 321 as a 4 credit hour course. A student may receive credit for only one of these courses.

WRIT 320: PROFESSIONAL EDITING 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, over the past ten years, Hiram, U.S. A., 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, lay-out, etc. The vocabulary, technique, and art of publishing and editing will all be addressed and employed. Prerequisite: WRIT 221 or permission.

WRIT 321: LITERARY JOURNALISM 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: WRIT 221 or permission. Also offered as WRIT 319 as a 3 credit hour course. A student may receive credit for only one of these courses.

WRIT 324: 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. A student may receive credit for only one of these courses.

WRIT 328: 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 permission Also offered as WRIT 318 as a 3 credit hour course. A student may receive credit for only one of these courses.

WRIT 345: WRITING FOR PUBLICATION (CW) 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. Prerequisite: WRIT 221, COMM 240 or permission. Also listed as Communication 345.

WRIT 380: SEMINAR 1 - 4 hour(s)

WRIT 404: ADVANCED POETICS 4 hour(s)

This course is a continuation of Writing 304. 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 231 or WRIT 304 or permission.

WRIT 405: 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: WRIT 305, 318, 319, 321 or 328, or permission.

WRIT 406: 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 permission.

WRIT 480: 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 400-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.

WRIT 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

WRIT 498: INTERNSHIP 1 - 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

Nikki F. Cvetkovic (1989), Chair, Professor, Head of Teacher Education
B.A., Youngstown State University;
M.Ed., Ph.D., Kent State University

education.hiram.edu/faculty/cvetkovic.html

Academic interest: P-12 general education knowledge, dispositions and skills related to special education services; collaboration with families and communities; inclusive early childhood education.

Heather Bowser (2005), Coordinator of Data and Administrative Records

<http://education.hiram.edu/faculty/bowser.html>

Cheryl Hunter (2009), Assistant Professor
B.A., Butler University;
M.S., Ph.D., Indiana University

education.hiram.edu/faculty.html

Jennifer Miller (2002), Associate Professor
B.A., University of Akron;
M.Ed., Ph.D., Kent State University

education.hiram.edu/faculty/miller.html

Academic interest: advocacy for middle level education, adolescent literature, adolescent literacy

Margaret M. Monaghan (2009), Assistant Professor
B.S., Villanova University;
M.Ed., Boston University;
Ph.D., University of Connecticut

education.hiram.edu/faculty.html

Roxanne Sorrick (2001), Associate Professor
B.A., Hiram College;
M.Ed., Kent State University
Ed.D., Walden University

education.hiram.edu/faculty/sorrick.html

Academic interest: early childhood literacy, nature-study with children, use of informational text and expository writing in K-3

Eileen Vance (2000), Director of Student Teaching and Field Experience
B.S., Indiana University of Pennsylvania;
M.Ed., Indiana University of Pennsylvania

education.hiram.edu/faculty/vance.html

Department Web address:

education.hiram.edu

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 ready to serve as educational leaders. The department's mission, philosophy, and standards for teacher-candidates are included in the Teacher Education Student Handbook.

<http://education.hiram.edu/requirements.html>

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. <http://education.hiram.edu/clinical.html>

Hiram College is accredited by the Ohio State Department of Education to offer licensure under the 2003 Teacher Education and Licensure Standards 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 education major. For a complete description of early childhood licensure requirements, go to:

<http://education.hiram.edu/courses/early.html>

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 education major. For a complete description of middle childhood licensure requirements go to: <http://education.hiram.edu/courses/middle.html>

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. For a complete description of all Adolescent/Young Adult licensure requirements go to: <http://education.hiram.edu/courses/adolescent.html>

- o Integrated Language Arts
- o Integrated Mathematics
- o Integrated Social Studies
- o Life Science
- o Life/Chemistry
- o Physical Science

Multi-age Licenses, valid for teaching learners from ages three through twenty-one

and pre-kindergarten through grade twelve in the curriculum areas named in such license. For a complete description of all Multi-age licensure requirements go to:

<http://education.hiram.edu/courses/multi.html>

- o Drama/Theater
- o Music
- o Visual Arts
- o Foreign Language (French or Spanish)

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. (See student teaching courses below.) 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. <http://education.hiram.edu/requirements.html>

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 Institutional Report on the quality of teacher education is available at <http://education.hiram.edu/reports.html>

COURSE DESCRIPTIONS

EDUC 203: EDUCATION, CULTURE & SOCIETY 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.

EDUC 215: 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 231: HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY 3 hour(s)

This course examines human growth and development and learning theories through the use of readings, current research, and school-based experiences to develop knowledge about physical, cognitive, personal, social, and linguistic development from early childhood through adolescence. Teacher candidates apply these theories in the context of individual,

family, and community diversity, and how they translate into education practice.

EDUC 232: 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 is taken concurrently with this course.

EDUC 233: 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 is taken concurrently with Education 232. This course is offered Pass/No Credit Only.

EDUC 234: HUM GROW & DEVELOP & LEARN THEORY MIDDLE CHILD & 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 young adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 234 is taken concurrently with Education 231. This course is offered Pass/No Credit only.

EDUC 235: HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY 2 hour(s)

ADOLESCENT SCHOOL EXPERIENCE AND LAB: 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 is taken concurrently with Education 231. This course is offered Pass/No Credit only.

EDUC 236: HUM GROW & DEVELOP & LEARN THEORY MULTI CHILD & 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 early childhood, young adolescent, and adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 236 is taken concurrently with Education 231. This course is offered Pass/No Credit only.

EDUC 253: READ WRITE & RESPONSE WITH CHILDREN'S LITERATURE 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.

EDUC 254: TEACHING READING WITH ADOLESCENT LITERATURE 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.

EDUC 280: SEMINAR 1 - 4 hour(s)

EDUC 281: INDEPENDENT STUDY 1 - 4 hour(s)

EDUC 291: EXPERIENCES IN ENVIRONMENTAL EDUCATION 1 hour(s)

This field experience course requires 12 hours of training in environmental education programs offerings and 12 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.

EDUC 292: INTEGRATED FINE ARTS FOR EARLY CHILDHOOD 3 hour(s)

This course is designed to give Early Childhood students 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.

EDUC 293: FIELD EXPERIENCE:PRE-SCHOOL 1 hour(s)

EDUC 294: FIELD EXPERIENCE SPECIAL EDUCATION 1 - 4 hour(s)

Pass/No Credit Only.

EDUC 295: FIELD EXPERIENCE EARLY CHILDHOOD 1 - 4 hour(s)

Pass/No Credit Only.

EDUC 296: FIELD EXPERIENCE MIDDLE CHILDHOOD 1 - 4 hour(s)

Pass/No Credit Only.

EDUC 297: FIELD EXPERIENCE ADOLESCENT 1 - 4 hour(s)

Pass/No Credit Only.

EDUC 298: FIELD EXPERIENCE 1 - 4 hour(s)

EDUC 305: 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. Prerequisite: Education 232 and admission into the Teacher Education Program. Prerequisite: EDUC 231 or EDUC 241.

EDUC 306: 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. Prerequisite: Education 231.

EDUC 307: MIDDLE SCHOOL MATHEMATICS METHODS MATERIALS & MEANINGS 4 hour(s)

Building on the basis of Fundamentals (Mathematics 103), Mathematical Modeling (Mathematics 162), and Pre-calculus (Mathematics 197), 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 Mathematics 103.

EDUC 308: 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: Mathematics 217 and 218, Education 231, or permission.

EDUC 310: MATH AND SCIENCE INVESTIGATIONS 1 hour(s)

This course is intended to extend the math and science methodologies discussed in Education 355 and 357. and 366 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.

EDUC 313: TEACHING AND SUPERVISING WRITING 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. Prerequisite: Permission through recommendation only. Also listed as Writing 313.

EDUC 324: EXCEPTIONALITY 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. Also listed as Psychology 324.

EDUC 351: TEACHING FOREIGN LANGUAGE, PREK-12 4 hour(s)

Focusing on the American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners and Ohio's Academic Content Standards for K-12 Foreign Language, this course addresses the development of the expressional phases of foreign languages through a communicative approach with related activities designed for use in grades preschool-12. Important topics include theories of first and second language acquisition and learning, teaching techniques and methodologies, assessment of language ability, technology within the curriculum, and the impact of foreign language on societal and personal development. Students will participate in a clinical experience for a portion of the term. Concurrent with Education 370/372.

EDUC 355: 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.

EDUC 356: 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 357: 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. Clinical experience is required.

EDUC 361: 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.

EDUC 362: 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.

EDUC 363: 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.

EDUC 364: 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. Prerequisite: Education 231 or 241

EDUC 367: 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.

EDUC 370: ADOLESCENT CURRICULA AND METHODS 6 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.

EDUC 372: 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. Prerequisite: Education 231.

EDUC 379: 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.

EDUC 380: SEMINAR 1 - 4 hour(s)

EDUC 382: 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.

EDUC 383: 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.

EDUC 384: 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. Includes observation and

practice at a school site. Prerequisites: admission to the Teacher Education Program and Education 231.

EDUC 385: METHODS IN ADOLESCENT LANGUAGE ARTS 3 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.

EDUC 386: TEACHING DRAMA/THEATRE ARTS, PREK-12 3 hour(s)

Focusing on the National Association of Schools of Theater (NAST) standards, the American Alliance for Theater and Education (AATE) standards, and Ohio's Academic Content Standards, this course emphasizes standards, scope and sequence, resources, learning activities, teaching strategies, technology, and assessment techniques appropriate for teaching drama and theater arts. The course provides the student with an understanding of issues and of the teaching/learning processes appropriate for early childhood, middle childhood, and adolescent education. Prerequisite: admission to the Teacher Education Program.

EDUC 401: READING ASSESSMENT AND INTERVENTION 3 hour(s)

This course will focus on approaches to working with students with reading problems, and includes multiple formal and informal assessment tools as well as instructional strategies. Students will learn about current research on intervention programs, the philosophy and practice of the inclusion of all students in general education classes, teaching reading to English language learner students, and multicultural literacy strategies. A review of current laws for education, including No Child Left Behind (NCLB) and the Individuals with Disabilities Education Improvement Act (IDEA-2004), including Response to Intervention (RTI), is included. In addition, the course will emphasize communication and collaboration with families, as well as with other school and community partners, to improve student literacy.

EDUC 404: 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. Prerequisite: admission to the Teacher Education Program.

EDUC 432: 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 INTASC, Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio Academic Content Standards will be used to assess teacher-candidates. Prerequisites: All early childhood courses except electives.

EDUC 433: 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

INTASC, Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio Academic Content Standards will be used to assess teacher-candidates. Prerequisites: all middle childhood courses except electives.

EDUC 437: STUDENT TEACHING MULTI-AGE 10 hour(s)

This intensive twelve-week course provides teacher-candidates seeking multi-age licensure with the opportunity to teach on two of the three levels, implementing curriculum, instructional stages, and assessment techniques that are developmentally appropriate for early, middle, or adolescent learners. Candidates will engage in reflective practices that are designed to improve their teaching. Guidelines established by INTASC, Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio Academic Content Standards will be used to assess teacher-candidates. Prerequisites: All professional education courses.

EDUC 438: STUDENT TEACHING MULTI-AGE 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 INTASC, Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio Academic Content Standards will be used to assess teacher-candidates. Prerequisites: All professional education courses.

EDUC 446: 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 framework 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 480: SENIOR SEMINAR 1 - 4 hour(s)

EDUC 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

EDUC 498: INTERNSHIP 1 - 4 hour(s)

EDUC 601: 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 610: ELEMENTARY TUTORING 1 hour(s)

ENGLISH

Willard Greenwood (2001), Chair, 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 Interest: Nineteenth-and twentieth-century American literature, poetry, theory and aesthetics

David R. Anderson (1966), Professor of English Emeritus

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 Professor of English, Director of the Lindsay-Crane Center for Writing and Literature

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), Assistant Professor of English

B.A., Western Washington University;

M.A., Ph.D., University of Virginia

Academic Interest: Medieval literature, linguistics, Renaissance studies, history of the English language

Arlene Catherine Hilfer (2008), Visiting Assistant Professor of English

B.A., Cleveland State University

M.A., John Carroll University

Ph.D., Kent State University

Academic Interest: Manuscript studies, Christianization of early Northumbria and Scotland, medieval anchorites, Viking crosses and Anglican crosses, non-fiction writing, gender studies

Kirsten L. Parkinson (2001), Associate Professor of English

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

Cheryl B. Torsney (2009), Vice President and Dean of the College, Professor of English

B.A., Allegheny College

M.A., Louisiana State University

Ph.D., University of Florida

Academic Interest: Nineteenth-century American literature, women writers, literary theory, material culture

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 125 Great Works of Literature
ENGL 140 Survey in Dramatic Literature
ENGL 200 History of Western Theatre I
ENGL 201 History of Western Theatre II
ENGL 209 Shakespeare in Performance
ENGL 219 Readings in American Literature
ENGL 222 Readings in British Literature
ENGL 226 Readings in World Literature
ENGL 239 Modern Drama
ENGL 241 Literary Perspectives on Women
ENGL 252 The English Language: A Linguistic Introduction
ENGL 261 Shakespeare
ENGL 280 Special Topics Seminar

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 for Class of 2011 and later; 10 courses for Class of 2010)

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.

NOTE: Students from the Class of 2010 are recommended to complete this newer version of the major but may elect to complete the older version (see 2006-2007 catalog for course requirements). Students from the Classes of 2011 and later will be required to complete the major as listed here.

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 300- and 400-level courses. They will also develop skills in writing and literary analysis.
ENGL 206 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 350 American Literature I (4 hours)
ENGL 351 American Literature II (4 hours)
ENGL 353 Medieval Literature (4 hours)
ENGL 354 Renaissance Literature (4 hours)
ENGL 355 Restoration and 18th-Century British Literature (4 hours)
ENGL 356 19th-Century British Literature (4 hours)

ENGL 357 20th-Century British Literature (4 hours)
ENGL 359 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 418 Advanced Studies in American Literature (4 hours)
ENGL 428 Advanced Studies in British Literature (4 hours)
ENGL 438 Advanced Studies in World Literature (4 hours)
ENGL 470 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 206, and require a short research paper that builds toward the requirements of the 400-level courses.

Students may choose electives from the courses for majors above or from the following electives. ENGL 252 may count as an elective for the major; no more than one other 200-level English course may count as a departmental elective. Up to two of the elective requirements also may be satisfied with 300-level creative writing courses.

ENGL 252 The English Language: A Linguistic Introduction (3 hours)
ENGL 329 Studies in American Literature (3 hours)
ENGL 330 Studies in British Literature (3 hours)
ENGL 331 Studies in World Literature (3 hours)
ENGL 332 Studies in Genre (3 hours)
ENGL 333 Studies in Linguistics (3 hours)
ENGL 380 Seminar

Senior Capstone (1 course)

Class of 2010:

Students are required to complete a capstone experience, as structured by the English Department. A 1-credit capstone course is not required but is highly recommended.

Classes of 2011 and later:

In the fall 3-week session of their senior year, students must complete ENGL 480: Senior Seminar (3 hours). This 3-week revision and workshop course requires students to significantly rework an essay from one of their 400-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 2 courses in British literature, 2 courses in American literature, and 1 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 103 level.

Majoring and Minor 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.

English with a Creative Writing Emphasis Major

This major is available only to students in the Classes of 2010 and earlier. Students from the Class of 2011 and later should major in Creative Writing. Students from the Classes of 2010 and earlier who are majoring in English with a Creative Writing Emphasis should consult the 2006-2007 Catalog for course requirements for this major.

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 300- and 400-level courses. They will also develop skills in writing and literary analysis.
ENGL 206 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 350 American Literature to 1900 (4 hours)

ENGL 351 American Literature since 1900 (4 hours)

ENGL 353 Medieval Literature (4 hours)

ENGL 354 Renaissance Literature (4 hours)

ENGL 355 Restoration and 18th-Century British Literature (4 hours)

ENGL 356 19th-Century British Literature (4 hours)

ENGL 357 20th-Century British Literature (4 hours)

ENGL 359 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 418 Advanced Studies in American Literature (4 hours)

ENGL 428 Advanced Studies in British Literature (4 hours)

ENGL 438 Advanced Studies in World Literature (4 hours)

ENGL 470 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 Minor 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.

COURSE DESCRIPTIONS

ENGL 125: GREAT WORKS OF LITERATURE 4 hour(s)

This course will explore a group of well-known works of literature organized by theme (such as "the search for Justice"), history (such as "Twentieth Century American Literature"), or genre (such as "Pastoral Romance"). Considered a reading course, the class will emphasize recall, analysis, and understanding of literature. Students who complete the course will improve their reading skills as well as their knowledge of notable literature.

ENGL 140: 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. A student may receive credit for only one of these courses.

ENGL 200: HISTORY OF WESTERN THEATRE I 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. A student may receive credit for only one of these courses.

ENGL 201: HISTORY OF WESTERN THEATRE II 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. A student may receive credit for only one of these courses.

ENGL 206: 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 209: SHAKESPEARE IN PERFORMANCE 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.

ENGL 219: READINGS IN AMERICAN LITERATURE 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." Not recommended for English majors.

ENGL 222: 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 226: READINGS IN WORLD LITERATURE 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.

ENGL 235: 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 239: 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.

ENGL 241: LITERARY PERSPECTIVES ON WOMEN 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.

ENGL 252: THE ENGLISH LANGUAGE A LINGUISTIC INTRODUCTION 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 of 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. This course is also listed as Communication 252. A student may receive credit for only one of these courses.

ENGL 255: DIALECTOLOGY 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.

ENGL 261: SHAKESPEARE 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 Theatre Arts 261.

ENGL 280: SEMINAR 1 - 4 hour(s)

ENGL 281: INDEPENDENT STUDY 1 - 4 hour(s)

ENGL 298: FIELD EXPERIENCE 1 - 4 hour(s)

ENGL 328: STUDIES IN AMERICAN LITERATURE 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 and prepares students for the advanced study and research of 400-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. Pre-requisite: ENGL 206.

ENGL 330: STUDIES IN BRITISH LITERATURE 3 hour(s)

This course offers in-depth examination of significant works of British literature. It builds on the concepts introduced in English 206 and prepares students for the advanced study and research of 400-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

ENGL 331: STUDIES IN WORLD LITERATURE 3 hour(s)

This course offers in-depth examination of significant works of world literature. It builds on the concepts introduced in English 206 and prepares students for the advanced study and research of 400-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

ENGL 332: STUDIES IN GENRE 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 and prepares students for the advanced study and research of 400-level courses. Students will read both primary and secondary texts and produce a short research paper. Recommended for English majors.

ENGL 350: AMERICAN LITERATURE I 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 conflicts; immigration; industrialism; and westward expansion. Prerequisite: English 206

ENGL 351: AMERICAN LITERATURE II 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

ENGL 353: MEDIEVAL LITERATURE 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

ENGL 354: RENAISSANCE LITERATURE 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. Prerequisite: English 206 or permission.

ENGL 355: 18TH CENTURY BRITISH LITERATURE 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

ENGL 356: 19TH CENTURY BRITISH LITERATURE 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

ENGL 357: 20TH CENTURY BRITISH LITERATURE 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 permission.

ENGL 359: WORLD LITERATURE 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. Prerequisite: English 206 or permission.

ENGL 360: 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 380: SEMINAR 1 - 4 hour(s)

ENGL 418: 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 and Junior standing.

ENGL 428: 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 and Junior standing.

ENGL 438: 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 and Junior Standing.

ENGL 470: 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 and Junior standing.

ENGL 480: 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-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.

ENGL 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

ENGL 498: INTERNSHIP 1 - 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

William E. Fillner (2008), Co-Director, Integrated Entrepreneurship at Hiram;
Faculty, Economics, Management & Accounting Department
B.S., Montana State University
M.B.A., University of Montana

Kay F. Molkentin (2005), Co-Director, Integrated Entrepreneurship at Hiram
B.S., Cleveland State University
M.B.A., Weatherhead School of Management
Case Western Reserve University

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 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 is designed to enable any interested student to create an entrepreneurial focus that complements and enhances their chosen major. The minor consists of three required courses, an internship, two electives chosen in consultation with the co-directors, and participation in the Enterprise Plan Symposium. The flexibility of the electives, experiential learning, and capstone requirements means students can develop a minor that complements any major at Hiram College.

Students may also become a member the Entrepreneurship Residential Learning Community (E-RLC). Students accepted into the E-RLC are required to take ENTR 610/611. The objective of ENTR 610/611 is to develop programming related to Integrated Entrepreneurship at Hiram, the Entrepreneurship Residential Learning Community (E-RLC), and East Hall. The content of these courses will vary from semester to semester and are repeatable for credit.

Please contact William Fillner, extension 5480 – email: fillnerwe@hiram.edu, or Kay Molkentin, extension 5134 – email: molkentinf@hiram.edu to discuss your interest in the program.

COURSE DESCRIPTIONS

ENTR 205: THE LIBERAL ARTS AND THE ENTREPRENEURIAL MINDSET 4 hour(s)

In this course, students will explore the role of entrepreneurship, as well as the concept and process of being an entrepreneur, through a liberal arts lens. Students will develop an understanding of the importance and the wide ranging nature of entrepreneurship (for-profit, not-for-profit, and social activities) in a creative and vibrant society, and will consider their own personal and civic responsibility within society. A central theme of the course will be to promote an awareness of, an interest in, and the development of an entrepreneurial mindset. The basic concepts necessary to develop an understanding of entrepreneurship, the entrepreneurial mindset, and the continuing process of creativity and innovation will be presented.

ENTR 280: SEMINAR 1 - 4 hour(s)

ENTR 281: INDEPENDENT STUDY 1 - 4 hour(s)

ENTR 306: THE ENTREPRENEURIAL PROCESS 4 hour(s)

The course focuses on entrepreneurs, entrepreneurial ventures, and the entrepreneurial process through lecture, case studies, and the development and presentation of a formal business plan. Students in teams will take a multi-disciplinary approach to the preparation and presentation of a new venture business plan. There is an emphasis on developing skills conducive to venture success, including team building, organizing, planning, integrating, analyzing, decision making, communicating, and persuading. 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.

ENTR 320: INTEGRATIVE ENTREPRENEURSHIP 2 hour(s)

This integrative seminar will relate courses the student has taken to the development of an entrepreneurial mindset and to the entrepreneurial process. During the seminar, students will be challenged to reflect on, analyze, and relate coursework in a variety of disciplines to the characteristics of an entrepreneurial mindset, and to locate and analyze opportunities for entrepreneurial activity within the context of their college coursework through the reexamination of their personal enterprise plan. A student majoring in biology might examine how innovation occurs within the discipline, and seek opportunities within their area of interest for new ventures. Prerequisite: Entrepreneurship 205 and junior or senior standing.

ENTR 380: SEMINAR 1 - 4 hour(s)

ENTR 481: CAPSTONE EXPERIENCE 4 hour(s)

In this course, students will present an analysis of how their experiential learning relates to their Hiram College coursework. They will also participate in the Enterprise Plan Symposium.

ENTR 498: EXPERIENTIAL LEARNING 3 - 4 hour(s)

The objective of the Entrepreneurship Experiential Learning Program is to enable students to acquire practical experience, which will broaden their knowledge of organizations while integrating the formal study of entrepreneurship and their chosen major. Such experience aids in the development of maturity and confidence in the student, and the student returns to school to continue his or her studies with an increased interest and a fuller understanding of career objectives. Prerequisite: Entrepreneurship 205 and 306, junior or senior standing, and a minimum GPA of 3.0. Instructor permission required.

ENTR 610: 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 611: 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: Entrepreneurship 610

ENVIRONMENTAL STUDIES

Michael Benedict (2006) Assistant Professor of Environmental Studies
B.S., Universidade Santa Úrsula, Brazil;
M.S., University of Toledo;
Ph. D., University of Toledo

Martin K. Huehner (1979), Adjunct Professor of Environmental Studies
B.A. Hiram, College; Ph. D., University of Cincinnati;
Master of Visual Arts, National Institute of Art, Australian National 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), Professor of Economics and Environmental Studies
B.A., Carleton College;
Ph.D., Northwestern University

Department Web address:

<http://www.hiram.edu/envstudies>

Introduction

The Hiram College Environmental Studies Program provides students with an array of exciting features and distinctive learning opportunities. The program emphasizes the importance of exploring personal interest in nature and environmental issues through challenging courses from multiple disciplines, hands on learning, real world work experience, and interactions with exceptional faculty. It is offered through both the Traditional and Weekend Colleges.

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 encourages students to develop individualized interdisciplinary perspectives and emphasizes problem solving approaches to understanding the dynamic and complex balance between human activities and the integrity of the environment that supports us.

The course of study is strongly interdisciplinary in its nature and requires students to assimilate sometimes opposing perspectives and information from widely different domains of human endeavor, and to integrate these into an attitude of constructive environmental advocacy and problem solving collaboration. A Major or Minor in Environmental Studies at Hiram College provides excellent preparation for entering the workforce or continuing studies in graduate school. Past graduates have entered a wide range of careers that include pollution control, agricultural economics, public health, resource recovery, environmental assessment and planning, community development, environmental education, public lands management, parks and recreation, environmental consulting, wildlife management, natural resource management, and public policy. The Program allows students to choose from either a Major or Minor in Environmental Studies as described below.

The Environmental Studies Program is administered and primarily taught by the

Environmental Studies faculty (Michael Benedict, Martin Huehner, Sarah Mabey, Stephen Zabor). A broad spectrum of contributing faculty provides further courses, perspectives, and secondary advisors from many different disciplines represented by Art, Biology, Chemistry, Communications, Economics, Education, History, Philosophy, and others.

Environmental Studies Major

Students interested in an Environmental Studies major or minor must choose an advisor from the Environmental Studies faculty (Benedict, Mabey, or Zabor) as soon as possible to establish a course schedule. It is especially important to do this early in the student's college career because some of the Environmental Studies courses are not offered every year; in addition, some required environmental studies courses can be used to fulfill general graduation requirements. The Environmental Studies advisor will also guide the student in selecting and approving an Area of Concentration, help establish and evaluate an internship, and verify that the appropriate courses have been taken for graduation. Special areas of expertise are provided by other members of the faculty who may serve as secondary advisors.

Students majoring in Environmental Studies should begin by taking Interdisciplinary 225 (Humans and the Environment) and other core and correlative course requirements. Although an interdisciplinary synthesis is critical to graduates working in environmental fields, the Hiram Environmental Studies major is strengthened by requiring each student to develop a specialized and independent *Area of Concentration (AOC)* that creates depth in the major and provides each student with a unique set of integrated skills and knowledge. The AOC consists of a minimum of 4 - 6 courses. These courses are drawn from a mixture of current Hiram course offerings, courses transferred in from other institutions (i.e., a specialized summer course), and student-designed independent studies courses. Some Areas of Concentration (such as Environmental Education and Environmental Art) have specific course requirements plus electives to add flexibility for personal interests.

To further augment each student's experience, an internship experience with an off-campus organization or a senior research project is required and is developed jointly by the student and his or her Environmental Studies advisor. Internships have varied greatly in their scope over the years, and students have gained experience in areas ranging from public policy to green energy to wildlife conservation; some have turned into full-time employment after the student intern graduates. The capstone course is the Senior Seminar, in which each student, building on their area of concentration, researches, evaluates, and presents environmental issues of her or his choice. Internships are typically done in the summer between the junior and senior year; Senior Research and Senior Seminar should be completed in the senior year.

The required correlative courses, which have been identified as priorities by employers and graduate programs, provide students with important quantitative and communication skills that are essential in environmental careers.

Courses required for the Environmental Studies Major (preferred courses are in boldface):

I. Entry Level Course: INTD 225: Humans and the Environment

II. Two sciences:

1. An Ecology course: BIOL 241, Principles of Ecology or BIOL 341, General Ecology
AND either the chemistry or geology requirement as follows:
2. A Chemistry Course: CHEM 101, An Environmental Perspective or both CHEM 120 and 121
- A Geology Course: GEOL 209, Environmental Geology or GEOL 101, Physical Geology or GEOL102, Field Geology

III. Two Economics Courses:

ECON 201, Principles of Microeconomics ECON 338, Environmental Policy (201 prerequisite) or either Public Policy Making, POLS 314 or INTD 304 with the permission of the EVST advisor

IV. A Humanities course that deals with the environment. Choose one from among:

PHIL 270, Environmental Philosophy or HIST 240, Environmental History or An Ethics course approved by the EVST advisor and Faculty (e.g., PHIL 271, Animals and Ethics)

V. The Following Advanced Environmental Studies (EVST) Courses:

EVST 385, Junior Seminar: Area of Concentration

EVST 480, Senior Seminar

EVST 498, Internship or 481, Senior Research

VI. Required Correlative Courses:

1. A course that deals with evaluation of numerical data: MATH 108, Statistics or MATH 132 Methods in Decision Making

2. TWO courses from among the following (others may be approved) in Writing or Communication, as established by student and advisor:

WRIT 240, 311, 312, 314, 324

COMM 101, 220, 221, 222, 230, 240, 243, 250

EVST 245

VII. Area of Concentration:

Four to Six Courses as developed between student and advisor and approved by the EVST Faculty.

Minimum Course Grade Requirements

Students must complete the required EVST core courses with a C or better. To take EVST 385 (Area of Concentration), the student must have a C or better in INTD 225; to take EVST 480 (Senior Seminar), the student must have a C or better in EVST 385.

Requirements for Honors in Environmental Studies

To be a candidate for Honors in Environmental Studies, a student must satisfy the college requirements for honors as given under "Departmental Honors" in a previous section.

Environmental Studies Minor

The Environmental Studies Minor allows a student to obtain an environmental perspective that can meaningfully enhance his or her major in a specific discipline. Students of any major may elect to participate in the Environmental Studies Minor and those interested in this program must have an EVST faculty advisor to develop a plan of study. Students minoring in environmental studies should begin by taking INTD 225 and other core and correlative requirements. Internships typically are done in the summer between the junior and senior year.

Courses required for the EVST Minor are:

I. Entry Level Course: INTD 225: Humans and the Environment

II. Two sciences:

1. An Ecology course: BIOL 241, Principles of Ecology or BIOL 341, General Ecology AND either the chemistry or geology requirement as follows:

- A Chemistry Course: CHEM 101, An Environmental Perspective or both CHEM 120 and 121

- A Geology Course: GEOL 209, Environmental Geology or GEOL 101, Physical Geology or GEOL102, Field Geology

III. Two Economics Courses:

ECON 201, Principles of Microeconomics

ECON 338, Environmental Policy (201 prerequisite) or either Public Policy Making, POLS 314 or INTD 304 with the permission of the EVST advisor.

IV. One Humanities course that deals with the environment. Choose one from among:

PHIL 270, Environmental Philosophy or HIST 240, Environmental History or An Ethics course approved by the EVST advisor and Faculty(e.g., PHIL 271, Animals and Ethics)

V. Two electives to be approved by EVST departmental advisor

COURSE DESCRIPTIONS

EVST 209: ENVIRONMENTAL GEOLOGY 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.

EVST 232: ORGANIZATIONAL ECOLOGY MANAGING FOR SUSTAINABILITY 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 are 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. Also listed as Economics 232.

EVST 240: AMERICAN ENVIRONMENTAL HISTORY 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. Also offered as History 240.

EVST 241: PRINCIPLES OF ECOLOGY 4 hour(s)

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 laboratory component that requires completion of lab reports. A portion of the course will entail field work at the J. H. Barrow Field Station. 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.

EVST 245: 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 250: 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, 122, 141, 142; or permission of the instructor. Also listed as Biology 250.

EVST 260: 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 and art originating from natural objects. It is also intended to stimulate students to express statements on the environment through art. The primary focus will be on students creating their own art work in response to the study of environmental issues and existing works of contemporary environmental artists. Media to be explored include but may not be limited to: painting, site-specific installation work, assemblage with recycled materials, video. Includes field trips to local areas of interest. Also listed as Art 260.

EVST 270: ENVIRONMENTAL PHILOSOPHY 4 hour(s)

An examination of the ethical, social, political, historical, and spiritual dimensions of human relations with nature. Course will explore recent developments in environmental theory, including deep ecology, ecological feminism, social ecology, bioregionalism, as well as alternative conceptions of nature in native and primary peoples. The history of American environmentalism and activism will also be addressed. Also listed as Philosophy 270.

EVST 275: ENVIRONMENTAL MAPPING 3 hour(s)

GIS, or Geographical Information Systems, is a class of software that allows information to be geographically referenced using digital maps linked with a database. GIS has become an extremely important tool in support of activities that takes place in a geographical context (e.g., human economic activity and population movement, land use patterns). This is a hands-on course in which students learn to use current software and hardware by collecting geographical data and creating maps. After classroom instruction in basic cartography, the use of GIS software, and GPS (global positioning system) technology, students will collaborate on designing and completing a mapping project. When they leave the course, students will have a basic grasp of cartography and the implementation of current GIS technologies.

EVST 280: SEMINAR 1 - 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 281: INDEPENDENT STUDY 1 - 4 hour(s)

Prerequisites. Permission and Sophomore standing.

EVST 285: NATURE INTERPRETATION 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.

EVST 286: NATURE INTERPRETATION 4 hour(s)

EVST 298: FIELD EXPERIENCE 1 - 4 hour(s)

EVST 338: 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 permission of instructor. Also listed as Economics 338.

EVST 340: 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 permission of instructor.

EVST 342: 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 344: 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 Biology 344. Prerequisite: EVST 241 or BIOL 341 or Permission.

EVST 345: 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 Prerequisites: INTD 225 or EVST/BIOL 241 or BIOL 141 or BIOL 142 or BIOL 151.

EVST 355: 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 380: SEMINAR 1 - 4 hour(s)

EVST 385: 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 and 2 courses in the EVST major or instructor permission.

EVST 388: 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 480: 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 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

Provides an on-campus alternative to the internship (Environmental Studies 498). 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 498: INTERNSHIP 1 - 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.

ETHICS MINOR

Colin Anderson (2002), Assistant Professor of Philosophy

B.A., St. John's College;

M.A., Ph.D., Loyola University of Chicago

Introduction

The Ethics minor is an expression of Ethical Humanism, our model for ethics across the college, and participates in the mission of the college to foster intellectual excellence and social responsibility. Students in the minor will combine required study of Ethical Thinking and Engaged Citizenship with the theoretical study of ethics and departmentally applied ethics, along with significant experience in a service learning setting. The minor should engage the student both in the formal study of ethics and in the attention to ethics in the department within which the student has the major. This will require careful advising in the Ethics program.

Ethics Minor

The minor consists of at least 20 credit hours and meets each of the following requirements:

1. Two courses offered by the Center for the Study of Ethics and Values: Ethical Thinking (PHIL 272) and Engaged Citizenship (INTD 381.31).
2. At least one from among the following ethics courses offered in the Philosophy and Religious Studies departments, conveying methodology and theory about the formal disciplinary study of ethics: PHIL 118, 119, 219, 270, 271; RELG 224, 262, 313.
3. At least one course in applied ethics approved by the Ethics committee. These would typically include all courses identified by the ES designation.
4. A significant service-learning experience, worked out by contract with a faculty member on the committee of the Center for the Study of Ethics and Values, in which ethical analysis and reflection of 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. One approach to this requirement would be Ethics 301, which is always available as an independent study.

COURSE DESCRIPTIONS

ETH 272: 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-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. Also listed as PHIL 272.

ETH 301: 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 481: INDEPENDENT RESEARCH 1 - 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

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

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

David Donald (2002), Head Men's Golf Coach
B.A., Hiram College

J.P. Emond (2007), Assistant Football Coach, Adjunct Faculty in Exercise/Sport
Science

B.B.A., Cleveland State University;
Post Bachelor Certificate, Notre Dame College

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

Jeff Hoedt (2006), Director of Sports Information
B.A., Capital University

Howard Jenter (1985), Head Baseball Coach, Coordinator of Facility Scheduling,
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

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

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

Ben Rodeffer (2006), Administrative Assistant, Assistant Volleyball Coach

Bree Semplak (2002), Assistant Athletic Trainer, Director of the Fitness Center,

Adjunct Faculty in Exercise/Sport Science

B.A., Hiram College;
M.S., United States Sports Academy

Paul Smith (2009), Assistant Football Coach, Adjunct Faculty in Exercise/Sport Science
B.S., Union College
M.B.A., Tiffin University

Kristin Tassej (2006), Head Women's Softball Coach, Adjunct Faculty in
Exercise/Sport Science

B.A., Elms College
M.S., Smith College

Bob (Robert) Wolfe (2005), Head Football Coach, Adjunct Faculty in Exercise/Sport
Science

B.S., Bowling Green State University;
M.A., Ball State University

or a comprehensive staff directory please visit the department website:

www.hiram.edu/athletics/staff.html

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, 3 large indoor gymnasiums 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 coordinator of the exercise/sport science program, [Jim Johnston](#), during their first year at Hiram. Early contact is critical to ensure the proper sequencing and choice of exercise and sport science courses and correlative courses. www.hiram.edu/athletics/academics/program.html

Required courses

PHED 210 Kinanthropology, Kinesiology, and Physical Education: An Introduction
PHED 211 Nutrition and Fitness or PHED 233 Personal and Community Health
PHED 244 Athletic Training
PHED 320 Kinesiology: Applied Bio-Mechanics
PHED 412 Physiology of Muscular Activity and Exercise
BIOL 131/133 Human Anatomy and Physiology I/II (Recommended co-requisite CHEM 161)

Select one specialty course

PHED 346 Essentials of Strength Training and Conditioning
PHED 397 Administration and Organization of Athletics and Exercise/Sport Science

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 498). 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 481).
or
- 3) pass a competency-based exam.

Physical Education Basic Instructional Program

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 worth of developing on an experimental basis. Any of the basic instructional program courses may be taken as an elective and will count towards the 120 semester hours required for graduation.

Wellness and Movement Studies

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 200 (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.

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.

COURSE DESCRIPTIONS

PHED 110: SWIMMING 1 hour(s)

PHED 111: SCUBA DIVING 1 hour(s)

PHED 112: ADVANCED SCUBA DIVING 1 hour(s)

PHED 132: RAQUETBALL 1 hour(s)

PHED 135: SELF DEFENSE 1 hour(s)

PHED 154: HORSEMANSHIP I 1 hour(s)

PHED 155: HORSEMANSHIP II 1 hour(s)

PHED 156: HORSEMANSHIP III 1 hour(s)

PHED 157: HORSEMANSHIP IV 1 hour(s)

PHED 164: SWIM/STAY FIT 1 hour(s)

PHED 165: WEIGHT TRAINING I 1 hour(s)

PHED 167: WEIGHT TRAINING II 1 hour(s)

PHED 200: 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 201: 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 203: 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.

PHED 204: 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 207: 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 210: 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 211: 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 220: FIRST AID AND CPR 1 hour(s)

PHED 230: LIFEGUARD TRAINING 2 hour(s)

A course designed to give the student the fundamental knowledge and appropriate skills to provide for a safe aquatic experience. Qualified persons will receive Advanced Lifesaving certification of the American National Red Cross.

PHED 233: PERSONAL AND COMMUNITY HEALTH 3 hour(s)

A scientific analysis of contemporary health needs, problems, and issues; and the influence of psycho-social attitudes as determinants of present and future health behavior and well-being. Includes an examination of the way in which factors such as nutrition and dietary habits, stress perception and response, personal and social relationships, and physical activity interact with the physiological processes of health, disease and aging.

PHED 244: 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 280: SEMINAR 1 - 4 hour(s)

PHED 281: 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 298: FIELD EXPERIENCE 1 - 4 hour(s)

PHED 320: 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 permission.

PHED 346: 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 360: 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 380: SEMINAR 1 - 4 hour(s)

PHED 397: 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, junior or senior standing, or instructor permission.

PHED 412: 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 permission. (Laboratory Required.)

PHED 480: SENIOR SEMINAR 1 - 4 hour(s)

The course represents a culminating point for students minoring in the discipline of Physical Education Exercise and Sport Science. Through class discussions, written assignments, and oral presentations, students seek, acquire, process, and utilize information relative to the historical or contemporary perspectives of the discipline. A major scholarly research paper is normally presented as part of a Symposium on Exercise and Sport Science. Open to all seniors minoring in Exercise and Sport Science. Prerequisites: Five upper division courses or permission.

PHED 481: 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 498: INTERNSHIP 1 - 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.

FOREIGN LANGUAGE

Ella W. Kirk (1993), Chair, Professor of French
B.A., Ball State University;
M.A., Ph.D., Ohio State University

A. Renee Gutierrez (2009), Assistant Professor of Spanish
B.A., University of Virginia
M.A., University of Virginia
Ph.D., University of Virginia

James R. Hightower (2001, 2003), Associate Professor of French, adjunct
B.A., Harvard College
M.A., Ph.D., Tufts University

Debra M. Rodriguez (1986, 1990), Professor of Spanish
B.A., Youngstown State University
M.A., Kent State University
Ph.D., Ohio State University

Robert W. Sawyer (1972), Professor Emeritus of Classical Studies
B.A., Exeter University
M.A., University of Washington
Ph.D., University of Michigan

Department Web addresses:

<http://admission.hiram.edu/learn/majors/major.php?id=15>

<http://admission.hiram.edu/learn/majors/major.php?id=27>

Introduction

The Department of Foreign Languages offers majors and minors in French and Spanish, and beginning classes in Arabic and Chinese. The Classical Studies and Japanese major is currently suspended; Classical Studies and Japanese 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.

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).

Foreign language majors must study abroad for at least one term. They may participate in any of the programs described below. Any other option 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 may choose to spend more time abroad at Centers of the Institute of European Studies in Nantes, Paris, Freiburg, or Madrid. Italian language may be studied at John Cabot University in Rome. Students who complete their major work while abroad for a year must take at least one upper-level

course (300 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. Other disciplines are compatible with a language major: English, Communication, political science, philosophy, economics and management, fine arts, music, anthropology. Students interested in a teaching career would find it useful to major in two languages.

Students seeking certification to teach a foreign language must maintain a 2.5 grade point average in the language and are required to take a comprehensive examination. Prospective teachers of a foreign language should include course work in advanced grammar and literature, phonetics, civilization, and methods of teaching.

For over 30 years the department has hosted 3 international students every year as Foreign Language T.A.'s. The Teaching Assistants 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. Placement above 103 is by departmental placement exam only. Students must take the placement exam before First Year Institute or Orientation and advising.

ARABIC

COURSE DESCRIPTIONS

ARAB 101: BEGINNING ARABIC I 4 hour(s)

This beginning Arabic course adopts a communicative approach, with emphasis placed on the functional use of the Arabic language. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

ARAB 103: INTERMEDIATE ARABIC I 4 hour(s)

This third semester of the beginning Arabic course adopts a communicative approach where emphasis is placed on the functional use of the Arabic language. This is a continuation of the two semester intro sequence and is not taught via distance learning. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the Intermediate Low, even though some students might achieve a Novice High level and some others might achieve an Intermediate Mid level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course deals with various aspects of Arab culture. You may view ACTFL description of each of these levels on WebCT in the folder titled "Speaking Guidelines."

ARAB 104: INTERMEDIATE ARABIC II 4 hour(s)

Intermediate Arabic II is a continuation of Intermediate Arabic I. The course will focus on the functional use of the Arabic language. Prerequisite: Arabic 103

ARAB 280: SEMINAR 1 - 4 hour(s)

ARAB 281: INDEPENDENT STUDY 1 - 4 hour(s)

CHINESE

COURSE DESCRIPTIONS

CHIN 100: INTRODUCTION TO CHINESE CONVERSATIONAL LANGUAGE AND CULTURE 2 hour(s)

Chinese 100 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 101: BEGINNING MANDARIN CHINESE I 4 hour(s)

This is a beginning course in basic Mandarin Chinese. Development of four skills is emphasized: listening, speaking, reading, and writing. This course provides an introduction to Chinese characters. Supplemental laboratory practice and drill sessions.

CHIN 102: BEGINNING MANDARIN CHINESE II 4 hour(s)

A continuation of 101, introducing basic grammar and Chinese calligraphy. Supplemental laboratory practice and drill sessions. Prerequisite: Chinese 101 or equivalent.

CHIN 103: INTERMEDIATE MANDARIN CHINESE I 4 hour(s)

A continuation of 102. This course satisfies the humanities distribution requirement. Prerequisite: Chinese 102 or equivalent.

CHIN 281: INDEPENDENT STUDY 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 AS A SECOND LANGUAGE

ESL 200: INTERMEDIATE ENGLISH GRAMMAR 4 hour(s)

Intensive review of syntactic skills. Emphasis on building vocabulary and knowledge of American idioms. Supplemental labwork required.

ESL 280: SEMINAR 1 - 4 hour(s)

ESL 281: Independent Study 1 - 4 hour(s)

ESL 300: ADVANCED ENGLISH GRAMMAR 4 hour(s)

A continuation of English as a Second Language 200. Prerequisite: English as a Second Language 200 or equivalent.

ESL 380: SEMINAR 1 - 4 hour(s)

ESL 381: TPC: 1 - 4 hour(s)

FRENCH

Requirements for Major

A major in French requires nine courses beyond French 103, and must include advanced grammar and composition, phonetics, civilization, and literature. In addition, a senior paper is required and a course in French history. 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

A minor in French consists of a minimum of 18 hours beyond 103.

COURSE DESCRIPTIONS

FREN 101: BEGINNING FRENCH I 4 hour(s)

This course is an introduction to basic grammar and vocabulary. It provides development of skills in listening, speaking, reading, and writing for the beginning student. Supplemental laboratory and practice drill sessions.

FREN 102: BEGINNING FRENCH II 4 hour(s)

A continuation of French 101. Supplemental laboratory and practice drill sessions. Prerequisite: French 101 or equivalent.

FREN 103: INTERMEDIATE FRENCH I 4 hour(s)

Review and continuing study of grammar. Supplementary reading with conversation and composition. Prerequisite: French 102 or equivalent. French 103 or any course numbered higher than 103 may be used to satisfy a humanities distributive requirement.

FREN 104: INTERMEDIATE FRENCH II 4 hour(s)

Study of aspects of contemporary French and francophone culture. Grammar review with discussion of current topics, vocabulary building, and situational conversation. Prerequisite: French 103 or equivalent. May be used to satisfy a humanities distributive requirement. First course that counts toward the major or minor in French.

FREN 203: 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 equivalent.

FREN 205: FRENCH PHONETICS 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. Prerequisite: French 104 or equivalent.

FREN 215: ADVANCED READING 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. Prerequisite: 104 or equivalent.

FREN 220: ADVANCED COMPOSITION AND CONVERSATION 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 equivalent.

FREN 250: HISTORY OF FRENCH CIVILIZATION 4 hour(s)

A study of the important events in the political, cultural and artistic development of France. Prerequisite: French 104 or equivalent.

FREN 251: CONTEMPORARY FRENCH CIVILIZATION 4 hour(s)

A study of the people of France, their culture and customs. This course will introduce students to French geography, political and social institutions, education, technology, family traditions and the arts. Prerequisite: French 104 or equivalent.

FREN 280: SEMINAR 1 - 4 hour(s)

FREN 281: INDEPENDENT STUDY 1 - 4 hour(s)

FREN 298: FIELD EXPERIENCE 1 - 4 hour(s)

FREN 310: 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 permission.

FREN 320: 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 permission.

FREN 330: 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 permission.

FREN 340: STUDIES IN THE LITERATURE OF THE 18TH CENTURY 4 hour(s)

From the Age of Enlightenment to Pre-Romanticism. The "philosophes": Montesquieu, Diderot, Voltaire, Rousseau. The novel: Beaumarchais. Prerequisite: French 215 or permission.

FREN 350: 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 permission.

FREN 360: 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 permission.

FREN 380: 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 381: TPC: 1 - 4 hour(s)

FREN 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

FREN 490: SENIOR PRESENTATION 1 - 4 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.

FREN 498: INTERNSHIP 1 - 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 126: FRENCH LITERATURE IN TRANSLATION 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.

LITR 128: HISPANIC LITERATURE IN TRANSLATION 3 hour(s)

Selected major works of Spanish or Spanish-American literature will be treated.

LITR 156: MESO-AMERICAN LITERATURE 3 hour(s)

This course examines selected works in Meso-American literature.

LITR 160: 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 280: SEMINAR 1 - 4 hour(s)

SPANISH

A major in Spanish requires a minimum of nine courses beyond Spanish 103, including an approved study abroad experience in the language and the Spanish Capstone, SPAN 490. 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 490) 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 103.

The elementary and intermediate courses (100-level) are offered once a year, as are two or three upper-level courses (200s). The literature courses (300s) listed below are offered periodically, one or two per year.

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 490 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 104 and beyond:

SPAN 101, 102, and 103 never apply to the major.

SPAN 104 only applies to the major if students receive credit-by-examination or places into and takes the course.

SPAN 104 is usually followed by SPAN 200, Advanced Reading and Introduction to Criticism, which will be the first upper-level course for students who place out of 104. There are some exceptions to this rule; these should be made in consultation with faculty.

SPAN 211, Phonetics, is required for K-12 certification and is strongly recommended for non-native speakers of Spanish.

Courses should include advanced grammar, civilization—both Peninsular and Spanish American—and literature courses.

An approved study-abroad program with a family homestay 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 490.

For the Spanish minor

At least 5 courses in Spanish beyond SPAN 103 (Intermediate I) and totaling at least 18 hours, chosen in consultation with Spanish faculty.

COURSE DESCRIPTIONS

SPAN 101: BEGINNING SPANISH I 4 hour(s)

An introduction to Spanish. Development of four basic skills: listening, reading, writing, speaking. Introduction to grammar. Course taught in Spanish. Supplemental laboratory drill sessions required.

SPAN 102: BEGINNING SPANISH II 4 hour(s)

A continuation of Spanish 101. Supplemental laboratory drill sessions required. Prerequisite: Spanish 101 or equivalent (placement).

SPAN 103: INTERMEDIATE SPANISH I 4 hour(s)

A continuation of Spanish 102. Quick grammar review. Conversation and composition labs. Prerequisite: Spanish 102 or equivalent (placement). Spanish 103 or any course numbered higher than 103 may be used to satisfy a humanities distributive requirement.

SPAN 104: INTERMEDIATE SPANISH II 4 hour(s)

A continuation of Spanish 103. First course counted toward a Spanish major or minor. Continuing study of grammatical and idiomatic difficulties. Emphasis on vocabulary building through reading and discussion. Prerequisite: Spanish 103 or equivalent

(placement).

SPAN 113: INTENSIVE INTERMEDIATE SPANISH I 3 hour(s)

Like Spanish 103, a continuation of Spanish 102 but this is taught only in the three week term and is much faster paced. Rapid grammar and vocabulary review. Conversation and composition labs. Prerequisite: Spanish 102 with a B average or better or permission.

SPAN 200: ADVANCED READING AND INTRODUCTION TO CRITICISM 3 hour(s)

An introduction to extensive reading in contemporary Spanish: vocabulary building, idiomatic usage, development of rapid comprehension, and critical analysis. Prerequisite: Spanish 104 or equivalent (placement).

SPAN 201: CONVERSATION AND COMPOSITION 4 hour(s)

An intensive course in oral and written practice. Systematic acquisition of vocabulary and study of syntax with emphasis on building fluency in spoken and written work. Prerequisite: Spanish 104 or equivalent (placement).

SPAN 203: CONVERSATION AND COMPOSITION ON SITE ABROAD 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 104 or equivalent.

SPAN 211: PHONETICS 3 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 equivalent.

SPAN 231: 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 permission.

SPAN 250: PENINSULAR SPANISH CIVILIZATION 4 hour(s)

Cultural highlights from prehistoric times to the present day. Prerequisite: Spanish 200.

SPAN 251: SPANISH AMERICAN CIVILIZATION 4 hour(s)

Cultural highlights from pre-Colombian times to the present day. Prerequisite: Spanish 200.

SPAN 280: SEMINAR 1 - 4 hour(s)

SPAN 281: INDEPENDENT STUDY 1 - 4 hour(s)

SPAN 298: FIELD EXPERIENCE 1 - 4 hour(s)

SPAN 301: PRE-GOLDEN AGE SPANISH LITERATURE 4 hour(s)

Medieval and early Renaissance texts, from the Jarchas to the Celestina. Prerequisite: Spanish 200.

SPAN 302: THE QUIXOTE 4 hour(s)

Cervantes' classic novel, Part I and selections from Part II. Prerequisite: Spanish 200.

SPAN 303: GOLDEN AGE THEATER 4 hour(s)

This course presents a study of Golden-Age theater, chosen from Spain's classic

playwrights. Plays to be studied include works by (but not limited to) Lope de Vega, Calderon de la Barca, and Cervantes. Prerequisite: Spanish 200 or study abroad or permission.

SPAN 304: 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 permission.

SPAN 305: GOLDEN AGE PROSE 4 hour(s)

Cervantes (but not the Quixote), Quevedo , Discovery. Prerequisite: Spanish 200.

SPAN 306: 19TH CENTURY PENINSULAR LITERATURE 4 hour(s)

From Romanticism through Costumbrism and Realism to the Generation of '98. Prerequisite: Spanish 200.

SPAN 307: 20TH CENTURY PENINSULAR SPANISH DRAMA 4 hour(s)

From Lorca to Diosdado, including Casona, Buero, Sastre and Delibes. Prerequisite: Spanish 200.

SPAN 308: 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.

SPAN 309: 20TH CENTURY PENINSULAR SPANISH POETRY 4 hour(s)

The precursors of Alberti. Prerequisite: Spanish 200.

SPAN 311: SPANISH AMERICAN NOVEL 4 hour(s)

The history of the novel in Spanish America and analysis of selected 20th Century novels. Prerequisite: Spanish 200.

SPAN 316: LATIN AMERICAN FILM 4 hour(s)

Classic Latin American films. Prerequisite: Spanish 200 or 211.

SPAN 317: 4 hour(s)

and beyond. Prerequisite: Spanish 200 or 211.

SPAN 331: TRANSLATION AND STYLE 4 hour(s)

This course provides an analysis of writing in Spanish through the examination of expository and literary texts and the introduction to translation. Translation both from Spanish to English and from English to Spanish is emphasized, in order to build further understanding of language and to develop awareness of linguistic nuances. Strong emphasis is placed on improving accuracy of expression in both languages. Prerequisite: Spanish 230 or permission.

SPAN 380: 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-level coursework and permission.

SPAN 381: TPC: 1 - 4 hour(s)

SPAN 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

SPAN 490: 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 498: INTERNSHIP 1 - 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, Associate Professor of History, Associate Dean

B.A., Ursinus College;

M.A., Ph.D., Temple University

Kirsten L. Parkinson (2001), Coordinator, Associate Professor of English

A.B., Harvard University;

M.A., Ph.D., University of Southern California

Janet Pope (1998), Coordinator, Associate Professor of History

B.A., Rider College;

M.A., Ph.D., University of California at Santa Barbara

Vivien Sandlund (1995), Coordinator, Associate Professor of History

B.A., M.A., M.Ed., University of Massachusetts;

Ph.D., Emory University

Introduction

Gender Studies is an interdisciplinary 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, communications, economics, English, history, foreign languages, philosophy, political science, psychology, religious studies, 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 314/384: Masculinity, Femininity, and the Body. They must also complete additional gender studies courses for a total of 18 credit hours. The most common structure is to take five (5) 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 (3) classes in any given discipline can count towards a gender studies minor (i.e. taking 4 classes in women's history would only fulfill 3 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; recent offerings include Ohio women writers, women and the law, and African-American women's history), please check with a gender studies coordinator to confirm that it will count towards the minor.

INTD 329: Gender and Creativity (offered yearly in the Weekend College)

INTD 372: Literary Anatomies: Women's Bodies and Health in Literature

INTD 380: Finding Voice Through Quilts (Weekend College)

INTD 314/384: Masculinity, Femininity and the Body (REQUIRED; offered every other year)

COMM 324: Gender Communication (offered every other year)

ENGL 241: Literary Perspectives on Women (offered every other year)

ENGL 428: Special Topics in British Literature: Angels and Whores: Gender in Victorian Literature (offered every 2-3 years)

FREN 380: Seminar: Women in French Literature (offered every 2-3 years)

HIST 221: Concubines, Mothers, and Saints: European Women and the Family, circa 200-1500 (offered every other year)

HIST 224: Spinsters and Suffragists: Modern European Women and Gender (offered every other year)

HIST 237: Home, Sweet, Home: The History of the Family and Childhood in America (offered every other year)

HIST 254: History of Gender and Sexuality in the U.S. (offered every other year)

HIST 273: Women in American History

LITR 128: Hispanic Literature in Translation: Contemporary Mexican Women Writers

MUSI 218: Women in Music (offered every other year)

PHIL 225: Philosophy and Feminism

SOAN 239: Sex and Gender in Society

SOAN 262: The Family

HISTORY

Janet Pope (1998), Chair, Associate 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.

Christopher Dewell (2008), Lecturer

B.A., Macalester College;

M.A., University of Kansas;

A.B.D., University of California at Santa Barbara

Academic Interest: East Asian history, modern Japan, modern China, and world history. His area of research is the relationship between power and culture in modern Sino-Japanese relations.

Rodney Hessinger (2000), Associate 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.

Wilson Hoffman (1960), Thorn and Frances Pendleton Professor of History Emeritus

B.A., Grove City College;

M.A., Ph.D., Western Reserve University

Academic Interest: Professor Hoffman's area of research and teaching is early modern British history. He enjoys teaching courses on the mystery novel.

Vivien Sandlund (1995), Associate 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://admission.hiram.edu/learn/majors/major.php?id=16>

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 380, a research seminar, the topic of which varies from year to year. History majors are also required to take the senior seminar sequence, History 479 and History 480, in the senior year. In addition, the department requires foreign language proficiency. This requirement can be satisfied by passing a language through the 103 level or by testing out of a language by passing a proficiency test administered by the Foreign 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 seminar paper. 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 seminar papers. With the completion of their papers, students present the papers 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 regular study trips to such destinations as England, Scotland, Israel, Germany, France, Russia, and Latin America. 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 121: KNIGHTS PEASANTS AND FRIARS EUROPE 500 TO 1450 4 hour(s)

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.

HIST 122: BREAD BARRICADES AND BOMBS MODERN EUROPE 1450 TO PRESENT 4 hour(s)

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 and History 122.

HIST 128: WORLD HISTORY 1000-1800 4 hour(s)

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.

HIST 129: THE AGE OF COLONIALISM, 1750-1945 4 hour(s)

This course traces the expansion of European colonial empires in the modern era and concludes with the rise of nationalism outside of Europe. Through standard histories, contemporary documents, and popular sources such as political cartoons, the course illuminates the British raj in India, The Opium Wars in China, and the American occupation of the Philippines as key narratives. Colonialism and nationalism in the Islamic world will

also be addressed. The course culminates with the furious changes of World War II, and provides the student with insights into the challenges currently faced by formerly colonized nations.

HIST 130: THE WORLD SINCE 1945 4 hour(s)

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 140: U.S. HISTORY TO 1865 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.

HIST 141: U.S. HISTORY 1865 TO PRESENT 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.

HIST 204: 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 206: GUNMEN ORANGEMEN AND FENIANS 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.

HIST 209: THE WORLD OF ANCIENT GREECE 4 hour(s)

This course traces the history of the "Greek" people, beginning with the Mycenaeans and ending with the Hellenistic monarchies that were established after the death of Alexander

the Great. Students will examine the historical evidence, which ranges from archaeological finds to literary accounts. Emphasis will be placed on social and cultural aspects of the Greek world.

HIST 212: SPIRITUAL AWAKENINGS IN EARLY AMERICA 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 America?

HIST 214: CONSUMERISM AND CULTURE IN MODERN JAPAN 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.

HIST 216: 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 217: 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 219: 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 221: CONCUBINES MOTHERS & SAINTS 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.

HIST 222: KINGS AND VIKINGS 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.

HIST 223: MEDIEVAL TOWNS AND TRADE 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.

HIST 224: SPINSTERS & SUFFRAGISTS 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.

HIST 227: COLONIZATION & EXPLOITATION 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.

HIST 228: 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 Americans 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 230: WORKERS UNIONS BOSSES & CAPITALISTS 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.

HIST 231: 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 233: HISTORY OF ENGLAND TO 1485 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.

HIST 237: 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 and History 237.

HIST 240: AMERICAN ENVIRONMENTAL HISTORY 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. Also offered as Environmental Studies 240.

HIST 242: PREACHERS PLANTERS & PROSTITUTES 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.

HIST 243: NO LIGHT AT THE END OF THE TUNNEL 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.

HIST 246: AMERICAN ENTREPRENEURSHIP 1865-PRESENT 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.

HIST 249: 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 252: 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, students can choose to take one or the other.

HIST 253: THE DEPRESSION, THE NEW DEAL, AND WORLD WAR II 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.

HIST 254: HISTORY OF GENDER AND SEXUALITY IN THE U.S. 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.

HIST 257: 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 259: CITIES TOWNS & SUBURBS 3 hour(s)

U.S. Urban History. This course examines the social history of the American city: the buildings, neighborhoods, transportation, and communication networks that constitute its physical form, and also the political, economic, and cultural structures that characterize urban society. We will explore the historical development of selected cities from the point of view of their inhabitants, as they have been defined by patterns of work, leisure, race, ethnicity, religion, class, gender, sexuality, and politics.

HIST 262: 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 263: SAINTS SINNERS & SLAVES 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.

HIST 264: 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.

HIST 265: 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 266: AFRICAN-AMERICAN HISTORY TO 1865 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.

HIST 269: POWER PROTEST & PEACE 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.

HIST 270: 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 271: QING CHINA 1644-1911 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.

HIST 273: WOMEN IN AMERICAN HISTORY 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.

HIST 274: BISHOPS WITCHES & HERETICS 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.

HIST 275: ROMAN BRITAIN 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.

HIST 280: SEMINAR 1 - 4 hour(s)

HIST 281: INDEPENDENT STUDY 1 - 4 hour(s)

HIST 298: FIELD EXPERIENCE 1 - 4 hour(s)

HIST 312: 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 331: THE REFORMATION ERA, 1500-1648 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.

HIST 337: 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 338: 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 345: 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 380: SEMINAR 1 - 4 hour(s)

HIST 381: 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 382: READINGS AND TOPICS IN EUROPEAN HISTORY 4 hour(s)

Course includes such topics as the Industrial Revolution, revolutionary movements, Soviet culture, and World War II.

HIST 479: 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.

HIST 480: 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 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

HIST 498: INTERNSHIP 1 - 4 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

Introduction

The International Studies Minor is an interdisciplinary minor. A student may embark on this minor after the Associate Dean and the Coordinator approves 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 Interest: history of mathematics, topology, real analysis, abstract algebra

Michael A. Grajek (1973), Professor of Mathematics and Dean, Emeritus, Director of Institutional Research and Planning
B.S., M.S., Clarkson University;
M.A., Ph.D., University of Iowa

Academic Interest: decision mathematics, mathematics education

Bradley S. Gubser (1990), Professor of Mathematics
B.A., Blackburn College;
M.S., Miami University;
Ph.D., Louisiana State University
Academic Interest: statistics, mathematical biology

Elizabeth Zollinger (2008) Assistant Professor of Mathematics
B.A., New York University;
M.A., Boston University;
Ph.D., Boston University

Academic Interest: dynamical systems, ordinary differential equations, celestial mechanics

Department Web address:

<http://oldhome.hiram.edu/www/math/mathhome.html>

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. The department extensively uses current mathematics software and graphing calculators.

Requirements for the Major

A student majoring in mathematics must complete the following requirements:

- o MATH 198
- o MATH 199
- o MATH 200
- o MATH 217
- o MATH 218
- o MATH 308
- o MATH 371
- o MATH 461
- o One of MATH 309, 372, 462
- o MATH 380
- o MATH 480 (the mathematics capstone)
- o Two additional mathematics courses numbered above 200
- o A [Correlative Experience](#) chosen by the student in consultation with an advisor in the mathematics department
- o A [Mathematics Portfolio](#)

The Senior Seminar course (MATH 480) is the mathematics capstone. In this course the student will undertake a project that will involve significant independent learning in an area not included in the standard undergraduate mathematics curriculum. The project will culminate in a paper and a public oral presentation.

Requirements for the Minor

A student minoring in mathematics must complete the following courses:

- o MATH 198
- o MATH 199
- o Three additional mathematics courses numbered above 300
- o Two additional mathematics courses numbered above 199

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 101: 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. (Not for students with prior credit for college-level mathematics. For Weekend College students only.)

MATH 102: BASIC MATHEMATICS II 3 hour(s)

A continuation of Mathematics 101. Solving equations, problem solving, geometric and graphical properties of functions, systems of equations with applications. (Not for students with prior credit for college-level mathematics. For Weekend College students only.)
Prerequisite: Mathematics 101 or the equivalent.

MATH 103: 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 104: FUNDAMENTALS OF MATHEMATICS II 3 hour(s)

A continuation of MATH 103. Topics include geometry (planar and 3 dimensional figures; transformation, symmetries, and tilings; and congruence and similarity) and measurement (length, area, perimeter, volume, surface area). Students will learn to apply the technology of both calculators and geometry software. Prerequisite: MATH 103

MATH 105: FUNDAMENTALS OF MATHEMATICS 3 hour(s)

Study of the real number system and its operations. Problem solving, informal geometry with metric measurement, coordinate geometry, consumer mathematics, statistics and probability, elementary algebra. Attention is given to NCTM Standards and the Ohio Model Competency-Based Mathematics Program, integrating mathematics with other curricular areas appropriate to students' respective licensure areas, and utilization of appropriate technology.

MATH 107: MIDDLE SCHOOL MATHEMATICS 4 hour(s)

Methods, materials and meaning. Building on the basis of Fundamentals (Mathematics 105), College Algebra (Mathematics 196), and Precalculus (Mathematics 197), 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 NCTM Standards and The Ohio Model Competency-Based Mathematics Program. Prerequisite: Admission to the Teacher Education Program or permission.

MATH 108: STATISTICS 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 and binomial distributions, and correlation. Inferential topics include hypothesis testing, interval estimation, regression analysis, and the use of nonparametric methods. This course is especially useful for students in the social or natural sciences. Prerequisite: high school algebra.

MATH 110: 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 132: METHODS IN DECISION MAKING 3 hour(s)

An introduction to the field of decision theory. Contemporary mathematical thinking is used to seek connections between mathematics and modern society. Topics include applications of graph theory, scheduling, voting and apportionment, and linear programming. Prerequisite: high school algebra.

MATH 162: MATHEMATICAL MODELING IN THE LIBERAL ARTS 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. Prerequisite: 2 years high school mathematics.

MATH 195: ALGEBRA LAB 1 hour(s)

This lab is designed to help students sharpen their mathematical skills. It will concentrate on basic algebraic skills, organization of work as an aid in thinking, and communicating both orally and in writing. Students will learn to verify their own and other's mathematical thinking. Prerequisite: placement and permission. Pass/No credit only.

MATH 197: PRECALCULUS MATHEMATICS 4 hour(s)

A review of advanced algebra, exponential and logarithmic functions, the trigonometric functions, analytic trigonometry, and topics in analytic geometry. Designed for students who plan to study calculus but need to review or supplement their prior mathematics courses. Prerequisite: three years of high school mathematics.

MATH 198: CALCULUS I 4 hour(s)

The differential calculus and the integral calculus through the Fundamental Theorem. Topics include limits, continuity, differentiation of algebraic and trigonometric functions, maxima/minima and other applications of the derivative, antidifferentiation, and the Riemann integral. Prerequisite: Mathematics 197 or equivalent is recommended or placement.

MATH 199: CALCULUS II 4 hour(s)

A continuation of 198. The integral calculus. Topics include applications of the definite integral, transcendental functions, techniques of integration, and infinite series. Prerequisite: Mathematics 198.

MATH 200: CALCULUS III 4 hour(s)

A continuation of 199. Multivariable and vector calculus. Topics include parametrizations, polar coordinates, partial derivatives, directional derivatives, multiple integrals. Prerequisite:

Mathematics 199.

MATH 210: 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, the principle of indirect reasoning, and symmetry will be developed as needed. Through solving problems the students will develop the theory needed to solve them.

MATH 217: 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, set theory, relations, elementary function theory, and the Division Algorithm. Prerequisite: three years of high school mathematics. Placement is required.

MATH 218: LINEAR ALGEBRA 3 hour(s)

Systems of linear equations, matrix algebra and determinants, vector spaces, eigenvalues, eigenvectors, and linear transformations are studied. Especially useful for students in the natural and social sciences. Prerequisite: Mathematics 196 or the equivalent.

MATH 243: DIFFERENTIAL EQUATIONS 3 hour(s)

A study of the theory, solution, and application of differential equations. Existence and uniqueness theorems. Solutions of several types for first-order equations. Solution of homogeneous and non-homogeneous higher-order linear equations; Laplace transform methods. Applications for first and second order equations. Prerequisite: Mathematics 200.

MATH 280: SEMINAR 1 - 4 hour(s)

MATH 281: INDEPENDENT STUDY 1 - 4 hour(s)

MATH 298: FIELD EXPERIENCE 1 - 4 hour(s)

MATH 301: MODERN GEOMETRIES 4 hour(s)

Selected topics in Euclidean, non-Euclidean, finite, and projective geometries together with the historical development of these geometries. Prerequisite: Mathematics 217.

MATH 305: TEACHING SECONDARY MATHEMATICS 4 hour(s)

Integration of education and mathematics courses as they relate to the secondary mathematics classroom. Learning and developmental theory, curriculum and standards (NCTM), instruction, materials, planning, and assessment. Prerequisites: Mathematics 217 and 218, Education 231, or permission.

MATH 308: 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. Statistical software will be used to analyze real data. Prerequisite: Mathematics 200.

MATH 309: MATHEMATICAL STATISTICS II 3 hour(s)

A continuation of Mathematics 308 focusing on inferential statistics. Includes interval and point estimation, tests of statistical hypotheses, regression analysis, and nonparametric methods. Prerequisite: Mathematics 308.

MATH 330: HISTORY OF MATHEMATICS 4 hour(s)

This course examines the historical development of major mathematical concepts, with special emphasis on the period through the invention of the calculus in the late seventeenth century. Selected topics are chosen from the mathematics of the eighteenth, nineteenth, and twentieth centuries. Both European and non-European mathematical

developments are explored, with emphasis on the many common ideas present in widely separated cultures. Prerequisite: Mathematics 199 or permission.

MATH 357: 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. Prerequisites: Mathematics 200 and 218.

MATH 371: ANALYSIS I 4 hour(s)

A first course in real analysis. Topics include an axiomatic description of the real number system, the topology of Euclidean space, sequences, limits, continuity, and differentiation. Prerequisites: Mathematics 200 and 217.

MATH 372: ANALYSIS II 3 hour(s)

A continuation of 371. Topics include compactness, Riemann-Stieltjes and Lebesgue integration, sequences of functions, and series. Prerequisite: Mathematics 371.

MATH 380: JUNIOR SEMINAR 1 hour(s)

Pass/No credit only.

MATH 381: 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 390: OPERATIONS RESEARCH I 4 hour(s)

Operations Research is a scientific approach to decision-making that involves the operations of organizational systems. In this course, the emphasis will be on mathematical programming, especially linear programming. Other topics may include network analysis, dynamic programming, and game theory. Prerequisite: Mathematics 218.

MATH 391: OPERATIONS RESEARCH II 3 hour(s)

This course is a continuation of Mathematics 390. The emphasis will be on probabilistic models, including, for example, queuing theory, inventory theory, Markov processes, forecasting theory, and reliability theory. Prerequisites: Mathematics 308 and 390.

MATH 461: ABSTRACT ALGEBRA I 4 hour(s)

A study of basic algebraic structures. Group theory and ring theory. Prerequisites: Mathematics 217 and 218.

MATH 462: ABSTRACT ALGEBRA II 3 hour(s)

A continuation of 461. Ring theory and field theory. Prerequisite: Mathematics 461.

MATH 480: SENIOR SEMINAR 3 hour(s)

The student selects a topic for independent study and presents the results of the study orally and in writing. Prerequisite: 380.

MATH 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

MATH 498: INTERNSHIP 1 - 4 hour(s)

MUSIC

Tina Spencer Dreisbach (1989), Chair, 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, General Studies, Popular Styles, Irish and Asian Studies

Randall Fusco (1988), Professor of Music
B.M., M.M., Eastman School of Music

Academic Interests: Piano, Music Theory, Accompanying, Coaching Ensembles, Music History and Literature

J. Paul Louth (2009), Visiting Assistant Professor of Music
B.M., B.E., University of Toronto
Diploma in Applied Music (jazz trombone), Mohawk College
M. Mus. Ed., Ph.D., University of Western Ontario
Academic Interests: Music Education, Instrumental Conducting, Jazz, Composition, Music Philosophy

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: Music Theory, Composition, Choral Conducting, Voice, Piano, Accompanying, General Studies

Department Web address:

<http://oldhome.hiram.edu/music/musidx.html>

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 education, 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, studios and practice rooms, sound and video equipment, and a newly upgraded 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 Education

The music education track is designed for the student who has the talent and desire to teach music in public schools. Due to the complexity and depth of coursework and state requirements, it is highly recommended that the student begin this track the first semester of the first year. An evaluation at the end of the second full year is intended to determine progress and areas that need attention. Students who successfully complete this track are licensed to teach pre-K through twelfth grade. Requirements for the track in music education are:

- o Music theory 121, 122, 221, 222
- o Music history 201, 202, 203
- o Instrumental pedagogy 182, 183, 184, 185
- o Keyboard skills, Orchestration, Conducting 253, 255, 257, 258
- o Classrooms methods 302, 304, 305
- o Education requirements for these students are Education 203, 231, 236, 370, 372, and 601. There is also a required field experience. Music 437 and 446 (student teaching) is required for State of Ohio teaching licensure.

In addition students must participate in:

- o At least six consecutive terms of private lessons in one performing area;

- o Two consecutive years in a secondary performing area;
- o Six semesters of music ensembles,
- o A partial senior recital,
- o Instrumental music majors must participate in the Hiram Concert Band or Chamber Orchestra, and vocal music majors must participate in the College Choir each term.

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:

- o Music theory 121, 122, 221
- o Music history 201, 202, 203
- o Music electives minimum of 12 hours (may include INTD 343, 351, 379, 385)
- o At least four terms of private lessons and four terms of music ensembles
- o Capstone project (4-hour 280 class seminar or 480 individual senior seminar. Both include a major paper and public presentation.)
- o Music 222, 255 or 258, and 257 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, 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 study on the graduate level. Requirements for the music performance track are:

- o Music theory 121, 122, 221, 222 Music history 201, 202, 203 Music 253 (or pass piano proficiency exam) Music 255 (vocal majors) or 258 (instrumental majors) Appropriate 1-hour pedagogy or instrumental methods class
- o Capstone project (4-hour 280 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 Concert Band or Chamber Orchestra and Voice majors in the College Choir each term they are on campus.

Music Minor

The requirements for a minor in music are:

- o Music 121, 122
- o Two music history courses chosen from 201, 202, 203
- o 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 100: FUNDAMENTALS OF MUSIC 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.

MUSI 101: INTRODUCTION TO MUSIC LITERATURE 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.

MUSI 102: SURVEY OF AMERICAN MUSIC 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.

MUSI 103: WORLD MUSIC 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.

MUSI 104: MUSICAL THEATER 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.

MUSI 106: INTRODUCTION TO MUSIC TECHNOLOGY 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. Music reading ability is not necessary, but beneficial. Basic understanding of keyboard instruments is also recommended.

MUSI 108: RHYTHM AND REVOLT 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.

MUSI 121: MUSIC THEORY I 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, Fundamentals of Music.

MUSI 122: 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.

MUSI 182: STRING INSTRUMENTS 1 hour(s)

The basic techniques of playing and teaching these instruments are presented. The courses are designed for the music education major, the composer/arranger, or any interested student with permission of the instructor.

MUSI 183: PERCUSSION INSTRUMENTS 1 hour(s)

The basic techniques of playing and teaching these instruments are presented. The courses are designed for the music education major, the composer/arranger, or any interested student with permission of the instructor.

MUSI 184: BRASS INSTRUMENTS 1 hour(s)

The basic techniques of playing and teaching these instruments are presented. The courses are designed for the music education major, the composer/arranger, or any interested student with permission of the instructor.

MUSI 185: WOODWIND INSTRUMENTS 1 hour(s)

The basic techniques of playing and teaching these instruments are presented. The courses are designed for the music education major, the composer/arranger, or any interested student with permission of the instructor.

MUSI 201: MUSIC HISTORY AND LITERATURE I 3 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.

MUSI 202: MUSIC HISTORY AND LITERATURE I 3 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.

MUSI 203: MUSIC HISTORY & LITERATURE III 3 hour(s)

Post Romantic and 20th century. Examines significant music by composers of the late 19th and 20th centuries. This course is intended to make present and future cultural life. Open to non-majors with note-reading ability.

MUSI 209: 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 210: AFRICAN AMERICAN MUSIC 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.

MUSI 214: 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 218: WOMEN IN MUSIC 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.

MUSI 220: ASIAN MUSIC 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 music. 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.

MUSI 221: MUSIC THEORY III 3 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 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 121, 122.

MUSI 222: MUSIC THEORY IV 3 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 121, 122, and 221.

MUSI 253: 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 255: CHORAL CONDUCTING AND CHORAL LITERATURE 3 hour(s)

Basic elements of choral conducting techniques. Survey of choral literature. Prerequisite: Music 122 or permission.

MUSI 257: 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.

MUSI 258: 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.

MUSI 280: SEMINAR 1 - 4 hour(s)

MUSI 281: INDEPENDENT STUDY 1 - 4 hour(s)

MUSI 295: MUSIC FOR THE ELEMENTARY TEACHER 3 hour(s)

The course is designed to give the elementary teacher a perspective on integrating music into daily learning experiences. Skill will be developed through singing, playing instruments, listening, moving, creating music and relating music to various world cultures and historical periods.

MUSI 298: FIELD EXPERIENCE 1 - 4 hour(s)

MUSI 302: TEACHING INSTRUMENTAL MUSIC 4 hour(s)

The course prepares music education majors to teach public school instrumental music from the PreK through the high school levels. The objectives of the course are: 1) to increase the students' knowledge of the literature (music, textbooks, periodicals) used to teach and administer an instrumental music program; 2) to improve their skills in writing objectives, diagnosing and improving incorrect playing habits, rehearsing the concert, marching and stage bands, orchestra and small ensembles; 3) to provide students with a personal philosophy for developing instrumental music curricula. Field experience on the early childhood, middle childhood, and adolescent levels is required. Prerequisite: Education 201, 231; Music 257, 258.

MUSI 304: TEACHING VOCAL AND GEN MUSIC PREK TO 3 & MIDDLE GRDS 4 TO 9 4 hour(s)

The course prepares the music education major to teach music at the early childhood and middle childhood levels. Various music education systems will be examined, including Orff, Kodaly and Dalcroze. Skill will be developed through singing, playing instruments, moving

and listening. Ohio's Model Competency-Based Program in Comprehensive Arts Education and the National Association of Schools of Music Standards will provide the framework for this course. Field experiences on the early childhood and middle childhood levels are required. Prerequisites: Education 201, 231.

MUSI 305: TEACHING VOCAL AND GEN MUSIC TO ADOLESCENTS GRDS 7 TO 12 4 hour(s)

12: The course prepares music education majors to teach public school vocal music to adolescents. The objectives of the course are 1) to increase the students' knowledge of the methods and materials (music, textbooks, periodicals) used to teach and administer the vocal music program at these levels; 2) to improve students' skills in establishing objectives, diagnosing and improving music reading skills and overall vocal competencies, evaluating music texts appropriate to grade level for determining readability, and assessing students' reading abilities, and 3) to provide students with a personal philosophy for developing the vocal music curricula. Ohio's Model Competency-Based Program in Comprehensive Arts Education and the National Association of Schools of Music Standards will provide the framework for this course. Field experience in grades 7 through 12 is required. Prerequisite: Education 201, 231; Music 255, 304.

MUSI 331: 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 332: 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 333: 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 343: 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 348: 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 380: SEMINAR 1 - 4 hour(s)

MUSI 480: SENIOR SEMINAR 4 hour(s)

MUSI 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

MUSI 498: INTERNSHIP 1 - 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 546: BARITONE HORN 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.

MUSI 547: BASSOON 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.

MUSI 549: CELLO 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.

MUSI 551: CLARINET 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.

MUSI 555: JAZZ IMPROVISATION 1 - 2 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 556: COMPOSITION 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor.

MUSI 557: FLUTE 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.

MUSI 559: FRENCH HORN 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.

MUSI 561: GUITAR 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.

MUSI 562: HARP 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.

MUSI 563: HARPSICHORD 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.

MUSI 565: OBOE 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.

MUSI 567: ORGAN 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.

MUSI 569: PERCUSSION 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.

MUSI 570: HAND PERCUSSION 1 - 2 hour(s)

Private instruction in hand drumming on instruments from Africa, Caribbean, and Latin America. Emphasis is on authentic rhythms and techniques. Please supply your own instrument if possible as that is most convenient for your practice time.

MUSI 571: PIANO 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.

MUSI 572: JAZZ/FOLK GUITAR 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.

MUSI 573: MANDOLIN 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.

MUSI 574: BANJO 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.

MUSI 575: RECORDER 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.

MUSI 577: SAXOPHONE 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.

MUSI 579: DOUBLE BASS 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.

MUSI 583: TROMBONE 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.

MUSI 585: TRUMPET 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and volalists. survey of typical literature of various media, together with actual accompanying work, observed by the instructor.

MUSI 587: TUBA 1 - 2 hour(s)

Private Music Lessons - Individual instruction on the skill of accompanying various types of instruments and vocalist. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor.

MUSI 589: VIOLA 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.

MUSI 591: VIOLIN 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.

MUSI 593: VOICE 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.

MUSI 801: PIANO ACCOMPANYING 1 - 4 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.

MUSI 802: PIANO ACCOMPANYING 1 - 4 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.

MUSI 807: BRASS ENSEMBLE 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 808: GUITAR ENSEMBLE 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 810: MADRIGAL SINGERS 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz

band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 813: HIRAM COLLEGE CHOIR 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 816: MUSI 816-AFRICAN ENSEMBLE 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 820: MUSI 820-PERCUSSION ENSEMBLE 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 825: JAZZ ENSEMBLE 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 828: CHAMBER ENSEMBLES 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 834: RECORDER EMSEMBLES 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 837: CHAMBER ORCHESTRA 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 839: HIRAM CONCERT BAND 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 840: WOODWIND ENSEMBLE 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

MUSI 841: 1 hour(s)

May only be taken once for credit.

MUSI 842: 1 hour(s)

May only be taken once for credit.

MUSI 845: 1 hour(s)

May only be taken once for credit.

MUSI 846: OPERA/MUSICAL THEATRE WORKSHOP 1 hour(s)

Some of the most popular activities are those organized and directed by the music department faculty. Among these are the college choir, Madrigals, men's chorus, jazz band, concert band, opera/musical theatre workshop and chamber orchestra. Performing groups are open to all students who qualify. Offered Pass/No Credit only.

NEUROSCIENCE

Cara Constance (2008), Assistant Professor of Biology

B.A., Hiram College

Ph.D., University of Virginia

Academic Interest: molecular genetics; molecular basis of biological rhythms

Valerie R. Gilbert (2007), Laboratory Teaching Assistant

B.A., Kent State University

Nicholas Hirsch (2008), Assistant Professor of Biology

B.A., University of Chicago

Ph.D., University of California, San Diego

Academic Interest: embryonic development and neurobiology

Andrew J. Konick (1967), Professor of Psychology

B.A., Fairmont State College;

M.A., Ph.D., Kent State University

Thomas Koehnle (2007), Assistant Professor of Biology

B.S., Ohio University;

Ph.D., University of California, Davis

Academic Interest: mammalian sensory signals, behavior, and physiology; human anatomy and physiology

Introduction

Have you ever wondered how a fly avoids a flyswatter, how a fish navigates the currents, how caffeine affects your brain, or how primates like you maintain complex social networks? All of these questions fall within the broad domain of neuroscience. Neuroscience is the study of the relationships between mind, brain and behavior from the cellular up through the organismal levels. It is an interdisciplinary major that combines biological, physical, chemical and psychological perspectives to better understand neuron structure and function and how neurons work together to create behavior, thought, and emotion in humans and non-human animals. The Neuroscience program at Hiram College is particularly suited for students with interests in neural function and development, behavioral neuroscience, cognitive neuroscience, and clinical psychology.

Requirements for Majors

A major in Neuroscience consists of a minimum of 15 courses from the Department of Psychology, Biology, Chemistry and Mathematics.

The required courses are:

- o Psychology 101 General Psychology

- o Psychology 215 Experimental Methods
- o Psychology 216 Learning
- o Psychology 430 Behavioral Endocrinology
- o Psychology 327 Neuroscience
- o Psychology 365 Perception and Cognition
- o Biology 152 How Life Works
- o Biology 230 Molecular and Cellular Biology

- o Biology 326 Animal Physiology
- o Biology 365 Genetics
- o Biology 498 APEX
- o Math 108 Statistics
- o Chemistry 120 General Chemistry I
- o Chemistry 121 General Chemistry II
- o Chemistry 220 Organic Chemistry

Additional courses outside the major may be useful for those students considering graduate study or professional work in specific specialty areas within the field. For example, students interested in applying to graduate programs in cellular neuroscience should take course work in physics, biochemistry, developmental biology, immunology and advanced molecular biology.

Students planning to pursue opportunities in cognitive neuroscience would be advised to complete additional coursework in mathematics, computer science, and philosophy. Those interested in animal behavior and psychobiology should consider taking evolution, animal behavior and vertebrate biology.

Students considering Neuroscience as a major are encouraged to seek a mentor/advisor in the program before making any final decision. Acceptance as a major is contingent on a student passing Psychology 101 and 215, and Biology 152 with a grade of C or better. A pre-requisite for enrolling in Psychology 215 is a C or better in Psychology 101.

Many majors will be encouraged by their mentor/advisor to do an independent research project. In order to be considered for departmental honors, a student *must* complete an independent research project under the supervision of a faculty member. Any exceptions to these requirements must be discussed and agreed to by the departmental faculty.

NURSING

Davina J. Gosnell (2006), Professor of Nursing and Nursing Program Director, R.N., Ph.D., F.A.A.N.

Diploma in Nursing - Massillon City Hospital School of Nursing

B.S.N., University of Pittsburgh

M.S., Ph.D., The Ohio State University

Academic Interests: Health Policy, International Nursing, Pressure Ulcer Risk Assessment and Prevention, Program Evaluation

Emily McClung (2008), Assistant Professor 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), Assistant Professor 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

For further information about the BSN nursing program, including admission and progression policies, please refer to the nursing department website.

Department Web address:

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, as well as 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 (N-CLEX) 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.

BSN Curriculum Plan

FRIST YEAR

Fall 12 week (13 cr)

- o FRCL 1xx (4) Freshman Colloquium
- o CHEM 161 (4) Physiological Chemistry I (SM core)
- o *BIOL 131 (4) Human A & P I
- o NURS 101 (1) Intro to Professional Nursing

Fall 3 week (4 cr)

- o PSYC 101 (4) General Psychology (MM Core)

-or-

- o SOAN 155 (4) Intro to Sociology (CA core)

Spring 12 week (14 cr)

- o FSEM 1xx (4) Freshman Seminar
- o CHEM 162 (4) Physiological Chemistry II
- o BIOL 132 (4) Human A & P II
- o MATH 110 (2) Computations for Nursing

Spring 3 week (4 cr)

- o SOAN 155 (4) Intro to Sociology (CA core)

-or-

- o PSYC 101 (4) General Psychology (MM Core)

SECOND YEAR

Fall 12 week (12 or 13 cr)

- o NURS 201 (2) Professional Nursing II
- o NURS 210 (3) Introduction to Nursing Practice
- o PSYC 250 (3) Development Across Life Span
- o BIOL 238 (4) Medical Microbiology
- o *BIMD 610 (1) Service Learning in Health Care

Fall 3 week (4 or 5 cr)

- o *INTD 302 (3) Narrative Bioethics (ES core)
- o *BIMD 610 (1) Service Learning in Health Care
- o NURS 280 (1) AHA Basic Life Support

Spring 12 week (14 cr)

- o NURS 203 (3) Pharmacology for Nursing Practice
- o NURS 205 (2) Nursing Informatics
- o **NURS 220 (5) Professional Clinical Practice
- o *BIOL 364 (4) Human Genetics

Spring 3 week (3 cr)

- o CHEM 250 (3) Human Nutrition

THIRD YEAR

Fall 12 week (12 cr)

- o MATH 108 (4) Statistics (MM core)
- o **NURS 340 (4) Obstetrical & Reproductive Nursing
- o **NURS 330 (4) Pediatric Nursing

Fall 3 week (4 cr)

- o NURS 301 (2) Professional Nursing III
- o NURS 302 (2) Nursing Research

Spring 12 week (13 cr)

- o **NURS 310 (4) Acute & Chronic Illness Adult Nsg
- o **NURS 320 (4) Gerontological Nursing
- o NURS 303 (1) Applied Nursing Research Practicum
- o A course to satisfy CM or IM core (4)

Spring 3 week (4 cr)

- o NURS 303 (2) Applied Nursing Research Practicum
- o NURS 3XX (2) Adult Wellness

FOURTH YEAR

Fall 12 week (14 cr)

- o NURS 401 (2) Professional Nursing IV
- o **NURS 410 (4) Community Health Nursing (UD core)
- o **NURS 420 (4) Mental Health Nursing
- o *INTD 362 (4) BIMD Literature and Med. 2

Fall 3 week (4 cr)

- o *NURS 450 (4) Global Health and Nursing Issues
- o (Study Abroad/ EW core)

Spring 12 (11 cr)

- o **NURS 430 (4) Critical Care Nursing
- o **NURS 440 (2) Principles of Leadership & Management in Nursing
- o BIMD (1) Capstone
- o A course to satisfy CM or IM core (4)

Spring 3 week (4 cr)

- o **NURS 441 (4) Role Transition in Nursing

Total Program Credits: 135

*Courses for the Biomedical Humanities Minor (20 credits)

**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 at Home
ES- Meaning, Ethics and Social Responsibility

Updated – 7/28/09

COURSE DESCRIPTIONS

NURS 101: 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 201: 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 and Math 110, sophomore level in nursing, or permission from the instructor.

NURS 203: 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 instructor permission required.

NURS 205: 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 instructor permission required.

NURS 210: 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. children and adults, American Heart Association Certified. Prerequisites: satisfactory completion of all first-year requirements and admission to the sophomore Nursing Sequence.

NURS 220: 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, 210, and 230, and Mathematics 110.

NURS 230: 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.

NURS 280: SEMINAR 1 - 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 281: INDEPENDENT STUDY 1 - 4 hour(s)

NURS 301: 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 and junior standing in Nursing Sequence.

NURS 302: 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 and junior standing in Nursing Sequence.

NURS 303: APPLIED EVIDENCE BASED NURSING RESEARCH PRACTICUM 3 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, Mathematics 108, and junior standing in Nursing Sequence.

NURS 310: ACUTE AND CHRONIC ADULT NURSING 5 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. Prerequisite: Nursing 220 and junior standing in Nursing Sequence.

NURS 320: 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. Prerequisite: Nursing 220 and junior standing in Nursing Sequence.

NURS 330: 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 and junior standing in Nursing Sequence.

NURS 340: 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 and junior standing in Nursing Sequence.

NURS 380: SEMINAR 1 - 4 hour(s)

The focus of this course is on the role of the professional nurse in the promotion and maintenance of health, prevention of illness and disease, and self-care education and empowerment. The skills of health teaching will be emphasized.

NURS 381: 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 401: 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 and senior standing in Nursing Sequence.

NURS 410: COMMUNITY HEALTH NURSING 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. Prerequisite: senior standing in Nursing Sequence.

NURS 420: 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. Prerequisite: senior standing in Nursing Sequence.

NURS 430: 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 440: 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: senior standing in Nursing Sequence.

NURS 441: ROLE TRANSITION IN NURSING 4 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. Prerequisite: Nursing 401, 440, and senior standing in Nursing Sequence.

NURS 480: SENIOR SEMINAR 1 - 4 hour(s)

NURS 481: 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.

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), Assistant 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 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 10 courses in philosophy which must include:

- o PHIL 121 Elementary Logic
- o PHIL 210 Ancient Philosophy and PHIL 212 Early Modern Philosophy,
- o Two further courses from the History of Philosophy Sequence which includes PHIL 211 Medieval Philosophy, PHIL 213 Nineteenth Century Philosophy, PHIL 370 Existentialism, and Phil 375 Phenomenology,
- o Two 400 Level Philosophy Seminars,
- o The philosophy capstone requirement (see below), and
- o A foreign language through 103. Students are strongly urged to take foreign language courses beyond the minimum.

Note: only one 100-level course besides 121 Elementary Logic can count towards the major requirements. Certain FSEM's can count as a 100-level elective.

Philosophy Capstone

The Philosophy Department offers two ways for its majors to satisfy the General Education Capstone Requirement:

- o Satisfactory work on an Honor's Thesis.
- o Successful completion of an approved 400 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 six courses which must include:

- o Either PHIL 210 Ancient Philosophy or PHIL 212 Early Modern Philosophy,
- o One other class from the History of Philosophy Sequence (210, 211, 212, 213, 370, 375),

One 400 level Philosophy Seminar.

- o The remaining three courses are electives, though Logic is strongly recommended. Only one 100 level class besides 121 Elementary Logic can count towards the minor requirements.

Acceptable Electives from other departments include:

- o Classical Political Philosophy, POLS 373
- o Modern Political Philosophy, POLS 274
- o Selected Topics in Political Philosophy, POLS 479
- o American Thought, POLS 319

COURSE DESCRIPTIONS

PHIL 101: 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 111: EASTERN AND WESTERN PHILOSOPHIES OF RELIGION 4 hour(s)

Philosophical issues raised by religion, religious language, religious knowledge, the existence of God, freedom, evil, immorality.

PHIL 118: INTRODUCTION TO ETHICS 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.

PHIL 121: ELEMENTARY LOGIC 3 hour(s)

Informal and formal logic. Attention to informal fallacies, propositions, formal argument structures and their classification. Deductive and inductive arguments.

PHIL 205: 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 others'.

PHIL 210: ANCIENT PHILOSOPHY 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.

PHIL 211: MEDIEVAL PHILOSOPHY 4 hour(s)

Christian, Jewish, and Islamic thinkers who shaped philosophy from the fourth to the 14th century. Questions regarding the nature of the will, philosophical method, the character of language and universals, and the chain of revelation.

PHIL 212: EARLY MODERN PHILOSOPHY 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.

PHIL 213: 19TH CENTURY PHILOSOPHY 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.

PHIL 214: 20TH CENTURY PHILOSOPHY 4 hour(s)

An examination of one or more of the major movements of philosophy, including analytic philosophy, positivism, ordinary language analysis, existentialism and phenomenology, pragmatism, post-structuralism and deconstruction, and feminism.

PHIL 218: CONTEMPORARY MORAL PROBLEMS 4 hour(s)

PHIL 219: CONTEMPORARY MORAL PROBLEMS 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.

PHIL 220: 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 221: SYMBOLIC LOGIC 3 hour(s)

Development of general principles of inference, using symbolic notation to represent everyday discourse.

PHIL 225: PHILOSOPHY AND FEMINISM 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.

PHIL 228: 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.

PHIL 229: THEORIES OF HUMAN NATURE 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.

PHIL 241: MEDIEVAL PHILOSOPHY 3 hour(s)

Christian, Jewish, and Islamic thinkers who shaped philosophy from the fourth to the 14th century. Questions regarding the nature of the will, philosophical method, the character of language and universals, and the chain of revelation.

PHIL 264: HISTORY AND PHIL OF SCIENCE 3 hour(s)

PHIL 265: 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.

PHIL 270: ENVIRONMENTAL PHILOSOPHY 4 hour(s)

An examination of the ethical, social, political, historical, and spiritual dimensions of human relations with nature. Course will explore recent developments in environmental theory,

including deep ecology, ecological feminism, social ecology, bioregionalism, as well as alternative conceptions of nature in native and primary peoples. The history of American environmentalism and activism will also be addressed. Also listed as Environmental Studies 270.

PHIL 271: ANIMALS AND ETHICS 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.

PHIL 272: 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-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. Also listed as Ethics 272.

PHIL 280: SEMINAR 1 - 4 hour(s)

PHIL 281: INDEPENDENT STUDY 1 - 4 hour(s)

PHIL 290: POST-MODERNISM 3 hour(s)

Post modernism is the reigning philosophical and artistic movement today. Contemporary artworks and philosophers are casually described as Post-Modern, although pinning down just what that means can be difficult. This class will identify what Post-Modernism is and how it differs from earlier movements, especially Modernism and the Enlightenment. The course will trace its birth and development across the last half-century in America and Europe. The course will focus on its philosophical representatives and will examine how these ideas can take artistic form.

PHIL 370: 3 - 4 hour(s)

An examination of existential thought through the texts of Kierkegaard, Nietzsche, Camus, Satre, Beauvoir, and others a study of the extential concepts of dread, freedom, subjective truth, bad faith, and authenticity.

PHIL 375: 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 380: SEMINAR 1 - 4 hour(s)

PHIL 381: TPC: 1 - 4 hour(s)

PHIL 400: 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 401: 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 450: 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 470: 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.

PHIL 471: 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 475: FOUCAULT THE POLITICS OF INDENTITY 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.

PHIL 480: SENIOR SEMINAR 1 - 4 hour(s)

PHIL 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

PHIL 498: INTERNSHIP 1 - 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

Joseph Gallant (2007), Visiting Associate Professor of Physics
B.S., University of Massachusetts;
M.S., University of Massachusetts;
Ph.D., University of Massachusetts

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://oldhome.hiram.edu/www/physics/>

Introduction

The physics major is intended for students 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 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 while 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 <http://oldhome.hiram.edu/www/physics/>.

Requirements for Majors

- o Physics 208 Introductory Electronics;
- o Physics 213 & 214 Fundamentals of Physics I & II;
- o Physics 250 Use of Test and Measurement Equipment;
- o Physics 320 Fundamentals of Modern Physics;
- o Physics 340 Advanced Laboratory;

Four from among the following:

- o Physics 330 Mechanics;
- o Physics 335 Thermal Physics;
- o Physics 350 Quantum Physics;
- o Physics 360 Electromagnetic Theory;
- o Chemistry 350 Physical Chemistry I

The physics capstone requirement is a one credit hour senior seminar (Physics 480) which includes a 30 minute public presentation on the student's senior research project.

Required correlative courses:

- o Math 198, 199 and 200 Calculus I, II & III;
- o Math 218 Linear Algebra;
- o Math 243 Differential Equations;
- o Computer Science 170 or 171, and 172

A typical schedule for a physics major might be as shown:

Fall Semester 12-week term		3-week term	Spring Semester 12-week term		3-week term
FRESHMAN					
Phys 213 (Phys I)	Distribution requirement		Phys 214 (Phys002E II)	Math 218 (Linear Algebra)	
Math 198 (Calc I) Colloquium			Math 199 (Calc II) First Year Seminar		
SOPHOMORE					
Phys 320 (Modern)	Math 243(Diff Eq)		Phys 360 (E&M) Distribution Req.	Phys 208 (Electronics)	
Math 200 (Calc III) Distribution Req.			Elective		
JUNIOR					
Study abroad	Phys 330 (Mechanics)	Phys 350 (Quantum)	Distribution Requirement		
-2 distrib req + Interdisciplinary		Cpsc 170, 172 Interdisciplinary			
SENIOR					
Cpsc 171 Elective	Phys 340 (Advanced Lab)	Phys 335 (Thermal) Cpsc 172	Elective		
Elective		Elective			

Requirements for Minors

- o Physics 208 Introductory Electronics;
- o Physics 213 & 214 Fundamentals of Physics I & II;
- o Physics 320 Fundamentals of Modern Physics;
- o Two courses which must be selected from the other physics major courses;
- o Math 198, 199 & 200 are required;
- o It is strongly recommended that Math 218 and 243 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 – physics courses only -- of 3.6, and the sum of these being at least 6.8) plus submission of an acceptable 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; a holography lab and darkroom. In addition, 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 001: LAB hour(s)

PHYS 113: PRINCIPLES OF PHYSICS I 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. Prerequisite: high-school algebra and trigonometry.

PHYS 114: PRINCIPLES OF PHYSICS II 4 hour(s)

A continuation of Physics 113. 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. Prerequisite: Physics 113 or Physics 213.

PHYS 202: INTRODUCTION TO ASTRONOMY 4 hour(s)

PHYS 208: 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. Prerequisite: high-school physics, Physics 114 or 214, or permission. Also listed as Chemistry 208.

PHYS 210: 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 213: FUNDAMENTALS OF PHYSICS I 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. Prerequisite: MATH 198 (Mathematics 198 may be taken concurrently.)

PHYS 214: FUNDAMENTALS OF PHYSICS II 4 hour(s)

A continuation of Physics 213. Fundamental principles and experimental laws of electricity, magnetism, and optics will be covered. Prerequisites: Physics 213 and Mathematics 199. (Mathematics 199 may be taken concurrently.)

PHYS 250: 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 280: SEMINAR 1 - 4 hour(s)

PHYS 281: INDEPENDENT STUDY 1 - 4 hour(s)

PHYS 298: FIELD EXPERIENCE 1 - 4 hour(s)

PHYS 320: 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 and Mathematics 200. (Mathematics 200 may be taken concurrently.)

PHYS 330: MECHANICS 3 hour(s)

A course intended to develop an understanding of the principles of mechanics introduced in Physics 213-214 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

PHYS 335: 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.

PHYS 340: 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 and one other upper level physics course.

PHYS 350: QUANTUM PHYSICS 4 hour(s)

A theoretical course in quantum mechanics which significantly develops the basic concepts introduced by Physics 320. 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 and Mathematics 218. (Mathematics 243 is recommended.)

PHYS 360: 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 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.) Prerequisites: Physics 320 and Mathematics 243 is recommended.

PHYS 375: 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.

PHYS 380: SEMINAR 1 - 4 hour(s)

PHYS 381: TPC: 1 - 4 hour(s)

PHYS 400: 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 covered. Offered upon request of the student. Prerequisites: Physics 320, Mathematics 243, and permission.

PHYS 480: 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 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

PHYS 498: INTERNSHIP 1 - 4 hour(s)

POLITICAL SCIENCE

Nozar AlaoImolki (1982), Chair, Professor of Political Science
B.Sc., B.A., Northeast Missouri State University;
M.A., Xavier University;

Ph.D., Miami University

Academic Interest: Foreign policy; international politics, Middle Eastern politics

Jason A. Johnson (2004), Assistant Professor of Political Science, Communication

B.A., University of Virginia;
M.A., Ph D. University of North Carolina
Academic interest: political campaigns

John C. Koritansky (1970), 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

James C. 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>

Requirements for Majors

Total of nine political science courses, including:

- o American Government POLS 109;
 - o one course from each of the four departmental subfields:
 - o American politics, Comparative politics, International politics, and Political philosophy.
- In addition, the major will include some courses outside the department to be identified by the student and advisor. The foreign language requirement is proficiency equal to the attainment in a 103-level foreign language course.

Independent Capstone

Political Science majors must also complete a departmental capstone in consultation with their academic advisor. Students will complete a directed independent senior seminar 481, or internship (minimum of 1 credit hour). Political science honors students will be exempt from this requirement. The capstone course must be taken after student achieves senior status or after the completion of 90 credit hours. A formal departmental, campus-wide, or public (at Hiram or elsewhere) oral presentation of the project is part of this experience.

Requirement for Honors

Honors in political science will be awarded on the basis of the Hiram College's departmental honors plus an independent study course which produces a paper of substantial length and quality. Honors candidates will be examined on their paper by the faculty of the department and an external faculty evaluator.

Requirements for Minors

A minor in political science requires five courses chosen from the offerings of the department with the approval of the departmental advisor. 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 109: AMERICAN GOVERNMENT 4 hour(s)

The government and politics of the United States in its national aspects. Some emphasis on constitutional and current problems.

POLS 205: WORLD GEOGRAPHY 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.

POLS 209: INTEREST GROUPS 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.

POLS 210: STATE AND LOCAL GOVERNMENT 4 hour(s)

A survey of governmental structures and processes at the sub-national level in the United States.

POLS 211: 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 215: PUBLIC POLICY AND THE PRESIDENCY 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.

POLS 216: 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.

POLS 223: 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 225: PRESIDENTIAL LEADERSHIP & THE MAKING OF FOREIGN POLICY 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 as the methods of logic that a

president utilizes in the formulation of foreign policy.

POLS 228: 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 229: INTERNATIONAL ORGANIZATION 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.

POLS 231: INTERNATIONAL POLITICS 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.

POLS 233: 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 235: 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.

POLS 236: ANARCHY 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.

POLS 241: THE TRANSATLANTIC RELATIONSHIP 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.

POLS 251: 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.

POLS 274: 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 280: SEMINAR 1 - 4 hour(s)

POLS 281: INDEPENDENT STUDY 1 - 4 hour(s)

POLS 298: FIELD EXPERIENCE 1 - 4 hour(s)

POLS 311: 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 314: 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.

POLS 317: 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 319: THE AMERICAN FOUNDING 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.

POLS 330: 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 332: 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 336: 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 urban contemporary problems. Prerequisite: permission of instructor. Also listed as Economics 336.

POLS 338: 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 344: CONSTITUTIONAL LIBERTIES AND RIGHTS 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 345: THE COURT AND CONSTITUTIONAL GOVERNMENT 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. Prerequisite: Political Science 109.

POLS 373: 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 380: SEMINAR 1 - 4 hour(s)

POLS 381: TPC: 1 - 4 hour(s)

POLS 479: 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 480: SENIOR SEMINAR 1 - 4 hour(s)

POLS 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

POLS 482: ADVANCED INDEPENDENT RESEARCH 1 - 4 hour(s)

POLS 498: INTERNSHIP 1 - 4 hour(s)

POLS 610: MODEL U.N. 1 hour(s)

PSYCHOLOGY

Andrew J. Konick (1967) Chair, Professor of Psychology
B.A., Fairmont State College;
M.A., Ph.D., Kent State University

Ralph Cebulla (1964), Professor of Psychology, Emeritus

B.A., San Jose State University;
M.A., Ph.D., Ohio State University

Gwen Fischer (1982), Professor of Psychology, Emeritus
B.A., University of Chicago;
M.Ed., Ph.D., University of Toledo

Valerie R. Gilbert (2008), Laboratory Teaching Assistant
B.A., Kent State University

Ryan D. Honomichl (2007), Assistant Professor of Psychology
B.A., University of Redlands;
M.S., Ph.D., UC Davis

Michelle R. Nario-Redmond (2007), Assistant Professor of Psychology
B.A., University of Tulsa;
M.A., Ph.D., Kansas University

Arne Weigold (2009), Assistant Professor of Psychology
B.A., M.S. University of Muenster
Ph.D., Texas Tech University

Department Web address:

<http://psychology.hiram.edu>

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.

Requirements for a Psychology Major

Students considering psychology as a major or minor are encouraged to seek a mentor/advisor in the department before making any final decision. Acceptance into the psychology major is contingent on a student passing both General Psychology (PSYC 101) and Experimental Methods (PSYC 215) with a minimum grade of C. A prerequisite for enrolling in PSYC 215 is a minimum grade of C in PSYC 101; PSYC 215 is also required prior to enrolling in many of the Psychology Content Courses. (*Note: Transfer students may apply only 2 courses from another institution to their major coursework*).

I. Psychology General courses

- o PSYCH 101 – General Psychology
- o PSYCH 215 – Experimental Methods

II. Psychology Content courses

- o PSYCH 216 – Learning: Theory, Methods, and Application
- o PSYCH 217 – Psychological Testing and Measurement
- o PSYCH 261 – Child Development

- o PSYCH 327 – Neuroscience
- o PSYCH 344 – Social Psychology
- o PSYCH 365 – Perception and Cognition

III. Correlative courses

- o MATH 108 – Statistics
- o BIOL 152 – Introductory Biology II: How Life Works

IV. Psychology Elective courses

Students choose a minimum of three (3-4 hour) psychology courses that do not overlap with general or content courses. Students should note that Abnormal Psychology, 254, is a prerequisite for Introduction to Counseling and Clinical Psychology, 347.

V. PSYCH 480 – 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 *either* an internship *or* independent research under the supervision of a faculty member. 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 (298) or internship (498), an independent research project (481) or special topics courses (280, 281).

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, simulations and for data analysis; video-taping equipment can be used for animal or child developmental research or student training; we have a playroom equipped for unstructured small group play with an observation area which can be used to study young children; we also have equipment for individual cognitive assessment interviews. 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 out-patient 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 101, 215 and four additional courses (*Note: PSYC 280 seminars cannot count towards a minor*). Students minoring in Psychology must pass both Psychology 101 and 215 with a minimum grade of C. We recommend you discuss the selection of courses with a faculty advisor from the department.

COURSE DESCRIPTIONS

PSYC 101: 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 215: EXPERIMENTAL METHODS 4 hour(s)

Topics covered include types of experimental design and control, problems of definition, measurement, reliability and validity, descriptive statistics, statistical inference, and ethics in experimentation. Laboratories provide experience in human behavioral research, with an emphasis on methodology, analysis, and interpretation of data. Prerequisite: Psychology 101. Also listed as Biology 215.

PSYC 216: 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. Prerequisite: Psychology 215 or Biology 215.

PSYC 217: PSYCHOLOGICAL TESTING 4 hour(s)

This course will use traditional psychometric methods to examine issues in intellectual and personality assessment. The emphasis will be on reliability, validity, and utility of current techniques of psychological tests. Additional topics will include the legal and ethical controversies associated with the measurement of human ability. Prerequisites: Psychology 101 and 215.

PSYC 220: 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.

PSYC 250: 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: Psychology 101

PSYC 254: ABNORMAL PSYCHOLOGY 3 hour(s)

Study and descriptions of various forms of abnormal behavior. The relation between abnormal behavior and values. Various models employed to understand abnormal behavior are evaluated. Prerequisite: Psychology 101.

PSYC 261: PSYCHOLOGY OF CHILDHOOD 4 hour(s)

We 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: Psychology 101.

PSYC 262: PSYCHOLOGY OF ADOLESCENCE AND YOUNG ADULTHOOD 4 hour(s)

We 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: Psychology 101.

PSYC 280: 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 281: INDEPENDENT STUDY 1 - 4 hour(s)

Students may arrange to pursue topics of individual interest upon making an individual agreement with a faculty member.

PSYC 298: 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 supervisor as well as an agency supervisor. Students will participate in on-campus discussions of readings which raise a variety of ethical issues. 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. Permission of instructor required. We expect that students who enroll in Field Experience (298) will have minimal background in psychology (perhaps only General Psychology and a one-credit-hour course) 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 (498) will have a more extensive background in the social sciences and will be trained by the agency to work with clients.

PSYC 315: 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: Psychology 101 and Mathematics 108 or Psychology 215.

PSYC 324: EXCEPTIONALITY 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. Also listed as Education 324.

PSYC 327: NEUROSCIENCE 4 hour(s)

An examination of the physiological correlates of behavior with emphasis on the nervous and endocrine systems. Beginning with neuroanatomy, the course will examine vertebrate and invertebrate nervous systems, sensory and motor processes, mechanisms of arousal, and nervous system development. Laboratories focus on the relations between physiology and behavior, and will prepare students for further independent work. Prerequisites: Biology 152, and either Biology 215 or Psychology 215 or Biology 230. Also listed as Biology 327. Materials fee of \$50.

PSYC 328: 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. Prerequisites: Psychology 101, Biology 141, and either Biology 230 or Psychology 215. Also listed as Biology 328.

PSYC 344: 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 Sociology 155. This course is also listed as Sociology 344.

PSYC 361: 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 101 and 254.

PSYC 365: PERCEPTION AND COGNITION 3 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: Psychology 215 or Biology 215.

PSYC 380: SEMINAR 1 - 4 hour(s)

PSYC 381: TPC: 1 - 4 hour(s)

PSYC 430: BEHAVIORAL ENDOCRINOLOGY 4 hour(s)

Behavioral endocrinology is the study of the role hormones play in the physiology and behavior of animals. The interaction of behavior and endocrine system function is necessary to understand how psychological and biological systems express behavior. In this course, students will acquire an understanding of the feedback loop among behavior, endocrine and neurological function. Students will study how the endocrine system functions under normal conditions as well as under conditions of pathology. Topics include the influence of endocrine function on sexual behavior, social interaction, and physiological function. Students will gain laboratory experience in behavioral neuroendocrinology. Prerequisites: Biology 230 and Biology/Psychology 215 or permission. Also listed as Biology 430.

PSYC 432: STEREOTYPING AND PREJUDICE 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.

PSYC 454: PERSONALITY 4 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. The 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, including the biological, intrapsychic, sociocultural, and developmental 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.

PSYC 480: SENIOR SEMINAR 4 hour(s)

Students and faculty will discuss classical and contemporary issues in psychological research and theory. These discussions will be based on theoretical articles and major reviews of research. Students will have the opportunity to examine a variety of professional publications. Students will take an active role in leading discussions, as well as in selecting topics. Each student will research and present a lecture to fellow students and faculty on a topic of interest.

PSYC 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

Students may work independently or in small teams assisting faculty with their research projects. May be taken by arrangement with faculty.

PSYC 498: INTERNSHIP 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 supervisor as well as an agency supervisor. Students will participate in on-campus discussions of readings which raise a variety of ethical issues. 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. Permission of instructor required. We expect that students who enroll in Field Experience (298) will have minimal background in psychology (perhaps only General Psychology and a one-credit-hour course) 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 (498) will have a more extensive background in the social sciences and will be trained by the agency to work with clients. This course will be offered every year. 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. On-campus discussions will be arranged as needed.

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

Nozar Alalolmolk (1982), Chair, Professor of Political Science
B.Sc., B.A., Northeast Missouri State University;
M.A., Xavier University; Ph.D., Miami University
Academic Interest: Foreign Policy; International Politics, Middle Eastern Politics

Kathy Luscek, Director, Garfield Institute for Public Leadership

Other Faculty and visiting scholars contribute to the courses in this program.

Mission

The Garfield Institute prepares 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 xxx: 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 498: 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 (NGO) 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: Hinduism, Buddhism, religions of India and Tibet

Dixon Slingerland (1979), Professor of Religious Studies
B.A., Tufts University;
M.Div., Lutheran School of Theology at Chicago;
Ph.D., Union Theological Seminary, New York City

Academic Interest: Old Testament/Hebrew Scriptures, Pseudepigrapha, 'lost books' of the Bible, Roman religion, New Testament; the Holocaust

Department Web address:

<http://admission.hiram.edu/learn/majors/major.php?id=25>

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

36 semester hours of course work. In consultation with their departmental advisor, students choose broadly among the departmental course offerings. While some of these classes will be at the 100 and 200 level, the development of sophistication within the field encourages students to participate as often as possible in the 300-level seminars. Majors participate in at least one such seminar of each departmental member. 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 take a two-hour Religious Studies capstone course and fulfill the departmental capstone requirement in consultation with their Religious Studies academic advisor.

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 300 level seminar.

Requirements for Honors

In order to receive departmental honors, in addition to having the minimum GPA requirement, student must 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 2.8 or better; (2) a departmental GPA that is equal to 3.6 or better; and (3) a sum of overall GPA and departmental GPA that is equal to 6.8 or better.

COURSE DESCRIPTIONS

RELG 108: 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 109: INTRODUCTION TO THE BIBLE 3 hour(s)

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. A student may receive credit for only one of these courses.

RELG 110: INTRODUCTION TO THE BIBLE 4 hour(s)

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. A student may receive credit for only one of these courses.

RELG 218: WIZARDS, SORCERERS, AND SHAMANS 3 hour(s)

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"?

RELG 220: TRICKSTERS HOLY FOOLS STUDY OF LAUGHTER PLAY & MADNESS 3 hour(s)

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.

RELG 223: ASIAN RELIGIONS 4 hour(s)

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.

RELG 242: THE RELIGIOUS WORLD OF THE FIRST CENTURY 3 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 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. A student may receive credit for only one of these courses.

RELG 243: 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. A student may receive credit for only one of these courses.

RELG 244: OLD TESTAMENT LITERATURE AND INTERPRETATION 3 hour(s)

An abbreviated version of Religious Studies 245 for three semester hours. Students taking this course may not take Religious Studies 245.

RELG 245: OLD TESTAMENT LITERATURE AND INTERPRETATION 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. A student may receive credit for only one of these courses.

RELG 246: NEW TESTAMENT LITERATURE AND INTERPRETATION 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. A student may receive credit for only one of these courses.

RELG 247: NEW TESTAMENT LITERATURE AND INTERPRETATION 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. A student may receive credit for only one of these courses.

RELG 248: JUDAISM 3 hour(s)

See Religious Studies 249 for a description of this course.

RELG 249: JUDAISM 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 BCE to 200 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. A student may receive credit for only one of these courses.

RELG 251: HINDUISM 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.

RELG 253: 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 258: RELIGIOUS IMAGINATION REALITIES OTHERWORLDLY JOURNEYS 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?

RELG 280: SEMINAR 1 - 4 hour(s)

This course is for the general student to introduce them to a current topic in religious studies.

RELG 281: 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 283: 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.

RELG 284: 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 311: 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 200-level Religious Studies course, or permission.

RELG 312: SEMINAR IN ASIAN RELIGIONS 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 315: SEMINAR 4 hour(s)

Although more than half of the writings within the New Testament have been attributed to him and, although he has been considered the founder of Christianity, Paul was (and still is) a controversial figure. Many of his Christian contemporaries loved Paul; however, perhaps just as many scorned and ridiculed him. In this course, historical methods are applied to his letters and to the Acts of the Apostles in order to establish an accurate portrait of this most intriguing person, to describe the course of his life, and to determine the content of his gospel in relationship to his Christian opponents. Prerequisite: Any 100- or 200-level Religious Studies course, or permission.

RELG 380: SEMINAR 1 - 4 hour(s)

RELG 481: 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.

RELG 498: INTERNSHIP 1 - 4 hour(s)

SOCIOLOGY

Mario A. Renzi (1970), Chair, Professor of Sociology

B.A., Illinois Benedictine College;

M.A., Ph.D., University of Notre Dame

Academic Interests: Inequality, diversity, urban, and population

Kim M. King (1989), Professor of Sociology

B.A., John Carroll University;

M.A., Ph.D., University of North Carolina

Academic Interest: Crime, sex, family, and theory

LaShawnDa L. Pittman (2007), Minority Dissertation Fellow

B.S., Georgia State University;

M.A. University of Connecticut

Academic Interest: Urban poverty: race, class, & gender; mental health; carework

Department Web Site:

<http://admission.hiram.edu/learn/majors/major.php?id=26>

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 have 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.

Requirements for Majors

A major in sociology consists of:

- o SOAN 155
- o SOAN 3XX
- o SOAN 3XX
- o SOAN 452
- o SOAN 455
- o MATH 108
- o Plus 13 hours of electives at the 200 and 300 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 155 and at least one 300 level course, the anthropology minor requires 202. Students should consult with a member of the department about additional courses required for these minors.

Capstone

Our 2 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 the sociology.

Departmental Honors

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

- o An overall grade-point average of at least 2.8;
- o A departmental grade-point average of at least 3.6;
- o A sum of grade-point average (1 and 2) which equals 6.8.
- o 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 155: INTRODUCTION TO SOCIOLOGY 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.

SOAN 160: 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 201: 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 202 or permission.

SOAN 202: CULTURAL ANTHROPOLOGY 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. 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. A student may receive credit for only one of these courses.

SOAN 203: 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 is a prerequisite to all advanced courses except with special permission. A revised version of this course is offered for four credit hours as Social and Anthropology 202. A student may receive credit for only one of these courses.

SOAN 226: ETHNICITY IN AMERICA 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. Prerequisite: Sociology 155 or 202 or 203 or permission.

SOAN 227: ETHNICITY IN AMERICA 4 hour(s)

SOAN 236: 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 202 or permission.

SOAN 239: SEX AND GENDER IN SOCIETY 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. Prerequisite: Sociology 155 or 202 or 203 or permission.

SOAN 245: 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 202 or permission.

SOAN 251: 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.

SOAN 262: 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 202 or permission.

SOAN 265: 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.

SOAN 267: SOCIOLOGY OF BLACK FAMILIES 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.

SOAN 274: PEOPLE AND CULTURES OF THE PACIFIC ISLANDS 4 hour(s)

A survey of the indigenous cultures of Oceania. 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.

SOAN 275: INTRODUCTION TO ARCHAEOLOGY 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.

SOAN 276: NORTH AMERICAN INDIANS 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).

SOAN 280: SEMINAR 1 - 4 hour(s)

SOAN 281: INDEPENDENT STUDY 1 - 4 hour(s)

SOAN 298: FIELD EXPERIENCE 1 - 4 hour(s)

SOAN 301: 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 155 or 202 or permission.

SOAN 304: CORPORATE DEVIANCE 3 hour(s)

This course will examine numerous cases of corporate and governmental wrongdoing in the areas of health care, environmental destruction, job safety, discrimination, business practices, and foreign markets. Structural and societal reasons for the persistence of corporate deviance, as well as reactions and solutions to corporate deviance, will be highlighted. A revised version of this course is offered for four credit hours as Sociology 305. A student may receive credit for only one of these two courses. Prerequisites: Sociology 155 or 202 or permission. Also listed as Management 304.

SOAN 305: CORPORATE DEVIANCE 4 hour(s)

This course will examine numerous cases of corporate and governmental wrongdoing in the areas of health care, environmental destruction, job safety, discrimination, business practices, and foreign markets. Structural and societal reasons for the persistence of corporate deviance, as well as reactions and solutions to corporate deviance, will be highlighted. A revised version of this course is offered for three credit hours as Sociology 304. A student may receive credit for only one of these courses. Prerequisites: Sociology 155, 202, 203, or permission. Also listed as Management 305.

SOAN 321: SOCIAL DEVIANCE, THEORETICAL PERSPECTIVES 3 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. Prerequisite: Sociology 155 or 202 or permission.

SOAN 322: SOCIAL INEQUALITY 3 hour(s)

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. A student may receive credit for only one of these courses. Prerequisites: Sociology 155, 202, or 203, or permission.

SOAN 323: SOCIAL INEQUALITY 4 hour(s)

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. A student may receive credit for only one of these courses. Prerequisites: Sociology 155, 202, or 203 or permission. .

SOAN 324: SOCIOLOGY OF CRIME AND DELINQUENCY 4 hour(s)

An introduction to criminology and delinquency with special emphasis on patterns of crime, victimology, difficulties in acquiring crime data, theories of crime, and the role of criminal justice system. Prerequisite: Sociology 155 or 202 or permission.

SOAN 344: 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 Sociology 155. This course is also listed as Psychology 344.

SOAN 363: 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 202 or 203 or permission.

SOAN 380: SEMINAR 1 - 4 hour(s)

SOAN 452: 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 202 or 203 or permission.

SOAN 455: 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: SOAN 155 or SOAN 202 or permission.

SOAN 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

SOAN 498: INTERNSHIP 1 - 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

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 P/F basis. Credit is counted toward the total required for graduation, but is not counted toward fulfillment of Core Curriculum requirements.

STDV 193: 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 lifetime. 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.) Pass/No Credit only.

STDV 210: 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 280: SEMINAR 1 - 4 hour(s)

STDV 281: INDEPENDENT STUDY 1 - 4 hour(s)

STDV 298: FIELD EXPERIENCE 1 - 4 hour(s)

STDV 498: INTERNSHIP 1 - 4 hour(s)

STDV 600: 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 602: INTERNATIONAL STUDENT DEVELOPMENT AND MENTORSHIP 1 hour(s)

This course is open to new, incoming international students to extend the facilitation of information and discussions that began during Orientation. Through this class, international students will learn more about navigating Hiram College and life in the U.S. as well as have several opportunities to travel off campus. Students will complete readings, reflection essays, assignments, and field trips. Additionally, students will have the benefit of meeting in small groups led by a Peer Assistant (upper-class Hiram College students).

STDV 605: 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 608: 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 610: CAREER EXPLORATION 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 611: JOB SEARCH SKILLS 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 620: 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 621: 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 622: 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 permission.

STDV 623: 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 permission. This course would be appropriate for juniors and seniors.

STDV 624: BEING A MAN/NEW MILLENNIUM 1 hour(s)

STDV 628: 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 630: 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 635: 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 640: 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 641: 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 642: 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 645: 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 651: 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 661: LEADERS PROGRAM: EMERGING 1 hour(s)

STDV 662: LEADERS PROGRAM: EXPLORING 1 hour(s)

STDV 663: LEADERS PROGRAM: ENGAGING 1 hour(s)

STDV 664: LEADERS PROGRAM: EVOLVING 1 hour(s)

STDV 671: GOING GREEN 1 hour(s)

Students will participate in 12 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, fencing, gardening and composting. No transportation, special skills or prior experience necessary. Journal reflections will be required.

STDV 673: 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 with Hiram's Fair Trade program on campus through making fair trade gift baskets, working on advertising, or engaging the program with their other talents. Students will be required to write two single-spaced, one-page journal reflections on their experience.

STDV 680: SEMINAR 1 hour(s)

STDV 681: 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 permission.

THEATRE ARTS

Elizabeth A. Bauman (2001), Chair, Assistant Professor
B.A., State University of New York;
M.A., The University of Akron M.F.A., Kent State University

Richard Hyde (1990), Associate 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

Sara Whale, (2008) Dance Instructor
B.F.A., Pacific Northwest College of Art

Department Web address:

<http://admission.hiram.edu/learn/majors/major.php?id=29>

Requirements for Majors

I. Core content:

- o Performance (8 hours) Theatre Arts 120, 121, 331;
- o Dramatic Literature and Theatre History (8 hours) Theatre Arts 241/251, 242/252;
- o Theatrical Design and Technical Theatre (8 hours) Theatre Arts 170/179, 360

II. Electives:

- o At least one additional course (9 hours minimum total) in each of the three areas, approved by the department.

III. Senior Experience:

- o Theatre Arts 480 or 498 (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. The department offices and theatre are located in Bates Hall.

Requirements for Minors

I. Core:

- o Performance (3 hours) Theatre Arts 120/121 or Advanced Acting course.
- o Dramatic Literature and Theatre History (3/4 hours) Theatre Arts 140 or 150 or Advanced Theatre History.
- o Theatrical Design and Technical Theatre (4 hours) Theatre Arts 170/171 or Advanced Technical Theatre course.

II. Electives:

- o Three additional courses approved by the department.

COURSE DESCRIPTIONS

THEA 110: BEGINNING DANCE I 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.

THEA 120: FUNDAMENTAL PRINCIPLES OF ACTING 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.

THEA 121: ACTING LAB 1 hour(s)

By permission only. Taken with 120.

THEA 140: 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 English 140. A student may receive credit for only one of these courses.

THEA 150: INTRODUCTION TO THEATRE 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.

THEA 152: THE ART OF THE THEATRE 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 will 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 minors, although it can be taken as an elective.

THEA 153: THE ART OF THE THEATRE 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 will 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.

THEA 170: TECHNICAL PRODUCTION 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.

THEA 171: REHEARSAL ASSISTANT 1 hour(s)

The 1 hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 172: RUNNING CREW/PROPERTIES 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 173: SOUND/LIGHTS 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 174: SET CONSTRUCTION/PAINTING 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 175: COSTUMING/MAKE-UP 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 176: FRONT OF HOUSE OPERATIONS 1 hour(s)

This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 179: TECHNICAL PRODUCTION LAB 1 hour(s)

THEA 200: HISTORY OF WESTERN THEATRE I 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. Previously THEA 251. A student may receive credit for only one of these courses.

THEA 201: HISTORY OF WESTERN THEATRE II 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. Previously Theater 252. A student may receive credit for only one of these courses.

THEA 209: SHAKESPEARE IN PERFORMANCE 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.

THEA 224: ORAL INTERPRETATION OF LITERATURE 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. Principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will be an integrated aspect of this course. Also listed as Communications 224.

THEA 226: 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 229: 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 puppets, flannel boards, and other media. Students will develop a story through improvisation and learn to make simple masks, costumes, and other props to support their stories. The class will culminate in a performance for children in one of our area schools or libraries.

THEA 239: 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.

THEA 241: READINGS IN DRAMATIC LITERATURE I 1 hour(s)

By permission only. This course should be taken with 251.

THEA 242: READINGS IN DRAMATIC LITERATURE II 1 hour(s)

By permission only.

THEA 243: 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.

THEA 245: CLASSICAL DRAMA 4 hour(s)

See Theatre Arts 244 for a description of this course. Also listed as Classical Studies 245.

THEA 251: HISTORY OF WESTERN THEATRE I 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.

THEA 256: 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 257: 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.

THEA 260: THEORY AND PRACTICE OF STAGE LIGHTING 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 permission.

THEA 261: SHAKESPEARE 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.

THEA 267: THREE DIMENSIONAL DESIGN 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.

THEA 271: 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 272: 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 273: 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 274: 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 275: 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 276: 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 277: 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 280: SEMINAR 1 - 4 hour(s)

THEA 281: INDEPENDENT STUDY 1 - 4 hour(s)

THEA 298: FIELD EXPERIENCE 1 - 4 hour(s)

THEA 329: PROJECTS IN ACTING 4 hour(s)

A continuation of Theatre Arts 120. 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 permission.

THEA 331: 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 permission.

THEA 339: 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 permission.

THEA 360: 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 permission.

THEA 369: PROJECTS IN DESIGN 4 hour(s)

This course is concerned primarily with scene design project work. Building on techniques learned in Theatre Arts 360, students design sets, work with budgets, manage shop time, and focus on other areas related to design. Prerequisite: Theatre Arts 360 or permission.

THEA 371: STAGE MANAGEMENT 3 hour(s)

THEA 380: SEMINAR 1 - 4 hour(s)

THEA 381: TPC:ACTING: 1 - 4 hour(s)

THEA 382: TPC: DANCE 1 - 4 hour(s)

THEA 383: TPC: TECH THEATRE 1 - 4 hour(s)

THEA 384: TPC: DESIGN 1 - 4 hour(s)

THEA 385: TPC: DIRECTING 1 - 4 hour(s)

THEA 480: SENIOR SEMINAR 1 - 4 hour(s)

THEA 481: INDEPENDENT RESEARCH 1 - 4 hour(s)

THEA 498: INTERNSHIP 1 - 4 hour(s)

URBAN STUDIES MINOR

Mario A. Renzi (1970), Coordinator, Professor of Sociology
B.A., Illinois Benedictine College;
M.A., Ph.D., University of Notre Dame
Academic Interests: Inequality, diversity, urban and population

Introduction

A minor in urban studies requires five courses from the departments of economics, political science, and sociology. The requirements are: Sociology 236, Economics/Political Science 336 and three courses selected from Sociology 224, 251, Economics 200, 330, History 259, Interdisciplinary 336, 365. Selection of the three courses must be made in consultation with the coordinators.

HEALTH SCIENCE PROGRAMS

Colleen A. Fried (1993), Chair, Professor of Chemistry
B.A., Carleton College;
Ph.D., Iowa State University

Academic interest: synthetic organic chemistry

Health Science Board:

Kathryn Craig, Director of Career Center
Michael Blackie, Assistant Professor of Biomedical Humanities
Cara Constance, Assistant Professor of Biology
Matt Hils, Professor of Biology
Tom Koehnle, Assistant Professor of Biology
Jody Modarelli, Assistant Professor of Biochemistry
Carol Shreiner, Assistant Professor of Chemistry

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. Courses of study can be pursued through four years at Hiram in preparation for medicine and other health science fields.

Students interested in health science are strongly advised to discuss them 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 151, 152, 230 Chemistry 120, 121, 220, 320; and Physics 213, 214 (or 113,114). Mathematics 198 and 199 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 151, 152, Chemistry 120, 121

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 including Chemistry 240 and 366, Biology 223, 338, 365. 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

freshman 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 151, 152, 338, 365, 366; Chemistry 120, 121, 220, 320; a Freshman Seminar Course; Mathematics 198; Physics 113, 114; and basic courses in the liberal arts as determined by the graduation requirements of Hiram College. Students may apply to veterinary school during their third or fourth year at Hiram.

PRE LAW

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 form their own pre-law club, which has the authority to request funds from student government 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.