
Mission Statement

When Grinnell College framed its charter in the Iowa Territory of the United States in 1846, it set forth a mission to educate its students “for the different professions and for the honorable discharge of the duties of life.” The College pursues that mission by educating young men and women in the liberal arts through free inquiry and the open exchange of ideas. As a teaching and learning community, the College holds that knowledge is a good to be pursued both for its own sake and for the intellectual, moral, and physical well-being of individuals and of society at large. The College exists to provide a lively academic community of students and teachers of high scholarly qualifications from diverse social and cultural circumstances. The College aims to graduate women and men who can think clearly, who can speak and write persuasively and even eloquently, who can evaluate critically both their own and others’ ideas, who can acquire new knowledge, and who are prepared in life and work to use their knowledge and their abilities to serve the common good.

Core Values of Grinnell College

Excellence in Education for Students in the Liberal Arts

- varied forms of learning, in and out of the classroom and beyond college
 - creative and critical thinking stimulated by the free, open exchange of ideas
 - education that reflects on its own process
 - excellent teaching as the highest priority of the faculty
 - active scholarship in traditional and interdisciplinary fields
 - need-blind admission of students with strong academic potential
-

A Diverse Community

- a wide diversity of people and perspectives
 - a residential campus in a setting that promotes close interactions
 - personal, egalitarian, and respectful interactions among all members of the community
 - meeting full demonstrated financial-aid need of admitted and continuing students
 - support for professional well-being of all whose work contributes to the College
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Social Responsibility

- our strong tradition of social responsibility and action
- our strong tradition of self-governance and personal responsibility
- learning from and communicating with the world beyond the campus
- life-long connections that support friendship, work, and learning
- continuing to build institutional strength for educating tomorrow's students

Grinnell College Profile

Founded: 1846

Location: Grinnell, Iowa (population 9,100); on or near Interstate 80, U.S. Highways 6 and 63, State Highway 146; one hour from airports at Des Moines and Cedar Rapids

Type: Private, coed, residential, liberal arts

Degree Conferred: Bachelor of Arts

Enrollment: About 1,450 (total enrollment including those currently studying off campus) from 50 states, the District of Columbia, Puerto Rico, and about 50 countries

Six-Year Graduation Rate: 84.0 percent

Student:Faculty Ratio: 10:1

Academic Year: Late August through mid-May (two semesters)

Library: 504,500 volumes; currently receiving 4,700 serials; select depository for federal documents

Accreditation and Affiliations: Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, telephone 321-263-0456. On the approved list of the American Chemical Society. Member of the Association of American Colleges, American Council on Education, College Board, Council for Higher Education of the United Church of Christ, Associated Colleges of the Midwest, Great Lakes Colleges Association, Midwest Conference, and other national and regional associations. Phi Beta Kappa chapter chartered in 1907.

Campus: 120 acres, 63 buildings (including 19 residence halls), 365-acre environmental research area

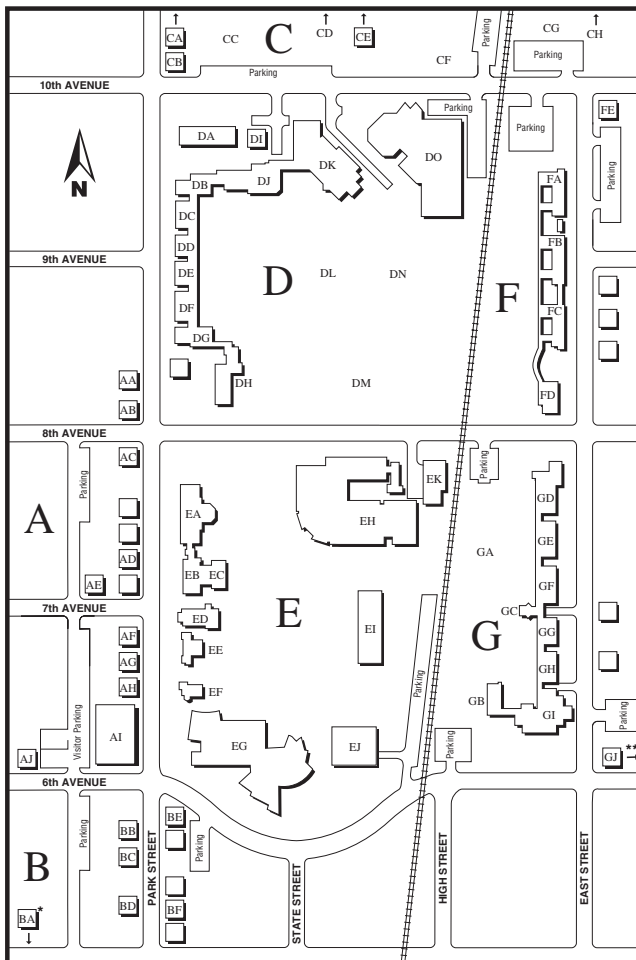
Colors: Scarlet and Black

Nickname: Pioneers

Campus Map

CAMPUS FACILITIES

- Alumni Recitation Hall (ARH) EA
- Baseball Diamond CD
- Book Store EC
- Bucksbaum Center for the Arts EG
- Building B FC
- Burling Library EJ
- Carnegie Hall EB
- Clark Residence Hall DC
- Cleveland Residence Hall GH
- Conney M. Kimbo
 - Black Cultural Center CB
- Cooling Plant EK
- Cowles Residence Hall DJ
- Darby Gym/Athletic Center
(scheduled for completion,
Jan. '05) CF
- Dibble Residence Hall DB
- East Hall FA
- Faculty House AB
- Facilities Management ** GJ
- Forum EI
- Gale Observatory CE
- Gates Residence Hall DD
- Goodnow Hall EF
- Grinnell House BD
- Haines Residence Hall GF
- Harris Center DK
- Harry Hopkins House AF
- Heating Plant DI
- Herrick Chapel ED
- James Residence Hall GG
- Jane Springer Athletic Field CC
- Joe Rosenfield Center
(scheduled for completion,
Fall '06) DM
- John Chrystal Center AI
- Langan Residence Hall DF
- Lazier Hall FD
- Les Duke Track CD
- Loose Residence Hall GD
- MacEachron Field DL
- Main Residence Hall GI
- Mears Cottage GB
- Nollen House AH
- Norris Residence Hall DA
- Noyce Science Center EH
- Old Glove Factory * BA
- Physical Education Complex
(PEC) DO
- Preschool Lab AD
- President's House CA
- Rawson Residence Hall DE
- Read Residence Hall GE
- Rose Hall FB
- Rosenbloom Football Field CD
- Smith Residence Hall DG
- Soccer Field CH
- Softball Diamond CH
- Steiner Hall EE
- Student Publications GC
- Tennis Courts CG
- Volleyball Courts GA
- Ward Field DN
- Windsor House BE
- Yunker Residence Hall DH
- 919 7th Avenue AE
- 1102 Broad Street AJ
- 1008 Park Street BF
- 1019 Park Street BC
- 1023 Park Street BB
- 1127 Park Street AG
- 1233 Park Street AC
- 1321 Park Street AA
- 1432 East Street FG



CAMPUS PROGRAMS AND SPACES

- Academic Advising EI
- Accounting * BA
- Admission AI
- Alumni Relations * BA
- Athletics DO
- Bob's Underground Coffeehouse GI
- Career Development Office AG
- Cashier/Bursar AI
- CERA Director AF
- Chaplain AE
- College Services AC
- Communication and Events BE
- Community Enhancement * BA
- Community Service Center AG
- Corporate, Foundation, and
Government Relations AH
- Cowles Dining Hall DJ
- Dean of the College AH
- Development * BA
- Dining Services GI

- Experiential Learning,
Center for AG
- Faulconer Art Gallery EG
- Financial Aid AI
- Flanagan Arena Theatre EG
- Forum Grill EI
- Health Center EI
- Human Resources BA
- Humanities, Center for the EE
- Information Technology
Services AJ, BB, BC, BF
- Institutional Research AI
- International Student Services EI
- International Studies,
Center for GB
- Mail Services EB
- Multicultural Affairs EI
- Off-Campus Study GB
- Prairie Studies, Center for AF
- President of the College AH
- Print and Drawing
Study Room EJ
- Quad Dining Hall GI

- Reading Lab AA
- Registrar AI
- Roberts Theatre EG
- Security Department FE
- Social Commitment,
Office for AG
- South Lounge EI
- Stonewall Resource Center GD
- Student Affairs EI
- Student Government
Association EI
- Student Housing EI
- Technology Discovery
Center AC
- Treasurer * BA

* The Old Glove Factory is on the southwest corner of Broad Street and Third Avenue

** Facilities Management is located on the east edge of Grinnell at 1917 6th Avenue

Academic Calendar

All dates are inclusive

First semester	2004—2005	2005—2006	2006—2007	2007—2008	2008—2009
New Student Days Begin	August 21 Saturday	August 20 Saturday	August 19 Saturday	August 25 Saturday	August 23 Saturday
Registration	August 25 Wednesday	August 24 Wednesday	August 23 Wednesday	August 29 Wednesday	August 27 Wednesday
First Day Of Classes	August 26 Thursday	August 25 Thursday	August 24 Thursday	August 30 Thursday	August 28 Thursday
Fall Break Begins	October 16 Saturday	October 15 Saturday	October 14 Saturday	October 20 Saturday	October 18 Saturday
Classes Resume	October 25 Monday	October 24 Monday	October 23 Monday	October 29 Monday	October 27 Monday
Thanksgiving Recess	November 25 Thursday	November 24 Thursday	November 23 Thursday	November 22 Thursday	November 27 Thursday
Classes Resume	November 29 Monday	November 28 Monday	November 27 Monday	November 26 Monday	December 1 Monday
Last Day of Classes	December 10 Friday	December 9 Friday	December 8 Friday	December 14 Friday	December 12 Friday
Exam Week Begins	December 13 Monday	December 12 Monday	December 11 Monday	December 17 Monday	December 15 Monday
Last Day of Exam Week	December 17 Friday	December 16 Friday	December 15 Friday	December 21 Friday	December 19 Friday
Second semester	2004—2005	2005—2006	2006—2007	2007—2008	2008—2009
Registration	January 23 Sunday	January 22 Sunday	January 21 Sunday	January 20 Sunday	January 18 Sunday
First Day Of Classes	January 24 Monday	January 23 Monday	January 22 Monday	January 21 Monday	January 19 Monday
Spring Break Begins	March 19 Saturday	March 18 Saturday	March 17 Saturday	March 15 Saturday	March 14 Saturday
Classes Resume	April 4 Monday	April 3 Monday	April 2 Monday	March 31 Monday	March 30 Monday
Last Day of Classes	May 13 Friday	May 12 Friday	May 11 Friday	May 9 Friday	May 8 Friday
Exam Week Begins	May 16 Monday	May 15 Monday	May 14 Monday	May 12 Monday	May 11 Monday
Last Day of Exam Week	May 20 Friday	May 19 Friday	May 18 Friday	May 16 Friday	May 15 Friday
Commencement	May 23 Monday	May 22 Monday	May 21 Monday	May 19 Monday	May 18 Monday

For the most current information, view the calendar online.

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Section 1

General Information

Grinnell College

A Grinnell Education

At the center of a Grinnell education is intensive mentoring of students by the faculty. This mentoring begins in the First-Year Tutorial, the only required course at Grinnell College. While faculty members from all academic departments teach the tutorial and their topics vary widely, every tutorial emphasizes writing, critical thinking and analysis, oral discussion skills, and information literacy. Each tutor also serves as adviser to this group of students until they declare a major field of study. Thus, students receive guidance from an instructor with personal knowledge of their academic interests, aptitudes, and needs. The tutorial is usually limited to 12 students, making it somewhat smaller than the average class, though similar in intensity to the rest of the curriculum. Grinnell classes generally are small, with an average enrollment of 16 and fewer than 6 percent of classes above 30 students. Many academic programs offer a Mentored Advanced Project (MAP), either as independent study or in the context of a seminar. The MAP, closely guided by a faculty director, gives upper-level students the opportunity to culminate a sequence of academic work by completing a highly advanced project in research or creative arts.

At all levels of the curriculum, Grinnell College students receive an education rooted in active experience. For example, students in science classes engage in discovery-based learning, even at the introductory level. Each area of the fine arts offers opportunities for creative practice alongside the study of history, theory, and formal analysis. Outside the classroom, the Career Development Office has coordinated more than 400 college-funded summer internships for students over the past five years. About a third of students participate in intercollegiate athletics through membership on varsity teams. Residence life, another important feature of a Grinnell education, teaches students the pragmatic social skills of self-governance as they live together in community. The College offers a calendar packed with cultural events and activities, including concerts, lectures, theatre, films, and opportunities for volunteer and civic involvement. Grinnell has never had fraternities or sororities; social events are open to all members of the College.

Grinnell's emphasis on active learning extends to participation in the global community. With international students making up over 10 percent of the student body and domestic students representing every state, Grinnell offers a geographically and culturally diverse environment for living and learning. A flourishing Center for International Studies coordinates and highlights the many courses and programs at Grinnell College with a global perspective. Even without a language requirement, nearly all students elect to study a foreign language. More than half of Grinnell students (a number matched by very few other colleges) spend a semester in Off-Campus Study. Nearly all of these students decide to live and study in an academic program outside of the United States.

Above all, Grinnell College entrusts students with an uncommon level of responsibility for their own college experience. Just as self-governance is central to residential life at the College, the freedom of each student to choose a unique set of

courses is central to the way Grinnell organizes its curriculum. Students exercise this responsibility not in isolation, but with the active guidance of their faculty adviser and other faculty mentors. In sum, responding to a recent survey, 84 percent of alumni reported that they would send their own children to Grinnell College. Intensive teaching, active learning, residence in a community of cultural and global diversity, and the institution's commitment to self-governance in both social and academic life—these elements come together at Grinnell College to form a distinctive experience of liberal education.

History of the College

Grinnell's founding was part of the history of the American West. Founded on the prairie, from the beginning the College reflected the pioneering spirit common to the men and women who were part of the movement westward.

The College dates from June 10, 1846, when a group of transplanted New Englanders with strong Congregational and social-reformer backgrounds organized as the Trustees of Iowa College. A few months later, Iowa joined the Union.

The first 25 years of Grinnell's history saw a change in name and location. Iowa College moved farther west from Davenport, Iowa, to the town of Grinnell and unofficially adopted the name of its new benefactor: an abolitionist minister, Josiah Bushnell Grinnell. The name of the corporation "The Trustees of Iowa College" remained, but in 1909 the name "Grinnell College" was adopted by the trustees for the institution itself.

In its early years, the College had some setbacks. Although two students received Bachelor of Arts degrees in 1854 (the first to be granted by a college west of the Mississippi River), within 10 years the Civil War had claimed most of Grinnell's students and professors. In the decade following the war, growth resumed: Women were officially admitted as candidates for degrees, and the curriculum was enlarged to include then-new areas of academic studies, such as natural sciences with laboratory work.

In 1882, Grinnell College weathered another storm when a cyclone destroyed both College buildings. Rebuilding began immediately, and the determination to expand wasn't limited to architecture: The curriculum was again extended to include departments in political science (the first in the United States) and modern languages. Grinnell became known as the center of the Social Gospel reform movement, while other firsts pointed to the lighter side of college life: The first intercollegiate football and baseball games west of the Mississippi were played in Grinnell, and the home teams won.

As the 20th century began, Grinnell established a Phi Beta Kappa chapter, introduced the major system of study, began Grinnell-in-China (an educational mission that lasted until the Japanese invasion and resumed in 1987), and built a women's residence hall system that became a national model. The social consciousness fostered at Grinnell during these years became evident during Franklin D. Roosevelt's presidency, when Grinnell graduates Harry Hopkins '12, Chester Davis '11, Paul Appleby '13, Hallie Ferguson Flanagan '11, and Florence Stewart Kerr '12 became influential New Deal administrators.

If the future of a college can be found in its past, then concern with social issues, educational innovation, and individual expression will continue to shape Grinnell.

Location

Grinnell College has an attractive 120-acre campus of spectacular academic facilities that include the Noyce Science Center, featured in architectural journals, and the Bucksbaum Center for the Arts, designed by Cesar Pelli. The College also owns the 365-acre Conard Environmental Research Area (CERA), located about 14 miles from the campus and used on a regular basis for research and teaching.

The city of Grinnell is a community rooted in agriculture, but also with a long history of international commercialism and civic pride, leadership, and accomplishment. Grinnell is also rich in architectural interest. Thirteen sites in town are listed on the National Registry of Historic Places, including the Louis Sullivan “Jewel Box” bank building and the Walter Burley Griffin “Ricker” house. The city of Grinnell offers members of the campus community a chance to enjoy the quality of life that has earned it a place among the 25 “Best Small Towns in America” in the book of that title.

Outdoor recreational activities include lakes, prairie preserves, cross country ski trails, and a new bicycle path that connects Grinnell and Rock Creek State Park. In town, attractions include eclectic downtown shopping, coffee shops, small bed-and-breakfast inns, weekend antique auctions, restaurants, and several city parks.

From Grinnell, it is less than an hour’s drive to Des Moines and about an hour to Iowa City, a vibrant community with a renowned state university and teaching hospital. The metropolitan attractions of Minneapolis-St. Paul, St. Louis, Kansas City, and Chicago are all accessible within a four- to five-hour drive.

Education in the Liberal Arts

A liberal arts education has at its center four practices that distinguish it from other kinds of learning: critical thinking, examination of life, encounters with difference, and free exchange of ideas. By offering an education in the liberal arts, Grinnell College asserts the importance of lifelong learning characterized by sustained intellectual curiosity and an open mind for assessing the unfamiliar. At the same time, by using critical thinking to identify assumptions, to test logic, to evaluate evidence, to reason correctly, and to take responsibility for the conclusions and actions that result, a student of the liberal arts can grow personally as well as intellectually. A liberally educated person should be capable of principled judgment, seeking to understand the origins, context, and implications of any area of study, rather than looking exclusively at its application.

Because knowledge is lost if it is not shared, both students and teachers of the liberal arts strive to engage in precise and graceful communication. This communication takes place verbally, but also in other ways, including the symbolic and expressive systems of mathematics, music, computer languages, the natural sciences, and the visual and performing arts. By learning and exploring these systems, one may attain an understanding of aspects of human thought, which is a crucial part of liberal education.

In *Cultivating Humanity* (1997), Martha C. Nussbaum speaks of “an education that is ‘liberal’ in that it liberates the mind from the bondage of habit and custom, producing people who can function with sensitivity and alertness as citizens of the whole world.” Nussbaum argues that the central task of liberal education is to activate each student’s mind, so that choices and actions may emerge from independent thought rather than from acceptance of conventional assumptions or dictates. Drawing on Socrates and the Stoic philosophers, Nussbaum sees liberally educated individuals as continually examining themselves and their own traditions. She also urges liberal arts students to gain valuable knowledge by studying alternative perspectives and cultures different from their own.

In the Grinnell College curriculum, the only requirements for graduation are completion of a First-Year Tutorial, 124 credits, and the academic major. This flexibility places significant responsibility on each student to design a course of study. Each student declares an academic major at some point during the first four semesters of enrollment. At the same time, the student plans a comprehensive program that can incorporate options such as off-campus study, teaching certification, or an interdisciplinary concentration.

The academic major helps the four years of undergraduate education to assume a distinctive shape. At the same time, it is important to resist viewing the nonmajor courses as nothing more than a sampling of electives. Faculty advisers help students to design a program of study outside the major that reflects thoughtful planning and is consistent with the student’s goals. Working closely with the regular faculty member who serves as the student’s academic adviser, the student develops a provisional four-year plan that reflects the diversity of academic disciplines while incorporating study at the advanced level in one or more fields. The provisional plan

usually requires revision, but with each change the student and adviser consider how the plan reflects the student's evolving sense of what it means to be liberally educated.

Student and adviser will need to discuss areas that the student seems inclined to avoid. Such resistance often points to an area of knowledge or a form of intellectual discipline that will enrich and balance the student's academic program. Skills, methods of inquiry, and knowledge often transfer across disciplines. The creative application of these in new contexts may lead to new insights or solutions. Moreover, the ability to analyze a problem or subject critically from multiple perspectives may illustrate the limitations of any single theory, however powerful, to explain a complex range of phenomena. Finally, breadth of study prepares the student to approach new questions not yet formulated, in fields and professions not yet imagined.

What should the liberally educated person know? While each discipline in a liberal arts curriculum has its own rationale and purpose, the heterogeneity of good critical thinking and the free exchange of ideas militate against any single answer to this question. However, as each student works to create a personal definition in the form of the academic plan, the following principles, devised by the Grinnell College faculty, may serve as a useful guide.

Elements of a Liberal Education

The original seven liberal arts, in the classical world, consisted of the *trivium* of deductive reasoning comprised of grammar, logic, and rhetoric, and the *quadrivium* of quantitative reasoning, which encompassed geometry, astronomy, arithmetic, and music. In *Rethinking Liberal Education* (1996), Bruce Kimball describes how the medieval European universities added to the seven liberal arts "the three philosophies": natural philosophy (empirical science), moral philosophy (human thought and behavior), and metaphysics (ontology, or the study of being). These categories of the liberal arts, inherited from the medieval European university, find their modern forms in the science, social studies, and humanities divisions into which Grinnell College, like many colleges and universities today, distributes its academic departments. Interdisciplinary programs draw upon multiple departments to examine newer areas of study such as environmental studies, global development, gender and women's studies, technology, and Africana studies.

A student may begin to select a variety of courses by using the historical categories, but the Grinnell College faculty uses three alternative models for planning a four-year course of study. Using the first model, the student might focus on strengthening a set of academic skills, such as the use of a nonnative language, mathematical reasoning, interpretation of texts, and the analysis of diverse cultures. In the second model, academic planning centers on several areas of advanced study, such as a set of courses from different departments that focus on the same topic, completion of an interdisciplinary concentration, or upper-level work in a nonnative language. Finally, using the third model, a student might emphasize study across a wide range of academic fields including courses in mathematics, laboratory science, history, cross-cultural studies, literature, and creative or performing arts. While enjoying this range of diverse areas of knowledge, the student would also pursue the depth of knowl-

edge gained from advanced study in at least one area outside the major, preferably including a nonnative language.

Each of these three curricular models has a significant level of faculty support. They are not mutually exclusive. In fact, it is possible to select a program of study consistent with all three models. For more specific guidance in planning an academic program, a student should review the six areas outlined below.

- 1) Nothing enhances the expression of knowledge better than engaging, clear, and accurate language. Reading closely, thinking clearly, and writing effectively form a web of connected skills, whether practiced in the First-Year Tutorial, in the Writing Lab, in designated writing courses, or in courses ranging from the introductory to the advanced level in almost every discipline. Students planning their academic programs should strive for the ability to convey their ideas with power and grace, to analyze and formulate arguments, and to adapt each piece of writing to its context and audience.
- 2) Study of a language other than one's own opens the mind to new ways of thinking. Language placement tests are offered during New Student Orientation, and students are asked to determine their appropriate level at that time. Many Grinnell College faculty members urge their advisees to study a nonnative language and its literature, not only for the exposure to a rich alternative world of cultural meanings, but also to gain a valuable perspective (unavailable to the monolingual person) on the workings of language itself. For careful planning, students should note that many off-campus study opportunities, the Alternative Language Study Option, certain academic majors, and many types of postgraduate study require specific levels of demonstrated ability in foreign languages.
- 3) An education in the natural sciences—biology, chemistry, physics, and psychology—introduces techniques of observation and experimentation, the relation of data to hypotheses, and the practice of scientific reasoning. This work trains the mind to relate concrete empirical information to abstract models, stimulating multidimensional and creative habits of thought. Sustained experience in the laboratory and a grasp of basic scientific principles lead to a better understanding of commonly observed phenomena. Nonspecialists who are scientifically literate bring valuable understanding to public discourse and to an increasing number of professional settings.
- 4) Quantitative reasoning, with emphasis on mathematical models and methods above the secondary-school level, aids in the expression of hypotheses, processes, and theoretical relations. A course in statistics can be helpful for all students, and particularly for those who might work in the social and behavioral sciences. Studies in computer science offer valuable exposure to principles of logic and problem-solving paradigms.
- 5) The study of human behavior and society leads students to investigate their own identities and to gain insight into social categories and relations. Faculty advisers often urge students to take a sustained look at the history of a specific society, and also to examine a contemporary society (or a segment of it) that is unfamiliar. In light of these encounters, students learn to make and evaluate their own political and ethical choices. Whether a student explores anthropology, economics, education, history, philosophy, political science, religious studies, sociology,

or interdisciplinary studies, this question will lie near the heart of the inquiry: In what ways have people lived together, and how should they live together?

- 6) Students enlarge their understanding of the liberal arts through the study of creative expression. In the analysis of creative works, whether through historical survey of forms, aesthetic theory, or interpretive practice, the arts occupy the foreground, though knowledge of history and society may inform the analysis. In this way, courses in literature, music, theatre, dance, and the visual arts complement studies in anthropology, history, philosophy, religious studies, and other fields. Students also benefit from learning, through direct instruction in artistic or literary technique, the intense discipline of art and its interplay between conscious intent and unconscious design.

Students of the liberal arts should use this framework as a starting point for intellectual discovery and personal development as they plan their four years of study in consultation with their advisers.

Ways of Learning

Students at Grinnell College learn in varied ways, both inside and outside the classroom. They learn by doing, whether in athletic and artistic pursuits, through public presentation and performance, by conducting experiments, or by writing for an audience.

Grinnell College gives faculty members broad freedom to design courses and to develop appropriate methods of instruction. Faculty members regularly experiment with new teaching methods, assignments, and classroom activities. As a result, students encounter a range of academic experiences suited to the subject matter, to different learning styles, and to their capabilities and interests. Small classes, including introductory courses, allow for spirited exchanges between and among faculty and students. Courses do not simply rely on a textbook, but also make use of readings selected and arranged by the instructor, or materials and activities that draw upon the college libraries, laboratories, music studios, art galleries, computing resources, and field sites. In seminars, studio art courses, and departmental colloquia, students present their own work for critical discussion and analysis.

Independent study takes a variety of forms: guided readings, independent projects, directed summer research, and course-linked projects that add credits to an existing course. High standards of quality are expected in all the forms of instruction for which credit is awarded, and all courses are taught by the Grinnell College faculty.

The First Year

Every first-year student at Grinnell enrolls in the First-Year Tutorial, a small group of students working with a faculty member to study a subject of interest to both students and tutor. The tutor also is the academic adviser for each student in the group, so that teaching and learning are closely linked with the planning of programs of study. In teaching, the tutor discovers the aptitudes and interests of the students, who in turn receive academic advice, not from an infrequently consulted stranger, but from a teacher who sees them from week to week.

In planning a program of study, the student and the tutor balance the cultivation of existing interests with the discovery of new ones. An entering student should regard the first year as a time for gaining breadth in the arts and sciences, confidence in exploring a variety of disciplines, and a more mature understanding of the place of each of these in liberal education as a whole. The following guidelines are helpful in realizing these objectives during the first year.

1. The student should develop his or her command of written English, not only in the tutorial but in at least one other suitable course as well.
2. The student should develop his or her knowledge of mathematics, a foreign language, or both.
3. The student should take courses in each of the three main divisions of the curriculum—humanities, science, and social studies—and should take no more than two full courses in any one division in any semester.

The Later Years: Earning a Bachelor of Arts

The following years of a student's undergraduate career continue to emphasize breadth of learning in the arts and sciences. At the same time, the student gives increasing attention to developing intellectual discipline in the systematic exploration of a major field of study and the design of a comprehensive academic plan. Grinnell offers three types of major programs:

1. A major in one of the traditional disciplines such as economics, physics, or Spanish. The majority of students choose a departmental major program.
2. An interdepartmental major, in which specified amounts of work are taken in more than one academic department. An example of such a major at Grinnell is general science.
3. An independent major, in which the student pursues a program of study designed in consultation with two faculty advisers. Recent examples are comparative literature, urban studies, and architectural history.

When a student selects a major program, a member of the faculty engaged in that study becomes his or her academic adviser. Sometimes this adviser is the same person who was the student's tutor. Even if the student changes advisers, the principle that advising should be linked to teaching and learning continues to be followed. Both student and adviser share an interest in the objects of their study. As the student begins increasingly to consider a career or further study after graduation, he or she profits from the advice of a faculty member aware of opportunities in the student's field of interest.

Off-Campus Study

Each year, large numbers of Grinnell students, representing over 50 percent of every graduating class, are accepted into a wide range of off-campus study programs both abroad and elsewhere in the United States. Students study abroad throughout the world in Asia, Australia, Latin America, Europe, the Middle East, and Africa. In the

United States, programs are available specializing in fine arts, science, social studies, humanities, and education. In addition, the College sponsors two one-semester study opportunities in England, the Grinnell-in-London fall and spring programs. In the United States, the Grinnell-in-Washington, D.C., program is offered in the fall semester. Participation is open to all qualified students, regardless of major, and possibilities for study exist in virtually all subject areas.

Off-Campus Study is an opportunity for students to broaden their liberal arts education and enhance their majors, concentrations, or other areas of academic interest. Although Grinnell recognizes that just being and studying in a new and challenging environment is a valuable learning experience, the College believes the opportunity will be even more enriching if closely integrated with coursework on campus. During the application process to study off campus, students will notice that great emphasis is placed on selecting an appropriate program compatible with their academic goals. The student will be working together with academic advisers and the Off-Campus Study Office to choose a program that supplements and enhances a Grinnell education. More detailed information on off-campus study appears in Courses of Study.

Liberal Education and Careers

Grinnell College exists for the objectives set forth at its founding: “to promote the general interests of education,” to qualify young people for the different professions, and “for the honorable discharge of the various duties of life.” The presence of Grinnell alumni in a variety of careers and their leadership in their communities prove that Grinnell continues to realize these objectives in its graduates. In addition, this evidence demonstrates that education in the fundamental disciplines of the arts and sciences also is education for professional and social accomplishment.

Students who plan their education in accordance with the principles of liberal education lay a sound foundation for careers of many kinds. Every profession needs women and men who can think logically and imaginatively, who can speak and write their own language with assurance, and who are not strangers to the languages of other peoples. Each profession needs women and men to whom new ways of thinking and new objects of knowledge pose, not threats but opportunities for intellectual and professional growth.

Students who find themselves changing their minds about careers or facing a choice among possible careers also will find that the nature of their liberal arts education has made such change and choice possible. Broad-based education is recognized by the corporate world as quality preparation for management decision-making. And education for “the long run” means that persons who have been so educated have opportunities for change and choice long after their undergraduate education has been completed.

In order to broaden choices and opportunities for careers, a student entering Grinnell needs to keep in mind the importance of early mastery of basic disciplines. To postpone the study of a foreign language or of mathematics until some time in the indefinite future is to deprive oneself of knowledge and intellectual discipline whose relevance to a particular career may not become apparent until later. The student planning for a career does best by following those principles for planning a liberal

education outlined near the beginning of this chapter. Students considering specific careers need to know the qualifications that may be required for those careers. At Grinnell they obtain such information and advice from faculty members designated as preprofessional advisers, from their own faculty advisers, and from the Career Development Office. Professional advice to students also is available through media, internships, alumni networking, and visits to the campus by professionals. Brief explanations of backgrounds conducive to particular careers follow.

Architecture

A broad education in the liberal arts and sciences is excellent preparation for a career in architecture. Grinnell has a cooperative preprofessional program in architecture with Washington University in St. Louis. During the third year, interested students make known their intent to transfer and prepare a portfolio based on studio courses. After they complete their third year at Grinnell—having constructed a course of study that meets the general academic and specific major requirements for graduating from Grinnell—students spend their senior year at Washington University, taking specified courses to develop pertinent skills. Graduation from Grinnell occurs after the successful completion of that year, and a three-year graduate course of study completes the program.

Business

Business looks primarily for confident and self-reliant women and men, not for people who have studied particular aspects of business. Almost any liberal course of study can lead to a career in business. Students who plan such careers are encouraged to major in whatever field is of most interest and to add to that major significant study and internship experience in other areas. In this way they develop basic abilities that can then be transferred to learning on the job. It is important to develop a high level of competence in the use of English, quantitative methods, and computing, whether students plan to go directly into business or to enter a graduate school of business administration. Knowledge of a modern foreign language is an invaluable asset to anyone whose work may involve international trade.

Communication/Journalism

A solid grounding in the liberal arts and sciences is the best preparation for a career in communication or journalism. Grinnell gives the prospective journalist an opportunity to gain skills in the arts of communication by studying well the uses to which the finest writers in English have put their language. In addition, the student finds that to the degree he or she knows the special languages of various disciplines—economics, biology, and music, for example—opportunities for effective writing and a rewarding career improve. Above all, liberal education at Grinnell imparts the values of humanity, literacy, critical sympathy, and precision of thought—values vital to communication media in a free society.

For practical experience, Grinnell's extracurricular resources include: the

college newspaper, *The Scarlet and Black*; the college radio station, KDIC-FM; the Audio Visual Center; photographic facilities; and extensive internship programs.

Community Service

Commitment to social responsibility has been a large part of Grinnell's history. In addition to personal satisfaction, contributions to volunteer organizations provide students with opportunities to see public-policy change in action. The Office of Social Commitment, along with the College's Community Service Center, encourages students to link community service to their academic interests. These volunteer activities combined with liberal arts skills can open job opportunities in the private, nonprofit sector, including citizen advocacy groups, grassroots organizations, VISTA, and the Peace Corps.

Engineering

At Grinnell, students who plan careers in engineering have two options. A student may spend three years at Grinnell and two years in one of the engineering programs with which Grinnell cooperates: Columbia University, California Institute of Technology, Rensselaer Polytechnic Institute, and Washington University. (Special arrangements can sometimes be made with other institutions.) Under normal progress the student receives a B.A. degree from Grinnell at the end of the fourth year and a B.E. degree from the cooperating institution at the end of the fifth year. Alternatively, a student may follow a complete B.A. course at Grinnell and, after graduation, undertake further study at an engineering school.

In either case, the prospective engineer studies the natural sciences as an integral part of a liberal education. Students are required to establish at Grinnell a strong foundation in mathematics, physics, and chemistry. A broad base of knowledge in the humanities and social sciences is also strongly recommended. The required science courses are those taken by any student with a serious interest in science, so a definite commitment to engineering is not necessary until enrollment at the engineering school.

Government Service

The diverse and intricate operations of government require competent administrators: educated women and men with interests and abilities in many disciplines, not just the social sciences. Such persons will find opportunities for careers at all levels of government—local, state, national, and international. Seniors interested in the United States Foreign Service should take the Foreign Service Officer Entrance Examination.

Several universities have graduate schools of public administration that provide advanced training for public careers. A law degree also is an asset for many such careers.

Health Professions

Most schools of medicine, dentistry, and nursing prefer four years of undergraduate preparation leading to a bachelor's degree. They do not specify that the student shall have majored in one of the natural sciences, and they welcome students with strong interests in the humanities and social studies. Students must, however, demonstrate competence in English, mathematics, biology, chemistry, and physics; and their undergraduate programs must include courses specifically listed by the professional schools as requirements for admission.

Law

Any major field of study offered at Grinnell provides sound preparation for the study of law. In accordance with the statement of policy adopted by the Association of American Law Schools, prelegal education at Grinnell College is "education for comprehension and expression in words, for critical understanding of human institutions and values, and for creative power in thinking. The development of these fundamental capacities is not the monopoly of any one subject-matter area, department, or division."

Students preparing to enter law school should take a four-year course of study. The four-year course of study, which allows a wide range of choice and intellectual experience in the liberal arts curriculum, is the conventional preparation for law school and is recommended. Currently Grinnell has a cooperative program with Columbia University.

Teaching and Research: Colleges and Universities

Students interested in research and college teaching should investigate the recommendations of graduate schools and the requirements for advanced study in the particular professional fields. A good start in the special field of learning may be a necessary or desirable part of the student's preparation for graduate school, but proficiency in certain basic disciplines, such as written English, foreign language, and mathematics, is equally important. And because most graduate programs are highly specialized, work in complementary disciplines should be stressed in the undergraduate program.

Teaching: Elementary and Secondary

The College offers programs leading to state licensure in elementary- and secondary-school teaching. Courses serving as an introduction to teaching, with emphasis on the philosophical and psychological foundations of education, are available to students who wish to train elsewhere after graduation from Grinnell. Those interested in later study for such graduate degrees as the master of arts in teaching find this introductory work useful.

Grinnell considers the education of teachers to be a liberal endeavor and encourages students to develop a broad background in the arts and sciences as well as a deep knowledge of the subjects they will teach. The courses in

education are a special component of the student's liberal education. For students who wish to complete their liberal arts curriculum during the standard eight semesters, then continue with education and practice-teaching, Grinnell has implemented a ninth-semester program. The College provides each student in the program with an interest-free loan for ninth-semester tuition and fees. If a student can show evidence of having taught a minimum of one school year full time within three years in an accredited elementary or secondary school, the loan will be forgiven.

Theology

The American Association of Theological Schools suggests that education in the liberal arts is the best preparation for modern ministry. Within this framework a concentration in any of the social studies or humanities departments is desirable, but any major is acceptable. Some knowledge of Greek is an asset but is not necessarily required by schools of theology.

Cooperative Programs Leading to Professional Degrees

Four years of undergraduate study are usually the recommended preparation for engineering, law, medicine, dentistry, and other professional programs. However, Grinnell maintains a cooperative relationship with several professional schools that will admit selected students after three years of undergraduate work. These students are awarded the Grinnell B.A. degree after one year at the cooperating institution if they have fulfilled the Grinnell graduation requirements. They also receive a professional degree from the cooperating institution upon completion of the program there. The prerequisites for all applicants are: senior standing (at least 92 credits), a grade point average of at least 2.75 (the California Institute of Technology requires a GPA of at least 3.0), and completion of appropriate preprofessional studies with an approved minimum of courses in a major field, plus any courses especially required for the profession.

Architecture

Arrangements with Washington University in St. Louis. S. STRAUBER, Preprofessional Adviser.

Engineering

Arrangements with California Institute of Technology, Columbia University, Rensselaer Polytechnic Institute, and Washington University (St. Louis). TJOSEM, Preprofessional Adviser.

Law

Arrangements with Columbia University Law School. LANGERUD, Preprofessional Adviser.

Special Programs

Center for International Studies

Come to Grinnell, explore the world. The Center for International Studies supports an approach to internationalization that extends across disciplinary areas to foster global awareness in the Grinnell College community. Established in 2000, the Center for International Studies plans, coordinates, and administers ongoing international programs and promotes new opportunities for developing international understanding, knowledge, and experiences for students, faculty, and alumni. The center administers the John R. Heath Professorship, which brings to campus for a semester a distinguished international scholar; coordinates short-term visits by scholars, writers, and other international figures; organizes international faculty development seminars; supports symposia and other events; promotes new curricular initiatives; reviews and develops off-campus study opportunities; and works with the student groups GROWE (Grinnellians Returning from Off-Campus World Experiences) and ISO (International Students Organization) to integrate off-campus study and international experience with the on-campus curriculum. In these and other activities, the center promotes Grinnell's traditional commitment to thinking and acting internationally across languages, cultures, and geographical boundaries.

Center for Prairie Studies

The Center for Prairie Studies at Grinnell College, created in 1999, promotes greater attention to the natural and cultural aspects of the prairie region by students, faculty, and the general public. Faculty members associated with the center come equally from the humanities, sciences, and social studies divisions. The center sponsors courses and course components, guest lectures, symposia, art exhibits, musical and theatrical performances, student internships (during the academic year and in the summer), faculty development, field trips, and a series of occasional publications. It maintains a close connection with the Department of Biology's Conard Environmental Research Area, located 10 miles west of Grinnell, where faculty and students study the biology of Iowa's natural landscapes. The center also engages in public outreach, connecting the College with the community of Grinnell, the public school system, and the region.

Center for the Humanities

The Center for the Humanities at Grinnell College was founded in 2001. The purpose of the center is to draw attention to and support superlative research and teaching in the humanities at Grinnell, to provide Grinnell faculty with an opportunity to be in dialogue with humanities scholars from around the world, to be an ongoing forum for sustained communication between the humanities and academic endeavors in social sciences and sciences at Grinnell, and to provide selected students with the opportunity for intensive intellectual collaborations with faculty. The activities of the center each year focus on a

broad theme selected by the center's Advisory Board in connection with the research interests of the Distinguished Visiting Professor in the Humanities. Each year, the visiting professor—in residence on campus for the fall semester—offers an upper-level interdisciplinary seminar open to third-year students and seniors and directs a faculty seminar. In addition, he or she will offer a public lecture at the College and will return to Grinnell in the spring semester as keynote speaker at a major humanities symposium devoted to a topic related to the fall's faculty seminar. The visiting professor also works closely with the Ninth Semester Post-Baccalaureate Fellow in the Humanities, selected annually from the preceding year's graduating class to participate in the faculty seminar and undertake a semester-long independent research project.

In fall 2001, Distinguished Visiting Professor in the Humanities Peter Dews (professor of philosophy, University of Essex) taught an undergraduate seminar and directed a faculty seminar that explored the question of “Modernity and the Problem of Evil.” In fall 2002, Distinguished Visiting Professor Vyacheslav Ivanov (professor of Slavic languages and literatures and Indo-European studies, UCLA) taught an undergraduate seminar on “Literature and Cinema,” and directed a faculty seminar on “Semiotic Approaches to the Total Work of Art.”

In fall 2003, the Distinguished Visiting Professor was Jeffrey T. Nealon (professor of English, The Pennsylvania State University). Professor Nealon taught an undergraduate seminar (HUM 395) on “Language and Cultural Studies,” and directed a faculty seminar titled “Post-Postmodern: Globalization, Symbolic Capital, and Resistance.” In spring 2004, he returned to campus for a symposium on “Globalization and Cultural Capital.”

The Louise R. Noun Program in Women's Studies

The Louise R. Noun Program in Women's Studies was endowed by the College in 1986. Operating through an endowed chair and interdisciplinary committee of students and faculty, the Noun program has sponsored national symposia, speakers, and events aimed to further understanding of local and global concerns about women, feminisms, and gender relations. The Noun program also initiated faculty colloquia, curricular development grants, a collaborative “Feminist Seminar” of scholarly readings, and plans for the gender and women's studies concentration.

To introduce the “new” scholarship on gender and women in the 1980s, Noun sponsored such conferences as “Reading and Writing the Female Body,” and “Rethinking the Family from Multicultural Perspectives,” also co-sponsoring student conferences such as “Secrets of the Orient: Reconstructing Asia/Asian American Sexuality” and the “Women in Development Symposium.”

Over the past decades, prominent international scholars, artists, and writers have visited Grinnell under the sponsorship of the Noun program. They include: Lani Guinier, Gwendolyn Brooks, Elizabeth Fox-Genovese, Gayatri Spivak, Angela Carter, Catharine Stimpson, Jessica Mitford, Naomi Schor, Florence Howe, Meridel LeSueur, Anne Fausto-Sterling, Harry Brod, Paula Gunn Allen, Ruth Seidel, Darlene Clark Hine, Rev. Walter Ong, SJ, Dale Spender, David Halperin, Patricia Hill Collins, Margaret Randall, Ntosake

Shange, Tillie Olsen, and Trinh T. Minh-ha. The Noun program and the gender and women's studies concentration brought NASA's Peggy Whitson to speak on the international space program in spring 2003.

Since 1992 Noun summer internships have enabled students to work at sites including the Women's Research Institute, Meijin; GLV (Gay Men and Lesbians Opposing Violence) in Washington, D.C.; the Women's Oral History Project in Monteverde, Costa Rica; The Feminist Majority in Arlington, Va.; and the literacy project at the Midwest Women's Center in Chicago. Each year, Noun's Jeanne Burkle Award, named for a prominent local feminist, honors the senior woman who has contributed significantly to the cause of women.

The Rosenfield Program in Public Affairs, International Relations, and Human Rights

The Rosenfield Program was established in 1979 to honor the Rosenfield family of Des Moines, particularly longtime trustee Joseph Rosenfield '25, who was a leader in promoting responsible and progressive action in public affairs, international relations, and human rights. The program's two purposes are to promote campus discussion of important policy issues and to encourage civic responsibility among students. The program sponsors or co-sponsors four three-day symposia each year. Recent topics have included, "Culture, Politics, and Change in Contemporary Cuba"; "The Palestinian-Israeli Conflict in Perspective"; "New Faces in Iowa: The Challenges and Prospects Created by Recent Immigration"; "Iraqi Culture and the Diaspora"; "Women, Politics, and Leadership for the 21st Century"; and "Water: Conflicts and Trade-offs." In addition, the program sponsors the annual Rosenfield foreign policy lectures and brings to campus a series of speakers and week-long visitors from the United States and abroad, who address important policy issues from diverse government, academic, and private sector perspectives. The program provides stipends for about 10 students each year to undertake summer internships related to the three areas of focus.

Special Facilities

Among the facilities that students are encouraged to use independently are the following:

Academic Skills Services

Several services are available to all students wishing to improve their writing, reading, study skills, and competency in science and mathematics. The Writing Lab helps students improve their writing skills through supportive consultations with writing specialists. The Reading Lab develops more efficient reading and study strategies, with emphasis on improving vocabulary, reading comprehension, and rate. The Mathematics and Science Learning Center provides assistance with quantitative problem solving and analytical science skills and has computers to aid in instruction. Individual tutoring services are available in all other subjects through the Academic Advising Office, which also provides assistance with time management and study skills. All these offices support the

academic program of the College by helping students who have difficulty with general academic skills and/or particular course material. Full-time professionals in these offices offer one-on-one assistance free of charge to students.

Audio Visual Center

The Audio Visual Center includes language and learning laboratories, a media-based classroom, and diverse facilities for media preparation and presentation, including instructional multimedia.

The language and learning laboratories support either directed study with a class and an instructor, or individual work. A range of equipment for using tape, disk, or network sources is integrated in the laboratories. This equipment can be used flexibly for listening or viewing, for skills exercises or composition, and for interactively mixing audio, video, and electronic text.

The audio visual classroom is equipped to accommodate various forms of presentation—film, video, audio, and computer display. Its use is scheduled hour-to-hour through the AV Center. Both faculty and students can reserve the use of this facility.

In addition to equipment, the AV Center maintains materials used in many different courses and departments. Audio course materials can be duplicated for student use outside the AV Center. Video material from camera recording or satellite transmission from other countries can be transferred and edited into a usable form for classroom presentation and instruction.

Faulconer Gallery

The Faulconer Gallery in the Bucksbaum Center for the Arts and the Print and Drawing Study Room in Burling Library are state-of-the-art facilities dedicated to the exhibition of fine art at Grinnell. The Faulconer Gallery, which opened in 1999, encompasses 7,420 square feet of space for the presentation of exhibitions curated by the professional staff, as well as exhibitions traveling nationally and internationally. Recent shows have focused on contemporary painting, sculpture, installation art, and video.

The Faulconer Gallery also presents the annual Student Art Salon and new work by the College's art faculty. The staff of the gallery works with students in a variety of ways to program the gallery, and brings prominent artists, curators, and critics to campus to speak and conduct workshops and classes.

The strength of the College's permanent art collection is in prints and drawings, although the collection also includes paintings, sculpture, African art, and photography. In 2001, the College acquired a collection of over 70 German Expressionist prints. This significant collection is a unique teaching resource and research tool for students and faculty alike.

The Print and Drawing Study Room in Burling Library, under the auspices of the Faulconer Gallery, is designed to house, preserve, and exhibit works on paper. It also maintains a full schedule of in-house and borrowed exhibitions throughout the year.

Information Technology Services (ITS)

Computing is an integral part of the academic environment at Grinnell College—a resource analogous to library resources. The College provides an exemplary computing environment in which all members of the college community can use computing to enhance educational activities. The College's goals are for every student to attain familiarity with computing concepts, to use computers as tools to accomplish educational goals, and to develop an understanding of the impact that computers have on society.

Access for students, faculty, and staff is provided through approximately 1,000 personal computers and workstations located in residence halls, classrooms, offices, laboratories, Burling Library, and at off-campus locations. Distributed printing devices include laser and ink jet printers.

A local-area network of Linux workstations, located in the Department of Mathematics and Computer Science, provides an outstanding graphics and programming environment. These workstations are available for use by all Grinnell students. A fiber-optic backbone connects all academic buildings and provides communication among these networks, as well as connection to the central systems in Noyce Computer Center and to the Internet.

All students regularly take advantage of the free and almost unlimited computer access during their years at Grinnell. Also, nearly all faculty members use computing extensively in teaching and research activities. Student organizations such as the Student Government Association, KDIC radio station, and the *Scarlet and Black* student newspaper have found computing helpful in their activities.

An electronic mail system allows people to communicate using the computer and greatly facilitates the necessary flow of information among students, faculty, and staff. All residence hall rooms have high-speed network connections, and main lounges in residence halls have wireless access.

Each semester, ITS hires 30 to 35 student user consultants. The user consultants work in the computer laboratories, providing assistance to computer users experiencing problems using the systems. Student assistants often are employed during the summer months as well. The summer positions offer a unique opportunity for students to work on advanced computing projects and develop computing and consulting skills, working in close cooperation with faculty members and ITS staff members. A Student Academic Computing Committee, representing student computer users, serves as an advisory group to ITS. The committee meets regularly to discuss computing policies and procedures, and advises the staff about matters affecting student computer use.

The College is committed to having an academic computing program that is among the very best in the country. Substantial resources are devoted to building the College's program in quantitative studies, developing new computer applications in the humanities, and constructing a network of computing hardware and software resources that supports the continuing growth of academic computing applications.

Libraries

The Grinnell College Libraries—Burling Library, the Windsor Science Library, and the Curriculum Library—hold some 493,000 volumes, 27,000 audio and video recordings, 19,000 microforms, 523,000 state and federal government documents, and currently subscribe to 3,100 serial titles in paper and microform and 400 electronic journal titles. Library services emphasizing information literacy include individualized library labs for students pursuing independent research projects, classroom bibliographic instruction, and reference assistance.

The libraries provide more than 400 individual student study spaces, access to networked computers, a listening/viewing room, the Black Library, the East Asian Collection, the Latino Collection, the College Archives, special collections, and other facilities and services including interlibrary loan. INNOPAC, the library's online system, makes information about library holdings widely available, and the libraries' website, <www.lib.grin.edu>, provides connections to resources available locally and over the Internet.

Section 2

The Academic Program

Academic Requirements

Requirements for Graduation

The requirements for graduation and the most important academic regulations are contained in this section. More information on administrative procedures appears in the *Student Handbook*, distributed to all students each fall.

I. TUTORIAL

All entering first-year students are required to take the tutorial. A student must complete the tutorial with a grade of “C” or higher to meet the tutorial graduation requirement and to be eligible to enroll in a “Plus-2” or independent project (297, 299, 387, 397, 399, 499). Any student earning a grade of “D” or “F” in the tutorial will be placed on academic probation. A student earning a grade of “D” or “F” in the tutorial will be required to complete an appropriate course determined by the Associate Dean of the College and the Director of Academic Advising in order to fulfill the tutorial requirement. This course must be completed with a grade of “C” or higher during his or her next semester at Grinnell. After the successful completion of this course and removal from academic probation the student will be eligible for a “Plus-2” or independent study project (297, 299, 387, 397, 399, 499). The previous work of transfer students is evaluated for possible exemption from this requirement; third-year transfers are automatically exempted.

Students select a tutorial from the list of those to be offered each year (see Tutorials). The tutorial is graded on an “A” through “F” basis, with no S/D/F option (a designated replacement course for the tutorial also has no S/D/F option).

II. THE MAJOR FIELD

Satisfactory completion of a major field is required. Most departmental programs require a minimum of 32 credits but may include more. At the department’s discretion, up to 8 credits from related fields may be counted toward the major. The requirements for each major program are listed in Courses of Study. Academic departments normally expect that the majority of courses constituting the major, and all required courses, will be completed at Grinnell. A student declares a major by preregistration for the fifth semester and is held to all major requirements in effect at the time of declaration.

III. TOTAL CREDITS

To be eligible for graduation, a student must have at least 124 credits, a 2.00 cumulative GPA, and must have satisfactorily completed the tutorial and a departmental or independent major. Transfer students must earn at least 62 credits in residence at Grinnell. No more than 48 credits in any one department

or 92 credits in any one division may be included in these 124 credits. A maximum of 8 practica credits may count toward the degree, with no more than 4 credits of these being in Physical Education 100 or 101. A maximum of 16 credits in Music 120, 122, 220, 221, and 420 may count toward graduation. Credits in Music 101, 220, and 420 may not exceed a total of 6 in any one semester. Only 10 credits of independent-study projects (297, 387, 397) in one discipline may be counted, and a maximum of 8 credits in internship study may be counted. (The College is currently considering MIP 299 and MAP 499 with respect to the 10-credit limitation.)

No credit earned with a grade below “C” may count toward the satisfaction of any requirement for a major or an interdisciplinary concentration. (This includes all extra-departmental and cognate courses, e.g., mathematics, statistics, and languages.) A maximum of 16 credits of “D” grades may count toward satisfying the 124-credit graduation requirement.

IV. TRANSFER CREDITS

Students matriculating as first-time first-year students after June 2002 are limited to a maximum of 24 pre- and post-matriculation transfer credits (AP, IB, college credit). For students with an approved program to study off-campus for one semester, the program credits are excluded from the 24-credit limit of transfer credits, and the semester off-campus is counted toward the residency requirement. For students approved for year-long off-campus programs, only one semester of off-campus study will count toward the residency requirement, although the credits from both semesters will be accepted.

Transfer students who enter Grinnell College after June 2002 will be required to complete the following minimum number of credits at Grinnell College:

<u>A transfer student who enters as a:</u>	<u>Must complete at Grinnell at least:</u>
Second-semester first-year	92 credits
First-semester second-year	78 credits
Second-semester second-year	62 credits
First-semester third-year	62 credits

V. COLLEGE RESIDENCE REQUIREMENT

Because a residential college seeks to create an environment in which students and faculty benefit from the exchange of insights, ideas, and experiences, a residence requirement provides adequate time for such an exchange for the student’s development both inside and outside the classroom. Contemplative study, maturation, and time for reading and discussion in the college community all are considered important to a student’s development.

All students are expected to complete eight full-time college semesters, a specified number of which must be in residence at Grinnell. Students who enter Grinnell after June 2002 as first-semester first-year students or who transfer to Grinnell as second-semester first-year students are required to complete at least six semesters of full-time enrollment in residence at Grinnell. One semester of approved off-campus study may count toward the six-semester residency requirement. Transfer students who enter as first-semester second-year students

must complete at least five full-time semesters at Grinnell, and those who enter as second-semester second-year students or as third-year students must complete at least four semesters of full-time residence at Grinnell. (Full-time enrollment is enrollment for at least 12 semester credits.) The only off-campus program that can be counted toward residency for second-year and third-year transfer students is the Grinnell-in-London fall program.

Students who enter Grinnell as first-semester first-year students may develop degree programs of six, seven, or eight semesters of full-time enrollment. The major adviser and the Committee on Academic Standing must approve the student's plan for accelerated graduation. In completing the application, students should consult the "Elements of a Liberal Education" of the college catalog. The completed application normally is submitted to the Committee on Academic Standing no later than the time of registration two semesters prior to the expected date of graduation. Students may graduate after six or seven semesters if they have satisfied all requirements for the degree, including the requirements for major, residence, and total credits, and if they have demonstrated a commitment to a strong program of liberal education, normally including three four-credit courses in each of the three major divisions of the College. The last full semester of work before graduation must be completed at Grinnell, except for students participating in cooperative programs leading to professional degrees (see Cooperative Programs).

If an eighth-semester student in good standing leaves the College with eight or fewer nonmajor credits to complete toward the degree, these credits may be completed at another accredited college or university, as long as the minimum residency credit requirement has been met and prior approval has been granted by the student's adviser and the Registrar. Degrees are not conferred beyond three years after the date a student leaves Grinnell.

All students are expected to complete their academic programs within eight full-time semesters. Some students may be permitted to take more time. Examples would include students with disabilities that prevent them from carrying a full course load; students who have fallen behind normal progress as determined by the Committee on Academic Standing; or students whose comprehensive academic program would be substantially enhanced by another semester of work. In all cases of extended study, the student must secure prior approval from the Committee on Academic Standing. The Committee on Academic Standing will review such requests in consultation with appropriate administrative offices. The College reserves the right to refuse college housing to students beyond eight semesters, and the College will not provide its own aid funds to students who exceed eight semesters of college residence.

Academic Regulations

Students with Disabilities

Grinnell College is committed to making reasonable academic accommodations for students with physical or learning disabilities. These accommodations may include reduced course loads, untimed exams, notetakers or readers, and

student tutors. Planning for accommodations is the responsibility of the student in conjunction with his or her adviser and the Director of Academic Advising. Students requesting accommodations must provide the College with a current written diagnostic evaluation of their disability that includes recommendations for appropriate academic accommodations.

Registration

New students plan their programs in conference with their faculty advisers during New Student Orientation, the orientation period preceding registration day and the start of classes. Currently enrolled students preregister for their courses during the preceding semester. Students on leave of absence may preregister by mail. An enrollment deposit is required for preregistration (see Fees). Final registration and payment of fees take place at the opening of each semester.

Class Attendance

The value of a college education depends upon full participation in the life of the college community. Because students are expected not merely to receive information passively or to pass examinations but to participate actively in classes, it is important that unnecessary class absences be avoided. The effect of absences upon a course grade is determined by the instructor. Please consult the Student Handbook for more details on class attendance.

Course Loads

The normal course load for students wishing to graduate in eight semesters is 16 credits per semester. To remain in good standing, all students are expected to register for and complete a minimum of 12 credits per semester. The maximum load is 18 credits, including music performance and all practica except Physical Education 100 and 101. A student requests permission to carry more than 18 credits in a semester (or fewer than 12 credits) by submitting a written request to the Registrar for action by the Committee on Academic Standing. The College charges a fee for credits in excess of 18 (see deadline under Dates to Remember). Some first-semester first-year students may be advised to enroll for fewer than 16 credits.

Normal Progress

A student's normal progress is based on the number of credits earned at Grinnell and the cumulative grade point average. A student is making normal progress toward graduation if he or she has earned the credits listed below by the end of each semester at Grinnell and has earned a cumulative grade point average as stated under Academic Probation, Suspension, and Dismissal. Any student falling behind this schedule by 12 or more credits must submit a plan to the Committee on Academic Standing stating how he or she plans to overcome this credit deficiency.

Semester	Credits	Semester	Credits
1st	12*	5th	76
2nd	28	6th	92
3rd	44	7th	108
4th	60	8th	124

*Some first-semester first-year students may be advised to enroll for fewer than 16 credits.

The records of students who fall behind normal progress are reviewed each semester by the Committee on Academic Standing. Actions of the committee, which are discussed below, may require students to plan their subsequent studies (with the help of their advisers) to overcome the credit deficiency in an orderly manner without delay. The committee may ask a student to describe how he or she proposes to overcome the credit deficiency, e.g., by course overloads, summer school, or a ninth semester at Grinnell. The committee may grant permission for overloads or a ninth semester (or the use of summer school/transfer and/or Advanced Placement credit to overcome the deficiency, as stated above) after evaluating the student's academic progress and the reasonableness of his or her plans. The College reserves the right to refuse to provide college housing to students beyond eight semesters, and the College will not provide its own aid funds to students who exceed eight semesters of college residence.

Residency Classification

At the time of admission, transfer students are classified (as first-semester first-year, second-semester first-year, etc.) on the basis of the transfer credits, if any, which they bring in. Subsequent class status is determined by the number of semesters in residence at Grinnell plus semesters of off-campus study. A student who is attempting to follow an approved accelerated program to graduate in fewer than eight semesters is not reclassified forward on the basis of credits earned until his or her final semester. The credits necessary to remain in good academic standing are determined by a student's actual class status, not by the accelerated program he or she is attempting.

Transfer students who enter Grinnell College after June 2002 as first-year transfer students are required to complete six semesters of full-time enrollment at Grinnell, where one semester of approved off-campus study may count toward the six-semester residence requirement. Any transfer students who enter Grinnell College as first-semester second-year students must complete at least five full-time semesters of residence at Grinnell and those who enter as second-semester second-year students or as third-year students must complete at least four semesters of full-time residence at Grinnell. The only off-campus program that can be counted toward residency for third-year students is the Grinnell-in-London fall program.

Grading System

Grinnell uses the following grading system:

Grade	Description	Grade Points
A	Excellent	4.00
A-	Excellent	3.67
B+	Good	3.33
B	Good	3.00
B-	Good	2.67
C+	Satisfactory	2.33
C	Satisfactory	2.00
D	Passing	1.00
F	Failing	0.00
S	Satisfactory (A-C without grade-point equivalent)	

All grades are entered on a student's permanent transcript. The grading system for the tutorial is on an "A" through "F" basis, with a written evaluation by the instructor. The instructor's evaluation of a student's performance in the tutorial is issued with the transcript upon request.

Grades are reported to students, their faculty advisers, and the vice-president for student services at the end of each semester. Under the Family Educational Rights and Privacy Act of 1974, as amended (often referred to as the "Buckley Amendment"), the College has a responsibility to maintain the privacy of academic records. Accordingly, the record of grades is mailed directly to students. A student may request in writing that final grades be sent to the parent(s). The College informs the parent(s) of a dependent student when that student is warned for poor performance, placed on probation, suspended, or dismissed. Instructors are asked to inform the director of academic advising whenever a student's work in a course becomes unsatisfactory during the semester.

Declaration of Major

A student declares a major before preregistration for the fifth semester of enrollment. The head of the department in which the major is declared, or a designated colleague, then becomes the student's adviser. Most students choose a departmental or an interdepartmental major. However, a student may arrange a special program as an independent major or may be permitted a second major. Students also may choose an interdisciplinary concentration in addition to the major.

Guidelines for applying for a double major or a concentration are found in the *Student Handbook*.

Interdisciplinary Concentrations

Interdisciplinary concentrations are organized programs a student may choose to complete in addition to a major. Concentrations are offered in African Studies, American Studies, East Asian Studies, Environmental Studies, Gender

and Women's Studies, Global Development Studies, Latin American Studies, Linguistics, Russian, Central, and Eastern European Studies, Technology Studies, and Western European Studies. Each concentration includes work in several departments and culminates in an interdisciplinary seminar or research project in the senior year. Completion of a concentration is entered on a student's permanent record and transcript. Students declare their intention to pursue a concentration by preregistration for their sixth semester.

Dean's List

A student will be placed on the Dean's List if she or he attains a term grade average for the semester of 3.75 or higher. In order to qualify for the Dean's List, a student must complete 16 credits, 14 of which must be taken for a letter grade. Only credits completed at Grinnell and those programs directly administered by Grinnell will be used in determining eligibility. A student cannot earn Dean's List recognition if he or she has an incomplete or an NGR (no grade reported). A student whose incomplete or NGR is later converted to a letter grade and who thereby becomes eligible for the Dean's List will be placed on the Dean's List retroactively.

Phi Beta Kappa

In the spring semester of each year, Grinnell College's Phi Beta Kappa chapter, Beta of Iowa, selects high-achieving third-year and senior students from among the candidates for election. All candidates for election shall meet successfully the following requirements of their academic course of study:

- With respect to the study of a foreign language, three semesters' study of a modern foreign language, or two semesters' study of a classical language, or college-level placement at a level beyond such study of a modern or classical language, or a demonstrated competency in a foreign language as determined from the candidate's educational history, e.g. years of education in a non-English-speaking country.
- With respect to the study of mathematics, completion of Math 124 or 131, or their equivalents, including approved calculus AP credit.
- With respect to the study of science, at least four credits of laboratory science.
- With respect to the general distribution of the course of study, at least 12 semester credits of study in the divisions of humanities, science, and social studies as defined at Grinnell College, with no more than eight of the 12 divisional credits counted to come from any one academic department.

Except for courses offered only on an S/D/F basis, a letter grade will be required in courses used to satisfy distribution requirements for election to Phi Beta Kappa. For courses taken at Grinnell, only those designated to the three divisions by the Office of the Registrar will count toward the distribution requirements. (Tutorial credits, for instance, do not count as divisional credits.)

Graduation with Honors

Each department recommends for graduation with honors those senior majors who have clearly distinguished themselves within their major field of study. In order to qualify for recommendation, a student must, after seven semesters of college work, have achieved at least a 3.50 grade point average in the major field and a cumulative grade point average of 3.40.

The required seven semesters need not all be completed at Grinnell in order for a student to qualify for graduation with honors; however, only credits completed at Grinnell, Grinnell-in-Washington, D.C., and Grinnell-in-London will be used in determining grade point eligibility. These are minimum standards for recommendation and should not be regarded by the department as the only criteria. Departmental recommendations for graduation with honors must be approved by the Dean of the College.

Commencement Participation

Students may participate in only one Commencement program. Students who plan to graduate in December are typically included in the following May Commencement program. Some December graduates, however, may wish to participate in the Commencement program immediately preceding their final semester. Students who have remained in good academic standing the previous two semesters, and who can reasonably complete all requirements by the end of the following December may be allowed to participate in Commencement. These students will not receive a diploma until after their degree has been conferred. Students who wish to graduate early should notify the Office of the Registrar no later than March 1.

Academic Probation, Suspension, and Dismissal

The Committee on Academic Standing reviews the records of any student whose progress is not satisfactory. A student's academic standing is typically satisfactory if the student is making normal progress toward graduation from Grinnell. However, if a student earns fewer than 12 credits of "C" in any semester, his or her case will be reviewed by the Committee on Academic Standing. Students who fall 12 or more credits below the amount listed in the table of normal progress or the minimum required grade point average are not considered to be making adequate progress toward the degree and should expect some action by the Committee on Academic Standing. Such students may be warned, placed on probation, suspended, or dismissed. Students, their advisers, and their parents are notified of committee actions.

Academic probation is a proving period during which a student's continuance at the College is in jeopardy. During this period the student must give evidence of significant progress toward satisfying the graduation requirements and must meet any requirements that may be specified by the Committee on Academic Standing; otherwise, he or she may expect to be dismissed. Students on probation are typically required to complete 16 credits with a grade of "C" or better in each course. The committee may make exceptions to these general rules if warranted by illness or other special circumstances. A student on

academic probation should understand that his or her registration for the next semester is tentative and subject to review by the committee.

The College may suspend or dismiss, at any time, a student whose academic standing is not satisfactory. Usually, students who are dismissed have previously been on probation, but action to suspend or dismiss may be taken if a student shows a sudden semester decline in credits earned or has received a previous academic warning. (A student also may be dismissed from the College under conditions set forth in Part III, Judicial Processes, of the *Student Handbook*.)

A student who earns fewer than 12 credits in a semester or whose cumulative grade point average falls below the minimum prescribed in the following table will ordinarily be placed on probation:

Minimum Required Cumulative Grade Point Average

	End of First Semester	End of Second Semester
First-year students	1.70	1.80
Second-year students	1.90	2.00
Third-year students	2.00	2.00
Fourth-year students	2.00	2.00

The administration reserves the right of final determination of an individual student's academic registration when institutional interests are involved; for example, when class size is limited for educational reasons or when disruption of a class or personal intimidation is a consideration.

Courses of Study

General Provisions

Numbering

A three-digit system is used for numbering courses. The first digit indicates the level of the course. The course levels are:

- 100** Courses open to all students unless otherwise noted
- 200** Courses for which students should have completed work in an appropriate discipline at the 100 level
- 300** Courses for which students should have completed work in an appropriate discipline at the 200 level
- 400** A small group of courses, such as advanced seminars primarily for majors, for which students should have completed 300-level work

The College realizes that exceptions occasionally should be made to these expectations. Under appropriate circumstances, permission of the instructor will entitle a student to direct entry into courses above the 100 level. The majority of departments follow this pattern; however, there are occasional exceptions.

The term “course” indicates one semester’s work. A hyphen between numbers indicates a two-semester sequence organized as a unit. Admission to the second semester of a sequence without the first semester’s work may require the permission of the instructor. Credit is given for the work of the first semester without the second unless the course description states otherwise.

The figures in parentheses following course titles indicate the semester of offering—i.e., (Fall), first semester; (Spring), second semester; (Fall or Spring), both semesters; and (Fall and Spring), two courses in a two-semester sequence. The Schedule of Courses issued by the Registrar each spring lists courses to be offered in each semester the following year. Though the need seldom arises, the administration may withdraw a course when there is not sufficient registration for it or when circumstances necessitate its withdrawal.

A plus sign (+) following the word “credits” in the title line of course descriptions indicates a “Plus-2” option (see Independent Study in the section immediately following Special Topics Courses).

Special Topics Courses

Special topics courses (195, 295, 395) provide flexibility in the curriculum to meet a variety of situations. Courses may be designed to meet the interests of a group of students, to fit the talents of a visiting professor, to study a current problem, or to meet similar educational situations. Special topics courses may

be offered in any department and are normally semester-long courses for two or four credits. Special topics may also be offered, however, as short courses by visiting professors for one or two credits. Special topics courses offered are listed in the registration material for each semester.

195 Introductory Special Topics (Fall or Spring)	1, 2, or 4 credits
May be repeated for credit if different topics are offered.	

295 Special Topics (Fall or Spring)	1, 2, or 4 credits
May be repeated for credit if different topics are offered.	

395 Advanced Special Topics (Fall or Spring)	1, 2, or 4 credits
May be repeated for credit if different topics are offered.	

Independent Study

The College encourages students to develop initiative and take responsibility for their own education through independent study. A course-related independent study option, referred to as the “Plus-2,” permits students to choose an independent study component that adds two credits to a regular course. With the approval of the instructor, this option is available in most courses above the introductory (100) level. The “Plus-2” provides opportunities for more extensive work in some aspect of a course, for more extensive exploration of general literature of a course, for additional studio or laboratory activity, or for other corollary work.

General Regulations for Independent Study

A student may undertake independent study when he or she has satisfied the tutorial requirement. Transfer students who have been exempted from the tutorial may undertake independent study upon matriculation.

Second-semester first-year students and all second-year students who have satisfied the tutorial requirement may take one “Plus-2” or an independent study course (297, 299, 387, 397, and 499) per semester. There is no limit for third- and fourth-year students.

No student may count more than 10 credits of independent study courses (297, 387, and 397) in any one department toward satisfaction of graduation requirements. No student may count more than 8 credits of internship toward satisfaction of graduation requirements. Credits earned through completion of “Plus-2” projects, MIP 299, MAP 499, or Directed Summer Research (399) are not included in this 10-credit limit.

Students must have sufficient background in the area of study to be able to perform well while being reasonably independent. Nevertheless, the student is expected to work under the supervision of the faculty director throughout the semester.

Independent study may not be used as a substitute for a course regularly offered by Grinnell College even though the course is not offered every year.

Applications must be completed with the required project statement and with all faculty signatures before submission to the Office of the Registrar. All applications are subject to the approval of the associate dean of the College.

Incomplete applications will be returned; the deadline for their resubmission is the same as the initial deadline for completed applications.

The S/D/F grading option is **not** available for independent study.

General Procedures for Independent Study

A student submits an application for independent study to his/her adviser for approval, then to the proposed faculty director, who will decide whether to accept the application. The registration process is completed when an application is accepted by the faculty director and is approved by the associate dean of the College.

Applications for a Guided Reading (297) require a description of the topic accompanied by a bibliography. Arrangement for a Guided Reading project must be made before the work is done; credit is not given for reading done in the past.

Applications for an Independent Project (397) or Directed Summer Research (399) require a thesis statement or equivalent, an outline of the project, and a bibliography.

On a limited basis, some Grinnell College faculty members choose to offer an early experience with Directed Summer Research (299), often as part of a research team, to students who have completed the first year. Applications and guidelines are similar to those described above for Directed Research (399) and Independent Project (397).

Applications for Independent Study will be due the term prior to when the courses are to be taken. Applications for Summer Independent Study are due in early June. All applications for 297, 387, 397, and 499 Independent Study courses for the following term will be due in the Office of the Registrar two school days after the end of preregistration for each term.

Group Projects

Any instructor may permit students to work or meet together if joint work will be advantageous to all the students. Applications for all students in a group project should be submitted together, with the student statement attached to each application.

297 Guided Reading (Fall or Spring)

2 credits

Evaluation of assimilation and understanding of the readings may be by means of papers, examinations, or several verbal conferences. Projects may, but need not, include some writing. Students are expected to meet once a week with the faculty director for discussion and analysis of the readings. Prerequisites: successful completion of tutorial or equivalent; proposals must be approved by the faculty director, faculty adviser, and the associate dean of the College.

299 Directed Summer Research **2 or 4 credits**

Directed Summer Research at the 200 level is intended for selected students who have the appropriate academic preparation to benefit from an early research experience. Summer research may be pursued in Grinnell or on a field excursion, always under the direct and continuous supervision of a Grinnell faculty member. Summer research will involve a search of the necessary literature, seminar or other formal discussion, and written reports, as well as laboratory or fieldwork. Offered summers only. Prerequisites: completion of first-year student status.

300 Internships: Academic Year **4 credits**

Interns work 14 hours each week at internship sites located in Des Moines, Grinnell, and the surrounding areas. Applications for internships are made to the Internship Coordinator in the Career Development Office. Learning contracts must be approved by a faculty sponsor, the department head, the worksite supervisor, the student's academic adviser, and the Dean of the College. Prerequisites: third-year student or senior in good academic standing.

300 Internships: Summer **2 or 4 credits**

The process of application and approval is the same as above, except that summer internships may be pursued anywhere in the United States or abroad and may be part or full time. Prerequisites: completion of second-year student status.

387 Individual Reading (Fall or Spring) **2 or 4 credits**

Supervised reading is designed to satisfy special needs and interests of majors or to correlate work in the language with major fields of other students. Individual Reading projects are only available in Chinese, French, Greek, and Latin. For more details see course descriptions in the individual departments. Prerequisites: same as 297.

397 Independent Project (Fall or Spring) **2 or 4 credits**

Independent projects are intended for selected students who are competent to participate in a program of study under minimal supervision. An Independent Project culminates in at least one product (a paper, laboratory report, work of art, etc.) which can be evaluated by persons other than the faculty director. Students are expected to meet at least once a week with the faculty director. Prerequisites: same as 297.

399 Directed Summer Research **2 or 4 credits**

Directed Summer Research at the 300 level is intended for selected students who are competent to participate in an advanced research program. Summer research may be pursued in Grinnell or on a field excursion, always under the direct and continuous supervision of a Grinnell faculty member. Summer research will involve a search of the necessary literature, seminar or other formal discussion, and written reports, as well as laboratory or fieldwork. Offered summers only. Prerequisites: same as 297.

497 Thesis: Independent Major (Fall or Spring) **4 credits**

See the *Student Handbook* for more details.

Mentored Advanced Projects

At the time of declaring a major, students submit a comprehensive plan that lists the coursework they have completed and outlines a plan for the remaining semesters of study. At this time, it is appropriate for interested students to discuss with their advisers how a Mentored Advanced Project, or MAP, might help to shape their program by culminating a sequence of academic work. Mentored Advanced Projects provide a chance to work closely with a faculty

member on scholarly research or the creation of a work of art. A MAP can be the capstone of the academic major or a concentration, or it can culminate a separate sequence not recognized as a formal program. The MAP may be independent, conducted with a research team, or developed in the context of an advanced seminar. In many fields, MAPs are connected with the faculty member's scholarship and may contribute to ongoing faculty research. The MAP opportunity is made available by specific programs and individual faculty members at their discretion, so students should not expect to set the terms for a particular MAP. Sound planning and attentiveness to the available opportunities are recommended to students who seek a chance to culminate their undergraduate work in a creative or scholarly field.

499 Mentored Advanced Project

2 or 4 credits

A Mentored Advanced Project is an approved course of faculty-directed scholarly or creative work that is the culmination of significant preparatory work and aims to produce results that merit presentation to the College community or the wider scholarly world. The Mentored Advanced Project takes place under the direct and continuous supervision of a Grinnell faculty member. The project must comprise a total of four, six, or eight credits, with no more than four credits earned in a single semester or summer. Since MAPs are advanced and intensive, the first component of a multiterm MAP must earn four credits. Subsequent portions (such as a "follow-up" MAP) may earn two or four credits. The MAP proposal, including a description of all components of the project, should be submitted at the time of registration for the first component. MAP work completed each semester or summer earns either two or four credits, with each component receiving a grade. Prerequisites: completion of second-year student status and permission of both the instructor and the academic program in which the MAP takes place. Specific MAP offerings are described in greater detail by departments, concentrations, divisions, and nondepartmental majors.

Foreign Language Across the Curriculum

Students are encouraged to study a foreign language at Grinnell and to extend the use of foreign languages into other disciplinary areas. Students may apply their foreign language skills to the discovery of content in a variety of disciplines which make use of translated material. There are a number of opportunities regularly available for students who wish to use their language skills in nonforeign language classes across the curriculum. Courses or "Plus-2" options designated as having a foreign language option make it possible for students to do some of the readings for those courses in the original language rather than in translation. Offerings with the foreign language option are listed in the registration material for each semester.

Interdisciplinary Concentrations

A liberal education should include both depth of study in one discipline and breadth of study in several. The required completion of a major fulfills the first requirement. The interdisciplinary concentrations offered at Grinnell provide one way to fulfill the second, for each was conceived as an integral part of a liberal education.

Each recognized concentration includes an organized cluster of courses drawn from several disciplines and related to a common focus of interest. Thus, each

provides a structured introduction to a broad area of study while including sufficient flexibility to adapt each program to a student's particular focus of interest. Each culminates in an interdisciplinary senior seminar in which students and faculty draw upon their work in the several disciplines. In most of the programs, the senior seminar provides time for pursuit of a research topic appropriate to the field and to the student's level of accomplishment in the relevant disciplines.

Concentrations may be related to a student's major, but this is not required; when the two are related, up to 8 credits of work included in a student's major may also be counted toward an interdisciplinary concentration. Completion of a concentration is entered on a student's permanent record together with the student's major.

A student who wishes to pursue a concentration is expected to declare his or her intention by the beginning of the third year, but such students should consult with the program chair earlier if possible. A list of courses that fulfill each section of a program, including courses in addition to those shown on the following pages, may be obtained from each program chair.

Practica

Some departments also offer practica. These include performance in musical groups, theatrical productions, physical education activities, Chinese calligraphy, and anthropology fieldwork. See departmental course descriptions.

Summer Programs

All summer courses, whether overseas or in the United States, must be approved in advance by the student's academic adviser and the Registrar. Prior approval ensures the transfer of credit to Grinnell. A maximum of 18 semester credits will be accepted for courses taken during the three summers prior to graduation, with a maximum of nine semester credits for any one summer.

Organization of the Curriculum

The academic departments, concentrations, and programs of the College are grouped into three divisions as follows:

Humanities: Art, Chinese and Japanese, Classics, English, French, German, Music, Philosophy, Religious Studies, Russian, Spanish, and Theatre.

Science: Biological Chemistry, Biology, Chemistry, Library, Science and Mathematics Learning Center, Mathematics and Computer Science, Physics, and Psychology.

Social Studies: Anthropology, Economics, Education, History, Physical Education, Political Science, Reading Lab, Sociology, and Writing Lab.

Other academic programs include:

- Alternate Language Study Option (ALSO) Program

- Foreign Language Across the Curriculum
- General Literary Studies Program
- General Science, an interdepartmental major program
- Grinnell-in-London and Grinnell-in-Washington, D.C.
- Humanities and Social Studies, divisional course offerings
- Interdisciplinary Concentrations: Africana Studies, American Studies, East Asian Studies, Environmental Studies, Gender and Women's Studies, Global Development Studies, Latin American Studies, Linguistics, Russian, Central, & Eastern European Studies, Technology Studies, and Western European Studies, programs of work in a secondary area in addition to the major
- Tutorials

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing coursework are initiated by the relevant departments or programs and are approved by the divisions and the Curriculum Committee.

Academic Departments, Concentrations, and Programs

* indicates nonteaching faculty

Africana Studies Concentration

Henry Rietz, Chair

The Africana Studies concentration offers an interdisciplinary program for the study of Africans and peoples of African descent. Students examine Afro-American culture as an integral part of American culture and receive an introduction to intellectual traditions and practices in Africa and the African diaspora through core courses in literature, history, and sociology. Students choose additional courses through a variety of other disciplines in the arts, the humanities, and the social sciences. In addition to completing the required coursework, concentrators must participate in the senior seminar.

Required, a minimum of 24 credits as follows:

1. Africana Studies 211 Foundations of Africana Studies
2. Two 4-credit courses required, chosen from the following:
 - Economics 215 Labor Economics
 - English 229 The Tradition of African American Literature
 - History 227 African American History
 - Music 250 Topics in Music and Culture
3. Elective courses (8 credits) chosen from the following:
 - *American Studies 275 Topics in American Culture
 - *American Studies 495 Seminar in American Studies
 - Art 253 Exhibition Seminar: Edward S. Curtis-Fixing the Image of the Native American
 - Classics/Art 248 Greek Archaeology and Art
 - Classics/Art 250 Roman Archaeology and Art
 - Classics/History 255 History of Ancient Greece

- Classics/History 256 History of Rome
- *Education 101 Educational Principles in a Pluralistic Society
- *Education 210 Perspectives on Educational Issues
- English 225 Introduction to Postcolonial Literatures
- English 229 The Tradition of African American Literature
- English 329 Studies in African American Literature
- English 360 Seminar in Postcolonial Literature
- French 305 Contemporary Francophone Cultures
- History 211 Colonial and Revolutionary America 1450–1788
- History 214 The American Civil War and Reconstruction
- History 227 African American History
- History 261 Southern Africa
- History 315 Civil Rights Movement, 1942–1972
- History 316 The Civil Rights Crusade: Its Achievements, Limitations, and Historical Legacy
- History 323 The Atlantic World
- Music 216 The Jazz Tradition in America
- *Music 268 Regional Studies in World Music
- Political Science 262 African Politics
- *Political Science 319 Advanced Seminar in Constitutional Law and Politics
- Religion 240 The Bible and Liberation
- *Sociology 270 Gender and Society
- Sociology 275 Race and Ethnicity in America
- Sociology 375 Cities and Racial Conflict
- Theatre 202 Dramatic Literature II

* Varying content requires the approval of the concentration committee. Special topic courses (195, 295, 395) and other variable content courses may be counted toward core course requirements with approval from the Africana Studies adviser.

Students may petition the Africana Studies concentration to have a course included in their elective requirements if it meets the following criteria:

- The subject matter of the course as evidenced by the syllabus integrates issues of race with reference to Africans or peoples of African descent.
- The subject matter of the course as evidenced by the syllabus explores in some detail theoretical and methodological approaches to Africa and the African diaspora as intellectual configurations.

4. Senior Seminar 495

211 Foundations of Africana Studies (Fall) **4 credits+**
 This interdisciplinary course introduces issues and themes related to the experience of people and communities of the African diaspora. The readings are particularly intended to foster critical thinking about “race,” “identity,” and “communities of meaning”; and to introduce the political implications of constructing narratives about the African diaspora. Prerequisites: second-year standing or permission of the instructor. GIBEL AZOULAY.

495 Senior Seminar (Spring) **4 credits**
 An interdisciplinary seminar for students completing the concentration in Africana Studies. Topics vary with broad application of methodological skills and theoretical orientations. Prerequisites: Africana Studies 211, one core

course from category 2, and four additional credits from core or elective courses (categories 2 or 3), or permission of instructor. STAFF.

Alternate Language Study Option (ALSO) Program

Daniel Gross, Director

The Alternate Language Study Option Program is designed for those self-motivated and self-disciplined students who want to prepare for off-campus study and/or want to enrich their major and liberal arts education.

The program provides a four-semester, two-year sequence of beginning-level self-instructional study in a variety of languages. The specific languages offered depend on student interest (a minimum of three students is needed to inaugurate the study of a language) and the availability of materials and native tutors.

ALSO students use programmed texts and tapes, and are expected to set up and adhere to a schedule of intensive daily study, supplemented by three practice sessions per week conducted by a native speaker of the language. The native tutor, trained and monitored by the director, drills students on assigned material, corrects them, and aids in the development of oral-aural skills. The student's progress is tested twice a semester by an outside examiner, a qualified instructor of the designated language in an established university-level program. Final grades are assigned by the outside examiner in conjunction with the director and the faculty sponsors, who also aid the director in choosing the examiner and materials, and in reviewing student applications. ALSO courses use the current grading scale without S/D/F.

In applying for the ALSO Program, students must state their reasons for studying the language of their choice, and they must submit a letter of recommendation from their adviser and from a member of the foreign-language faculty at Grinnell. Prerequisites: second-year standing, satisfactory completion of one year of a foreign-language course or Linguistics 114 Introduction to General Linguistics at Grinnell, and a cumulative grade point average of 2.75.

American Studies Concentration

Katya Gibel Azoulay, Chair

American studies is an evolving interdisciplinary field that is anchored by the interrelated study of race, gender, ethnicities, classes, sexuality, religion, and political culture. An acute sensitivity to the historical context of intellectual and social movements, influenced by both regional and global events, is at the core of such a pursuit and constitutes the purpose of a concentration in the 21st century.

The introductory course in the foundations in American studies explores themes through historical and literary documents and other resources. In addition to completing four required courses (the introduction, two theory courses, and the senior seminar), students plan a structured sequence of courses selected from core and elective lists representing a variety of disciplines in the arts, humanities, and social sciences.

Required, 24 credits as follows:

1. Required Courses

- American Studies 130 American Beliefs and Cultural Values 4 credits
- American Studies 225 Theory and Method of American Studies 4 credits
- American Studies 235 Anthropology of American Culture 4 credits
- American Studies 495 Senior Seminar 4 credits

2. Elective Courses

- Two 4-credit courses, one course from social studies and one course from humanities

One 4-credit course chosen from the following:

- English 227 American Literary Traditions
- English 228 American Literary Traditions
- History 111 American History
- History 112 American History

And

One 4-credit course chosen from the following list or a 4-credit course with a primary focus on American society, which has been approved by the American studies concentration chair.

Additional courses in this category will be listed each semester in the Registrar's Schedule of Courses.

- Art 232 Art Since 1945
- Art 233 American Art
- Economics 229 American Economic History
- Education 101 Educational Principles in a Pluralistic Society
- English 229 The Tradition of African American Literature
- English 326-328 Studies in American Poetry I & II
- English 329 Studies in African American Literature
- *English 330-331 Studies in American Prose I & II
- History 211 Colonial and Revolutionary America 1450–1788
- History 212 Democracy in America 1789–1848
- History 214 The American Civil War and Reconstruction
- History 221 The American West 1803–1912
- History 222 The History of Women in the United States
- History 225 Diplomatic History of the United States
- History 227 African American History
- History 228 The Promised Land: U.S. Immigration History
- History 229 American Economic History
- Philosophy 392 Advanced Studies in Anglo-American Philosophy
- Political Science 219 Constitutional Law and Politics

- Political Science 220 Nature, Functions, and Limits of the Law
- Sociology 240 Social Movements in the 20th Century
- Sociology 260 Human Sexuality in the United States
- Theatre 203 American Theatre

*Varying content requires the approval of the concentration committee. Special topics courses (195, 295, and 395) and other variable content courses may be counted toward core course requirements with approval from the American Studies Concentration chair.)

130 American Beliefs and Cultural Values (Fall and Spring) 4 credits
 An examination of selected beliefs and values that have been central to the shaping of American life and culture. Core values such as equality, individualism, success, freedom, a sense of special mission, pastoralism, and others treated in topical units that range over the totality of American experience. Prerequisites: none. BARLOW, SCOTT.

225 Theory and Method in American Studies (Fall) 4 credits
 An interdisciplinary survey of contemporary theory and method in American Studies, in light of some historic precursors, with special emphasis on sociohistorical and literary approaches to the study of American culture. Prerequisites: American Studies 130 and second-year standing. SCOTT.

235 The Anthropology of American Culture (Spring) 4 credits
 See Anthropology 235.

275 Topics in American Culture (Fall) 4 credits+
 An interdisciplinary investigation of selected problems, trends, or themes in American culture, such as regionalism, popular culture, mass communication, minority cultures, women's lives, and other engaging issues central to American experience. Prerequisites: American studies 130 and second-year standing. SCOTT.

495 Senior Seminar (Fall or Spring) 4 credits
 An interdisciplinary seminar for students completing the concentration in American studies. Topics vary, with broad application of methodological skills. Prerequisites: American Studies 225 or permission of instructor.

Anthropology

Member of the Division of Social Studies

Vicki Bentley-Condit, Chair, Jonathan Andelson, Douglas Caulkins, Katya Gibel Azoulay (also Africana Studies), Kathy Kamp, J. Montgomery Roper (also Global Development Studies), Maria Tapias, Carol Trosset*, John Whittaker

Anthropology, the study of humankind, strives to take the broadest possible perspective on the human condition. Anthropologists explore peoples and cultures around the world, past and present, to become familiar with and understand our common humanity, cultural diversity, the organization of social life, societal change, the evolution of our species, our place in the natural world, and our affinities with other species. Anthropology approaches culture holistically, studying the interrelationships among the many facets of human life: family, kinship, language, gender, exchange, ritual, myth, technology, socialization, power, privilege, and subsistence. Archaeologists concentrate on cultures of the past, ethnologists on those of the present, and biological anthropologists on the complex interrelationship between cultural and biologi-

cal factors in human life, past and present. Anthropological research is often conducted outside the context of Western society, but increasingly anthropologists have applied their perspectives to the study of questions in the West.

Anthropology is conceptually rich, drawing on theories and methods from the sciences, the humanities, and other social sciences. As such, it constitutes a bridging discipline, itself interdisciplinary, and serves as an excellent basis for a liberal arts education. Anthropology is good preparation for further study in such diverse fields as law, social work, museology, medicine, urban and regional planning, journalism, and business. Many of the department's graduates have gone on to further study in anthropology. They can be found working at the top graduate research universities, in museums, and for government agencies. However, today anthropologists are also active in settings such as industries, public health, education, and various kinds of social survey research and community service.

Anthropology 104 is the general introduction to the field and is normally a student's first course and a prerequisite for upper-level courses. Students with special interests who wish to enroll in upper-level courses, but who have not taken Anthropology 104, should consult with the department about the preparation that will be assumed.

Anthropology, as an integrative science, has links with many other disciplines, such as biology, history, linguistics, religion, and other social-behavioral sciences. Anthropology students should select other offerings appropriate for an interdisciplinary program of study. Because of the importance of language in the study of any culture, qualified students are recommended to do work in a foreign language within designated courses in the department.

The Major

A minimum of 32 credits. With permission, up to eight of the 32 credits may be taken in related studies outside the department. Required are:

- 104 Introduction to Anthropology
- 280 Theories of Culture

At least four credits at the 200-level from each of the following areas:

Archaeology and Biological Anthropology

Cultural Anthropology and Linguistics

Methods

And either:

- a) Two 300-level courses in anthropology

Or

- b) One 300-level course in anthropology and 490 Senior Thesis

In addition:

- a) One year of a foreign language (or demonstration of equivalent competence by examination)

And

- b) Mathematics 115 or 209

Note: Courses listed under **Methods** may not be used to satisfy the distribution requirement for **Archaeology and Biological Anthropology** or **Cultural Anthropology and Linguistics**. Courses listed as “non-requirement” may be taken for anthropology credit but will not fulfill any of the requirements listed above.

Field research—such as that offered in the Archaeological Field School, Costa Rica: Tropical Field Research, and Grinnell-in-London—or an internship is strongly recommended. Because of the breadth of the discipline, majors are expected to demonstrate some familiarity with subdisciplines of anthropology and with research methods and techniques before they take a synthesizing seminar. To be considered for honors in anthropology, graduating seniors, in addition to meeting the College’s general requirements for honors, must exemplify professionalism in fulfilling commitments voluntarily undertaken within the department. In addition, they must have conducted original research judged worthy of honors.

General Introductory Course

104 Introduction to Anthropology (Fall and Spring)	4 credits
Anthropology as a holistic discipline embracing human biological and cultural evolution and the differences and similarities among human cultures. The subfields of anthropology are surveyed. Prerequisites: none. STAFF.	

Archaeology and Biological Anthropology

205 Human Evolution*	4 credits+
An in-depth examination of the evolution of humankind as part of an evolutionary continuum of primates stretching back approximately 65 million years with an emphasis on the hominids of the past 4 million years. There is a heavy emphasis on comparative anatomy. Topics covered include bipedalism, molecular data, the brain and language, and various interpretations of hominid origins. Prerequisites: Anthropology 104 or permission of instructor. BENTLEY-CONDIT.	

221 Primate Behavior and Taxonomy*	4 credits+
A comparative survey of the taxonomy, behavior, and ecology of nonhuman primates. Topics include demography and life-history patterns, feeding behavior and competition, social organization, sexual behavior, infant development, communication, and cognition. Prerequisites: Anthropology 104 or permission of instructor. BENTLEY-CONDIT.	

261 Agriculture, Religion, and Empire: Old World Prehistory*	4 credits+
An archaeological perspective on major themes and trends in the development of Old World civilizations: agricultural origins, trade and migration, metal and other technological innovations, role of ideology and symbol systems in social change, religion as a power base, rise of elite leadership, and state-level society. Covers much of Old World with emphasis on particular areas. Prerequisites: Anthropology 104 or permission of instructor. WHITTAKER.	

262 Archaeology of North America*	4 credits+
Archaeological record from human entry into the area to European domination: hunting, gathering, and agricultural developments. Geographical and	

physical anthropological backgrounds presented. Prerequisites: Anthropology 104 or permission of instructor. WHITTAKER.

267 Aztecs, Incas, and Mayas* **4 credits+**
An examination of Aztec, Inca, and Maya cultures, including economics, politics, and religion. Concentrates on the dynamics of early states and explores reasons for their rise and fall. Prerequisites: Anthropology 104 or permission of instructor. KAMP.

325 Biological Basis of Human Society* **4 credits**
An assessment of biological factors in human social behavior through an examination of the social behavior of nonhuman primates and evidence from human ethnology and sociobiology. Topics include reproductive behavior, aggression, dominance, sex roles, and altruism. Prerequisites: Anthropology 280 or permission of instructor. BENTLEY-CONDIT.

375 Experimental Archaeology and Ethnoarchaeology* **4 credits**
Experiments with artifacts and observations of living peoples provide archaeologists with the basis for interpreting the remains of past cultures. This course examines the theoretical basis and practice of experimental archaeology and ethnoarchaeology. Course includes lab work and projects. Prerequisites: Anthropology 280. KAMP.

Cultural Anthropology and Linguistics

235 The Anthropology of American Culture (Spring) **4 credits**
Also listed as American Studies 235. Focus on the U.S. American cultural meanings about national identity and citizenship, intersections of race and class consciousness, and the power of media to shape social attitudes, values, lifestyles, and political opinions. Prerequisites: American Studies 130 or Anthropology 104. GIBEL AZOULAY.

238 Cultural and Political Ecology* **4 credits+**
Reviews various cultural anthropology approaches to understanding human/environment interactions. Focus placed on case studies of small-scale societies from distinct environmental regions, the adaptations to those environments, how subsistence practices relate to other aspects of culture, and how these cultures and environments are affected by increasing integration into the world system (e.g., such as through globalization). Prerequisites: Anthropology 104 or Global Development Studies 111 or permission of instructor. ROPER.

240 Intentional Communities* **4 credits+**
A cross-cultural and historical survey of attempts to achieve social harmony by creating small communities. Topics include: ideological foundations, alternative economic and political arrangements, experiments with sexuality and gender roles, responses of the wider society, and reasons for success and failure. Groups include the first-century Essenes, the Shakers, Amana, the Hutterites, the Amish, the kibbutzim, Japanese communes, hip communes, monastic groups, and New Age communities. Prerequisites: Anthropology 104 or permission of instructor. ANDELSON.

246 Peoples of the Middle East* **4 credits+**
The modern Middle East in anthropological and historical perspective. Topics include nomadic, village, and urban lifestyles; ethnic interactions; Islam and its role in the social and political systems; the role of women; and cultural change. Prerequisites: Anthropology 104 or permission of instructor. KAMP.

247 Contemporary Western Europe***4 credits+**

A survey of community and regional studies on such topics as gender relations, rural depopulation, ethnic relations, regionalism, urbanization, and urban planning. Appropriate for student preparing for off-campus program in Britain or Europe. Prerequisites: Anthropology 104 or permission of instructor. CAULKINS.

251 Native North American Indian Cultures***4 credits+**

Historical and ethnological survey of aboriginal cultures of North American Indians and the impact of European civilization. Indian history, ethnography, and the contemporary situation. Prerequisites: Anthropology 104 or permission of instructor. ANDELSON.

253 Anthropology of Ethnicities***4 credits+**

Examination of shifts in theory and approach to studies of ethnicities. Topics include history of key concepts, including "ethnicity," "ethnic identities," and "culture," as well as perspectives on racism as a system, education and acculturation, class and ethnicity, and nationalism. Prerequisites: Anthropology 104. GIBEL AZOULAY.

257 Latin American Cultures***4 credits+**

Ethnographic and historic study of Latin American cultures. Description and analysis of native cultures and colonialism's impact on native peoples' lives. Current trends in Latin America analyzed, including family, economy, religion, environment, urbanism, and social issues. Women and gender issues in Latin America also considered. Prerequisites: Anthropology 104 or permission of instructor. ROPER, TAPIAS.

260 Language, Culture, and Society***4 credits+**

Language in its sociocultural context. Cultural behavior as communication. Language in relation to cultural systems of cognition, values, and symbols. Prerequisites: Anthropology 104, Linguistics 114, or permission of instructor. STAFF.

326 Anthropology of Religion***4 credits+**

Also listed as Religious Studies 326. The role and nature of religion. Origin of religious beliefs and customs. Structure and function of religious systems: beliefs, practitioners, supernatural power, totemism, and ritual change. Prerequisites: Anthropology 280 or permission of instructor. ANDELSON.

344 Gender in Cross-Cultural Perspective***4 credits+**

An examination of women's and men's roles and statuses from a cross-cultural perspective. Topics include whether women are universally subordinate to men; women and men in preindustrial and state societies; how imperialism and colonialism affect men, women, and gender relations; women in economic development; and gender relations in resistance and revolution. Prerequisites: Anthropology 280 or permission of instructor. GIBEL AZOULAY.

Methods**290 Archaeological Field Methods (Spring)****4 credits+**

Archaeological survey, excavation, and artifact analysis as tools for reconstructing the lifestyles of extinct societies. Lab work includes lithic, faunal, and ceramic analysis. Field labs provide practice in finding, mapping, recording, and interpreting archaeological sites. Prerequisites: Anthropology 104, upper-level archaeology course, or permission of instructor. WHITTAKER.

291 Methods of Empirical Investigation (Fall or Spring) **4 credits+**
See Sociology 291.

292 Ethnographic Research in Complex Societies * **4 credits+**

Also listed as Sociology 292. The processes by which ethnographers construct an understanding of human behavior; what questions they ask and how they answer them. Students engage in ethnographic field studies. Prerequisites: permission of instructor. CAULKINS, TAPIAS.

Theory

280 Theories of Culture (Fall and Spring) **4 credits+**

A survey of the history of anthropological theory from the Enlightenment to the present. Prerequisites: Anthropology 104 and at least one 200-level anthropology course. STAFF.

Other Courses

399 Directed Summer Research **4 credits**
See Directed Summer Research. STAFF.

490 Senior Thesis (Fall or Spring) **4 credits**

The preparation, writing, and public presentation of a piece of theoretical anthropological research in any of the subfields of anthropology. Students must obtain department approval the semester before thesis credits are taken. Two advisers/readers will supervise each thesis. Prerequisites: Anthropology 280, senior standing, and prior departmental approval. STAFF.

*Not offered every year.

Art

Member of the Division of Humanities

Jenny Anger, Chair, Timothy Chasson, Matthew Kluber, Bobbie McKibbin, William Pergl, Susan Strauber

The Department of Art provides curricular opportunities for the development of technical skills, aesthetic judgment, and historical understanding. Participation in both studio and art history courses stimulates critical thinking and refines creative potential in the visual arts. The Permanent Collection of original works of art, especially works on paper in the Print and Drawing Study Room, supplements formal course study.

Students who major in art may elect a studio or an art history concentration, with opportunities for advanced work in Art 300 or 336-342 and Art 490 or 491. Students with strong backgrounds in visual art may submit a portfolio of their best work to the department for review for possibly qualifying out of a 100-level studio course. Students electing an art history concentration must consult with the department about appropriate language study. Majors are expected to enrich their concentration through selected courses offered by other departments. For example, appropriate courses in history, literature, philosophy, and religious studies, or syntheses of these materials in Humanities 101, 102, or 140 are essential to a traditional art history concentration. Furthermore,

anthropology, economics, and the sciences—especially chemistry—promote possibilities for careers in art conservation and arts management, in addition to teaching and research.

Students are encouraged to consider the advantages of a semester abroad in an approved program. Off-campus programs in this country also are available to majors with adequate preparation for advanced study. There are opportunities for academic internships on campus and at the Des Moines Art Center. Competitive summer internships at national museums and institutions are open to qualifying students with considerable preparation in art history. Finally, students interested in preparing for a career in architecture should bear in mind the cooperative program between Grinnell and Washington University in St. Louis (see Cooperative Preprofessional Programs).

The Major:

A minimum of 32 credits. Required for the studio concentration are Art 234, two others of series 200 (one 2-d and one 3-d), two of series 300, one other studio art course, Art 103, and one other art history course. For the art history concentration, required are 24 credits in art history, to include Art 103 and Art 300, and eight credits in studio art. Art history concentrators are advised to include one from each of the following groups: Art 248 or 250; Art 214 or 251; Art 227 or 230; Art 221 or 222; Art 231 or 232. With permission, up to eight credits in the art history concentration may be taken in related studies outside the department. At least 20 credits of coursework must be taken within the Department of Art at Grinnell. No more than 14 credits within a single medium or art history area may count toward the major unless approved in advance by the department. Pre-architecture students must include one semester each of laboratory physics and calculus in addition to fulfilling the studio concentration.

History and Theory

103 Introduction to Art and Art History (Fall or Spring) 4 credits

A thematic and cross-cultural study of art and architecture as expressions of diverse social, intellectual, religious, and aesthetic values, primarily in Western societies since antiquity, with reference to certain East Asian and African traditions. Emphasis on developing critical skills. Use of Permanent Art Collection. Prerequisites: none. STAFF.

210 Women, Art, and History* 4 credits+

An introduction to the history of women's involvement in the visual arts. Concerned with ways of analyzing changing relationships among gender, culture, and creativity. The focus is on a historical study of women as producers of art, with emphasis on the various ways women have responded to social conditions determining the production of art, and on defining the issues and methods of investigations, based on feminist critiques of conventional art historical approaches. Prerequisites: Art 103 or Gender and Women's Studies 111 or permission of instructor. STRAUBER.

214 Monastery and Cathedral in Medieval Europe (Spring) 4 credits+

Development of the major centers of artistic culture from the 9th through the 14th centuries, especially in France (Mont St. Michel, Cluny, Chartres, Amiens) and England (Durham, Canterbury). Emphasis upon architectural

evolution in design and structure within a changing social and political climate, with some attention to sculpture and manuscript painting. Option of doing some reading in French, German, Italian, Latin, or Spanish. Prerequisites: Art 103 or permission of instructor. CHASSON.

221 The Art of Modernity: Political, Industrial, and Cultural Transformations (Fall) **4 credits+**

Examination of 19th-century Romantic and Realist painting as critical responses to the period's dramatic political, industrial, and cultural transformations and as the foundation of artistic "modernity." Emphasis on issues of high and mass culture; art and political voice; representations of non-Europeans; relevance of the canon; tensions between the urban and natural worlds; and creation of the avant-garde. Prerequisites: Art 103 or permission of instructor. STRAUBER.

222 Impressionism and Post-Impressionism (Spring) **4 credits+**

A study of major artists, works, and issues in European Impressionist and Post-Impressionist painting and sculpture (c. 1865–1900). Specific movements include Impressionism, Post-Impressionism, Symbolism, Art Nouveau. Prerequisites: Art 103 or permission of instructor. STRAUBER.

227 Italian Renaissance Art* **4 credits+**

A study of Italian culture from the late 13th through the late 16th centuries as expressed in painting, sculpture, architecture, and urban design. Emphasis on political, social, religious, and intellectual factors shaping artistic theory and expression in Florence, Siena, Rome, Venice, and the courts at Mantua and Urbino. Option of doing some reading in French, German, Italian, or Latin. Prerequisites: Art 103 or permission of instructor. CHASSON.

230 Northern Renaissance Art* **4 credits+**

Primarily a study of Netherlandish and German painting and printmaking of the 15th and 16th centuries (Van Eyck, Bosch, Gruenewald, Duerer, Baldung Grien, Holbein, Bruegel). Emphasis on the functions and audiences for religious and secular work. Use of 16th-century prints in the College's art collection. Option of doing some reading in French, German, or Latin. Prerequisites: Art 103 or permission of instructor. CHASSON.

231 Modern Art, 1900–1940 (Fall) **4 credits+**

An examination of major movements in European art from 1900–1940, including Fauvism, Expressionism, Cubism, Futurism, Dada, Surrealism, Constructivism, and Socialist Realism. Focus upon the historical contexts of art production and reception. Readings range from contemporary criticism to historical analysis. Investigation of recurrent problems such as primitivism, gender, authorship, and cultural politics. Prerequisites: Art 103 or permission of instructor. ANGER.

232 Art Since 1945 (Spring) **4 credits+**

An examination of the main developments in American and European art since 1945, from Abstract Expressionism to current trends such as computer art. Particular attention to art since 1960: Pop, Happenings, Black Art, Minimalism, Conceptualism, Earth Works, Feminist Art, and Pattern and Decoration. Readings range from contemporary criticism to historical analysis from a variety of perspectives (e.g., formal, multicultural, deconstructive). Prerequisites: Art 103 or permission of instructor. ANGER.

233 American Art* **4 credits+**

A survey of American art within its cultural, philosophical, and social contexts. Topics include: Colonial portraiture; history painting, landscape, and vernacular expressions in the 19th century; the sources and development of modernism; and postmodernity at the end of our century. Prerequisites: Art 103. ANGER.

248 Greek Archaeology and Art (Spring) See Classics 248.	4 credits+
250 Roman Archaeology and Art (Spring) See Classics 250.	4 credits+
251 Architecture and Urban Planning in Papal and Fascist Rome* Consideration of the most important buildings and concepts of urban development from the late Imperial age of early Christianity through the height of papal power in the Renaissance and Baroque periods, to the city of Mussolini. Option of doing some reading in French, German, Italian, or Latin. Prerequisites: None, although Art 250 or History 256 provides useful preparation. CHASSON.	4 credits+
253 Exhibition Seminar* An introduction to the materials and methods of primary art historical research and museum practice through the organization and presentation of an exhibition. Students work directly with art objects, using works in the Permanent Art Collection and/or borrowed from lenders. Topic and instructor vary; see current Schedule of Courses. Course may be repeated once for credit. Prerequisites: Art 103 or permission of instructor. STAFF.	4 credits
300 Seminar in Art History (Spring) An intensive study of selected problems with emphasis on research, methodology, and critical evaluation of a special area as announced in the current Schedule of Courses. May be repeated for a maximum of 8 credits if different topics are taken each time. Prerequisites: Art 103 or permission of instructor. ANGER.	4 credits
316 Architecture and Urbanism in Paris* (Fall) See French 316.	4 credits
490 Senior Thesis (Fall or Spring) The preparation, writing, and public presentation of a piece of art historical research in any area of history. Students must obtain department approval the semester before thesis credits are taken. Two advisers/readers will supervise each thesis. Prerequisites: Art 300, senior standing, and prior departmental approval. STAFF.	4 credits

Studio

136 Introduction to Studio: Printing Processes (Fall or Spring) KLUBER.	4 credits
138 Introduction to Studio: Painting Processes (Fall or Spring) MCKIBBIN.	4 credits
140 Introduction to Studio: Ceramic Processes (Fall) SCHRIFT.	4 credits
142 Introduction to Studio: Sculpting Processes (Fall or Spring) PERGL.	4 credits

Incorporated into each of the media-oriented problems of these courses listed above are drawing and design components that insure each student's recognition of the relationship among drawing, design, and the designated medium. These courses develop important and useful skills in these areas.

234 Drawing (Fall)	4 credits
Studio assignments in color and black and white, designed to continue the development of visual skills and concepts as they pertain to drawing. Folios include figurative and nonfigurative work. The concept of drawing as a complete and finished work explored and emphasized. Prerequisites: Art 136, 138, 140, or 142. STAFF.	
236 Printmaking (Spring)	4 credits
Prerequisites: Art 136 or 138. KLUBER.	
238 Painting (Spring)	4 credits
Prerequisites: Art 136 or 138. McKIBBIN.	
240 Ceramics (Fall)	4 credits
Prerequisites: Art 140 or 142. SCHRIFT.	
242 Sculpture (Spring)	4 credits
Prerequisites: Art 140 or 142. PERGL.	

The above studio courses build on skills introduced in the 100-level studio courses and present new processes and challenges for the students in these areas.

334 Advanced Drawing (Spring)	4 credits+
Using subject matter and media similar to those employed in Art 234, this studio course presents advanced problems in drawing as an independent art form. Prerequisites: Art 234 or permission of instructor. STAFF.	
336 Advanced Printmaking (Spring)	4 credits+
Prerequisites: Art 236 or permission of instructor. KLUBER, STAFF.	
338 Advanced Painting (Spring)	4 credits+
Prerequisites: Art 238 or permission of instructor. McKIBBIN.	
340 Advanced Ceramics (Spring)	4 credits+
Prerequisites: Art 240 or permission of instructor. SCHRIFT.	
342 Advanced Sculpture (Spring)	4 credits+
Prerequisites: Art 242 or permission of instructor. PERGL.	

The above studio courses build on skills developed in the 200-level courses in these areas and present advanced problems in each.

491 Senior Project (Fall or Spring)	4 credits+
A concentrated focus within a specific medium in which the student has extensive experience. This course is aimed at the establishment of a personal direction in content and personal expression while developing a mature portfolio in preparation for an advanced degree. The project includes preparation, creation, and public presentation of a body of artwork. Seniors must obtain approval of a department member for the desired medium as supervisor of the project and submit an application for departmental approval before the end of the semester preceding the one in which the project is undertaken. Prerequisites: 300-level studio course and senior standing. STAFF.	

*Not offered every year.

Biology

Member of the Division of Science

Charles Sullivan, Chair, Jonathan Brown, David Campbell, Vincent Eckhart, Leslie Gregg-Jolly, Kathryn Jacobson, Peter Jacobson, Clark Lindgren, Vida Praitis, Diane Robertson, Bruce Voyles

Biology investigates the processes of life at the molecular, cellular, organismal, population, and ecosystem levels. The department believes that the study of biology helps all students to become more scientifically literate and exposes them to the diverse ways in which biologists pose questions and gather and interpret data. Aside from its contribution to a liberal education, the biology curriculum may be an introduction to a career in research, education, environmental science, the health professions, conservation, or a range of other fields.

The department recommends that students considering a biology or biological chemistry major take both Biology 150 Introduction to Biological Inquiry and Chemistry 129 General Chemistry in their first year. These courses may be taken in either order. It also recommends that students take calculus (Mathematics 123–124 or 131) during their first year. In the first semester of their second year, students should take both Biology 251 Molecules, Cells, and Organisms and Chemistry 221 Organic Chemistry I. Students continuing as biology majors should then enroll in Biology 252 Organisms, Evolution, and Ecology in the second semester. These core courses prepare students to continue with advanced-level courses of their choice and to undertake independent research projects. Since the focus of the curriculum at all levels is on the process of discovery in biology, classroom activities emphasize experimental design, analysis of data, and reading from the scientific literature, while laboratories emphasize student-designed experiments or projects and writing scientific papers and posters. All majors are encouraged to conduct independent study or summer research in association with Grinnell faculty or at an off-campus site or program. In such cases, careful advanced planning with an adviser will make it easier to take advantage of these opportunities. Students also are encouraged to develop their skills in written and oral communication through investigative reports, class presentations, or a departmental seminar.

Excellent laboratory and field facilities support the biology program. Instrumentation available for courses and research includes laser scanning confocal and fluorescence microscopes, animal and plant tissue culture suites, high-speed and ultra high-speed centrifuges, a liquid scintillation spectrometer, photodocumentation systems, scanning UV-visible spectrophotometers and plate reader, electrophysiological suites, a C/N and AutoAnalyzer, as well as equipment for DNA synthesis, sizing, sequencing, and the polymerase chain reaction. The department also has a large greenhouse and maintains the Conard Environmental Research Area (CERA), a 365-acre field station 11 miles from campus. This facility includes pond, oak woodland, and restored prairie habitats, and an on-site laboratory.

The Major

A minimum of 32 credits in biology including:

- Biology 150 Introduction to Biological Inquiry
- Biology 251 Molecules, Cells, and Organisms

- Biology 252 Organisms, Evolution, and Ecology
- Twenty additional credits of biology at the 200 level or higher, 12 of which must be at the 300 level or higher. Not more than four of the 20 credits may be from Biology 297, 397, or 399, Science 300, or independent study done elsewhere.

Also required:

- Chemistry 129 General Chemistry
- Chemistry 221 Organic Chemistry I
- Mathematics 124 or 131 Calculus I

Chemistry 222, Physics 131 and 132, and Mathematics 133 and 209 are recommended.

NOTE: Biology 195 and 220 do not count for major credit.

With prior approval, a maximum of four credits of advanced work in a related field may be applied toward the major. At least half of the credits applied toward the biology major must be taken in residence at Grinnell.

150 Introduction to Biological Inquiry (Fall and Spring) 4 credits
 An introduction to how biologists pose questions, design experiments, analyze data, and communicate scientific information, for prospective biology and biological chemistry majors as well as nonmajors. Although individual sections will have different topics and formats, all sections will involve intensive student-directed investigation and include a laboratory component. Prerequisites: none. STAFF.

220 Biotechnology and Its Social Impact (Spring) 4 credits
 An investigation of genetic engineering techniques and products as applied in agriculture, medicine, industry, law, and the environment, as well as the social, economic, and technical implications of their use. Topics include genetically engineered plants and animals, gene therapies, in vitro fertilization and human cloning, DNA fingerprinting, and genetic testing. Does not count toward the major. Prerequisites: second-year standing. ROBERTSON.

251 Molecules, Cells, and Organisms (Fall) 4 credits
 Investigations of the cellular and molecular basis of organismal structure and function, including studies of how organisms acquire and expend energy, acquire and transport materials, regulate internal conditions, transmit information, reproduce, develop, grow, and move. Three lectures and one scheduled lab each week. Prerequisites: Biology 150, Chemistry 129, and Chemistry 221 as a prerequisite or concurrent. LINDGREN, PRAITIS.

252 Organisms, Evolution, and Ecology (Spring) 4 credits
 Investigations of the evolutionary causes and ecological consequences of organismal structure and function, including studies of why organisms acquire and expend energy, acquire and transport materials, regulate internal conditions, transmit information, reproduce, develop, grow, and move. Three lectures and one scheduled lab each week. Prerequisites: Biology 251, Mathematics 124 or 131. BROWN.

305 Evolution of the Iowa Flora* (Fall) 4 credits+
 Investigations of the history of Iowa's plant diversity from three perspectives: (1) taxonomy and systematics; (2) paleoecology and community assembly; and (3) population structure, biogeography, and conservation. Three lectures and one laboratory each week. Prerequisites: Biology 252 or permission of instructor. ECKHART.

325 Fungal Biology (Fall)**4 credits**

An integrative survey of the fungal kingdom, emphasizing current topics in developmental biology, physiology, genetics, evolution, systematics, ecology, and human interactions with fungi. Combined lecture/lab periods meet two times each week for three hours. Emphasis is on interactive learning through field and laboratory investigations. Prerequisites: Biology 252. K. JACOBSON.

334 Plant Physiology***4 credits**

Plant functions emphasizing the physiology of photosynthesis, respiration, translocation, control of growth, and major processes of the living plant. Three lectures, one laboratory each week. Prerequisites: Biology 252 or permission of instructor. ROBERTSON.

340 Aquatic Biology***4 credits**

An examination of the biology of freshwater systems, including lakes, rivers, and streams, and the linkages between aquatic and terrestrial environments. Lectures and discussions focus on current topics in freshwater biology. Laboratory and field investigations emphasize quantitative analysis and experimental design and include an independent project. One laboratory meeting and two lecture/discussion sessions each week. Prerequisites: Biology 252. P. JACOBSON.

350 Animal Development***4 credits**

An examination of the cellular and molecular aspects of development in a variety of organisms, with a focus on animals. The experimental basis for our current knowledge of developmental processes is presented. The laboratory includes work with vertebrate and invertebrate embryos. Three lectures, one laboratory each week. Prerequisites: Biology 252 or permission of instructor. SULLIVAN.

360 Plant Development***4 credits**

An examination of the molecular, structural, hormonal, and environmental aspects of differentiation in plants. The main emphasis is on differentiation in higher plants, but developmental systems in the algae, fungi, and bryophytes are also examined. The laboratory includes plant tissue culture methods as tools for morphogenetic studies. Three lectures, one laboratory each week. Prerequisites: Biology 252 or permission of instructor. ROBERTSON.

363 Neurobiology (Fall)**4 credits**

This course examines the structure, function, and development of the nervous system. Cellular and molecular mechanisms are emphasized and examples are drawn from throughout the animal kingdom. Three lectures and one scheduled laboratory each week. Prerequisites: Biology 251 or permission of instructor. LINDGREN.

364 Animal Physiology***4 credits**

This course examines the integrated function of tissues, organs, and organ systems from a molecular, cellular, and organismal perspective. Emphasis is placed on mechanisms underlying physiological processes found throughout the animal kingdom. Three lectures and one laboratory each week. Prerequisites: Biology 252 or permission of instructor. LINDGREN.

365 Biology of Prokaryotes***4 credits**

The structure, physiology, and genetics of the prokaryotes. Lectures include discussion of papers from the current literature. Laboratory features multi-week investigations. Two lectures and one laboratory each week. Prerequisites: Biology 251, Biological Chemistry 262 recommended. VOYLES.

368 Ecology (Fall)	4 credits
Study of the distribution and abundance of organisms and of relationships between organisms and environments. Laboratories emphasize quantitative analysis and experimental design in ecology and include several field projects. Lectures focus on the development of ecological concepts and theory. Three lectures and one laboratory per week. Prerequisites: Biology 252 or permission of instructor. STAFF.	
370 Advanced Cell Biology (Fall)	4 credits
This course examines selected topics that are the focus of current research describing the molecular biology of eukaryotic cells. Events occurring in the nucleus, cytoplasm, and at the cell surface are considered. Laboratories emphasize techniques to study proteins in a variety of cell types including cells growing in culture. Prerequisites: Biology 251 or permission of instructor. SULLIVAN.	
373 Mechanisms of Evolution (Spring)	4 credits
This course examines the mechanisms of evolutionary change at both the micro and macroevolutionary scales. Topics include the maintenance of genetic variation, population structure and speciation, molecular evolution, systematic methods and applications, and macroevolution. Three two-hour sessions per week. Prerequisites: Biology 252 or permission of instructor. BROWN.	
374 Evolutionary Ecology* (Fall)	4 credits
Consideration of the evolution of ecological interactions. Topics include ecological genetics, levels of selection, adaptation, life history evolution, coevolution, and the evolution of species diversity. Labs emphasize quantitative analysis and include an independent project. Three lecture/discussion sessions and one laboratory meeting each week. Prerequisites: Biology 252 or permission of instructor. BROWN.	
380 Molecular Biology (Spring)	4 credits
An examination of the molecular biology of the cell and associated technology. The application of techniques such as molecular cloning, PCR amplification, DNA sequencing and hybridization to contemporary issues in biology are emphasized in lecture and laboratory. Two lectures and one laboratory per week. Prerequisites: Biology 252 or Biological Chemistry 262 or permission of instructor. GREGG-JOLLY.	
385 Virology*	4 credits
The biology of bacterial, animal, and plant viruses: mechanisms of entry and release of virions, replication and expression of genomes, effects on host cells, with emphasis on current scientific literature. Laboratory includes multiweek investigations based on aspects of the life cycles of bacterial and animal viruses. Three lectures, one scheduled lab each week. Prerequisites: Biology 251 or permission of instructor. VOYLES.	
399 Directed Summer Research	2 or 4 credits
See Directed Summer Research. STAFF.	

*Not offered every year.

Biological Chemistry

Member of the Division of Science

Mark Levandoski (Chemistry) Chair, Jonathan Brown (Biology), Leslie Gregg-Jolly (Biology), Clark Lindgren (Biology), Elaine Marzluff (Chemistry), Andrew Mobley (Chemistry), Martin Minelli (Chemistry), Vida Praitis (Biology), Charles Sullivan (Biology), Elizabeth Trimmer (Chemistry), Bruce Voyles (Biology)

Biological chemistry studies the chemical basis of biological processes. As such, it is an interdisciplinary combination of biology and chemistry requiring a distinct subset of material from both fields. The core courses of the major introduce students to methods of inquiry into biological chemistry and consider the structure and function of nucleic acids, proteins, lipids, and carbohydrates, and how these molecules mediate chemical processes in the cell. These core courses are designed jointly by members of the biology and chemistry departments to emphasize the interrelationships of the topics being presented. Elective courses enable students to consider specific topics within the broad range of biological chemistry in greater depth.

All of the instrumentation in both the biology and chemistry departments is available for the courses and research projects of biological chemistry majors. Majors are encouraged to participate in research projects with faculty in biology or chemistry.

The Major

A minimum of 32 credits.

Core requirements (28 credits):

- Biology 150 Introduction to Biological Inquiry
- Chemistry 129 General Chemistry
- Biology 251 Molecules, Cells, and Organisms
- Chemistry 221 and 222 Organic Chemistry I and II
- Biological Chemistry 262 Introduction to Biological Chemistry
- Chemistry 363 Physical Chemistry

Advanced electives from this list (4 credits):

- Chemistry 330 Enzyme Mechanisms
 - Chemistry 332 Biophysical Chemistry
 - Chemistry 358 Instrumental Analysis
 - Biology 365 Biology of Prokaryotes
 - Biology 370 Advanced Cell Biology
 - Biology 380 Molecular Biology
 - Biology 385 Virology
- Also required: Mathematics 133 and Physics 131 and 132

262 Introduction to Biological Chemistry (Spring)**4 credits**

An introduction to chemical properties and biological functions of proteins, nucleic acids, carbohydrates, and lipids. Topics in lecture and lab include enzyme kinetics, basic energy metabolism, and molecular genetics. Three lectures and one scheduled lab each week. Prerequisites: Biology 251 and Chemistry 221. Concurrent enrollment in Chemistry 222 required. TRIMMER.

Chemistry

Member of the Division of Science

Leslie Lyons, Chair, Mark Levandoski, Jim Lindberg, Elaine Marzluff, Martin Minelli, Andrew Mobleby, Lee Sharpe, John Stubbs, James Swartz*, Elizabeth Trimmer, Elliott L. Uhlenhopp*

Chemistry, as pure science, seeks to describe and make comprehensible the nature and transformations of matter. As applied science, it provides society with knowledge and tools to achieve its material purposes. By coupling creative thought with experimentation, the study of chemistry contributes to a liberal education.

The Department of Chemistry recommends that students considering chemistry as a major begin coursework as first-year students. The starting point for those with no more than a year of secondary school chemistry is Chemistry 129. Placement in Chemistry 130 or, in rare cases, in 221 may be appropriate.

The department emphasizes laboratory work in its curriculum. Students have excellent facilities for independent projects and study, and majors will get hands-on experience with modern instrumentation in several areas of chemistry. A variety of microcomputers and graphics workstations are used for data acquisition, simulation, and analysis in all courses. An active summer program provides further opportunities for intensive research.

A major in chemistry may lead to a career in chemical research or education. It also serves those who seek to enter the medical or engineering professions and those wishing to pursue graduate work in fields such as biochemistry, molecular biology, physiology, pharmacology, geology, environmental science, nutrition, and materials science, or for others, as a focus for liberal education.

To complete the major, mathematics through 133 and physics through 132 are needed and should be taken as early as possible. Students contemplating graduate work in science should consider taking two additional semesters of mathematics (215 and 220) as well as related coursework in biology and physics, depending on personal interests and goals. The department recommends the study of a foreign language, with German providing the most extensive access to chemical literature.

The Major

A minimum of 32 credits. With permission, up to four of the 32 credits may be taken in related studies outside the department. Required are Chemistry 129, 130, 221–222, 499 (four credits), and eight credits from 325, 330, 332, 358, 364, or 423. Also required are Mathematics 131 and 133 and Physics 131–132. Participation in the Chemistry Colloquium is required for 499 projects. Note: Chemistry 100 does not count toward the major. ACS

Certification: The department's program is approved by the American Chemical Society through its Committee on Professional Training. Graduates who complete the following program meet the ACS certification standards and are eligible for ACS membership: Chemistry 129, 130, 221–222, 358, 363–364, and 423; four credits of 499 projects; and four credits from 325, 330, or 332.

100 Chemistry is Everywhere*	4 credits
This course is intended for nonscience majors and introduces the basic principles of chemistry with special emphasis on everyday life and illustrates these principles through extensive use of classroom demonstrations. Environmental, consumer, or health-related issues emphasized. Prerequisites: none. STAFF.	
129 General Chemistry (Fall and Spring)	4 credits
An introductory course. Primary emphasis on stoichiometry, atomic and molecular structure, dynamic equilibrium, acid-base chemistry, thermodynamics, electronic structure, and intermolecular interactions. Three classes, one laboratory each week. Prerequisites: none. STAFF.	
130 Inorganic and Analytical Chemistry (Fall and Spring)	4 credits
Leads to advanced work in the department. Principles of inorganic chemistry and elementary quantitative analysis, including ionic equilibrium, electrochemistry, and acid-base chemistry. Three classes, one laboratory each week. Prerequisites: Chemistry 129 or permission of instructor. STAFF.	
221–222 Organic Chemistry (Fall and Spring)	4 credits
A comprehensive study of structures, reactions, syntheses, and spectroscopy of aliphatic and aromatic compounds, which emphasizes modern mechanistic models. Three classes, one laboratory each week. Prerequisites: Chemistry 129 or permission of instructor. (Students with AP/IB credit or other off-campus credit to substitute for Chemistry 129 must take Chemistry 130). STAFF.	
325 Advanced Organic Chemistry (Fall)	4 credits+
Selected topics in organic chemistry, including spectral methods of identifying organic compounds, reaction mechanisms, and modern methods of organic synthesis. Laboratory emphasis on spectral, chromatographic, and synthetic methods. Three classes, one laboratory each week. Prerequisites: Chemistry 222. LINDBERG.	
330 Enzyme Mechanisms* (Fall)	4 credits+
Examination of the mechanisms of enzyme reactions. Topics include enzyme structure, catalytic strategies, and methodologies to study enzyme mechanisms. Emphasis on enzymes that require a coenzyme (pyridoxal phosphate, flavin, etc.) to carry out their chemistry. Labs stress spectroscopic and kinetic techniques. Three classes, one laboratory each week. Prerequisite: Biological Chemistry 262 or permission of instructor. TRIMMER.	
332 Biophysical Chemistry* (Fall)	4 credits+
Exploration of advanced topics in biochemistry with an emphasis on physical methodologies (thermodynamics and kinetics) and techniques. Topics include ligand binding theory, protein folding, and structure determination, etc. Secondary emphasis involves topics in molecular neuroscience, such as second messenger systems and ion channels. Laboratory employs some of the techniques discussed and includes an independent project. Three classes, one laboratory each week. Completion of the introductory physics sequence and Chemistry 363 are recommended. Prerequisites: Biological Chemistry 262 and completion of or concurrent registration in Physics 131 or permission of instructor. LEVANDOSKI.	

358 Instrumental Analysis (Spring)	4 credits+
Analytical chemistry, including both theory and applications of spectral, electrochemical, chromatographic, and other commonly employed methods of analysis and separation. Two classes, two laboratories each week. Prerequisites: Chemistry 221. LYONS, SHARPE.	
363 Physical Chemistry I (Fall)	4 credits+
An introduction to physical chemistry that emphasizes experimental and theoretical aspects of chemical thermodynamics, chemical and physical equilibrium, and kinetics. Three classes, one laboratory each week. Prerequisites: Chemistry 222, Physics 131 or equivalent, completion of or concurrent registration in Physics 132, Mathematics 133 or equivalent, or permission of instructor. STUBBS.	
364 Physical Chemistry II (Spring)	4 credits+
Selected topics in physical chemistry with emphasis on molecular structure and chemical bonding and the application of thermodynamic and quantum theory to a variety of physical chemical phenomena. Three classes, one laboratory each week. Prerequisites: Chemistry 363. STUBBS.	
390 Seminar: Current Topics in Chemistry* (Fall)	2 credits
An investigation of a selected topic in chemistry with readings from the recent literature discussed in a seminar format. Specific topic announced at least a semester in advance. May be repeated a second time for credit. Prerequisites: Chemistry 222. TRIMMER.	
423 Advanced Inorganic Chemistry (Spring)	4 credits+
Selected topics, including atomic structure, bonding, acid-base theories, coordination chemistry, crystal structure, and inorganic reactions. Three classes, one laboratory each week. Prerequisites: Chemistry 363 or permission of instructor. MINELLI.	
499 Directed Summer Research	4 credits
See Directed Summer Research. STAFF.	

*Not offered every year.

Chinese and Japanese

Member of the Division of Humanities

Scott Cook, Chair, Jin Feng

Chinese

At Grinnell, Chinese is an interdisciplinary major that explores the complex interaction between literary, philosophical, aesthetic, religious, political, and other important spheres of human life in China. Emphasis is placed not only on the diversity and uniqueness of Chinese civilization, but also on its contributions to humanity and its heuristic values to the understanding of Western cultural traditions.

A knowledge of Chinese is valuable for students contemplating graduate study or careers in government service or in businesses engaged in international trade. The Chinese department currently offers beginning through advanced levels of Modern Chinese, as well as courses in Classical Chinese, philosophy, and literature in translation. Independent study is encouraged for those who wish to pursue intensive study of individual authors or special topics. Qualified

students may opt to do some reading in Chinese to supplement their designated Chinese courses in translation.

The Major:

A minimum of 32 credits beyond the prerequisites of Chinese 101–102 Beginning Chinese I and II. At least 20 of the 32 credits must be Chinese courses in the department at Grinnell.

Part 1: The Core (20 credits)

A minimum of 12 of these credits must be taken at Grinnell College.

- Chinese 221–222 Intermediate Chinese I and II (or equivalent)
- Chinese 331–332 Advanced Chinese I and II (or equivalent)
- Chinese 461 Classical Chinese
- Chinese 498 Readings in Chinese Literature

Part 2: Individual Focus (12 credits)

Three courses from the list below, including at least one of the following to be taken in the Chinese department at Grinnell: Chinese 230, 241, 275, 277, or 498.

- Chinese 230 Chinese Women: Past and Present
- Chinese/Philosophy 241 Chinese Philosophical Tradition
- Chinese 275 Chinese Literary Tradition (in Translation)
- Chinese 277 Modern China through Literature and Film (in Translation)
- Chinese 498 Readings in Chinese Literature
- History 275–276 Chinese History I and II
- Humanities/Social Studies 131 China's Ancient World
- Political Science 275 Politics of the PRC
- Religious Studies 222 Religious Traditions of China

101–102 Beginning Chinese I and II (Fall and Spring)

5 credits

An introductory course to modern (Mandarin) Chinese that teaches the skills of listening, speaking, reading, and writing. Instructional emphasis is laid on both linguistic aspects (pronunciation, vocabulary, and structures) and on sociocultural strategies in communication. Students learn approximately 550 frequently used core graphs and their use in context. No prerequisite for 101. Prerequisites for 102: Chinese 101 or permission of instructor. COOK.

211 Practicum in Chinese Calligraphy (Fall or Spring)

1 credit

Guided practice in the different styles of Chinese writing. Recommended for students in 102 and above. May be repeated for credit with the permission of instructor. (A maximum of eight practicum credits may count toward graduation.) Does not count toward Chinese major. Prerequisites: Chinese 101 or equivalent. YANG.

212 Chinese Conversation* (Fall or Spring)

1 credit

This course is offered primarily to advanced Chinese students for their practice of conversational Chinese. May be repeated for credit with the permission of instructor. Prerequisites: Chinese 461 or concurrent enrollment in Chinese 461. STAFF.

221–222 Intermediate Chinese I and II (Fall and Spring) 4 credits

Reinforcement and expansion of the grammatical basis and communicative competence gained in Chinese 101 and 102. Continued practice of oral and listening skills, but with increased emphasis on reading and writing skills. Stress is on the acquisition of core graphs (to approximately 1,500), vocabulary, and complex sentence patterns. Simplified characters are also introduced. Prerequisites: Chinese 102 for 221 and Chinese 221 for 222 or equivalent. FENG.

230 Chinese Women: Past and Present* 4 credits+

This course will examine literary and cinematic representations of Chinese women, past and present, by using gender as a category of analysis. Literary and cinematic focus is on the complex and changing relationship of Chinese women to normative gender codes and conventions over the course of some 2,000 years. Prerequisites: none. FENG.

241 Chinese Philosophical Tradition* (Spring) 4 credits+

Also listed as Philosophy 241. Conducted in English. Introduction to Chinese philosophical tradition from the first millennium BCE to the late years of imperial China. The focus of the course is philosophical. Through a critical study of foundational and representative works of philosophy, we shall examine some of the perennial issues that have interested the Chinese for centuries, and the unspoken value presuppositions implicit in them. Prerequisites: none. COOK.

275 Chinese Literary Tradition (in Translation)* 4 credits+

Also listed as General Literary Studies 275. Close reading and interpretation of classic Chinese works of discursive prose, historical narrative, poetry, and vernacular fiction from the early Zhou dynasty through late imperial China (ca. 1000 BCE–1911 CE). Analysis of these texts in the context of their social, cultural, and historical backgrounds and appreciation of their artistry in terms of both traditional Chinese literary theories and modern-day reinterpretations. Readings and discussion in English. Prerequisites: None. COOK.

277 Modern China through Literature and Film (in Translation)* 4 credits

Also listed as General Literary Studies 277. This course examines literature and society in China starting from the turn of the 20th century through the critical study of selected samples of the literary and cinematic products of this tumultuous historical period. Attention is particularly focused on the political, cultural, and aesthetic messages that the literary and cinematic forms convey and disseminate. All readings and discussion are in English. Prerequisites: None. FENG.

331–332 Advanced Chinese I and II (Fall and Spring) 4 credits

Further reinforcement, expansion, and refinement of grammatical proficiency and communicative skills through intensive reading of authentic Chinese materials, such as short stories, newspapers, journals, and viewing of films and television broadcasts. Particular emphasis also given to increasing level of literary appreciation and critical awareness of the sociocultural contexts that shape readings. Prerequisites: Chinese 222 or equivalent. COOK, FENG.

461 Classical Chinese (Fall) 4 credits

Intensive treatment of the basic particles and grammatical structure of the literary Chinese language (*wenyan*). Development of skills in understanding and recognizing syntactic parallelism, contextual clues, and rhetorical structures through the reading of selected works of classical prose and poetry. Prerequisites: Chinese 332 or permission of instructor. COOK.

498 Readings in Chinese Literature (Spring)**4 credits**

This course is designed to increase students' proficiency in reading, interpreting, and discussing Chinese literature in its original language, and thereby build upon the linguistic foundation acquired in both Classical Chinese (CHI 461) and the three-year language sequence. Literature for the course will consist of a thematically focused set of textual materials taken from both pre-modern and modern sources, including literary, philosophical, and religious texts. Conducted in Chinese. Prerequisites: Chinese 332 and 461 or equivalent. FENG.

*Not offered every year.

Japanese

A knowledge of Japanese is valuable for students contemplating graduate study or careers in government service or in businesses engaged in international trade.

101 Beginning Japanese I (Fall)**5 credits**

An introductory course that teaches the skills of listening, speaking, reading, and writing. Instructional emphasis is laid on both linguistic aspects (pronunciation, vocabulary, and structures) and on sociocultural strategies in communication. Students learn both Japanese syllabaries and are introduced to *kanji*. STAFF.

102 Beginning Japanese II (Spring)**5 credits**

A continuation of Beginning Japanese I, emphasizing the skills of listening, speaking, reading, and writing. Instructional emphasis is laid on both linguistic aspects (pronunciation, vocabulary, and structures) and on sociocultural strategies in communication. Students will have learned at least 100 *kanji* by the end of the course. Prerequisites Japanese 101 or equivalent. STAFF.

221 Intermediate Japanese I (Fall)**4 credits+**

Reinforcement and expansion of Japanese grammar and communicative competence for students who have previously studied Japanese. Students will gain advancement in the four skills of speaking, listening, reading, and writing. Prerequisites: Japanese 102 or equivalent. STAFF.

222 Intermediate Japanese II (Spring)**4 credits+**

Further reinforcement and expansion of Japanese grammar and communicative competence, and advancement in the four skills of speaking, listening, reading, and writing. Students will have learned at least 300 *Kanji* by the end of the course. Prerequisites: Japanese 221 or equivalent. STAFF.

279 Modern Japanese Fiction and Film (Fall)**4 credits**

Also listed as General Literary Studies 279. This course considers Japanese fiction and film that depict Japan from the mid-19th century through the present day. The work of some major authors and film directors will be introduced to examine Japanese culture and society as well as the characteristics that are unique to Japanese fiction and film. Readings and discussions in English. Prerequisites: none. STAFF.

331–332 Advanced Japanese I and II (Fall and Spring)**4 credits**

This course is for those students who have finished Intermediate Japanese II or an equivalent course. An integrated approach will be taken by the instructor

so that the students will be able to develop both their speaking and writing skills in Japanese. Prerequisites: Japanese 222 or equivalent for Japanese 331; Japanese 331 for Japanese 332. STAFF.

*Not offered every year.

Classics

Member of the Division of Humanities

Joseph Cummins, Chair (also Philosophy), Monessa Cummins, Dennis Hughes, Gerald Lalonde, Edward Phillips

Because of their continuity and comparability, the classical and modern worlds offer valuable perspectives on each other. Their continuity has long been recognized; modern languages, institutions, values, and the forms and symbols in which we frame ideas are derived from the beginnings of Western civilization in Greece and Rome. But since our modern world differs in important ways from its origins, the study of classics also supplies a perspective for comparison that enforces rational, conscious examination of the unconscious assumptions by which we speak, think, and act. Grinnell courses in classics deliberately and explicitly invite students to apply their classical experience to the facts and modes of understanding they have learned in history, social sciences, philosophy, literature, and the arts as taught from more modern points of view in other departments of the College.

All classics offerings are designed and taught with a view to the needs of students from various disciplines and with various preprofessional interests. Some of these needs are addressed directly in courses in classical thought or New Testament Greek, but, in general, preparation for such professions as law is best served by the rigorous and humane qualities that the study of classics gives to a liberal education.

The department offers beginning, intermediate, and advanced courses in both Greek and Latin and a special course, Latin 225, which quickly brings entering students with differing backgrounds to an appropriate reading ability by working on their individual needs. The 300-level courses in Latin and Greek introduce students to the pleasure derived from careful and intelligent reading of a relatively small selection of the best literature. Reading competence also is fostered in a voluntary activity that has become a tradition fondly remembered by graduates: the weekly evening of sight-reading in faculty homes.

Majors take a minimum of 20 credits in reading courses, since the department is convinced that all objectives of classical study—from linguistic competence to familiarity with classical culture—are best approached through intensive study of literary texts in their original languages. Majors who plan a career in classical scholarship satisfy the need for more extensive reading or more sharply focused professional preparation in independent study. Those who incline toward the archaeological specialty, and those with more literary or historical interests, are encouraged to take a semester in one of the approved programs in Athens or Rome. Since careers in these areas will require reading proficiency in French and German, interested students are advised to master at least one of these languages during the undergraduate years.

The Major:

A minimum of 32 credits beyond the 100 level. With permission, up to 8 of the 32 credits may be taken in related studies outside the department. Required are Classics 495 and at least 20 credits in 300-level courses or individual reading, or 16 credits in 300-level courses or individual reading in one language and course 222 in the other. A major program in classics normally involves reading in the original in both Greek and Latin, but a student may elect to build a major program including independent study and reading in either Greek or Latin alone, supplemented by other departmental courses or related work in other literature, linguistics, art, theatre, philosophy, or other disciplines.

Ancient History, Philosophy, Archaeology, and Classics (in Translation)

231 History of Ancient Philosophy (Fall) See Philosophy 231.	4 credits+
242 Classical Mythology* (Spring) Also listed as General Literary Studies 242. A systematic study of the most important stories and figures of classical mythology, with emphasis on the reading and interpretation of primary Greek and Roman literary sources and on the contribution of feminist criticism, anthropology, religion, and psychology to this study. Prerequisites: Humanities 101. PHILLIPS.	4 credits+
248 Greek Archaeology and Art* (Spring) Also listed as Art 248. A study of major archaeological excavations and artistic genres of ancient Greece, and their relationship to political and cultural history; the exchange of artistic and archaeological influences with contemporary cultures of Europe, Africa, and Asia. Prerequisites: none. LALONDE.	4 credits+
250 Roman Archaeology and Art* (Spring) Also listed as Art 250. A study of the major monuments and artifacts of ancient Etruria and Rome; their relationship to the political and cultural history; the Roman borrowing and adoption of Greek forms as well as original expression in art and architecture. Roman artistic exchange with other cultures of Europe, Africa, and Asia. Prerequisites: none. LALONDE.	4 credits+
255 History of Ancient Greece* (Fall) See History 255.	4 credits+
256 History of Rome* (Fall) See History 256.	4 credits+
495 Senior Seminar (Spring) Devoted to major themes in Greek and Roman culture, the seminar allows seniors to integrate their study of classics and related fields. Participants will plan topics and present papers that serve as a basis for analysis and discussion. Prerequisites: senior standing and permission of department. STAFF.	4 credits

Greek

101 Elementary Greek (Fall) **5 credits**
 The fundamentals of ancient Greek inflection, grammar, syntax, and literary style, based on simplified readings from Attic prose and poetry. Prerequisites: none. LALONDE.

222 Intermediate Greek (Spring) **5 credits**
 Continuation of Greek 101. Review of forms and grammar. Introduction to a range of Greek poetic and prose literature, with selected short readings from Homer, lyric poetry, Herodotus, Sophocles, Euripides, Plato, and the Christian Scriptures. Prerequisites: Greek 101 or equivalent. LALONDE.

301 Homer* (Spring) **4 credits+**
 Reading of selected passages from the *Iliad*, the *Odyssey*, or both epics; special readings in archaeological and critical background. Prerequisites: Greek 222 or equivalent, Humanities 101, or permission of instructor. HUGHES.

302 Plato* (Fall) **4 credits+**
 Readings from one or more of Plato's dialogues with attention to language, literary features, and philosophy. Prerequisites: Greek 222 or equivalent, Humanities 101, or permission of instructor. J. CUMMINS.

303 Greek Drama* (Spring) **4 credits**
 Reading of two plays with study of literary form, the myths, and relevant social, religious, and philosophical issues. Prerequisites: Greek 222 or equivalent, Humanities 101, or permission of instructor. HUGHES.

304 Greek Prose Writers* (Fall) **4 credits+**
 Reading and study of related works of one or more Greek prose writers, excluding Plato. Possibly to include history (Herodotus, Thucydides, Xenophon), philosophy (Aristotle), oratory (Andocides, Lysias, Demosthenes), or epigraphy. Prerequisites: Greek 222 or equivalent, Humanities 101, or permission of instructor. STAFF.

305 Greek Poetry* (Fall) **4 credits+**
 Readings in Greek poetry, excluding Homer and drama. Possibly to include Archaic lyric and elegiac poets (e.g., Sappho, Archilochus, Solon), Pindar and Bacchylides, or the Hellenistic poets (Apollonius, Theocritus, Callimachus). Introduction to Greek metrics and literary dialects. Emphasis on close reading and critical analysis of the texts. Prerequisites: Greek 222 or equivalent, Humanities 101, or permission of instructor. HUGHES.

387 Individual Reading (Fall or Spring) **2 or 4 credits**
 Supervised readings designed to fit special needs of students—for example, those who wish to develop facility in reading New Testament Greek. Prerequisites: at least one reading course in Greek and permission of instructor. STAFF.

Latin

103 Elementary Latin (Fall) **5 credits**
 The fundamentals of Latin forms and sentence structure, based on sentences and connected reading from classical Latin literature. Prerequisites: none. PHILLIPS.

222 Intermediate Latin (Spring) 5 credits
Continuation of Latin 103. Readings in medieval and classical Latin prose and poetry, with review and composition as needed in order to attain a reading knowledge of Latin. Prerequisites: Latin 103 or equivalent. PHILLIPS.

225 Reading Latin (Fall) 4 credits
An intermediate course that can function as a continuation of Latin 222 or as a review class for students with substantial prior work in Latin at the secondary or collegiate level. Review of fundamentals with an emphasis on reading and interpreting a variety of texts. Prerequisites: Latin 222 or equivalent or at least two years of secondary-school Latin. HUGHES.

318 Roman Satire* (Fall) 4 credits+
Readings in Lucretius, Horace, and Juvenal: the poetry of criticism and wit. Roman originality, Epicurean and Stoic stances in this complex and chameleonic genre, the interplay of moral voice and sense of humor, relations between philosophy and satire, rhetoric and poetry. Prerequisites: Latin 222 or 225 or equivalent, Humanities 101, or permission of instructor. PHILLIPS.

323 Vergil (Spring) 4 credits+
Readings in the *Eclogues*, the *Georgics*, and the *Aeneid*; the development of Vergilian poetic technique; the civilized and national epic as a new form and its influence on Roman and later cultures; the pastoral tradition, influence of Greek and Hellenistic literature. Prerequisites: Latin 222 or 225 or equivalent, Humanities 101, or permission of instructor. PHILLIPS.

333 Roman Historians* (Fall) 4 credits+
Selected readings from Sallust, *Bellum Catilinae*, *Bellum Iugurthinum*, and Livy, *Ab Urbe Condita*; the interpretation of Rome's past by historians of the era of transition from republic to empire. Prerequisites: Latin 222 or 225 or equivalent, Humanities 101, or permission of instructor. STAFF.

334 Roman Lyric Poetry* (Spring) 4 credits+
The poetry of Catullus and the *Odes* of Horace. Critical analysis, the Greek background and models, the art and philosophy of Horace as the culmination of classical humanism. Prerequisites: Latin 222 or 225 or equivalent, Humanities 101, or permission of instructor. STAFF.

344 Roman Thought* (Fall) 4 credits+
The poetry of Lucretius and some of the essays of Cicero will be studied for the ways in which they present Greek ideas to a Roman audience, on the subjects of nature, religion, politics, and the goals of life. Prerequisites: Latin 222 or 225 or equivalent, and Humanities 101, or permission of instructor. J. CUMMINS.

387 Individual Reading (Fall or Spring) 2 or 4 credits
Supervised reading designed to fit special needs of students. Prerequisites: at least one reading course in Latin and permission of instructor. STAFF.

*Not offered every year.

Computer Science

Member of the Division of Science

See Mathematics and Computer Science.

East Asian Studies Concentration

Scott Cook, Chair

Students concentrating in East Asian Studies work in the areas of language and literature, history, music, philosophy, political science, and religion. Participation in an off-campus study program in China, Japan, or Taiwan is encouraged (see Off-Campus Study). In the senior year, the student is expected to complete a 2- or 4-credit interdisciplinary research project involving at least two academic disciplines.

Required, 22 or 24 credits as follows (at least 8 of the 16 credits from parts 2 and 3 must focus on the same region [China or Japan] as that of the language credits of part 1; at least 4 of the 16 must focus on the *other* region):

1. 4 credits Chinese or Japanese beyond the 221 level (or equivalent)
2. 8 credits from:
 - Chinese 230 Chinese Women: Past and Present
 - Chinese 275 Chinese Literary Tradition (in Translation)
 - Chinese 277 Modern China through Literature and Film (in Translation)
 - Chinese 331 Advanced Chinese I
 - Chinese 332 Advanced Chinese II
 - Third-year Japanese (through an approved off-campus program)
 - Humanities 131 China's Ancient World
3. 8 credits from:
 - History 275 Chinese History I
 - History 276 Chinese History II
 - History 277 Japanese History I
 - History 278 Japanese History II
 - History 37x Advanced Studies in Asian History
 - *Music 268 Regional Studies in World Music
 - Philosophy/Chinese 241 Chinese Philosophical Tradition
 - Political Science 275 Politics of the People's Republic of China
 - Religious Studies 117 Major Asian Religions
 - Religious Studies 221 Religious Traditions of Japan
 - Religious Studies 222 Religious Traditions of China

*Varying content requires the approval of the Concentration Committee

4. Two or four credits of a senior interdisciplinary project involving research in at least two disciplines

NOTE: No course can be counted toward more than one concentration requirement.

Economics

Member of the Division of Social Studies

Bradley Bateman, Chair, William Ferguson, Mark Montgomery, Paul Munyon, Jack Mutti, Irene Powell, Janet Seiz

Economics is the study of how society uses its scarce resources. The goal of the department is to promote an understanding of the economic aspects of society

and to develop each student's ability to reason about economic issues—that is, to provide a basis for intelligent, responsible participation in modern society.

The study of economics provides a background for careers in business and public service and a foundation for graduate study in economics, business, law, and public policy. The study of economics complements undergraduate or later graduate work in other social sciences or in history. Economics 111 introduces a student to the discipline. The courses numbered 205–250 consider important areas of applied economics at a level accessible to all students. The tools of economic analysis are systematically developed in intermediate theory courses (280, 282), which are recommended to all students who expect to make use of economics in their studies, careers, or avocations. Students should take one course numbered 205–250 before taking Economics 280 or 282; students who have already taken Economics 280 and 282 would not normally take courses numbered 205–250. Advanced applied work is provided in the 300-level seminars.

A student majoring in economics will find available complementary work in history, other social sciences, and mathematics (including statistics and computer science). A PC network allows students to access data and to use spreadsheet and statistical software to analyze economics issues. Off-campus study provides an excellent opportunity to observe and analyze how economic choices are made in other societies.

The Major

A minimum of nine courses in economics totaling 34 credits. Required are 1) Economics 111; 2) one of the following courses in statistical methods: Economics 211, Economics 288, or Mathematics 336; 3) one history course above the 100 level from a list approved by the economics department, which does not count toward the major; 4) Economics 280, 282, and one of the following four courses: 284, 285, 286, or 288; and 5) two seminars. If Mathematics 336 or Economics 288 is used to satisfy the statistical methods requirement, the major must consist of a minimum of eight economics courses for a total of 32 credits.

111 Introduction to Economics (Fall or Spring)	4 credits
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A survey of the basic concepts and methods of analysis used in economics. Application to such policy problems as economic recession, inflation, regulation of industry, poverty and income distribution, and assistance to developing countries. Prerequisites: none. STAFF.

205 Current State of the U.S. Economy (Spring)	4 credits+
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A study of current business conditions and key public policy problems in the U.S. Analysis of the data reporting system and judgmental forecasting. Recent problems have included: inflation, the federal deficit, government regulation, energy, unemployment, and tax reform. Not intended for students who have taken Economics 282. Prerequisites: Economics 111 or permission of the instructor. STAFF.

211 Introduction to Statistical Methods in Economics (Fall or Spring)	2 credits
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An introduction to basic statistical methods used in economics. The course covers basic multivariate regression analysis and definitions, sources and

transformations of basic economic data. Students practice using, interpreting, and writing about these data and analyses. Prerequisites: Economics 111 and Mathematics 115, 209, or 335. POWELL.

215 Labor Economics (Spring) **4 credits+**
 An investigation into the political economy of labor markets. Consideration given to traditional supply and demand interactions, relations of authority between employers and employees and their influence on productivity, internal labor markets, labor market segmentation, the role of unions, racial differences, gender differences, and the effects of international competition on U.S. labor markets. Not intended for students who have taken both Economics 280 and 282. Prerequisites: Economics 111. STAFF.

218 Gender and the Economy* **4 credits**
 An examination and economic analysis of women's changing economic status, primarily in the United States. Topics include wage differentials, occupational segregation, labor force participation, and family and work issues. This course also examines the interaction of race, gender, and class in determining economic status and policies for improving women's economic options. Prerequisites: Economics 111. POWELL.

225 Marxian Economics (Fall) **4 credits+**
 An introductory study of the Marxian analysis of capitalism. Readings include selections from the writings of Marx and Engels as well as 20th-century Marxists. Prerequisites: Economics 111 or permission of instructor. STAFF.

229 American Economic History* **4 credits+**
 Also listed as History 229. Development of the U.S. economy since colonial times. Contributions and limitations of economic analysis and quantitative methods in understanding the economy's growth, industrialization, markets, railroads, the Revolution, slavery, greenback and silver controversies, the multinational monopoly, the New Deal, the Depression, and the impact of reforms on future international economic relations. Prerequisites: Economics 111 or permission of instructor. MUNYON.

230 Economic Development (Spring) **4 credits+**
 A survey of various analytic approaches to the problem of economic development in Asia, Africa, and Latin America, and an examination of their significant policy problems. Each student does an intensive case study of one selected country. Prerequisites: Economics 111 or permission of instructor. STAFF.

233 International Economics* **4 credits+**
 An introduction to international trade theory, balance of payments concepts, and exchange rate determination. Evaluation of international policies that affect trade, foreign investment, economic stability, and growth. Not intended for students who have taken Economics 280 and 282. Prerequisites: Economics 111. MUTTI.

240 Resource and Environmental Economics (Fall) **4 credits+**
 Investigation of the economics of renewable and nonrenewable natural resources. Particular emphasis on the relationship between the biological and physical characteristics of particular resources and our economic choices. Consideration of selected current problems. Not intended for students who have taken Economics 280. Prerequisites: Economics 111. MONTGOMERY.

245 The U.S. Financial System* **4 credits+**
 An analysis of how the U.S. financial system affects the level of economic activity. The course examines the impact of money and credit on the economy, the creation of money, and credit in the financial system, and the role of

monetary policy. Not intended for students who have taken either Economics 280 or 282. Prerequisites: Economics 111. STAFF.

280 Microeconomic Analysis (Fall or Spring) 4 credits
 An examination of the theoretical underpinnings of the economic system. The objective is to develop a theoretical framework with which to investigate the economic behavior of individual consumers, firms, and resource owners. Prerequisites: spring semester, Mathematics 131; both semesters, Economics 111, second-year standing, and one additional economics course numbered below 260, or permission of instructor. MONTGOMERY.

282 Macroeconomic Analysis (Fall or Spring) 4 credits
 Analysis of economic aggregates, primarily national income and employment, through a theoretical framework. While current and historical real world examples will be used to illustrate concepts, the primary goal is the development of general tools that enable students to understand the behavior of a macroeconomy. Prerequisites: Economics 111, second-year standing, and one additional economics course numbered below 260, or permission of instructor. STAFF.

284 History of Economic Thought I: The Main Tradition (Spring) 4 credits+
 The development of mainstream economic thought from 1776 to 1936. Substantial selections from major economists of the classical school (Smith, Malthus, Ricardo, J.S. Mill) and the neoclassical school (Jevons, Marshall, Chamberlin). Prerequisites: Economics 111 or permission of instructor. STAFF.

285 History of Economic Thought II: Recovering the Keynesian Revolution* 4 credits
 Also listed as History 285. An examination of the ways in which the state has become involved in economic management in Western Europe and North America. Following examination of Maynard Keynes's work, primary focus will be on the historical process by which these countries adapted Keynesian economic policies. Prerequisites: Economics 111 or History 239, or permission of instructor. STAFF.

286 Financial and Managerial Accounting (Fall) 4 credits
 A case-based introduction to the principles of financial and managerial accounting. Although this is a first course in accounting, the level of coverage is advanced. Students work in teams and are responsible for their own learning and the learning of their colleagues. Prerequisites: Open only to third-year students and seniors. Economics 280 or permission of instructor. MUNYON.

287 Corporate Finance (Spring) 4 credits
 An intense examination of the basics of theory and practice in corporate financial management. An understanding of intermediate microeconomics and financial accounting and comfort with applied mathematics are essential for success in this course. Prerequisites: Economics 280 and Economics 286 or permission of instructor. MUNYON.

288 Econometrics (Fall) 4 credits
 The use of statistical techniques to estimate and test economic models. Topics include multiple regression, multicollinearity, serial correlation, heteroscedasticity, and the simultaneous-equation approach. Prerequisites: Economics 111, Economics 211 or Mathematics 209 or Mathematics 335, or permission of instructor. POWELL.

289 Introduction to Mathematical Economics (Spring) 4 credits

An introduction to mathematical models of economic behavior. Basic techniques in differential and integral calculus and linear algebra will be applied to a wide range of micro- and macroeconomic issues. Topics include comparative statics, optimization, and linear programming. Prerequisites: Mathematics 131 and 133, Economics 280 and 282, or permission of instructor. Mathematics 215 is useful but not required. MONTGOMERY.

366 Seminar in Health Economics* 4 credits

This seminar familiarizes students with economic analysis applied to the health-care sector of the economy. Topics covered include problems such as escalating medical care costs, health care for the uninsured, Medicare and Medicaid reform, and national health insurance. Course includes an international comparison of health-care systems. Prerequisites: Economics 280. POWELL.

368 Seminar in Labor Economics* 4 credits

Analysis of labor markets in theory and practice. Topics include education, labor market structure, discrimination, labor unions, collective bargaining, income distribution, and unemployment. Prerequisites: Economics 280 and 282. MONTGOMERY.

370 Seminar in Political Economy* 4 credits

This course begins with the premise that many economic interactions are “political” in the sense that coalitions of participants, whose interest may differ, can influence important economic, or market, outcomes. In this regard, the course will explore tendencies toward competition, cooperation, and conflict, and their relationship to economic constraints imposed by the forces of supply and demand, as they operate in various market and institutional arenas, such as labor markets or the national economy. The course will examine relevant theories of incomplete contracting under conditions of imperfect information with some attention to game theory, and then apply these concepts to contemporary problems concerning employment, economic growth, and the distribution of income and wealth. Prerequisites: Economics 280 and 282. STAFF.

372 Seminar in Economic Development (Fall) 4 credits

Processes of growth and change in developing societies. Both theoretical and empirical modes of analysis introduced in the literature covered. Topics chosen from among population growth, agricultural development, industrialization, investment in human capital vs. physical capital, the balanced-unbalanced growth controversy, noneconomic factors in development and underdevelopment. Prerequisites: Economics 282 or permission of instructor. STAFF.

374 Seminar in International Trade* 4 credits

International trade theory and policy. Explanations of the pattern of trade, possible gains from trade, effects on income distribution and trends over time. Import restrictions, export promotion, and strategic government intervention. Operations of multinational corporations, migration, trade blocs, GATT negotiations, and other current topics. Prerequisites: Economics 280. MUTTI.

375 Seminar in International Finance* 4 credits

International financial relationships and macroeconomic policy. Financial markets, exchange rate determination, and the balance of payments. Trade balance adjustments, international capital flows, and domestic macroeconomic goals. Exchange rate regimes, currency blocs, debt crises, and other current topics. Prerequisites: Economics 282. MUTTI.

376 Seminar in Income Distribution (Fall)**4 credits**

Examination of the distribution of income and wealth in the U.S., as well as the conflicting explanations of economic inequality and policy debates. Topics include economic trends affecting U.S. workers, racial and sexual inequality, and poverty. Prerequisites: Economics 280 and 282. STAFF.

380 Seminar in Monetary Policy (Spring)**4 credits**

Analysis of how monetary and financial institutions affect the growth and stability of the American economy. Theoretical controversies and evidence about relations between money and the real sector of the economy, portfolio selection among financial assets and liabilities, and financial aspects of the inflation process. Current issues in effective use of monetary policies. Prerequisites: Economics 282 or permission of instructor. STAFF.

382 Seminar in Industrial Organization (Spring)**4 credits**

An examination of the relationships between structure, conduct, and performance in the American economy. The seminar includes work with basic I/O theory, antitrust laws and litigation, industry studies, and alternative approaches to understanding corporate behavior in the American economy. Prerequisites: Economics 280 and 286 or permission of instructor. MUNYON.

384 Seminar in Economic Fluctuations and Growth (Fall)**4 credits**

An examination of structural changes and problems of adjustment facing the U.S. economy since the early 1970s, viewed from a predominantly macroeconomic perspective. Topics include the government deficit, the trade deficit, technical change, U.S. competitiveness, and changes in earnings, employment, and the distribution of income. Prerequisites: Economics 282. STAFF.

*Not offered every year.

Education

Member of the Division of Social Studies

Martha Voyles, Chair, Nancy Hayes, Jean Ketter, Kara Lycke

In education courses, leading ideas in education are considered in relation to their political, social, and economic setting and to psychological theories of effective learning and teaching. The department seeks to develop each student's ability to analyze problems in education, to evaluate proposed solutions, and to act upon the results of that analysis in ethical ways. The introductory courses (Education 101, 210 or 211, and 221) are designed for all students as well as for those seeking a teaching credential. All education courses prepare students for licensure at either the elementary- or secondary-school level, and students who meet the requirements receive an Iowa license at graduation. There is no major in education; students major in an academic discipline. A grade of C or higher is required in all education courses counting toward licensure.

Students seeking licensure at Grinnell College must apply to enter the Practitioner Preparation Program. This should be done no later than the deadline for declaring a major, usually in the second semester of the second year.

Candidates must be approved by the Committee on Teacher Education.

Applications and the *Student Handbook for Teacher Education*, which includes pertinent information about the program, are available from the Department of Education or the Steiner secretary.

Licensure can be attained in the following areas:

1. Secondary (American history, anthropology, art, biology, chemistry, economics, English, French, German, general science, Latin, mathematics, physics, psychology, Russian, Spanish, sociology, and world history). Requirements for the major are similar for teacher candidates as for other students; however, some departments have specific distribution requirements for secondary-teacher candidates. Students licensed in their major can sometimes be licensed to teach other disciplines with less than a major. Students seeking secondary licensure should consult members of the department about these requirements as early as possible.
2. Elementary (in Iowa, Grades K–6). See a member of the department for specific distribution requirements.

For all areas of licensure the first courses are Education 101, 210 or 211, 221, and 250. These courses relate philosophical, sociocultural psychological theories to education; Education 210 or 211, 221, and 250 require working in the Grinnell public schools, an experience that provides the opportunity to meet individuals outside the College community and aids in integrating theory and practice. In the upper-level courses students apply theory and methods of instruction to specific disciplines. Each licensure sequence includes a 12-week experience in student teaching, which may be done in Grinnell or other nearby public schools. Those interested in teaching in a larger urban area or in alternative schools may apply to spend a semester in the Urban Teaching Program in Chicago.

Students seeking licensure must have taken courses in all divisions and a course in mathematics, in the humanities, in American history or government, and coursework in both a biological and physical science.

Students seeking licensure at Grinnell College should plan to take nine semesters to do so. All courses prerequisite to the Professional Semester (one methods course plus student teaching) must be completed within the five years immediately preceding the Professional Semester.

Section 4 of the catalog describes the special tuition and fee policies that apply to the Ninth Semester Teacher Certification Program.

Students may request permission from the department to complete the requirements for licensure in eight semesters rather than nine by indicating their ability to complete a major and obtain a strong liberal arts background in seven semesters. Students must also indicate that extracurricular commitments will not interfere with 12 weeks of full-time student teaching.

The Grinnell College Teacher Education Program for elementary and secondary licensure is approved by the Iowa State Department of Education.

Grinnell Requirements for Licensure

Secondary Licensure

1. Educational and Professional Requirements 34 credits
 - Education 101 Educational Principles in a Pluralistic Society .. 4 credits
 - Education 210 Perspectives on Educational Issues 4 credits
or
 - Education 211 The Politics of Educational Assessment 4 credits

- Education 221 Educational Psychology: 4 credits
Principles of Development and Learning
 - Education 250 The Exceptional Child 4 credits
 - Education 469 Laboratory Practice and 12 credits
Practicum in Secondary Teaching
 - Education 34x Education Research and Methods in 4 credits
Teaching and Learning
2. An approved major, including courses required for licensure
 3. An approved course in each: American history, humanities, and mathematics; coursework in both a biological and a physical science; and demonstrated proficiency in writing
 4. An exit portfolio

Elementary Licensure

1. Education and Professional Requirements 39 credits
 - Education 101 Educational Principles in a Pluralistic Society 4 credits
 - Education 210 Perspectives on Educational Issues 4 credits
or
Education 211 The Politics of Educational Assessment 4 credits
 - Education 221 Educational Psychology: 4 credits
Principles of Development and Learning
 - Education 250 Exceptional Child 4 credits
 - Education 310 Teaching and Learning Literacy in 4 credits
Elementary School
 - Education 314 Science and Health for Elementary Teachers .. 2 credits
 - Education 315 Social Studies and Content 2 credits
Literacy for Elementary Teachers
 - Education 316 Mathematics for Elementary Teachers 4 credits
 - Physical Education 215 Elementary Methods 1 credit
in Physical Education
 - Education 467 Laboratory Practice and 12 credits
Practicum in Elementary Teaching
2. An approved course in each: mathematics; humanities; American history; coursework in both a biological and physical science; and demonstrated proficiency in writing
3. An exit portfolio

101 Educational Principles in a Pluralistic Society (Fall or Spring) 4 credits

Focus on the discussion of key concepts in multicultural/nonsexist elementary and secondary educational theory and practice, and the foundation of educational principles in the United States. Required for Iowa teacher certification. Prerequisites: none. AMAN, LYCKE.

210 Perspectives on Educational Issues (Fall) 4 credits

An examination of topical educational issues from historical, legal, and political perspectives with an emphasis on analysis and evaluation of historical and current approaches to defining and achieving education goals in the United States. Includes 10-hour field experience in the schools. Topics include aims of education, finance and governance of schools, alternative models of schooling, and justice concerns in schools. Prerequisites: Education 101. KETTER.

211 The Politics of Educational Assessment* (Spring) 4 credits

The course will begin with an examination of the purposes and limits of assessment and discussions of the ethical use of standardized tests. We will examine the concept of meritocracy as a guiding principle of the American education system and will trace the historical development of standardized measurements of intelligence and aptitude as tools used to track students and determine eligibility for further schooling. We will include an analysis of the current debate on the Elementary and Secondary Education Act (No Child

Left Behind) and its goal of addressing inequities in education through the use of standardized curriculum and assessments. Prerequisites: Education 101. KETTER.

221 Educational Psychology* (Spring) 4 credits

The application of principles of development and theories of learning from birth to 18 years. The study of interaction in the teaching-learning process. Topics include motivation, individual differences, evaluation of achievement, and learning styles. Two hours per week spent in Grinnell public schools. Prerequisites: Education 101 and second-year standing or permission of instructor. KETTER.

250 The Exceptional Child (Fall) 4 credits

Study of the categories of exceptionality, the social organization of exceptionality in the public schools, and the instructional methods used with students who are labeled exceptional. Course requires 24 hours observing/teaching exceptional children in a public school setting. Prerequisites: Education 101 and 221. LYCKE, VOYLES.

310 Teaching and Learning Literacy in Elementary School (Spring) 4 credits

Examines the theory and practice of teaching reading, literature, and language arts to children in elementary school. Emphasis on the cognitive, social, and cultural dimensions of literacy learning. Includes field experience and action research in the public schools with an emphasis on developing reflective and critical practice. Prerequisites: Education 101, 210 or 211, and 221. AMAN.

314 Science and Health For Elementary Teachers (Spring) 2 credits

The study of goals, content, teaching strategies, and types of materials used in science and health in grades K-6. Prerequisites: Education 101, 210 or 211, 221, and 250. VOYLES.

315 Social Studies and Content Literacy for Elementary Teachers (Fall) 2 credits

Examines the theory and practice of teaching social studies to children in elementary school. Emphasis on strategies for reading and writing nonfiction and on critical approaches to the teaching of social studies. Prerequisites: Education 101, 210 or 211, 221, and 250; concurrent registration in Education 467. AMAN.

316 Mathematics for Elementary Teachers (Spring) 4 credits

Methods and content in teaching the number system, mathematical concepts, and arithmetical operations in grades K-6. Prerequisites: Education 101, 210 or 211, and 221. VOYLES.

34x Education Research and Methods in Teaching and Learning (Fall or Spring) 4 credits

Each discipline-specific course will examine the theory and research on student learning and effective instruction in the designated discipline. Students will have a short field experience and will be expected to complete a research project related to teaching and learning. Prerequisites: Education 101 and 221 and senior standing or permission of instructor.

- 341 Research and Methods in Teaching and Learning in Language Arts and Reading
- 342 Research and Methods in Teaching and Learning in Second Language Acquisition
- 343 Research and Methods in Teaching and Learning in the Social Sciences
- 344 Research and Methods in Teaching and Learning in Quantitative Literacy
- 345 Research and Methods in Teaching and Learning in

- the Sciences
- 346 Research and Methods in Teaching and Learning in the Arts

**467 Laboratory Practice and Practicum
in Elementary Teaching (Fall)**

12 credits

Students assume responsibility for classes in an elementary school under the close supervision of a faculty member and a cooperating teacher of the public school. A weekly seminar is held. Prerequisites: Education 101, 210 or 211, 221, 250, 310, 315 and 316; and Physical. AMAN.

**469 Laboratory Practice and Practicum in
Secondary Teaching (Fall)**

12 credits

Students assume responsibility for classes in a junior or senior high school under close supervision. Each student is observed and tutored by a secondary-education faculty member and a cooperating teacher from the public school. A weekly seminar is held. Prerequisites: Education 101, 210 or 211, 221, and 250. STAFF.

*Not offered every year.

English

Member of the Division of Humanities

George Barlow, Chair, Stephen Andrews, Michael Cavanagh, Elizabeth Dobbs, Shuchi Kapila, Heather Lobban-Viravong, Edward Moore, Ralph Savarese, Saadi Simawe, Erik Simpson, Paula Smith

The study of English has diverse parts, including linguistics, creative writing, and rhetorical theory, and is itself part of European cultural history, general literary studies, and American studies. The study of the literary resources of the language cannot be isolated from the rest of the liberal arts. Students of English need to know how English can be used in other disciplines, and students in other disciplines can profit from study in the Department of English.

At Grinnell, the study of English is founded on critical reading and argumentative writing. To establish this foundation, the department offers several courses without prerequisite to accommodate a variety of needs and interests. Advanced courses reveal the department's particular emphasis on the imaginative literature of England, the United States, and other countries with traditions of literature in English, an emphasis that necessarily invites students to develop a critical understanding of the contexts of those literatures.

Advanced courses are categorized by type of literature (short story, novel, poem), by authors (Milton, Shakespeare, Chaucer), or by periods of literary history (medieval literature, Renaissance literature, modern literature). But the underlying purpose remains the same: to enhance the enjoyment of literature by developing ways of imaginatively understanding it.

The program for majors provides a general acquaintance with the traditions of English and American literature and encourages special interests in the various fields of English. Majors are required to study one foreign language and are advised to study the materials and methods of history, philosophy, and the arts. Nor should they neglect the physical and social sciences, whose methods provide valuable perspectives on literary study.

The Major

A minimum of 32 credits, including at least 20 credits in the Department of English at Grinnell. Required are:

- English 223 (Note: English 223 has an additional prerequisite of Humanities 101);
- English 224 or 225;
- One course in American literature (227, 228, 229, 326, 328, 329, 330, 331);
- Three four-credit 300-level courses, excluding independent study, in the English department at Grinnell. At least two must be literature courses.

Also required:

- Knowledge of a nonnative language at a level demonstrated by
 - 1) four semesters of college coursework in a modern language, or
 - 2) three semesters of such coursework and Linguistics 114 or English 230, or
 - 3) two semesters of Latin or Greek at Grinnell (or equivalent elsewhere), or
 - 4) examination showing equivalent competence.

120 Literary Analysis (Fall and Spring)	4 credits
An introduction to the methods and pleasures of literary analysis focusing on skills needed to practice close reading and explication of texts and emphasizing the rich complexities of literary language. Although individual sections vary in genres considered, all prepare students for further work in poetry and prose. May not be taken by students who have completed English 107, 115, or 118. STAFF.	

121 Introduction to Shakespeare (Fall and Spring)	4 credits
A close study of representative plays from each period of Shakespeare's career, including comedies, histories, tragedies, and romances. Prerequisites: none. CAVANAGH, MOORE.	

150 Literature in Place (Spring)	2 credits
An introduction to the study of British or Irish literatures, as part of Grinnell-in-London program, on-site in London and elsewhere in Britain and Ireland. For specific content, see Schedule of Courses. VINTER.	

204 The Craft of Argument (Fall)	4 credits
Advanced course in argumentative or analytical writing with particular attention to style. Prerequisites: second-year standing and permission of instructor. DOBBS.	

205 The Craft of Fiction (Fall and Spring)	4 credits
Instruction in the techniques and process of fiction writing, with emphasis on the short story. Readings may include published short stories and essays on the art of fiction. Students may also be asked to write in forms related to fiction (journal, autobiography, prose poem). Prerequisite: English 120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite. SMITH.	

206 The Craft of Poetry (Fall and Spring)	4 credits
Instruction in the techniques and process of verse writing. Readings may include published poems and essays on the art of poetry. Prerequisite: English	

120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite or permission of instructor. BARLOW, SAVARESE.

223–224 The Tradition of English Literature I and II (Fall and Spring) 4 credits+

Study of English literature from Old English to the present. First semester: through the 18th century. Second semester: from the Romantics. Prerequisites: English 120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite. English 223 has an additional prerequisite of Humanities 101. May be taken separately. STAFF.

225 Introduction to Postcolonial Literatures (Fall) 4 credits+

An introduction to postcolonial literatures and theory from the Caribbean, Africa, South Asia, and the Pacific. Prerequisite: English 120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite. KAPILA.

227–228 American Literary Traditions I and II (Fall and Spring) 4 credits+

Study of the major traditions of American literature from its colonial beginnings to the present. Features works from a variety of genres including fiction, poetry, nonfiction prose, and drama. First semester: 17th century through Whitman and Dickinson. Second semester: Twain through 20th century. Prerequisite: English 120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite. May be taken separately. STAFF.

229 The Tradition of African American Literature (Fall) 4 credits+

The emergence and growth of African American literature from slavery to the present. Prerequisite: English 120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite. RYAN, SIMAWE.

230 English Historical Linguistics* (Fall or Spring) 4 credits+

Study of the history of the English language through examination of phonological, grammatical, and semantic changes in the language from Old English to Middle English to Modern English with attention to “external” history. Prerequisite: second-year standing. DOBBS.

250 Literature in Place (Fall) 4 credits

Study of British literature, as part of the Grinnell-in-London program, on-site in London and elsewhere in Britain and Ireland. For specific content, see Schedule of Courses. Prerequisite: English 120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite, or permission of the instructor. VINTER.

273 Feminisms, Gender, and Literary Theory (Fall or Spring) 4 credits+

Study of transnational critics and debates in the construction of gender and feminist theory; includes analysis of varying literary texts. For specific content, see Schedule of Courses. Prerequisite: English 120. Students who have completed English 107, 115, or 118 may use that course for the English 120 prerequisite. KAPILA.

303 Chaucer* (Spring) 4 credits+

Study of Chaucer’s poetry, in Middle English. Option of doing some reading in Latin, Italian, or French. For specific content, see Schedule of Courses. Prerequisite: English 223. DOBBS.

310 Studies in Shakespeare* (Spring)	4 credits+
An intensive study of three or four plays from various approaches, such as sources, imagery, critical and theatrical traditions. For specific content, see Schedule of Courses. Prerequisite: English 121. English 223 and 224 strongly recommended. MOORE.	
314 Milton* (Fall)	4 credits+
Intensive study of Milton's poetry and selected prose with emphasis on <i>Paradise Lost</i> , on Milton's place in the epic tradition, and on Milton's reputation in English poetry. For specific content, see Schedule of Courses. Prerequisite: English 223. CAVANAGH.	
316 Studies in English Renaissance Literature*	4 credits+
An intensive study of a group of related authors, a mode, or a genre from the period 1500–1660. For specific content, see Schedule of Courses. Prerequisite: English 223. STAFF.	
323 Studies in English Literature: 1660–1798 (Spring)	4 credits
Intensive study of Restoration and 18th-century literature with a focus on specific themes and genres. For specific content, see Schedule of Courses. LOBBAN-VIRAVONG.	
326 Studies in American Poetry I* (Fall)	4 credits
Intensive study of important poets, movements, or trends in 19th-century American poetry. For specific content, see Schedule of Courses. Prerequisite: English 227 or 228. ANDREWS, SAVARESE.	
327 The Romantics* (Fall)	4 credits+
Study of major figures in English literature from 1798 to 1830 with attention to Romantic theories of poetry. For specific content, see Schedule of Courses. Prerequisite: English 224. SIMPSON.	
328 Studies in American Poetry II* (Fall)	4 credits
Intensive study of important poets, movements, or trends in 20th-century American poetry. For specific content, see Schedule of Courses. Prerequisite: English 227 or 228. ANDREWS, SAVARESE.	
329 Studies in African American Literature (Spring)	4 credits+
Intensive study of an African American literary genre, movement, author, or a group of related authors. For specific content, see Schedule of Courses. Prerequisite: One of the following courses: English 225, 227, 228, or 229. RYAN, SIMAWE.	
330 Studies in American Prose I* (Spring)	4 credits
Intensive study of important writers, movements, or trends in 19th-century American prose. For specific content, see Schedule of Courses. Prerequisite: English 227 or 228. ANDREWS, SAVARESE.	
331 Studies in American Prose II* (Spring)	4 credits
Intensive study of important writers, movements, or trends in 20th-century American prose. For specific content, see Schedule of Courses. Prerequisite: English 227 or 228. STAFF.	
332 The Victorians* (Fall)	4 credits+
Study of major British writers from 1830 to 1900, with emphasis on distinctive approaches to common artistic, intellectual, and social problems. For specific content, see Schedule of Courses. Prerequisite: English 224. SIMPSON.	

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- 337–338 The British Novel I and II* (Fall or Spring)** **4 credits+**
 Historical development of the British novel, formal evolution, methods of publication, and the relation of novels to their cultures. First semester: through the early Dickens (e.g., Defoe, Richardson, Fielding, Sterne, Jane Austen, Thackeray). Second semester: from Dickens to the present (e.g., George Eliot, Hardy, Conrad, Lawrence, Forster, Virginia Woolf). For specific content, see Schedule of Courses. Prerequisite: English 223 or 224. May be taken separately. LOBBAN-VIRAVONG.
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- 340 Crosscurrents in 20th-century Literature* (Fall)** **4 credits +**
 A consideration of current critical approaches to movements and authors in 20th-century literature. Explores how contemporary writers theorize culture through textual constructions, transforming representations of community and nation across generic and geographic boundaries. For specific content, see Schedule of Courses. Prerequisite: one of the following: English 223, 224, 225, 227, 228, or 229. KAPILA.
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- 345 Studies in Modern Poetry* (Spring)** **4 credits+**
 Intensive study of important modern poets. Option of doing some reading in French. For specific content, see Schedule of Courses. Prerequisite: English 224, 227, or 228. CAVANAGH.
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- 346 Studies in Modern Prose (Spring)** **4 credits+**
 Also listed as General Literary Studies 346. Intensive study of important modern fiction. For specific content, see Schedule of Courses. Prerequisite: English 224 or 225. CAVANAGH, SMITH.
-
- 349 Medieval Literature* (Fall)** **4 credits+**
 Also listed as General Literary Studies 349. Study of medieval European literary forms (lyric, epic, romance, allegory, and dream vision) through analysis of major works such as *Beowulf*, Chretien de Troyes' poems, Marie de France's lais, *The Romance of the Rose*, *The Divine Comedy*, *The Decameron*, *Piers Plowman*, *Sir Gawain and The Green Knight*, *The Book of the City of Ladies*, and Malory's prose. Option of doing some reading in Latin, Italian, or French. For specific content, see Schedule of Courses. Prerequisite: English 223. DOBBS.
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- 360 Seminar in Postcolonial Literature (Spring)** **4 credits+**
 An intensive study of important writers, movements, or theoretical concepts in postcolonial literature written in English. For specific content, see Schedule of Courses. Prerequisite: English 224, 225, or 229. KAPILA.
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- 385 Writing Seminar: Fiction (Spring)** **4 credits**
 Advanced workshop for students with a strong background in fiction writing. Prerequisites: English 205 and permission of instructor. SMITH.
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- 386 Writing Seminar: Poetry (Fall)** **4 credits**
 Advanced workshop for students with a strong background in verse writing. Prerequisites: English 206 and permission of instructor. BARLOW, SAVARESE.
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- 390 Literary Theory (Spring)** **4 credits**
 An intensive introduction to the major schools of critical and literary theory. Readings likely to include foundational texts in formalism, Marxism, feminism, psychoanalysis, historicism, poststructuralism, and postcolonialism. For specific content, see Schedule of Courses. Prerequisites: Junior or senior standing and at least one 300-level literature seminar in the English department. ANDREWS.

*Not offered every year.

Environmental Studies Concentration

Jon Andelson, Chair (Fall 2004); David Campbell, Chair (Spring 2005)

The interdisciplinary nature of this concentration illuminates the relationship between humans and their natural environment, and provides a basic background for rational and discriminating comprehension of environmental issues. Participation in the off-campus study programs, ACM Costa Rica: Tropical Field Research Semester, OTS, or Wilderness Field Station may, with the program chair's approval, satisfy some of the requirements below.

Required, 24 credits as follows:

1. Biology, 4 credits, chosen from:
 - Biology 150 Introduction to Biological Inquiry
 - Biology 252 Organisms, Evolution, and Ecology
2. Chemistry, 4 credits:
 - Chemistry 130 Inorganic and Analytical Chemistry
3. Geology, 4 credits, chosen from:
 - Environmental Studies 111 Introductory Geology
 - Colorado College Summer Geology Institute, Introductory Geology of the Rockies
4. Economics, 4 credits:
 - Economics 240 Resource and Environmental Economics
5. Additional social science, 4 credits, chosen from:
 - Anthropology 205 Human Evolution
 - Anthropology 238 Cultural and Political Ecology
 - Anthropology 325 Biological Basis of Human Society
 - Environmental Studies 145 Nations and the Global Environment
 - Global Development Studies 346 Sustainable Development in the Modern World System
 - Political Science 350 International Politics of Land and Sea Resources
 - Technology Studies 154 Evolution of Technology
6. Senior seminar, 4 credits:
 - Environmental Studies 495 Senior Seminar

111 Introductory Geology (Fall)

4 credits

An introduction to the composition and morphology of the earth, the geologic processes that alter its surface, and the implications of geology for the human population. Prerequisites: none. STAFF.

145 Nations and the Global Environment

4 credits

Global environmental issues discussed from the perspective of how these problems relate to each student. Emphasis on the geological, biological, and human history of Earth: trends in global climate (including the greenhouse effect and ozone depletion), species diversity (including episodes of mass extinction), human demography, international energy policies, global distribution of resources (including famine, lifeboat "ethics," and politics of "north vs. south"). Discussion of sustainable development of tropical forest, savanna, and marine ecosystems. Readings from texts and current literature. Prerequisites: none. CAMPBELL.

495 Senior Seminar (Spring)**4 credits**

An interdisciplinary senior seminar for students completing the concentration in Environmental Studies. Prerequisites: Permission of instructor. CAMPBELL.

French

Member of the Division of Humanities

Susan Ireland, Chair, Daniel Gross, Janice Gross, David Harrison, Philippe Moisan

The Department of French emphasizes the use and understanding of French in language, literature, and culture courses. At whatever level students begin to study French at Grinnell, language is the key to discovery and intellectual growth. Proficiency in speaking, listening comprehension, reading, and writing enables students to set their own immediate and final objectives. Students with strong French skills can explore a rich culture and literature and can relate their learning to areas such as international affairs, research, the creative arts, business, and teaching.

French courses contribute to several kinds of programs: interdisciplinary concentrations (Western European Studies, Linguistics, Gender and Women's Studies, and Global Development Studies), independent majors, general education, double majors, and the French major itself. Major and nonmajor interests are best served when the student begins at the appropriate level, a step determined upon consultation with the department and after consideration of precollege training, SAT or ACT and Advanced Placement scores, and the results of the Grinnell placement test. At all levels of entry, the department emphasizes the mastery of language along with progressively more complex studies of literature and culture. All departmental courses are conducted in French.

Entering students begin with the appropriate course in the series 101-102-103, 221-222, 301, 303, 304, 305, 312, or 313. French 201 is a one-credit unit that supplements 200- and 300-level courses, offering special practice in informal oral exchange. The recommended foundation courses at the advanced level are 301 (Advanced Oral and Written Expression), 303, 304 (French Civilization I and II), 305 (Contemporary Francophone Cultures), and 312 (Literature from the Middle Ages to the Revolution) or 313 (Literature of the 19th and 20th Centuries). Other advanced courses are regularly offered on major literary periods and genres, architecture, social movements, and other topics related to the French-speaking world. Students of French beyond 222 are also eligible for French options available in courses offered throughout the curriculum (e.g., art history, history, philosophy, political science) and are encouraged to consult the Foreign Language Summary Sheet at the end of the Schedule of Courses.

Independent work is available in various forms at the 300 level. The opportunity to carry out a Mentored Advanced Project (MAP) is available as part of all upper-level seminars.

Students majoring in French are advised to pursue a varied program of study, with courses in the language, literature, and culture of France and other French-speaking countries. Students of French are especially encouraged to undertake an approved semester or year-long program of study abroad in such cities as Paris, Nantes, and Aix-en-Provence.

Students are further advised to complement their major program with courses in art history, history, humanities, philosophy, and political science.

The Major:

A minimum of 32 credits (not including French 101, 102, and 103), with at least 20 credits in all and a minimum of three 300-level courses (12 credits) taken in the Department of French at Grinnell. Required: French 303 or 304, 312 or 313, and an additional 300-level course in French literature from the following: 327, 328, 329, 330, 331, 341, 342, or 395 (special topics course offered each spring). To be considered for honors in French, graduating seniors, in addition to meeting the College's general requirements for honors, must complete two 300-level seminars and must give a public oral presentation based on one of their seminar papers.

101 Introduction to French (Fall)	5 credits
Study of the fundamentals of spoken and written French with emphasis on communication through oral-aural practice and awareness of cultural context. Acquisition of basic grammar, vocabulary, and pronunciation. Prerequisites: none. STAFF.	
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102 Introduction to French II (Spring)	5 credits
Offered only in the spring, this course is designed primarily as a continuation of French 101. Emphasizes the development of oral-aural skills and of reading comprehension by providing communicative practice and attention to cultural context in oral and written work. Prerequisites: French 101 or by placement. STAFF.	
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103 Accelerated Introduction to French (Fall)	5 credits
Offered only in the fall, this course is for students with some previous study of French. Covers the equivalent of French 101 and 102 in a single semester. Emphasizes the development of oral-aural skills and of reading comprehension by providing communicative practice and attention to cultural context in oral and written work. Not open to students who have taken French 102. Prerequisites: Grinnell Placement Test or consultation with department. D. GROSS.	
<hr/>	
201 French Speaking (Fall or Spring)	1 credit
Conversational unit designed for both free and structured oral exchange in French. Prerequisites: concurrent registration in any 200- or 300-level. May be taken only once for credit. STAFF.	
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221 Intermediate French I (Fall or Spring)	4 credits
Conducted in French. Review of grammar with emphasis on written and oral skills. Introduction to analysis of literary and cultural texts. Prerequisites: French 102, 103, or equivalent. STAFF.	
<hr/>	
222 Intermediate French II (Fall or Spring)	4 credits
Conducted in French. Review of grammar with emphasis on the development of written and oral skills. Emphasis on analysis, discussion, and composition through the exploration of literature, documents, and films related to the Occupation of France during World War II. Prerequisites: French 221 or equivalent. STAFF.	
<hr/>	
301 Advanced Oral and Written Expression (Spring)	4 credits
Conducted in French. An integrated approach to the development of aural-oral and written skills in French, designed to promote greater accuracy (phonetic and grammatical), lexical appropriateness, and overall improved communication.	

Practice through review of selected grammar topics, dictionary exercises, phonetic transcriptions, oral and written assignments based on course readings, and listening activities. Prerequisites: French 222. MOISAN.

303 French Civilization I: Sites of Myth and Memory* (Fall) 4 credits
 Conducted in French. An introduction to French civilization from its origins to the French Revolution through the study of historical and literary texts, documentaries, and films. Prerequisites: French 222 or equivalent. HARRISON.

304 French Civilization II: Revolutions and Identities* (Fall) 4 credits
 Conducted in French. An introduction to French civilization from the French Revolution to the present. Uses historical and literary texts, documentaries, and films. Prerequisites: French 222 or equivalent. MOISAN.

305 Contemporary Francophone Cultures (Spring) 4 credits+
 Conducted in French. Overview of contemporary France and the postcolonial francophone world. Examines the role of geography, history, and current events as reflected in contemporary societal values and the sense of national identity. Topics include the family, gender roles, the educational system, political organization, the state, religion, immigration, and decolonization. Uses historical, cultural, and literary texts and materials. Prerequisites: French 222 or equivalent. J. GROSS.

312 Introduction to French Literature from the Middle Ages 4 credits to the Revolution: From Knights to Libertines (Spring)
 Conducted in French. Readings in poetry, prose, and theatre. Topics may include: the medieval *chanson de geste*, Renaissance love poetry, tragedy and comedy in the age of Louis XIV, and the Enlightenment. Presents the critical terminology and analytical techniques necessary for in-depth study of the respective genres. Prerequisites: French 222 or equivalent. HARRISON.

313 Introduction to French Literature of the 19th and 20th Centuries: Literary Revolutions (Fall) 4 credits
 Conducted in French. Readings in poetry, theatre, and prose from romanticism to the theatre of the absurd and the *nouveau roman*. Presents critical terminology and analytical techniques necessary for in-depth study of the respective genres. Prerequisites: French 222 or equivalent. IRELAND.

316 Architecture and Urbanism in Paris* (Fall) 4 credits
 Also listed as Art 316. Conducted in French. Major monuments and development of the city in historical context from the Middle Ages through the transformations of Haussmann in the 19th century. Attention to the vocabulary of architectural design and structure, and to analysis of period treatises and literary texts in relation to aesthetic issues and the politics of architecture. Prerequisites: a 300-level French course. CHASSON.

327 Power and Resistance in 17th- and 18th-Century French Literature* (Fall) 4 credits+
 Conducted in French. Explores the relationship between writers and questions of authority from 1600–1789. Examines the representation of royal power, challenges to state authority and social conventions (such as the role of the church and the position of women in society), and the role of humor as a subversive technique. Authors studied may include Retz, Pascal, Corneille, Molière, Madame de Lafayette, Mme de Sévigné, Saint-Simon, Diderot, Voltaire, and Laclos. Prerequisites: French 312 or 313 or permission of instructor. HARRISON.

328 Comedy in French Literature Prior to the Revolution* (Fall)	4 credits
Conducted in French. Analyzes the notion of the comic in French literary texts written before 1789. Examines the relationship between comedy and society, using the theories of Bakhtine, Bergson, Boileau, and Freud. Focuses on the particular techniques used in different literary genres, such as the novel, theatre, and satiric verse. Works studied may include the fabliaux of the Middle Ages, Rabelais, Marguerite de Navarre, Molière, Boileau, Voltaire, and Diderot. Prerequisites: French 312 or 313 or permission of instructor. HARRISON.	
329 Literature and Society in 19th Century and Belle Epoque France* (Fall)	4 credits
Conducted in French. Examines texts representative of Romanticism, Realism, Naturalism, and post-Romantic poetry. Topics may include: realism and nature; the role of description; the expression of desire, and the relationship between the individual and society. Prerequisites: French 312 or 313 or permission of instructor. MOISAN.	
330 Innovation and Transgression in French from 1870 to 1945* (Fall)	4 credits
Conducted in French. Explores the evolution of literature and the rise of cinema between 1870 and 1945; examines notions such as moral and aesthetic transgression and innovation. Topics to be studied may include: collage, montage, memory, war, autobiography, and sexuality in authors such as Rimbaud, Rachilde, Colette, Méliès, Jarry, Proust, Gide, Céline, and Cocteau. Prerequisites: French 312 or 313 or permission of instructor. MOISAN.	
331 Modern Francophone Theatre* (Spring)	4 credits
Conducted in French. Study of dramatic texts and their contexts since the Second World War, with reference to existentialism, Theatre of the Absurd, and recent scenic efforts to depict female, postcolonial, and immigrant experiences. Examines how theatre of the French-speaking world reflects, challenges, and redefines societal, philosophical, and aesthetic values, with a focus on theatre's unique ability to represent both the individual and the collective. Prerequisites: French 312 or 313 or permission of instructor. J. GROSS.	
341 Contemporary French Writing* (Spring)	4 credits
Conducted in French. Traces the evolution of prose fiction from the 1950s to the present and examines its relationship to biography, autobiography, feminist writing, the personal journal, and the popular novel. Prerequisites: French 312 or 313 or permission of instructor. IRELAND.	
342 Orientalism Revisited* (Spring)	4 credits
Conducted in French. Examines the relations between France and the Orient as portrayed in paintings, photos, films, and prose fiction from the mid-19th century to the present. Focuses in particular on images of Oriental women, beginning with France's representation of its colonies as female. The main topics to be considered are: the depiction of interracial relationships; the effect of gender on the experience of immigration; women and war (Algeria and Lebanon); women's voices in contemporary North Africa; and the notions of tradition and modernity in relation to issues such as arranged marriages, polygamy, and excision. The Orient studied includes Algeria, Tunisia, Morocco, Egypt, and Lebanon. Prerequisites: French 312 or 313 or permission of instructor. IRELAND.	

*Not offered every year.

Gender and Women's Studies Concentration

Daniel Reynolds, Chair

This concentration emphasizes the new scholarship on women, men, gender, and sexuality by looking at various cultures and historical periods and by employing diverse methods of inquiry. Core and elective courses encourage disciplined thinking in both the theories and methods employed by scholars of gender.

Required, 24 credits as follows:

1. Gender and Women's Studies 111 Introduction to Gender and Women's Studies (4 credits)
2. Gender and Women's Studies 249 Theory in Gender and Women's Studies (4 credits)
3. One four-credit elective course in which gender is a significant category of analysis to be chosen from a list published during each semester's preregistration period. Students may also petition the GWS Concentration Committee to have a course taken off-campus serve as a GWS elective. This petition should be filed after completion of the course, and the petition should be accompanied by documentation from the course to indicate its attention to gender issues. Students may also petition to have an independent study serve as a GWS elective or may ask that a course not on the elective list be considered an elective. In such cases, the student must have undertaken a major paper or project that deals with gender or women and must provide the committee with documentation.
4. Senior seminar (4 credits): Gender and Women's Studies 495
5. Two four-credit core courses required, in which gender is the central category of analysis, chosen from the following list:
 - Anthropology 344 Gender in Cross-Cultural Perspective
 - Art 210 Women, Art, and History
 - Chinese 230 Chinese Women: Past and Present
 - Economics 218 Gender and the Economy
 - English 273 Feminisms, Gender and Literary Theory
 - *English 330 Studies in American Prose
 - *English 345 Studies in Modern Poetry
 - *English 346 Studies in Modern Prose
 - Gender and Women's Studies 210 Gender and Science
 - History 222 The History of Women in the United States
 - *Philosophy 106 Contemporary Ethical Issues
 - Philosophy 107 Power, Privilege, and Oppression
 - Philosophy 265 Psychoanalysis and the Intersubjective Constitution of the Self
 - Psychology 314 Psychology of Women
 - Psychology 333 Gender Development
 - Sociology 260 Human Sexuality in the United States
 - Sociology 270 Gender and Society
 - Sociology 320 The Family
 - Sociology 390 Advanced Studies in Sociology

*Varying content requires the approval of the concentration committee.

See also the list published during each semester’s preregistration period for the most current offering of core courses.

Special-topic courses (195, 295, and 395) and other variable content courses may be counted toward core course or elective course requirements with approval from the Gender and Women’s Studies Committee.

Additional requirements:

1. All students must have the concentration approved by the committee or designated personnel.
2. Of the two core courses and one elective course the student selects, only one can be in the student’s major.

111 Introduction to Gender and Women’s Studies (Fall or Spring)	4 credits
The way in which gender affects ideas, institutions, and patterns of behavior that determine the place of women in society is considered. Basic assumptions and theories of traditional disciplines are questioned through an interdisciplinary approach. Guest lecturers share research on the effect of feminist scholarship in their disciplines. Prerequisites: none. SKERRETT, TREADWELL.	

210 Gender and Science (Spring)	4 credits+
An introduction to feminist history and critiques of science, beginning with the definition of science and moving into the history of women in science. An examination of the use of gender as a variable in scientific studies and of the implications of feminist critiques. Prerequisites: Gender and Women’s Studies 111 and four credits in science, or permission of instructor. Offered in alternate years. STAFF.	

249 Theory in Gender and Women’s Studies (Fall or Spring)	4 credits
This course examines a variety of contemporary theoretical perspectives on gender as these emerge in many disciplines. This course explores the implications for gender theory of recent work in biology, psychology, literary criticism, history, and other fields of inquiry. Prerequisites: Gender and Women’s Studies 111 or permission of instructor. SKERRETT.	

495 Senior Seminar (Spring)	4 credits
An interdisciplinary senior seminar for students completing the concentration in Gender and Women’s Studies. Topics vary, with broad application of methodological skills. Prerequisites: Gender and Women’s Studies 111, one core course from category 2, and four additional credits from core or elective courses (categories 2 or 3), or permission of instructor. STAFF.	

*Not offered every year.

General Literary Studies

Program in the Division of Humanities

The program in General Literary Studies reflects the assumption that educated persons will wish to extend their experience of literature beyond what has been written in their native tongue and beyond what they can read in the foreign languages they have mastered. The education of any student can be enriched by exploring in translation the study of literature in the original language. Courses in General Literary Studies make possible the discovery of a variety of illuminating relationships among works in different languages.

While the program does not offer a major, its courses serve the literary interests of all students and provide greater breadth for majors in the foreign languages.

135 Philosophy and Literature* See Philosophy 135.	4 credits
227 Topics in German Literature in Translation (Spring) See German 227.	4 credits
242 Classical Mythology (Spring) See Classics 242.	4 credits+
247 The Russian Short Story* (Fall or Spring) See Russian 247.	4 credits+
248 The Russian Novel* (Fall or Spring) See Russian 248.	4 credits+
275 Chinese Literary Tradition (in Translation)* See Chinese 275.	4 credits+
277 Modern China through Literature and Film (in Translation)* See Chinese 277.	4 credits
279 Modern Japanese Fiction and Film (Fall) See Japanese 279.	4 credits
291 Perspectives in 20th Century Central and European Literature* (Spring) See Russian and Eastern European Studies 291.	4 credits+
346 Studies in Modern Prose (Spring) See English 346.	4 credits+
349 Medieval Literature (Fall) See English 349.	4 credits+
353 Major Russian Writers (Fall or Spring) See Russian 353.	4 credits+

*Not offered every year.

General Science

An Interdepartmental Major Program

Charles Cunningham, Chair (Physics), Christopher French (Mathematics and Computer Science), Andrew Mobley (Chemistry), Nancy Rempel-Clower (Psychology)†

The major in General Science has been designed to accommodate students who wish to pursue a combination of courses in several sciences. Students take six courses including work in at least three of five sciences (biology, chemistry, computer science, physics, and psychology) and a year's work in mathematics. Additional study beyond the introductory level in one of these fields is also required.

General Science may serve those who plan to teach science in secondary school, but students are strongly encouraged to contact the College's education department to verify current licensure requirements. It may also lead to graduate work in such interdisciplinary fields as biophysics and psychobiology,

or a career in environmental science, medicine, law, or engineering. The chair of the department in which the student expects to take at least four courses will designate a departmental faculty member to serve as the student's adviser.

The General Science major may not be combined with a second major in a Division of Science department, and credits for independent study may not be used to fulfill major requirements.

The Major:

A minimum of 48 credits, including:

- A. 24 credits from courses creditable toward a major in biology, chemistry, computer science, physics, or psychology, with no more than eight credits in any one of these five disciplines. Environmental Studies 111 (Geology) may be used to count for four of the 24 credits.
- B. Eight credits from courses in Mathematics creditable toward the mathematics major, including calculus through Mathematics 133.
- C. Sixteen additional credits from courses numbered 200 or above in the departments of the Division of Science (Biological Chemistry 262 may be used to count for four of the 16 credits), subject to the following specialized requirements:
 1. For a concentration in Biology: 251, 252, and one additional course from courses numbered 300 or above.
 2. For a concentration in Chemistry: Three courses numbered 200 and above, at least one of which must be numbered 300 or above.
 3. For a concentration in Computer Science: Three courses in computer science numbered 200 or above, at least one of which must be numbered 300 or above.
 4. For a concentration in Mathematics: Three courses in mathematics numbered 200 or above, at least one of which must be numbered 300 or above.
 5. For a concentration in Physics: Three courses numbered 200 and above, at least one of which must be numbered 300 or above.
 6. For a concentration in Psychology: One course from 243, 246, or 260, and one course from 214, 233, 248, and one course numbered 300 or above.

Note: For the General Science Teaching Certificate, it is required that one full year of coursework (eight credits) be completed in biology, in chemistry, and in physics (requirement A) and that the 12 additional credits (requirement C) be selected from courses in biology, chemistry, or physics.

German

Member of the Division of Humanities

Jennifer Michaels, Chair, Sigmund Barber, Petra Perry, Daniel Patrick Reynolds

A knowledge of German opens another window on the human scene, making possible an expanded perspective not available to those whose powers of comprehension and expression are confined to a single linguistic medium. English-speaking students of German develop an awareness of other modes of thinking about and interpreting human experience. Since German and English are historically related languages, students may also expect to develop an increased sensitivity to the nature and capabilities of their own language. Through a growing familiarity with the culture of Germany, they learn to understand the important role that Germany has played in the development of Western civilization. A knowledge of German is valuable for students contemplating graduate study or careers in government service or in businesses engaged in international trade.

Use of the language laboratory is integral to the work in several courses, notably the elementary courses and those in conversation and composition. Slides, recordings, and films supplement class instruction at all levels. A weekly dinner meeting at the German Table provides opportunity for students and German staff members to speak German in an informal setting. A departmental assistant who is native to a German-speaking country acts as an informal resource person and tutor. A German writer is in residence for half of spring semester.

The 100-level courses introduce students to the language and literature, the 200-level courses further develop reading and speaking skills through analysis and discussion of modern German prose texts, and the 300-level courses cover the development of German literature from its beginnings to recent times.

Independent study is encouraged for those who wish to pursue intensive study of individual authors or special topics. Qualified students have the option of doing some reading in German to supplement designated German courses.

Students majoring in German should broaden their understanding of literature by coursework in other literature departments and of Western culture through work in the fine arts and social studies. German courses completed in approved off-campus programs are counted toward the major in German at Grinnell.

The Major:

A minimum of 32 credits, including at least 20 credits from 300-level (or higher) German courses, 12 credits of which must be taken within the Department of German at Grinnell. Required are German 302 and 495. Courses in humanities and a reading knowledge of a second foreign language are strongly recommended. Courses numbered 101, 102, 212, and 227 do not count toward the major. With permission, up to eight of the 32 credits may be taken in related studies outside the department.

101 Introductory German (Fall)	5 credits
Intensive oral-aural study of basic structures of German grammar in class and in the language laboratory throughout the semester. Practice of oral skills with a native German-speaking assistant. Reading and analysis of simple German prose. Prerequisites: none. BARBER, MICHAELS.	
102 Continuing German (Spring)	5 credits
Continuation and completion of oral-aural study of grammatical structures. Increased emphasis on developing oral fluency. Introduction to the literature and culture of Germany through reading and analysis of modern short stories and expository prose. Practice of oral skills with a native German-speaking assistant. Prerequisites: German 101 or equivalent. MICHAELS, REYNOLDS.	
212 German Conversation (Fall or Spring)	1 credit
Focus on development of conversation skills. Discussion based on a variety of cultural topics. May be repeated once for credit. Prerequisites: German 102 or equivalent. S/D/F only. Does not count toward major. MAURISCHAT.	
221 Intermediate German I (Fall)	4 credits
Review of selected topics in German grammar, accompanied and followed by continued practice in speaking, reading, and writing. Prerequisites: German 102 or equivalent. PERRY, REYNOLDS.	
222 Intermediate German II (Fall or Spring)	4 credits
Reading and discussion of literary works of intermediate difficulty. Reading content designed to acquaint students with important aspects of recent German culture and to develop skill in the analysis and comprehension of modern German prose. Prerequisites: German 221 or equivalent. STAFF.	
227 Topics in German Literature in Translation (Spring)	4 credits
Also listed as General Literary Studies 227. Texts selected from a wide variety of literary (and some nonliterary) texts by German-speaking authors. Topics are announced each time the course is offered. Readings and discussion in English. Prerequisites: none. MICHAELS.	
302 Studies in German Literature (Fall or Spring)	4 credits
Introduction to German literature. Selected texts (all genres) from the 18th century to the present. Prerequisites: German 222 or equivalent. BARBER, PERRY.	
326 Topics in German Culture (Spring)	4 credits
Examination of pertinent cultural and sociopolitical issues of German-speaking countries. Predominantly nonliterary texts used. Special emphasis on conversation and composition. Prerequisites: German 222 or equivalent. REYNOLDS.	
331 The German Cultural Heritage*	4 credits+
An introduction to the study of German culture through literary and other documents. Materials selected from the pre-Middle Ages, the Middle Ages, the Renaissance, the Reformation, and the 17th century. Readings in modern German; conducted in German. Prerequisites: German 302 or permission of instructor. BARBER.	
336 Aufklärung/Sturm und Drang* (Spring)	4 credits+
Conducted in German. A study of 18th-century literature, particularly the later Enlightenment and the Storm and Stress movement in the context of philosophical, aesthetic, cultural, and political developments. Authors include Lessing, Herder, Schiller, the young Goethe, and the "Stuerner und Draenger": Lenz, Klingler, and others. Prerequisites: German 302 or permission of instructor. BARBER.	

343 Classicism/Romanticism* (Spring)**4 credits+**

Conducted in German. Readings and discussion of selections illustrative of literary theory and practice in the Classical Age and of the philosophical origins and literary expressions of the Romantic movement, including works by Goethe, Schiller, Herder, the Schlegels, Tieck, Novalis, Kleist, Hoffmann, Heine, and others. Prerequisites: German 302 or permission of instructor. PERRY.

350 German Literature, 1880–1945***4 credits+**

Conducted in German. Areas included are Naturalism, Impressionism, and Expressionism. Selected works from Hauptmann, Wedekind, Rilke, Kafka, Mann, and Hesse, as well as the early works of Brecht. Prerequisites: German 302 or permission of instructor. MICHAELS, REYNOLDS.

354 German Literature Since 1945* (Fall)**4 credits+**

Conducted in German. Readings in poetry, short prose forms, and drama selected from Frisch, Dürrenmatt, Weiss, Handke, Hacks, Böll, and Grass as well as other modern writers. Prerequisites: German 302 or permission of instructor. MICHAELS.

362 Studies in 19th-century German Literature**4 credits+**

A study of literature and thought from 1820–1880 with emphasis on such writers as Heine, Buchner, Grillparzer, Stifter, Keller, and Fontane. Literary texts will be placed within a philosophical, historical, and socio-linguistic context. Prerequisites: German 302 or permission of instructor. PERRY.

372 Recent Trends in German Literature (Spring)**1 or 2 credits**

Close reading and analysis of recent German works from a contemporary cultural perspective. Conducted by the German writer in residence. All readings and discussion in German. Prerequisites: German 302 or equivalent. May be repeated once for credit. STAFF.

495 Advanced Seminar in German Studies (Spring)**4 credits**

Critical reading and close analysis of selected texts in German literature and culture for students with a solid background in the study of German. Topics vary, and texts include both primary and secondary sources. Course may be repeated once for credit. Prerequisites: senior standing or special permission for third-year students. REYNOLDS.

*Not offered every year.

Global Development Studies Concentration

Jack Mutti, Chair

The interdisciplinary character of this concentration introduces students to diverse perspectives on processes of change in the so-called “Third World.” Courses in the social sciences and humanities permit concentrators to learn about Western and non-Western conceptions of change and the meaning of development. The requirement in environment and development ensures that concentrators will become conversant in the environmental and technological implications of economic change and the alternative offered by strategies of sustainable development.

In addition to completing the required coursework, concentrators must participate in either an internship or independent research project. Students planning to study or complete internships abroad are expected to undertake appropriate language study. A statistics course is also recommended.

Required, 22 or 24 credits as follows:

1. Global Development Studies 111 Introduction to Global Development Studies
2. Micro Setting, one four-credit course required, chosen from the following:
 - Anthropology 246 Peoples of the Middle East
 - Anthropology 257 Latin American Cultures
 - Chinese 230 Chinese Women: Past and Present
 - Chinese 277 Modern China through Literature and Film (in Translation)
 - English 225 Introduction to Postcolonial Literatures
 - English 360 Seminar in Postcolonial Literature
 - French 305 Contemporary Francophone Cultures
 - French 342 Orientalism Revisited
 - History 201 Colonial Latin America
 - History 202 Modern Latin America
 - History 204 Radical Movements in 20th-century Latin America
 - History 206 The Mexican Revolution
 - History 261 Southern Africa
 - History 276 Chinese History II
 - Political Science 261 State and Society in Latin America
 - Political Science 262 African Politics
 - Political Science 275 Politics of the People's Republic of China
 - Religious Studies 117 Major Asian Religions
 - Religious Studies 220 The Traditions of Islam
 - Religious Studies 222 Religious Traditions of China
 - Spanish 221 Studies in Latin American Cultures
 - Spanish 315 Creativity and Dissidence in Modern Spanish America
 - Spanish 377 Modernization and Innovation in Contemporary Spanish America
 - Spanish 383 The Spanish American Colonial World
3. Macro Context, one four-credit course required, chosen from the following:
 - Anthropology 238 Cultural and Political Ecology
 - Economics 230 Economic Development
 - Economics 233 International Economics
 - Economics 240 Resource and Environmental Economics
 - Political Science 251 International Political Economy
 - Sociology 220 Sociology of Global Development
4. Environment and Development, one four-credit course required, chosen from the following:
 - Anthropology 238 Cultural and Political Ecology
 - *Biology 150 Introduction to Biological Inquiry
 - Biology 220 Biotechnology and Its Social Impact
 - Biology 368 Ecology
 - *Chemistry 100 Chemistry is Everywhere
 - Economics 240 Resource and Environmental Economics
 - Environmental Studies 145 Nations and the Global Environment
 - *Environmental Studies 395 Advanced Special Topics
 - *Environmental Studies 495 Senior Seminar
 - Political Science 350 International Politics of Land and Sea Resources
 - Technology 154 Evolution of Technology

- * Varying content requires the approval of the concentration committee.
5. Senior Seminar, one four-credit course required, chosen from the following:
 - Anthropology 344 Gender in Cross-Cultural Perspective
 - Economics 372 Seminar in Economic Development
 - Economics 374 Seminar in International Trade
 - Economics 375 Seminar in International Finance
 - GDS 346 Sustainable Development in the Modern World System
 - GDS 347 Globalization and Development
 - Political Science 350 International Politics of Land and Sea Resources
 - Political Science 354 Political Economy of Developing Countries
 - Political Science 357 Diffusion of Democracy
 - *Sociology 390 Advanced Studies in Sociology

*Varying content requires the approval of the concentration committee.

Note: Courses not taken as senior seminar may be taken to meet the distribution requirements of Nos. 3 or 4, depending on appropriateness.

6. Additional Course Requirements (two or four credits)
 - Two credits in an approved 300-level internship in development, strongly recommended

or

 - Four credits in an approved 397 independent project

Other Requirements

1. Students must complete GDS 111 before taking the senior seminar or undertaking the internship or independent study.
2. No course can be counted toward more than one concentration requirement.
3. Student selections must include at least one course in anthropology or sociology, economics, and political science.
4. Concentrators planning to participate in internships and study-abroad programs are expected to undertake foreign language study if the target language is offered at Grinnell through either formal departments or the Alternative Language Study Option Program. Concentrators are required to review their plans for foreign language study with their GDS adviser.

111 Introduction to Global Development Studies (Fall)

4 credits

This course adopts an interdisciplinary approach to the analysis of contemporary issues in the economic development of less-developed countries. Course reviews the leading theories of economic, political, and social change that have been adopted by anthropologists, economists, and political scientists, and considers how these theories have shaped past and current debate on the definition and goals of the development process. Course compares and contrasts the approaches adopted by international institutions and alternative development organizations to the “practice” of development. Prerequisites: one course in Anthropology, Economics, Political Science, or Sociology. Economics 111 is strongly recommended. ROPER.

346 Sustainable Development in the Modern World System* (Spring)**4 credits+**

Interdisciplinary social science examination of theories and issues concerning “sustainable development.” Historical consideration of the goals of development along with how and why the concept of sustainability became prevalent in the dominant discourse, and the contested meanings applied to this concept. Focus then given to several key issues (varying by year) at the boundary of economic/social development, natural resource management, and environmental degradation (such as population growth, agrarian reform, international environmental treaties, climate change, deforestation, agribusiness, tourism, etc.). Can count as anthropology seminar when taught by Roper. Prerequisites: Global Development Studies 111, Anthropology 280, or permission of instructor. ROPER.

347 Globalization and Development***4 credits+**

Interdisciplinary social science examination of the nature of social change—particularly in terms of varied conceptions of “development”—associated with processes of modernization and globalization in developing countries. Focus is placed on western development aid and the expansion of the world capitalist system; including the major actors and institutions involved, their linkages with one another and peoples in the developing world, and impacts on the developing world. Also examines local-level responses, focusing on social movements and/or grassroots development initiatives. Can count as anthropology seminar when taught by Roper. Prerequisites: Global Development Studies 111, Anthropology 280, or permission of instructor. ROPER.

*Not offered every year.

Greek (see Classics)

Member of the Division of Humanities

History

Member of the Division of Social Studies

Daniel Kaiser, Chair, Victoria Brown, Thomas Hietala, Andrew Hsieh, Russell Osgood, William Patch, Elizabeth Prevost, Sarah Purcell, Jose Pablo Silva, D.A. Smith, Marci Sortor*

The study of history leads to a knowledge of the past, to ways of knowing that past, and to an understanding of how such knowledge has been applied. Historical study has traditionally been associated with such academic disciplines and vocations as law, public service, and teaching, as well as advanced work in history itself, but majors have successfully entered at least 75 different occupations over the past decade.

Introductory courses are designed to teach the methods and materials of historical study and to create an appreciation for the elements of continuity and change in human experience. 100-level courses require no special preparation. (Advanced Placement students should know that the College will not permit credit for both History 101 and AP European History, nor for History 111-112 and AP American History.) Some 200-level courses require no prerequisites and are open as well, but anyone who is in doubt about the level of preparation expected for an advanced course should consult the instructor before registering.

Because history has traditionally drawn many of its methods and theories from other disciplines, one quickly learns that abilities developed in studying other disciplines can be applied to history as well. Indeed, breadth of learning is a great asset. The nature of modern historical methods requires the ability to read languages other than English and to use mathematics for statistical analysis. Humanities 140 also is recommended for history majors. The course dovetails nicely with History 101 to provide an interdisciplinary introduction to Western culture and may be applied as related credit (see below) for the major.

The Major

A minimum of 32 credits, 20 of which must be taken in the history department at Grinnell College, including the required eight credits at the 300-level. Of the required eight credits at the 300 level, no more than four credits may be taken in any single area of study (American, European, and non-Western). No more than 12 credits of the 32 required for the major may be taken at the 100 level, AP credit, or equivalent. With permission, four of the 32 credits may be taken in related studies. The department strongly recommends that students take either History 101 or 105 and either History 111 or 112, select courses from each of the three major areas taught (American, European, and non-Western), and take at least one course that examines preindustrial society. The department also recommends that students take the equivalent of at least three semesters of a foreign language and at least one course in quantitative analysis; knowledge of foreign languages and mathematics is essential for serious study of history. To be considered for honors in history, graduating seniors, in addition to meeting the College's general requirements for honors, must have completed both recommended and required work listed above, and must have successfully presented a paper to a colloquium of students and faculty at some time during the final three semesters.

101 Basic Issues in European History: 1650 to the Present (Fall and Spring)

4 credits

Examines the institutions of the Old Regime, the economic and political revolutions of the late 18th and 19th centuries, and the social and ideological conflicts of the 20th. Introduces students to a variety of historical problems. Humanities-Social Studies 140 provides a useful preparation but is not a prerequisite. STAFF.

105 Cultural Encounters in History (Fall and Spring)

4 credits

Investigates the problems and opportunities that arise when people from very different cultures come into contact as a result of conquest, migration, or the emergence of pluralist societies. Cases will be drawn from the Americas, Africa, Asia, and Europe since the Middle Ages and will examine the impact of the conquest on the conquered, the spread of voluntary and involuntary migration, various forms of religious and racial prejudice and campaigns against prejudice, the extent to which the emergence of a global economy has transformed cultural encounters, and the evolution of concepts of "human rights." STAFF.

111–112 American History I and II (Fall and Spring)

4 credits

A thematic survey of American history from colonial beginnings to the present, emphasizing the use of primary source materials and introducing students to the methods of historical inquiry. First semester: from the colonial period to 1877; second semester: from 1877 to the present. May be taken

separately, but students planning further work in American history should take both semesters. STAFF.

201 Colonial Latin America* (Spring) 4 credits+

A general survey of Latin American history from the Columbian encounter through Independence. The course will focus on the patterns of European conquest and colonization, the complexity of race relations in the region, and the problems of colonial administration. SILVA.

202 Modern Latin America (Fall) 4 credits+

A general survey of Latin American history from independence to the present day. The course will focus on problems of political instability, economic development and the role of the United States in the region. SILVA.

204 Radical Movements in 20th-century Latin America* 4 credits+

During the 20th century, Latin America has witnessed both peaceful leftist mobilizations and violent revolutions. All of these movements aimed at redressing inequalities and creating more just societies. This course will consider several of these movements in comparative perspective. SILVA.

211 Colonial and Revolutionary America, 1450–1788* (Spring) 4 credits+

Examines selected topics in the colonization of the New World with emphasis on the interactions between Native Americans, Africans, and Europeans in the French, Spanish, and English colonies. The course then focuses on the American Revolution with special attention to transformations in ideology and politics. Students investigate how social, gender, and racial hierarchies were defined and rearranged in colonial and post-colonial America. Prerequisites: History 105, 111, or permission of instructor. PURCELL.

212 Democracy in America, 1789–1848 (Fall) 4 credits+

Examines the tensions caused by the simultaneous development of political democracy in the United States and the demands for rights by those who continued to be excluded from various forms of power. Topics include: the creation of party politics, reform movements, economic growth, class conflict, expansionism, race, slavery, gender, and material culture. Prerequisites: History 111 or permission of instructor. PURCELL.

214 The American Civil War and Reconstruction (Spring) 4 credits+

Surveys the causes, progress, and consequences of the Civil War and Reconstruction. Examines American history from the mid-1840s through the late 1870s with a focus on race, politics, economics, gender, and military conflict to uncover how and why the United States tore itself apart, whether the fundamental conflicts of the war were solved by Reconstruction, and why the Civil War has occupied such an important place in American history and imagination. Prerequisites: none. PURCELL.

221 The American West, 1803–1912 (Fall) 4 credits+

Examines two basic themes of the trans-Mississippi-West frontier: the actual experiences of men and women pioneers (explorers, cowboys, miners, farmers, soldiers, entrepreneurs, lawmen, and outlaws) and popular myths and misconceptions about the “wild West.” Sources for the course include historical accounts, novels, primary sources (diaries and oral histories), films, and slides. Prerequisites: none. HIETALA.

222 The History of Women in the United States (Spring) 4 credits

Examines basic themes and issues that have dominated the lives of women in the United States since the colonial period. Focuses on the interaction of economics and ideology, relationships between production, reproduction, and sexuality in defining women’s status, development of female culture and feminism, and the role of race, class, and ethnicity in shaping women’s

experience. Prerequisites: Second-year standing and History 111 or 112 or Gender and Women's Studies 111. BROWN.

227 African American History (Spring) 4 credits+
A survey of the African-American experience in slavery and freedom, with a primary emphasis on the struggle for racial justice and equality since the Civil War. Assignments stress primary sources as well as scholarly studies, films, and recordings. Prerequisites: Second-year standing. HIETALA.

228 The Promised Land: U.S. Immigration History* (Fall) 4 credits+
This course examines variations and commonalities in the experiences of those who have voluntarily emigrated to the United States since the mid-19th century. The focus of the course is on the lives of immigrants themselves, but it also examines U.S. immigration from the standpoint of those already settled in the United States and from the standpoint of popular culture and public policy. Prerequisites: History 105 or 112. BROWN.

229 American Economic History* 4 credits+
See Economics 229.

233 Medieval Europe, 800–1350 (Fall) 4 credits+
Explores the interplay between institutions (such as the church, monarchy, and lordship), economic trends, and society in Western Europe between 800 AD and 1450 AD. While providing a general survey of the Middle Ages, this course will focus particular attention on village life and rural society, migration and military expansion, how members of ethnically and religiously mixed communities lived with each other, and whether women experienced a "golden age." Prerequisites: none. Option of doing some reading in French and Spanish. SPOHNHOLZ.

234 Europe in Renaissance and Reformation, 1350–1650 (Spring) 4 credits+
Examines the powerful and often unpredictable influence of ideas and the role of economic developments in shaping institutions and people's experiences in early modern Europe. Special attention is given to the interplay of popular and high culture; the effect of commercial capitalism on women and on society as a whole; the emergence of powerful monarchies; and the tensions between reason and folly, and between dreams of a godly society and fears of demonic forces. Prerequisites: none. Option of doing some reading in French or German. SPOHNHOLZ.

235–236 British History I and II (Spring) 4 credits+
While surveying the main outlines of British history, these courses emphasize the development of political institutions within the context of economic, religious, and intellectual movements, and with regard to Britain's relations with the rest of the world. History 235: Anglo-Saxon settlements to 1660. History 236: 1660 to the present century. May be taken separately. Prerequisites: none. DRAKE, PREVOST.

237 France from Absolutism to Democracy: 1789–1918* (Spring) 4 credits+
Topics include the causes of the French Revolution, the Reign of Terror, the Napoleonic Wars, changing gender roles and the birth of feminism, strategies for "counterrevolution," the revolutions of 1830, 1848, and 1871, and the victory of parliamentary democracy over royalism, clericalism, and anti-Semitism in the Third Republic. Prerequisites: History 101 or permission of instructor. PATCH.

238 Germany from Unification to Reunification (Fall) 4 credits+
Employs theories of Marx, Max Weber, and Freud to analyze the tension between nationalist ideology and the realities of social conflict in Bismarck's

Empire, the Weimar Republic, and the Third Reich; the success of democratic institutions in the Federal Republic; and the failure of the German Democratic Republic. Students who took History 238, Modern European Cultural History, may enroll in this course. Prerequisites: History 101 or permission of instructor. PATCH.

239 The Collapse of the Eurocentric World Order* (Spring) 4 credits+
Studies the “New Imperialism” of the 1880s; causes of the First World War; the impact on international relations of communism, fascism, and the Great Depression; appeasement and the outbreak of the Second World War; the emergence of the United States and the U.S.S.R. as “superpowers;” and the dissolution of the colonial empires. Prerequisites: History 101, 105, or permission of instructor. PATCH.

241 Origins of Modern Russia (Fall) 4 credits+
Focusing upon the medieval origins of early East Slavic societies and the formation of the Muscovite state and Russian Empire, this course examines the political, economic, and social components of pre-revolutionary Russia from the 10th through the 19th centuries. The dynamics of ethnicity, the multiple forms of state-building, and the role of gender, class, and ideology receive special attention. Option of doing some work in Russian. KAISER.

242 Revolutionary Russia (Spring) 4 credits+
Examines 20th-century Russia, focusing upon the causes, course, and consequences of the 1917 Revolution, and the development and dissolution of the Soviet Union. Allots special attention to urbanization, industrialization, Marxist-Leninist ideology, new definitions of gender, national, and class identity. May be taken separately. Option of doing some work in Russian. KAISER.

255 History of Ancient Greece* (Fall) 4 credits+
Also listed as Classics 255. The political, military, social, economic, and intellectual history of the Greeks in the Archaic and Classical periods and their relationship with other peoples of Europe, Africa, and Asia. Focus on the evolution of the Athenian and Spartan constitutions, the Persian War, Athenian imperialism and the Peloponnesian War, the rise of Macedon, and Alexander’s conquest of Egypt and the Near East. LALONDE (Classics).

256 History of Rome* (Fall) 4 credits+
Also listed as Classics 256. Rome’s rise, maturity, and decline; emphasis on the republican constitution, organization of Italy, Rome’s relationship with other peoples of Europe, Africa, and Asia during the republic and the empire. Focus on the Roman Revolution, the Augustan Age, the “Pax Romana,” the spread of Christianity, and the transition to the Middle Ages. LALONDE (Classics).

261 Southern Africa (Fall) 4 credits+
An introduction to the 10-country region, with an emphasis on the Republic of South Africa. Regional geography along with culture and politics are principal themes, including the rise and fall of the South-African apartheid state. Prerequisites: none. DRAKE.

275–276 Chinese History I and II (Fall and Spring) 4 credits+
An introduction to the political, cultural, and economic life of China. First semester: from the Shang dynasty (1766 B.C.–1122 B.C.?) to the end of the Ming dynasty (1368–1644). Second semester: from the establishment of the Ch’ing dynasty to modern times. May be taken separately. HSIEH.

277–278 Japanese History I and II (Spring)	4 credits+
An introduction to the political, cultural, and economic life of Japan. History 277: from prehistory to the end of the Tokugawa period (1867). History 278: from the end of the Tokugawa period to the present. HSIEH.	
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285 History of Economic Thought II*	4 credits
See Economics 285.	
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3xx Advanced Studies in History (Fall and Spring)	4 credits
In any academic year, students may choose from among six to eight 300–level seminar courses in the following categories. For course descriptions, prerequisites, and instructors, see the current Schedule of Courses. All courses are 4–credit, without the “Plus-2” option.	
<ul style="list-style-type: none"> ▪ 31x Advanced Studies in American History ▪ 32x Advanced Studies in Latin America and the United States ▪ 33x Advanced Studies in Western European and British History ▪ 34x Advanced Studies in Russian History ▪ 35x Advanced Studies in Historiography and Ancient History ▪ 36x Advanced Studies in African History ▪ 37x Advanced Studies in Asian History 	
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397 Advanced Independent Study (Fall or Spring)	2 or 4 credits
With approval from a member of the history department (by the end of the semester preceding study), students may engage in advanced research on a topic of significant debate among historians. May be taken to satisfy the 300–level requirement for the major, if results are presented satisfactorily to a colloquium of students and faculty. Prerequisites: a relevant 200–level history course. STAFF.	
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411 Senior Essay (Fall or Spring)	4 credits
The preparation and writing of an original piece of historical work, not to exceed 7,500 words in length, based upon primary sources or secondary sources that afford an opportunity for bibliographical or historiographical treatment. Seniors must obtain approval of a department member as adviser for the essay and the department chair before the end of the semester preceding that during which the essay will be written. Prerequisites: senior standing. STAFF.	
*Not offered every year.	

Nonrequirement Courses

305 Transnational Legal Institutions (Spring)	4 credits
See Political Science 305.	

Humanities and Social Studies

Divisional and Interdivisional Courses

The Divisions of Humanities and Social Studies, separately and in cooperation, offer courses that are of fundamental importance to inquiry in the disciplines represented in the two divisions as well as to education in the liberal arts generally. These courses acquaint students with what people have thought and done individually and socially in the past, and with the means by which they have expressed their ideas and emotions. Such study enriches one’s understanding of

human nature by exploring the channels through which individuals have interpreted human experience—literature, art, music, religious and philosophical systems, political and social orders, and historical works.

While these courses in humanities and social studies do not in themselves constitute a major program of study, students planning to major in a department in either of these divisions should consult the department about acceptance of these courses as cognate credits for their proposed major or for inclusion in an independent major.

Courses in the Division of Humanities

101 Humanities I: The Ancient Greek World (Fall or Spring) 4 credits

A foundation for further study in the liberal arts, developing skills of critical reading, writing, and imaginative thinking through the study of selected works from ancient Greece. Readings include Homeric epic, tragic drama, Platonic dialogues, Thucydides' *History* and Aristotle's *Poetics*. Prerequisites: none. STAFF.

102 Humanities II: Roman and Early Christian Culture (Spring) 4 credits

Major works of Roman and early Christian culture, exploring private and public paths to happiness from Cicero's ideal commonwealth to the City of God. Readings include Virgil's *Aeneid*, Stoic and Epicurean philosophy, satire and drama, Christian scripture, St. Augustine, and Boethius. Emphasis on close reading, discussion, and short essay assignments. Prerequisites: none. STAFF.

250 The Arts, Multimedia, and the Internet (Fall) 4 credits

The aim of this course is to learn to use and think critically about the World Wide Web as a medium for artistic creation and exchange. Topics include locating and assessing the quality of Web-based art; learning to use tools for digital capture, editing, and assembly of text, images, sound, and video; creating an interactive user interface in HTML; and planning and implementing mixed-media art projects for dissemination over the Web. Students will work collaboratively in small groups on the design of projects merging their interests and expertise from various areas of the arts and computing. Prerequisites: a course in the arts or in computer science. STAFF.

Courses in the Divisions of Humanities and Social Studies

Studies in East Asian Culture

131 China's Ancient World* 4 credits in either Humanities or Social Studies

An introduction to China's classic texts of philosophy, religion, history, and literature, from the Yin-Zhou period (ca. 18th c. B.C. to ca. 5th c. B.C.) through the Tang Dynasty (618–907 A.D.). Traditional Chinese cosmology, morals, ethics, and institutions examined; also the various means (philosophical, historical, literary, and musical) of expressing these aspects of traditional Chinese culture. Prerequisites: none. COOK.

*Not offered every year.

Studies in Western Culture

140 Medieval and Renaissance Culture: 1100–1650 (Spring)

4 credits in either Humanities or Social Studies

This interdisciplinary course explores European culture and the social and political forces that shaped it between 1100 and 1650, paying special attention to feudalism and the Crusades, the intellectual efflorescence of the 12th and 13th centuries, the Renaissance, the Reformation, and the advent of the Scientific Revolution. In our exploration of medieval and Renaissance culture we will draw on art, science, literature, political theory, philosophy and theology, music, the writings of mystics, and advice manuals for heads of households and would-be courtiers. Prerequisites: none. STAFF.

Courses in the Division of Social Studies

115 Introduction to Statistics (Fall or Spring)

4 credits

See Mathematics 115.

201 From Herron to Hopkins: The Social Gospel at Grinnell College (Fall or Spring)

4 credits

Grinnell College was a struggling frontier college until President George Gates brought the Social Gospel to the school in 1887. This course traces the College's history from its founding through the early 20th century with a careful consideration of how the College's ethos of social justice and public service was formed through the influence of the Social Gospel. BATEMAN.

Latin (see Classics)

Member of the Division of Humanities

Japanese (see Chinese and Japanese)

Member of the Division of Humanities

Latin American Studies Concentration

Yvette Aparicio, Chair

In this concentration, students examine Spanish-American cultures and societies, with work in at least three areas: language and literature, history, and social sciences. Participation in a study program in Latin America is encouraged (see Off-Campus Study). A student choosing senior research project and presentation will be expected to integrate the various components of his or her program in the analysis of a topic of special interest.

Required, 24 credits as follows:

1. Gateway courses, 8 credits:
 - History 202 Modern Latin America
 - Spanish 221 Studies in Latin American Cultures
 - History 329 Latin America and the United States
2. Latin American core courses, 4 credits chosen from:
 - Anthropology 257 Latin American Cultures
 - Anthropology 267 Aztecs, Incas, and Mayas

- History 201 Colonial Latin America
 - History 204 Radical Movements in 20th Century Latin America
 - History 206 The Mexican Revolution
 - Political Science 261 State and Society in Latin America
 - Spanish 311 Traditions of Independent Spanish America
 - Spanish 315 Creativity and Dissidence in Modern Spanish America
 - Spanish 377 Modernization and Innovation in Contemporary Spanish America
 - Spanish 383 The Spanish American Colonial World
3. Elective courses, 8 credits chosen from:
- a. Courses listed under number 2 above
 - b. Courses with Latin American content:
 - Economics 230 Economic Development
 - Economics 233 International Economics
 - Economics 372 Seminar in Economic Development
 - Economics 374 Seminar in International Trade
 - Economics 375 Seminar in International Finance
 - History 211 Colonial and Revolutionary America, 1450–1788
 - Political Science 354 Political Economy of Developing Countries
 - Sociology 220 Sociology of Global Development
 - c. Off-campus study, 4 credits taken in LAS approved off-campus programs: Argentina (FLACSO-Buenos Aires), Chile (CIEE-Santiago de Chile, and Valparaiso), Costa Rica (ACM-Studies in LA Culture and Society, Tropical Field Research; Duke University-Organization for Tropical Studies; ICADS), Ecuador (Minnesota Studies in International Development), or Mexico (Rutgers U-Mérida).
 - d. With the approval of the concentration, courses not included above that deal significantly with Latin America.
4. Research project, 4 credits. Students may choose one of the following two options for the fulfillment of this requirement:
- a. Senior Research or Seminar

Declaration of the intention to complete a senior research project will occur no later than the second semester of the junior year. The project should integrate previous coursework in the concentration and should rely significantly on sources in Spanish if the topic pertains to a Spanish-speaking country. A proposal stating the research questions and describing a methodology should be submitted to the chair of the concentration in the fall semester of the senior year.
 - b. Senior Paper

Students may choose to complete a research paper while enrolled as a senior in an approved 300- or 400-level course from the following:

 - Economics 372 Seminar in Economic Development
 - Economics 374 Seminar in International Trade
 - Economics 375 Seminar in International Finance
 - Environmental Studies 495 Senior Seminar in Environmental Studies (only on an LA topic)
 - History 32x Advanced Studies in American and Latin American History
 - Political Science 354 Political Economy of Developing Countries

- Spanish 377 Modernization and Innovation in Contemporary Spanish America
- Spanish 383 The Spanish American Colonial World

With the approval of the concentration and the course instructor, any other 300- or 400-level courses not included above that deal significantly with Latin America.

Declaration of the intention to choose this option should occur no later than the second semester of the junior year.

5. Other requirements:

- a. Language requirement: demonstrated proficiency in Spanish through the completion of at least one course at the 200 level or above OR the equivalent.
- b. No more than 12 credits in the same department may count toward the concentration (Spanish 221 exempted).
- c. A course cannot fulfill more than one requirement within the concentration.

495 Senior Research or Seminar (Fall or Spring)

2 or 4 credits

An interdisciplinary senior seminar or senior research project for students completing the concentration in Latin American Studies. May be repeated in consecutive semesters by a student pursuing a single research project. Credits earned each semester must fulfill program requirements as specified in program description. STAFF.

Linguistics Concentration

Janet Gibson, Chair

The linguistics concentration focuses on the systematic and scientific study of language. Core courses in the Departments of Psychology, Philosophy, English, and Anthropology offer various perspectives on different aspects of language and its uses. Some knowledge of a nonnative language is required. Each student will complete a 2- or 4-credit interdisciplinary research project, which is expected to build on some past work in the student's program.

Required: competence in a nonnative language, as certified by the relevant department (equivalent to, for example, Latin 222, French 222, German 222, Spanish 217, Russian 222) and 22 or 24 credits to be taken as follows:

1. 4 credits:
 - Linguistics 114 Introduction to General Linguistics
2. Three 4-credit core courses chosen from the following:
 - Anthropology 260 Language, Culture, and Society
 - English 230 English Historical Linguistics
 - Philosophy 256 Philosophy of Language and Cognition
 - Psychology 355 Psychology of Language
3. Elective courses (4 credits): a fourth core course; any 4-credit 300-level language course, not in translation; any second semester, or higher, 4- or 5-credit language course in a second nonnative language; or the following, provided permission is obtained from the instructor and the concentration chair:

- Anthropology 205 Human Evolution
- Computer Science/Mathematics 341 Automata, Formal Languages, and Computational Complexity
- Philosophy 102 Symbolic Logic
- Philosophy 235 20th-century Continental Philosophy
- Philosophy 257 Philosophy of Science
- Psychology 260 Cognitive Psychology
- Sociology 248 Self and Society
- Special topics and independent studies

4. Senior Research Project (2 or 4 credits): see Linguistics 495 below.

114 Introduction to General Linguistics (Spring) 4 credits

Scientific description of the language: phonetics, phonology, morphology, syntax, semantics. Contributions of various schools: traditional, descriptive, and generative-transformational grammars. Survey of the subdisciplines psycho- and sociolinguistics. For those who have a general interest in language and those who need some acquaintance with linguistics for their studies in other fields. HEROLD.

495 Senior Research Project (Fall or Spring) 2 or 4 credits

An interdisciplinary senior research project for students completing the concentration in linguistics. Besides the principal adviser, there will be one or, upon recommendation of the concentration committee, two additional readers. Prerequisites: Introduction to General Linguistics and at least two courses from Category 2 above. STAFF.

Mathematics and Computer Science

Member of the Division of Science

A. Royce Wolf, Chair, Arnold Adelberg, Marc Chamberland, Christopher French, Benjamin Gum, Eugene Herman, Charles Jepsen, Kori Kornelson, Shonda Kuiper, Emily Moore, Thomas Moore, Samuel Rebelsky, David Romano, Karen Shuman, John Stone, Henry Walker

Study of the mathematical sciences develops logical thinking and quantitative ability; mathematical skills in rigorous deductive analysis and in the use of data are germane to many disciplines. The curriculum of the department is divided into two basic parts: mathematics and computer science. Each provides a combination of fundamental theory and widely applicable material of interest to all students of liberal arts. The curriculum further prepares majors who plan careers in pure or applied mathematics, probability and statistics, or computer science, in the natural or social sciences, in teaching, or in other professions.

Mathematics

Depending on their background and interests, students may enter the study of mathematics at different points. Those with good preparation normally start in 131, while those with less preparation may start in 123, and those with advanced standing in 133 or 215. Thereafter, the student's intellectual curiosity, interests, and abilities and the needs of various disciplines determine the particular mathematics courses selected. Several courses make use of the department's network of workstations for graphics, computation, data analysis, and numeric experimentation.

Mathematics majors pursue many interests. All are encouraged to study in depth at least one field, such as physics or economics, in which mathematics is applied extensively. Some enjoy working on challenging problems, such as those presented in the Putnam Examination or the Mathematical Contest in Modeling, both of which are national mathematics competitions; many present talks to the Math Journal Club. Films and visiting lecturers extend the curriculum beyond the classroom, as do opportunities for students to do summer research in mathematics.

The Mathematics Major

A minimum of 32 credits in mathematics and computer science. Required are at least four courses in mathematics at the 300–400 level, including Math 321 and 316 (the “Foundations” courses) and at least one of the year sequences: Math 321-324, 321-326, 316-331, 316-338, 335-336. Courses numbered below 123 do not satisfy major requirements.

Strongly recommended: A working knowledge of a modern computer programming language; coursework in another department in which mathematics or statistics is used in a substantial way; and (for students considering graduate work) a reading knowledge of French, German, or Russian.

103 Problem Solving and Computing* (Spring)

4 credits

Also listed as Computer Science 103. An introduction to the nature of problem solving. Topics include readings about problem-solving techniques, an introduction to a programming language, and—most importantly—analyzing and solving problems. The problem-solving techniques are of a general nature and apply to problems in a variety of disciplines. Both the power and the limitations of the computer as a problem-solving tool are discussed. Prerequisites: none. STAFF.

115 Introduction to Statistics (Fall or Spring)

4 credits

Also listed as Social Studies 115. Introduces the notions of variability and uncertainty and such common statistical concepts as point and interval estimation and hypothesis testing. Data-oriented, with real-world examples chosen from the social and biological sciences. The computer is used for data analysis and to illustrate probabilistic and statistical concepts. Prerequisites: two years of high school algebra and second semester of first-year standing, or permission of instructor. STAFF.

123 Functions and Differential Calculus (Fall)

4 credits

An introductory course in mathematics and the first in a two-course sequence. This first semester is an introduction to the differential calculus of functions of one variable with an extensive review of precalculus topics such as algebra and functions. This review, together with an emphasis on developing problem-solving skills, is designed to help students learn to do mathematics at the college level. Mathematics 123–124 has the same calculus content as Mathematics 131. Prerequisites: two years of high school algebra. SHUMAN, WOLF.

124 Functions and Integral Calculus (Spring)

4 credits

A continuation of Mathematics 123. An introduction to the integral calculus of functions of one variable. Topics include the definite integral, techniques of integration, and applications of the integral. Successful completion of this course prepares students for Mathematics 133. Prerequisites: Mathematics 123. WOLF.

131 Calculus I (Fall or Spring)	4 credits
The normal first course in mathematics and the first in a two-course sequence. An introduction to the differential and integral calculus of functions of one variable. Also introduces a few concepts and methods of differential equations. Prerequisites: good preparation, including trigonometry, or departmental placement. STAFF.	
133 Calculus II (Fall or Spring)	4 credits
A continuation of Mathematics 131. Topics include functions of more than one variable: partial and total derivatives, multiple integrals, vector-valued functions, parametrized curves, and applications to differential equations. Prerequisites: Mathematics 124 or 131. STAFF.	
209 Applied Statistics (Spring)	4 credits+
The course covers the application of basic statistical methods such as univariate graphics and summary statistics, basic statistical inference for one and two samples, linear regression (simple and multiple), one- and two-way ANOVA, and categorical data analysis. Students use statistical software to analyze data and conduct simulations. A student who takes Mathematics 209 cannot receive credit for Mathematics 115. Prerequisites: Mathematics 133. STAFF.	
215 Linear Algebra (Fall or Spring)	4 credits+
A unified study of the concepts underlying linear systems and linear transformations and of the techniques for using them. Topics: matrix algebra, rank, orthogonality, vector spaces and dimension, eigenvectors and eigenvalues. Typical applications: fitting lines and curves to data, Markov processes, linear differential equations. Prerequisites: Mathematics 133. STAFF	
218 Combinatorics (Fall or Spring)	4 credits+
An introduction to the basic objects, numbers, and techniques of combinatorics. Includes combinations, permutations, partitions, and graphs; binomial and other coefficients; inclusion-exclusion, recurrence relations, and generating functions and series. Prerequisites: Mathematics 215. FRENCH, JEPSEN.	
220 Differential Equations (Fall or Spring)	4 credits+
First and second order differential equations; series solutions and Fourier series; linear and nonlinear systems of differential equations; applications. May not be taken by students who have completed Mathematics 216. Prerequisites: Mathematics 215. CHAMBERLAND, WOLF.	
271 Problem-Solving Seminar (Fall)	1 credit
Students solve challenging mathematics problems and present solutions. Prepares students to take the Putnam Examination, if they wish. Prerequisites: Mathematics 133 or concurrent registration in Mathematics 133 or permission of instructor. May be repeated for credit. S/D/F only. GUM.	
306 Mathematical Modeling* (Spring)	4 credits+
An introduction to the process and techniques of modeling "real-world" situations, using topics from linear algebra and differential equations. Appropriate mathematics, including numerical methods, developed when needed. Models drawn from both the social and natural sciences. Prerequisites: Mathematics 220 or permission of instructor. May not be taken by students who have completed Mathematics 226. CHAMBERLAND.	
314 Topics in Applied Mathematics* (Spring)	4 credits+
Topics include, but are not limited to, one of the following: Chaos and Fractals (one- and two-dimensional discrete dynamics, iterated function systems, fractal dimension), Fourier Analysis (fast Fourier transform, Fourier series, wavelets), or Partial Differential Equations (heat and wave equation,	

eigenfunction expansions). May be repeated for credit. Prerequisites: Math 220. CHAMBERLAND, SHUMAN.

316 Foundations of Analysis (Spring)	4 credits+
A thorough study of the topology of the real line and of limits of functions of one real variable. This theory is then used to develop the theory of the derivative and integral of functions of one real variable and also sequences and series of real numbers and functions. Prerequisites: Mathematics 218 or 220. SHUMAN.	
321 Foundations of Abstract Algebra (Fall)	4 credits+
The study of algebraic structures, with emphasis on formal systems such as groups, rings, and fields. Prerequisites: Mathematics 218 or 220. JEPSEN.	
324 Number Theory* (Spring)	4 credits+
The primary subject matter of this course is elementary number theory from an algebraic viewpoint. Topics include congruencies, quadratic reciprocity, sums of powers and Diophantine analysis. An introduction to algebraic number theory, emphasizing algebraic integers and unique factorization, is included. Prerequisites: Mathematics 321. WOLF.	
326 Field Theory* (Spring)	4 credits+
The study of fields, including such topics as vector spaces and canonical forms, algebraic extensions, finite and cyclotomic fields, geometric constructions and Galois Theory. Prerequisites: Mathematics 321. E. MOORE.	
331 Topology* (Fall)	4 credits+
General and/or metric topology. Fundamental theorems on continuous mappings and on compact and connected sets. Particular emphasis on the real line and Euclidean n-space. Prerequisites: Mathematics 316. WOLF.	
335 Probability and Statistics I (Fall)	4 credits+
An introduction to the mathematical theory of probability and statistical inference. Discrete and continuous distributions will be considered. The limit theorems of probability, including the Law of Large Numbers and the Central Limit Theorem, will be introduced. Prerequisites: Mathematics 215 and any of 209, 218, or 220. STAFF.	
336 Probability and Statistics II (Spring)	4 credits+
A systematic treatment of mathematical statistics based on probability theory. Topics will include: principles of estimation and hypothesis testing, regression, sampling distributions, decision theory and nonparametric inference. Applications will be given. Prerequisites: Mathematics 335. STAFF.	
338 Complex Analysis* (Fall)	4 credits+
Theory of analytic functions of a complex variable, based on a preliminary study of the complex number system. Prerequisites: Mathematics 316 or permission of instructor. CHAMBERLAND.	
341 Automata, Formal Languages, and Computational Complexity (Spring)	4 credits+
See Computer Science 341.	
444 Senior Seminar (Spring)	4 credits+
Advanced course with varying content, typically with a geometric emphasis. Strongly recommended for students considering further work in mathematics. Requires independent work. Prerequisites: Mathematics 316 and 321. May be repeated for credit. FRENCH.	

*Not offered every year.

Computer Science

Many courses throughout the College touch upon various aspects of computing, and the computer is used as an important research tool in a great number of academic disciplines.

Formal coursework is concentrated within the Department of Mathematics and Computer Science, and students with good problem-solving skills normally start in 151. Students with less preparation start in 103, while students interested in a general overview of computer science take 105. After consultation with the department, students with advanced preparation might start in 153 or a higher-level course. The curriculum combines a strong emphasis on basic concepts and fundamental techniques with laboratory work and experimentation. Considerable use is made of the department's Local Area Network (LAN), which includes more than 50 workstations.

The computer science major includes a careful study of the principal areas of computer science as well as important mathematical topics that are central to the discipline of computing. Students regularly supplement this formal coursework with independent projects and internships. In addition, students often work with faculty throughout the College on a wide variety of special projects that involve computing.

The Computer Science Major

A minimum of 32 credits (at least 28 in Computer Science and at least four in Mathematics). Required are Mathematics 218, one of Computer Science 152, or 153, 201, one of Computer Science 211 or 213, one of Computer Science 223 or 362, and Computer Science 301, 302, and 341. Computer Science courses numbered below 151 do not satisfy major requirements.

All majors are encouraged to take statistics (Mathematics 209 or 335-336), Physics 220, and a course in technology and society (such as a foundation course in Technology Studies). Students considering graduate school in computer science should take both Computer Science 211 and 213. Students planning to work in industry should take Computer Science 223 together with coursework in another discipline that uses computing in a significant way. Students considering a career in computing are encouraged to participate in an independent project, internship, or research experience.

In applying the College's limit of 48 credits within one department that students may count toward graduation, up to 12 credits of mathematics will be exempted for students majoring in computer science. Double majors in the two disciplines are not allowed.

103 Problem Solving and Computing* (Spring)

4 credits

Also listed as Mathematics 103. An introduction to the nature of problem solving. Topics include readings about problem-solving techniques, an introduction to a programming language, and—most importantly—analyzing and solving problems. The problem-solving techniques are of a general nature and apply to problems in a variety of disciplines. Both the power and the

limitations of the computer as a problem-solving tool are discussed.
Prerequisites: none. STAFF.

105 An Algorithmic and Social Overview of Computer Science* **4 credits**

A study of core topics and great ideas in the field of computer science, focusing on underlying algorithmic principles and social implications. Topics may include multimedia and hypermedia, networks, architecture, programming languages, software design, artificial intelligence, databases, cryptography, and the theory of computing. Includes formal laboratory work. Prerequisites: none. WALKER.

151 Fundamentals of Computer Science I (Fall or Spring) **4 credits**

An introduction to computer programming in a high-level language. Topics include algorithm design, coding, testing, debugging, documentation, procedural abstraction, and simple data structures. Includes formal laboratory work. Prerequisites: none. STAFF.

152 Fundamentals of Computer Science II (Fall or Spring) **4 credits**

An introduction to many of the fundamental concepts in computer science. Builds upon the programming knowledge from Computer Science 151 to study the design, analysis, and verification of algorithms. Includes a discussion of data abstraction and data structures. Also provides an overview of the field of computer science. Includes formal laboratory work. Prerequisites: Computer Science 151. STAFF.

153 Computer Science Fundamentals (Spring) **4 credits**

Study of basic concepts of computer science, with an emphasis on problem-solving techniques from functional and object-oriented perspectives. Functional elements include data types, procedures as first-class objects, recursion, and binding. Classes, objects, and methods are introduced as basic elements of object-oriented problem solving. Examples of core data types and classes include stacks, queues, priority queues, trees, and lists. Additional topics include the representation of data and some elements of algorithm analysis. Includes formal laboratory work. A student who receives credit for Computer Science 153 cannot receive credit for Computer Science 151 or 152. Prerequisites: Three semesters of high school computer science or departmental placement. REBELSKY.

201 Memory Management, Data Representation, and Formal Methods (Spring) **4 credits**

Study of machine-level representations of data and techniques for managing storage, using formal methods of program design and a low- or mid-level programming language, such as C. Topics include Boolean logic and proof, language semantics, assertions and invariants, numerical approximations and errors, pointers, memory allocation and deallocation, and the run-time stack. Prerequisites: Computer Science 152, 153, or Computer Science 151 and additional programming experience in an imperative language, or permission of the instructor. STONE.

205 Computational Linguistics* (Fall) **4 credits+**

An examination of computational techniques for producing and processing text in natural languages and an introduction to the theoretical basis for those techniques, both in linguistics and in computer science. Topics include generative grammars, parsing, algorithms for automatic indexing, information retrieval, and natural-language interfaces. Prerequisites: Introduction to General Linguistics 114 and Computer Science 151 or 153. J. STONE.

211 Computer Organization and Architecture* (Fall) **4 credits+**

Study of both traditional and alternative computer architectures. Introduction to digital logic, microcode, Von Neumann architectures, data representations,

fetch/execute model, RISC/CISC, instruction formats and addressing, machine and assembly language, memory architecture and algorithms, I/O architecture, and elements of distributed systems. Includes formal laboratory work.
Prerequisites: Computer Science 201 or permission of the instructor. BISHOP.

213 Operating Systems and Parallel Algorithms* (Fall) 4 credits+
Study of the principal components of typical operating systems and an introduction to parallel algorithms. Topics from operating systems: storage management, scheduling, concurrent processing, synchronization, data protection, and security. Discussion of models of parallelism and algorithms for problems in such areas as lists, trees, searching, sorting, graphs, geometry, and strings. Includes formal laboratory work. Prerequisites: Computer Science 201 or permission of the instructor. BISHOP.

223 Software Design (Spring) 4 credits+
Study of software life cycle and its consequences. Consideration of various algorithms with an emphasis on strategies that can be applied. Emphasis on design, coding, testing, and documenting of large software packages through work on a large project. Prerequisites: Computer Science 152 or 153. BISHOP.

261 Artificial Intelligence* 4 credits+
An introduction to current principles, approaches, and applications of artificial intelligence, with an emphasis on problem-solving methods, knowledge representation, reasoning with uncertainty, and heuristic search. Study of a range of AI approaches, such as rule-based systems, neural networks, and systems for machine learning. Review of several applications areas such as game playing, natural language processing, robotics, theorem proving, and perception. Prerequisites: Computer Science 152 or 153. STONE.

301 Algorithms (Fall) 4 credits+
Study of structures used to organize data and of the algorithms used to manipulate these structures. Assignments to implement data structures and to use them in computer science and other applications programs. Emphasis on mathematical principles behind the data structures. Prerequisites: Computer Science 152 or 153 and Mathematics 218. GUM.

302 Programming Language Concepts (Spring) 4 credits+
Description and analysis of key issues in the design, syntax, semantics, and implementation of programming languages, with examples from several high-level languages, illustrating important paradigms (functional, object-oriented, imperative, declarative). Additional topics may include denotational semantics, type-inference algorithms, program verification, and the lambda calculus. Computer Science 301. WALKER.

341 Automata, Formal Languages, and Computational Complexity (Spring) 4 credits+
Also listed as Mathematics 341. A formal study of computational devices, their related languages, and the possibility and difficulty of computations. Examples are pushdown automata and Turing machines, context-free languages and recursively enumerable sets, and the halting problem and NP-completeness. Prerequisites: Computer Science 152 or 153 and Mathematics 218. GUM.

362 Compilers (Fall) 4 credits+
Study of traditional and modern techniques for implementation of high-level languages, through either interpretation or translation to low-level languages. Topics include formalisms for describing syntax and semantics of languages, theory of parsing, regular expressions, intermediate languages, and optimization. Students construct interpreters or compilers for high-level languages.

Includes formal laboratory work. Prerequisites: Computer Science 201 or permission of the instructor. REBELSKY.

364 Computer Networks* (Spring)

4 credits+

This course focuses on the communications protocols used in computer networks: their functionality, specification, verification, implementation, and performance. The course also considers the use of network architectures and protocol hierarchies to provide more complex services. Existing protocols and architectures are used as the basis of discussion and study. Includes formal laboratory work. Prerequisites: Computer Science 201 or permission of the instructor. J. STONE.

*Not offered every year.

Music

Member of the Division of Humanities

John Christian Rommereim, Chair, Jonathan Chenette*, Patricia Ewoldt, Eugene Gaub, Elizabeth Hays*, Eric McIntyre, Ralph Russell, Nina Treadwell, Roger Vetter

Highly integrative by nature, music studies offer students experience in bringing sociocultural, historical, religious, aesthetic, literary, scientific, and theoretical perspectives to bear on the development of skills in listening, analysis, criticism, composition, and performance.

Department coursework falls into three general areas: historical and cultural studies; theoretical, compositional, and technological studies; and individual and group performance studies. Two introductory courses explore the relationships between various musics and their shaping contexts: Music 110 focuses on western classical traditions; Music 116 compares diverse traditions. These courses lead to in-depth studies in music history and culture. Introductory theory courses (Music 109 and 112) develop basic notational, analytical, aural, and creative skills in western musical styles. Music 109 is particularly valuable as an adjunct to private instruction for students who wish to improve music-reading and aural skills. Music 112 leads to further studies in music theory, analysis, composition, and electronic music. Prospective majors and other students with musical backgrounds should begin their music theory courses with Music 112 and their music history and culture courses with Music 116. Students are encouraged to pursue their musical interests beyond the introductory level, and all upper-level courses welcome appropriately qualified nonmajors.

Performance studies apply listening and critical thinking skills to the physical process of playing an instrument or singing. So that Grinnell students may develop new vocal and instrumental skills and sharpen skills learned previously, the department offers an exceptional range of ensemble and studio instruction options listed as Music 101, 120, 122, 220, 221, and 420. Most of these performance courses are open to all students, regardless of musical backgrounds, although several ensembles require auditions. Because music lessons are a required part of the major, music majors in their junior and senior years are eligible for one free half-hour of music instruction per semester. This may be taken either as a free half-hour lesson (Music 120 or 220) or as a reduced-rate hour-long lesson (Music 221 or 420).

Music majors should participate in a department ensemble for at least two semesters. Students anticipating graduate studies in music should take Music 213. It is also recommended that music majors take foreign language courses and participate in a semester of off-campus study.

The Major

A minimum of 36 credits. Required are Music 112, Music 116, two 200-level courses in historical and cultural studies (Music 260, 261, 262, or 268), one 200-level course in theory or composition (Music 213, 215, or 219), four credits of private instruction (Music 120, 220, 221, or 420), and at least four credits at the 300-level or above. Prospective majors are urged to enroll in Music 112 and Music 116 as early as possible. To be considered for honors in music, graduating seniors, in addition to meeting the College's general requirements for honors, must complete Music 420, 495, or another official Mentored Advanced Project, with results presented in a public forum.

101 Practicum: Performance Ensembles * (Fall or Spring) 1 credit
 The study of musical literature through regular ensemble rehearsals and public performances. One credit awarded for each participation in a musical organization directed by the department, e.g., Orchestra, Community Chorus, Singers, Symphonic Concert Band, Collegium Musicum (early music consorts), Young, Gifted, and Black (gospel choir), Percussion and Marimba Ensemble, Latin American Performance Ensemble, Chamber Ensemble, Jazz Band, and Javanese Gamelan and Dance. (A maximum of eight practicum credits may count toward graduation.) Does not count toward music major. S/D/F only. Prerequisites: permission of instructor. Practicum may be repeated for credit. STAFF.

109 Musicianship (Fall) 2 credits
 Establishes an understanding of musical concepts and develops complementary practical skills. Includes aural and written exercises and creative projects in performance and composition. Prerequisites: none. STAFF.

110 Introduction to Western Music* 4 credits
 A survey of Western art music from Gregorian chant to postmodernism, intended to enrich and inform listening experience. Examination of musical elements including rhythm, melody, and texture; and consideration of stylistic eras, representative composers, major genres, and forms. Emphasis on developing critical listening skills. Prerequisites: none. E. GAUB.

111 Aural Skills I (Fall or Spring) 1 credit
 Development of aural understanding through singing, dictation, conducting, and improvisation. Topics include identification and singing of diatonic intervals and triads, singing of diatonic melodies using "moveable do" solfege, notation of diatonic melodies and chord progressions by dictation, improvisation of short melodic patterns, and basic conducting patterns. Normally taken in conjunction with Music 112, this course may also be taken separately. RUSSELL.

112 Harmony (Fall or Spring) 4 credits
 The study of how individual chords are combined to create a piece of tonal music. Focuses on developing the ear and analytical/creative skills to enhance appreciation, performance, and compositional imitation of Western music of the 18th and 19th centuries. Required keyboard lab meets outside regular class time. Concurrent registration in Music 111 required or placement by Aural Skills Test II. MCINTYRE, ROMMEREIM.

116 Music, Culture, Context (Spring)**4 credits**

This course explores our globalized musical present and the major forces (social, political, economic, technological) that have shaped it over the last few centuries. Attention is focused on music making as a form of human activity within and between cultures. Course content ranges over musics of diverse times and places. No prior experience in music is needed. Serves as a prerequisite to upper-level music history and ethnomusicology offerings. STAFF.

120 Performance: Private Instruction†* (Fall or Spring)**1 credit**

Private lessons in instrumental or vocal music, intended for beginning to intermediate students. Weekly 30–minute private lessons totaling 7 hours of instruction per semester. Practice expectation: minimum of 30 minutes per day. One credit for each area studied, e.g., voice, piano, flute, etc. May be repeated for credit. Prerequisites: none. STAFF.

122 Performance: Group Instruction†* (Fall or Spring)**1 credit**

Group lessons in instrumental, vocal music, world hand drumming, flute, etc. intended for beginning to intermediate students. Weekly 60–minute small-group lessons totaling 14 hours of instruction per semester. Practice expectation: minimum of 30 minutes per day. One credit for each area studied, e.g., world hand drumming, flute, etc. May be repeated for credit. Does not count toward the music major. Offered S/D/F only. Prerequisites: none. STAFF.

212 Aural Skills II (Spring)**1 credit**

Development of aural understanding through singing, dictation, conducting, and improvisation. Topics include identification and singing of chromatic intervals and harmonies, singing of chromatic melodies using “moveable do” solfège, notation of chromatic and modulating melodies and chord progressions by dictation, improvisation of phrase and period structures, conducting patterns, and aural analysis of binary and ternary forms. Normally taken in conjunction with Music 213, this course may also be taken separately. Prerequisites: Music 111 or placement by Aural Skills Test II. STAFF.

213 Form and Analysis (Spring)**4 credits+**

Examines the structure of 18th- and 19th-century music and completes the study of harmony begun in Music 112. Includes critical analysis of entire movements and composition based on tonal models. Concurrent registration in Music 212 required or placement by Aural Skills Test III. GAUB.

214 Advanced Aural Skills (Fall)**1 credit**

Development of aural understanding through singing, dictation, conducting, and improvisation, according to the needs of students as established through a diagnostic exam. Topics may include chromaticism, modes, atonality, and score reading as well as topics from Music 111 and 212 on which students need additional work. Normally taken in conjunction with Music 215, this course may also be taken separately. Prerequisites: Music 111, 212, or placement by Aural Skills Test II. May be repeated once for credit. STAFF.

215 Introduction to Composition (Fall)**4 credits+**

Students learn and apply recent techniques of composition. Expands on the compositional experiences of harmony class by opening students to the exploration of contemporary tonal, serial, and experimental musical styles and dealing with matters of orchestration and music form. Prerequisites: Music 112. COLEMAN, MCINTYRE.

216 The Jazz Tradition in America (Spring)**4 credits+**

The history of jazz traces the development of jazz from its African and European roots to contemporary style. Through reading and listening

assignments, major styles and prominent musicians will be discussed. Primarily examines jazz from a sociocultural perspective. Prerequisites: none. RUSSELL.

219 Electronic Music (Spring) 4 credits+
History and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Focuses on the creation of finished works to be presented in public concert. Prerequisites: Music 112. COLEMAN.

220 Performance: Advanced Private Instruction‡* (Fall or Spring) 2 credits
Private lessons in instrumental or vocal music, intended for intermediate to advanced students. The study of performance combined with considerations of history, analysis, and style. Weekly 30-minute lessons totaling 7 hours of instruction per semester. Practice expectation: minimum of one hour per day. Performance requirement: at least one performance in a department-sponsored recital or repertoire class per semester. Two credits for each area studied. May be repeated for credit. Prerequisites: permission of instructor. STAFF.

221 Performance: Advanced Private Instruction‡* (Fall or Spring) 2 credits
Private lessons in instrumental or vocal music, intended for intermediate to advanced students. The study of performance combined with considerations of history, analysis, and style. Weekly 60-minute lessons totaling 14 hours of instruction per semester. Practice expectation: minimum of one hour per day. Performance requirement: at least one performance in a department-sponsored recital or repertoire class per semester. Two credits for each area studied. May be repeated for credit. Prerequisites: permission of instructor. STAFF.

250 Topics in Music and Culture (Spring) 4 credits+
Detailed study of the relationship between music and a particular aspect of culture. Possible areas to be covered include music and technology, music and politics, gender and music, music and popular culture, and mythology and music. May be repeated once for credit. Consult registration materials for prerequisites. STAFF.

260 European Traditions to 1550* (Fall) 4 credits+
General survey of Western European music from ancient times through the High Renaissance. Stylistic developments considered in their social and cultural contexts and as influenced by artistic and intellectual movements. Prerequisites: a reading knowledge of music and Music 116 (or a course in Medieval or Renaissance culture, art, literature, or history). TREADWELL.

261 European Traditions: From 1550 to 1800 (Fall) 4 credits+
Music in the Western world from Mannerism through the Classic era. Stylistic developments considered in their social and cultural contexts and as influenced by artistic and intellectual movements. Attention given to Baroque performance practices where appropriate. Prerequisites: Music 112 and 116, or permission of instructor. TREADWELL.

262 European Traditions: From 1800 to the Present (Spring) 4 credits+
Music in the Western world from the time of Beethoven to the modern era. Romantic, Impressionistic, and Contemporary styles studied with special attention given to music of nationalistic character and to contemporary popular music. Prerequisites: Music 112, 116, and 213. MCINTYRE.

268 Regional Studies in World Music (Fall or Spring)	4 credits
An exploration of music and its linkages to other facets of life in a particular geographic/cultural region of the world. Possible regional foci include Sub-Saharan Africa, East Asia, South Asia and the Middle East, and Southeast Asia. May be repeated once for credit if content changes. Prerequisites: Music 116. VETTER.	
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321 Advanced Musical Studies*	4 credits
Detailed study of a particular area of music theory and practice. Possible topics include orchestration, conducting, counterpoint, computer music, and interpretive analysis. May be repeated once for credit if content changes. STAFF.	
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364 Approaches to Musicology* (Fall)	4 credits+
An overview of the development of the discipline of musicology. The course will introduce students to the discipline's various strands and modes of inquiry, and survey current approaches and debates within the field. The course is designed to train students to think and speak about music effectively from a variety of perspectives, and to develop critical writing skills. Prerequisites: Music 260, 261, or 262 or permission of instructor. STAFF.	
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365 Ethnomusicology* (Fall)	4 credits+
An overview of the discipline of ethnomusicology, its theoretical and methodological evolution, and the central place of fieldwork in its practice. Students design and carry out a small-scale, locally based fieldwork project. Prerequisites: Music/Anthropology 268. VETTER.	
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420 Performance: Recital‡* (Fall or Spring)	2 credits
An advanced and intensive study of music literature through private tutorial instruction in a single area of instrumental or vocal music. The study of performance related to advanced studies in criticism, history, analysis, and style. Weekly 60-minute lessons totaling 14 hours of instruction per semester. Practice expectation: minimum of 60 minutes per day. Performance requirement: a full recital. May be repeated once for credit. Prerequisites: third-year or senior standing and permission of instructor. STAFF.	
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495 Senior Project (Fall or Spring)	4 credits
The senior project will consist of a recital, original composition(s), or presentation of original musical research. All projects will incorporate significant research and writing, integrating studies in theory, culture, and performance. Students will also compile portfolios in their area of emphasis. Seniors must obtain approval from the department prior to preregistration for the final semester. Students are expected to participate as responders at other senior project presentations. Prerequisites: music major, senior standing. STAFF.	

*Not offered every year.

‡ For fees, see Financial Regulations

* A maximum of 16 credits in Music 120, 122, 220, 221, and 420 will count toward graduation. Credits in Music 101, 120, 122, 220, 221, and 420 may not exceed a total of six in any one semester. Students should note that Music 101, 120, 122, 220, 221, and 420 are included in the 48-credit maximum in the department.

Philosophy

Member of the Division of Humanities

Alan Schrift, Chair, Joseph Cummins (also Classics), John Fennell, Johanna Meehan

The study of philosophy enables students to confront in a disciplined and constructive way fundamental questions and problems, both theoretical and practical, about themselves and their relation to the world. Philosophy enriches thought, imagination, understanding, and experience as a whole. Even beginning students of philosophy find themselves reflecting upon things they formerly took for granted, and they can often apply their philosophical perspectives to issues treated in their other courses.

Most courses in the philosophy curriculum require only the introductory course as a prerequisite; the department invites all students to construct programs in philosophy related to their studies in other disciplines. Qualified students are encouraged to study a foreign language to supplement their study of philosophy. The study of philosophy contributes valuably to academic pursuits and to the pursuit of almost any career.

The department requires that students who major in philosophy take the survey courses in ancient and modern philosophy and two advanced seminars. The department expects that each major will pursue as broad a liberal education as possible and build a suitable background for special interest in philosophy.

The Major

A minimum of 32 credits, 20 of which must be taken at Grinnell College. Required are 231, 233, and eight credits from the following: 336, 391, 392, 393, and 394. Of 100-level courses, only either 101 or 102, and 111 may be counted toward the 32-credit minimum. With permission, up to four of the 32 credits may be taken in related studies outside the department. For students who plan to attend graduate school, four semesters of a foreign language are strongly recommended. To be considered for honors in philosophy, in addition to meeting the College's general requirements for honors and the department's general requirements for the major, graduating seniors must have successfully completed either three semesters of a foreign language or a fourth semester course in a foreign language, Philosophy 102, Philosophy 491, and must have successfully presented a paper to a colloquium of students and faculty during their final two semesters.

101 Logic (Fall or Spring)

4 credits

An introduction to the formal rules of reasoning, with extensive practice in identification and analysis of types of argument and in evaluation of the validity of arguments. Topics include: the construction of arguments, the relation of ordinary language to standard logical form, inductive reasoning (including hypotheses, generalization, analogy, and probability), deductive reasoning, the syllogism, validity, truth, formal fallacies, nonformal fallacies, and practical applications of the rules of logic. An introduction to complex syllogisms and to symbolic notation may be included, but extensive treatment of these topics is reserved for Philosophy 102. Prerequisites: none.
J. CUMMINS.

102 Symbolic Logic (Fall or Spring)**4 credits**

A study of the formalization of complex arguments, in particular those involving quantification and relations, using principles of deduction in sentential and predicate logic. Course may also explore the semantics of the formal system. Prerequisites: none. FENNELL.

106 Contemporary Ethical Issues (Fall or Spring)**4 credits**

Designed to develop the ability to think philosophically about moral issues by examining ethical problems. Topics include gender, abortion, class, race, affirmative action, and the environment. The course also examines some leading ethical and social theories in conjunction with these topics. Students should not take both Philosophy 106 and 107. Prerequisites: none. FENNELL, STAFF.

107 Power, Privilege, and Oppression* (Fall or Spring)**4 credits**

A study of the politics and dynamics of social and political oppression. Topics include classism, racism, sexism, and homophobia. Readings range from Marx to Foucault to contemporary fiction. A student should not take both Philosophy 106 and 107. Prerequisites: none. MEEHAN.

111 Introduction to Philosophy (Fall or Spring)**4 credits**

Designed to develop the habit of philosophical thinking by pursuing perennial problems as raised and developed throughout the history of philosophy. Readings include selections from Plato, Descartes, Hume, Kant, and other thinkers, including an introductory section on some basic principles of logical thinking. Prerequisites: none. STAFF.

135 Philosophy and Literature***4 credits**

Also listed as General Literary Studies 135. A general introduction to philosophical issues and topics through works of fiction. Readings include novels, short stories, and drama by Aeschylus, Sophocles, Voltaire, Goethe, Dostoevsky, Ibsen, Sartre, Camus, Borges, Kafka, Duras, Piercy, and others. Prerequisites: none. STAFF.

215 Existentialism***4 credits+**

A study of the major existentialist thinkers of the 19th and 20th centuries, including Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, and others. Readings will include philosophical and literary texts that explore issues including the nature of the self and its relations with others, freedom and responsibility, anxiety, transcendence, ambiguity, and the absurd. Prerequisites: Philosophy 111 or permission of the instructor. STAFF.

221 Jewish Philosophy* (Fall or Spring)**4 credits+**

This course explores some of the central topics of traditional Jewish philosophy—including the existence of God, the creation of the world, the nature of miracles and prophecy, the role of free will, and the problem of evil—with special attention given throughout to the general problem of how to reconcile reason with revelation. Readings are drawn primarily from medieval Jewish philosophers, including Saadia Gaon, Judah Halevi, and Moses Maimonides, but will also include Christian, Islamic, and some modern sources. Prerequisites: Philosophy 111 or permission of the instructor. STAFF.

231 History of Ancient Philosophy (Fall)**4 credits+**

Also listed as Classics 231. A study of the philosophy of ancient Greece and Rome. Traces the growth of Western philosophy from its origins in the sixth century B.C. through the third century A.D. Includes examination of the Presocratics, Sophists, Socrates, Plato, Aristotle, Epicureans, Stoics, Sceptics, and Plotinus. Prerequisites: Philosophy 111 or Humanities 101 or permission of instructor. J. CUMMINS.

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- 233 History of Early Modern Philosophy (Spring)** **4 credits+**
 A study of the intellectual world of the early modern period: Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant. Their thought in philosophy, science, and religion is studied. Prerequisites: Philosophy 111 or permission of instructor. STAFF.
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- 234 19th-Century Continental Philosophy* (Fall)** **4 credits+**
 Survey of the major figures in 19th-century philosophy, emphasizing themes that lead to developments in 20th-century phenomenology, existentialism, and poststructuralism. Readings include selections from Hegel's *Phenomenology*, Kierkegaard's writings, Marx's philosophical and political works, several texts of Nietzsche, and short works from the hermeneutic tradition. Prerequisites: Philosophy 111 or permission of instructor. SCHRIFT.
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- 235 20th-Century Continental Philosophy* (Spring)** **4 credits+**
 Examination of the major themes in phenomenology, existentialism, hermeneutics, poststructuralism, and feminism. Readings may include works by Husserl, Heidegger, Habermas, Merleau-Ponty, Sartre, de Beauvoir, Derrida, Foucault, and Cixous. Special attention will be focused on connections between philosophy and recent developments in humanities and social sciences. Prerequisites: One 200-level course in philosophy or permission of instructor. SCHRIFT.
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- 241 Chinese Philosophical Tradition* (Spring)** **4 credits+**
 See Chinese 241.
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- 242 Ethical Theory* (Spring)** **4 credits+**
 Examination of several problems that arise in ethical theory. Questions included for consideration are the identity of the moral self, the issues of moral relativism and how to ground norms, the question of the nature of the virtues and their relationship to one another, and the question of whether gender might be morally significant. Prerequisites: Philosophy 111 or permission of instructor. MEEHAN.
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- 245 Philosophy of Art* (Fall or Spring)** **4 credits+**
 Designed as a survey of theories of art and beauty, this course acquaints students with influential aesthetic theories in the history of western philosophy and relates them to more recent theoretical developments in the arts. Prerequisites: Philosophy 111 or permission of instructor; courses in the arts emphasizing theoretical issues may substitute for 111. STAFF.
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- 253 Philosophy of Mind* (Fall)** **4 credits+**
 Examination of several issues in philosophy of mind. Topics include the metaphysics of mind (the mind-body problem, dualism, functionalism, eliminativism, and the computer paradigm), intentionality (internalism and externalism), and consciousness (subjectivity, the nature of qualitative experience). Readings from Descartes, Ryle, Searle, Churchland, Fodor, and Nagel. Prerequisites: Philosophy 111 or permission of instructor. FENNELL.
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- 256 Philosophy of Language and Cognition (Spring)** **4 credits+**
 A survey of the major issues in contemporary philosophy of language as well as an examination of the major assumptions of empirical theories of language and cognition. Readings include works by Frege, Russell, Wittgenstein, Kripke, Putnam, Quine, Davidson, and Chomsky. Topics include theories of meaning, the nature of reference, and the cognitivist approach to mind and language. Prerequisites: Philosophy 102 or 111 or Linguistics 114, or permission of instructor. FENNELL.
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- 257 Philosophy of Science* (Fall)** **4 credits+**
 An examination of the foundations of scientific inference (induction and confirmation), the nature of scientific explanation, the structure of theories,

and scientific methodology. Discussion includes the possibility of objective knowledge and the nature of scientific revolutions. Prerequisites: Philosophy 102 or 111, or background in a science, or permission of instructor. FENNELL.

263–264 Political Theory I and II* (Spring) 4 credits+
 Selective introduction to major concepts and themes of Western political theory. Political Theory I covers classical Greek political theory - Renaissance; Political Theory II covers Reformation–Marx. Develops understanding of how and why political thinkers use the methods and languages of philosophy to describe, analyze, and criticize politics. Prerequisites: Philosophy 111 or permission of instructor. May be taken separately. STAFF.

265 Psychoanalysis and the Intersubjective Constitution of the Self (Fall or Spring) 4 credits+
 This class will consider the psychic/social processes of the constitution of the self. We will read highly theoretical texts from the psychoanalytic tradition, including works by Freud, Jessica Benjamin, Judith Butler, Hortense Spillers, Steven Mitchell, and Cornelius Castoriadis. We will study the way gender, race, and class become aspects of our individual and collective psychic identities, consider the role of power in the constitution of identity, and search for possibilities of individual and social psychic resistance. Prerequisites: Philosophy 111 or permission of instructor. MEEHAN.

267 The Enlightenment and Its Critics* (Spring) 4 credits+
 A critical analysis of the conceptions and criticisms of autonomy, rationality, and justice inherited at least in part from the Enlightenment. Thinkers studied include Kant, Hegel, Marx, Adorno, Horkheimer, Habermas, and Foucault. Prerequisites: Philosophy 111 or 263 or 264, or permission of instructor. MEEHAN.

268 Cultural Critique: Marx, Nietzsche, Freud, and Beyond* (Fall) 4 credits+
 Students begin by examining several key texts of the 19th century by Marx, Nietzsche, and Freud that lay the groundwork for the “Critique of Ideology” that has evolved in the 20th century into the interdisciplinary field of “Cultural Critique.” Focusing on thinkers who have fused the critical perspectives of Marx, Nietzsche, and Freud, students explore the works of the Frankfurt School (Adorno, Marcuse, Benjamin, Arendt), structuralism (Althusser, Bataille), and poststructuralism (Foucault, Deleuze, Cixous, Mouffe, Butler). Prerequisites: Philosophy 111 plus one 200–level course in Philosophy, Political Science, or History, or permission of instructor. SCHRIFT.

313 Philosophy of Religion* (Spring) 4 credits+
 See Religious Studies 313.

336 Contemporary French Philosophy* (Spring) 4 credits
 A detailed study of French philosophy since 1960. Possible topics include structuralism, deconstruction, poststructuralism, and postmodernism. Focus on issues of interdisciplinary concern, addressing questions of textuality, psychoanalysis, and politics. Readings include works by Foucault, Derrida, Deleuze, Lyotard, Cixous, and Irigaray, among others. Prerequisites: Philosophy 234 or 235 or 268 or permission of instructor. SCHRIFT.

391 Advanced Studies in Continental Philosophy* (Fall or Spring) 4 credits
 An advanced investigation of a single author, text, issue, or problem in continental philosophy. Content of the course announced each year. With permission of the department, may be repeated for credit. Prerequisites: Philosophy 234 or 235 or permission of instructor. MEEHAN, SCHRIFT.

392 Advanced Studies in Anglo-American Philosophy* (Fall or Spring) 4 credits

An advanced investigation of a topic, text, or author in the analytic or Anglo-American tradition. Content of the course announced each year. With permission of instructor, may be repeated for credit. Prerequisites will vary depending on topic. FENNELL.

393 Advanced Studies in History of Philosophy* (Fall or Spring) 4 credits

An advanced investigation of a single author, text, issue, or problem in the history of philosophy. Content of the course announced each year. With permission of instructor, may be repeated for credit. Prerequisites will vary depending on topic; at least one 200-level philosophy course. STAFF.

394 Advanced Studies in Theories of Value* (Fall or Spring) 4 credits

An advanced investigation of a single author, text, issue, or problem that addresses theories of value (ethics, politics, aesthetics, interdisciplinary studies). Content of the course announced each year. With permission of instructor, may be repeated for credit. Prerequisites will vary depending on topic; at least one 200-level philosophy course. MEEHAN.

491 Senior Essay (Fall or Spring) 4 credits

The preparation and writing of an original piece of philosophical work, not to exceed 7,500 words in length, based upon primary or secondary sources. Seniors must obtain approval of a department member as adviser for the essay and the department chair before the end of the semester preceding that during which the essay will be written. Prerequisites: senior standing. STAFF.

*Not offered every year.

Physical Education

Member of the Division of Social Studies

Dee Fairchild, Chair, David Arseneault, Heather Benning, Evelyn Freeman, William Freeman, Andrew Hamilton, Timothy Hollibaugh, Erin Hurley, Brian Jaworski, Priscilla Lowther, Tom Sonnichsen, Barbara Waite,
Greg Wallace, David Zeiss

Activity, recreation, and theory offerings in the Department of Physical Education instruct students in areas that provide lifelong enrichment. Intramural, indoor and outdoor recreation, and other noncredit opportunities are available but are not listed in the catalog. Practicum credit, which counts toward graduation, is offered for the activity program, which includes instructional courses (Physical Education 100), intercollegiate sports, and performance groups (Physical Education 101).

Academic credit is given for physical education theory courses, which are open to all students. These courses are specifically useful to those students planning careers in teaching, youth activities, or coaching.

Students are provided an opportunity to obtain two levels of coaching authorization. Level I authorization is designed to develop the skills necessary to coach specific sports from grades K through 12 and will include certification through the American Sport Education Program (ASEP) and the Program for Athletic Coaches Education (PACE). Level II authorization provides more in-depth preparation and additional theoretical coursework.

Coaching Authorization Requirements

Level I:

- Physical Education 101 Sport Performance: Intercollegiate Competitive, 1/2 credit per season or Physical Education 201 Sport Theory Courses, 1 credit per unit
- Physical Education 202 Coaching Methods, four credits (includes ASEP and PACE Leader Level Certification)

Level II:

- Completion of Level I requirements
- Education 221 Educational Psychology, four credits
- Physical Education 200 Organization and Administration of Athletics, four credits
- Physical Education 235 Psychological Foundations of Sport, four credits

Theory Courses

110 Wellness Dynamics* (Fall)

2 credits

An examination of factors influencing one's health and capacity for mental and physical work. The effects of nutrition, stress, physical exercise, alcohol, and drugs are discussed. One lecture and two aerobic activities per week. Prerequisites: none. E. FREEMAN, W. FREEMAN.

112 Outdoor Leadership (Spring)

4 credits

This course is designed to develop necessary outdoor leadership skills necessary for either commercial organizations or private trips. Topics include: wilderness first aid, risk management, weather concerns, equipment, leadership theory, and more. Class time is divided between theory and labs. ZEISS.

200 Organization and Administration of Athletics (Fall)

4 credits

Lecture and discussion concerning the function, organization, and administration of an athletic program. Includes philosophy and psychology of coaching. Prerequisites: none. STAFF.

201 Sport Theory Courses (Fall and Spring)

1 credit per unit

Fundamental principles and problems of coaching the designated sport and specific administrative considerations. Methods and techniques relevant to the sport as well as management of equipment, facilities, practice sessions, and the game. Each unit is 14 class hours in length. Some sports have a double unit. Coaching certification requires at least one of these courses. Prerequisites: none. STAFF.

Unit 1. Football* 1 credit
WALLACE.

Unit 2. Soccer* (Fall) 1 credit
BENNING.

Unit 3. Volleyball* 1 credit
SONNICHSEN.

Unit 4. Swimming* (Fall) 1 credit
HURLEY.

Unit 5. Basketball* (Fall) 1 credit
ARSENEAULT.

Unit 6. Baseball* (Spring) 1 credit
HOLLIBAUGH.

- Unit 7. Softball*** 1 credit
SONNICHSEN.
- Unit 8. Golf*** (Spring) 1 credit
WALLACE.
- Unit 9. Cross Country and Track and Field*** (Spring) 1 credit
W. FREEMAN.
- Unit 10. Tennis*** (Spring) 1 credit
HAMILTON.

202 Coaching Methods (Fall and Spring) 4 credits+
A comprehensive study of the components of coaching. Areas of emphasis include: philosophy of coaching; sport psychology; sport first aid; exercise physiology; athletic management; and sport specific training of tactics and techniques. Geared toward coaching the high school athlete. Students who successfully complete the course will receive a diploma from the American Sport Education Program. Prerequisites: none. BENNING, HOLLIBAUGH.

211 Foundations of Athletic Training (Spring) 4 credits
Specific to rehabilitation and the care and prevention of athletic injuries. Lectures plus laboratory sections. Prerequisites: CPR/First Aid or permission of instructor. LOWTHER.

212 Wellness II* (Fall) 2 credits
Designed to provide an understanding of stress and the individual responses to it, causes and consequences, and stress management methods. Effective use of time management techniques covered in-depth; also, nutritional aspects of healthy lifestyle. Prerequisites: none. E. FREEMAN, W. FREEMAN.

215 Elementary Methods in Physical Education (Fall) 1 credit
Provides insights into the concepts and methods of teaching physical education at the elementary level. Students observe and assist elementary physical education teachers in actual classes. Readings focus on topics ranging from motor development to teaching theory. Prerequisites: Education 150 or 221, or permission of instructor. FAIRCHILD.

235 Psychological Foundations of Sport (Spring) 4 credits
An overview of various psychological concepts underlying sports performance. Pertinent social and philosophical issues also addressed. Topics include personality, anxiety and arousal, motivation, self-efficacy and confidence, individual and group dynamics, cohesion, and various cognitive intervention strategies. Prerequisites: none. W. FREEMAN.

Activity Program

Note: A maximum of four credits may be earned in either Physical Education 100 or 101. Physical Education 100 and 101 both count as practica: A maximum of eight credits earned in practica may count toward graduation. Credit in Physical Education 100 or 101 is not counted as overload.

100 Physical Education Activity Instruction (Practica) (Fall or Spring) 1/2 credit per hour per week per semester of class meetings

- | | |
|--------------------|--------------------|
| Aerobics | Lifeguard Training |
| Badminton | Racquetball |
| Basketball Skills | Rock Climbing |
| Beginning Swimming | Sailing |
| Bowling | Scuba Diving* |
| Canoeing | Standard First Aid |

Conditioning and Fitness	Swimming
Golf	Swimming Technique
Indoor Soccer	Tennis
Introductory Kayaking	Water Aerobics
	Water Polo

♦ Taught when student interest warrants

Offered S/D/F only. May be taken without credit.

101 Sport Performance: Intercollegiate Competitive (Practica) (Fall and Spring) **1/2 credit per season**

For men:		For women:	
Baseball	Indoor Track	Basketball	Soccer
Basketball	Outdoor Track	Cross Country	Softball
Cross Country	Soccer	Golf	Swimming
Football	Swimming	Indoor Track	Tennis
Golf	Tennis	Outdoor Track	Volleyball

Offered S/D/F only.

Clubs (some clubs change with student interest) **No credit**

For men:		For women:	
Fencing	Ultimate Frisbee	Fencing	Ultimate Frisbee
Folk Dance	Volleyball	Folk Dance	Volleyball
Lacrosse	Water Polo	Lacrosse	Water Polo
Rugby		Rugby	

Grinnell Outdoor Recreation Program (GORP) **No credit**

Sponsors trips and instruction in cycling, caving, climbing, kayaking, backpacking, canoeing, winter sports, and other outdoor activities, and provides most equipment required to participate safely in these outings.

Intramural Sports (Fall or Spring) **No credit**

Organizes competitive activities at the campus level in season.

*Not offered every year.

Physics

Member of the Division of Science

Charles Cunningham, Chair, Brian Borovsky, Robert Cadmus, William Case, Charles Duke, Mark Schneider, Paul Tjossem

Physics develops an understanding of physical phenomena through study of classical and modern theory in conjunction with laboratory experience. The intellectual curiosity and disciplined study promoted by work in physics are important to such diverse fields as the natural sciences, the social sciences, engineering, medicine, and law.

Grinnell students may begin their study of physics at several different points. Those currently registered in calculus (Mathematics 131) normally start with Physics 131, while those with advanced standing may start in 132 or even in 232. The department also offers courses (109, 116, 117, and 180) specifically designed for students who do not plan to major in one of the sciences.

Students who plan to major in physics are immediately encouraged to take part in departmental activities such as the weekly physics seminar. As they develop

expertise with laboratory equipment, computers, and mathematical techniques, students are urged to pursue their own interests within the discipline. Most physics majors do some sort of independent project or research, either on or off campus.

The physics facilities include the Grant O. Gale Observatory, which features a 24-inch research-quality telescope that is fully computer controlled and has CCD-based imaging and spectroscopic capabilities. The solid-state physics lab offers a powder X-ray diffractometer and instruments to measure the magnetic, electrical, and thermodynamic properties of superconductors and spin glasses in magnetic fields up to 9 Tesla and at temperatures from near absolute zero to above room temperature. The surface physics lab is equipped with a nanoindenter, scanning tunneling and atomic force microscopes, and an ultra-high vacuum chamber for studying the fundamental nature of friction at an atomic level. The gamma ray astronomy lab uses networked workstations for analyzing TeV gamma rays from supernova remnants and active galactic nuclei. The nuclear physics lab features computerized multiparameter data acquisition systems and high-purity germanium detectors for use in studying low energy positron spectra. The laser lab has two high-power tunable lasers for molecular spectroscopy: a Nd:YAG pulsed dye system and a continuous-wave Argon ion/Ti Sapphire system.

Grinnell participates with four universities in joint 3-2 engineering programs that enable students to earn two bachelors' degrees in physics and engineering. Students preparing for professional engineering should consult the departmental engineering adviser.

The Major

A minimum of 32 credits. Required are Physics 131, 132, 232, 234, 335, 337, and 462. (Physics 109, 116, 117, 180 do not satisfy major requirements.) Mathematics courses through Mathematics 220 are required for all physics majors. Additional courses in mathematics, such as Mathematics 331 or 338, are advised for students planning graduate work in physics; other courses in the division are appropriate for those who plan to continue in a science or engineering field. Prospective majors should consult early with the department about suitable additional courses. Physics 314 and 456 are recommended for all majors.

109 Physics in the Arts*

4 credits

An investigation of a variety of physical principles that have interesting applications to musical acoustics and the visual arts. Topics include simple vibrating systems, musical instruments, Fourier analysis, light and color, optics, and photography. Intended primarily for nonscience majors. Laboratory work allows students to investigate phenomena firsthand. Three lectures, one laboratory each week. Prerequisites: none. CUNNINGHAM.

116 The Universe and Its Structure (Fall)

4 credits

Descriptive astronomy, covering the tools and methods of astronomy, the solar system, the stars, and the structure of the galaxy and the universe. Prerequisites: none. CADMUS.

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- 117 Physics: A Historical Approach*** **4 credits**
A course for nonscience majors emphasizing important developments in physics from Aristotle to the present. Includes a study of the Newtonian world, special relativity, and selected topics in modern physics. Prerequisites: Mathematics 124 or 131. CUNNINGHAM.
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- 131 General Physics I (Fall and Spring)** **4 credits**
This course is the first part of a year-long, calculus-based introductory physics sequence, focusing on the application of physical principles, logical reasoning, and mathematical analysis to understand a broad range of natural phenomena related to force and motion. Topics include Newtonian mechanics, conservation principles, gravity, and oscillation. This course meets for six hours each week and involves both classroom and laboratory work. Prerequisites or co-requisites: Mathematics 124 or 131. STAFF.
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- 132 General Physics II (Fall and Spring)** **4 credits**
This course is the second part of a year-long, calculus-based introductory physics sequence, focusing on the application of physical principles, logical reasoning, and mathematical analysis to understand a broad range of electromagnetic phenomena. Topics include electricity, magnetism, light, and early atomic theory. This course meets for six hours each week and involves both classroom and laboratory work. Concurrent or prior enrollment in Mathematics 133 is recommended. Prerequisites: Physics 131 and Mathematics 124 or 131 is recommended. STAFF.
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- 180 Bridges, Towers, and Skyscrapers* (Spring)** **4 credits**
An investigation of large man-made structures (e.g., Brooklyn Bridge, Eiffel Tower, and Hancock Tower/Chicago), considering structural, social, and aesthetic aspects. The relationship between a structure's form and its function is examined. Concepts from physics necessary for the quantitative analysis are presented. Prerequisites: Mathematics 124 or 131. STAFF.
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- 220 Electronics (Fall)** **4 credits**
A survey course in modern electronics, emphasizing the use of integrated circuits. Topics include analog electronics, primarily the design of circuits based on operational amplifiers; digital electronics, including logic circuits, counters, and timers; and microcomputer interfacing using software written in low-level languages and Pascal. Two lectures, two laboratories each week. Prerequisites: Physics 132, plus some computer programming experience, plus either second-year standing or permission of instructor. BOROVSKY.
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- 232 Modern Physics (Fall)** **4 credits**
For students with an introductory physics background who wish to extend their knowledge of atomic, nuclear, and solid state physics. Emphasis on the basic phenomena and fundamental physics principles involved in special relativity and quantum mechanics and their subsequent application to atomic, nuclear, and solid state models. Three classes, one laboratory each week. Prerequisites: Physics 131–132 and registration in Mathematics 215 corequisite. CUNNINGHAM.
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- 234 Mechanics (Spring)** **4 credits**
A study of analytical mechanics, including particle dynamics, rigid body motion, harmonic oscillations, and wave motion. Prerequisites: Physics 131–132 and registration in Mathematics 220 corequisite. CASE.
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- 310 Computational Physics (Fall)** **2 credits**
An active-learning introduction to computing in physics. Class is taught in the laboratory, with each class session dedicated to a particular topic. These topics include investigations of numerical algorithms for integration, matrix manipulations, Fourier transforms, data fitting, and Monte Carlo methods. Prerequisites: Physics 234. SCHNEIDER.

314 Thermodynamics and Statistical Physics (Fall or Spring) 4 credits

A study of thermodynamics from classical and statistical points of view. Applications of Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein distributions are used to provide an introduction to solid-state physics and quantum optics. Prerequisites: Physics 232 and Mathematics 220. STAFF.

335 Electromagnetic Theory (Fall) 4 credits

An advanced treatment of electric and magnetic fields and potentials, including the laws of Coulomb, Ampere, and Faraday, Maxwell's equations, and electromagnetic waves. Prerequisites: Physics 234. STAFF.

337 Optics and Other Wave Phenomena (Spring) 4 credits

A wide variety of physical problems—including one- and two-dimensional mechanical oscillating systems, sound, and optical phenomena—are examined using the theory of waves. The primary emphasis is on physical optics (interference and diffraction phenomena). Three lectures, one laboratory each week. Prerequisites: Physics 335. CADMUS.

340 Astrophysics (Spring) 2 credits

An introduction to topics in theoretical and observational astrophysics including stellar structure and evolution, the physics of interstellar material, galactic structure and dynamics, cosmology, and observational technology and techniques. The course also includes a very brief survey of other topics including the solar system and areas of current research interest. Prerequisites: Physics 232. CADMUS.

360 Solid State Physics (Fall) 2 credits

An introduction to the physics of crystalline solids, such as metals, semiconductors, and insulators. This course presents models of the crystal lattice, lattice vibrations, and electronic band structures, as well as a brief survey of selected topics of current research interest. Prerequisites: Physics 232. CUNNINGHAM.

399 Directed Summer Research 2 or 4 credits

456 Introduction to Quantum Theory (Fall) 4 credits

Introduction to quantum mechanics with application to simple physical systems. Prerequisites: Physics 232, Mathematics 220, and either Physics 335 or permission of instructor. CASE.

457 Advanced Quantum Theory (Spring) 2 credits

Application and implications of the quantum theory. Perturbation theory and other approximation techniques are used to examine various quantum systems. Fundamental questions of interpretation of the quantum theory will also be considered. Prerequisites: Physics 456. CASE.

462 Advanced Laboratory (Fall and Spring) 2 credits

Experiments bear a closer resemblance to research than do the experiments in more elementary courses. There is a wide range of activities to meet individual needs and interests. Two afternoons of laboratory or reading each week. Prerequisites: senior standing and at least three 200- or 300-level physics courses. Special permission for well-qualified third-year students. BOROVSKY.

*Not offered every year.

Political Science

Member of the Division of Social Studies

Eliza Willis, Chair, Jonathan Brand*, David Ellison, Heather Fraizer, Robert Grey, Carl Klarner, Wayne Moyer, Russell Osgood, Ira Strauber, Barbara Trish

Political science courses focus on the processes by which societies make decisions affecting the lives of their citizens. Questions raised by political science include: Who has the power, how is it acquired, and how is it used? What produces stability and what produces change in societies? What is political leadership, and what forces shape the relations between leaders and the led? How do societies through their governments attempt to deal with basic problems? Political science offers students both a grasp of the various answers provided for these questions and a sophisticated sense of how to choose among these answers.

Since a core of central questions is common to virtually all the department's courses, students of political science are expected to begin with the introductory course, Political Science 101, in which these questions are pointedly raised. This course provides the necessary background for further work in the various fields of the discipline: American politics, comparative politics, international politics, and political philosophy.

Political science majors should take statistics and courses in related social studies—anthropology, economics, history, philosophy, and sociology. They are encouraged to undertake interdisciplinary study combining social studies with the humanities. Students have the option of doing work in a foreign language to supplement their study of political science. Appropriate internships and experience off campus, particularly abroad, enhance the major. Students will find courses in mathematics valuable to their major program in political science.

Recent graduates in political science have undertaken careers in a number of different fields. Law, government service, teaching, journalism, and social work have proven especially attractive.

The Major:

A minimum of 32 credits. With permission, up to eight of the 32 credits may be taken in related studies, at the 200-level or above, outside the department.

Required are: Introduction to Political Science 101 and courses in three of the following four areas:

- American politics (Political Science 216, 219, 237, 238, or 239)
- Comparative politics (Political Science 255, 261, 262, 273, or 275)
- International politics (Political Science 250 or 251)
- Political theory (Political Science 265).

Students are strongly advised to take one course in each of the areas to complete the major.

In addition, eight credits of coursework are to be taken at the 300-level after having completed the prerequisite at the 200-level. It is preferred that students complete all of their 200-level work before undertaking 300-level courses, so students should try to reserve 300-level work for the third and fourth years.

The following is the schedule of prerequisites: A 200-level course can be used as a prerequisite for only one of two 300-level courses required to fulfill distribution requirements.

- Political Science 305 (Political Science 219, 250, or 255).
- Political Science 310 (Political Science 216, 237, 238, or 239).
- Political Science 319 (Political Science 219).
- Political Science 350 (Political Science 250 or 251).
- Political Science 352 (Political Science 250 or 251).
- Political Science 354 (Political Science 250, 251, 261, 262, 273 or 275).
- Political Science 355 (Political Science 251, 255).
- Political Science 357 (any comparative politics course except 255).

In addition to the required 32 credits, students are required to take Mathematics 115 (Introduction to Statistics) or four semesters (or its equivalent) of a modern foreign language, or two semesters of ancient Greek or Latin.

To be considered for honors in political science, graduating seniors, in addition to meeting the College's general requirements for honors, must have completed all required work listed above.

101 Introduction to Political Science (Fall or Spring) 4 credits
Designed to provide a general introduction to the major concepts and themes of the discipline of political science, using examples from contemporary American, comparative and international politics. STAFF.

216 Politics of Congress* 4 credits
A study of the politics of Congress, including such topics as Congressional elections, party leadership, floor voting, Congressional committees, Congressional policy-making, and reform proposals. Emphasis placed on understanding theories of legislative behavior. Prerequisites: Political Science 101 or permission of instructor. TRISH.

219 Constitutional Law and Politics (Fall) 4 credits+
An introduction to the judicial process and an examination of the Supreme Court and constitutional law from three perspectives: judicial-political role and behavior, legal decision-making, and the interrelation between the judicial process and other political institutions. Prerequisites: Political Science 101 or permission of instructor. I. STRAUBER.

220 Nature, Functions, and Limits of the Law (Spring) 4 credits
Students in this course will study the means and ends of social ordering through law. The class will explore what law is and is not and what it is capable of doing within a social context. The course will consist of the following units: 1) law as an instrument for remedying grievances; 2) law as an instrument for defining and punishing crimes; 3) law as an administrative-regulatory instrument; 4) law as a facilitator of private arrangements between people; and 5) law as a way of promoting safety and human rights. Prerequisites: Political Science 101 or permission of instructor. BRAND.

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- 237 Political Parties* (Fall)** **4 credits+**
 An examination of the political party in U.S. politics. Considers the party at three levels: the individual, the organization, and the system. Topics include the development and evolution of parties, candidates and elections, third parties, and the role of parties in the U.S. political system. Prerequisites: Political Science 101. TRISH.
-
- 238 Campaigns and Elections* (Fall)** **4 credits+**
 Study of U.S. campaigns and elections from both scholarly and pragmatic perspectives. Emphasis on the implications of modern campaigns and election on democracy in the U.S. Students analyze contemporary politics in light of the material covered. Offered during national election seasons. Prerequisites: Political Science 101. KLARNER.
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- 239 The Presidency (Spring)** **4 credits+**
 Consideration of the modern presidency as an institution and the president as a critical political actor in politics. Topics include leadership, institutional change, executive-legislative relations, decision making, and presidential selection. Prerequisites: Political Science 101. TRISH.
-
- 250 Politics of International Relations (Spring)** **4 credits+**
 A study of the evolving relations between nations in the period since 1939, focusing on U.S. foreign policy. The crucial decisions of the Cold War and post-Cold War evaluated against the standard of the rational national actor, taking into account distortions caused by the bureaucratic, bargaining, personality, psychological, societal, momentum, and communications factors. Prerequisites: Political Science 101 or permission of instructor. MOYER.
-
- 251 International Political Economy* (Fall)** **4 credits**
 Introduction to the study of political economy through the examination of the pursuit of wealth and power in the international system. Evaluates the strengths and weaknesses of different theoretical approaches as applied to the issues of trade, international finance, and foreign investment. Prerequisites: Political Science 101; Economics 111 highly recommended. ELLISON.
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- 255 Pluralist Systems: Comparative Politics of European Government: East and West* (Spring)** **4 credits+**
 Europe possesses a broad and very diverse range of political systems and politics. In order to help students understand and appreciate this diversity, students will be asked to explore the political systems and societies of a broad range of European countries. Particular attention will be devoted to Italy, Germany, Sweden, the Czech Republic, Hungary, and Poland. This range of both West and East European countries should provide students with an understanding not only of how more advanced political systems function, but also of what types of political and institutional structures the newly emerging democracies of Central Europe have chosen. Particular attention will be paid to the way in which political outcomes differ depending on the institutional and socioeconomic make up of individual states. Prerequisites: Political Science 101. ELLISON.
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- 261 State and Society in Latin America (Spring)** **4 credits+**
 Examination of the diverse and common dilemmas facing Latin America, using social scientific approaches. Topics include economic development and political uncertainty. Prerequisites: Political Science 101. WILLIS.
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- 262 African Politics (Fall)** **4 credits+**
 A study of typical Third World politics in an African context. A study of behavior of political elites constrained both by the international context and by limited resources. Topics include personalistic leadership, corruption, military coups, civil wars, mass-elite interactions, and peasant autonomy. Prerequisites: Political Science 101 or permission of instructor. GREY.

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- 265 Issues in Democratic Political Theory (Spring)** **4 credits**
 The purpose of this course is to explore some facets of the relationships between citizenship, democracy, freedom, and liberalism. In particular, the course is concerned with what “critical” citizens might consider to be relevant when thinking about public affairs, their own interests, and the interests of others. Prerequisites: Political Science 101 or permission of instructor. STRAUBER.
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- 273 Politics of Russia*** **4 credits+**
 Analysis of the dynamics of Russian politics, beginning with the historical background of communist rule in the Soviet Union. Focus on the years of reform under Gorbachev, and potential for the present political system. Prerequisites: Political Science 101 or permission of instructor. GREY.
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- 275 Politics of the People’s Republic of China*** **4 credits+**
 A study of the dynamics of politics in the People’s Republic of China. After a study of the history of communism in the PRC, the course examines the role of political leadership, the communist party, the state bureaucracy, the People’s Liberation Army, and elite-mass relations. Recent reforms in the political and economic systems are analyzed. Some comparison with the experience of the political system of the former USSR. Prerequisites: Political Science 101. GREY.
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- 305 Transnational Legal Institutions (Spring)** **4 credits**
 Also listed as History 305. This course, in seminar form, will consider the workings of the European Court of Justice, the International Court of Justice, International Arbitration, and the proposed International Criminal Court. Prerequisites: Political Science 219, 250, or 255. OSGOOD.
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- 310 Advanced Seminar in American Politics (Spring)** **4 credits**
 A research-oriented course in American politics. Students examine research methods and their application to political questions/phenomena. Students then devise and conduct an intensive research project. Throughout the course there is an emphasis on quantitative political science. Prerequisites: Mathematics 115 and one of the following: Political Science 216, 237, 238, or 239. TRISH.
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- 319 Advanced Seminar in Constitutional Law and Politics (Spring)** **4 credits**
 The purpose of this seminar is to analyze the strengths and weaknesses of legal, philosophical, and political arguments that criticize conventional legal doctrines and theories from the perspective of class, race, and gender. Prerequisites: Political Science 219. I. STRAUBER.
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- 350 International Politics of Land and Sea Resources*** **4 credits+**
 Analysis of the international politics of the conflict between the developed nations of the North and the developing nations of the South for control of the world’s resources and over trade and the environment. The impact of national decision-making processes, international organizations, cartels, and multinational corporations. Case studies. Prerequisites: Political Science 250 or 251. MOYER.
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- 352 Advanced Seminar on the U.S. Foreign-Policy-Making Process* (Fall)** **4 credits+**
 An in-depth study of the U.S. foreign and defense policy-making process, emphasizing case studies of important decisions; discussion of the role, structure, function, and power of the National Security Council, State Department, Defense Department, and CIA; conflict between President and Congress; impact of press, public opinion, lobbies, and elections. Prerequisites: Political Science 250 or 251. MOYER.

354 Political Economy of Developing Countries (Fall)**4 credits**

Following a brief examination of the main theoretical approaches taken in the study of development, students apply these approaches to a comparison of several less-developed countries. Emphasis on the interplay between domestic and international factors in the path to industrialization. Prerequisites: Political Science 250, 251, 261, 262, 273, or 275, Economics 111 is highly recommended or permission of instructor. WILLIS.

355 Governments and the Economy***4 credits**

The age of globalization places governments before new challenges. Deregulation and widespread attempts to reduce the role of government in the organization and management of the marketplace have led to a growing literature on governments and their impact on economic development. On the other hand, renewed competitive concerns, the rise of strategic trade theory, and models of endogenous growth have renewed interest in the potential for governments to participate in the promotion of economic development. The conjunction of these competing views of the role of government provides an interesting vantage point from which to assess the relationship between governments and the economy. This course will look at the role of political parties, the role of corporatist institutions, the logic of regional integration, the logic of economic and/or endogenous growth, free trade, and state intervention in the promotion of economic development. Prerequisites: Political Science 251, 255, or permission of the instructor. ELLISON.

357 Diffusion of Democracy (Spring)**4 credits+**

An analysis of the conditions under which and the processes by which nations become and/or remain democracies. Prerequisites: Any comparative politics course except Political Science 255. GREY.

*Not offered every year.

Psychology

Member of the Division of Science

Janet Gibson, Chair, Jason Drwal, Ann Ellis, David Lopatto, Nancy Rempel-Clower, Laura Sinnett

Psychology is invigorated by the intellectual imperative to understand behavior, the ethical imperative to alleviate human suffering, and the aesthetic imperative to find form and pattern in our lives. The psychology curriculum illuminates the behavior of biological organisms living in social habitats. Students of psychology learn to use empirical methods to investigate behavior and to use critical thinking to interrogate empirical methods. Situated in a liberal arts environment, the psychology curriculum empowers the student with tools for mindful inquiry. Students of psychology construct their learning into a variety of professional careers, including teaching, scientific research, clinical work, medicine, and law.

Students interested in psychology should take Introduction to Psychology and either Introduction to Statistics or Applied Statistics early in their college career. Students interested in the psychology major should follow these courses to the required Research Methods and the 200-level core program. Research Methods equips the student with tools for inquiry; core courses explore the essential content areas of psychological science. Engagement with the core program aims the student toward advanced courses that permit the study of topics in depth and may provide the impetus for individual research projects. In addition, the department encourages students to pursue experiential learning through internships.

All majors are encouraged to explore the varied elective courses offered by the department and to take advantage of opportunities to do independent work. Liberally educated psychology majors value the breadth of their education. The requirements for the major leave time in the student's career for courses in mathematics, science, social studies, and humanities. The student is encouraged to discover the natural affinity of psychology with many disciplines and the creative thinking that follows from multidisciplinary competence.

The facilities that support learning in the psychology curriculum afford genuine laboratory experience and creative research. Interactions in these facilities give the student experience with the protocols that inspire awareness of the opportunities for research and teach the ethical responsibilities of researchers. The facilities include a group process laboratory, a behavioral neuroscience suite with a contiguous animal colony, and a freestanding preschool that offers an ongoing curriculum in parallel with its laboratory function.

The Major:

A minimum of 32 credits in psychology including:

- Psychology 113 Introduction to Psychology
- Psychology 225 Research Methods
- Psychology 495 Senior Seminar
- Twelve additional credits from core courses at the 200 level with at least one course from Group A and one course from Group B
 - Group A
 - Psychology 243 Behavior Analysis
 - Psychology 246 Physiological Psychology
 - Psychology 260 Cognitive Psychology
 - Group B
 - Psychology 214 Social Psychology
 - Psychology 233 Developmental Psychology
 - Psychology 248 Abnormal Psychology
 - Eight additional credits at the 300 level

Also required:

- Mathematics/Social Studies 115 Introduction to Statistics or Mathematics 209 Applied Statistics

Recommended:

- At least two courses above the 100 level should be laboratory courses
- Independent research and departmental service

Graduation with honors requires:

- Departmental recommendation
- Grade point requirements for honors

113 Introduction to Psychology (Fall or Spring) 4 credits

An introduction to principles of psychological science and inquiry. Major topics of psychology are covered with consideration of different approaches psychologists take to describe, predict, and explain behavior. Emphasis is placed on theory, research, and application. Laboratory work is required. Prerequisites: none. STAFF.

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- 214 Social Psychology (Fall)** **4 credits+**
Survey of contemporary experimental social psychology. Topics include: attribution theory, social cognition, stereotypes, attitudes, prosocial behavior, aggression, group processes, and applied social psychology. Attention given to interaction between theoretical development and empirical measurement. Laboratory work is required. Prerequisites: Psychology 113 and Mathematics/Social Studies 115 or Mathematics 209. SINNETT.
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- 220 Decision Making* (Fall)** **4 credits+**
An examination of human decision making under uncertainty. Topics include biases resulting from cognitive strategies, probability, utility theory, reasoning, prediction, and issues specific to group decisions. Prerequisites: Psychology 113 and Mathematics/Social Studies 115 or Mathematics 209. GIBSON.
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- 222 Industrial Psychology* (Fall)** **4 credits+**
An investigation of individual differences, learning, and motivation in the context of the work setting. Topics include testing theory, training techniques, and motivational theories. Prerequisites: Psychology 113 and Mathematics/Social Studies 115 or Mathematics 209. LOPATTO.
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- 225 Research Methods (Spring)** **4 credits**
This course describes experimental designs and attendant statistical techniques. Students learn to use quantitative methods to pose meaningful questions to data. Topics include between-group and within-group designs, Analysis of Variance for main effects and interactions, the adaptation of statistical inquiry to less than optimal situations, and critical thinking about research methods. Prerequisites: Psychology 113 and Mathematics/Social Studies 115 or Mathematics 209. LOPATTO.
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- 233 Developmental Psychology (Fall)** **4 credits+**
A survey of psychological development from the prenatal period through adolescence. Major theoretical perspectives on the nature of developmental change are considered with a focus on empirical validation and application of each perspective. Topics include physical, cognitive, and social development. Laboratory work is required. Prerequisites: Psychology 113 and Mathematics/Social Studies 115 or Mathematics 209. ELLIS.
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- 243 Behavior Analysis (Spring)** **4 credits+**
The course studies behavior as it occurs in its environmental context. Topics in learning and motivation are analyzed through the experimental approach of behavior analytic psychology. Topics include classical and operant learning, choice, self-control, and extrinsic and intrinsic motivation. Laboratory work is required. Prerequisites: Psychology 113 and Mathematics/Social Studies 115 or Mathematics 209. LOPATTO.
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- 246 Physiological Psychology (Fall)** **4 credits**
An introduction to the physiological control of behavior. Course content: (a) general introduction to neuroanatomy and neurophysiology with selected topics in neural modeling; (b) neuroregulatory systems, motivation, and emotion; (c) perceptual and motor systems; (d) processes of learning, memory, and cognition. Laboratory work may be required. Prerequisites: Psychology 113; one semester of biology is recommended. REMPEL-CLOWER.
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- 248 Abnormal Psychology (Fall)** **4 credits+**
The study of psychopathology. Emphasis is given to experimental models and the underlying psychological processes of abnormal behavior. Some attention is given to treatments. The course is structured around the categories of the DSM IV. Prerequisites: Psychology 113. DRWAL.

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- 260 Cognitive Psychology (Spring)** **4 credits+**
 A survey of the experimental research on human thinking, knowing, and remembering. Topics include attention, memory, reasoning, problem solving, and language. Laboratory work is required. Prerequisites: Psychology 113 and Mathematics/Social Studies 115 or Mathematics 209. GIBSON.
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- 311 History of Psychological Theories* (Fall)** **4 credits+**
 Historical and philosophical origins of contemporary schools of psychology are considered. The student analyzes the nature of psychological theory and the methods used to disconfirm theories, as well as the reasons for the emergence and decline of schools of psychological thought. Prerequisites: two psychology courses numbered 200 or above, and Mathematics/Social Studies 115 or Mathematics 209. LOPATTO.
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- 315 Advanced Social Psychology* (Spring)** **4 credits**
 An advanced study of a particular social psychological topic. Emphasis will be placed on a critical analysis of theoretical approaches, experimental findings, and future directions. Topics will vary and may include: stereotypes, interpersonal relationships, cross-cultural psychology, or the social psychology of emotion. Laboratory work may be required. Prerequisites: Psychology 214 or permission of instructor. SINNETT.
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- 317 Personality Psychology* (Spring)** **4 credits**
 A survey of classical and contemporary approaches to understanding healthy adult personalities. Emphasis will be placed on the trait approach, the coherence of personality across time and situations, beliefs about the self, social aspects of personality, and empirical research methods used to study personality. Prerequisites: Two psychology courses numbered 200 or above. SINNETT.
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- 332 Advanced Developmental Psychology* (Spring)** **4 credits**
 An advanced investigation of substantive topics in developmental psychology. Emphasis is placed on theory and research. Laboratory work may be required. Prerequisites: Psychology 233 and one additional 200-level psychology course, or permission of instructor. ELLIS.
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- 334 Adult Development* (Spring)** **4 credits**
 A consideration of human development during adulthood with emphasis on models and empirical work that illustrate factors that constrain and optimize development. Topics are treated in-depth and include changes in social roles, wisdom, autobiographical memory, dementia, and death. Laboratory work may be required. Prerequisites: Two psychology courses numbered 200 or above. ELLIS.
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- 336 Advanced Behavioral Neuroscience* (Spring)** **4 credits**
 A laboratory-centered introduction to advanced topics in behavioral neuroscience and basic research techniques used to investigate brain-behavior relationships. Participants will gain experience in neural dissection, stereotaxic neurosurgery, human and nonhuman brain electrophysiology, psychopharmacology, and various behavioral measures. A research-team approach is used for both the literature discussion and the laboratory meeting each week. Prerequisites: Psychology 113 and 246. REMPEL-CLOWER.
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- 337 Psychological Measurement* (Spring)** **4 credits**
 An introduction to psychological testing. Topics include types of tests, practical applications, and methods of test construction. Correlation, regression, and factor analysis used as statistical bases for understanding classical test theory. Item response theory also covered. Laboratory work is required. Prerequisites: two psychology courses numbered 200 or above, and Mathematics/Social Studies 115 or Mathematics 209. DRWAL.

348 Behavioral Medicine* (Fall) **4 credits+**
 This course describes psychophysiological and behavioral principles and methods in the context of the biopsychosocial model of health and illness. Topics include behavioral pathogens, stress, pain, psychoneuroimmunology and behavior management. Laboratory work may be required. Prerequisites: Psychology 243 or permission of instructor. Not offered, 2004–05. LOPATTO.

355 Psychology of Language* (Fall) **4 credits+**
 An examination of experimental psycholinguistics. Topics include how humans perceive, comprehend, and produce language, research with brain-damaged individuals, language acquisition, and the role of memory and cognition on processing language. Laboratory work may be required. Prerequisites: Psychology 260 or permission of instructor. GIBSON.

360 Advanced Cognitive Psychology* (Fall) **4 credits+**
 An in-depth examination of research on a specific area within cognitive psychology. Possible topics focus on implicit memory, memory in older adults, language in primates, conditional reasoning, and insight in problem solving. Laboratory work may be required. Offered in alternate years: 2004–05. Prerequisites: Psychology 260. GIBSON.

495 Senior Seminar (Spring) **4 credits**
 A critical exploration of controversial topics of both historical and contemporary significance in psychology with intense interrogation of the field’s diverse perspectives and methods. Prerequisites: Senior Psychology Majors. ELLIS, REMPEL-CLOWER.

*Not offered every year.

Religious Studies

Member of the Division of Humanities

Ed Gilday, Chair, Dennis Haas*, Harold Kasimow*, Henry Rietz, Tyler Roberts, Kathleen Roberts Skerrett

When you study the world’s religious traditions, you learn about the histories, literatures, practices, and beliefs that have shaped human societies. You study rituals and festivals that give meaning to time and place; disciplines that develop modes of perception and attention; and ideas of holiness, justice, and love through which human beings have expressed their highest ideals.

Some students pursue religious studies as preparation for graduate study in religion and a teaching career at a college or university. Some go on to theological school and a career in ministry. Most majors, however, go into careers that have no direct connection with religion, such as counseling, social work, law, or business.

Majors begin with the introductory course “Mapping the Realm of Religion” and then engage in more detailed studies of specific religions traditions and comparative topics. They also are required to take “Theory and Method in the Study of Religion” during their third year and “Senior Seminar” during their fourth year. Students are encouraged to study religious phenomena through other disciplines, such as anthropology, history, art, and psychology. Majors expecting to undertake graduate study should gain a reading knowledge of at least one classical or modern foreign language.

The Major

A minimum of 32 credits. With permission, up to eight of the 32 credits may be taken in related studies outside the department. Required are one course in Asian religion, one course in Western religion, Religious Studies 111, 390, and Religious Studies 495.

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| 111 Mapping the Realm of Religion (Fall or Spring) | 4 credits |
| This course introduces religious studies through a series of case studies, from a study of Nepalese sacred geography, to Japanese memorial rites, to the interior geographies attested to by Christian mystics. We will also consider cases of contested religious spaces and identities in the Middle East and the United States. Together the examples illustrate how diverse religious ideas and practices can be interpreted as ways that people “map” or bring order, meaning, and purpose to their personal and social lives. In considering these religious mappings, we will also be attentive to the ways that students of religion themselves map the religious worlds of other cultures as well as of their own. Prerequisites: none. GILDAY, SKERRETT. | |
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| 115 Major Western Religions (Spring) | 4 credits |
| A comparative study of the beliefs, practices, and formative events of the Jewish, Christian, and Islamic traditions. Some attention given to the interaction among these religions and their influence on Western culture. Prerequisites: none. ROBERTS. | |
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| 117 Major Asian Religions (Fall and Spring) | 4 credits |
| A study of the development of Hinduism, Buddhism, Confucianism, Taoism, and Shintoism in their views of reality, human spirituality, and paths to ultimate fulfillment. Prerequisites: none. GILDAY. | |
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| 211 The Hebrew Bible* (Fall) | 4 credits |
| The history, religion, and thought of the Hebrew-Jewish people as recorded in Scripture. Special attention given to the formation of this literature and to the rise and development of major biblical motifs. Prerequisites: second-year standing. RIETZ. | |
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| 213 The Christian Tradition* (Fall) | 4 credits+ |
| A study of the development of Christian thought focusing on representative theologians such as Augustine, Teresa, Luther, Channing, and feminist revisionists. Prerequisites: second-year standing. SKERRETT. | |
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| 214 The Christian Scriptures* (Spring) | 4 credits |
| The history, religion, and thought of early Christianity as recorded in the New Testament. Special attention to the formation of this biblical literature, the theology of the various writers, and the development of major New Testament motifs in relation to the Hebrew Bible. Prerequisites: second-year standing or permission of instructor. RIETZ. | |
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| 216 Modern Religious Thought* (Fall) | 4 credits |
| A study of the way 19th- and 20th-century philosophers and theologians have criticized and reconceptualized religion in light of the intellectual currents, social changes, and historical events that continue to shape Western culture. Prerequisites: second-year standing. ROBERTS. | |
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| 217 The Jewish Tradition* (Fall) | 4 credits |
| An examination of the basic ideas of biblical, rabbinic, and medieval Judaism, as presented in the sacred Jewish texts: the Bible, the Talmud, the Zohar, and other Jewish writings. Attention given to modern Jewish thinkers, Holocaust literature, and women in the Jewish tradition. Prerequisites: second-year standing. RIETZ. | |

220 The Traditions of Islam* (Fall)	4 credits
An examination of the spirit of Islam as presented in the Qur'an, the Sunna of the Prophet, Islamic law, theology, and mysticism. Special attention given to the status of women in Islam. Contemporary movements within the Islamic world discussed. Prerequisites: second-year standing. STAFF.	
221 Religious Traditions of Japan*	4 credits
A historical introduction to Japanese religious ideas and practices, including Shinto, Buddhist, Confucianist, and popular developments as well as the place of so-called new religions in modern Japan. Prerequisites: second-year standing. GILDAY.	
222 Religious Traditions of China*	4 credits
An examination of fundamental Confucian, Taoist, and Buddhist ideas and their historical development in China. Emphasis given to views of human nature, morality, ritual, and spiritual discipline as expressed in classical literature. Prerequisites: second-year standing. GILDAY.	
225 The Buddhist Tradition* (Fall)	4 credits
An examination of the classical doctrines and practices of Nikaya and Mahayana Buddhism and their historical developments in various social and cultural contexts in Asia and the West. Prerequisites: Religious Studies 117 or permission of instructor. GILDAY.	
240 The Bible and Liberation (Spring)	4 credits
An introduction to the conversations occurring in biblical studies concerning the interplay between the identity of readers and the biblical texts. Students read interpretations of the Bible by authors from a variety of social contexts and locations. Attention is paid to how these authors construct their identities and how those identities affect their interpretations. Addressed are issues related to the social and political dimensions of scholarship and interpretation. Prerequisites: second-year standing. RIETZ.	
313 Philosophy of Religion* (Spring)	4 credits+
Also listed as Philosophy 313. How do we understand "religion" in the 21st century? Is the world becoming more secular? More religious? Does this distinction even work anymore? How might ideas like "saint" and "sacrifice" and "spiritual discipline" help us think and act ethically and politically in the contemporary world? This course explores the ways recent philosophers and theologians have answered such questions by turning to the resources of the Continental philosophical tradition (Kierkegaard, Nietzsche, Heidegger, Derrida, Irigaray, etc.) in order to reconceptualize religion, philosophy, and ethics after the "death of God." Prerequisites: Religious Studies 216 or Philosophy 234, 235, or 242 or permission of the instructor. ROBERTS.	
326 Anthropology of Religion*	4 credits+
See Anthropology 326.	
330 Advanced Biblical Studies*	4 credits
A concentrated study of either a single book of the Bible or of several such books, in order to ascertain the details of their theology and its application to contemporary issues. The book or books to be studied will be announced in advance. May be repeated for credit with permission of instructor. Prerequisites: Religious Studies 211 or 214 or permission of instructor. RIETZ.	
390 Theory and Method in the Study of Religion (Fall)	4 credits
This seminar focuses on the history and assumptions of the comparative method in the study of religion and culture. This genealogical narrative involves a critical examination of a variety of sources and perspectives on religion leading up to and emerging from the European Enlightenment, including the development of various methodological and critical positions in	

the modern study of religion during the 19th and 20th centuries. Readings from a wide range of contemporary scholarship will illustrate the state of the field today. Prerequisites: third-year or senior standing and declared major, or permission of the instructor. GILDAY, ROBERTS.

495 Senior Seminar (Spring)

4 credits

An advanced, intensive seminar devoted to selected topics in religious studies. Topics have included mysticism, interreligious dialogue, and religious identity. Prerequisites: senior standing and a religious studies major, or permission of the instructor. RIETZ.

*Not offered every year.

Russian

Member of the Division of Humanities

Kelly Herold, Chair, Todd Armstrong, Raquel Greene, Helen Scott, Anatoly Vishevsky

The student of Russian first develops a basic competence in the language as a means of communication—reading, speaking, aural comprehension, and writing. This competence is then applied to Russian literature, Russia’s human past and present. The study of the language and its embodiment in literature and culture can, therefore, serve students whose specializations are in any academic discipline, enhancing their capabilities for research and their appreciation of aesthetic and cultural diversity.

The recommended sequence of study for all students with an interest in Russian language covers four semesters (Russian 101, 102, 221, 222). Those entering with a previous background in Russian are placed in this sequence on the basis of a comprehensive test and an interview with the departmental staff. Opportunities for further study include courses in syntactical and literary analysis of the language and seminars on a broad variety of topics chosen by students. (See Independent Study.)

The department also offers courses on modern Russian literature in translation (Russian 247, 248, 251, 353). These provide access to Russian literature and culture for students who do not have a command of the language. Russian majors are encouraged to broaden and deepen their understanding of the Russian experience by exploring other disciplines—history, philosophy, the social sciences, and the languages and literatures of other national heritages. With this background, they may seek careers in teaching and scholarship, government, library science and informational services, and international trade. In addition, study in mathematics and the natural sciences in conjunction with a Russian major can open doors to many other careers.

Language is, of course, a social phenomenon. For this reason, many students of Russian become involved in the lively extracurricular program: Russian House, Russian-language dinners, parties, films, visits and lectures by Russian and American specialists. A native Russian language assistant is in residence in Russian House to make spoken Russian a daily reality. To encourage further mastery of the language, the College is affiliated with programs of study in Russia; in Moscow, St. Petersburg, and Krasnodar.

The Major

A minimum of 32 credits beyond Russian 102. With permission, up to eight of the 32 credits may be taken in related studies outside the department. The recommended sequence includes Russian 101, 102, 221, 222, 247, or 248, 251, 331, 332, or 353, and 495 or 498. Beyond the language sequence (101–332) and the literary component of any off-campus program, four credits of work using original texts are required. (This requirement may be satisfied through “Plus-2” components of literature courses, independent reading projects, group independents, 495 or 498.) Recommended programs may include Linguistics 114 Introduction to General Linguistics, History 241-242 Russian History I and II, or a second foreign language.

101 Beginning Russian I (Fall)	5 credits
Intensive treatment of elementary Russian grammar, with special emphasis on pronunciation, basic conversational ability, and thorough coverage of contrastive English-Russian grammar. Conducted primarily in Russian. Meets five times a week. Prerequisites: none. STAFF.	

102 Beginning Russian II (Spring)	5 credits
A follow-up course to Russian 101, stressing the further study of grammatical usage and the development of reading and speaking ability. Conducted in Russian. Meets five times a week. Prerequisites: Russian 101 or equivalent. STAFF.	

200 Conversational Russian (Fall or Spring)	1 credit
Conversation on free and structured themes, with topics drawn from different aspects of Russian and American life. Prerequisites: Russian 102 or equivalent. May be repeated once for credit. STAFF.	

221 Intermediate Russian I (Fall)	4 credits
A reading and discussion course whose materials focus on contemporary culture with emphasis on the continuing study of grammatical concepts introduced in Russian 101 and 102. Prerequisites: Russian 102 or equivalent. STAFF.	

222 Intermediate Russian II (Spring)	4 credits
A continuation of Russian 221. Materials focus on major aspects of Russian culture, with added emphasis on the study of more complex grammatical concepts. Prerequisites: Russian 221 or equivalent. STAFF.	

247 The Russian Short Story* (Fall or Spring)	4 credits+
Also listed as General Literary Studies 247. The development of the genre from its beginning in 18th-century Sentimentalism to the present. Authors could include Karamzin, Pushkin, Lermontov, Gogol, Tolstoy, Chekhov, Bulgakov, Babel, Olesha, Makanin, Tolstaya, and Sorokin. Conducted in English. Prerequisites: none. VISHEVSKY.	

248 The Russian Novel* (Fall or Spring)	4 credits+
Also listed as General Literary Studies 248. A critical development of the Russian novel from its beginnings in Pushkin to its modernist and post-modernist incarnations. Conducted in English. Prerequisites: none. ARMSTRONG	

251 The Theme of the African in Russian Literature and Culture* (Fall or Spring)	4 credits+
A survey of the varying cultural and racial perceptions of Africa and people of African descent as reflected in 19th- and 20th-century literature. Examines tsarist and Soviet history of Russian intellectual contact with the African diaspora and the impact of this contact on the development of the “African” as a literary theme in Russian and Soviet literature. Conducted in English. Prerequisites: none. GREENE.	
331 Readings in Russian Literature of the 19th Century (Fall)	4 credits
Advanced grammar combined with intensive reading of selected literary texts by major writers of the 19th century, including Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev, Tolstoy, and Chekhov. Conducted in Russian. Prerequisites: Russian 222 or permission of the instructor. STAFF.	
332 Readings in Russian Literature of the 20th Century (Spring)	4 credits
Further study of advanced grammar combined with intensive reading of selected literary texts by major writers of the 20th century, including modernist poets, and such prose writers as Bulgakov, Zamiatin, Olesha, Ilf and Petrov, Solzhenitsyn, Trifonov, Akseyonov, and other selected recent authors. Conducted in Russian. Prerequisites: Russian 331 or permission of the instructor. STAFF.	
353 Major Russian Writers (Fall or Spring)	4 credits+
Also listed as General Literary Studies 353. This course examines the artistic oeuvre of a single major Russian writer within the context of his cultural and literary milieu. The following writers could be offered in alternating years: Dostoevsky, Tolstoy, Gogol, Chekhov, and Nabokov. Conducted in English. Prerequisites: none. May be repeated once for credit. HEROLD.	
495 Seminar in Russian Culture and Linguistics (Fall)	4 credits
A cultural and linguistic study of a selected Russian cultural phenomenon from the 19th or 20th century. Discussion may be centered around intellectual history, popular culture, a cultural period (e.g., The Silver Age) or analysis of an aspect of culture (theatre, rock, etc.). Conducted in Russian. Prerequisites: Russian 332 or permission of instructor. STAFF.	
498 Seminar in Russian Literature and Linguistics (Spring)	4 credits
A literary and linguistic study of a major novel of the 19th or 20th century (e.g., Lermontov’s <i>Hero of Our Time</i> , Dostoevsky’s <i>Crime and Punishment</i> , Tolstoy’s <i>Anna Karenina</i> , Bulgakov’s <i>The Master and Margarita</i> , Ilf and Petrov’s <i>The Twelve Chairs</i> , Pasternak’s <i>Doctor Zhivago</i> , a single author, a genre, a literary period, or clear expression of student choice). Conducted in Russian. Prerequisites: Russian 332 or permission of instructor. STAFF.	

*Not offered every year.

Russian, Central, and Eastern European Studies Concentration

Todd Armstrong, Chair

This concentration requires work in literature, history, political science, and economics, with a major emphasis on Russia or other Central/Eastern European countries, particularly the Czech Republic and Poland. Study opportunities are available in Moscow, St. Petersburg, and Krasnodar, and also at sites in the Czech Republic, Hungary, and Poland.

Required, 24 or 26 credits as follows:

Russian Literature and Culture Track

1. Literature, 12 credits chosen from the following courses:
 - Russian 247 The Russian Short Story
 - Russian 248 The Russian Novel
 - Russian 331 Readings in Russian Literature of the 19th Century
 - Russian 332 Readings in Russian Literature of the 20th Century
 - Russian 353 Major Russian Writers
 - Russian 495 Seminar in Russian Culture and Linguistics
 - Russian 498 Seminar in Russian Literature and Linguistics
2. History, 8 credits:
 - History 241 Origins of Modern Russia
 - History 242 Revolutionary Russia

and

3. Four or six credits in an interdisciplinary seminar or independent work related to or deriving from a course already taken in the concentration

Russian History and Culture Track

1. Social Sciences, 12 credits chosen from the following courses (eight of these must be from one social science discipline):
 - Economics 225 Marxian Economics
 - History 241 Origins of Modern Russia
 - History 242 Revolutionary Russia
 - History 341 Advanced Studies in Russian History
 - History 342 Advanced Studies in Russian History
 - Political Science 250 Politics of International Relations
 - Political Science 251 International Political Economy
 - Political Science 273 Politics of Russia
 - Political Science 357 Diffusion of Democracy
 - The area studies components of the Russian and Central European programs with which Grinnell College is affiliated (4 credits)
2. Eight credits from the literature list

and

3. Four or six credits in an interdisciplinary seminar or independent work related to or deriving from a course already taken in the concentration

Central and Eastern European Track

1. Twelve credits chosen from the following courses:
 - Economics 225 Marxian Economics
 - History 238 Germany from Unification to Reunification
 - History 239 The Collapse of the Eurocentric World Order
 - History 241 Origins of Modern Russia

- History 242 Revolutionary Russia
- Political Science 250 Politics of International Relations
- Political Science 255 Pluralist Systems
- Political Science 273 Politics of Russia
- Political Science 357 Diffusion of Democracy

and

2. RES 291 Perspectives in Modern Central and Eastern European Literature

and

3. Four credits from the following courses:

- Russian 247 The Russian Short Story
- Russian 248 The Russian Novel
- German 227 Topics in German Literature in Translation
- Philosophy 234 19th-Century Continental Philosophy
- The area studies components of Russian and Central European programs with which Grinnell College is affiliated (4 credits)
- One 300-level (or higher) Russian or German literature course

and

4. Four or six credits in an interdisciplinary seminar or independent work related to or deriving from a course already taken in the concentration

291 Perspectives in 20th-century Central and Eastern European Literature* (Spring) 4 credits+

Also listed as General Literary Studies 291. This course examines and analyzes a number of 20th-century works in translation from several countries of Central and Eastern Europe (primarily, but not limited to the former-Yugoslavia, Poland, and the former-Czechoslovakia). Attention is devoted to how writers, artists, poets, and others attempt to understand and respond to major events and issues in specific countries, and in the region in general: war, genocide, revolution, totalitarianism, political repression, clashes of religion and culture, and quests for (self-)identity. Prerequisites: none. ARMSTRONG.

495 Senior Research or Seminar (Fall or Spring) 2 or 4 credits

An interdisciplinary senior seminar or senior research project for students completing the concentration in Russian and Eastern European Studies. May be repeated in consecutive semesters by a student pursuing a single research project. Credits earned each semester must fulfill program requirements as specified in program description. STAFF.

*Not offered every year.

Service Courses

Library

100 Library Research Techniques (Fall or Spring)

2 credits

A practical introduction for students wishing to develop their understanding of library resources and become more effective researchers in college and afterward. Students will discover strategies for finding and evaluating sources of information in a variety of formats, including print indexes, online databases, government documents, and the World Wide Web. Students will also learn to compare these sources in terms of reliability and usefulness for their research. Issues relating to information ethics and information policy, such as copyright, plagiarism, and privacy will also be addressed. Burling Library's interactive classroom provides the opportunity for hands-on experience. STAFF.

Mathematics Laboratory

Katherine McClelland, Director

100 Mathematics Laboratory (Fall or Spring)

1 credit

Individual or small group instruction in math skills at the precalculus level. Specific content for the course determined for the individual student based on his or her math background and needs. This course is open to any student who has not completed a math course at the 124 level or higher. May be repeated once for credit, with permission of the director. Note: Instruction in basic math skills is available without credit for all students. S/D/F only. MCCLELLAND.

Reading Laboratory

Joan Mohan, Director

100 Reading Laboratory (Fall or Spring)

1 credit

Individual and small-group instruction in reading and study skills, emphasizing reading efficiency, vocabulary building, and methods of effective study (concentrating, time management, preparing for tests, etc.). Recommended to students who have difficulty keeping up with reading assignments or understanding and remembering what they read. Also helpful for those international students who want to improve their English language proficiency and pronunciation. Diagnostic test administered to determine individual needs. May be repeated once for credit, with permission of the director. Note: Students may work at the Reading Lab without registering. S/D/F only. MOHAN.

Science Laboratory

Minna Mahlab, Director

100 Science Laboratory (Fall or Spring)

1 credit

Individual or small group instruction emphasizing problem-solving skills. This class must be taken in conjunction with first-year sequences in physics, chemistry, or biology. Consultation with the related course instructor and permission of the director of the science lab are required. May be repeated

once for credit with permission of the director. Note: Instruction is available without credit to students who cannot take the course or who need only occasional assistance. S/D/F only. MAHLAB.

240 Science Education Methods*

1 credit

This discussion seminar is open to all students who have taken at least one year of science, and is encouraged for those students who are biology and chemistry student mentors, science laboratory teaching assistants, or students interested in pursuing a career in science teaching. This class will review some of the current literature in science education and focuses on examining the stages of the teaching and learning process and tools for improving teaching and learning. Prerequisites: one year (two semesters) of biology, chemistry, mathematics/computer science, physics, or psychology and permission of the instructor. MAHLAB.

*Not offered every year.

Writing Laboratory

Judith Hunter, Director, Janet Carl, Kevin Crim, Claire H. Moisan, Helyn Wohlwend

100 College Writing (Fall or Spring)

1 credit

Individual instruction in writing using written work assigned by tutors and other instructors across the curriculum. Prerequisites: permission of the laboratory instructor. May be repeated once for credit with permission of director. Note: Similar instruction is available without credit to students who need only occasional help with their writing. S/D/F only. STAFF.

Social Studies (see Humanities and Social Studies)

Sociology

Member of the Division of Social Studies

Kesho Scott, Chair, Karla Erickson, Susan Ferguson, Christopher Hunter, Kent McClelland

Sociology, the scientific study of human behavior in social groups, seeks to understand how people interact, how they organize themselves in social groups, and how this organization changes. Courses in sociology focus on the basic forms of social organization and social processes, in our own and other cultures, and on the theoretical approaches sociologists use to understand those basic forms. These courses contribute to critical, intelligent understanding of how the social world operates—an essential understanding for any liberally educated person in a complex and rapidly changing world. Students of sociology will find that related work in psychology, anthropology, economics, political science, and history enhances their sociological insights. Majors are required to study statistics and are encouraged to participate in interdisciplinary courses, internships, and off-campus programs. The study of foreign languages is highly recommended, especially for those who are interested in comparative sociology.

Sociological training is useful for any career, since all careers require working with people in groups or organizations. The discipline is particularly helpful for

careers in business, education, law, urban and social planning, journalism, medicine, social work, and governmental service.

The Major:

A minimum of 32 credits. With permission, up to eight of the required 32 credits may be taken in related studies outside the department. Required are Sociology 111, 285, and 291. In addition, eight credits are to be taken at the 300 level or above. In addition to the 32 credits, students are required to take Mathematics 336 or 209 (preferred), or Mathematics 115. The major normally consists of Sociology 111 by the second year and Sociology 285 and 291 by the end of the third year.

111 Introduction to Sociology (Fall or Spring)	4 credits
Introduction to basic concepts, theory, and methods concerning human behavior and social structure. Special attention is paid to the scope and limitations of sociological analysis and the major empirical areas of investigation in sociology. Prerequisites: none. STAFF.	
220 Sociology of Global Development* (Fall)	4 credits+
Provides an overview of global development with a focus on the social consequences of development practices for people living in developing countries. Also examines the ways in which consumption patterns in industrialized countries affect global development. Case study approach used to consider the effects of general practices on specific locales, such as the role of powerful forces (economic, political, ideological, religious) in shaping living conditions at the local level. Prerequisites: Sociology 111 or permission of instructor. STAFF.	
240 Social Movements in the 20th Century*	4 credits+
Survey of contemporary social movements focusing on processes of social and cultural change and collective group behavior. Examines definitions and theories of social movements. Provides cross-cultural perspective on the goals, ideologies, and development of social movements inside and beyond the boundaries of the United States. Prerequisites: Sociology 111 or permission of instructor. SCOTT.	
242 Deviance and Social Control* (Fall)	4 credits+
Analysis of the causes and control of deviant behavior, e.g., alcohol and drug abuse, suicide, assault, and sexual deviance. Topics include how definitions of deviance change, how people become deviant, how deviant groups are organized, and how transactions among deviants occur. Prerequisites: Sociology 111 or permission of instructor. HUNTER.	
248 Self and Society* (Spring)	4 credits+
The study of human social interaction. Focuses on how people interact in small groups, change their beliefs, interpret behavior, develop a sense of identity, and construct their social worlds. Attention to the social psychology of collective behavior and of everyday life. Prerequisites: Sociology 111, or Psychology 113, or permission of instructor. HUNTER.	
250 Social Inequality* (Fall)	4 credits+
Analysis of social inequality in groups and society. Topics include why inequality occurs, its consequences for individuals and societies, how social stratification systems operate, and how social status is attained by individuals. Theories of stratification are evaluated. Prerequisites: Sociology 111 or permission of instructor. MCCLELLAND.	

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- 260 Human Sexuality in the United States* (Spring)** **4 credits+**
 Examination of sexuality in the context of contemporary culture and the societal institutions shaping sexual attitudes and behavior, with emphasis on gender and sexual orientation. Topics include human sexual response, reproduction, the sexual life cycle, sexually transmitted diseases, and issues such as abortion, sexuality education, and sexual violence. Prerequisites: Sociology 111 or permission of instructor. ERICKSON.
-
- 265 Sociology of Health and Illness* (Fall)** **4 credits+**
 An examination of the social contexts of health, illness, and medical care, focusing on the debates and contrasting perspectives of medical sociology. Topics include the social, environmental, and occupational factors in health and disease; the politics surrounding breast cancer and the AIDS epidemic; the patient's perspective on illness; the development of the health professions and the health work force; ethical issues in medicine as they relate to medical technology; and alternatives to current health care organizations. Emphasis is given to how the social categories of gender, race, social class, and sexual orientation affect both illness and health care. Prerequisites: Sociology 111 or permission of instructor. FERGUSON.
-
- 270 Gender and Society (Fall)** **4 credits+**
 A sociological analysis of how gender is constructed in American society within the context of race, ethnicity, and class. Focuses on both men and women. Typical topics include changing attitudes about gender and sexual identity, the creation of gender identity, changes in family and occupational patterns, and the relations between social conflicts and gender construction. Prerequisites: Sociology 111 or permission of instructor. ERICKSON.
-
- 275 Race and Ethnicity in America (Spring)** **4 credits+**
 Introduces students to sociological perspectives on race, ethnicity, and racial inequality in American society. Examines the historical development of race-based barriers to achievement, the emergence and persistence of racial inequality, the character of racial beliefs, resistance to racial oppression, and current problems in American race relations. Emphasis on understanding individual attitudes and behaviors in relation to the structure of social institutions. Prerequisites: Sociology 111 or permission of the instructor. SCOTT.
-
- 285 Contemporary Sociological Theory (Fall)** **4 credits+**
 Contemporary sociological theory considered in light of some historical precursors. Emphasis on the conceptual adequacy and the logical consistency of major contemporary theoretical perspectives. Prerequisites: Sociology 111 or permission of instructor. HUNTER.
-
- 291 Methods of Empirical Investigation (Spring)** **4 credits+**
 Also listed as Anthropology 291. An overview of the research process in social science, focusing on problems of research design, techniques of sampling, methods of data collection, principles of measurement, problems of inference and proof, basic methods of data analysis, and ethical considerations. Prerequisites: Sociology 111 and Mathematics 115, 209 (preferred), or 336, or permission of the instructor. MCCLELLAND.
-
- 292 Ethnographic Research in Complex Societies (Fall)** **4 credits+**
 See Anthropology 292.
-
- 300 Practicum in Applied Sociology (Spring)** **4 credits**
 Students work 14 hours each week at internship sites located in Des Moines, Grinnell, and surrounding areas. Class discussions and assignments focus on internship experiences in sociological perspective. Applications for internships are made to the internship coordinator of the Career Development Office prior to spring or fall break for the following semester. Learning contracts must be

approved by the instructor, the work site supervisor, the student's academic adviser, and the dean of the College. Prerequisites: any two 200-level or above sociology courses or permission of instructor, and third-year student or senior in good academic standing. SCOTT.

320 The Family (Spring)

4 credits+

A survey of the family from a sociological perspective, focusing on recent transformations of the family. Topics include historical origins of the family, traditional marriage and alternative processes of mate selection and family formation, parenting, divorce, family violence, racial-ethnic variations in family experience, and gay and lesbian families. Prerequisites: any 200-level or above sociology course or permission of instructor. FERGUSON.

390 Advanced Studies in Sociology (Fall or Spring)

4 credits+

Seminar in current issues of sociological theory and research. Content of the course announced each year. May be repeated for credit with permission of instructor. Prerequisites: varies; at least one 200-level sociology course and third-year standing. STAFF.

399 Directed Summer Research

2 or 4 credits

See Directed Summer Research. STAFF.

*Not offered every year.

Spanish

Member of the Division of Humanities

María Valérie Benoist, Chair, Yvette Aparicio, Dennis Perri, Margarita Pillado, Carmen Valentín

Courses in Spanish examine the diverse cultural achievements of Spain and Latin America and enable students to respond with intelligence and sensitivity to a foreign culture. The department seeks to develop in students from all disciplines the critical ability to identify problems and view them from multiple perspectives: historical, literary, and linguistic. The growing importance of bilingual areas in urban America underscores the advisability of Spanish-language study for careers in health care, bilingual education, community development, and social services.

Students with training in Spanish receive a recommendation as to the appropriate course level (100, 200, 300) for continued language study. Those beginning the language take Spanish 105. The first two years of study in the department follows the sequence 105, 106, 217, and 285. All courses, except 221, are conducted in Spanish.

The program for majors provides for the acquisition of essential skills for communication in the language, a sound and comprehensive introduction to Hispanic literature, and an exploration of various aspects of Spanish and Latin American culture. Students should balance their Spanish program with a broad selection of interdepartmental courses and study in all three major divisions in order to ensure breadth of learning. The department encourages participation in one of the approved off-campus programs in Argentina, Chile, Costa Rica, Mexico, or Spain.

The Major

A minimum of 32 credits. Courses numbered 105, 106, and 204 do not count toward the major. Required are Spanish 343, and either Spanish 385, 386, or 395 (on a Spanish topic) and either Spanish 377, 383, or 395 (on a Spanish American topic). After completing any of the required courses mentioned above, students cannot enroll in Spanish 311, 312, 314, 315, or 316. At least 20 credits must be taken within the Department of Spanish at Grinnell. Upon declaration of a Spanish major, students will consult with the department concerning their objectives in order to plan an approved program of courses.

105 Introduction to the Spanish Language I (Fall or Spring) 4 credits

Treatment of basic language elements with special emphasis on oral communication. Short readings of a historical, cultural, and literary nature. Prerequisites: none. STAFF.

106 Introduction to the Spanish Language II (Fall or Spring) 4 credits

Completion of the presentation of basic language elements with a special emphasis on oral communication. Short readings of a historical, cultural, and literary nature. Prerequisites: Spanish 105 or equivalent. STAFF.

204 Communication in Spanish (Fall or Spring)

1 credit

Work on improvement of speaking skills. Discussion and conversation based on various cultural materials including current periodicals and satellite television. Prerequisites: concurrent enrollment in Spanish 285 or any 300-level course, except 316. Conducted in Spanish. May be repeated once for credit. S/D/F only. STAFF.

217 Intermediate Spanish (Fall or Spring)

4 credits+

Development of language skills through reading, oral practice, vocabulary building, grammar review, and short compositions. Materials include short literary, nonliterary, and visual texts. Prerequisites: Spanish 106 or placement by department. STAFF.

221 Studies in Latin American Cultures (Spring)

4 credits+

A survey of Latin American cultures that provides a broad knowledge of Latin America that will serve as a starting point to further and more specific courses about the region. This course follows a chronological outline beginning with the pre-Columbian civilizations, following with the conquest and colonial period, the process of nation formation in the 19th century, and ending with contemporary themes. Readings: fiction, essays, testimonial literature, political philosophy, cultural theory, autobiography, visual art, documentaries, and films. Conducted in English. Prerequisites: none. APARICIO, BENOIST.

285 Reading and Discussion of Hispanic Texts (Fall or Spring)

4 credits+

Development of students' critical and interpretive commentary on literary and cultural texts from Spain and Spanish America. Continued emphasis on language skills. Materials include fiction, nonfiction, poetry, and film. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: Spanish 217 or placement by department. STAFF.

311 Traditions of Independent Spanish America* (Spring) 4 credits+

A study of 19th-century poetry and prose and 20th-century film in their treatment of the challenges faced by the newly independent republics. Focus on the relationship between historical context and changing aesthetics,

particularly Romanticism and Modernism. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: Spanish 285 or permission of the instructor. BENOIST.

312 Literary Traditions of 20th-century Spain* (Fall) 4 credits+

Study of selected literary currents and movements from before and after the Spanish Civil War. Emphasis on complete dramatic and poetic texts of the period. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: Spanish 285 or permission of the instructor. PERRI.

314 Contemporary Spanish Narrative* 4 credits+

A study of representative Spanish fiction and film since 1940. Close readings and discussion focus on works that respond to, oppose, or subvert the political and ideological pressures exerted by Franco's regime or, after the dictator's death, reevaluate the past and dissect the new historical circumstances of a society in change. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: Spanish 285 or permission of the instructor. PILLADO.

315 Creativity and Dissidence in Modern Spanish America* 4 credits+

A study of selected, representative works from the 1920s through the 1960s. Emphasis on texts manifesting social conscience and artistic experimentation; treatment of the culture of protest and imaginative cultural expression. Consideration of poetry, narrative, and visual arts (painting, film). Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: Spanish 285 or permission of the instructor. APARICIO.

316 Advanced Spanish Language* (Spring) 4 credits+

A Spanish communication course designed to strengthen Spanish oral proficiency and to improve listening and comprehension skills. Emphasis on natural language use of the target language in social encounters, and grammar concepts related to communicate strategies. A variety of authentic materials will be used. Prerequisites: Spanish 285 or permission of the instructor. VALENTÍN.

343 The Art of Language (Fall) 4 credits+

The study of Spanish idiomatic and literary language with a view to developing ability to express oneself with ease, orally and in writing, on a variety of subjects of current interest. Selected texts in Spanish used as a basis for student-written short essays before free range is given to choose and develop the student's own materials. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: One of the following: Spanish 311, 312, 314, 315, 316, or permission of instructor. VALENTÍN.

377 Modernization and Innovation in Contemporary Spanish America* (Fall) 4 credits+

A study of selected, representative works since 1960, including internationally-respected literature of the "Boom," subsequent postmodern fictions, and/or recent poetic revolutions. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: One of the following: Spanish 311, 312, 314, 315, or permission of instructor. APARICIO.

383 The Spanish American Colonial World* (Fall) 4 credits+

A study of the texts and debates surrounding initial encounters between Spaniards, indigenous and African peoples in the "New World," and the establishment of colonial culture and society. Spanish, indigenous, mestizo, and African perspectives are considered through the study of myth, narratives, poetry, autobiography, and film. Conducted in Spanish. Spanish 204 may be

taken concurrently. Prerequisites: One of the following: Spanish 311, 312, 314, 315, or permission of instructor. BENOIST.

385 Cervantes and His World* (Spring) 4 credits+
 Intensive study of Cervantes' *Don Quijote*, with emphasis on the novel's reflection of Golden Age Spain, its contribution to the genre, and its metafictional dimension. A Plus-2 component may be taken on the *Novelas ejemplares* or the plays. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: One of the following: Spanish 311, 312, 314, 315, or permission of instructor. PILLADO.

386 Studies in Medieval and Golden Age Literature* (Spring) 4 credits+
 Examination of texts against the background of the literary and cultural history of medieval and Golden Age Spain. Readings may include the *Poema del mio Cid*; *Lazarillo de Tormes*; plays by Lope de Vega, Tirso de Molina, Calderón de la Barca, and Alarcón; and selected poems. Conducted in Spanish. Prerequisites: One of the following: Spanish 311, 312, 314, 315, or permission of instructor. PERRI.

395 Advanced Special Topics in Literature and Civilization* (Fall or Spring) 4 credits
 Intensive study of related authors, a particular group or generation, a movement, a genre, and/or a particular work. Topic is announced each time the course is offered. Conducted in Spanish. Spanish 204 may be taken concurrently. Prerequisites: One of the following: Spanish 311, 312, 314, 315 or permission of instructor. STAFF.

*Not offered every year.

Technology Studies Concentration

Sam Rebersky, Chair

This concentration examines technology and the role it plays in society. Courses help to provide a bridge between pure and applied science, and between science and nonscience, by integrating material from all three divisions of the curriculum. Students are required to obtain a grounding in laboratory science and statistics, take at least one foundation course, at least two specific technology courses, participate in an internship in a technological setting, and complete a 2-credit independent-study project or technology seminar, normally during the senior year.

Required, 24 or 26 credits as follows:

1. 8 credits of laboratory science or statistics, selected from:
 - Biology 150
 - Chemistry 129, 130
 - Mathematics 209, 336
 - Mathematics/Social Studies 115
 - Physics 131, 132
 - Psychology 113
2. Technology 154 Evolution of Technology
3. At least two specific technology courses, from the following:
 - Biology 220 Biotechnology and Its Social Impact
 - Computer Science 105 Algorithmic and Social Overview of

Computers

- Humanities 250 Arts, Multimedia, and the Internet
 - Music 219 Electronic Music
 - Physics 180 Bridges, Towers, and Skyscrapers
 - Physics 220 Electronics
 - Sociology 265 Sociology of Health and Illness
4. An internship in technology and either a 2-credit technology seminar or independent-study project. The internship may be completed during the summer or academic year, either locally or on an approved off-campus program with internship and seminar components. Students are expected to give a public presentation in a class or colloquium, drawing upon the internship experience and the seminar or independent-study project.

154 Evolution of Technology (Spring)

4 credits

A chronological survey of technology from stone tools to the electronic and chemical technologies of the present through case studies, readings, and integrative lectures by several faculty. Prerequisites: none. STAFF.

Theatre

Member of the Division of Humanities

Pip Gordon, Chair, Christopher Connelly, Lesley Delmenico, Ellen Mease, Alexander Moffett*, Shawn Womack

The study of theatre at Grinnell embraces all aspects of the dramatic art as part of a liberal arts education. Interdisciplinary in its very nature, theatre studies can be broadly beneficial to all students, enabling them to develop aesthetic responses and abilities in understanding and making dramatic works of art. The collective aesthetic and intellectual activities that make up the work of theatre—reading, writing, drawing, building, talking, performing—help us to develop the skills necessary for a useful and productive life in society, working with other people. In the classroom, in rehearsal and production, we focus on the invention of imaginary realities, a creative and immediate experience that brings us into contact with ideas, cultures, and historical periods often far different from our own. This experience expands our ways of knowing others and ourselves. It can also enable critical examination of the past, since our own social and political concerns inform the making and understanding of the dramatic event, even as we attempt to appreciate and understand plays in their social, historical, and artistic contexts. In every civilized community, drama has been one of the most important ways of articulating our experience of ourselves and others. Developed aesthetic sensibilities, cooperative skills, historical imaginations and critical habits—the fruits of a liberal education—are important in personal and professional lives, and graduates with theatre experience have entered the fields of law, medicine, journalism, social work, the ministry, architecture, arts education and management, and postgraduate disciplines such as philosophy, English, classics, and comparative literature as well as theatre and dance.

Knowledge of the various aesthetic and intellectual means through which a theatrical concept is realized develops through coursework in dramatic literature, critical theory, and theatre history; in the methodology of stagecraft and the plastic arts of scene, lighting, and costume design; and in the perform-

ing arts, including directing, acting, and dance. All courses at the introductory level and all departmental productions (for which limited academic credit is offered through Performance Laboratory) are open to students without previous experience in the theatre. Courses in dramatic literature, theory, and theatre history are of particular interest to students majoring in English, foreign languages and literatures, philosophy, history, religious studies, or any student who wants to become an informed audience member.

In addition to serving the College's mission to provide a broad liberal arts training to all its students, the theatre curriculum prepares students with a compelling interest in theatre to undertake appropriate postgraduate training in the field; we prepare majors to prepare for a vocation. To this end, all theatre majors take selected core courses in four principle areas: acting, design, directing, and dramaturgy (which includes textual, critical, theoretical, and historical study). Each area focuses on some aspect of making the dramatic work of art; many skills are at work in each area; the coordination of all of these aspects and skills issues in play production. Early in their course of study, theatre majors are encouraged to take the full array of introductory courses in the core areas as well as important foundation courses that cultivate habits of close reading and develop skills of written and oral expression (Humanities 101, 102, and 140; English 120 and 121); as majors within a liberal arts curriculum they are expected to study in English, foreign-language, philosophy, and religious studies departments, in the sciences and social sciences, and in the other arts. Majors may further elect one of the four main areas for emphasis and may take in addition to core courses the designated sequence of courses in that emphasis area. The theatre major culminates in a required senior seminar, a collaborative performance project that draws on the particular skills, knowledge, and developed creativity of the year's senior majors.

Emphasis areas beyond the core courses required for the major include acting, directing, design, and dramaturgy. Students with serious interests in any of these areas will want to consult with the department well in advance to insure that prerequisites have been met as the training sequence unfolds and to anticipate complementary coursework in other disciplines, independent study, or off-campus study. Beyond required core courses (see "Major Requirements"), coursework in acting would include 101 or 102, 217, and 317 (by application only); in directing, 380 Directing Project (by application); in design 240 and 340; and in dramaturgy, the third 200-level dramatic literature course and both 303 and 304 (pre-modern and modern dramaturgy topics). Both majors and nonmajors may also undertake individual or group independent work in playwriting, translating, design, or other special projects. An off-campus semester of intensive theatre training with the National Theatre Institute of Waterford, Conn., (the Eugene O'Neill Memorial Theatre Center) is available to a maximum of four selected students each year.

Students interested in dance, whatever their major, may take technique, dance history, and theory courses at the appropriate level, choreography, and other special topics courses as offered. They are also encouraged to participate in Dance Troupe (105), a performing company with membership by audition.

The Major

A minimum of 32 credits. Required are Theatre 115, 117, 201, and 202 or 203; 280 and either 303 or 304; and 495.

100 Performance Laboratory (Fall or Spring) 1 or 2 credits
 Guided participation, for major theatre and dance productions, in performance, assistant directing, stage managing, dramaturgy, or design and crew work on sets, lights, props, costumes, or make-up. Qualified students examine problems of production in the theatre while solving these problems in rehearsal and performance. Prerequisites: permission of instructor. S/D/F only. May be repeated for credit. (A maximum of 8 practica credits may count toward graduation.) STAFF.

101 Introduction to Contemporary Dance (Fall) 4 credits
 A survey of approaches to contemporary dance making and performance practices. Studio-based exercises in basic modern dance technique, improvisation and composition provide a physical and conceptual understanding of dance as a performing art form. Additionally, readings, video viewings, and lecture/discussion on current dance practices and scholarship in Europe and the United States will examine how dance operates within specified historical, political, and cultural contexts. Prerequisites: none. WOMACK.

102 Modern Dance II* (Spring) 4 credits
 A continuation of work covered in Modern Dance I. Development of technical skills and further study of anatomy, kinesiology, and somatic disciplines such as Alexander Technique and Bartenieff Fundamentals. Includes examination of sociocultural contexts of Modern Dance through readings, written and oral assignments, and a final research paper investigating topics such as German modern dance during the Nazi era, modern dance and feminism, semiotics of dance, applications of dance to psychotherapy, and the science of dance. Prerequisites: Theatre 101 or equivalent, or permission of instructor. WOMACK.

103 Ballet Technique (Fall or Spring) 2 credits
 Beginning and intermediate classical ballet technique; the principles, terminology, with some basic history of ballet, striving for a physical and kinesthetic understanding of the art form. S/D/F only. For fees, see Financial Regulations. May be repeated once for credit. Prerequisites: none. STAFF.

105 Dance Troupe (Fall and Spring) 1 or 2 credits
 Faculty-directed participation for dancing (1 credit) or dancing and choreographing (2 credits) in Dance Troupe, the theatre department's dance company. Qualified students participate in an ensemble environment for four sessions per week. Students learn dance technique, choreography, performance technique, and dance company management. S/D/F only. A year-long commitment is required. May be repeated for credit each semester. Prerequisites: permission of instructor and audition. (A maximum of 8 practica credits may count toward graduation.) STAFF.

111 Introduction to Performance Studies* (Spring) 4 credits
 An examination of dramatic performance in its broadest cultural context. The course explores the origins and the evolution of theatre in several cultural traditions, traditional and contemporary ritual performance, and modern theatre practice. Prerequisites: none. STAFF.

115 Introduction to Stagecraft (Fall and Spring) 4 credits
 An introduction to the technical aspects of theatre production. Brief exposure to stage painting, properties, lighting, sound, drafting, and costuming.

Emphasis placed on the basic theories and methods of scenic construction. No previous drafting experience necessary. Requirements include one three-hour laboratory each week, plus crew work for one of the major productions during the semester. Prerequisites: none. GORDON.

117 Fundamentals of Acting (Fall and Spring) **4 credits**
 Practical exploration of the process of acting and characterization. Designed to provide an initial exposure to the effects and influence of the voice, body, observation, and imagination in combined and independent usage. One or more scenes may be prepared for public viewing. Prerequisites: none. STAFF.

201 Dramatic Literature I (Fall) **4 credits+**
 Study of major works in Western dramatic literature to 1850, with reference to cultural contexts, interpretive problems, and dramatic theory beginning with Aristotle's *Poetics*. Readings include Greek tragedy and Aristophanic comedy, medieval cycle plays, Marlowe, Shakespeare, Webster's revenge tragedy, French Neoclassicism, a Restoration comedy, and Goethe's *Faust*. Prerequisites: English 120, Humanities 101, or permission of instructor. STAFF.

202 Dramatic Literature II (Spring) **4 credits+**
 Study of major works in Western dramatic literature from 1850 to the present, with reference to cultural contexts, interpretive problems, and dramatic theory. From realism to the Theatre of the Absurd, dramatists include Ibsen, Chekhov, Pirandello, Artaud, Brecht, Genet, Beckett, Pinter, and others. Prerequisites: English 120, Humanities 101, or permission of instructor. MEASE.

203 American Theatre* (Fall) **4 credits+**
 A study of American theatre from the late 19th century to the present. Attention to major cultural and philosophical influences and to phenomena such as the little theatre movement, off and off-off Broadway, and the performance groups. Dramatists include O'Neill, Williams, Miller, Wilson, Shepard. Prerequisites: English 120, Humanities 101, or permission of instructor. CONNELLY.

217 Intermediate Acting* (Fall) **4 credits**
 An exploration of acting in various periods and styles with an emphasis on psychological realism. The course emphasizes scene work, monologue preparation, textual and character analysis with exercise work in voice and movement. Prerequisites: Theatre 117 or permission of instructor. CONNELLY.

225 Choreography: Theory and Composition (Fall) **4 credits**
 Dance composition and performance technique. Prerequisites: Theatre 101 or permission of instructor. WOMACK.

240 Theatrical Design I (Spring) **4 credits+**
 An exploration of the design fundamentals common to each facet of theatrical design: scenery, lighting, costumes, and make-up. Such elements as design procedure, research techniques and materials, period style, and design history are emphasized. Prerequisites: Theatre 115. GORDON.

245 Lighting for the Stage* (Fall) **4 credits+**
 Introduces the student to the art of lighting design, process, and the practice of lighting the stage for the theatre, opera, dance, industrials, television, and video. Students develop the knowledge, vocabulary, and skills necessary to become a master electrician, assistant lighting designer, and beginning lighting designer. Prerequisites: Theatre 115. GORDON.

280 Directing (Fall) **4 credits+**
 A theoretical and practical investigation of the responsibilities and techniques of the director in the theatre. Classroom exercises supplemented by selected

reading in the history and theory of directing. Prerequisites: Theatre 115 and 117 and Theatre 201, 202, or 203. CONNELLY.

303 Studies in Drama I*	4 credits+
Close study of a central topic in drama prior to 1850 that will be detailed each time the course is offered. Prerequisites: a 200-level literature course or permission of the instructor. May be repeated once for credit. STAFF.	

304 Studies in Drama II (Spring)	4 credits+
Close study of a central topic in drama after 1850 that will be detailed each time the course is offered (see Schedule of Courses). Prerequisites: a 200-level literature course or permission of the instructor. May be repeated once for credit. STAFF.	

317 Acting Project (Fall or Spring)	4 credits
A performance project by application. Emphasizes a comprehensive examination of the entire acting process. Serious acting students, with faculty assistance, diagnose the actor's previous training and experience and design a program to complete technical training and supplement knowledge of period styles, dramatic literature, and theatre history. This course emphasizes intensive scene work. Prerequisites: Theatre 217, 201, and either 202 or 203. Applications due one semester in advance. STAFF.	

340 Theatrical Design II*	4 credits+
An exploration of designing for the stage, with the specific area of design (scenery, lighting, costumes, make-up) announced each time the course is offered. Emphasis on script analysis and the evolution of design from first reading to first performance. Prerequisites: Theatre 240 and 201, 202, or 203. GORDON.	

380 Directing Project (Fall or Spring)	4 credits
A performance project by application. Advanced directing students, with faculty supervision, direct a production. Students choose a script and thoroughly prepare production plans, cast the play with student performers by open audition, collaborate with a student design team, conduct rehearsals, and bring the project to performance. The project may be done in conjunction with advanced independent projects or Special Topics courses in design. Prerequisites: Theatre 117, 280, and completion of one open space. Applications due two semesters in advance. STAFF.	

495 Senior Seminar (Spring)	4 credits
A variable topic course incorporating significant research, writing, and discussion, integrating studies in theory, history, and literature. The course will include a collaborative public presentation of a class project. Prerequisites: theatre major, senior standing. MEASE.	

*Not offered every year.

Tutorials

In the tutorial every entering student explores in some depth a topic of interest to the student and the instructor, in a small group and an informal setting. The objectives of tutorial work are to illuminate methods of inquiry rather than to master disciplinary material, to give special attention to writing and to critical analysis of texts, to provide the student with the opportunity to practice oral presentations, and to provide initial preparation in techniques of research.

By promoting a close working relationship between the instructor and the student and by combining the roles of instructor and academic adviser, the

College provides every student with an academic adviser who knows the student's needs and abilities. A tutorial (4 credits) is required of all students who enter Grinnell as first-year students and of all transfer students below third-year student standing whose previous work does not qualify them for an exemption. A student must complete the tutorial with a grade of C or higher to meet the tutorial graduation requirement and to be eligible to enroll in a "Plus-2" or independent project.

Tutorials are offered only in the first semester.

The following tutorials are offered in 2004–05:

- Decline and Renewal in the Heartland, Jonathan Andelson—Anthropology
- Stealing Home, Killing Time: A Cultural Study of Baseball, Steve Andrews—English
- Latin American Cultural Icons and Community Building, Valerie Benoist—Spanish
- The Times They Were A-Changin', Bob Cadmus—Physics
- The Sistine Chapel, Tim Chasson—Art
- Frankenstein: Gender, Technology, and the Sociological Imagination, Susan Ferguson—Sociology
- Working Lives, William Ferguson—Economics
- Color, Culture, and Class, Katya Gibel Azoulay—Anthropology
- The Double-Edged Helix: Promises and Pitfalls of Applied Human Genetics, Leslie Gregg-Jolly—Biology
- The Coming Anarchy? Bob Grey—Political Science
- The Worth of Water, Peter Jacobson—Biology
- Ghost Stories, Shuchi Kapila—English
- The Comedies of Aristophanes, Gerald Lalonde—Classics
- Place and Space: Our Interactions with Three Dimensions, Mark Levandoski—Chemistry
- The Limits of Introspection, David Lopatto—Psychology
- Representing Adolescent Identities, Kara Lycke—Education
- Narrative and Identity, Johanna Meehan—Philosophy
- New European Identities in Film and Literature, Philippe Moisan—French
- Shakespeare's History, Edward Moore—English
- Eye Mind Image Culture: An Interdisciplinary Study of the Culture of Seeing, William Pergl—Art
- American Memorials and the Politics of Memory, Sarah Purcell—History
- The Self, the Other, and Higher Education, Dan Reynolds—German
- Genealogies, Henry Rietz—Religious Studies
- On Love, Kathleen Roberts Skerrett—Religious Studies
- Soundtracks and Scores: Music in American Cinema, Ralph Russell—Music
- Capitalism Goes to the Movies, Janet Seiz—Economics
- Equality and Inequality, Pablo Silva—History
- Beasts and Beauties: Monstrosity and Romance in Literature and Film, Erik Simpson—English
- Emotion and Cognition, Laura Sinnett—Psychology
- Humanities I: The Ancient Greek World, Paula Smith—English
- Painting Modernity, Susan Strauber—Art
- Computing: Limitations and Promising Developments, Henry Walker—Mathematics and Computer Science
- Just and Unjust Wars, Eliza Willis—Political Science
- Icelandic Sagas, Royce Wolf—Mathematics and Computer Science

Western European Studies Concentration

Marci Sortor, Chair

In this concentration, understanding a culture so rich and complex as that of Western Europe requires interdisciplinary study of its histories, languages, and cultures. Carefully selected courses in the Humanities and Social Studies can provide access to methods and fields basic to such knowledge. In order to assure that courses in the concentration are indeed carefully selected, students consult with their academic adviser and the program chair (the concentration adviser should not be from the major department). Together, student, adviser, and chair work out a course of study for the final four semesters that also must have the approval of the committee.

Because of the great variety of courses taught about Western European society and culture, students may opt for any of three possibilities for this concentration: the Classical Heritage, Medieval and Renaissance Studies, or Modern Europe.

Independent work in the third and senior years provides an opportunity to complete and unify the concentration; it may not be used to fulfill any departmental major requirements. Participation in approved off-campus study programs is strongly encouraged; up to 8 credits in such a program may, with approval of the committee, count toward satisfying the requirements as listed below. All relevant coursework completed in Grinnell-in-London can be used to satisfy concentration requirements.

Track I: The Classical Heritage

Required: Language competence in Greek or Latin, as certified by the Department of Classics (equivalent to completion of Greek 222 or Latin 222), and 22 credits distributed as follows:

1. Literary Study, 8 credits, such as:
 - Humanities 101 The Ancient Greek World
 - Humanities 102 Roman and Early Christian Culture
 - Classics 242 Classical Mythology
 - Or any 300-level course in Greek or Latin literature
2. Special Field, 8 credits, such as:
 - Classics/Philosophy 231 History of Ancient Philosophy
 - Classics/Art 248 Greek Archaeology and Art
 - Classics/Art 250 Roman Archaeology and Art
 - Classics/History 255 History of Ancient Greece
 - Classics/History 256 History of Rome
 - Philosophy 263 Political Theory I
3. 6 credits in 297 and 397, independent work (see below).

Track II: Medieval and Renaissance Studies, c. 1100–1700

Required: Language competence, as certified by the relevant department (equivalent, for example, to Latin 222, French 222, German 222, or Spanish 285), and 22 credits distributed as follows:

1. Social Studies, 8 credits, such as:
 - Humanities/Social Studies 140 Medieval and Renaissance Culture

- History 233 Medieval Europe
 - History 234 Europe in Renaissance and Reformation
 - History 235 British History I
 - Philosophy 264 Political Theory II
2. Humanities, 8 credits that deal with the art, literature, philosophy, or music of Western Europe in the period from c. 1100 to 1700
 3. 6 credits in 297 and 397, independent work (see below).

Track III: Modern Europe, c. 1750–Present

Required: Language competence, as certified by the relevant department (equivalent, for example, to French 222, German 222, or Spanish 285), and 22 credits distributed as follows:

1. Social Studies, 8 credits, such as:
 - Anthropology 247 Contemporary Western Europe
 - Economics 284 History of Economic Thought I: The Main Tradition
 - Economics/History 285 History of Economic Thought II: Recovering the Keynesian Revolution
 - History 101 Basic Issues in European History, 1650–Present
 - History 236 British History II
 - History 237 France from Absolutism to Democracy
 - History 238 Germany from Unification to Reunification
 - History 239 The Collapse of the Eurocentric World Order
 - Political Science 255 Pluralist Systems: Comparative Politics of European Government
2. Humanities, 8 credits that deal with the art, literature, philosophy, or music of Western Europe since 1750
3. 6 credits in 297 and 397, independent work (see below).

297 Guided Reading Project (Fall or Spring)	2 credits
To be taken in the semester preceding that in which the student will take the 397 course, this project is designed as preparation for Senior Independent Study. The student may request to work with any instructor currently teaching in the program who will also be teaching on the Grinnell campus during the following semester. STAFF.	

397 Senior Independent Study (Fall or Spring)	4 credits
The subject must be arranged with a faculty adviser (preferably the instructor of the Guided Reading Project 297, above) before the end of the semester preceding the independent study. The study should result in either a substantial essay (about 25–30 pages) or a creative accomplishment such as a photographic essay, film, dramatic production, paintings, etc. of similar magnitude. The latter will require some written explication as well. Occasional colloquia consisting of all students and faculty engaged in these projects will be held to exchange ideas and methods. STAFF.	

Choosing an Off-Campus Study Program

Off-Campus Study programs exist in most regions of the world. You will find information on a very wide range of programs at <www.grinnell.edu/offices/ocs>.

Featured Programs

The programs featured on the Off-Campus Study website have been carefully selected and are believed to represent some of the best opportunities available today in off-campus study. From among the broad academic and geographical diversity of options, most students should be able to identify a program well suited to their academic goals.

Types of Programs

Most programs offer you the opportunity to enhance your major, concentration, or other area of academic interest while broadening your liberal arts education by learning about another area of the world. In some programs, the courses offered are linked by a common theme, such as women's studies, environmental studies, or global development studies. In others, coursework may be closely connected to a particular major such as biology or economics. Programs may be organized and operated by American educational institutions, universities abroad, or a combination of both in a cooperative arrangement. Formats vary from traditional classroom-based instruction to fieldwork, independent study, and internship.

Program Competitiveness

It is important to note that off-campus study programs vary considerably in competitiveness. While some programs are highly competitive, accepting only students with higher GPAs and specific course preparation, others may have more relaxed criteria for admission. Specific prerequisites and GPA requirements are normally set out in the program information materials. Campus Program Advisers are also able to advise you regarding your eligibility for a particular program. Normally, Grinnell students apply to only one off-campus study program. Denial of admission to Grinnell students is rare because of the screening that takes place during the on-campus approval process.

Year-Long Programs

Approval to attend year-long programs is limited and is granted by the Off-Campus Study Board on a competitive basis to students demonstrating exceptional academic achievement, strong written rationale, and support for their plans from their major department. The Off-Campus Study Board gives preference to well-focused proposals designed to deepen the student's knowledge of a single culture within the context of a single integrated program. Successful applications for year-long approval normally involve a request to study in one program in one country.

Assessing the Importance of Off-Campus Study

You may already have a good idea about where and what you would like to study off-campus. However, if you are just beginning to explore the possibilities, you should reflect seriously on what you are planning to do. Personally, at this point in your life and education, you are likely to be at the optimal point in your capacity to learn by living and studying in a new and challenging environment. Since an optimal point occurs by definition only once in a lifetime, and off-campus study may hold valuable personal, academic, and professional benefits, the careful choice of an appropriate program may well be one of the most important decisions you make during your college career.

Core Rationale for Off-Campus Study

Grinnell requires that you select a program compatible with your academic goals, which you will clearly set out in a four-year course-plan and written rationale for off-campus study. It is up to you to define your goals in consultation with your academic adviser. Since your choice of program must be linked to your academic objectives, you should begin by thinking about **why you want to study off-campus, i.e., your core rationale**. Most students choose to link their off-campus study to their major or concentration while others may wish to use the experience to enhance their understanding of other subjects studied on campus.

Additional Objectives for Off-Campus Study

In addition to the **core rationale** described above, your choice of program may be partly determined by **additional academic objectives** you want to achieve. For example, you may wish to broaden your liberal arts education by studying a language or taking courses not offered at Grinnell. You may also have broader educational goals connected to the **experience** of living in another culture. The possibility of community service, fieldwork, or an internship might be an important consideration. **Additional objectives** such as these are important to consider along with your **core rationale** and will help in selecting a program that is right for you.

Campus Program Advisers

A Program Adviser is assigned to every off-campus study program featured by Grinnell College. These advisers are very familiar with the programs they represent and can provide you with detailed program information as well as answering any questions you may have.

Peer Advisers

Every semester, large numbers of Grinnell students return from studying off campus. Talking with other students who have already studied on a program of interest to you is essential to making an intelligent decision about off-campus study.

International Students

Grinnell College is fortunate to have a diverse student body from many parts of the world. International students may be able to provide you with valuable insights and information to help you in making a decision about where to study off campus. The International Students Office will provide names of students from specified countries or regions.

Grinnell-in-London

Donna Vinter, English, Resident Director; Lisa Bowers Isaacson, History, Assistant Director; George W. Jones, Political Science; Sheila Fox, Theatre; Kathy Kamp and John Whittaker, Anthropology; Elizabeth Dobbs, English

The Grinnell-in-London fall program is a long-standing program offered every fall. Part of the curriculum changes from year to year, reflecting the interests and expertise of the Grinnell faculty joining the London staff for the semester. Other courses—in art, literature, social studies, and history/humanities—are taught by staff members residing in England and are offered every year.

A dual track program allows students to choose between traditional classes or classes plus an internship experience. Internships may be in any area of interest to the student. A few parliamentary internships are available.

The program has two phases. In the eight-week Phase I, students earn 10 to 12 credits in three or more courses and “Plus-2” projects. In the seven-week Phase II, students take one four-credit course or participate in an internship and required internship seminar. Students live in flats in London, attend class at the Grinnell-in-London site, and take multiple field trips in London, into the countryside of England, and to other parts of Great Britain.

Phase I Courses

Anthropology 295A: Prehistory of Britain

4 credits

The prehistory of Britain from the Mesolithic through the pre-Roman Iron Age will be used to explore major themes in world prehistory, including the interactions between humans and their environment, technological change, population movements, and the rise of elites. A second focus will be the methods of archaeologists use to examine past societies, and how we all imagine and use the past in our lives. Visits to sites representing the major periods in British prehistory, including Stonehenge and Avebury with a walk on the neolithic trackway, Flag Fen, Danebury, and Butser Hill, a reconstructed Iron Age Village, and a walk along the Thames foreshore to see recent excavations. Lectures and readings will be supplemented with visits to the British Museum and the Museum of London. Anthropology 104 recommended. Prerequisites: none. WHITTAKER.

English 121: Introduction to Shakespeare

4 credits

This course will study representative plays from each period of Shakespeare's career, including histories, tragedies, and comedies. Through close analysis of these plays, both on the page and on the stage, the course will develop an appreciation of the richness of Shakespeare's theatrical art, in its powerful marriage of words and images. Attendance at productions of Shakespeare both

in Stratford and in London, including at the newly built replica of the Globe in Southwark, will be central to our study. Prerequisites: none. VINTER.

History 295A: History of London **4+2 credits**

This course explores the history of London from its Roman origins to the present day and examines how royalty, trade, religion, and transport have shaped the city's pattern of growth over 2,000 years. Coursework consists of weekly lectures, guided walks, and discussions of readings from contemporary sources. Students are given an opportunity to investigate an aspect of London history of particular interest to them. Prerequisites: none. BOWERS ISAACSON.

History 295B: Transformation: England from the 14th through the 17th Century **4 credits**

From the fracture of the medieval synthesis in the 14th Century to the emergence of modern science and the establishment of overseas colonies. England evolved into a position of European leadership. This course will explore the rise of the Tudors from the carnage of the Wars of the Roses, followed by the growth of parliament, which twice mounted overpowering challenges to the Stuarts. Field trips will include visits to various churches to experience the differences between Anglicanism and Puritanism. In addition, there will be a visit to Greenwich to visit the Royal Observatory, which is a magnificent piece of Wren architecture and houses an excellent museum that illustrates 17th century scientific developments. Visits to other museums may also occur. Prerequisites: none. DRAKE.

Humanities/Social Studies 195: Contemporary Britain **2 credits**

This course will help to prepare students for their internships by introducing them to life in contemporary Britain. It will investigate such topics as social class and social trends in Britain today; the United Kingdom's minority nations; multicultural Britain; Britain's place in Europe; British government and contemporary political issues; and work in Britain. The course will meet twice a week, sometimes in a normal classroom setting and sometimes off-site at museums and other London locations. We will also attend performance of contemporary British plays. DRAKE, VINTER.

Humanities/Social Studies 295: British Identity: Reflections from a Multicultural Past and Present **4 credits**

This course provides an interdisciplinary examination of the complex phenomena of identity and identity formation in modern Britain and in three significant periods in British history (Anglo-Saxon England, the Norman invasion of 1066 and its consequences, and the Age of Empire as experienced in England). We will have a double focus, both on ways each of these three periods has constructed identity and on ways each is currently being presented to modern audiences. Sources for our study will include art and artifacts, architecture, primary and secondary documents, literature, and performance. Students will also engage in individual research projects relating to British identity that could range widely from the ethnographic to the literary to the artistic. Students will use resources available in London. Field trips may include but are not limited to the Notting Hill Carnival, Sutton Hoo, the Proms Concert Series, Pevensey and Battle, and the Victoria and Albert Museum. Prerequisites: none. STAFF.

Theatre 275: British Theatre in Performance **2 credits**

This course explores the inner workings of the elements that comprise the professional theatre in Britain through a careful examination of contemporary and classic plays in actual performance. Prerequisites: none. FOX.

Phase II Courses (select one)

Anthropology 295B: Health, Wealth, and Happiness: Evolving British Foodways	4 credits
<p>Food is a component of most social events, and foods have ritual, symbolic, economic, and social meanings in addition to their nutritional value. This course will examine the relationship of gender, class, and ethnicity to food, as enacted in modern Britain. Topics covered will include the history of British food, including the Roman, Tudor, and Victorian periods, classic British food traditions, such as high tea and the pub, food markets and marketing, chocolate and other passions, the relationships between health and food, vegetarianism, mad cow disease and beef consumption, and the controversy over genetically-modified foods. London's ethnic markets, grocery stores, and restaurants will provide core locations. Other field trips may include Hampton Court Palace, Cadbury World, Kew Gardens, a museum of rural life, and a local farm or fishery. A trip to Scotland or Ireland is a possibility. Prerequisites: one previous social studies course. KAMP, WHITTAKER.</p>	
English 349: King Arthur and His Knights	4 credits
<p>This course addresses two subjects: 1) the study of the Arthur story as it was treated by medieval writers of history and fiction; and 2) the study of the process by which historical facts combined with legends to create one of the most powerful fictions of Western European culture. Since this fiction is embodied in a new kind of literature—the chivalric romance—the course is also a study of that form. We'll start with readings from English medieval historians and move on to Irish myths and sagas and the Welsh <i>Mabinogian</i>. We'll then see how this material was transformed by Geoffrey of Monmouth and Chretien de Troyes in the 12th century and by the <i>Gawain</i>-poet in the 14th century. Trips to London's Victoria and Albert Museum and British Museum allow us to see artifacts that portray parts of the story of Arthur. Our big field trip will take us to south Wales and the south of England, where we'll visit sites such as Malmesbury, Chepstow, Monmouth, Caerphilly, Caerleon, Bath, Glastonbury Abbey and Tor, Cadbury Castle, Tintagel, Exeter, Stonehenge, and Winchester. All of these sites have strong Arthurian connections. This course does not fulfill a major requirement. Prerequisites: English 223. DOBBS.</p>	
Social Studies 295: Internship Seminar	2 credits
<p>Class discussions and assignments focus on understanding and interpreting internship experiences in academic perspective. Prerequisites: Humanities/Social Studies 195. STAFF.</p>	
Social Studies 300: Internship	4 credits
<p>Students work 32 hours a week for seven weeks at internship sites in London. Applications for internships are made as part of the application for the Grinnell-in-London semester program prior to coming to London. Learning contracts must be approved by the instructor, the internship coordinator, and the work-site supervisor. Prerequisites: Humanities/Social Studies 195. STAFF.</p>	

Grinnell-in-Washington, D.C.

Gene Gaub, Music, Program Director

The Grinnell-in-Washington, D.C., program is offered in the first semester of each academic year. Part of the curriculum changes from year to year, reflecting the interests and expertise of the Grinnell faculty member leading the program that fall. Other courses—the internship, internship seminar, and policy-

making—are offered every year. The classes are taught throughout the semester, more intensely before and after the internship.

Students are placed in internships that match their individual interests and experience. The internship is 10 weeks in length, Monday–Thursday, approximately 32 hours each week. During the internship, classes are held only on Fridays.

Students are housed in apartments in D.C., attend class just off Dupont Circle, and take multiple field trips in Washington, D.C., and the surrounding area.

Prerequisites: second-year status and good academic standing.

Social Studies 300: Internship **4 credits**

Each student will intern four days a week (approximately 32 hours per week) for 10 weeks. Grinnell College has contracted with a local nonprofit that specializes in internship placement. The organization discusses the student's interests and based on that information secures an internship. These placements can be chosen from governmental agencies, nonprofit organizations, or private, for-profit corporations. This course is required for participation in the Grinnell-in-Washington, D.C., program. Prerequisites: none. GAUB.

Social Studies 295: Internship Seminar **4 credits**

This course provides a group context in which the student interns can jointly reflect upon the intense experience of becoming engaged in the life of their organization and thus gain perspective on it. We will share questions and insights from internship journals and a portfolio of internship projects, read and discuss selected readings on how organizations operate, and write a reflective paper (at the end of the semester) using informal ethnographic case studies of those organizations. This course is required for participation in the Grinnell-in-Washington, D.C., program. Prerequisites: none. GAUB.

Humanities 295: The D.C. Medici: Public and Private Arts Patronage in the Nation's Capital **4 credits**

This course will be in two parts, which we will undertake concurrently: 1) four case studies of private arts patronage in Washington—Duncan Phillips (founder of the Phillips Collection, the nation's first museum dedicated to modern art), Elizabeth Sprague Coolidge (one of the outstanding musical patrons in our nation's history), Mildred and Robert Woods Bliss (Dumbarton Oaks), and Carmen and David Lloyd Kreeger (Kreeger Museum); and 2) a study of the National Endowment of the Arts—its controversial history and its impact on American culture. From its founding in 1965 by an act of Congress, the National Endowment for the Arts has been a lightning rod for debate. Particularly since the 1980s, issues of censorship and freedom of expression have put the NEA at the epicenter of the so-called Culture Wars. Should the government fund the arts at all and to what extent? If so, who and what are deemed worthy or appropriate? We will read some key texts on the subject, consider some high-profile cases, and then each student will seek out works of art, music, theatre, or dance that have been sponsored by the NEA to experience them firsthand, and, when possible, they will meet and interview creative and performing artists who have benefited from NEA grants, and perhaps some who have been turned down. This course is required for participation in the Grinnell-in-Washington, D.C., program. Prerequisites: none. GAUB.

Political Science 295: Contextual Policy Making**4 credits**

This course will introduce the political and organizational nature of policy making using an applied interdisciplinary approach, taking advantage of the resources available in Washington, D.C. Various approaches to public policy making will be discussed and analyzed using current policy issues of interest to the students on the program. The course will provide students with analytic tools to use in their internship and to use as a foundation for understanding the politics of policy making. This course is required for participation in the Grinnell-in-Washington, D.C., program. Prerequisites: none. FERRARA.

The ACM

Grinnell cooperates with 13 other independent liberal arts institutions in the Associated Colleges of the Midwest (ACM). The other members of the ACM are Coe and Cornell in Iowa; Carleton, Macalester, and St. Olaf in Minnesota; University of Chicago, Knox, Lake Forest, and Monmouth in Illinois; Beloit, Lawrence, and Ripon in Wisconsin; and Colorado College. The ACM provides off-campus study programs for students of member institutions and promotes opportunities for faculty research and development.

Featured Programs

Africa

Ghana: Minnesota Studies in International Development (MSID)

The Minnesota Studies in International Development (MSID) program in Kenya focuses on problems of development and social change through grassroots internships in poor communities. Eight weeks of classroom in Nairobi, the capital of Kenya, are followed by five weeks (fall) or 11 weeks (spring) in a field placement and a week-long final seminar. The longer spring semester (21 weeks, from mid-January to mid-June) permits an internship of greater depth than the 15-week fall semester. Course topics include theories and topics of development, cross-cultural seminar, national and regional history, economics, and culture. Field study placement categories include public health, education environmental protection, social services, women in development, agriculture, and small business, involving a minimum commitment of 30 hours a week. Students study intensive Twi, one of the predominant ethnic languages of Ghana, during the first phase of the program. Content courses are taught in English. Housing is in homestays with local families. Eligibility: At least one course in global development studies and African studies highly recommended. BRIGHT, Program Adviser.

Kenya: Minnesota Studies in International Development (MSID)

The Minnesota Studies in International Development (MSID) program in Kenya focuses on problems of development and social change through grassroots internships in poor communities. Eight weeks of classroom in Nairobi, the capital of Kenya, are followed by five weeks (fall) or 11 weeks (spring) in a field placement and a week-long final seminar. The longer spring semester (21 weeks, from mid-January to mid-June) permits an internship of greater depth than the 15-week fall semester. Course topics include theories and topics of development, cross-cultural seminar, national and regional history, economics, and culture. Field study placement categories include public health, education, environmental protection, social services, women in development, agriculture, and small business, involving a minimum commitment of 30 hours a week. Students study intensive Swahili, the predominant ethnic language of Kenya, during the first phase of the program.

Content courses are taught in English. Housing is in homestays with local families. Eligibility: At least one course each in global development studies and African studies highly recommended. BRIGHT, Program Adviser.

Kenya: Semester Program (St. Lawrence University)

The St. Lawrence Kenya program balances the study of urban and rural areas, cultural diversity, and environmental issues. Course topics include Kenyan peoples and cultures, women's studies, philosophy, political science, religion, environmental resource management, history, sociology, and Kiswahili. Field studies form the foundation for a one-month internship or field course culminating in a major research project. Students are housed in homestays. Eligibility: At least one course in African studies is highly advised in addition to independent readings. BRIGHT, Program Adviser.

Kenya: Wildlife Management Studies (School for Field Studies) (SFS)

The SFS program in Kenya focuses on the search for ecologically appropriate solutions to the conflict between food production and the viability of wild animal populations. Courses are built around interdisciplinary case studies focusing on local environmental problems and feature a combination of lectures, field study, and research. There are four courses: Techniques of Wildlife Management; Wildlife Ecology, Environmental Policy, and Socioeconomic Values; and Directed Research. Each student completes an individual research project. Students are housed in a rustic base-camp. Eligibility: At least one course in environmental studies or biology highly recommended. J. BROWN, Program Adviser.

Madagascar: Conservation and Ecology—School for International Training

The SIT program in Madagascar concentrates on the conflict between human needs and nature conservation. A course on Malagasy life and culture covers political and economic issues, human and physical geography, and rural development. The Ecology and Conservation Seminar studies the impact of economic development and tourism on the natural environment, featuring a large number of field trips. All students conduct a major independent study project. Courses are taught in French and English. Housing is provided in homestays and hostels. Eligibility: Three semesters of college-level French and at least one course in environmental studies or biology. BRIGHT, Program Adviser.

Senegal: Council on International Educational Exchange (CIEE)

The CIEE program in Senegal offers courses and internship opportunities through two partner institutions in the capital, Dakar: the Baobab Center, a cultural resource and training center, and Cheikh Anta Diop University, one of the premier French-speaking universities in West Africa. Courses at the Baobab Center are offered in English and may include cultural studies, development, literature, art, history, and political science. Students also study both French, the national language, and Wolof, the predominant ethnic language of the country. University courses, in which program participants are in class together with Senegalese students, are offered in a wide range of subject areas, including history and geography, French-language literature, philosophy, and sociology. Community service or internship options are available, involving both a required seminar and 50–60 hours of practical experience. Housing is provided in homestays with Senegalese families. Field trips and cultural activities include travel to Saint Louis, the former capital of Senegal, Goree Island, and the rural areas of Nioro in the center of the country. Eligibility: Minimum 2.75 GPA. Completion of at least one 300-level course in French. BRIGHT, Program Adviser.

Senegal: Minnesota Studies in International Development (MSID)

The Minnesota Studies in International Development (MSID) program in Senegal focuses on problems of development and social change through grassroots internships in poor communities. The program is divided into three

phases: nine weeks of classroom work in Dakar, the capital of Senegal; four weeks (fall) or 10 weeks (spring) in a field-study placement with an agency or development project in a rural community; and a week-long final seminar. The longer spring semester (21 weeks, from mid-January to mid-June) permits an internship of greater depth than the 15-week fall semester. Course topics include theories and topics of development, cross-cultural seminar, national and regional history, economics, and culture. Field study placement categories include public health, education environmental protection, social services, women in development, agriculture, and small business, involving a minimum commitment of 30 hours a week. Students study intensive Wolof, the predominant ethnic language of Senegal, during the phase of the program in Dakar. Although content courses are taught in English, students are expected to have a working knowledge of French, the national language of Senegal, which is essential to communicating with local people. Housing is in homestays with local families. Eligibility: French through the 200-level (four semesters) or the equivalent. At least one course each in global development studies and African studies highly recommended. BRIGHT, Program Adviser.

South Africa: Organization for Tropical Studies (OTS) (Spring)

The OTS in South Africa program, offered in partnership with Duke University, provides students the opportunity to gain in-depth knowledge of field ecology and biology while developing skills in field research. The program is based in Kruger National Park, home to hundreds of animal species and more than 2,000 species of plants. Courses are taught by three resident faculty, who hold doctorates in biology, and visiting professors from South African institutions, and include: Ecosystems and Diversity, Field Research in Savanna Ecology, Conservation and Management of Protected Areas in South Africa, and History and Culture of South Africa. All courses include independent research projects. The program includes cultural exchanges with the Zulu, Ndebele, Venda, and Sotho/Tsonga communities. Field trips are provided to Cape Town for both cultural study and botany, the Nylsvley Reserve north of Johannesburg for ornithology, and the Wits Rural Facility for study of rural life, community health, and water access. Group housing is provided in a variety of locations during the program. Eligibility: At least two semesters of biology, ecology, or related sciences. Course(s) in African studies highly recommended. J. BROWN, Program Adviser.

Tanzania: Human Evolution & Ecology (ACM) (Fall)

The ACM program in Tanzania is an interdisciplinary program in the natural and social sciences offering undergraduates the rare opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. Courses include Swahili, human evolution, ecology of the Serengeti Plain, and research topics. Six weeks are spent in tent camps while pursuing individual field research in the Serengeti/Ngorongoro area. During the first two months, students live in dormitories at the University of Dar es Salaam; housing in the field is in tents, and during the final four weeks in homestays near the university. Eligibility: Background in both anthropology and biology. BENTLEY-CONDIT, Program Adviser.

Tanzania: Nation-Building and Political Development in East Africa (ACM) (Spring)

Offered by the Associated Colleges of the Midwest, the Tanzania: Nation-Building and Political Development in East Africa program allows students to experience the breadth of Tanzanian society while studying its culture, language, economics, politics, art, literature, and music. Interdisciplinary courses include Political and Economic Issues of Development, Culture and Society in Tanzania Past and Present, and Introductory Kiswahili, the most important ethnic language. The program features a wide range of guest speakers drawn from leaders in government, business, international organizations, and universities. Each student plans and conducts a supervised

independent field project under the direction of a faculty member. Frequent field trips supplement academic work, enabling students to explore the country's cultural, economic, and ecological diversity. Housing is provided through family stays in Dar-es-Salaam. Eligibility: coursework in African studies and global development studies highly recommended. GREY, Program Adviser.

Asia—East

China: Beijing (Council on International Educational Exchange) (Council)

The Council program in Beijing features study at Peking University for intermediate and advanced level students. Mandarin is taught in small classes and includes intensive training in speaking, reading, and writing. Other courses are available in modern literature, classical poetry, and Chinese culture and customs. Field trips are organized to historical and cultural sites in and around Beijing. Classes in calligraphy, painting, taijiquan, qigong, seal cutting and traditional Chinese musical instruments are also offered. Housing is provided in shared rooms in the foreign students' dormitory. Prerequisites: two years of college-level Chinese and one Chinese area studies course. CHINESE DEPARTMENT FACULTY, Program Advisers.

China: Beijing Program (Associated Colleges in China: Hamilton College) (ACC)

ACC is a very rigorous and intensive language program for intermediate and advanced students of Chinese. Students in their second-year of Chinese must begin the program in the summer term, but those beginning their third or fourth year may enroll in the summer, fall or spring. In addition to language instruction, courses are offered in modern Chinese society, literature, history, philosophy, and cinema. Students participate in a language practicum in which they are required to use their Chinese outside the classroom with local citizens through information-gathering and interviews. Extracurricular activities, such as calligraphy, cooking, and tai chi are also provided. Participants pledge that only Chinese will be spoken on the program. The program features weekly local excursions within Beijing and several longer field trips. Housing is in dormitories, and activities with host families take place on weekends. Eligibility: intermediate level Mandarin Chinese. CHINESE DEPARTMENT FACULTY, Program Advisers.

China: Beijing Program (Institute for the International Education of Students) (IES)

The IES Beijing program shares facilities with the Hydro-Ecology Institute, Shui-Dian Guanli Xueyuan. Students combine language study at the intermediate level with academic work in Chinese area studies taught in English. Internships are available in business and education. Volunteer opportunities are available in such areas as secondary English teaching. Field trips are an integral part of the program. Housing is provided in dormitories with Chinese students or in homestays with a Chinese family. Eligibility: One year of college-level Mandarin Chinese or the equivalent. CHINESE DEPARTMENT FACULTY, Program Advisers.

China: Nanjing (Council on International Educational Exchange) (Council)

The Council program at Nanjing University aims to provide a solid foundation for intermediate-level students in the four skills of reading, writing, listening, and speaking. Students are required to use the language creatively outside the classroom and then to discuss their efforts with teachers and fellow students. All students take two language classes in Mandarin Chinese, taught by

Nanjing University faculty, and an area studies course taught in English by the resident director. Housing is provided in triple rooms in foreign student dormitories, but Chinese roommates may be available. Eligibility: one year of college-level Mandarin Chinese and at least one pre-1949 Chinese history or civilization course. CHINESE DEPARTMENT FACULTY, Program Advisers.

Japan: Japanese Studies—Waseda University (Associated Colleges of the Midwest) (ACM) (Fall)

The Japanese Studies program is located on the campus of Waseda University, one of Japan's premier universities, and emphasizes the study of Japanese language and culture. Morning classes are devoted exclusively to language acquisition. Classes in English are offered in social studies, arts, and humanities, covering various topics in Japanese and Asian Studies. Independent study and internships are available. Students live with host families in Tokyo and in a month-long rural homestay. A range of field trips is offered. Eligibility: At least one semester of Japanese. Minimum 3.0 GPA. BRIGHT, TAKAHASHI, Program Advisers.

Japan: Tokyo (Council on International Educational Exchange) (Council) (Spring)

The Council program in Japan is based at Sophia University in Tokyo, a private Jesuit institution offering an extensive curriculum in English and Japanese. Students may take Japanese language at many levels and courses taught in English, including Japanese and Asian Studies, economics and international business, international relations, political science, art history, literature, religion, philosophy, anthropology, and sociology. Field trips encompass visits to companies, factories, government agencies, museums, shrines, theatre, and local festivals. Social activities are organized with Japanese students. Housing is provided in homestays. Eligibility: Coursework in Asian Studies highly recommended. BRIGHT, TAKAHASHI, Program Advisers.

Taiwan: Taipei (Council on International Educational Exchange)

The Council program in Taipei at National Chengchi University provides intermediate-level students with Mandarin Chinese language training along with a perspective on Taiwan's contemporary culture and history. In addition to language courses, electives are offered in English in such areas as economics, sociology, history, and art. Field trips in and around Taipei are provided. Housing is provided in dormitories. Eligibility: One year of college-level Mandarin Chinese and one Chinese area studies course. CHINESE DEPARTMENT FACULTY, Program Advisers.

Asia—South

India: India Studies (Associated Colleges of the Midwest) (ACM) (Fall)

The ACM India Studies program is located in Pune, a city of over a million people in Maharashtra State. Students are introduced to the civilization of India through area-studies courses in English on such topics as the colonial legacy, religion, caste, village life, urbanization, and politics. Intensive instruction is provided in Marathi, the major local language. Students also enroll at the Tilak Maharashtra Vidyapeeth, a local university offering courses in English in literature, history, philosophy, economics, political science, art, and music. All students complete a major independent study project. Many extracurricular activities and field trips are available. Housing is provided in homestays. Eligibility: Relevant coursework such as Major Asian Religions strongly recommended. GILDAY, Program Adviser.

India: South India Term Abroad (SITA) (Fall)

The SITA program operates in the temple city of Madurai in the Indian state of Tamil Nadu, one of India's most important centers of religious pilgrimage.

Classes are taught by local Indian faculty. Coursework includes required courses in Tamil language and culture, socio-political issues, and a month-long independent study project. Optional courses include the Myth and Art of Hinduism and Modern Indian Literature. Cultural activities emphasize music, dance, and drama, as well as numerous field trips. Intensive, in-depth contact with South India's peoples is a hallmark of the program. All students are housed with host families. Eligibility: GPA above 3.0. Coursework in Asian Studies and Global Development Studies highly recommended. GILDAY, Program Adviser.

Sri Lanka: Intercollegiate Sri Lanka Education (ISLE) (Fall)

The ISLE program is located in the city of Kandy, the center of traditional Sri Lankan culture, is affiliated with the University of Peradeniya, which organizes courses tailored to participants. Required courses include intensive Sinhala, the local language, a Sri Lankan Studies Seminar, and the Independent Study, an in-depth field project. Optional courses include Buddhist Thought, Ritual and Folk Culture, Modern Lankan Literature, Art, and Theatre, as well as other offerings in women's studies, political science, history, anthropology, and development studies. Classroom study in supplemented by field trips and two tours of the island. Housing is provided in homestays. Eligibility: GPA above 3.0. Coursework in Asian Studies and Global Development Studies highly recommended. GILDAY, Program Adviser.

Australia

Adelaide: University of Adelaide (Institute for the International Education of Students) (IES)

Primarily recommended for science division students, the University of Adelaide is one of Australia's oldest and finest universities. Adelaide has been developed as a leading science university, offering a particularly strong environmental science program. With 15,000 students, including approximately 1,500 international students from 70 countries, the university offers a comprehensive range of courses while being small enough for personal interaction with faculty. Internships are available in a variety of organizations. The Australian academic year begins in late February and ends in late November. Grinnell students normally attend for a single semester and are integrated into university life. IES offers several field trips during the semester, including a week in the outback. Accommodation is in dormitories. Eligibility: major or substantial coursework in the sciences. Non-science students will be considered but must submit a plan for an academic project supported by their academic adviser. BRIGHT, SHARPE, Program Advisers.

North Queensland: Tropical Rainforest Management (School for Field Studies) (SFS)

The SFS program in Australia focuses on the restoration and management of degraded forest, pasturelands, and watersheds. Students are registered in four courses: Rainforest Ecology; Principles of Forest Management; Environmental Policy and Socioeconomic Values; and Directed Research. Days are spent in a combination of lectures, field exercises, and research in the surrounding natural rainforest. Every student completes a directed research project. Interviews are conducted with farmers, resource managers, and aboriginal clan members to gain a variety of perspectives on the issues being studied. Housing is provided on a fully equipped research compound. Eligibility: At least one course in environmental studies or biology required. J. BROWN, Program Adviser.

Russia

Russia: Krasnodar (ACM) (Fall)

The ACM Russia program is based at Kuban State University in the city of Krasnodar. Contacts with foreigners are few, and interaction with Russians are numerous, close, and informal. The program combines intensive Russian language study with an area studies course, Introduction to Russian Society. Language class size is limited to five to nine students. Individual projects are conducted on topics growing out of students' experiences with the people and culture of the region. Internships and volunteer opportunities are available. Field trips are offered to Moscow and St. Petersburg, as well as the Black Sea. Housing is provided in homestays with Russian families. Eligibility: Minimum of one year of Russian. GREENE, Program Adviser.

Russia: Russian Language and Area Studies Programs: Moscow or St. Petersburg (ACTR)

ACTR offers the choice of either Moscow or St. Petersburg for its linguistic and cultural immersion programs, which are located at the Moscow Linguistics University, Moscow International University, or the Russian State Pedagogical University in St. Petersburg. The programs offer the intensive study of Russian language as well as Russian history, politics, economics, culture, and society. Participants may audit regular university courses with Russian students. Internship or volunteer opportunities are available in businesses, voluntary, or non-governmental organizations. The program features regular weekly excursions and field trips to regions outside of Moscow or St. Petersburg. Housing is provided in host families or university dormitories. Eligibility: Advanced (3 years) or Intermediate (2 years) of Russian. ARMSTRONG, Program Adviser.

Europe

Austria: Vienna—(Institute for the International Education of Students) (IES)

IES Vienna is primarily recommended for music performance majors who have taken at least two semesters of college-level German. Students may audition for master classes and individual instruction at the Konservatorium der Stadt Wien—which offers concentrations in keyboard, strings, woodwind, percussion, and voice—as well as for the conservatory orchestra, choral, and recital groups. For students not accepted at the conservatory, individual instruction is available at the IES Performance Workshop. IES also offers classes in intensive German, anthropology, art history, literature, economics, political science, psychology, and international relations. Most courses are taught in English. Internships arranged by request. Major week-long field trips are provided. Housing is in shared student accommodation. Eligibility: Minimum of two semesters of German. Advanced performance classes. STAFF, Program Advisers.

Belgium: Program in European Culture and Society and Institute of Philosophy, Katholieke Universiteit, Leuven (University of Pennsylvania)

Primarily for philosophy students or those who wish to work on advanced projects in the social sciences, this program is intended for qualified philosophy students and those who may wish to study European integration. Courses are taught in English and participants are fully integrated with Belgian and international students. The study of Dutch language is required. Non-credit internships are available in both Leuven and Brussels. Field trips are provided to locations throughout Belgium and to institutions of the European Community in Brussels. Housing is arranged in private student accommodation. Eligibility: Major or substantial course work in philosophy. Social science students must submit a plan for a specific project supported by their academic adviser. SCHRIFT, Program Adviser

Czech Republic: Central European Studies (ACM) (Fall)

The ACM Czech Republic program is based at Palacky University in Olomouc, the capital of Moravia. Among other topics, the program studies the social and cultural transformation taking place in post-communist Europe. Courses offered in English include the History of Central Europe, Society and Politics in the Czech Republic, Modern Czech Literature, and intensive Czech Language. Field research opportunities are provided. Field trips are offered within the Czech Republic and to Slovakia, Austria, Hungary, and Poland. Housing is provided in dormitories with Czech roommates. Eligibility: Students interested in Central and East European studies encouraged to apply. ARMSTRONG: Program Adviser.

England: Bristol—University of Bristol (Spring)

The University of Bristol has an international reputation for academic research and is particularly recommended for science division students or those who wish to work on advanced projects in the social sciences or humanities. Many of the departments are rated among the top five U.K. universities, and Bristol itself is reputed to be the most selective institution of higher education in the country. Teaching consists of lectures and small group tutorials with a heavy emphasis on independent study. The City of Bristol is famous for its long history of maritime trade and accomplishments in engineering; its economic strength today is founded on financial services, aerospace industries, high technology, and media. Housing is provided in dormitories or apartments. Eligibility: Minimum GPA of 3.4. Detailed plan of study. Recommendation of academic adviser. BRIGHT, Program Adviser.

England and Italy: London and Florence—Arts in Context (ACM) (Spring)

This ACM program divides the semester between London and Florence, spending eight weeks in each city and focusing on how a variety of artistic media—architecture, painting, sculpture, literature, and theatre—both reflect and influence cultural and political values. In Florence, students visit galleries, museums, churches, and public buildings. Field trips are taken to both Rome and Siena. Intensive Italian language study is available for students starting the program in Florence. Housing is in homestays. In London, in addition to the focus on art and architecture, the program features a course in theatre involving attendance at several productions. Group housing is provided. Eligibility: Coursework in art history, theatre, history, and literature recommended. CHASSON, Program Adviser.

England: London School of Economics and Political Science (LSE) (Full Year)

The LSE has an outstanding international reputation in economics and social sciences as well as history, law, and philosophy. Located in the heart of London at the nexus of the government, commercial, financial, and legal districts, over half of its students are international, from more than 30 countries. “The General Course” is a fully integrated, one-year program for study-abroad students. Students may take any four year-long courses from a total of more than 420 offerings. Teaching consists of lectures, seminars, and small group tutorials with a heavy emphasis on independent study. Housing is in dormitories or apartments. Eligibility: Minimum GPA of 3.3. Recommendation of department and approval for a full year off campus. MUNYON, Program Adviser.

England: University of Manchester (Spring)

Internationally recognized for teaching and research, the University of Manchester is particularly recommended for science division students or those who wish to work on advanced projects in the social sciences or humanities. The science, social studies, and humanities divisions are consistently rated among those of the top five U.K. universities. Manchester houses the most powerful university computing center in the country and one of the top academic libraries. Teaching consists of lectures and small group tutorials

with a heavy emphasis on independent study. The City of Manchester, famous as the birthplace of the industrial revolution, is now an international center for business, education, and media. Housing is provided dormitories or apartments. Eligibility: Minimum GPA of 3.4. Detailed plan of study. Recommendation of academic adviser. BRIGHT, Program Adviser.

France: Aix-en-Provence—American University Center of Provence (AUCP)

Located in Aix-en-Provence, the AUCP program is both academically rigorous and highly experiential. Students are rapidly integrated into the local French community while undertaking the intensive study of French language and culture. In addition to coursework taught by French university professors in modern French civilization, literature, political science, art history, and studio art, students take a core course, called the Practicum, involving experiential activities and community service. Students also attend one course with French students at the University of Provence. Cultural activities include regional field trips. Housing is in homestays with French families carefully selected for their desire to make the student a part of the family. Eligibility: Minimum GPA of 3.0. Completion of at least one 300-level course in French. FRENCH DEPARTMENT FACULTY, Program Advisers.

France: Nantes (Institute for the International Education of Students) (IES)

The IES program in Nantes has two important goals: to improve students' written and oral proficiency in French through language and area studies and to provide an introduction to the European Union. In addition to French language courses, students select from IES offerings in such areas as Art History, Economics, History, Literature, Political Science, Psychology, Sociology, and Theatre. Students are encouraged to take at least one course with French students at the University of Nantes, where they have access to libraries, computer labs, restaurants, and sports facilities. The program also features numerous internships and volunteer opportunities together with field trips, Model European Union, and International Drama Festival. Housing is provided in homestays. Eligibility: Completion of at least one 300-level course in French. FRENCH DEPARTMENT FACULTY, Program Advisers.

France: Paris—Hamilton College Junior Year in France (Full Year)

Hamilton College in Paris is a rigorous year-long program for students of exceptional ability. The program combines courses specifically designed and taught in French for American college students with a wide selection of courses from French institutions of higher education throughout Paris. Particular emphasis is placed on French language, literature, performing arts, political science, history, and economics. Majors in political science, history, or economics may qualify to enroll in the prestigious Institut d'Etudes Politiques. Special opportunities include a theatre course involving regular attendance at theatrical productions, teaching internships in Parisian secondary schools, and an independent study option. Field trips are organized throughout the year. Students are housed in homestays. Eligibility: Minimum 3.0 GPA. Completion of at least one 300-level course in French. Approval for a full year off campus. FRENCH DEPARTMENT FACULTY, Program Advisers.

France: Sarah Lawrence College in Paris

Especially suitable for students of fine arts, Sarah Lawrence College in Paris provides the opportunity to devote up to half of the program to the visual and performing arts, including theatre, dance, visual arts, and music at selected studios and conservatories. This academically intensive program also features the opportunity to study at French institutions of higher learning in the city as well as to participate in a variety of specially designed seminars, including "Maghrebi Literature" and "France and Africa." The wide range of courses available, offered by both Sarah Lawrence and the University of Paris, includes French language and literature, history, art history, philosophy,

anthropology, political science, and sociology. Academic programs are individually designed, and weekly or bi-weekly personal meetings with professors are structured into every course. A large number of field trips, excursions, and cultural activities allow students to explore Paris in depth and to travel to other areas of France, including Provence. Housing is provided in homestays or international student residences. Eligibility: Minimum 3.0 GPA. Completion of at least one 300-level course in French. FRENCH DEPARTMENT FACULTY, Program Advisers.

France: Toulouse—Dickinson College in France

The Dickinson College program offers a combination of courses from various institutions in Toulouse. Students may enroll in language courses at the Dickinson Study Center as well as in classes offered by the University of Toulouse, the Institut Catholique, and the Institut d'Etudes Politiques. Musicians and studio artists may study at the Conservatoire de Toulouse and the Ecole des Beaux Arts. At the University of Toulouse, courses are available in French literature, art history, music, theatre, political science, economics, sociology, and women's studies, while the Institut Catholique offers courses in history, religion, and philosophy. The Institut d'Etudes Politiques provides the opportunity to enroll in courses in political science and economics. Internships are available. Regular excursions and field trips are offered. Students are housed in homestays. Eligibility: 300-level in French, including one course in literary analysis (French 312 or 313). FRENCH DEPARTMENT FACULTY, Program Advisers.

Germany: Berlin—(Institute for the International Education of Students) (IES) (Spring recommended)

IES Berlin, a program designed for advanced-level students, is taught entirely in German. The semester begins with a three-week orientation session and intensive instruction in German. Classes at the Berlin Center are specifically designed for the students on the program; there is also the option of enrolling directly in classes at the Humboldt University. Berlin Center courses are available in art history, business, cinema, economics, history, literature, and politics. The university offers a very wide range of classes in the humanities, social sciences, and natural sciences. A wide range of internships is available. Several field trips are provided. Accommodation is provided in homes and apartments with Germans. Eligibility: Minimum of fifth-semester German for spring, fourth-semester for fall. At least 4 credits in European, preferably German, culture and history. BARBER (Fall), MICHAELS (Spring), Program Advisers.

Germany: Freiburg—(Institute for the International Education of Students) (IES) (Spring recommended)

IES Freiburg, a program designed for advanced-level students, is taught entirely in German. The program begins with a three-week orientation session and intensive instruction in German. Classes at the Freiburg Center, specifically designed for program students, are offered in German language and literature, art history, modern German history, political science, economics, and theatre. Students also may enroll directly in classes at the Albert-Ludwigs University, where courses are available in nearly all subject areas. A wide range of internships is available. Several field trips are provided. Accommodation options include single rooms in German residence halls, suite arrangements with German students or shared rooms with an IES roommate. Eligibility: Minimum of fifth-semester German for spring, fourth-semester for fall. At least 4 credits of coursework in European, preferably German, culture and history. BARBER (Fall), MICHAELS (Spring), Program Advisers.

Germany: Munich—(Wayne State University) (Spring recommended)

The Munich program is affiliated with the Ludwig-Maximilians University. Program participants have access to courses in the arts and sciences, including language and literature studies, history and history of art, cultural studies, psychology, education, philosophy of science, and social sciences. In addition,

the program provides courses specially designed for American students, including German language and literature, theatre, film, intellectual history, and European history. All students are required to take an intensive course in German during the orientation session. Internships are available. Housing is in dormitory accommodation. Eligibility: Fifth-semester German. At least 4 credits of coursework in European, preferably German, culture and history. BARBER (Fall), MICHAELS (Spring), Program Advisers.

Greece: College Year in Athens

College Year in Athens, which also admits students for a single semester, offers courses taught in English and covering periods from the ancient world to the present. Students choose from two academic tracks: Ancient Greek Civilization, offering both Ancient Greek and Advanced Latin as well as ancient literature, art, architecture, history, philosophy, and religion; and Mediterranean Studies, offering Byzantine history, art, and architecture; Greek language, literature, history, politics, and society. Ancient Greek Art and Archaeology as well as Modern Greek are open to all students. Independent research projects are available. Extensive study trips are offered within Greece. Housing is provided in shared student apartments. Eligibility: Coursework in art, history, humanities, or classics. LALONDE, PHILLIPS, Program Advisers.

Hungary: Budapest Semester in Mathematics

The Budapest program provides students of mathematics with a unique opportunity to study under the tutelage of eminent Hungarian scholar-teachers from Eotvos University and the Mathematical Institute of the Hungarian Academy of Sciences. All courses are taught in English and comprise a wide-selection in mathematics along with other options, including European History, Film, and Drama. Students take three or four math courses and two intercultural courses, including intensive Hungarian. Housing is provided in homestays or shared apartments. Eligibility: One semester of either advanced calculus (or first theory course in analysis) or abstract algebra. JEPSSEN, Program Adviser.

Italy: Florence—Florence Program: Associated Colleges of the Midwest (ACM) (Fall)

The ACM Florence Program focuses on the Italian Renaissance, studying firsthand many influential masterpieces of Western civilization. Rigorous coursework involves visits to museums and monuments, as well as lectures by local scholars and art conservation specialists. The program begins with a study of contemporary Italy and four weeks of intensive Italian language, reinforced through living with an Italian family for the semester. Students select three courses, taught in English, from six options, such as Central Italian Art of the 15th and 16th Centuries, Devotional Art in Renaissance Florence, and Architectural History of Florence. A studio art class is also offered, Drawing and the Human Figure. The program features field trips to Rome, Venice, Pisa, and Siena. Eligibility: Background in art and art history, European history, modern languages, or the humanities. CHASSON, Program Adviser.

Italy: Milan Program—Institute for the International Education of Students (IES)

The IES Milan Program is especially recommended for music performance students interested in Italian studies. Instruction in vocal and instrumental performance, composition, and orchestra is available at a number of outstanding institutions, including the Civica Scuola di Musica, the Scuola Musicale G. Marziani, the Conservatorio G. Verdi. All beginning and low-intermediate students of Italian take a required nine-credit course in Italian language and culture. Students may also select from area studies courses, taught in English, including history, literature, art history, cinema, and political science. Internships are available. Field trips are offered throughout the semester. Housing is provided in shared apartments with Italian room-

mates. Prerequisites: Advanced performance classes. Course background in European history and humanities recommended. CHENETTE (Music), D. GROSS, Program Advisers.

Italy: Intercollegiate Center for Classical Studies in Rome (ICCS)

The ICCS program in Rome focuses on the study of ancient history, archeology, Greek and Latin literature, and ancient art. Students normally take four courses, including a required double-course titled “The Ancient City,” covering Roman archeology and topography, aspects of social and urban history, and Roman civilization. Students may take Intermediate or Advanced Latin, Intermediate or Advanced Greek, Renaissance and Baroque Art History, or Elementary Italian. Site visits, museum tours, lectures, and field trips outside of Rome are included. Housing is provided at the ICCS center. Eligibility: Minimum GPA of 3.0. Major in classics or art history with strong classical interests. Roman History through coursework or independent reading. LALONDE, PHILLIPS, Program Advisers.

Spain: Madrid—Hamilton College in Spain

Hamilton College in Spain is a rigorous program offering courses designed specifically for program students and taught in small classes by Spanish faculty. Students select four courses per semester from a wide range of offerings in Spanish language, literature, history, art history, political science, economics, anthropology, and sociology. Independent study is also available. All courses are taught in Spanish, and the language must be spoken at all times. Internships are available in such areas as education, health care, and social work. The program offers a large number of field trips throughout the semester, including travel to Granada, Segovia, Salamanca, Toledo, Seville, Cordoba, Avila, and Santiago de Compostela. Housing is provided in homestays. Eligibility: Minimum GPA of 3.0 and 300-level Spanish. PILLADO, Program Adviser

Spain: Madrid—Institute for the International Education of Students (IES)

IES in Madrid is located on the campus of the Universidad Complutense de Madrid, allowing for immersion of program participants in Spanish student life. The IES Center offers courses taught in Spanish for American students and taught by Spanish faculty as well as the opportunity to take regular university courses with Spanish students. The program begins with two weeks of intensive language study. Area studies courses offered by the IES Center include art history, archaeology, cinema, economics, history, literature, political science, sociology, and theatre. University courses include classes in international relations, women’s studies, philosophy, history, linguistics, and sociology. Internship and volunteer opportunities are available. Field trips are offered to such locations as Cordoba, Seville, Cadiz, and Morocco. Housing is provided in homestays or university dormitories. Eligibility: Spanish 285. 300-level Spanish required for spring semester students. Course in European history or culture. PILLADO, Program Adviser.

Spain: Seville—Liberal Arts Program: Council on International Educational Exchange (Council)

The Council program in Seville is located on the campus of the Universidad de Sevilla. During the first part of the program, students take an initial intensive course from a choice of several fields and intensive Spanish language. Afterwards, students enroll in five courses chosen from either Council Study Center Courses open only to American students; University of Seville Cursos para Extranjeros for international students; and/or regular University of Seville courses with Spanish students. All courses are taught in Spanish and include advanced language study and literature, anthropology, archaeology, political science, history, political science, art history, theatre, and women’s studies. Regular university classes may be taken only in the spring semester. Independent study, internships, and volunteer opportunities are also available. Field trips and excursions are provided. Housing is

provided in homestays or boarding houses. Eligibility: 300-level Spanish. PERRI, Program Adviser.

Sweden: Stockholm—The Swedish Program (Hamilton College)

The Swedish Program at the University of Stockholm, primarily recommended for students intending to work on advanced projects in the social sciences, focuses on the country's innovative responses to public policy challenges such as environmental protection, gender equality, women's issues, immigration, workplace democracy, day care, health care, and education. Comparative study compares and contrasts Swedish social and economic policies with those of its European neighbors and the United States. Other courses include Swedish language, as well as options in Swedish literature, film, art, and architecture, which are taught in English. Field trips are offered throughout Sweden. Housing is provided in homestays or shared apartments. Eligibility: Background in sociology, anthropology, and/or political science. Detailed plan of study. CAULKINS, Program Adviser.

Latin America and the Caribbean

Argentina: Advanced Social Sciences Program, Buenos Aires (Council)

The Council program in Argentina is located at the Facultad Latinoamericana de Ciencias Sociales (FLACSO), which sponsors one of the most prestigious social science programs in the region. The program is designed to provide students with a critical appreciation of Argentina and its importance in Latin America from the perspective of the social sciences. Students normally take two special courses offered at FLACSO combined with one or two University of Buenos Aires courses, in addition to a required intensive course in Spanish. Available areas of study include Argentine studies, sociology, economics, history, psychology, and political science. All courses are taught in Spanish. Excursions and field trips are offered by the program. Housing is provided in homestays or in student residences. Eligibility: Third-year Spanish, coursework in Latin American studies or social sciences. BENOIST, Program Adviser.

British West Indies: Marine Resource Studies (School for Field Studies) (SFS)

The focus of the SFS British West Indies program is on the development and management of fishery resources and the attractions offered by the spectacular natural marine environment. Interdisciplinary case studies focus on local environmental problems and resource conflicts. Students take four courses: Tropical Marine Ecology; Principles of Resource Management; Environmental Policy and Socioeconomic Values; and Directed Research. Fieldwork sites include coral reefs and shallow banks, seagrass beds, mangroves, and beach areas. Every student completes a directed research project. Accommodation is provided in shared rooms at the SFS Center. Eligibility: At least one course in environmental studies or biology required. Willingness to live and work in groups. J. BROWN, Program Adviser.

Chile: Cooperative Latin American Studies Program (Council)

The Council program in Santiago and Valparaíso, Chile, operates at three host institutions: two in Santiago, the Universidad de Chile, the country's preeminent public university, and the Pontificia Universidad Católica de Chile, the leading private university; and at the Universidad Católica de Valparaíso. During a two-week orientation session, students take an intensive Spanish language and culture course. University courses in Santiago are offered in such areas as history, philosophy, political science, international relations, anthropology, women's studies, urban studies, fine art, psychology, and literature. In Valparaíso, the most appropriate departments for study-abroad students are literature, history, oceanography, and psychology; political science, anthropology, and sociology are not available. Excursions and field

trips are provided to sites of historical and cultural interest. Housing is in homestays. Eligibility: Third-year Spanish. BENOIST, Program Adviser.

Costa Rica: Organization for Tropical Studies (OTS)

OTS offers an intellectually and physically demanding field studies program utilizing three biological field stations in ecologically distinct regions. The stations include La Selva, internationally recognized for tropical rain forest research; La Cruces, located in the largest protected area in Central America; and Palo Verde, containing some of the oldest remaining dry rain forest and important wetland areas. An intensive schedule includes fieldwork, data analysis, and lectures. Additional classes are offered in the environmental policy, Spanish language, and Latin American culture. The first three weeks, devoted to intensive training in Spanish, are spent in a homestay with a Costa Rican family. Students are housed in group living arrangements in the field. Eligibility: GPA above 3.0. Minimum of one year of biology and one year of Spanish. J. BROWN, Program Adviser.

Costa Rica: Semester Internship and Research Program (ICADS)

The Institute for Central American Development Studies (ICADS), a center for social and environmental research on Central America, focuses on women's issues, economic development, public health, education, human rights, and environmental issues. The program offers an initial four weeks of intensive Spanish language training and seminars in history and culture, environmental problems, and women's studies. During an eight-week internship in Costa Rica or Nicaragua, students work at the grass-roots level with environmental organizations, public health professionals, teachers, and community organizers. Housing is in homestays. A field trip is provided to either Nicaragua or Panama. Eligibility: Minimum of three semesters of college-level Spanish; two years strongly recommended. WILLIS (Fall), ROPER (Spring), Program Advisers.

Costa Rica: Studies in Latin American Culture and Society (ACM) (Fall)

The ACM program, located in San Jose, offers in-depth cultural studies and immersion in the daily life of the country through a combination of coursework and field study. The program provides intensive Spanish; an overview of the country through classwork, field studies, and a two-week rural stay; and a choice of core courses dealing with issues in economics, politics, and development. Students conduct a major independent study on a topic of personal interest, which may be written in English. During the second half of the semester, participants select a language elective in Latin American Literature, advanced composition, or conversation. The program is complemented by a number of field trips. Housing is provided in homestays. Eligibility: At least three semesters of college-level Spanish or the equivalent; four semesters preferred. WILLIS, Program Adviser.

Costa Rica: Tropical Field Research Semester (ACM) (Spring)

The ACM Tropical Field Research Semester provides for advanced independent work in the natural and social sciences and the humanities. Students take an orientation course involving the intensive study of Spanish and Costa Rican culture, while designing a detailed research proposal. Independent projects may be conducted in a wide variety of areas, including tropical biology and ecology; the social sciences, such as economics and anthropology; and literature and the arts. Housing is in homestays with Costa Rican families. Field trips are offered throughout the program. Eligibility: Coursework in the proposed research discipline. Minimum of three semesters of Spanish or the equivalent; four semesters preferred. Familiarity with statistics and fieldwork methodology strongly recommended. J. BROWN (biology) and WILLIS (social sciences), Program Advisers.

Ecuador: Minnesota Studies in International Development (MSID)

The Minnesota Studies in International Development (MSID) program in Ecuador focuses on problems of development and social change through grass-roots internships in poor communities. The program is divided into three

phases: nine weeks of classroom work in Quito, the capital of Ecuador; four weeks (fall) or 10 weeks (spring) in a field study placement with an agency or development project in a rural community; and a week-long final seminar. The longer spring semester (21 weeks, from mid-January to mid-June) permits an internship of greater depth than the 15-week fall semester. Course topics include theories and topics of development, cross-cultural seminar, national and regional history, economics, and culture. Field study placement categories include public health, education, environmental protection, social services, women in development, agriculture, and small business, involving a minimum commitment of 30 hours a week. Students study intensive Spanish during the phase of the program in Quito. Content courses are taught in Spanish, and students are expected to have a working knowledge of the language, which is essential to communicating with local people. Housing is in homestays with local families. Eligibility: Spanish through the 200-level (four semesters) or the equivalent. At least one course each in global development studies and Latin American studies highly recommended. WILLIS, Program Adviser.

Mexico: Center for Wetland Studies, Baja, Mexico: (School for Field Studies) (SFS)

The SFS program in Mexico is concerned with collecting the data necessary for the creation of a sustainable development management plan for the region. The program features intensive Spanish instruction and lectures on the history, socio-economics, culture, and resource use patterns and concentrates on three interdisciplinary case studies focusing on local environmental problems and resource conflicts. Students take four courses: Coastal Ecology; Principles of Resource Management; Economic and Ethical Issues in Sustainable Development; and Directed Research, involving a combination of lectures, field exercises, and research on sites including beach areas, mangroves, waters, and local communities. Every student completes a directed research project. Eligibility: Minimum of one semester of college-level Spanish. At least one course in environmental studies or biology. J. BROWN, Program Adviser.

Mexico: Rutgers University in Mexico: Mérida

The Rutgers University program in Mexico operates in cooperation with the Universidad autónoma de Yucatán, located in the city of Mérida. The area offers a unique mixture of colonial Mexican heritage, indigenous Mayan cultures, and dynamic modern life. The university offers courses for students in all disciplines, including the natural and applied sciences, fine art, history, literature, sociology, archaeology, anthropology, economics, and education. To prepare for entrance into the regular university, students attend a five-week intensive Spanish language program and take an introduction to Mexican history, literature, culture, and politics. Internships in local businesses are available. Frequent field excursions are provided to the numerous archaeological sites of the region, such as Chichen Itza and Uxmal, as well as a longer field trip to Mexico City. Housing is provided in homestays with local families. Eligibility: Third-Year Spanish. BENOIST, Program Adviser.

Middle East

Israel: The Hebrew University of Jerusalem: Rothberg School for Overseas Students

The Hebrew University program offers a full range of Judaic, Israel, and Middle East Studies in English in such fields as political science, international relations, history, religion, gender studies, literature, philosophy, psychology, sociology, and archaeology, as well as fully accredited pre-medical school courses. Independent study and research internships are also available. Participants are required to take an eight-week intensive Hebrew course before the beginning of the semester. There is a full program of social and

cultural activities, field trips, and volunteer opportunities. Housing is provided in dormitory accommodation. Eligibility: Minimum GPA of 3.0. Middle Eastern Studies highly recommended. REITZ, Program Adviser.

Turkey: Global Partners Study-Abroad in Turkey (Fall)

The program in Turkey begins in Istanbul, with its rich ancient Byzantine, and Ottoman heritage, where students begin the study of Turkish language and take a core course on history, politics, economics, and religions of the region. A field trip is provided to major sites such as Gallipoli, Troy, Sardis, Izmir, Ephesos, and Gordion. The second phase of the program is based in Ankara, the Turkish capital, where students choose three additional courses in English from the offerings at Bilkent University and Middle East Technical University, including art, economics, education, social sciences, humanities, music, performing arts, and science. Housing is provided in dormitories. Eligibility: Relevant coursework in anthropology, classics, and/or religious studies highly recommended. KAMP, Program Adviser.

North America

Atlanta: Morehouse College

Morehouse College is the nation's only historically black, all-male, four-year, liberal arts college, founded in 1867. The college provides an environment that encourages students to develop an appreciation for the ideals of brotherhood, equality, spirituality, humane values, and democracy. The Atlanta campus has an enrollment of 3,000 men from 40 states and 12 foreign countries. More than half of the students are housed on campus. The college has 180 full-time faculty and offers degrees in 35 majors. Morehouse has a very lively student culture and charters more than 40 educational, cultural, religious, social, and recreational student organizations. Eligibility: Recommendation of adviser. BRIGHT, Program Adviser.

Atlanta: Spelman College

Spelman College is a private four-year liberal arts college for women, founded in 1881. An historically black women's college, Spelman is one of the most prominent institutions of higher education in the country. Spelman attempts to instill in students an appreciation for the multicultural environment in which they live and a sense of responsibility for bringing about positive change in those communities. Located in Atlanta, the college has an enrollment of 1,800 women. The academic program includes 23 major areas of study and encourages students to pursue a broad program of study. A low student-faculty ratio of 15:1 insures small classes and personal attention. Spelman offers an extensive array of campus activities involving interaction with politicians, artists, and business executives, as well as a full range of extracurricular opportunities. Housing is in dormitories. Eligibility: Recommendation of adviser. K. SCOTT, Program Adviser.

Chicago: Arts Program (Associated Colleges of the Midwest) (ACM)

The ACM Chicago Arts Program offers a semester immersed in the art scene of Chicago for students interested in the performing, media, literary, and visual arts. The program has four components: the internship offers opportunities in stage design, photography, dance, literary magazines, drama, music, and the Art Institute of Chicago; the Core Course combines study of art history, theory, and criticism with field experiences such as plays, concerts, poetry readings, and video screenings; the independent study focuses on a creative project, scholarly inquiry, or combination of both; and the Special Topics Course offers a choice of two or three topics in various areas of the

arts. Students live shared accommodation. Eligibility: Coursework related to prospective internship recommended. CONNELLY, Program Adviser.

Chicago: Newberry Seminar in the Humanities (Associated Colleges of the Midwest) (ACM)

On the ACM Newberry Library program, students have access to the collections of one of America's foremost research libraries. Areas of specialization include Western Europe and the Americas from the late Middle Ages to the early 20th century, including European exploration and settlement of the New World, the American West, and Native American history. Materials are also available on the Renaissance, the French Revolution, Portuguese and Brazilian history, and British history and literature. Students explore together a common theme for the semester and complete individual research projects related to it. Housing is provided in shared apartments. Eligibility: Interest in pursuing serious research in the humanities. CAVANAGH, Program Adviser.

Chicago: Urban Studies Program (Associated Colleges of the Midwest) (ACM)

The ACM Urban Studies program aims to provide students with an intimate look at the way Chicago functions as a city and assists them in building a career while contributing to public life. The program features four academic components: the Core Course, the Seminar, the Internship, and the Independent Study Project. The Core Course provides an introduction to urban public policy organized around themes such as health care, mass transit, neighborhood development, or public education. The Seminar covers topics such as the media, employment, community building, and political campaigns. The Internship allows students to spend 16–20 hours a week working in a city agency or organization. During the Independent Study Project, students explore a topic of personal interest. Numerous field trips are scheduled. Accommodation is in shared apartments. Eligibility: Recommendation of adviser. V. BROWN, Program Adviser.

Oak Ridge, Tennessee: Oak Ridge National Laboratory Science Semester (Associated Colleges of the Midwest) (ACM)

The Oak Ridge National Laboratory (ORNL) is a U.S. Department of Energy research facility focusing on energy and environmental issues. The program enables students in the sciences and social sciences to join ongoing investigations. During the Interdisciplinary Seminar, biology, chemistry, mathematics, physics, computing, and social science students learn about a wide range of research projects. In the Advanced Course, students choose to study a particular research option. During the Research Component, students devote at least 35 hours per week to a research project supervised by a staff scientist. Research is conducted in biology, concentrating on the effects of radiation; all branches of chemistry; nearly all phases of physics, particularly nuclear, solid state, and plasma physics; and interdisciplinary studies. Social science research options exist in urban development, environmental impact, attitudinal surveys, and energy supply-and-demand analysis. Eligibility: Minimum 3.0 GPA. ROBERTSON, Program Adviser.

Waterford, Connecticut: National Theatre Institute (NTI)

At NTI, students are offered a very intensive, wide-ranging, and practical experience of professional theatre. The program is based at the Eugene O'Neill Theatre Center, a 90-acre estate including residential buildings, acting studios, open-air theatres, and a cabaret space. The core curriculum consists of voice, playwriting, costume and scene design, movement, directing, and acting. A final project culminates in a public performance. During two weeks in England at Stratford-upon-Avon, workshops are offered based on English classical texts, folk dancing, and choral singing. Internship opportunities are available for NTI alumni as well as auditions for summer theatre. Housing is provided in shared student accommodation. Eligibility: Recommendation of adviser. GORDON, Program Adviser.

Woods Hole, Massachusetts: Marine Biological Laboratory—Semester in Environmental Science (SES)

The SES program is offered by the Ecosystems Center, the ecological research arm of the Marine Biological Laboratory. The program goal is to investigate the processes linking organisms with their environment in the interest of resource management. Two core lab and lecture courses are offered, one in Aquatic and one in Terrestrial Ecosystems; one elective two-seminar series; and an independent project. Core courses study the linkages between terrestrial and aquatic ecosystems, featuring both field and laboratory work. Specialized electives provide an opportunity to study in depth a specific area of ecology, such as aquatic chemistry, microbial methods, or mathematical modeling. Two seminar series feature nationally distinguished scientists and science writers. Student teams conduct and present research projects. Housing is provided in the MBL dormitory. Eligibility: Competitive GPA, preparation in biology and environmental studies, faculty recommendation. SULLIVAN, Program Adviser.

Section 3

Campus Life

Campus Life

The Student Affairs Program

The primary purpose of the student affairs program is to complement and enhance the College's central educational mission. A concurrent goal is to develop an effective support community within each residence hall that reflects and addresses the broad range of student experiences, life within a highly rigorous academic environment, and concerns for the future.

The student affairs philosophy is based on self-governance in residence life—students assume responsibility for themselves and their actions. Professional staff fulfill an important role in helping students make transitions and empowering them to make decisions.

The structure for self-governance includes the student affairs staff, student government, the committee on student life, the housing committee, the judicial system, and the hall council. Residence Life Coordinators (RLCs) are student affairs staff members who live in the residence halls and work closely with students, student advisers, and hall councils as educators, mediators, advisers, and advocates. Each RLC advises about 150 students and is available in emergency situations. The hall council, which includes student staff members, student government representatives, and hall residents, promotes community through organized programs and social activities.

Activities

Grinnell is a residential college, and campus life is an essential part of the student's individual development. Just as the residential living system encourages self-reliance and social responsibility, extracurricular activities and events provide opportunities for students to expand their intellectual, cultural, social, and recreational interests.

To ensure participation and experimentation, no admission fee is charged for any campus event. The College sponsors a variety of programs and activities, but many others depend upon student imagination and initiative. A single year's calendar lists as many as 100 visiting lecturers; 60 concerts and recitals by guest artists, students, and faculty; more than a dozen folk, jazz, and rock concerts; 15 major and minor theatre productions; 150 movies, documentaries, and special film series; nearly two dozen conferences, symposia, and special-topic weeks and weekends; and a full schedule of parties, dances, and other all-campus recreational events arranged by student groups.

Community Service

The Community Service Center functions as a clearinghouse for student service projects, supporting established campus service organizations and encouraging new

projects that address the community's needs. The office also helps to facilitate the Federal Work Study/Community Service program, placing students in local nonprofit organizations to earn their work study awards.

Grinnell students volunteer with agencies that serve people affected by poverty, the elderly, or people who may have developmental disabilities. They provide outreach through mentoring and tutoring programs with local school children, teach foreign languages after school to third graders, and teach English as a Second Language. Many students work as advocates for sexual assault and domestic violence survivors.

Each semester a volunteer fair is held to inform the campus of local volunteer activities and opportunities. In addition, volunteer opportunities are updated regularly on the CSC website and sent out electronically to interested students. The CSC welcomes new student-initiated service projects and encourages students to link service activities with academic interests and career exploration.

Counseling and Advising

The Director of Academic Advising and the Vice-President for Student Services coordinate Grinnell's academic and nonacademic advising system. That system is based on an awareness of the needs of students as young adults involved in the examination and development of all aspects of their lives.

Each student has a faculty adviser for guidance in planning academic work and for related counseling. For all first-year students, the advisers are their tutorial professors; later, students choose advisers in their major fields.

Personal advising is available from the Deans in Student Affairs, the Director of Academic Advising, the College Chaplains, the Director of International Student Services, and the Residence Life Coordinators; student advisers work closely with students on an informal, day-to-day basis in the residence halls. In addition, psychological services are provided through the Poweshiek County Mental Health Center and its clinical, psychological, psychiatric, and social worker staff. Under the terms of an arrangement with the mental health center, there is no charge for the first eight sessions any student has each academic year. Students may call the center directly for an appointment, or referrals for counseling may be arranged through the Grinnell College Health Center, the Office of Student Affairs, the College Chaplains, or Residence Life Coordinators.

The Career Development Office helps students make informed matches between their interests, skills, and career options. Programming is based on student needs. A comprehensive plan for self-assessment, occupational assessment, decision-making, and job or graduate school placement is offered. Individual counseling, career-related workshops, and career assessment inventories are available for all students. An online database of all alumni living throughout the United States and the world is available to assist students with career advice and leads for internships and jobs. Preprofessional advisers also assist students who anticipate graduate or professional study or careers in particular vocational fields (see Liberal Education and Careers).

Films

Both recent and classic films are shown in a year-long series, with at least two different films shown each weekend by a student committee. Academic departments sponsor other film showings, such as the Russian and Eastern European Film Series and the American Studies Film Series. Cartoons and other short subjects are often shown to relieve the pressures of examination periods.

Fine Arts

Participation in the art, music, theatre, and dance fine arts programs at Grinnell is widespread. Students, faculty, and staff appear regularly in performances or present their works in exhibitions in the Faulconer Gallery. Visiting artists, musicians, dancers, theatrical groups, and art exhibitions are an integral part of the campus schedule.

In the biannual exhibition seminar, students work intensively with art department faculty and the Faulconer Gallery staff to curate an exhibition from start to finish. Using a body of work from the College's permanent art collection, the students research the art, select works for the exhibition, design the installation, develop programming, and write a catalog published by the gallery. Students also serve as desk attendants and docents for all exhibitions.

The annual Student Art Salon is a juried show organized by students and open to all students who have created artwork during the past year. The exhibition is presented in the Faulconer Gallery, and cash prizes are awarded by the juror. Students may utilize studio art courses to make their work, or one of several recreational craft workshops on campus. In addition, students manage the Terrace Gallery in the Forum, presenting solo and group shows throughout the year.

Music touches almost every member of the college community. Hundreds of students participate in performances of solo, chamber, jazz, folk, choral, and orchestral music. The Department of Music sponsors the orchestra, chorus, Medieval/Renaissance/Baroque ensembles, chamber singers, jazz band, opera workshop, a Javanese gamelan ensemble, and chamber ensembles involving woodwinds, brass, and strings. The department offers lessons on nearly every standard orchestral instrument, plus banjo, guitar, harpsichord, organ, and voice. Instructional programs are supplemented by an outstanding listening facility, strong collections of non-western and early musical instruments, and a MIDI-based electronic and computer music studio.

The theatre and dance program includes four major faculty-directed productions each year. Recent productions include Shakespeare's *Macbeth*, Stoppard's *Arcadia*, Brecht's *Private Life of the Master Race*, Farquhar's *The Recruiting Officer*, Lorca's *Blood Wedding*, O'Neill's *Desire Under the Elms*, Fugard's *The Island*, Wertebaker's *Our Country's Good*, and Churchill's *Top Girls*. Gogol's *The Inspector General* was recently directed by visiting Cowles guest artist-in-residence Venia Smekhov of Moscow's Taganka Theatre. All students are invited to try out for parts and to participate in stage work. Students also develop skills as directors, actors, and designers in student-directed Open Space one-act productions, in 317 and 380 advanced acting and directing projects, and in more informal improv and

playwriting groups. The large student staff has wide responsibility in the department's production season, handling front-of-house, box-office, stage management, and crew in costumes, set, light, sound, props, etc.

Facilities include Roberts Theatre (a modern caliper stage), Flanagan Studio Theatre (a smaller, state-of-the-art black box theatre with flexible seating), and the informal "Wall" studio space. Occasional visiting theatre and dance companies—such as The Acting Company and Pilobolus—add further variety to the program.

Modern dance is taught as part of the theatre curriculum, with performances each year both as independent events and as part of dramatic and musical presentations. Folk dancing is popular and is practiced in both a student-sponsored club and in courses taught by the Department of Physical Education. Both modern and folk dance give students a chance to choreograph as well as perform.

The fine arts departments, the Falconer Gallery, and the College's Public Events Committee bring a variety of visiting artists, performers, companies, and musicians to campus throughout the year. Many of the visitors are of national stature and greatly enrich the cultural life on campus. All events are free and open to the entire community. Recent visitors have included New York artist Sandy Skoglund, Ailey II (dance), Orpheus Ensemble (chamber music), and Chinese artist Xu Bing.

Health Service

The mission of Younker Memorial Health Center is to promote academic success by providing and maintaining psychological and physiological wellness. Student health care needs are met by a staff of two professional nurses, an administrative assistant, and student clerks. The Grinnell community provides many health care resources. A local physician serves as medical adviser to the Health Center team.

Younker Memorial Health Center is an on-campus facility open Monday through Friday, 8 a.m. to 5 p.m. The professional nurses provide assessment and treatment or referral as needed or requested. Transportation to and from in-town appointments are facilitated by the Health Center. Wellness is emphasized during office hours and by informational evening study breaks given in the residence hall setting. Pamphlets about many health issues are available at the Health Center. Non-emergent health-related questions may be asked by using e-nurse. This can be accessed through the Grinnell website.

Overnight care for students who are ill, but not hospitalized, is provided as part of the health fee by the College Sub-acute Care Program at Grinnell Regional Medical Center. After physician assessment, the Health Center nurses or residence life coordinators admit students to the program.

Each student is required to submit a Grinnell College Health Form before registration at the College. The information on this form is important because it aids in the medical care given to the student. An updated immunization record is required, and students are asked to list any chronic illnesses, daily medications, learning disabilities, or physical disabilities that could impede education at Grinnell.

The College's health fee covers the cost of unlimited visits to the Health Center during the academic year, the College Sub-acute Care Program with Grinnell

Regional Medical Center, eight visits to the Poweshiek County Mental Health Center, influenza immunizations, tetanus boosters, pregnancy, mononucleosis, Streptococcus A, urine, hemoglobin, and blood sugar testing. HIV testing and Plan B are available for a \$10 and \$12 fee respectively.

All students are required to carry health insurance. Students may enroll in a college group insurance plan or maintain coverage through a parental or personal policy. All Grinnell physicians, the Grinnell Regional Medical Center, and the University of Iowa Hospital and Clinics have agreed to be a PPO for the college group insurance plan. Students are asked to return an insurance card indicating enrollment or waiver of the group insurance. Premiums are payable at the Cashier's Office.

Public Lectures

Through a series of specially endowed lectureships, the College invites many distinguished speakers to campus each year. For example, the Rosenfield Lecture-ship sponsored the visits of Ambassador George E. Moose '66, assistant secretary of state for African affairs, former President of Costa Rica Oscar Arias, diplomat and scholar George F. Kennan, former secretary of state Madeleine Albright, former secretary of defense Robert McNamara, and Cesar Chavez. The Gates Memorial Lecturer each year is an authority in the field of religion. The Roberts and Heath Lectureships provide for visitors who are outstanding in various academic disciplines. The College also benefits from speakers sponsored by the Woodrow Wilson Foundation and the United Chapters of Phi Beta Kappa. In addition, Grinnell sponsors a Scholars' Convocation that features speakers from outside and within the college community.

Interest in partisan politics is encouraged by the Program in Practical Political Education, which brings speakers to campus to discuss political issues, including presidential contenders, local and state candidates, and officeholders. The Donald L. Wilson Lectureship in Business and Enterprise brings distinguished speakers to campus for discussion of various aspects of American business, including career preparation and employment opportunities.

The Rosenfield Program in Public Affairs, International Relations, and Human Rights hosts the Rosenfield Lectures and sponsors or co-sponsors four three-day symposia each year. Recent topics have included "Culture, Politics, and Change in Contemporary Cuba," "The Palestinian-Israeli Conflict in Perspective," "New Faces in Iowa: The Challenges and Prospects Created by Recent Immigration," "Iraqi Culture and the Diaspora," "Women, Politics, and Leadership for the 21st Century," and "Water: Conflicts and Trade-offs." The program also hosts week-long visits of government and private sector leaders from the United States and abroad, and sponsors student summer internships.

Influential feminists and international theorists have visited campus under the auspices of the Louise R. Noun Program in Women's Studies. The Noun Program has sponsored noteworthy scholars Cynthia Enloe, Maria Lugones, Gayatri Spivak, Jane Flax, and Barbara Christian, and well-known writers Margaret Randall, Etidal Osman, Olga Broumas, Heather McHugh, and Angela Carter.

Other conferences and symposia are devoted to topics such as careers in particular

areas or observances such as Latin American Week, Slavic Weekend, Jewish Cultural Weekend, and Black Awareness Week.

Religious Life

The Office of the Chaplain coordinates multireligious programs open to all members of the college community. The religious and spiritual needs of students, faculty, and staff are met through worship services, Bible study, discussion groups, films, and social activities. There are additional social justice opportunities, specifically the Grinnell Community Meal/Soup Kitchen, which is coordinated out of the Office of the Chaplain, Center for Religion, Spirituality, and Social Justice.

One Sunday morning each month, the College has “Black Church at Grinnell” services that focus on the African American worship experience. There are also holy day services and special events throughout the year when school is in session.

On Friday afternoon, people gather in Main Lounge to celebrate the Jewish Sabbath. This is followed by a shabbat dinner in the Chalutzim Lounge in Cowles Dining Hall. Students assist the rabbi in planning services and programs for the High Holy Days and all of the holidays that occur when school is in session.

There are many religious groups and worship opportunities on campus and in the town of Grinnell. The following groups meet regularly on campus: Asian Festival Group, The Buddhist Group, Chalutzim, Christian Science Organization, Grinnell Christian Alliance, Grinnell Christian Fellowship, Muslim Prayer Group, The Newman Club, Pagan Discussion Circle, Quaker Silent Meeting, Unitarian and Universalist, and Zen Group. More detailed information about these groups can be seen at the chaplain’s website: <www.grinnell.edu/offices/studentaffairs/chaplain>.

Grinnell has two chaplains to serve the community. Both the chaplain and the associate chaplain are available to meet with students for counseling by appointment.

Residence Halls

All students are required to room and board in college residences. Exceptions to this policy are made only for students who live with their parents in the Grinnell area; students who are 22 years old or older; and students whose children live with them. Depending on room availability in the residence halls and college-owned houses, the College may allow some exceptions for third-year students and seniors. A student may not move out of the residence halls without written permission from the Office of Student Affairs.

The Office of Student Affairs assigns new students to rooms during the summer based on information students supply on the housing information form. Individual requests by students are honored whenever possible. First-year students are assigned to each floor of every hall. After the first year, students choose rooms in April according to a campuswide room-draw system. An advance payment is required of all students (see Expenses and Financial Aid). The College reserves the right to make essential changes in room assignments at any time during the year. The

College does not provide housing for students between semesters and during the spring recess when all college student housing is closed (see Academic Calendar).

After the first year, through a room-draw process, students choose from a variety of living options in the residence halls and college-owned houses. All 19 residence halls are coed by alternating rooms or floors. The North Campus has nine residence halls housing 526 men and women. South Campus includes six residence halls accommodating 406 men and women. East Campus includes four residence halls with rooms for 257 men and women.

In addition to the residence halls, seven college-owned houses adjacent to the campus are used as student residences. Each houses seven to 12 students. Five of these houses are designated as language houses.

Each student in residence is provided with the basic furniture (desk, desk chair, bed, and dresser), and an Ethernet connection. Students should bring their own towels, pillow, and linens. Students may supplement the college furnishings with small personal items such as a throw rug, fan, and desk lamp. Each room has a telephone with individual voice mail.

Social Commitment

The mission of the Office of Social Commitment is to encourage Grinnellians to become engaged members of their current and future communities by providing education and resources about postgraduation service opportunities. Founded in 1999, the office builds upon Grinnell's long tradition of producing dedicated members of society, such as Harry Hopkins '12 (head of the Works Progress Administration under FDR) and the close to 300 alumni who have served in the Peace Corps since 1961. By promoting postgraduate service through recruitment and individual counseling, the Office of Social Commitment plays an important role in the College's mission of providing a first-rate education "in the spirit of public service."

As a part of this mission, the office sponsors the Grinnell Corps, a group of five postgraduation service programs that are open only to Grinnell College alumni in the year after graduation. Based on the Peace Corps model, these programs partner with institutions in host communities, both domestic and international, to provide them with needed labor. Current opportunities offered through the Grinnell Corps include teaching positions in Lesotho, China, and Nepal; work at a desert research field station in Namibia; and with a domestic violence prevention agency in the city of Grinnell. All of these one-year programs are offered at no cost to the participants or partner organizations.

The office also has responsibility for administering the College's nomination process for nationally competitive scholarships and fellowships, including the Rhodes, Marshall, Fulbright, and Watson. Grinnell College students have an impressive track record in all of the competitions; in 2002, Kendra M. Young '02 of Bigfork, Mont., was named as the 14th Rhodes Scholar in Grinnell's history.

Sports and Recreation

Grinnell emphasizes widespread participation and enjoyment of intercollegiate athletics, intramurals, individual activities, club sports, and outdoor recreation. The Physical Education Complex houses a swimming pool, tennis courts, 200-meter track, handball-racquetball courts, basketball courts, weight room, and steam rooms. Outdoor facilities include six tennis courts, a 400-meter track, and playing fields. Students also use local golf courses and bowling alleys.

Both men's and women's teams are nicknamed the Pioneers to reflect Grinnell's early involvement in intercollegiate sports, dating from the late 1860s. Today Grinnell's men's and women's teams compete primarily with other members of the Midwest Conference composed of institutions in a three-state area: Grinnell in Iowa; Knox, Lake Forest, Monmouth, and Illinois College in Illinois; and Beloit, Carroll, Lawrence, Ripon, and St. Norbert in Wisconsin. Men's teams compete in cross country, football, soccer, basketball, golf, tennis, baseball, swimming and diving, and track (indoor and outdoor). Women compete in volleyball, soccer, swimming and diving, tennis, basketball, cross country, golf, softball, and track and field (indoor and outdoor).

Intramural competition covers many sports, with coed, men's, and women's teams made up of students as well as faculty and staff members. The Department of Physical Education provides a variety of individual and group activities, emphasizing lifetime sports, recreational skills, and physical fitness. Students with interest in sports not offered at the varsity level have developed a strong club sports program that features 20 different teams.

The Grinnell Outdoor Recreation Program (GORP) visits locations throughout Iowa and offers trips to various parts of the country during academic breaks. Activities include cycling, horseback riding, backpacking, skiing, spelunking, canoeing, kayaking, sailing, and rock climbing. Camping and water-sports gear may be checked out for recreational use. Campus members of the Environmental Interest Group promote environmental awareness and engage in nature-oriented activities.

Student Government

The president and vice-president of the Student Government Association are elected annually by all students. In conjunction with their appointed cabinet, these officers work with the Joint Board of Hall Senators, elected by the various residence halls, to facilitate civic responsibility within, and extracurricular activities for, the student body. The primary aim of the SGA is to include every student in the process of responsible self-governance.

The SGA has important functions in the legislative and judicial processes regulating nonacademic student life and in promoting extracurricular activities. The SGA recommends the apportionment of the student activities fees (approximately \$184,000 per year) for support of the social and cultural activities in and out of the residence halls (including weekly concerts and films), the numerous student groups (such as the Multiethnic Coalition, Concerned Black Students, and Student Organization for Latinas/Latinos) organized to promote particular activities and interests, and its own administration.

The student organization with duties in the academic area is the Student Curriculum Council. The council, elected from the Student Educational Policy Committees of each department, meets to discuss curricular matters and also elects the student members of the college Curriculum Committee.

In addition, students are members of most of the advisory and legislative committees of the College.

Student Publications and Radio

Student staffs, headed by student editors and managers appointed by the Student Publications and Radio Committee, have full charge of the weekly campus newspaper, *The Scarlet and Black*; the yearbook, *Cyclone*; and the campus FM radio station, KDIC. Currently, students also run *The Gum*, a comedy magazine, and *The Grinnell Review*, a semesterly collection of student art and literature.

Student Responsibilities and Regulations

Grinnell College expects all students to act as responsible citizens in a democratic community and emphasizes maturity, self-government, personal contact, and understanding. While it is college policy to impose few rules, certain regulations are necessary. The Board of Trustees has delegated the administration of discipline in the College to the president, who in turn has assigned specific groups the responsibility of hearing cases of alleged misconduct by students.

The Student Handbook contains a complete description of the judicial system and an explanation of its procedures, as well as details on various college regulations. Students are expected to know and abide by the policies stated in the handbook. Brief summaries of the most important regulations are given below.

ALCOHOLIC BEVERAGES: Students who are 21 years old may consume alcoholic beverages in the individual rooms. In some situations, alcoholic beverages may be distributed in residence halls, houses, Gardner Lounge, and the Harris Center by students of legal age, who have followed college policies and state and federal law, to students of legal drinking age. Possession and consumption of alcoholic beverages in other college buildings is not permitted. Additionally, consumption of alcoholic beverages on college grounds is not permitted. The College expects students to obey the laws of the State of Iowa concerning alcoholic beverages; the legal drinking age in Iowa is 21 years.

HEALTH INSURANCE: Students are required to carry health insurance. Students are billed for student health insurance. If student is otherwise covered, they can decline the college health insurance.

MOTOR VEHICLES: Students may bring automobiles to campus.

PERSONAL PROPERTY: Students are responsible for their own personal property. The College does not have insurance for students' personal belongings and is not liable for loss, theft, or damage to such property. Most students are insured under parents' household insurance policies. The College suggests that students whose parents do not have insurance apply for personal policies covering loss, theft,

or damage, including fire damage. Local Grinnell agencies will insure individual student rooms.

PROPERTY DAMAGE: Students are liable for willful damage to college property.

Section 4

**Admission, Expenses,
and Financial Aid**

Admission

Grinnell College is dedicated to educating people whose achievements show a high level of intellectual capacity, initiative, and maturity. The student who will benefit most from a Grinnell education also possesses a serious interest in learning and the emotional and social maturity needed for independent living and study.

In addition to an excellent academic record, the admission policy favors applicants who have a record of participation in extracurricular activities, including leadership roles, honors, or awards earned.

The academic year is divided into two semesters, fall beginning in late August and spring in late January. First-year or international students may apply only for fall-semester admission. Transfer applicants may choose either fall- or spring-semester entry. Please see the admission timetable for application deadlines and notification dates.

Visits to the Campus

Prospective students and their families are invited to visit the campus and are encouraged to tour the facilities, attend classes, meet professors and students, and have an admission interview. If you plan to arrange an admission interview, please note that interviews must be completed by the appropriate application deadline. Admission interviews are required for home-schooled students and Early Admission applicants. Please see admission timetable for application deadlines.

Arrangements should be made in advance with the Office of Admission. Students should avoid scheduling visits during the week immediately before major vacation periods. Campus tours are conducted Monday through Friday and also on Saturday mornings during the academic year. Appointments may be made by calling the Office of Admission at 800-247-0113 or 641-269-3600.

Prospective students may also send e-mail to <askgrin@grinnell.edu> or visit Grinnell's website at <www.grinnell.edu>.

Alumni Admission Representatives

More than 1,300 alumni admission volunteers represent Grinnell throughout the United States and abroad. The names of these alumni may be obtained by writing or calling the Office of Admission. If an applicant is unable to visit the campus for an admission interview, an alumni admission representative may be available to conduct the interview.

Admission Timetable

For Fall Semester

	Application Deadline	Notification Date	Candidate's Reply Date
Early Decision I— First Choice	November 20	December 20	January 20
Early Decision II— First Choice	January 1	February 1	February 15
All Regular and International Admission	January 20	April 1	May 1
International Transfer	January 20	April 1	May 1
Transfer	May 1	May 15	June 1

For Spring Semester

	Application Deadline	Notification Date	Candidate's Reply Date
Transfer Admission	December 1	December 15	January 1

Requirements for Regular Admission

1. Scholastic record and class standing that show an ability to do high-level college work. The Admission Board feels that good, consistent performance in a college-preparatory program best indicates a student's preparation for college.
2. Graduation from an accredited secondary school with recommended credit as follows: four years of English, four years of mathematics, three years of laboratory science, three years of a foreign language, and three years of social studies or history. Home-school students should submit their home-school curriculum, including subject areas studied, texts used, and time spent on each discipline.
3. Recommendation of the secondary-school counselor.
4. Recommendations from two academic instructors.
5. Satisfactory results on the Scholastic Assessment Test (SAT I) or the American College Test (ACT). For some students the Test of English as a Foreign Language (TOEFL) may also be required. Grinnell strongly recommends that home-school students sit for the SAT II, particularly in writing, mathematics, and a third subject area of their own choosing.

Application Procedure

Each candidate should provide the following:

1. A completed application form (Part I/supplement and Common Application), including the essay section, and the \$30 application fee. The Part I/supplement and the Common Application may be submitted electronically.
2. A transcript of his or her secondary-school record.
3. Reports of his or her scores on the Scholastic Assessment Test (SAT I) or the American College Test (ACT).
4. Recommendation of the secondary-school counselor.
5. Recommendations from two academic instructors.

Transfer Admission

For purposes of admission, a transfer student is anyone who has graduated from high school or the equivalent, and subsequently has earned a minimum of 12 Grinnell credits of allowable transfer coursework from an accredited college or university prior to enrolling at Grinnell. Class standing will be based only on the total number of transfer credits accepted by Grinnell and in no case will the standing be higher than first-semester third year.

Applicants requesting transfer should have the registrar of each college or university attended mail an official transcript of coursework to the Office of Admission. In addition, Grinnell requires two written recommendations from current or former professors or teachers. All transfer applicants are required to submit secondary-school records and the results of the Scholastic Assessment Test (SAT I) or the American College Test (ACT). The Grinnell College Registrar will evaluate the transcript to determine which credits are transferrable.

Transfer students interested in the spring transfer process must have completed at least one semester of college work by the spring application deadline to be considered for the spring semester. Spring transfer applicants in their first semester must submit a final, official fall transcript to the Office of Admission by Jan. 6 (via mail or fax) before an admission decision can be made.

Students are expected to complete at Grinnell at least 62 of the minimum 124 credits needed for graduation. Individual departments generally expect that the majority of courses constituting a major program will be Grinnell courses. Transfer students interested in off-campus study should see the Off-Campus Study section under Courses of Study in this catalog.

Students matriculating as first-time first-year students after June 2002 are limited to a maximum of 24 pre- and post-matriculation transfer credits (AP, IB, college credit). For students with an approved program to study off-campus for one semester, the program credits are excluded from the 24-credit limit of transfer credits, and the semester off-campus is counted toward the residency requirement. For students approved for year-long off-campus programs, only one semester of off-campus study will count toward the residency requirement, although the credits from both semesters will be accepted.

Transfer students who enter Grinnell College after June 2002 will be required to complete the following minimum number of credits at Grinnell College:

<u>A transfer student who enters as a:</u>	<u>Must complete at Grinnell at least:</u>
Second-semester first-year	92 credits
First-semester second-year	78 credits
Second-semester second-year	62 credits
First-semester third-year	62 credits

Early Decision-First Choice Plan

Available only to first-year students who decide that Grinnell is clearly their first choice, Early Decision I or II is a commitment to enroll, and those accepted must withdraw applications from other colleges. Candidates who are not accepted under the Early Decision I or II program will either be withdrawn from the application process or deferred to regular admission. Students selecting Early Decision I must submit all application materials by Nov. 20 and will be notified of an admission decision by Dec. 20; admitted students will have until Jan. 20 to submit the required tuition and housing deposit. Students selecting Early Decision II must submit all application materials by Jan. 1 and will be notified of an admission decision by Feb. 1; admitted students will have until Feb. 15 to submit the required tuition and housing deposit. If you plan to apply for financial aid and all the required financial aid information is made available to the Office of Financial Aid by Dec. 1, an estimated financial aid decision will arrive with the notice of admission.

Early Admission Plan

Grinnell offers Early Admission to superior college-bound secondary-school juniors who will neither complete their senior year nor receive a secondary-school diploma. (Students graduating early from secondary school are considered regular candidates for admission.) Early Admission candidates may file their applications by the Regular Admission application date only. Personal interviews are required of all Early Admission candidates.

Advanced Placement Examination Credits

A student entering Grinnell will be granted four credits for Advanced Placement examinations of the College Board upon presentation of a score of 3 (or higher) [calculus (BC), computer science (AB)], 4 (or higher) [art, biology, calculus (AB), chemistry, classics, computer science (A), economics, English language/composition, environmental science, French, German, government, history, music, physics (B and C), psychology, Spanish, and statistics], 5 [English literature/composition]. For satisfaction of graduation requirements, these are divisional credits, not assigned to an academic department. However, a student may request permission to apply these Advanced Placement credits toward satisfaction of the requirements for a major. For exact information about how credits will be awarded, consult the Registrar.

AP/IB credits will be cancelled upon the successful completion of any equivalent Grinnell course. Students should contact the Office of the Registrar for more details.

The College Board Advanced Placement Program examinations, administered by the Educational Testing Service, are given in May of each year. Students interested should write for information to: College Board Advanced Placement Examinations, Box 592, Princeton, NJ 08540; Box 881, Evanston, IL 60204; or Box 1025, Berkeley, CA 94701.

Grinnell does not grant credits for the College Level Examination Program (CLEP) test or other such programs.

International Credit

Grinnell College recognizes International Baccalaureate (IB) level work in the admission process and will grant credit for examination scores of 5 or better on Higher Level courses only. Upon receipt of a transcript from the British Examination Authority, the College also will grant 4 credits for each British Advanced-level examination (A-level) score of B or higher. The granting of credit for IB and A-level work is equated to the granting of credit for Advanced Placement.

Transfer Credit

An evaluation of credits earned at properly accredited institutions is done by the Registrar. Transfer credit evaluations are done prior to enrollment for all new students who have been approved for admission and for all matriculated students who pursue coursework while on leave or during the summer. Only official transcripts sent directly to Grinnell will be evaluated.

Currently enrolled students who attend another properly accredited institution have the responsibility of submitting the Transfer Approval Form to the Office of the Registrar in a timely fashion. In addition it is their responsibility to consult the *Student Handbook* on the limitations on transfer work after matriculation to Grinnell.

The evaluation of transfer credit by the Registrar involves at least two considerations:

1. The comparability of the nature, content, and level of credit earned to what Grinnell currently offers; and
2. The appropriateness and applicability of the credits earned to the programs offered by Grinnell, in light of the student's educational goals.

Courses in which a grade of C or above (C– is not acceptable) is earned at other institutions are transferable or applicable toward major or degree requirements at Grinnell. In addition, courses that are graded on a pass/fail basis must be accompanied by written documentation from the school issuing the credit that the passing grade reflects work at C or above (C– is not acceptable).

When transfer credits or Grinnell College credits overlap or duplicate Advanced Placement (AP) or International Baccalaureate (IB) credits, the highest credit value will be accepted. For courses that may apply to either a major or a concentration, the department chair of the major or concentration, at the request of the student, will make a determination and notify the Office of the Registrar in writing as to what credits can be applied toward the major or concentration. AP/IB credits will be

cancelled upon the successful completion of any equivalent Grinnell course. Students should contact the Office of the Registrar for more details.

Courses considered vocational or remedial, College Level Examination Program (CLEP) credits, or other such placement credits are not transferable.

Grinnell usually does not award course credit for work done through distance learning, correspondence, extension, or continuing education programs. Only distance learning, extension, or continuing education courses that are (1) in traditional liberal arts subject areas and (2) accepted for credit by the sponsoring accredited institution for its own bachelor's degree may be granted credit subject to all other transfer of credit regulations.

Credit for summer study will not be accepted for transfer unless an official transcript is received by December 1 of the year in which the coursework is taken. Credits for winter interim study will not be accepted after the Office of the Registrar has verified completion of all requirements for graduation.

A transfer student is allowed to apply a maximum of 62 semester credits of transferable work toward a degree at Grinnell. If a transfer student has more than 62 credits of transferable work, the Registrar will work with the student to determine which credits, not to exceed 62, will be accepted.

Students matriculating as first-time first-year students after June 2002 are limited to a maximum of 24 pre- and post-matriculation transfer credits (AP, IB, college credit). For students with an approved program to study off-campus for one semester, the program credits are excluded from the 24-credit limit of transfer credits and the semester off-campus is counted toward the residency requirement. For students approved for year-long off-campus programs, only one semester of off-campus study will count toward the residency requirement, although the credits from both semesters will be accepted.

Transfer students who enter Grinnell College after June 2002 will be required to complete the following minimum number of credits at Grinnell College:

<u>A transfer student who enters as a:</u>	<u>Must complete at Grinnell at least:</u>
Second-semester first-year	92 credits
First-semester second-year	78 credits
Second-semester second-year	62 credits
First-semester third-year	62 credits

Deferred Admission

Some applicants may decide that they wish to take a year off before entering college. Applicants who wish to request a deferment should indicate their plans on the application or write to Grinnell if the decision comes after the application is forwarded. Admitted applicants may be granted a deferment for one year, must pay their Advance Tuition Deposit, and may not enroll in another post-secondary institution of higher education during that year.

Expenses and Financial Aid

Tuition and Fees, 2004–05

Tuition, for Full-time Enrollment	\$25,200
Full Meal Plan (see Meal Options, below)	3,666
Room	3,204
Student Activities Fee	294
Facilities Fee	62
Admission Fee for College Events	144
Health Fee	120
TOTAL	\$32,690

The College reserves the right to increase the rates charged with due notice.

Payment of Fees

An advance tuition deposit of \$200 is required of all students. For newly admitted students, the deposit is credited to the student's account when she or he enters Grinnell. For returning students, the deposit is prerequisite to room draw and preregistration. Notification of the due date for this payment is given to students and parents in March of each year. In addition, an advance tuition deposit is required before a leave is granted. The advance tuition deposit is nonrefundable.

After advance payments are credited to the student's account, the remaining charges for tuition and fees are due approximately one month before the start of each term. If an account is not paid in full by those dates or arrangements satisfactory to the Collection Manager have not been made, the College regards the student's account as delinquent. Students whose accounts are delinquent are not entitled to meals, room, registration, admission to classes, or issue of transcripts. Delinquent balances are subject to a monthly finance charge of 1.5 percent from the date the account is considered delinquent.

For parents who prefer to pay college expenses in monthly installments, the College offers options administered by outside agencies. For further information, contact the Cashier's Office.

For the parents of students who receive no need-based financial aid from Grinnell, the College offers the College Cost Stabilization Plan. Under this plan, the comprehensive fee for four years is prepaid at the current rate (\$32,690 x 4 for 2004–05), thereby avoiding any increases in the comprehensive fee for the four years. More information about the College Cost Stabilization Plan may be obtained by contacting the Cashier's Office.

Refunds

The College engages its faculty and assigns residence hall space in advance of each semester in accordance with the number of students who have signified intent to be enrolled. When students withdraw during the semester, they leave vacancies that cannot be filled. The following rules concerning refunds protect Grinnell from losses when students withdraw. Exceptions to these rules are made only under conditions determined by the College.

A student withdrawing from the College within the first six weeks of the semester is held responsible for tuition, room, meal plan, and other fees on a pro-rated basis as of the date the student withdraws. If a student withdraws after six weeks into the semester, no tuition, room, meal plan, and other fees will be refunded. The same policy applies to emergency leaves.

Tuition, room, meal plan, and other fees will not be refunded for students suspended or dismissed for academic or conduct reasons during the semester.

FINANCIAL ASSISTANCE: After withdrawal adjustments to tuition, required fees, room, and meal option, funds are returned to payment sources in the following order:

1. Unsubsidized FFELP loans
2. Subsidized FFELP loans
3. Federal Perkins loans
4. FFELP PLUS loans
5. Federal Pell grants
6. Federal SEOG grants
7. Other Title IV aid
8. State loans
9. State grants
10. Private grants
11. Institutional loans
12. Institutional grants
13. Other payment sources
14. Student

A prescribed federal refund calculation governs students who receive federal Title IV financial assistance. Examples of federal refund and repayment calculations are available from the controller.

Meal Options

Listed below are the meal plan options available to students living in the residence halls:

1. First-year students
 - A. 21 meals per week—Meal Plan 01 \$3,666

2. Returning/Transfer students living in residence halls
 - A. 21 meals per week—Meal Plan 01 \$3,666
 - B. 21 meals per week plus—Meal Plan 02 \$3,866
 - C. Any 15 meals per week plus—Meal Plan 03 \$3,666
 - D. Any 10 meals per week plus—Meal Plan 04 \$3,520
3. Students living in college-owned housing, excluding the residence halls, have a variety of options, ranging from no meal plan to the full 21 meals per week (Meal Plan 01). Meal plan options are distributed in the spring of each year for the following fall semester.
4. Students living in non-college housing off-campus may purchase any meal plan option from the Office of Dining Services.

Music and Dance Fees, per semester

Studio instruction, for each area of private instruction:

Music 120, 220	\$335
Music 221, 420	\$600

Studio instruction, for each area of small-class instruction:

Music 122	\$265
Theatre 103	\$265

These fees cover individual instruction, use of the music library, use of a college musical instrument for regular practice, and use of practice room facilities.

Special Fees

Alumni Course Fee	\$135 per course
Grinnell College graduates are eligible to enroll for credit. Enrollment is limited to one course per semester on a “space available” basis.	
Ninth Semester Teaching Fee.....	\$200
Application fee, payable on first application for admission and not refundable	\$30
Key deposit—Post Office box key	\$10
Key deposit—room key	\$30
Credentials file activation	\$25
(includes a one-time set-up fee of \$5 and the processing of 10 copies, additional copies sent for \$2 each). Credential file forms are available from the Career Development Office.	
Monthly finance charge for late payment of fees	1.5% / month
Penalty for late registration	\$25
Tuition, auditing courses without credit, per credit (not charged to regularly enrolled students)	\$31
Tuition, registration for more than 18 credits (except studio instruction in theatre and music), per credit	\$788

Tuition for special students, per credit	\$788
Tuition for students not in residence as regular students but doing work for credit under the supervision or instruction of a Grinnell College faculty member, per credit	\$788

Contingent Charges

All Grinnell students make a \$100 damage deposit that is separate from the advance tuition deposit and is included in the first semester billing. The deposit serves as a breakage deposit in the science laboratories and also is applied to any fines or outstanding bills at the end of each semester. Before registration each fall semester, students must restore the damage deposit to \$100 (if necessary). Any unused portion of the deposit will be returned upon graduation or withdrawal from Grinnell. The deposits are not returned while students are on official college leave.

Tuition and Fees for Off-Campus Study Programs

Grinnell College charges its own tuition and a handling fee for any student enrolling in an off-campus program whose tuition and required fees are equal to or less than Grinnell's tuition. For off-campus programs whose tuition and fees exceed those of Grinnell, the College charges students the tuition and fees of those off-campus programs. Board, room, program fees, travel, and other miscellaneous expenses are billed according to the charges from each individual program.

Students will be eligible to receive financial aid toward the full cost of the off-campus program, but may need to increase their contribution (e.g., through summer work, loans, etc.).

Ninth Semester Teacher Certification

Students enrolled in the Ninth Semester Program in 2004–05:

Tuition is waived for those approved for the ninth semester. For those who teach full-time for a year within three years following completion of the program, the tuition is forgiven; otherwise it is payable at the going rate in effect at the time of study in the ninth semester. Each student is responsible for a \$200 student-teaching fee due at the beginning of the semester.

Beginning in the 2005–06 academic year, tuition will be waived for those students enrolled in the ninth semester program. For those who teach full-time for two years within five years following completion of the program, 50 percent of the tuition will be forgiven. For those who teach three years within five years following completion of the program, 100 percent of the tuition will be forgiven. Otherwise, the tuition will be payable on the fifth anniversary of program completion at the going rate in effect at the time of study in the ninth semester. Each student is responsible for a \$200 student-teaching fee due at the beginning of the semester.

For purposes of the tuition forgiveness policy, teaching includes teaching in an accredited school, teaching experiences in Grinnell-sponsored programs such as in Nanjing, China; Nepal; and Lesotho; and in some Peace Corps programs. Students should consult with the Cashier's Office for information about whether teaching (other than in an accredited school) will count toward fulfilling this expectation.

Financial Aid and Scholarships

In 2003–04, the College allotted more than \$21.3 million for scholarships, grants, and other aid. Furthermore, more than 88 percent of Grinnell's students received some type of financial assistance. Grinnell College has a generous financial aid policy.

Most financial aid is awarded on the basis of need; however, need is not considered when determining a student's eligibility for admission to Grinnell. If a student qualifies for admission, the College makes every effort to meet demonstrated institutional financial need.

Awards are generally mailed at the time of the admission decision. The College requires admission before an award is offered. Financial aid is awarded on an annual basis and may be adjusted in subsequent years if the family's financial situation or number of family members in college changes, the financial aid application deadline is missed, or satisfactory academic progress is not maintained.

Scholarships, Grants, Employment, and Loans

Grants and scholarships form the largest part of Grinnell's financial aid funds. Most funds come from Grinnell's endowment, alumni gifts and other contributions, and the operating budget. Other assistance comes from federal and state governments, resources of you, your family, and outside sources.

Aid from the College is the result of great generosity and stewardship over many decades and involving many alumni, parents, and other friends. After your graduation, please plan to contribute financially to your alma mater so that future generations of Grinnell students can also afford the wonderful education available here.

Student jobs on campus are funded by Grinnell and the federal government. Grinnell offers jobs first to students with demonstrated financial need. Students who work eight hours a week can expect to earn about \$1,800 during the academic year.

Grinnell awards educational loans primarily from the federal loan programs. These programs provide students and their parents with long-term, low-interest loans. The financial aid process is complex and at times confusing; if questions arise, please contact us.

In addition to the financial aid offered by Grinnell College, there are many private sources of scholarships, grants, and loans. Many printed and online resources are available, including: <www.fafsa.ed.gov>, <www.collegenet.com>, <www.fin-aid.org>, and <www.fastweb.com>.

Financial Aid Application Procedures and Deadlines for New Students

To apply for financial aid and scholarships, a new student must complete the Grinnell College Application for Financial Aid and Scholarships (AFA) included with the application for admission. In addition, the AFA is required to apply for aid from the Associated Colleges of the Midwest, Great Lakes College Association, tuition exchange, and staff tuition remission.

Entering students should complete the AFA by the deadline to receive maximum consideration for all types of assistance:

- December 1, 2004, for Early Decision
- January 1, 2005, for Early Decision II
- February 1, 2005, for Regular Admission
- May 1, 2005, for Transfer Admission

Applications received after the deadline will be awarded on a funds-available basis.

Section 5

Directories

Board of Trustees

When Iowa College (1846) merged with Grinnell University (1856) in 1859, the merged college was continued at Grinnell under the charter of the older institution. The name of the corporation continued to be The Trustees of Iowa College, even though the institution has been known as Grinnell College since 1909. As of June 17, 1990, the corporate name was changed to conform with its public identity, and hence the institution is now officially Grinnell College.

Officers

Nordahl Brue '67, Chair; Penny Bender Sebring '64 and Russell G. Allen '68, Vice-Chairs; Russell K. Osgood, President; Susan M. Schoen (Assistant to the President), Secretary; David S. Clay (Vice-President for Business and Treasurer), Treasurer

Ex Officio Member

Kit Wall '77, B.A., Kit Wall Productions, Benicia, California; President, Alumni Council (2004–05, *ex officio* voting member)

Members

The date in parentheses at the end of each listing indicates the year of election to the board.

- Russell G. Allen '68**, B.A., J.D., Attorney, Newport Beach, California (2000)
- Robert F. Austin Jr. '54**, B.A., M.D., Pediatrician, Texas Children's Pediatrics Association, Houston, Texas (2003)
- Elizabeth Ballantine**, B.A., M.A., Ph.D., J.D., EBA Associates, Washington, D.C. (1980; Life Trustee, 2003)
- J. Robert "Bob" Barr '57**, B.A., J.D., LL.B., Attorney, Sidley Austin Brown and Wood (retired), Chicago, Illinois (1996)
- Charles B. Bear '39**, B.A., M.A., Group Vice-President, Time, Inc., (retired), New York, New York (1970; Life Trustee, 1990)
- Richard W. Booth '54**, B.A., Chairman, Lennox Foundation (retired), Dallas, Texas; Hot Springs Village, Arkansas (1982; Life Trustee, 2002)
- Nordahl L. Brue '67**, B.A., J.D., Lawyer and Entrepreneur, Burlington, Vermont (1996)
- Carolyn Swartz Bucksbaum '51**, B.A., Chicago, Illinois (1970; Life Trustee, 1998)
- Warren E. Buffett**, B.S., M.S., Chairman of the Board, Berkshire Hathaway, Inc., Omaha, Nebraska (1968; Life Trustee, 1987)
- Robert A. Burnett**, B.A., Chairman of the Board, Meredith Corporation, (retired), Des Moines, Iowa (1979; Life Trustee, 1999)
- Thomas R. Cech '70**, B.A., Ph.D., President, Howard Hughes Medical Institute, Chevy Chase, Maryland (1998)
- Mary Sue Wilson Coleman '65**, B.A., Ph.D., President, University of

- Michigan, Ann Arbor, Michigan (1996)
- Henry Cornell '76**, B.A., J.D., Managing Director, Goldman Sachs & Company, New York, New York (1998)
- Gardiner S. Dutton '53**, B.A., M.B.A., Nantucket, Massachusetts (1970; Life Trustee, 1996)
- John F. Egan '57**, B.A., M.S., Ph.D., Vice-President, Corporate Officer, Lockheed Martin Corporation, (retired), Nashua, New Hampshire (2002)
- Vernon E. Faulconer '61**, President, Vernon E. Faulconer, Inc., Tyler, Texas (1984; Life Trustee, 2003)
- Florence Fearrington**, New York, New York (2000)
- Laura M. Ferguson '90**, B.A., M.D., Physician, Grinnell Family Medicine, Grinnell, Iowa (2003)
- Judson E. Fiebiger**, B.A., B.D., D.D., Iowa Conference Minister, United Church of Christ, (retired), and Minister, Seabreeze Church, Holly Hill, Florida (1950; Life Trustee, 1973)
- Patricia Jipp Finkelman '80**, B.A., M.B.A., Granville, Ohio (1998)
- Harold "Hal" W. Fuson Jr. '67**, B.A., M.S., J.D., The Copley Press, La Jolla, California (2004)
- Ronald T. Gault '62**, B.A., M.A., Managing Director, J.P. Morgan Securities, Inc., Johannesburg, South Africa (1987; Life Trustee 2002)
- I. Craig Henderson '63**, B.A., M.D., Adjunct Professor of Medicine, University of California-San Francisco; Partner, Access Oncology, San Francisco, California (2000)
- Steve Holtze '68**, B.A., B.S., M.S., Chairman, Magnolia Hotel Company, Denver, Colorado (2002)
- Kihwan Kim '57**, B.A., M.A., Ph.D., International Adviser, Goldman Sachs Asia, Seoul, South Korea (2003)
- Clinton D. Korver '89**, B.A., M.S., Ph.D., Partner, Decision Quality, Inc., San Francisco, California (2001)
- David Kruidenier Jr.**, B.A., M.B.A., Chairman of the Board, Cowles Media Company, Des Moines, Iowa (1953–68; 1986; Life Trustee, 1996)
- William C. Lazier '53**, B.A., M.B.A., Nancy and Charles Munger Professor Emeritus of Business, Stanford Law School, Stanford, California (1986; Life Trustee, 2002)
- Harold Lee**, B.A., M.A., M.S., Ph.D., Professor Emeritus of English, Grinnell-in-London Program, London, England (2002)
- Todd C. Linden**, B.S., M.A., President and CEO, Grinnell Regional Medical Center, Grinnell, Iowa (2000)
- Caroline H. Little '81**, B.A., J.D., Chief Executive Officer, President, Washingtonpost.com, Arlington, Virginia (1996)
- Fred A. Little Jr. '53**, B.A., J.D., Attorney, Shaw, Pittman, Potts, and Trowbridge (retired), Washington, D.C., Santa Fe, New Mexico (1976; Life Trustee, 1996)
- Andrew W. Loewi '71**, B.A., J.D., Attorney, Brownstein Hyatt and Farber, P.C., Denver, Colorado (1985; Life Trustee, 2003)
- James H. Lowry '61**, B.A., M.P.I.A., Vice-President, The Boston Consulting Group, Chicago, Illinois (1969; Life Trustee, 1995)
- Susan Holden McCurry '71**, B.A., Board Member, Holden Family Foundation, Sarasota, Florida, and Coralville, Iowa (2003)
- Randall C. Morgan Jr. '65**, B.A., M.D., Orthopedic Surgeon, The Orthopedic

Centers, Merrillville, Indiana (1993)

Robert C. Musser '62, B.A., M.S., Controller, Mobil Corporation, (retired), Alexandria, Virginia (1995)

Gregg Narber '68, B.A., M.A., J.D., The Principal Financial Group, (retired), Des Moines, Iowa (2000)

Patricia Meyer Papper '50, B.A., Miami, Florida (1983; Life Trustee, 2003)

John Roy Price Jr. '60, B.A., M.A., J.D., President, International Financial Development Corporation, Woodstock, Maryland, (1970; Life Trustee, 1995)

Ronald B.H. Sandler '62, B.A., M.D., Orthopedic Surgeon, Mezona Orthopaedic Professional Association, Mesa, Arizona (1983; Life Trustee, 2003)

Penny Bender Sebring '64, B.A., M.Ed., Ph.D., Director, Consortium on Chicago School Research, University of Chicago, Chicago, Illinois (1993)

George Shott, B.A., President, Shott Capital Management, San Francisco, California (2002)

M. Anne Spence '66, B.A., Ph.D., Professor, University of California, Irvine College of Medicine, Irvine, California (2001)

Lonabelle Kaplan Spencer '47, B.A., National Board of Directors, American Association of University Women, Sarasota, Florida (1993)

Donald M. Stewart '59, B.A., M.A., M.P.A., Ph.D., President and CEO, The Chicago Community Trust, Chicago, Illinois (1972; Life Trustee, 1995)

Jessie L. Ternberg '46, B.A., M.D., Professor Emeritus of Surgery and Pediatrics, Washington University School of Medicine, St. Louis, Missouri (1984; Life Trustee, 2003)

David White '90, B.A., J.D., General Counsel, Screen Actors Guild, Inc., Los Angeles, California (1999)

Henry T. Wingate '69, B.A., J.D., U.S. District Judge, Jackson, Mississippi (2000)

Faculty and Administration

In the following listings, the first date, in parentheses, indicates initial appointment to the College; the second date indicates appointment to the latest rank.

Faculty

Emeriti

- Atwell, Roberta** (1973). Professor Emerita of Education, 2002–. B.S.Ed., Southwest Missouri State College; M.Ed., Ed.D., University of Missouri-Columbia.
- Bowers, Edd W.** (1960). Professor Emeritus of Physical Education, 1987–. B.A., Grinnell College; M.A., University of Iowa.
- Burkle, Howard R.** (1958). Professor Emeritus of Philosophy and Religious Studies, 1995–. B.A., Central Missouri State College; B.D., S.T.M., Ph.D., Yale University.
- Christiansen, Kenneth A.** (1955). Professor Emeritus of Biology, 1994–. B.A., Boston University; Ph.D., Harvard University.
- Cloffelter, Beryl E.** (1963). Professor Emeritus of Physics, 1996–. B.S., Oklahoma Baptist University; M.S., Ph.D., University of Oklahoma.
- Dawson, John C.** (1957–69; 1971). Professor Emeritus of Economics, 1996–. B.A., Middlebury College; Ph.D., Cornell University.
- DeLong, Karl T.** (1966). Professor Emeritus of Biology, 1996–. B.A., Oberlin College; Ph.D., University of California-Berkeley.
- Drake, George A.** (1960–61; 1979). Professor Emeritus of History, 2004–. B.A., Grinnell College; B.A., M.A., Oxford University (England); B.Div., M.A., P.D., University of Chicago.
- Durkee, L. H.** (1962). Professor Emeritus of Biology, 1993–. B.S., M.S., Ph.D., Syracuse University.
- Durkee, Lenore T.** (1963). Professor Emerita of Biology, 1999–. B.A., M.S., Syracuse University; Ph.D., University of Iowa.
- Erickson, Luther E.** (1962). Professor Emeritus of Chemistry, 2003–; B.A., St. Olaf College; Ph.D., University of Wisconsin-Madison.
- Frazer, Catherine S.** (1980). Professor Emerita of Philosophy, 1995–. B.A., Wellesley College; M.A., Ph.D., Yale University.
- Fudge, James T.** (1969). Professor Emeritus of Music, 1995–. B.Mus., Westminster College (Pennsylvania); M.Mus., University of Michigan; Ph.D., University of Iowa.
- Graham, Benjamin F. Jr.** (1959). Professor Emeritus of Biology, 1991–. B.S., M.S., University of Maine; Ph.D., Duke University.
- Jones, Alan R.** (1954). Professor Emeritus of History and American Studies, 1997–. B.A., Grinnell College; M.A., Ph.D., University of Michigan.
- Kintner, Philip L.** (1964). Professor Emeritus of History, 1996–. B.A., College of Wooster; M.A., Ph.D., Yale University.
- Kissane, James D.** (1956). Professor Emeritus of English, 2000–. B.A.,

- Grinnell College; Ph.D., Johns Hopkins University.
- Klausner, Neal W.** (1944). Professor Emeritus of Philosophy, 1975–. B.A., Lawrence University; B.D., Colgate Rochester Divinity School; Ph.D., Yale University.
- Kurtz, Ronald J.** (1961). Professor Emeritus of Anthropology, 1997–. B.A., Carleton College; M.A., Ph.D., University of New Mexico.
- Liberman, Mathilda** (1960). Lecturer Emerita in English, 1998–. B.A., University of Michigan; M.A., University of Connecticut.
- Luebben, Ralph A.** (1957–61; 1967). Professor Emeritus of Anthropology, 1991–. B.S., Purdue University; M.A., University of New Mexico; Ph.D., Cornell University.
- McKibben, Elizabeth Pence** (1956). Lecturer Emerita in Classics, 1982–. B.A., Beloit College; M.A., Smith College.
- McKibben, William T.** (1952). Professor Emeritus of Classics, 1982–. B.A., M.A., Stanford University; Ph.D., University of Chicago.
- Noble, Beth W.** (1949). Professor Emerita of Spanish, 1980–. B.A., Albertus Magnus College; M.A., Ph.D., Yale University.
- Obermiller, Raymond J.** (1966). Professor Emeritus of Physical Education, 1998–. B.S., Iowa State University; M.A., University of South Dakota.
- Parslow, Morris A.** (1962). Professor Emeritus of French, 1992–. B.A., St. John's College (Maryland); M.A., Ph.D., Princeton University.
- Percas de Ponseti, Helena** (1948). Professor Emerita of Spanish, 1990–. B.A., Institution Maintenon (France); B.A., Barnard College; M.A., Ph.D., Columbia University.
- Pfitsch, John A.** (1948). Professor Emeritus of Physical Education, 1990–. B.A., University of Texas; M.A., University of Kansas.
- Shipley, Helen B.** (1955). Cataloger in the Library with Faculty Rank as Associate Professor Emerita, 1977–. B.A., Elmhurst College; B.S. in L.S., University of Illinois; M.A., University of Minnesota.
- Verrette, Victor S.** (1961). Professor Emeritus of French, 2002–. B.A., University of New Hampshire; Ph.D., University of California-Berkeley.
- Wack, Anna M.** (1955). Professor Emerita of Physical Education, 1991–. B.A., University of Northern Iowa; M.A., University of Iowa.
- Walker, Waldo S.** (1958). Professor Emeritus of Biology, 2001–. B.S., Upper Iowa University; M.S., Ph.D., University of Iowa.
- Wellborn, Beryl E.** (1958–62; 1972). Professor Emeritus of Education, 1995–. B.S.Ed., Northeast Missouri State College; M.A., University of Iowa.
- Zirkle, Merle W.** (1961–64; 1971). Professor Emerita of Art, 2004–. B.A., University of Mississippi; M.F.A., Southern Illinois University-Carbondale.

Faculty

- Adelberg, Arnold** (1962). Myra Steele Professor of Mathematics, 1991–. Director of the Noyce Visiting Professorship Program, 1998–. Professor of Mathematics, 1972–. B.A., Columbia University; M.A., Ph.D., Princeton University. Senior Faculty Status.
- Andelson, Jonathan G.** (1974). Director of Prairie Studies, 1999–; Professor of Anthropology, 1991–. B.A., Grinnell College; M.A., Ph.D., University of

- Michigan.
- Andrews, Stephen R.** (1999). Assistant Professor of English, 1999–. B.A., M.A., Ph.D., University of Washington.
- Anger, Jenny** (1997). Associate Professor of Art, 2003–. B.A., University of Southern California; M.A., Ph.D., Brown University.
- Aparicio, Yvette** (2000). Assistant Professor of Spanish, 2000–. B.A., Pomona College; M.A., Ph.D., University of California-Irvine.
- Armstrong, Todd P.** (1993). Associate Professor of Russian, 1999–. B.A., University of Oregon; M.A., Ph.D., Ohio State University.
- Arseneault, David M.** (1989). Associate Professor of Physical Education, 1997–. B.A., Colby College; M.Ed., Brock University (Canada).
- Azoulay, Katya Gibel** (1996). Associate Professor of Anthropology and Africana Studies, 2001–. B.A., M.A., Hebrew University of Jerusalem; Ph.D., Duke University.
- Barber, Sigmund J.** (1977). Professor of German, 1993–. B.A., M.A., Ph.D., State University of New York-Albany.
- Barlow, George** (1990). Associate Professor of American Studies and English, 1995–. B.A., California State University-Hayward; M.A., M.F.A., University of Iowa.
- Bateman, Bradley W.** (1987). Gertrude B. Austin Professor of Economics, 2003–. Professor of Economics, 1998–. B.A., Alma College; M.A., Ph.D., University of Kentucky.
- Benning, Heather** (1996). Assistant Professor of Physical Education, 2001–. B.A., Grinnell College; M.A., University of Iowa.
- Benoist, Maria Valerie** (1998). Associate Professor of Spanish, 2004–. B.A., College of Charleston; Ph.D., Emory University.
- Bentley-Condit, Vicki** (1995). Associate Professor of Anthropology, 2001–. B.A., University of Louisville; M.A., Ph.D., Emory University.
- Berg, Teri** (1998). Assistant in the Writing Laboratory and Lecturer, 1998–. B.A., Ohio State University; M.F.A., University of Iowa.
- Bonath, Gail J.** (1977). Associate Librarian of the College; Associate Professor, 1992–. B.S., Iowa State University; M.A., University of Iowa.
- Borovsky, Brian P.** (2001). Assistant Professor of Physics, 2001–. B.A., St. Olaf College; Ph.D., University of Minnesota-Minneapolis.
- Brand, Jonathan M.** (1998). Vice-President for Institutional and Budget Planning; Special Assistant and Counsel to the President; Lecturer in Political Science, 2001–. B.A., University of Wisconsin-Madison; M.A., University of Michigan-Ann Arbor; J.D., Cornell Law School.
- Brin, Deborah J.** (1997). Associate Chaplain; Lecturer, 1999–. B.A., Macalester College; M.H.L., Reconstructionist Rabbinical College; M.A., LaSalle University.
- Brown, Jonathan** (1995). Associate Professor of Biology, 2000–. B.A., Carleton College; Ph.D., Michigan State University.
- Brown, Victoria B.** (1989). Professor of History, 2004–. B.A., M.A., University of Wisconsin-Madison; Ph.D., University of California-San Diego.
- Cadmus, Robert R. Jr.** (1978). Professor of Physics, 1992–. B.A., Swarthmore College; M.A., Ph.D., University of Wisconsin-Madison.
- Campbell, David G.** (1990). Henry R. Luce Professor of Nations and the Global Environment; Professor of Biology, 1990–. B.A., Kalamazoo College; M.S., University of Michigan; Ph.D., Johns Hopkins University.

- Carl, Janet** (1999). Assistant in the Writing Laboratory and Lecturer, 1999–. B.A., M.A., University of Iowa.
- Case, William B.** (1980). Professor of Physics, 1992–. B.S., M.S., Ph.D., Syracuse University.
- Caterine, Darryl A.** (2004). Assistant Professor of Religious Studies, 2004–. B.A., Harvard University; M.T.S., Harvard Divinity School; Ph.D., University of California-Santa Barbara.
- Caulkins, D. Douglas** (1970). Earl D. Strong Professor of Social Studies, 2000–. Professor of Anthropology, 1989–. B.A., Carleton College; Ph.D., Cornell University.
- Cavanagh, W. Michael** (1971). Orville and Mary Patterson Rount Professor of Literature, 2003–. Professor of English, 1989–. B.A., Kansas State University; M.A., Ph.D., University of Minnesota.
- Chamberland, Marc** (1997). Associate Professor of Mathematics, 2003–. B.M., M.M., Ph.D., University of Waterloo (Canada).
- Chasson, R. Timothy** (1980). Associate Professor of Art, 1984–. B.A., Washington University; M.A., University of Minnesota; M.A., Ph.D., University of California-Berkeley.
- Chenette, Jonathan L.** (1983). Associate Dean of the College, 2004–. Blanche Johnson Professor of Music; Professor of Music, 1997–. M.Mus., Butler University; B.A., Ph.D., University of Chicago.
- Coleman, Todd** (2002). Mellon Postdoctoral Fellow and Lecturer in Music, 2003–. B.M., Brigham Young University; M.M., D.M.A., Eastman School of Music.
- Connelly, Christopher B.** (1999). Assistant Professor of Theatre, 1999–. B.A., Baldwin Wallace College; M.A., State University of New York-Binghamton; Ph.D., University of Georgia.
- Cook, Scott** (1996). Associate Professor of Chinese and Japanese, 2002–. B.A., University of Southern California; M.M., M.A., Ph.D., University of Michigan-Ann Arbor.
- Crim, Kevin L.** (1975). Assistant in the Writing Laboratory and Lecturer, 1978–. B.A., College of William and Mary; M.A., University of Wisconsin-Madison.
- Cummins, Monessa** (1985). Lecturer in Classics, 1985–. B.A., Wichita State University; M.A., Ph.D., University of Cincinnati.
- Cummins, W. Joseph** (1984). Associate Professor of Classics and Philosophy, 1990–. B.A., Xavier University; M.A., Ph.D., Emory University; M.A., Ph.D., University of Cincinnati.
- Cunningham, Charles E.** (1993). Associate Professor of Physics, 2000–. B.S., Harvey Mudd College; M.S., Ph.D., Stanford University.
- Delmenico, Lesley** (2000). Assistant Professor of Theatre, 2003–. B.A., M.A., Ph.D., Northwestern University.
- Dobbs, Elizabeth A.** (1976). Orville and Mary Patterson Rount Professor of Literature, 2000–. Professor of English, 1991–. B.A., St. John's College (Maryland); M.A., Ph.D., State University of New York-Buffalo.
- Drwal, Jason** (2003). Assistant Professor of Psychology, 2003–. B.A., University of Michigan; M.A., Ph.D., University of Connecticut.
- Duke, Charles L.** (1969). Professor of Physics, 1979–. B.S., North Carolina State University; Ph.D., Iowa State University. Senior Faculty Status.
- Eckhart, Vince** (1996). Associate Professor of Biology, 2002–. B.A., Pomona

- College; Ph.D., University of Utah.
- Ellis, Ann E.** (1994). Associate Professor of Psychology, 2000–. B.S., Denison University; M.A., University of Toledo; Ph.D., University of Minnesota.
- Ellison, David** (2001). Assistant Professor of Political Science, 2001–. B.A., M.A., University of Denver; Ph.D., University of California-Los Angeles.
- Engel, Kevin R.** (1986). Science Librarian; Associate Professor, 1996–. B.S., Iowa State University; M.A., University of Iowa.
- Erickson, Karla A.** (2004). Instructor in Sociology, 2004–. B.A., Illinois Wesleyan University; M.A., Hamline University.
- Ewoldt, Patrice** (2003). Lecturer in Music, 2003–. B.A., University of Northern Iowa; M.Mus., The Cleveland Institute of Music; D.M.A., University of Maryland-College Park.
- Fairchild, Diane E.** (1984). Director of Athletics, 1986–; Associate Professor of Physical Education, 1986–. B.A., M.S., Mankato State College.
- Feng, Jin** (2001). Assistant Professor of Chinese and Japanese, 2001–. B.A., Fudan University (China); M.A., University of Illinois; Ph.D., University of Michigan.
- Fennell, John** (2002). Assistant Professor of Philosophy, 2002–. B.A., M.A., University of Melbourne (Australia); Ph.D., Northwestern University.
- Ferguson, Susan J.** (1993). Associate Professor of Sociology, 1999–. B.A., M.A., Colorado State University; Ph.D., University of Massachusetts-Amherst.
- Ferguson, William D.** (1989). Associate Professor of Economics, 1995–. B.A., Grinnell College; M.A., Ph.D., University of Massachusetts-Amherst.
- Fraizer, Heather** (2003). Assistant Professor of Political Science, 2003–. B.A., Albion College; M.A., Ph.D., University of Colorado.
- Freeman, Evelyn Oljans** (1980). Assistant Professor of Physical Education, 1992–. B.A.P.E., York University (Canada); B.Ed., University of Toronto (Canada).
- Freeman, William A.** (1980). Associate Professor of Physical Education, 1990–. B.S.P.E., University of Florida; M.S.P.E., Indiana University.
- French, Brigittine** (2003). Mellon Postdoctoral Fellow and Lecturer in Anthropology, 2003–. B.A., M.A., Ph.D., University of Iowa.
- French, Christopher P.** (2003). Assistant Professor of Mathematics and Computer Science, 2003–. B.A., Williams College; M.A., Ph.D., University of Chicago.
- Gaub, Eugene** (1995). Associate Professor of Music, 2000–. B.Mus., M.Mus., The Juilliard School; D.M.A., Eastman School of Music.
- Gaub, Nancy** (1996). Lecturer in Music, 1996–. B.M., Roosevelt University; M.Mus., The Juilliard School.
- Gibson, Janet M.** (1989). Associate Professor of Psychology, 1995–. B.A., Temple University; M.A., Ph.D., Rice University.
- Gilday, Edmund** (1995). Associate Professor of Religious Studies, 1999–. B.A., University of Wisconsin-Madison; M.A., University of British Columbia (Canada); Ph.D., University of Chicago.
- Gordon, Philippa** (1991). Associate Professor of Theatre, 1998–. B.F.A., Utah State University; M.F.A., University of Iowa.
- Green, Jennifer Ann** (2001). Public Services Librarian; Assistant Professor, 2001–. B.A., Trinity University; M.L.S., University of Texas-Austin.
- Greene, Raquel** (1998). Assistant Professor of Russian, 2000–. B.A., Univer-

- sity of Virginia; M.A., University of Arizona; Ph.D, Ohio State University.
- Gregg, Matthew** (2003). Assistant Professor of Economics, 2003–. B.A., Roanoke College.
- Gregg-Jolly, Leslie** (1993). Associate Professor of Biology, 1999–. B.A., Vassar College; M.S., M.Ph., Ph.D., Yale University.
- Grey, Robert D.** (1968). Professor of Political Science, 1985–. B.A., Wesleyan University; M.A., Ph.D., Yale University.
- Gross, Daniel** (1980). Coordinator of the Alternate Language Study Option, 1984–; Lecturer in Modern Languages, 1993–. B.A., University of Wisconsin-Madison; M.A., University of Illinois-Urbana.
- Gross, Janice B.** (1977). Seth Richards Professor of Modern Languages, 2000–. Professor of French, 1994–. B.A., Ph.D., University of Michigan; M.A., Ohio State University.
- Gum, Ben** (2001). Assistant Professor of Mathematics and Computer Science, 2001–. B.S./B.A., Washington University; M.A., Ph.D., Princeton University.
- Haas, Dennis W.** (1966). Professor of Religious Studies, 1978–. B.A., Franklin and Marshall College; M.Div., Union Theological Seminary; S.T.M., Lancaster Theological Seminary. Senior Faculty Status.
- Hamilton, Andrew** (1987). Assistant Professor of Physical Education, 2000–. B.A., Grinnell College; M.S.S, United States Sports Academy.
- Harrison, David** (1999). Assistant Professor of French, 2001–. B.A., Swarthmore College; M.A., Ph.D., University of Wisconsin-Madison.
- Hayes, Nancy** (2004). Assistant Professor of Education, 2004–. B.A., University of Illinois; M.A., Pennsylvania State University; Ph.D., University of Iowa.
- Hays, Elizabeth L.** (1977). Associate Professor of Music, 1983–. B.A., University of California-Berkeley; M.A., Ph.D., Stanford University. Senior Faculty Status.
- Herman, Eugene A.** (1965). Samuel R. and Marie-Louise Rosenthal Professor of Natural Science and Mathematics, 1991–. Professor of Mathematics and Computer Science, 1974–. B.S., University of Chicago; M.A., Ph.D., University of California-Berkeley. Senior Faculty Status.
- Herold, Kelly** (1998). Associate Professor of Russian, 2004–. B.A, University of California-Berkeley; M.A., Ph.D., University of California-Los Angeles.
- Hietala, Thomas R.** (1985). Professor of History, 1999–. B.A., Gustavus Adolphus College; M.A., Ph.D., Yale University.
- Hollibaugh, Timothy J.** (1994). Associate Professor of Physical Education, 1994–. B.A., Hanover College; M.S., Indiana State University.
- Hsieh, Andrew C.** (1978). Professor of History, 1988–. B.A., M.A., Chinese University of Hong Kong; Diploma, Research Institute for Humanistic Studies, Kyoto University (Japan); Ph.D., Yale University.
- Hughes, Dennis D.** (1987). Associate Professor of Classics, 1995–. B.A., Georgetown University; Ph.D., Ohio State University.
- Hunter, Christopher H.** (1976). Professor of Sociology, 1993–. B.A., Brown University; M.A., Ph.D., Princeton University.
- Hunter, Judith W.** (1976). Director of the Writing Laboratory and Lecturer, 2000–. B.A., Brown University; M.A., University of Iowa.
- Hurley, Erin** (1995). Associate Professor of Physical Education, 2003–. B.S., University of Nebraska-Lincoln; M.A., University of Iowa.

- Ireland, Susan** (1989). Professor of French, 2003–. B.A., University of Bristol (England); M.A., Ph.D., University of Colorado-Boulder.
- Isaacson, Lisa Bowers** (1987). Adjunct Professor of History and Assistant Site Director, 1995–. B.A., Grinnell College; M.A., Ph.D., Princeton University.
- Jacobson, Kathryn** (1997). Associate Professor of Biology, 2003–. B.A., Washington University; M.S., Ph.D., Virginia Polytechnic Institute and State University.
- Jacobson, Peter** (1998). Assistant Professor of Biology, 1999–. B.A., Washington University; M.S., Ph.D., Virginia Polytechnic Institute and State University.
- Jaworski, Brian J.** (2004). Assistant Professor of Physical Education, 2004–. B.A., DePauw University; M.Ed., Indiana State University.
- Jepsen, Charles H.** (1969). Professor of Mathematics, 1979–. B.A., Wartburg College; M.A., Ph.D., Indiana University. Senior Faculty Status.
- Jones, George W.** (1974–75; 1978). Adjunct Professor of Political Science. B.A., M.A., Ph.D., Oxford University (England).
- Jones, Kimberly M.** (2004). Assistant Professor of Anthropology, 2004–. B.A., Adelphi University; Ph.D., University of Pittsburgh.
- Jones, Phillip** (2004). Reader Services Librarian and Assistant Professor, Library, 2004–. B.A., Purdue University and Adams State College; M.A., University of Kentucky; M.L.S., University of Arizona.
- Jorenby, Marnie K.** (2004). Assistant Professor of Chinese and Japanese, 2004–. B.A., Carleton College; M.A., University of Minnesota; Ph.D., University of Wisconsin-Madison.
- Kaiser, Daniel H.** (1979). Rosenfield Professor of Social Studies, 1984–; Professor of History, 1987–. B.A., Wheaton College; M.A., Ph.D., University of Chicago.
- Kamp, Kathryn A.** (1982). Professor of Anthropology, 1997–. B.A., Carleton College; M.A., University of Oregon; M.A., Ph.D., University of Arizona.
- Kapila, Shuchi** (2002). Assistant Professor of English, 2002–. B.A., M.A., M.Phil, University of Delhi (India); Ph.D., Cornell University.
- Kasimow, Harold** (1972). George A. Drake Professor of Religious Studies, 1989–. Professor of Religious Studies, 1988–. B.H.L., Jewish Theological Seminary; M.A., Ph.D., Temple University. Senior Faculty Status.
- Ketter, Jean Smiley** (1994). Associate Professor of Education, 2000–. B.A., University of Northern Colorado; M.A., Ph.D., University of Kansas.
- Klarnier, Carl** (2004). Assistant Professor of Political Science, 2004–. B.A., University of Nebraska-Lincoln; M.A., University of California-Davis; Ph.D., Texas A&M University.
- Kluber, Matthew** (2003). Assistant Professor of Art, 2003–. B.A., Iowa State University; B.F.A., Rhode Island School of Design; M.A., M.F.A., University of Iowa.
- Knight, R. Cecilia** (1993). Catalog Librarian; Associate Professor, 1995–. B.A., Blackburn College; M.L.S., Rosary College.
- Kornelson, Keri A.** (2004). Assistant Professor of Mathematics and Computer Science, 2004–. B.A., University of Maryland; B.A., M.S., Ph.D., University of Colorado-Boulder.
- Kuiper, Shonda R.** (2003). Assistant Professor of Mathematics and Computer Science, 2003–. B.A., Wartburg College; M.A., Ph.D., Iowa State University.
- Lalonde, Gerald V.** (1969). Professor of Classics, 1980–. B.A., M.A., Ph.D., University of Washington.

- Levandoski, Mark M.** (1999). Assistant Professor of Chemistry, 1999–. B.S., University of Chicago; Ph.D., University of Wisconsin-Madison.
- Lindberg, James G.** (2002). Visiting Professor of Chemistry, 2002–. B.A., Kalamazoo College; Ph.D., Baylor University.
- Lindgren, Clark A.** (1992). Associate Professor of Biology, 1996–. B.S., Wheaton College; M.S., Ph.D., University of Wisconsin-Madison.
- Lobban-Viravong, Heather** (2000). Assistant Professor of English, 2002–. B.A., St. John Fisher College; M.A., Ph.D., State University of New York-Buffalo.
- Lopatto, David E.** (1981). Professor of Psychology, 1996–. B.A., Kenyon College; M.S., Ph.D., Ohio University.
- Lowther, Priscilla** (1990). Associate Professor of Physical Education, 2000–. B.S., University of Iowa; M.S., University of Oregon.
- Lycke, Kara L.** (2000). Assistant Professor of Education, 2004–. B.S., Illinois State University; Ph.D., Michigan State University.
- Lyons, Leslie J.** (1989). Associate Professor of Chemistry, 1995–. B.A., Colgate University; Ph.D., University of Wisconsin-Madison.
- Mahlab, Minna** (1996). Director of the Science Learning Center; Lecturer, 1999–. B.A., Bryn Mawr College; M.S., University of California-San Diego.
- Marzluff, Elaine** (1997). Associate Professor of Chemistry, 2003–. B.A., Harvard University; Ph.D., California Institute of Technology.
- McClelland, Katherine H.** (1984). Director of the Science and Mathematics Learning Center and Lecturer, 1984–. B.A., Oberlin College; M.Ed., Lesley College.
- McClelland, Kent A.** (1982). Professor of Sociology, 1994–. B.A., Oberlin College; Ph.D., Harvard University.
- McIntyre, Eric** (2003). Assistant Professor of Music, 2003–. B.Mus., M.Mus., Indiana University; D.Mus., University of Houston.
- McKee, Christopher** (1971). Librarian of the College, 1972–. Samuel R. and Marie-Louise Rosenthal Professor of Library Science, 1977–. B.A., University of St. Thomas; M.A.L.S., University of Michigan.
- McKibbin, Bobbie H.** (1976). Professor of Art, 1991–. B.F.A., M.F.A., Miami University (Ohio).
- Mease, C. Ellen** (1977). Associate Professor of Theatre, 1985–. B.A., Vassar College; M.A., University of Virginia; Ph.D., Stanford University.
- Meehan, M. Johanna** (1990). Associate Professor of Philosophy, 1996–. B.A., Brandeis University; M.A., Ph.D., Boston University.
- Michaels, Jennifer Tonks** (1975). Samuel R. and Marie-Louise Rosenthal Professor of Humanities, 1996–. Professor of German, 1987–. M.A., University of Edinburgh (Scotland); M.A., Ph.D., McGill University (Canada).
- Minelli, Martin R.** (1985). Professor of Chemistry, 2003–. M.S., Ph.D., University of Konstanz (Germany).
- Mobley, T. Andrew** (1999). Assistant Professor of Chemistry, 1999–. B.A., Carleton College; Ph.D., University of California-Berkeley.
- Moffett, Alexander S.** (1971). Professor of Theatre, 1981–. B.A., M.A., University of North Carolina; Ph.D., Florida State University. Senior Faculty Status.
- Mohan, Joan H.** (1982). Director of the Reading Laboratory and Lecturer, 1982–. B.A., Trinity College; M.A.T., Johns Hopkins University.
- Moisan, Claire H.** (1998). Assistant in the Writing Laboratory and Lecturer, 1998–. B.A., University of Vermont; M.A., Washington University.

- Moisan, Philippe** (1997). Associate Professor of French, 2004–. B.A., Université de Caen (France); M.A., Ph.D., Washington University.
- Montgomery, Mark** (1989). Professor of Economics, 2001–. B.A., Montclair State College; M.A., University of Delaware; M.S., Ph.D., University of Wisconsin-Madison.
- Moore, Edward M.** (1967). Professor of English, 1978–. B.A., University of the South; M.A., Ph.D., Harvard University.
- Moore, Emily Hoel** (1980). Professor of Mathematics and Computer Science, 2000–. B.A., Carleton College; A.M., Ph.D., Dartmouth College.
- Moore, Thomas L.** (1980). Professor of Mathematics, 2000–. B.A., Carleton College; M.A. University of Iowa; A.M., Ph.D., Dartmouth College.
- Moyer, H. Wayne Jr.** (1972). Rosenfield Professor and Director of the Rosenfield Public Affairs Program, 1985–. Professor of Political Science, 1986–. B.A., University of Virginia; M.A., M.Phil., Ph.D., Yale University.
- Munyon, Paul G.** (1982). Associate Professor of Economics, 1986–. B.A., Westmar College; M.A., Ph.D., Harvard University.
- Mutti, John H.** (1987). Sidney Meyer Professor of International Economics, 1987–. B.A., Earlham College; M.A., Ph.D., University of Wisconsin.
- Neisser, Joseph U.** (2003). Assistant Professor of Philosophy, 2003–. B.A., Macalester College; Ph.D., Duke University.
- Norris, Ada M.** (2004). Assistant Professor of English, 2004–. B.A., University of Chicago; Ph.D., Duke University.
- Osgood, Russell K.** (1998). President of the College and Professor of History and Political Science, 1998–. B.A., J.D., Yale University.
- Patch, William L. Jr.** (1985). Professor of History, 1998–. B.A., University of California-Berkeley; Ph.D., Yale University.
- Pergl, William E.** (2000). Assistant Professor of Art, 2000–. B.F.A., Southern Illinois University-Carbondale; M.F.A., Cornell University.
- Perri, Dennis R.** (1967). McCay-Casady Professor of Humanities, 1993–. Professor of Spanish, 1980–. B.A., Dominican College; M.A., Ph.D., University of Iowa.
- Perry, Petra** (1985). Associate Professor of German, 1991–. B.A., City University of New York; M.A., Ph.D., University of Washington.
- Phillips, Edward A. Jr.** (1975). Professor of Classics, 1993–. B.A., Dickinson College; M.A., Ph.D., University of Chicago.
- Pillado, Margarita** (1990). Associate Professor of Spanish, 1996–. B.A., Colorado State University; M.A., University of Washington; Ph.D., Washington University.
- Powell, Irene** (1989). Associate Professor of Economics, 1993–. B.A., University of Delaware; M.S., Ph.D., University of Wisconsin-Madison.
- Praitis, Vida** (2001). Assistant Professor of Biology, 2001–. B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology.
- Prevost, Elizabeth E.** (2004). Instructor in History 2004–. B.A., Trinity College; M.A., Northwestern University.
- Preziosi, Richard F.** (2004). Assistant Professor of Biology, 2004–. B.S., M.S., Concordia University (Canada); Ph.D., McGill University (Canada).
- Purcell, Sarah J.** (2000). Assistant Professor of History, 2000–. B.A., Grinnell College; A.M., Ph.D., Brown University.
- Queathem, Elizabeth** (1996). Lecturer in Biology, 1996–. B.A., Reed College; Ph.D., University of Utah.

- Rebelsky, Samuel** (1997). Associate Professor of Computer Science, 2002–. S.B., S.M., Ph.D., University of Chicago.
- Rempel-Clover, Nancy** (1999). Assistant Professor of Psychology, 2002–. B.A., Bethel College; Ph.D., University of California-San Diego.
- Reynolds, Daniel Patrick** (1998). Associate Professor of German, 2004–. B.S., Georgetown University; Ph.D., Harvard University.
- Rietz, Henry W.L.** (1998). Assistant Professor of Religious Studies, 2000–. B.A., Grinnell College; M.Div., Ph.D., Princeton Theological Seminary.
- Roberts, Tyler** (1997). Associate Professor of Religious Studies, 2002–. B.A., Brown University; M.T.S., Th.D., Harvard University.
- Robertson, Diane C.** (1977). Associate Professor of Biology, 1983–. B.A., University of Missouri-Columbia; M.A., Stanford University; Ph.D., University of California-Berkeley.
- Rod, Catherine M.** (1987). Associate Librarian of the College; Associate Professor, 1991–. B.A., Augustana College; M.A., University of Iowa; M.A., Iowa State University.
- Romano, David** (2004). Assistant Professor of Mathematics and Computer Science, 2004–. B.A., Oberlin College; Ph.D., University of California-Berkeley.
- Rommereim, John Christian** (1988). Associate Professor of Music, 1994–. B.A., St. Olaf College; M.Mus., San Francisco Conservatory of Music; D.M.A., University of Kansas.
- Roper, J. Montgomery** (2000). Assistant Professor of Anthropology, 2000–. B.A., Ithaca College; M.A., University of Kentucky; Ph.D., University of Pittsburgh.
- Russell, Ralph** (1992). Lecturer in Music, 1993–. B.S., University of Arkansas-Pine Bluff; M.A., Governors State University; Ph.D., University of California-Santa Barbara.
- Savarese, Ralph J.** (2001). Assistant Professor of English, 2001–. B.A., Wesleyan University; M.F.A., Ph.D., University of Florida.
- Schneider, Mark B.** (1987). Associate Professor of Physics, 1991–. B.A., Carleton College; M.A., Ph.D., Princeton University.
- Schrift, Alan D.** (1987). Professor of Philosophy, 1998–. B.A., Brown University; M.A., Ph.D., Purdue University.
- Schrift, Jill L.** (1988). Lecturer in Art, 1990–. B.A., M.A., Purdue University; M.S., Potsdam College.
- Scott, Helen G.** (1981). Associate Professor of Russian, 1988–. B.A., Oberlin College; M.A., Ph.D., University of Chicago.
- Scott, Kesho** (1986). Associate Professor of American Studies and Sociology, 1991–. B.A., Wayne State University; M.A., University of Detroit; Ph.D., University of Iowa.
- Seiz, Janet A.** (1989). Associate Professor of Economics, 1994–. B.A., Ph.D., Duke University.
- Sharpe, Lee R.** (1989). Associate Professor of Chemistry, 1995–. B.A., Ripon College; Ph.D., University of Wisconsin-Madison.
- Shorb, Deanna** (1996). College Chaplain, Lecturer, 1996–. B.A., West Chester University; M.Div., Yale Divinity School.
- Shuman, Karen L.** (2003). Assistant Professor of Mathematics and Computer Science, 2003–. B.A., Agnes Scott College; A.M., Ph.D., Dartmouth College.
- Silkin, Nikolay** (2004). Assistant Professor of Mathematics and Computer Science, 2004–. B.S., Ural State University (Russia); M.S., University of

- Nebraska-Lincoln; Ph.D., Vanderbilt University.
- Silva, Jose Pablo** (1998). Assistant Professor of History, 2000–. A.B., Harvard College; M.A., Ph.D., University of Chicago.
- Simawe, Saadi** (1992). Associate Professor of English, 2000–. B.A., Al-Mustansiriyah University (Baghdad); M.A., University of Nebraska; M.A., Ph.D., University of Iowa.
- Simpson, Erik C.** (2001). Assistant Professor of English, 2001–. B.A., University of Virginia; M.A., Ph.D., University of Pennsylvania.
- Sinnett, Laura M.** (1990). Associate Professor of Psychology, 1996–. B.A., Webster University; M.S., Ph.D., Purdue University.
- Skerrett, Kathleen Roberts** (1997). Associate Professor of Religious Studies, 2004–. B.A., Mount Allison University; LL.B., Dalhousie University; M.T.S., Ph.D., Harvard University.
- Smith, D. A.** (1970). L.F. Parker Professor of History, 2000–; Professor of History, 1975–. B.A., Vanderbilt University; B.A., M.A., Oxford University (England); Ph.D., Yale University. Senior Faculty Status.
- Smith, Paula V.** (1987). Professor of English, 2004–. B.A., Swarthmore College; M.A., M.F.A., Ph.D., Cornell University.
- Sonnichsen, Tom** (1997). Assistant Professor of Physical Education, 1997–. B.S., University of Oregon; M.S. Ec., Prairie View A&M University; M.S. Ed., Baylor University.
- Sortor, Marci** (1989). Associate Dean of the College, 2002–; Associate Professor of History, 1995–. B.A., M.A., Ph.D., University of California-San Diego.
- Sparks-Thissen, Rebecca** (2004). Assistant Professor of Biology, 2004–. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University.
- Spayde, Damon T.** (2004). Assistant Professor of Physics, 2004–. B.A., Grinnell College; M.S., Ph.D., University of Maryland.
- Spohnholz, Jesse** (2004). Instructor in History, 2004–. B.A., Reed College; M.Litt, University of St. Andrew (Scotland).
- Stone, Barbara A.** (1985). Lecturer in Spanish, 1988–. B.A., University of Chicago; M.A., Ph.D., University of Texas-Austin.
- Stone, John David** (1983). Lecturer in Computer Science and Philosophy, 1990–; Manager of MATHLAN. B.A., University of Chicago; Ph.D., University of Texas-Austin.
- Strauber, Ira L.** (1973). Professor of Political Science, 1987–. B.A., Queens College; M.A., Northwestern University; Ph.D., Brown University.
- Strauber, Susan E. W.** (1980). Associate Professor of Art, 1993–. B.A., Pembroke College, Brown University; M.A., Ph.D., Brown University.
- Stubbs, John M.** (2004). Instructor in Chemistry, 2004–. B.A., University of Minnesota-Morris.
- Stuhr, Rebecca A.** (1988). Collection Development and Preservation Librarian; Associate Professor, 1994–. B.A., St. Olaf College; M.L.I.S., University of California-Berkeley.
- Sullivan, Charles H.** (1986). Professor of Biology, 2002–. B.A., University of Maine; M.S., Ph.D., University of Maryland-College Park.
- Swartz, James E.** (1980). Vice-President for Academic Affairs and Dean of the College, 1998–. Professor of Chemistry, 1993–. B.S., Stanislaus State College; Ph.D., University of California-Santa Cruz.
- Takahashi, Kenji** (2001). Assistant Professor of Chinese and Japanese, 2001–. B.A., Aoyama Gakuin University (Japan); Ph.D., Waseda University (Japan);

- M.A., Ohio State University; Ph.D., University of Texas-Austin.
- Tapias, Maria** (2001). Assistant Professor of Anthropology, 2001–. B.A., Sarah Lawrence College; M.A., Ph.D., University of Illinois-Urbana-Champaign.
- Tjossem, Paul J.H.** (1989). Associate Professor of Physics, 1998–. B.A., Swarthmore College; Ph.D., Cornell University.
- Trimmer, Elizabeth** (2000). Assistant Professor of Chemistry, 2000–. B.A., Carleton College; Ph.D., Massachusetts Institute of Technology.
- Trish, Barbara** (1990). Associate Professor of Political Science, 2000–. B.A., The College of St. Thomas; Ph.D., Ohio State University.
- Trosset, Carol** (1989). Lecturer in Anthropology, 1989–90, 1995–. B.A., Carleton College; M.A., Ph.D., University of Texas-Austin.
- Uhlenhopp, Elliott L.** (1977). Professor of Chemistry, 1989–. B.A., Carleton College; Ph.D., Columbia University.
- Valentin, Carmen** (2001). Assistant Professor of Spanish, 2002–. B.A., M.A., Ph.D., University of Valladolid (Spain).
- Vetter, Roger** (1986). Associate Professor of Music, 1992–. B.Ed., M.A., University of Hawaii; Ph.D., University of Wisconsin.
- Vinter, Donna** (1980; 1982). Resident Director and Adjunct Professor of English. B.A., Canisius College; M.A., Ph.D., Harvard University.
- Vishevsky, Anatoly** (1994). Associate Professor of Russian, 1998–. M.A., University of Chernovtsy (Russia); M.A., Ph.D., University of Kansas.
- Voyles, Bruce A.** (1977). Patricia Armstrong Johnson Professor of Biological Chemistry, 1999–. Professor of Biology, 1994–. B.A., Whitman College; Ph.D., Purdue University.
- Voyles, Martha M.** (1980–81; 1985). Associate Professor of Education, 1993–. B.A., Whitman College; M.S., Ph.D., Purdue University.
- Waite, Barbara T.** (2000). Assistant Professor of Physical Education, 2004–. B.A., University of Arizona; M.Ed., Ph.D., University of Virginia.
- Walker, Henry M.** (1974). Samuel R. and Marie-Louise Rosenthal Professor of Natural Sciences and Mathematics, 2000–. Professor of Mathematics and Computer Science, 1987–. B.A., Williams College; M.S., University of Iowa; Ph.D., Massachusetts Institute of Technology.
- Wallace, Gregory A.** (1988). Associate Professor of Physical Education, 1995–. Associate Director of Athletics, 2003–. B.S., Missouri Valley College; M.S., Central Missouri State University.
- Whittaker, John C.** (1984). Professor of Anthropology, 2001–. B.A., Cornell University; M.A., Ph.D., University of Arizona.
- Willis, Eliza J.** (1991). Associate Professor of Political Science, 1997–. B.S., Georgetown University; Ph.D., University of Texas-Austin.
- Wohlwend, Helyn** (2004). Assistant in the Writing Lab; Lecturer, 2004–. B.A., Westmar College.
- Wolf, A. Royce** (1986). Associate Professor of Mathematics, 1992–. B.A., California State University-Northridge; M.A., Ph.D., University of California-Berkeley.
- Womack, Shawn** (2003). Assistant Professor of Theatre, 2003–. B.F.A., University of Cincinnati College-Conservatory of Music; M.F.A, University of California-Riverside.
- Zeiss, David** (1987). Director of Recreational Services, 1989–; Assistant Professor of Physical Education, 2000–. B.A., Lawrence University; M.A.,

University of Iowa.

Administration

Executive Administration

- Osgood, Russell K.** (1998). President of the College, 1998–. B.A., J.D., Yale University.
- Brand, Jonathan M.** (1998). Vice-President of Institutional and Budget Planning; Special Assistant and Counsel to the President; Lecturer in Political Science, 2001–. B.A., University of Wisconsin-Madison; M.A., University of Michigan-Ann Arbor; J.D., Cornell Law School.
- Chavez-Silva, Monica** (2000). Director of Community Enhancement, 2000–. B.A., Harvard University.
- Clay, David S.** (1986). Vice-President for Business and Treasurer of the College, 1994–. B.B.A., University of Iowa; C.P.A., State of Iowa.
- Crary, Thomas M.** (1982). Vice-President for Student Services, 1999–. B.S., M.A., Northern Michigan University.
- Kalkbrenner, John W.** (1999). Vice-President for College Services, 2002–. B.A., Vassar College; M.S., Pace University; M.B.A., Rensselaer Polytechnic Institute.
- Munley, Michael J.** (1993). Vice-President for Communication and Events, 2001–. B.A., Grinnell College.
- Reding, Todd A.** (2001). Vice-President for Alumni Relations and Development, 2001–. B.A., Rockhurst College.
- Sumner, James M.** (2000). Dean of Admission and Financial Aid, 2000–. A.B., Pacific University; Ed.M., Springfield College.
- Swartz, James E.** (1980). Vice-President for Academic Affairs and Dean of the College, 1998–. B.S., Stanislaus State College; Ph.D., University of California-Santa Cruz.
- Thomas, Frank** (1991). Vice-President for Diversity, 2001–. B.A., Grinnell College; J.D., Indiana University School of Law.
- Wright, Lesley** (1999). Director, Faulconer Gallery, 1999–. B.A., Swarthmore College; A.M., Ph.D., Stanford University.

Academic Affairs

- Swartz, James E.** (1980). Vice-President for Academic Affairs and Dean of the College, 1998–. B.S., Stanislaus State College; Ph.D., University of California-Santa Cruz.
- Bright, Richard E.** (1989). Director of Off-Campus Study, 1992–. B.A., University of Lancaster (England); B.A., M.B.A., University of Colorado-Boulder.
- Bunnell, Dan R.** (1998). Director of Forensics, 1998–. B.S., United States Military Academy; M.A., Georgetown University; Secondary Teaching Certification, Grinnell College.
- Chenette, Jonathan L.** (1983). Associate Dean of the College, 2004–. Blanche Johnson Professor of Music; Professor of Music, 1997–. M.Mus., Butler

- University; B.A., Ph.D., University of Chicago.
- Cutchins, Doug** (1999). Director of the Office of Social Commitment, 1999–. B.A., Grinnell College; M.A., University of Connecticut.
- Geissinger, Anne** (2000). Director of the Office of Special International Programs, 2000–. B.A., Grinnell College; M.P.H., University of North Carolina-Chapel Hill.
- McKee, Valerie** (1989). Administrative Assistant to the Vice-President for Academic Affairs and Dean of the College, 1999–. B.A., Central College.
- Sortor, Marci** (1989). Associate Dean of the College, 2002–. B.A., M.A., Ph.D., University of California-San Diego.
- Story, Angie** (1982). Assistant to the Associate Dean and Coordinator of Academic and Technical Support Assistants, 1999–. B.A., William Penn University.

Admission

- Sumner, James M.** (2000). Dean of Admission and Financial Aid, 2000–. A.B., Pacific University; Ed.M., Springfield College.
- Adams, Sara P.** (1998). Admission Counselor, 1999–. B.S., Stanford University.
- Barron, Nicole** (2002). Admission Counselor, 2002–. B.A., Hamilton College.
- Baumler, Scott J.** (1998). Senior Research Analyst, 1998–. B.S., Iowa State University; M.S., Pennsylvania State University.
- Enriques, Adrienne** (2003). Assistant Dean of Admission and Coordinator of Multicultural Admission, 2003–. B.A., Grinnell College; M.A., University of Miami.
- Herold, Kate** (2003). Admission Counselor, 2003–. B.A., Grinnell College.
- Hrasky, Tamara S.** (1997). Senior Associate Dean of Admission, 2000–. B.A., Ripon College.
- Huacuja, Misty** (2002). Assistant Dean of Admission, 2002–. B.A., Grinnell College.
- Jacks, Marlene Spraggins** (1999). Associate Dean of Admission, 1999–. B.A., Augustana College; M.S.Ed., Western Illinois University.
- Newport, Constance J.** (1990). Administrative Assistant, 1992–. B.A., University of Northern Iowa.
- Staab, Eric P.** (1996). Associate Dean of Admission and Coordinator of International Admission, 2000–. B.A., M.A., Indiana University.
- White, Sarah** (1999). Assistant Dean of Admission, 2002–. B.A., University of Iowa.

Alumni Relations and Development

- Reding, Todd A.** (2001). Vice-President for Alumni Relations and Development, 2001–. B.A., Rockhurst College.
- Bair, Margaret E. Jones** (1994). Director of Alumni Relations and Annual Giving, 1999–. B.S., Centre College; M.S., Florida State University.
- Bly, Rachel R.** (1998). Director of Alumni Relations, 2002–. B.A., Grinnell College; M.A., Drake University.
- Durbala, Sandy** (1995). Assistant Director of Planned Giving, 2001–.
- Elkin, Steve** (2003). Associate Director of the Pioneer Fund, 2003–. B.A., Grinnell College; Ph.D., University of Minnesota.

- Gibbens, Craig** (1999). Director of Pioneer Fund, 2002–. B.A., Grinnell College.
- Goltz, Neill E.** (2000). Director of Planned Giving, 2000–. B.A., Brown University.
- Gregor, Christine M.** (1976). Associate Director of Alumni and Donor Services, 2000–.
- Hall, Effie** (2001). Assistant Director of Development, 2001–. B.A., University of the Philippines; M.S., Syracuse University; M.B.A., University of Iowa.
- Muckler, Janet** (1995). Administrative Assistant for Alumni Relations and Development, 1996–.
- Schmidt, Craig** (2004). Associate Director of Development, 2004–. B.S., Iowa State University; M.A., University of Iowa.
- Sidwell, Simone** (2003). Associate Director of Research, 2003–. B.A., M.S., University of Illinois-Urbana
- Tomaszkiewicz, Teri** (2002). Senior Director of Development, 2002–. B.S., University of Wisconsin.
- Veline, Cindy** (2004). Assistant Director of Alumni Relations, 2004–. B.A., University of Iowa; M.A., Point Long Nazarene University.
- Wilch, Peter J.** (2000). Associate Director of Development, 2001–. B.A., Cornell College.

Bookstore

- Wherry, Cassandra J.** (1988). Manager, Bookstore, 1999–. B.S., Iowa State University.
- McIlrath, J. Harley** (2000). Assistant Manager, Bookstore, 2000–. B.A., M.A., University of Northern Iowa.

College Services

- Kalkbrenner, John W.** (1999). Vice-President for College Services, 2002–. B.A., Vassar College; M.S., Pace University; M.B.A., Rensselaer Polytechnic Institute.
- Sanders, Geraldine** (1979). Manager of Campus Mail Services, 1995–.
- Wade, Vicki J.** (1997). Service Specialist, 2001–. A.A., Des Moines Area Community College; B.A., Drake University.

Communication and Events

- Munley, Michael J.** (1993). Vice-President for Communication and Events, 2001–. B.A., Grinnell College.
- Hayes, Dann** (1999). Director of Media Relations, 1999–. B.A., Metropolitan State College.
- Ivanov, Leonid** (2001). Online Media and Web Coordinator, 2001–. B.A., M.A., Moscow State University (Russia).
- Powers, James A.** (1987). Art Director, 1989–; Director of Publications, 1994–; Associate Director of Public Relations, 1994–. B.F.A., University of Iowa.
- Stolze, Jacqueline Hartling** (1997). Editorial Director; Editor, *The Grinnell*

Magazine, 2002–. B.A., M.A.W., University of Iowa.

Community Enhancement

Chavez-Silva, Monica (2000). Director of Community Enhancement, 2000–. B.A., Harvard University.

Corporate, Foundation, and Government Relations

Wiese, Karen (1995). Director of Corporate, Foundation, and Government Relations, 1995–. B.A., Grinnell College; M.S., Iowa State University.

Cleaver, Richard (2000). Grant Writer, 2000–. B.A., Grinnell College; M.A., University of Sheffield (England).

Dining Services

Williams, Richard D. (1999). Director of Dining Services, 1999–. B.S., M.S., University of Nebraska-Kearney.

Barthman, Ryan (2002). Assistant Director of Dining Services, 2002–. B.A., University of Northern Iowa.

Kirk, Mary (1988). Assistant Director-Cash Operations, 2000–. B.S., Northeast Missouri State University.

Moser, Jeanette A. (1995). Associate Director of Dining Services, 1998–. B.S., North Dakota State University.

Turley, Scott D. (1999). Managing Chef, 1999–. A.A., The University of Akron.

Facilities Management

Godar, Mark E. (1995). Director of Facilities Management, 1995–. A.A., Kirkwood Community College; B.S., B.A., Iowa State University.

Bartachek, Bonita (1984). Custodial Supervisor, 2002–.

Burt, Michael G. (1989). Associate Director of Facilities Management—Grounds, Landscape, and Hauling, 1991–. B.S., M.S., Iowa State University.

Hansen, Dixie (2000). Office Manager, 2001–.

Ollinger, Leslie A. (1985). Associate Director of Facilities Management—Procurement, Operations, and Custodial Services, 1999–.

Saunders, Kenneth (1997). Maintenance Manager, 2000–.

Whitney, Richard S. (1995). Associate Director of Facilities Management—Construction and Maintenance, 1995–. B.S., Iowa State University.

Falconer Gallery

Wright, Lesley (1999). Director, 1999–. B.A., Swarthmore College; A.M., Ph.D., Stanford University.

Jenkins, Kay E. Wilson (1983). Curator of Collections and Director of the Print and Drawing Study Room, 1986–. B.A., Rockford College.

Niehus, Karla (1999). Curator of Education, 1999–. B.A., Grinnell College;

- M.A., University of Chicago.
- Severe, Milton** (1989). Director of Exhibition Design, 1998–. B.A., Grinnell College.
- Strong, Daniel** (1999). Associate Director, 1999–. B.S., Nazareth College of Rochester; M.A., Williams College.

Financial Aid

- Woods, Arnold A. Jr.** (1993). Director of Student Financial Aid, 1993–. B.S., Southern Illinois University.
- Sittig, Pam** (1996). Student Financial Aid Counselor, 1999–. B.S., Truman State University; M.B.A., William Woods University.
- Zimmermann, Gretchen M.** (1986). Associate Director of Student Financial Aid, 1994–. B.B.A., University of Iowa.

General Administration

- Bosse, Carolyn J.** (1990). Biology Department Technician, 1990–. B.A., Augustana College.
- Brown, Barbara M.** (1990). Psychology Department Technical Assistant, 1990–. B.A., Grinnell College.
- Dudak, Edward D.** (1978). Physics Department Technical Assistant, 1989–. B.S., University of Wisconsin-Platteville.
- Groenendyk, Robert L.** (1990). Biology Department Greenhouse/Field Technician, 1990–. B.A., Central College.
- Hueftle, Karen A.** (1986). Art Department Slide Curator, 1989–. B.A., Kearney State College.
- Kolbe, Susan E.** (1992). Biology Laboratory Assistant, 1992–. B.S., Iowa State University; M.T.-A.S.C.P., Schoitz Medical Center.
- Mottl, Larissa** (2000). Manager of Conard Environmental Research Area, 2000–. B.A., University of Minnesota-Morris; M.S., Iowa State University.
- Nelson, Paul E.** (1990). Music Department Technical Assistant, 1990–. B.A., Winona State University.
- Princer, J. Michael** (1977). Chemistry Department Technical Assistant, 1989–. B.S., Ferris State College.
- Sanning, Erik G.** (1991). Technician in the Theatre Department, 1991–. B.A., Grinnell College.
- Veerhusen-Langerud, Karen** (1997). Director/Lead Teacher of the Preschool Laboratory, 1997–. B.S., Iowa State University; M.A., University of Northern Iowa.

Health Services

- Cochran, Karen** (1988). Director of Health Services, 2000–. R.N., St. Lukes School of Nursing.

Human Resources

- Lovig, Kristin K.** (2000). Director, 2000–. B.B.A., Iowa State University.

- Johnson, Jana** (2000). Generalist, 2000–. B.A., University of Northern Iowa.
Koehler, Stacey (2000). Generalist, 2000–. B.A., University of Northern Iowa.

Information Technology Services

- Francis, William D.** (1987). Director of Information Technology Services, 2000–. B.A., State University of New York; M.S., Ph.D., University of Pittsburgh.
- Albers, Andrew J.** (1990). Database Administrator, 1995–. B.B.A., B.S., Iowa State University.
- Amundson, Debbra S.** (1995–99; 2000). Programmer Analyst, 2000–. A.S., Marshalltown Community College.
- Bartachek, Phil** (1999). Programmer Analyst, 2000–. A.A.S., Kirkwood Community College; B.A., Coe College.
- Bunn, Suzanne** (2000). Information Technology Support Specialist, 2000–. A.S., Des Moines Area Community College; B.A., William Penn University.
- Dale, David P.** (1985). Project Manager for Physical Infrastructure, 2000–. B.A., Grinnell College.
- Ellis, David W.** (1987). Network Services Manager, 2000–. B.A., Northwestern College.
- Friedmeyer, Mark** (2000). Information Technology Support Specialist, 2000–.
- Jaeger, Brent T.** (1994). Manager Campus Information Systems, 2000–. B.A., Wartburg College.
- Keller, Danny** (1988). Information Technology Support Specialist, 2000–. A.A.S., Southwestern Community College.
- May, Denise** (1996). Information Technology Support Specialist, 2000–. A.A., Marshalltown Community College; B.A., Buena Vista University.
- McRitchie, Karen J.** (1998). Leader, Information Technology Support Specialist, 2000–.
- Miller, Mark E.** (1989). Deputy Director of Information Technology Planning and Business Operations, 2002–. B.A., M.A., Ph.D., University of Notre Dame.
- Modlin, Kristina** (2003). Information Technology Support Specialist, 2003–.
- Monaghan, Nathan** (2000). Information Technology Support Specialist, 2000–. A.A., Indian Hills Community College.
- Perry, Ivan** (1986–87; 1988). Director of the Audio-Visual Center, 1989–. B.A., San Francisco State University; M.A., Ph.D., Northwestern University.
- Pifer, Mike** (1997). Network Specialist, 2000–. B.A., Grand View College.
- Twitchell, Wayne** (1998). Applications Integrator/Developer, 2001–. B.S., Central Michigan University; Ph.D., Purdue University.
- VanWilligen, Carlie** (1996). Applications Project Coordinator/Business Process Analyst, 2003–. B.A., Simpson College; M.A., St. Ambrose University.
- Watts, Mark D.** (1998). Co-Leader, Information Technology Support Specialist, 2000–. B.A., University of Northern Iowa.
- Wilkins, Mike** (1997). Network Specialist, 2000–. A.A.S., Marshalltown Community College; B.A., Coe College.

Institutional and Budget Planning

Brand, Jonathan M. (1998). Vice-President of Institutional and Budget Planning; Lecturer in Political Science; Special Assistant and Counsel to the President, 2001–. B.A., University of Wisconsin-Madison; M.A., University of Michigan-Ann Arbor; J.D., Cornell Law School.

Institutional Research

Trosset, Carol S. (1995). Director of Institutional Research, 1995–. B.A., Carleton College; M.A., Ph.D., University of Texas-Austin.

Baumler, Scott J. (1998). Associate Director of Institutional Research, 2003–. B.S., Iowa State University; M.S., Pennsylvania State University.

Library

McKee, Christopher (1971). Librarian of the College, 1972–. B.A., University of St. Thomas; M.A. in L.S., University of Michigan.

Bonath, Gail J. (1977). Associate Librarian of the College, 1994–. B.S., Iowa State University; M.A., University of Iowa.

Clayton, Sharon G. (1983). Administrative Assistant to the Librarian of the College, 1991–.

Engel, Kevin R. (1986). Science Librarian, 1987–. B.S., Iowa State University; M.A., University of Iowa.

Knight, R. Cecilia (1993). Catalog Librarian, 1993–. B.A., Blackburn College; M.L.S., Rosary College.

Peterson, Elizabeth (2003). Assistant Professor of Library, 2003–. B.A., University of California-Santa Cruz; M.L.I.S., San Jose State School of Library and Information Science.

Rod, Catherine M. (1987). Associate Librarian of the College, 1994–. B.A., Augustana College; M.A., University of Iowa; M.A., Iowa State University.

Stuhr, Rebecca A. (1988). Collection Development and Preservation Librarian, 1988–. B.A., St. Olaf College; M.L.I.S., University of California-Berkeley.

Wall, Natalie Marsh (2003). Assistant Professor of Library, 2003–. B.A., Marlboro College; M.L.I.S., University of Rhode Island.

Multimedia Technologies

Hagemeister, Fredrick (2002). Curricular Technology Specialist, 2002–. B.S., Miami University; M.S., Ph.D., Purdue University.

Price, Jared (2003). Curricular Technology Specialist, 2003–. B.A., Doane College.

Office of Diversity

Thomas, Frank (1991). Vice-President for Diversity, 2001–. B.A., Grinnell College; J.D., Indiana University School of Law.

Office of the President

Osgood, Russell K. (1998). President of the College, 1998–. B.A., J.D., Yale University.

Brand, Jonathan M. (1998). Vice-President of Institutional and Budget Planning; Special Assistant and Counsel to the President; Lecturer in Political Science, 2001–. B.A., University of Wisconsin-Madison; M.A., University of Michigan-Ann Arbor; J.D., Cornell Law School.

Schoen, Susan M. (1982). Secretary of the College; Assistant to the President, 2001–. B.A., Concordia College.

Thomas, Frank (1991). Vice-President for Diversity, 2001–. B.A., Grinnell College; J.D., Indiana University School of Law.

Physical Education

Fairchild, Diane E. (1984). Associate Professor of Physical Education, 1986–; Director of Athletics, 1986–. B.A., M.S., Mankato State College.

Benning, Heather (1998). Assistant Professor of Physical Education, Head Women's Soccer Coach and Assistant Women's Track Coach; Sports Information Webmaster, 1998–. B.A., Grinnell College; M.A., University of Iowa.

Johnson, Patricia P. (1977). Administrative Assistant to the Director of Athletics, 1989–.

Pedersen, Jeffrey (2003). Assistant Football and Assistant Track Coach, 2003–. B.A., Grinnell College.

Waite, Barbara T. (2000). Assistant Professor of Physical Education, 2004–. B.A., University of Arizona; M.Ed., Ph.D., University of Virginia.

Wallace, Gregory A. (1988). Associate Professor of Physical Education, 1995–. Associate Director of Athletics, 2003–. B.S., Missouri Valley College; M.S., Central Missouri State University.

Zeiss, David (1987). Director of Recreational Services, 1989–. B.A., Lawrence University.

Registrar

Adams, Gerald S. (1998). Registrar, 1998–. B.S., University of Washington; Ph.D., Oregon State University.

Henning, Stephanie J. (1989). Associate Registrar, 1999–. A.A., Marshalltown Community College.

Rosenfield Public Affairs Program

Moyer, H. Wayne Jr. (1972). Director of the Rosenfield Public Affairs Program, 1985–. B.A., University of Virginia; M.A., M.Phil., Ph.D., Yale University.

Security

Briscoe, Stephen A. (1998). Director of Security, 1998–. B.A., Columbia College; M.S., Central Missouri State University.

Motta, Russell (1994). Assistant Director of Security, 1999–. B.S., University of Colorado-Boulder.

Student Affairs

- Crady, Thomas M.** (1982). Vice-President for Student Services, 1999–. B.S., M.A., Northern Michigan University.
- Alexander, Janet** (1998). Director of International Student Services, 1998–. B.A., University of Iowa; M.A., University of Northern Iowa.
- Andrews, Sheree** (2000). Assistant Dean and Director of Residence Life, 2004–. B.A., University of Washington.
- Brin, Deborah J.** (1997). Associate Chaplain, 1999–. B.A., Macalester College; M.H.L., Reconstructionist Rabbinical College; M.A., LaSalle University.
- Bryant, Linda** (2001). College Organist, 2001–. B.M., Drake University; M.L.S., Valparaiso University; B.A., Fairmont State College.
- Graves, Amy B.** (1992). Coordinator of Community Service Center, 1992–. B.A., Lake Forest College.
- Gum, Suzette** (2001). Multicultural Counselor, 2001–. B.A., Washington University; M.Ed., Rutgers University.
- Krohn, Jennifer R.** (1989). Dean of Student Life, 2001–. B.S., University of Wisconsin; M.A., Lewis and Clark College; Ph.D., Pennsylvania State University.
- Langerud, Steven V.** (1986). Associate Dean for Experiential Education, 1999. B.A., M.A.E., University of Northern Iowa.
- Lukowicz-Armstrong, Hanna** (2000). Academic Counselor, 2000–. B.A., University Gdansk, Poland; M.A., Ohio State University.
- Masta, Stephanie** (2003). Residence Life Coordinator, 2003–. B.A., University of Michigan; M.Ed., Arizona State University.
- McCullough, Leah** (2004). Religious Life Intern, 2004–. Religious Life Intern, 2004–. B.S., Appalachian State University; M.A., Appalachian; M.D., Iliff School of Divinity.
- Olivares, Cecilia** (2002). Multicultural Counselor, 2002–. B.A., University of Puget Sound; M.Ed., Iowa State University.
- Shorb, Deanna** (1996). College Chaplain, 1996–. B.A., West Chester University; M.Div., Yale Divinity School.
- Sims, Michael D.** (1997). Associate Dean of Student Life, 2001–. B.S., University of Wisconsin-La Crosse.
- Stern, Joyce M.** (1999). Associate Dean and Director of Academic Advising, 2001–. B.A., Grinnell College; M.A., Stanford University.
- Wilson, Travis** (2002). Residence Life Coordinator, 2002–. B.A., University of Iowa; M.S., Northwestern University.

Treasurer

- Clay, David S.** (1986). Vice-President for Business and Treasurer of the College, 1994–. B.B.A., University of Iowa; C.P.A., State of Iowa.
- Anderson, Amy** (2000). Associate Controller, 2004–. B.A., Wartburg College.
- Carstensen, Ruth A.** (1984). Collections Manager, 1997–.
- Combs, Nancy** (2002). Controller, 2004–. B.B.A., University of Iowa.

Ferraz, Ev (1992). Benefits Specialist, 2001–.

Maschmann, Marsha A. (1988). Accounting Manager, 1993–.

Moes, DeNeil K. (1992). Treasury Operations Assistant, 2004–.

Mulholland, James R. Jr. (1988). Assistant Treasurer, 2004–. B.S., Bemidji State University; C.P.A., State of Iowa; C.E.B.S., Wharton School of Business.

Voss, Karen L. (1990). Associate Treasurer, 2004–. B.B.A., University of Iowa.

York, Barbara J. (1964). Payroll Manager, 1997–.

Alumni Association

The Alumni Association of Grinnell College was established in 1879 with 151 charter members. Today the association, headed by the Alumni Council, includes more than 18,000 active class members living in every state of the union, various U.S. territories, and 68 other countries. The alumni volunteers—class agents, fund directors, heritage chairs, regional planning committees, alumni admission representatives, career development volunteers, and class committee members—all work to encourage support for the College. The College provides its alumni with such services as *The Grinnell Magazine*, coordination of regional activities, promotion of regular class reunions, alumni awards, and classletters.

Senior Director of Alumni Relations and Annual Giving Programs

Meg Jones Bair

Officers

Kit Wall '77, President; Ken Varnum '89, Past President;
Marilyn J. Musser '74, President-elect

Council Members

Elena Bernal '94, Jim Bowhay '81, Del Coolidge '64, Barry Huff '73,
Michael G. Ison '93, Rob Killion '90, Dean Lerner '74, Judy Lutter '61,
Avram C. Machtiger '74, Ellen McDonald '81, Marilyn J. Musser '74,
Andrew Ono '55, Dorothy Smardack Palmer '62, Sam Perlman '90,
Sarah Purcell '92, Makino (Kino) Ruth '79, Samir Sashikant '00,
Kartik Sheth '93, M. Leslie Stearns '87, Anne Stein '84, Jack Swenson '61, Erin
Childress Thakkar '98, Gretchen Osterhof Thomson '62, Lisa van Sand '85,
Kenneth J. Varnum '89, Katherine (Kit) Wall '77

Alumni Awards, 2004

Adrian W. deWind '34
Wilbur F. Luick '39
Betty Fritz Raife '45
Eleanor Smith Coates '46
Susan Riley Jarrett '54

Betsy R. Clarke '69
Linda D. Railsback '70
Charles Shepherdson '79
Virginia Frazer-Abel '89

Presidents of Grinnell College

The Trustees of Iowa College	1846–65
George Frederic Magoun	1865–84
Samuel J. Buck	acting, 1884–87
George Augustus Gates	1887–1900
John H. T. Main	acting, 1900–02
Dan Freeman Bradley	1902–05
John H.T. Main	acting, 1905–06; 1906–31
John Scholte Nollen	1931–40
Samuel Nowell Stevens	1940–54
Rupert Adam Hawk	acting, 1954–55
Howard Rothmann Bowen	1955–64
James Hartmann Stauss	acting, 1964–65
Glenn Leggett	1965–75
President Emeritus of the College	1979–
A. Richard Turner	1975–79
George A. Drake	1979–91
Waldo S. Walker	acting, 1987
Pamela A. Ferguson	1991–1997
Charles L. Duke	acting, 1998
Russell K. Osgood	1998–