



ACADEMIC CATALOG 2013-14



2013-2014 HANOVER COLLEGE ACADEMIC CATALOG

Dear Student,

This Catalog is your main resource in planning and pursuing your academic career at Hanover College. The requirements that you will need to fulfill for graduation are those listed in the Catalog of the year in which you enter Hanover College, so you should keep this Catalog and refer to it regularly over the next four years. Answers to almost all questions related to your academic life are contained in this Catalog, so the more familiar you are with the Catalog's contents, the better informed you will be.

Please note that the primary responsibility for knowing and meeting the requirements for graduation rests with you.

The pages at the back of the Catalog are provided so that you can maintain a personal record of your academic career at Hanover College. I recommend that you update these pages each term in order to chart your progress towards meeting the College's requirements. You should also use the College's "My Hanover" web site, which gives you access to your "Course History" and "Unofficial Transcript." Utilizing these electronic resources along with the worksheets that you maintain at the end of the Catalog will provide you with the most complete information possible about your academic progress.

Your Faculty Advisor and the Registrar's Office can assist you in your academic planning. If you have questions about any of the programs or requirements described in this Catalog, please feel free to contact us.

I wish you success, both academically and personally, during your four years, and I look forward to declaring you eligible for a diploma from Hanover College.

Sincerely,

Ken Prince

Registrar

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HANOVER COLLEGE CALENDAR

Fall Term 2013

August Experience for First-Year Students	Sun, Aug. 25-Sun., Sept. 1
Residence Halls open for continuing students – 8:00 a.m.....	Sun., Sept. 1
Classes begin – 8:00 a.m.	Mon., Sept. 2
Dates for change of registration (Drop/Add)	Mon., Sept. 2-Fri., Sept. 6
Fall Convocation – 3:30 p.m.	Thurs., Sept. 5
Fall Break begins at close of class day.....	Fri., Oct. 11
Mid-term grades due – 4:00 p.m.	Mon., Oct. 14
Classes resume.....	Wed., Oct. 16
Homecoming	Sat., Oct. 19
Academic Advising Period	Wed., Oct. 16-Fri., Oct. 25
Online Registration for Winter/Spring 2014.....	Mon., Oct. 21- Fri., Oct. 25
Last day for discretionary withdrawal from class – 5:00 p.m.....	Tues., Oct. 29
Schedule confirmation week (Drop/Add)	Mon., Nov. 11 – Fri., Nov. 15
Thanksgiving Break begins at close of class day	Tues., Nov. 26
Classes resume – 8:00 a.m.	Mon., Dec. 2
Classes end at close of class day	Fri., Dec. 6
Examination Week	Mon., Dec. 9-Fri., Dec. 13
Christmas Break begins at 5:00 p.m.	Fri., Dec. 13
Grades due at 12:00 noon	Tues., Dec. 17



WINTER TERM 2014

Classes begin – 8:00 a.m.	Mon., Jan. 6
Dates for change of registration (Drop/Add)	Mon., Jan. 6-Fri., Jan. 10
Global Scholars Program I	Fri., Jan. 31-Sat, Feb. 1
Global Scholars Program II	Fri., Feb.7-Sat., Feb. 8
Senior comprehensive examinations	Sat., Feb. 8
Last date for Sophomores to declare a major.....	Fri., Feb. 21
Winter Break begins at close of class day	Fri., Feb. 21
Mid-term grades due – 4:00 p.m.	Mon., Feb. 24
Classes resume – 8:00 a.m.	Mon., Mar. 3
Last day for discretionary withdrawal from class – 5:00 p.m.....	Fri., Mar. 7
Senior comprehensive examinations	Sat., Mar. 8
Academic Advising Period	Wed., Mar. 5-Fri., Mar. 14
Online Registration for Fall 2014.....	Mon., Mar. 10-Fri., Mar. 14
Family Day.....	Sat., Mar. 22
Schedule confirmation week (Drop/Add)	Mon., Mar. 31-Fri., Apr. 4
Honors Convocation – 3:30 p.m.....	Thurs., Apr. 10
Alumni/Senior Banquet.....	Thurs., Apr. 10
Classes end at close of class day	Fri., Apr. 11
Examination Week	Mon. Apr. 14-Fri., Apr.18
Spring Break begins – 5 p.m.....	Fri., Apr. 18
Grades due 12:00 noon	Tues., Apr. 22

MAY TERM 2014

Classes begin – 8:00 a.m.	Mon., Apr. 28
Dates for change of registration (Drop/Add)	Mon., Apr. 28-Tues., Apr. 29
Last day for discretionary withdrawal from class – 5:00 p.m.....	Fri., May 9
Senior “must report” grades due 12:00 noon	Thurs., May 22
Classes end at close of class day	Fri., May 23
Baccalaureate and Commencement	Sat., May 24
All grades due 3:00 p.m.....	Tues., May 27

COLLEGE MISSION, VISION, HISTORY & PRINCIPLES



MISSION

Hanover College is a challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning and meaningful service.

A VISION OF THE LIBERAL ARTS

The liberal arts are arts suited for free people. The purpose of a liberal arts education is to enable such people to cultivate humanity, to realize their full potential as human beings and as citizens. Accordingly, the liberal arts are designed to equip individuals to develop and integrate every dimension of their own humanity – physical, intellectual, artistic, ethical, and spiritual – and to understand and respect the

humanity of others. Through critical inquiry, analysis, and interpretation, through articulate and respectful argumentation, and through engagement with multiple disciplinary and cultural perspectives, individuals acquire an education that is both ennobling and practical. The liberal arts prepare people to gain command of their thoughts and expression, to lead deliberate, examined lives, to acquire wisdom and moral integrity, and to contribute meaningfully to local and international communities.

Hanover College is a community dedicated to realizing these objectives through disciplined and morally concerned inquiry. Students and professors work together to confront enduring and topical questions and to engage in conversation with others inside and outside the College community. They are sustained by an ethos that combines respect for tradition with a spirit of rational inquiry, discovery, and innovation, an ethos that looks both backward to historical origins and context and forward to the expansion of the boundaries of knowledge and inquiry. The Hanover community cultivates a culture that inspires passion and joy for learning, prizes intellectual and moral integrity, and celebrates quality. Its curricular and co-curricular programs are designed to encourage students to develop and integrate all facets of their lives and to discern and cultivate that which is extraordinary and rare in themselves and others. Providing students with sustained individual attention that both challenges and supports, a Hanover education places singular emphasis on students' independent development. It equips students to be free people, to be creative, inquisitive, discerning, and resourceful human beings, capable of exercising leadership in their communities and professions.

HISTORY

In the early 19th century, groups of devout and learned men traveled the route of the Ohio River to bring the Christian gospel and education to the growing western frontier. Cincinnati and Louisville became centers of commerce and culture, and the river town of Madison, halfway between these cities, became the major port of the new state of Indiana.

On Jan. 1, 1827, five miles west of Madison, the Rev. John Finley Crowe, met two students in a loom house near his home in Hanover. The school grew and was taken under the care of Madison Presbytery of the Presbyterian Church on April 11, 1828, as Hanover Academy. The General Assembly of the State of Indiana granted a charter to Hanover Academy, effective February 26, 1829.

On November 9, 1829, the Board of Trustees of the Academy accepted a proposal by the Presbyterian Synod of Indiana to adopt the school with the proviso that a theological department be established. This became Indiana Seminary and eventually, McCormick Theological Seminary in Chicago.

In December 1832, the State issued a new charter to the Academy, creating Hanover College, effective January 1, 1833. Under this charter, the Board of Trustees of Hanover College is independent of ecclesiastical control, but has formally adopted for the institution the standards for Presbyterian colleges, an association that continues to the present. The new college used the College Edifice (built in 1832 and now the Hanover Presbyterian Church) as the center of its campus until 1857 when it moved one-half mile east to its present location overlooking the Ohio Valley.

The college's main building, Classic Hall, was destroyed by fire in 1941. This loss precipitated the reshaping of the campus along its present lines, following a campus plan developed by distinguished architect Jens Frederick Larson. The college continued to grow in the following years. In September 1964, the college's enrollment reached 1,000 students for the first time, and it has remained around that size ever since. Today's campus includes 35 major buildings on 650 acres, with the most recent buildings including three residential buildings, a state-of-the-art science building, and a fitness and recreation center.

In 1961, Hanover adopted the Hanover Plan, which created the innovative academic calendar culminating in an intensive short term, instituted a sequence of general education courses in several disciplines, and rededicated Hanover to the principles of liberal arts education. The Hanover Plan provided for the development of student skills and knowledge which culminated in the student's production of independent original work in the major

field. In 2002, Hanover adopted the Academic Vision Plan, which restated Hanover's commitment to the liberal arts and to providing liberal arts education for the 21st century.

Hanover is the oldest private college in Indiana. Since 1915, Hanover College has been accredited by the North Central Association of Colleges and Secondary Schools as an institution granting the baccalaureate degree.



The cultivation of the intellect is Hanover's primary aim. The College also realizes that personal growth accompanies scholarly developments, and Hanover strives to provide co-curricular opportunities that will contribute to a student's social, emotional, physical, and spiritual development outside the formal classroom.

Students should be challenged to probe and question themselves and their environment, and learn from this process. In this spirit, the College does not shield students from responsibility and would be remiss if students were not given opportunities to develop powers of decision-making. Involvement in campus organizations, providing leadership opportunities, and trying new activities are all broadening experiences that should prove beneficial later in life. An education at Hanover should be total, enabling graduates to stand confidently in the world beyond the campus.

The congenial environment and friendliness of Hanover are desirable, but they also mean that members of the campus community must live and work together. Everyone must act and behave thoughtfully and give ample consideration to those around them or who may be affected by them.

In this spirit, all members of the College community live under a shared set of principles which guide their behavior. These principles were developed by a task force of trustees, faculty, administrators, students, alumni, and parents and were implemented during the 1999-2000 academic year. The Principles of Hanover College read as follows:



HANOVER COLLEGE PRINCIPLES

We, the students, faculty, staff, and trustees of Hanover College, seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. To this end, we each commit ourselves to the following:

Pursuit of academic excellence

I will seek the breadth and depth of knowledge appropriate to a liberal arts education, will seek to foster intellectual vitality, and will practice academic integrity.

I will participate in the open and free exchange of ideas necessary for a meaningful education and a successful democracy.

Pursuit of personal excellence

I will pursue physical, moral, emotional, and spiritual well-being, with respect for the Christian and liberal arts traditions of the College.

I will practice self-respect and self-discipline, and will seek to grow in maturity and independence.

Respect for one another

I will work to create a safe campus community, free from unjust coercion, harassment, and other threats to persons or property.

I will practice honesty toward, tolerance of, and compassion for others, working to support the well-being of other members of the College community.

Community responsibility

I will participate in decision-making on rules and procedures, and will encourage others to do the same.

I will be a good steward of the College, the environment, and the world community.

Accountability

I will know and adhere to the rules of the College and to state and federal laws, accepting accountability for my own actions and encouraging others to be accountable for theirs.

I will practice justice, fairness, and respect in my responses to violations of these commitments and of College rules by community members.

As members of the Hanover College community, we will make decisions in conversations with those who will be most affected by them, we will seek the greatest amount of relevant input possible to our decision-making, and, to the extent possible, we will encourage decision-making on rules and procedures by those who will be most affected by them.

HANOVER FACTS

Hanover is a private, coeducational liberal arts college, affiliated with the Presbyterian Church (U.S.A.). Founded in 1827, it is the oldest private, four-year college in Indiana.

Location: The town of Hanover is located in southeastern Indiana. Louisville is 45 miles away, Cincinnati, 70 miles, and Indianapolis, 95 miles.

Campus: Hanover College owns 650 acres on a site overlooking the Ohio River. There are 35 major buildings, characterized by Georgian architecture.

Library: The Duggan Library, dedicated in 1973, houses the College's library collections of 493,500 volumes, not including government documents, along with 7,400 audiovisual items, and 53,000 microforms. Additionally, the Library provides 90 databases and over 19,000 serials, both print and electronic, with online access to thousands of full-text articles

Enrollment: Hanover's more than 1,000 young men and women come from 27 states and 13 foreign countries. Almost all students live on campus.

Faculty: More than 90 percent of Hanover's faculty members hold doctorates or other terminal degrees. The student-faculty ratio is 10 to 1, and many faculty members reside on campus grounds, creating an academic community.

Academic calendar: Hanover operates on a 4-4-1 calendar. Students take four courses each during Fall and Winter Terms. Spring Term is devoted to a month of concentrated study on campus, internships, or off-campus programs.

Majors include art, art history, biochemistry, biology, chemistry, classical studies, communication, computer science, cultural anthropology, economics, elementary education, English, environmental science, French, geology, German, health and movement studies, history, international studies, kinesiology and integrative physiology, mathematics, medieval-Renaissance studies, music, philosophy, physics, political science, psychology, sociology, Spanish, theatre, and theological studies.

Minors are offered in anthropology, art, Asian studies, biology, chemistry, classics, communication, computer science, economics, English, environmental science, French, gender studies, geology, German, history, journalism, Latin, mathematics, music, philosophy, physical education, physics, political science, psychology, sociology, Spanish, theatre, theological studies and world religions. Teacher certification is available in both elementary and secondary education.

Costs: Direct student expenses for a year at Hanover, including tuition, room and board, are \$41,450 for the 2013-14 school year. The most current cost information is always available from the Office of Admission.

Financial assistance: More than 90 percent of Hanover's students receive some form of financial assistance. College aid is available in the form of scholarships, grants, loans, and campus employment. Hanover's strong financial base supports its rank in the top 10 percent of the nation's colleges on an endowment-per-student basis.

Accreditation: Hanover College is accredited by the North Central Association of Colleges and Secondary Schools 30 N. LaSalle St., Suite 2400, Chicago, IL 60602 / (800) 621-7440



Academic
INFORMATION

THE LIBERAL ARTS DEGREE REQUIREMENTS

The Liberal Arts Degree Requirements (LADR)s enable students to hone essential skills, acquire a breadth of learning, gain an understanding of disciplinary and interdisciplinary perspectives, and develop the capacity to integrate their learning. The LADR)s enable students to develop essential skills, including the skills of writing and public speaking, critical and scientific analysis and interpretation, reflective judgment, and independent, creative, and integrative thinking. The breadth of the LADR program enables students to cultivate the physical, intellectual, ethical, and spiritual dimensions of their humanity. It also ensures that students acquire basic knowledge and understanding of themselves and their world, of human nature and the natural world, of great works of art and literature, of modern society, world languages and world culture, of faith and ethics, and of abstract and formal reasoning. The LADR curriculum gives prominent place to integrative and collaborative courses, which allow students to examine multiple perspectives, discover different disciplinary approaches, analyze complex problems, apply knowledge in multiple ways and contexts, and integrate learning.

THE 4-4-1 CALENDAR

The academic calendar divides the year into three enrollment periods. These are a Fall Term of 13 weeks, plus an examination period, ending before Christmas; a Winter Term of 13 weeks, plus an examination period, beginning after the Christmas holiday and extending until the middle of April; and a four-week Spring Term.

ACADEMIC ADVISING

To assist and support students in this intellectual venture, all Hanover students have an academic advisor selected from among the faculty. The Registrar assigns an academic advisor to each first-year student and transfer student. During the second year, when selecting a major field of study, students select a faculty member in that academic department to serve as their academic advisor. Students may elect to change academic advisors at any time in consultation with the Registrar.



Academic advisors aid students as they devise their undergraduate academic plans around the Liberal Arts Degree Requirements, major requirements, and electives and connect these plans with post-graduate goals. Conversations between advisor and student also focus on study techniques, conflict resolution, and other issues related to students' academic work. If students are to feel free to consult openly and frankly with their advisors, they must know each other better than a few formal appointments a year will allow. This means that students, as well as faculty, must take some initiative to build a productive relationship.

GRADUATION REQUIREMENTS

Hanover College confers the Bachelor of Arts degree when the following conditions have been met:

1. The satisfactory fulfillment of the degree requirements mandated by the faculty;
2. The satisfactory completion of a minimum of 36 course units, which includes 1 unit for comprehensive evaluations or their equivalent (double majors must complete 37 course units), at least 17 of which must be taken at Hanover College and in no more than six of which the student has earned a grade in the D range;
3. The satisfactory completion of a program of major study, at least 50 percent of the courses for which must be taken at Hanover College. In no more than two of these courses (including comprehensive evaluations) shall the student have earned a grade in the D range;
4. The satisfactory completion of a comprehensive evaluation as required in the area of major study (two for double majors) to be recorded as a comprehensive evaluation unit, the grade for which shall be included in the calculation of all required grade point averages and, should the grade be in the "D" range, count in the number of "D" grades accumulated in the major and overall;
5. The achievement of at least a 2.00 cumulative grade point average, both in the total number of courses attempted at Hanover and in the total number of Hanover courses attempted for the major;
6. The successful completion of a senior culminating experience in the major. If that involves a senior thesis project, a copy of the project must be filed with the Duggan Library prior to the day of commencement;
7. College attendance for four years or the equivalent, the last year of which must be at Hanover College;
8. Attendance in academic attire at Commencement exercises, unless excused in advance by the Dean of Academic Affairs. A student must have 34 units to be eligible to attend Baccalaureate and Commencement.

The primary responsibility for ensuring that all graduation requirements have been met lies with the student.

REQUIREMENTS IN THE MAJOR AREA OF STUDY

The major at Hanover College offers students a solid grounding as thinkers and practitioners in a particular discipline. The major's curricular function is to help students understand the epistemologies, methodologies, and vocabulary central to a discipline, the history of the discipline, the competing schools of thought within the discipline, and the technologies that support practice of the discipline. Hanover College provides the options of interdisciplinary majors and student-designed majors in order to provide flexibility for students who wish to focus on more than one field of study, but in each case the major must consist of a substantial grounding in one core discipline. By focusing students' academic experience on a particular field of scholarly inquiry or artistry over an extended period of time, the major helps students to refine the skills, ways of knowing, and modes of reflection central to that field, to become more precise in their thinking and more deliberate, experienced, and knowledgeable in their practice.

Each student must complete at least one major. A limit of two majors may be selected; no more than one course may be counted toward both majors, unless the course is specifically required in one major. The first major must be declared no later than the Friday before Winter Term Break of the sophomore year. At least 50 percent of courses in a major area of study must be taken at Hanover College. Students must earn a minimum grade point average of 2.0 in their major courses, including any required cognate courses. No more than two courses, including the Comprehensive Examination, in which a student has earned a grade in the D range may be counted toward the fulfillment of a major (see section on Computation of Grade Point Averages).

All majors must, during their senior year, complete a senior culminating experience, which requires the integration or application of knowledge gained in courses related to the major. A senior thesis, an internship, or a specific course fulfills this requirement, depending on the major. See the section on Academic Programs for the specific requirements of each major.

Each major also requires a comprehensive evaluation in the senior year. Departments provide advance information to students of the nature of the evaluation and shall offer appropriate support for students preparing for the evaluation. The comprehensive evaluation is graded and the grade is noted on the transcript. The comprehensive evaluation carries the weight of a full course unit for purposes of calculating grade point averages, although it is not considered a course for purposes of determining full or part-time enrollment. Students who fail to achieve the level of performance deemed satisfactory by the department shall be given the opportunity to be re-evaluated once before their scheduled graduation date. Students who fail the second evaluation may petition the Student Academic Assistance Committee for permission to be evaluated for a third and final time. If the petition is granted, a period of at least 12 weeks must intervene between the second and third evaluations, and in no case shall the third evaluation be administered before the date on which the student was originally scheduled to graduate.

Students completing two majors must complete a culminating experience and a comprehensive evaluation in each major.

Majors are offered in Art (History, Studio), Biochemistry, Biology, Chemistry, Classical Studies, Communication, Computer Science, Cultural Anthropology, Economics, Elementary Education, English, Environmental Science, French, Gender Studies, Geology, German, Health and Movement Studies, History, International Studies, Kinesiology and Integrative Physiology, Mathematics, Medieval-Renaissance Studies, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, Theatre, and Theological Studies.

SELF-DESIGNED INTERDISCIPLINARY MAJOR

Hanover students may choose to create a self-designed interdisciplinary major that joins two or more liberal arts disciplines in the analysis of a specific set of questions. (Given the intellectual challenges of a self-designed interdisciplinary major, it is recommended that a student have a cumulative grade point average of 2.75 or higher.) Students planning a self-designed major should make suitable arrangements early enough in their college career so that they can write a proposal and file for the major by February of their sophomore year. To initiate a self-designed major, a student will develop a tentative set of courses for the major. As with other interdisciplinary majors, the student must design a major that has a central disciplinary core and methodology. The student should approach a faculty member who teaches in the core discipline (or the division coordinator for the core discipline)

with whom to discuss the proposed major. The student, faculty member, and division coordinator will discuss the proposal and possible faculty members to serve on an advisory committee. After discussion and consultation, the division coordinator will appoint a faculty advisor and two additional faculty members from disciplines included in the major to serve on the faculty advisory committee. The student and faculty advisory committee will discuss and, if necessary, revise the proposed set of courses. The student will then write a proposal for the self-designed major. This proposal must:

1. Suggest a name for the proposed major.
2. Include a rationale for the planned major course of study, a statement of the student's curricular objectives, including competencies to be developed, the core questions that are to be explored, a clearly defined link between the disciplines involved, a statement explaining why this major is in the spirit of the liberal arts (and not occupational training), and the rationale for the courses that are included in the program of study.
3. Provide a plan of study that includes:
 - coursework dealing with the epistemology and the theory (or abstract conceptualization) within one of the disciplines;
 - a total of not less than ten courses (alternative courses developing similar competencies can be suggested, such as Eco 113 or Eco 114);
 - at least six courses above the introductory level unless the faculty advisory committee recognizes a compelling reason that this is not feasible;
 - capstone experience. (The senior thesis should normally be in the core discipline);
 - and a comprehensive examination to be taken during the student's senior year.
4. Include a copy of the student's transcript.

After the proposal is completed and signed by the three faculty members on the advisory committee, the proposal is to be submitted to the division coordinator for approval. The division coordinator will then forward the proposal to the Curriculum Committee for final approval.

Once the Curriculum Committee approves a proposal, it will serve as the student's course of study. The faculty advisory committee members and the Student Academic Assistance Committee must approve any variance in coursework.

OPPORTUNITY FOR A MINOR

The College offers, but does not require students to elect, minor programs. Each student may declare one or two minors in fields of special interest. At least 50 percent of courses in a minor area of study must be taken at Hanover College. Minors are offered in the following disciplines: Anthropology, Art (History, Studio), Asian Studies, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Creative Writing, Economics, English, Environmental Science, Film Studies, French, Geology, Gender Studies, German, Greek, History, International Studies, Journalism, Kinesiology and Integrative Physiology, Latin, Mathematics, Medieval and Renaissance Studies, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, Theatre, Theological Studies and World Religions.

A student may not elect a minor in the discipline in which he or she is majoring. A minor must be formally declared prior to the student's graduation. A minimum cumulative grade-point average of 2.00 in the courses satisfying the minor must be achieved in order for the minor to be designated officially on the student's records. Except for minor courses specifically required for the student's major, no more than one course may be counted toward both a major and a minor or toward two majors or two minors.

OPPORTUNITIES FOR CREDIT

Advanced Placement Credit

Advanced Placement courses taken in high school under the College Entrance Examination Board program will be recognized as follows: (a) If a student has earned a 4 or 5 in an Advanced Placement course, full credit will be given, provided the course meets relevant Hanover College prerequisite and graduation requirements. (b) If a student has earned a 3 in an Advanced Placement course, the decision as to acceptance for credit will lie with the department concerned, which may read and evaluate the student's Advanced Placement course examination. It is the student's responsibility to present his or her case to the department.

By-Pass Credit

Students may enroll in an advanced course at Hanover without the necessary prerequisites if they can demonstrate their competence to the academic department involved. Students so enrolled in an advanced course may be awarded credit for one, but no more than one, of the bypassed prerequisite course(s), providing the student earns a grade of B or better in the advanced course and the department has adopted this policy. See departmental descriptions for specifics. No credit will be awarded, however, for course work that is required for admission to the College.

Dual Credit

Hanover College will accept dual-credit courses as elective transfer credits upon request by the student entering the College. The courses may be used to satisfy LADR requirements when deemed equivalent or suitable. The courses may also satisfy requirements within a major or minor with departmental approval.

International Baccalaureate Credit

Credit is granted for courses taken on the Higher Level under the International Baccalaureate program provided that the student earns a score of 5 or above on the qualifying exam. Both credit and satisfactory completion of the LADR requirement will be awarded. Courses that are not equivalent to LADR or major courses may earn elective credit. No credit will be awarded for courses taken on the Standard level.

Transfer Credit

Courses of the type offered by Hanover College, but completed at other accredited academic institutions, may be accepted for credit at Hanover. Transfer credits are applied toward the total number of course units required for graduation and may, in some cases, be used to satisfy requirements for the liberal arts degree, major, or minor program.

The determination of the acceptability of courses for transfer to Hanover and of their suitability for satisfying liberal arts degree or major requirements is the responsibility of the Registrar and finally of the Faculty of the College. Students have responsibility for collecting and presenting the documentation (course records, syllabi, etc.) necessary to the making of informed transfer credit decisions by the Registrar and/or appropriate faculty members.

Transfer credit will be identified on the student's Hanover transcript with a notation designating the institution at which the credit was earned and the total number of credits transferred. Grades earned in courses transferred for credit will not be included in the calculation of any grade point averages at Hanover unless specifically authorized by the Faculty, as in the case of affiliated Off-Campus Study Programs.

Students currently enrolled at Hanover College who wish to receive transfer credit for courses taken at other academic institutions (for example, in summer school programs) should secure approval from their faculty advisor and the Registrar before taking the course. Without prior approval, no assurance of transfer credit can be made.

Hanover College grants transfer credit for courses (including "dual credit" courses) completed at other institutions under the following conditions:

- 1) The transferring institution must be fully accredited by The Higher Learning Commission (North Central Association of Colleges and Universities) or a similar regional accrediting agency.
- 2) The course work must be representative of "The Liberal Arts." Course work taken at other Liberal Arts Colleges or at Colleges of Arts and Sciences at Universities is generally acceptable.
- 3) The course work must have received a grade of C- or better or the equivalent.

For the purposes of transferring courses to Hanover, the conversion rate of semester hours or quarter hours to Hanover units is:

- 3 or 4 semester hours course = 1 Hanover unit
- 2 semester hours = .5 Hanover unit
- 1 semester hour = .25 Hanover unit
- 5 or 6 quarter hours course = 1 Hanover unit
- 4 quarter hours = .666 Hanover unit
- 3 quarter hours = .5 Hanover unit
- 2 quarter hours = .33 Hanover unit
- 1 quarter hour = .166 Hanover unit

Courses taken at affiliated Off-Campus Study Programs will receive Hanover College units of credit for satisfactory completion of work and will count toward calculation of grade point averages.

For purposes of transferring a Hanover course to another institution, the official conversion rate is 1 unit = 4 semester hours or 6 quarter hours.

COURSE REGULATIONS

A. Course Load and Enrollment Status

1. **Normal load.** Normal load during the Fall and Winter Terms is four course units, and it is one course unit during the Spring Term. Health and Fitness activity courses and music courses may be taken in addition to the standard course load in any term. Programs with up to 5.25 course units during the Fall or Winter Terms and with up to 1.25 units during the Spring Term will be accepted with the approval of the student's advisor, provided the student is not currently on academic probation. Programs in excess of 4.50 units during the Fall and 5.50 units during the combined Winter and Spring Terms will be subject to additional tuition charges.

- 2. Full-time status.** In order to be classified as a full-time, continuing student, a student must be enrolled in at least three course units exclusive of comprehensive evaluations during the Fall Term and in at least four course units exclusive of comprehensive evaluations and Cultural Events during the combined Winter and Spring Terms. Full-time for Spring Term is one unit. Comprehensive evaluations and Cultural Events are not considered as courses for purposes of determining full or part-time enrollment.
- 3. Withdrawn status.** Except in instances in which a student is studying off campus with the approval of the College, a student shall be considered to have withdrawn from the College whenever he or she withdraws from all courses or fails to enroll in any courses during either the Fall or Winter Terms. Students who have withdrawn, but wish to return to the College, must request an Application for Readmission from the Registrar's Office.

B. Enrollment in Courses

- 1. Enrollment deadline.** Students will not be allowed to enter a course later than the fifth day of the Fall or Winter Terms or after the second day of Spring Term without special permission of the instructor and the Registrar.
- 2. Enrollment in 100-level courses.** Junior and senior students may enroll in freshman-level courses (courses numbered 100) that satisfy general degree requirements under any one of the following conditions: (a) The enrollment is necessary to satisfy a specific degree requirement, because another option at the 200 or 300 level is not possible; (b) The enrollment is necessary in order to meet a specific requirement for the student's major and/or teacher certification program; (c) The enrollment constitutes a 'repeat' of a previously taken course under the terms and conditions prescribed by faculty regulations. In all other instances, juniors and seniors may enroll in freshman level courses only if they obtain the permission of the instructor and the approval of the faculty advisor. Instructors and advisors must recognize that such enrollments will be above and beyond those necessary to accommodate freshman and sophomore students seeking to enroll in these courses.
- 3. Pass-fail option.** Juniors and seniors may select up to one elective course unit in the Fall and Winter Terms, to be graded on a Pass (C- or better)/Fail (D+ or less) Option basis, provided at least three course units (not counting the senior comprehensive examination) that term are in courses with regular grading status. The Pass-Fail Option must be declared no later than the last day of the drop/add period of the term in which the course is taken. Courses meeting College liberal arts degree or major or minor requirements, and courses in the department of the major or minor, may not be taken with a Pass-Fail Option status. Once a student has satisfied a particular degree requirement, other courses which satisfy that requirement may be taken on a Pass-Fail Option basis.
- 4. Repeating courses.** Students may repeat courses provided they obtain the approval of their advisor. A maximum of one course unit will be used for all attempts, and the grade for the most recent attempt will replace the earlier grade in calculating the cumulative grade point average. The transcript will show all attempted courses. For the purposes of this regulation, a course may be "repeated" either by completing the same course a second time or by completing a course in the same department that has been accepted by that department (with the concurrence of the Curriculum Committee) as covering the essential content of the original course.
- 5. Senior Thesis.** A student may enroll in two Senior Thesis courses during the same term only with the permission of the Student Academic Assistance Committee.

- 6. Auditing courses.** A course which is audited receives no credit and may not be counted toward satisfying the liberal arts degree requirements nor the major or minor.

The last day to change enrollment status from audit to credit is the last day of the drop/add period for the term in which the course will be taken. The last day to change from credit to audit status is the last day of the discretionary withdrawal period in the term in which the course will be taken (the discretionary withdrawal period is the first eight weeks of a term).

A request to audit a course must be approved by the instructor of the course and the student's advisor. The student should confirm what the instructor's expectations are for auditing the course, and it is the student's responsibility to fulfill those requirements for a satisfactory audit. The course will appear on the student's transcript, and bear the letter "AU" to indicate that the course was taken as an audit or "U" to indicate unsatisfactory completion of the audit. A student may audit a course during Spring Term provided the student is enrolled in a 1 unit course and all other criteria for auditing, as defined in this section, are met. Additional tuition charges may apply. See Tuition and Fees Section.

C. Withdrawal from Courses

- 1. Withdrawal from one course.** Students wishing to withdraw from a single course may do so without academic penalty, provided that such withdrawal: (a) takes place by the end of the eighth week of a Fall or Winter Term or by the end of the second week of a Spring Term course; (b) does not have the effect of reducing a fulltime student's load below that necessary to maintain full-time status; (c) does not preclude a student from fulfilling a general degree requirement within the prescribed time. A grade of "W" for that course will be entered on the student's record.
- 2. Withdrawal from more than one course.** Students wishing to withdraw from more than one course during a given term, or to withdraw from a single course in circumstances which do not meet the requirements set forth under rule 1 above, may do so without academic penalty only after conferring with their instructor(s) and faculty advisor and only with the approval of the Registrar. Such withdrawal may be authorized because of a personal medical problem, a disabling family situation or a problem outside the control of the student. A grade of "W" for that course or courses will be entered on the student's record.
- 3. Withdrawal from the College.** Students wishing to withdraw from the College may do so without academic penalty prior to the end of the ninth week of the enrollment period. After this period, a student may withdraw from the College without penalty only with the prior approval of the Registrar. Such withdrawal may be authorized because of a personal medical problem, a disabling family situation or a problem outside the control of the student. A grade of "W" will be entered on the student's record for each course in which the student is then enrolled, and the student's academic status will remain as it was at the beginning of the term in which the withdrawal occurs.
- 4. Withdrawal procedures.** A discretionary withdrawal form is available in the Registrar's Office. Failure to obtain the necessary approval for withdrawal from a course or from the College shall result in the filing of regular letter grades for all such courses, and the student shall remain subject to all regulations governing probation and dismissal.

5. **Dismissal from the College.** A student who is dismissed from the College during a term for non-academic reasons shall receive a “W” for all courses in which he or she is enrolled and the student’s transcript shall carry the notation of “dismissed.” If the student is subsequently readmitted to the College, the notation shall then be deleted from the transcript.

D. Attendance and Classroom Discipline

Students are expected to be regular and punctual in their attendance at class and in the fulfillment of their other academic obligations, including those which are conducted on days immediately preceding or following a college recess. They are likewise expected to conduct themselves in a manner that is conducive to their own learning experience and that of their classmates.

Instructors have the authority to establish their own standards for attendance and other classroom behaviors, and to enforce these standards with appropriate disciplinary action, up to and including the removal of a student from the course, provided such standards and actions are consistent with existing faculty regulations. In exercising this authority, instructors should recognize and make due allowance for instances in which a student’s failure to fulfill academic obligations is a consequence of circumstances beyond the student’s control.

In instances when an instructor acts to remove a student from a course, the instructor should inform the student in writing of the intended action and notify the Registrar of the appropriate grade to be entered on the student’s academic record. In this, as in all manners of academic discipline, students have the right to appeal the instructor’s action to the Division Coordinator.

While instructors should attempt to honor the requests of their colleagues for students to be released from classroom obligations in order to participate in authorized course activities and other college programs, the instructor is the final determiner of whether such absences shall be excused.

E. Final Examinations

1. The faculty has mandated that no examinations in courses can be given during the last week of classes in order to allow students to complete other work and prepare for final quizzes, lab tests in science courses, or examinations in any course for which a final examination period has not been scheduled (such as activities courses in physical education or music lessons).
2. Final examinations must be given at the time and place identified on the final examination schedule published by the Registrar, unless a change has been approved in advance by the Dean of Academic Affairs. The convenience of travel arrangements is not generally considered legitimate grounds for the granting of such a change, and students should not make travel plans that may interfere with their final examination obligations.
3. In cases of a family emergency or similar exceptional circumstances, an instructor may allow a student to take the final examination in advance of the time at which it is scheduled to be given.
4. College policy will be that no student will be required to have three final exams on one day, but a student may do so if he or she chooses. If a student having three final exams scheduled on one day wishes to avoid the situation then it is the student’s duty to bring this matter to the attention of his or her professors. Thereafter, the professors in consultation will alleviate the burden by determining which exam will be rescheduled.

WAIVING OF REQUIREMENTS AND REGULATIONS

When circumstances warrant, students may seek modification of, or exemption from, one or more of the curricular requirements, course regulations, or academic policies set forth above. Petitions for such modifications must be submitted to the Student Academic Assistance Committee. The petition should (1) identify the requirement, regulation, or policy in question, (2) state the particular modification or exemption which is being sought, and (3) set forth the specific grounds and circumstances which justify the granting of the petition. Petition forms are available in, and should be returned to, the Registrar's Office

GRADING POLICIES

Students receive an electronic grade report for each of the three terms, but there are only two grading periods for purposes of calculating grade point averages. The first grading period coincides with the Fall Term enrollment period, and is called the Fall Grading Period. The second grading period combines the Winter and Spring enrollment periods into a single grading period called the Winter/Spring Grading Period. Thus, a student will have a term grade point average for the Fall Term and one for the Winter/ Spring Term.

A. Grade Classifications

The following grades carry the following weights in the computation of grade point averages:

A	4.0	exceptional, excellent in all respects
A-	3.67	
B+	3.33	
B	3.0	good
B-	2.67	
C+	2.33	
C	2.0	satisfactory
C-	1.67	
D+	1.33	
D	1.0	passing but unsatisfactory in some important respects
D-	0.67	
F	0.0	failure
FN	0.0	flagrant neglect, failure to meet the most basic obligations
I		incomplete
AU		audit without credit
CR		credit, no grade given
R		course repeated at a later date for another grade
S		pass (C- or better) in a pass-fail course
U		fail (D+ or less) in a pass-fail course
W		withdrawal
Z		deferred grade

B. Computation of Grade Point Averages

1. The computation of the grade point averages required for graduation from the College, completion of a major course of study, and receipt of graduation honors shall include only grades earned in courses offered by Hanover College, and taught by its instructors, as well as in affiliated Off-Campus Study Programs.
2. The computation of the grade point average in the major shall include the grades earned in all courses which have been identified, whether in the College catalog or by the department/committee administering the program, as required for and/or as eligible to be counted toward the major.
3. The grade earned on the comprehensive evaluation in the area of major study shall be included, with a weight of 1.0 course unit, in the computation of all required grade point averages.

C. Incompletes

Under certain circumstances, students who find themselves unable to meet all requirements of a course within the time allotted for the term may petition the Registrar to be granted an extension or "Incomplete." The student should obtain the appropriate form from the Registrar's Office and consult with the instructor.

1. An Incomplete may be granted only upon the grounds of a personal medical problem, a disabling family situation, or other circumstances beyond a student's control, and must be approved by the Registrar prior to the end of the term.
2. The petition of the Incomplete must indicate whether or not the instructor supports the granting of the Incomplete and must specify the date recommended by the instructor (in consultation with the student) for completion of the work.
3. The date agreed upon for completion of the work should be as soon after the conclusion of the term in which the Incomplete is granted as is consistent with the individual circumstances of the student and with sound educational practice, but in no event shall it exceed the end of the sixth week of the following enrollment period (including the summer enrollment period).
4. When approved, an Incomplete authorizes the instructor to file a temporary grade of "I" for the student at the end of the term. At the end of the time specified for completion of the work, the instructor will evaluate the work that has been done and submit an appropriate course grade to the Registrar, who shall enter it in the student's record in place of the "I."
5. In the event that the student fails to complete the work in the time specified, a grade of "F" shall be entered for the course, unless the Registrar upon reviewing the case determines that the student be granted either a further extension of time or a withdrawal from the course.

D. Z Grade

The Z grade is to be used under certain circumstances where a faculty member finds himself or herself unable to meet the deadline for submitting a grade for a given semester. In such cases the faculty member may submit a Z as a grade for a student.

1. The Z grade must be converted to an appropriate final course grade as soon after the conclusion of the term in which the grade is granted as is consistent with the individual circumstances of the faculty member, but in no event shall it exceed the end of the second week of the following enrollment period (including the summer enrollment period).
2. In the event that a faculty member cannot enter an appropriate final course grade in the time specified, a letter of notification must be submitted to the Registrar explaining why the Z grade was given and a date by which the final grade will be filed.

E. Appeal of Grades

A student who believes that the evaluation of his or her work by a faculty member is unfair or inaccurate shall be entitled to make an appeal, following the procedure outlined below:

1. The appeal must be initiated no later than 30 days after issuance of the official grade report. It is expected that the appeal procedures described below will be completed by the end of the seventh week of the next enrollment period.
2. The first stage of appeal should be made to the faculty member involved, with whom it is expected most cases will be resolved. During this conference, the student and the faculty member can review the procedure by which the evaluation was made and the basis upon which the grade was determined.
3. When an instructor agrees that an error in computation or judgment has been made, a Change of Grade form should be completed by the instructor, and then filed with the Registrar, who must approve the change.



4. If the conference with the instructor does not satisfy the student, the student may appeal the grade to the Division Coordinator. The Division Coordinator will meet with the student, the faculty member, and, at the Division Coordinator's discretion, another member of the faculty, preferably a senior member or chair of the department. He or she may request an examination of all papers, records, and other information pertinent to the appeal. After deliberation, the Division Coordinator will render a decision and notify both the student and the faculty member of that decision.
5. If the decision is unacceptable to either the student or the instructor, either may appeal the case to the Dean of Academic Affairs. The decision of the Dean is final.

ACADEMIC STANDING

A. Good Academic Standing

Good academic standing is determined by a student's success in meeting the academic standards mandated by the faculty of the College. These standards are defined in terms of the grade point average. Students currently on academic probation are not regarded as being in good academic standing.

1. **Term GPA.** The minimum required grade point average for each enrollment period (term) is one in excess of 1.50.
2. **Cumulative GPA.** The minimum cumulative grade point average required of students is defined in terms of the total number of course units accumulated toward graduation by the end of an enrollment period. They are as follows:
 - a. For students with 1.0 to 4.9 course units, a GPA in excess of 1.50;
 - b. For students with 5.0 to 9.9 course units, a GPA of 1.75 or above;
 - c. For students with 10.0 to 14.9 course units, a GPA of 1.90 or above;
 - d. For students with 15.0 or more course units, a GPA of 2.00 or above.

B. Academic Probation and Dismissal

1. **Academic Probation.** At the end of any given enrollment period, a student will automatically be placed on academic probation under either one of the following circumstances: (a) the student earns a grade point average of 1.50 or less during the enrollment period; (b) the student fails to achieve the required minimum cumulative grade point average (see A.2 above). The probation status under (a) above may be waived by the Registrar for extenuating circumstances, provided the student's cumulative grade point average exceeds 2.0; to ensure being heard, a written appeal must be filed with the Registrar's Office within 10 days of the student's receipt of notification of probationary status.
2. **Academic Dismissal.** At the end of any given enrollment period, a student will automatically be dismissed from the College under any one of the following circumstances: (a) the student is currently on probation and fails to earn a grade point average of 2.0 or better for the enrollment period; (b) the student is currently on probation and fails to achieve the required minimum cumulative grade point average (see A.2 above); (c) the student, whether currently on probation or not, earns a grade point average of 1.0 or less for the enrollment period.
3. **Appeal of Dismissal.** A dismissed student may petition the Student Academic Assistance Committee for reinstatement on the basis of a pattern of improving performance or extenuating circumstances. To ensure being heard, a written appeal must be filed with the Registrar's Office within the time period stated in the notification of dismissal.
4. **Readmission after Dismissal.** Students who are dismissed are normally eligible to apply for readmission after a period of one year. Readmission is not automatic and will depend upon demonstrated productive activity in the interim. Under unusual circumstances, such as exceptional achievement, a student may appeal for readmission after a period of less than one year. A student desiring readmission should apply by requesting an Application for Readmission from the Registrar's Office.

ACADEMIC DISHONESTY

The faculty of the College has adopted the following policies governing the identification of academically dishonest procedures on the part of students and the disciplinary actions appropriate to and/or prescribed for them.

A. Academic Dishonesty Defined

An academically dishonest act is defined as “any action with the intent to deceive in order to gain an unfair advantage.” Such procedures as the following are academically dishonest:

1. The use by a student of material from published or unpublished sources without acknowledging those sources (see the faculty statement on “The Use of Source Materials”);
2. Submitting to a course, without acknowledgment, a paper that has been written in whole or in part by another person;
3. Copying answers written by another student for a quiz, examination, or other assignment;
4. “Collaborative” efforts in which students write together papers or portions of papers or other assignments and submit them to their instructors without acknowledging that collaboration;
5. The submission of the same paper, or substantially the same paper, by a student to two different courses without prior consultation with the instructors involved;
6. The falsification of documentation for a paper;
7. The falsifying of data for a laboratory assignment;
8. Any other procedure which involves the intent to deceive in order to obtain an unfair advantage, including the knowing and willing assistance of others in the practice of academically dishonest procedures.

B. Penalties for Academic Dishonesty

1. The Faculty recognizes that students, in performing their academic duties, may engage in procedures, such as faulty or inadequate documentation, which are not the result of dishonesty, but derived from carelessness, confusion, lack of attention, etc. Such procedures are academically unacceptable, and an instructor should, at his or her own discretion, penalize a student for employing them.
2. However, when a student submits a paper, an examination, or any other assignment that is substantially the result of an academically dishonest procedure, the student shall receive a “0” for the paper, examination, or assignment, and his or her grade for the course shall be lowered not less than one letter grade.
3. An instructor should not assess a penalty for an academically dishonest procedure until he or she has made a thorough investigation of the matter and, if possible, conferred with the student or students in question.
4. Should a student who has already been penalized for an academically dishonest procedure commit a second offense in the same course, he or she shall receive a grade of “F” for the course and shall be removed from it. A student in such a situation shall not be permitted a discretionary withdrawal from the course in question.

5. Instructors who take disciplinary action against students are required to file a written report of each such instance and of the action taken with the chair of the Student Academic Assistance Committee. As in all other instances of evaluations made and grades assigned by instructors, students have the right of appeal (see section on Appeal of Grades).

C. Repeated Instances of Academic Dishonesty

1. A faculty member who takes disciplinary action against a student for academic dishonesty is required to report his or her action in writing to the Chair of the Student Academic Assistance Committee. Upon receipt of two or more reports of academic dishonesty on the part of a single student, the Chair of the Student Academic Assistance Committee shall refer the matter to the Committee, which shall determine what further disciplinary action, if any, is to be taken against the student in question. Such additional disciplinary action may consist of sanctions up to and including dismissal from Hanover College.
2. When the Chair refers a student's case to the Committee as a whole, the student, as well as the faculty members who initially took disciplinary action against the student, shall be notified in writing of the fact and of their right to appear before the Committee to present information relevant to the case. The decision of the Committee shall be reported in writing to: the student involved, the chair of the Student Academic Assistance Committee, the Dean of Academic Affairs, and the President of the College. The decision of the Committee may be appealed to the Dean of Academic Affairs and to the President of the College.

HONORS AND AWARDS

1. Graduation with Honors.

Exemplary students having a 3.90 cumulative grade point average through the Winter/Spring Grading Period of the senior year earn the distinction of graduating summa cum laude. A 3.75 cumulative average entitles a student to graduate magna cum laude. A 3.50 cumulative average entitles a student to graduate cum laude.

To be entitled to these distinctions, students must have been in residence during their junior and senior years, unless studying off campus in courses for which Hanover graduation credit will be awarded.

Grade point averages for honors are computed only on the basis of grades and credits earned at Hanover College or in courses in affiliated Off-Campus Study Programs. Grades earned from other institutions of higher education are not included in the computation.

2. Departmental Honors.

Departmental honors will be awarded to seniors upon nomination by the faculty of each department and approval of the Faculty. To be eligible for nomination, students must have completed 36 units of course work for which they have earned a cumulative grade point average of at least 3.20 overall and a grade point average in their major of at least 3.50. In addition, they must earn a grade of "A" or "A-" in their senior culminating experience and on their comprehensive evaluation as determined by the department.

3. Dean's List.

To recognize and to commend those students who excel academically, the Office of Academic Affairs publishes the Dean's List twice each academic year, at the end of the Fall Term and at the end of the Winter/Spring Term. The honor is reserved for those students who meet the following criteria:

Fall Term: A student must be enrolled full-time in the Fall Term, must complete no fewer than three graded course units in that term, and must earn a grade point average of 3.50 or higher.

Winter Term: A student who will not be enrolled in Spring Term must be enrolled full-time in the Winter Term, must complete no fewer than three graded course units in that term, and must earn a grade point average of 3.50 or higher.

Winter/Spring: A student must be enrolled full-time in Winter/Spring, must complete no fewer than four graded course units in that term, and must earn a grade point average of 3.50 or higher.

Note that a course taken Pass/Fail does not constitute a graded course unit.

4. College Prizes and Awards.

The Alumni Awards for Scholarship, Character and Citizenship are given each year to a group of seniors who are chosen by the faculty as representative of the students in whom the College purposes of scholarship, character and citizenship are best achieved.

The John Finley Crowe Citation for Scholarship and General Excellence: Established by vote of the faculty in 1955, this citation is awarded to the outstanding graduating senior man on the basis of excellence in areas of Christian character, scholarship, leadership, and social responsibility. The recipient is chosen by the President of the College, the Vice President for Academic Affairs, and the Vice President for Student Affairs from the three senior men ranked highest by vote of the faculty.

The Henry C. Long Citation for Scholarship and General Excellence: This citation to the outstanding graduating senior woman is given by the trustees of the College. Senior women are judged on their scholarship, leadership, Christian interests and practices, world-mindedness, social skills and understanding, and the general quality of campus citizenship. The recipient is chosen by the President of the College, the Vice President for Academic Affairs, and the Vice President for Student Affairs from the three senior women ranked highest by vote of the faculty. The Henry C. Long Citation was first awarded in 1947 when the Long College for Women, created by the will of Henry C. Long, became an integral part of Hanover College. Long College for Women merged with Hanover College in 1978.

The Alpha Lambda Delta Award is given annually to recognize outstanding academic achievement of a senior who is a member of Alpha Lambda Delta, a national honor society.

The Hanover College Independent Men's and Women's Awards are given annually to the unaffiliated senior man and woman who best combine high scholastic standing, extracurricular leadership, and high moral character.

The Hanover College Interfraternity Award is given annually to the fraternity senior man who best combines high scholastic standing, extracurricular leadership, fraternity leadership, and high moral character.

The Hanover College Panhellenic Award is given annually to the outstanding senior sorority woman who best combines high scholastic standing, extracurricular leadership, sorority leadership, and high moral character.

Scholarship/Leadership Awards: Presented by the Parents' Association, these awards recognize students who have successfully combined positions of responsibility on campus with academic achievement. Nominations are solicited from each recognized campus organization and final selections are made by a committee representing the Parents' Association, the Office of Student Affairs, and the Office of Academic Affairs.

Scholar/Athlete Awards: Presented by the Parents' Association, these awards are given to athletes who have distinguished themselves through successfully combining scholarship, athletic performance, and a positive mental attitude. The Outstanding Senior Athlete Awards are given annually to the senior male and female athletes best exhibiting these qualities.

The Interfraternity Scholarship Trophy is awarded each enrollment period to the fraternity whose members and pledges have attained the highest grade point average during the preceding period.

The Panhellenic Scholarship Trophy is awarded each enrollment period to the sorority whose members and pledges have attained the highest grade point average during the preceding period.

The Phi Beta Kappa Faculty Award for Student Scholars is given to support the scholarly pursuits of a junior who exemplifies the Phi Beta Kappa motto that "the love of learning is the guide of life."

The Sigma Chi Foundation Scholarship Award: A trophy is awarded each year to the fraternity at Hanover ranking the highest in scholarship for the preceding academic year.

5. Departmental Prizes and Awards.

The Robert R. and Clara J. Beach Award in Sociology is awarded each year to the student who is judged to have done the most outstanding work in sociology.

The Robert E. Bowers History Award: Established in 1980 by friends, colleagues and former students in honor of Dr. Bowers, this award is given annually to the outstanding history student as determined by the Department of History.

The Dorothy S. Bucks Award in English. Endowed by Dr. Bucks, this award is to be presented annually to the outstanding graduating senior in the Department of English.

The Richard L. Conklin Award in Physics: Funded by a former student of Dr. Conklin, this award is presented annually to the sophomore physics major who shows the most promise of a fruitful career in physics or a closely-related science.

Distinguished Departmental Awards are presented annually in departments and majors in which no endowed prizes and awards have yet been established to recognize outstanding student work. These departments include Anthropology, Art and Art History, Business Scholars Program, Classical Studies, Communication, Computer Science, Economics, Education, Environmental Science, French, Geology, German, Kinesiology and Integrative Physiology, Medieval Renaissance Studies, Music, Philosophy, Political Science, Psychology, Spanish, Theatre, and Theological Studies.

The Phyllis J. Fleming Prize for Distinction in Physics. Endowed by Dr. Linda Miller to honor Dr. Fleming '46, the Prize recognizes students interested in physics by providing them with financial support for further study and/or research in that discipline.

The John B. Goodrich Prize in Oratory: Endowed by P.E. Goodrich, this prize is given annually to the winner of an all-college competition.

The M. L. Greiner Art Purchase Award: This endowed fund provides money to purchase the most outstanding artwork of students (based upon all-college competition) during each academic year. These purchased works become a part of the Hanover College Greiner Collection.

The Ned Guthrie Chemistry Award: Endowed by Dr. Carl Weatherbee '40, this award is given to the chemistry major who has made the most significant contribution to the College in the current academic year.

The Dr. Edward J. Hamilton Essay Prizes: Endowed by Edward H. Hamilton, Christie Patterson Hamilton, Elizabeth Hamilton Best, and Dr. James H. Hamilton, these prizes are awarded for the two best essays on any problem of ethics. Open to students who have studied ethics.

The M. Anwarul Haq International Studies Award is given to the student who has done the most outstanding scholarly work in international studies.

The Aubra Jade Hiland Award for Creative Writing was endowed in 2005 in memory of a former Hanover student by her family and friends to honor the student with the most promise in creative writing.

The Jonathan Livingston Lowes Award in English: This award, consisting of a properly inscribed book in the student's specialty area, is presented annually by vote of the Department of English to the student whose career in advanced research is judged to be most promising.

The Frank S. Luttmer Award for the Study of History through International Experience: Given to a student selected by the History Department whom the members of the department believe will most benefit from the kind of educational experience Prof. Luttmer offered in his Spring Term course in Florence.

The Charles and Dorothy Lynn English Prizes are two prizes given annually for the best papers submitted on any subject in connection with the regular course work of any junior or senior course. Dr. Willis T. Gatch donated these prizes with a purpose of stimulating English proficiency in all academic disciplines. Papers must be nominated by the faculty member to whom they were originally submitted.

The Eli Mace Essay Prize, endowed by Dr. and Mrs. William H. Mace, is awarded for the best essay submitted on any problem arising out of World War I.

The R. Earl Martin Physics Award is an annual prize endowed by Dr. Carl Weatherbee '40 and is given to the outstanding senior majoring in physics.

The Morse Mathematical Award is given to the student attaining the highest scholastic standing in mathematics.

The A. Glenn Mower, Jr., Pre-Law Award: An annual award to the senior intending to pursue the study of law who best exemplifies the qualities of integrity, sensitivity to the needs and concerns of individuals, commitment to public service, and intellectual capacity for the study and practice of law. This award includes a cash payment to the recipient's chosen law school to help defray first-year expenses.

The Charles Lathrop Pack Essay Prize is awarded for the best essay submitted by a student of the College on any phase of the problem of reforestation or the development of woodlands.

The Aastik Pokhrel Internship Award: Given to a student selected by the Career Center Internship Coordinator who plans an internship in community organizing, peace and conflict resolution, gender and LGBT issues or a study abroad in Nepal.

The Enos Pray Biology Award is given to the outstanding senior biology student as determined by the department. This award is made possible by a gift from Dr. Thomas Mayer '73 in honor of professor emeritus Enos Pray, who taught at Hanover from 1953 to 1981.

The President's Evening to Honor the Arts: The work of students from the Art and Art History Department, Music Department and Theatre Department is honored on this evening.

The Darryl L. Steinert Award in Physics is awarded to the junior physics major showing the greatest promise of pursuing physics or physics-related research leading to the completion of an senior thesis during the senior year. The award is endowed by Dr. Sean Points and other former students of Dr. Steinert.

The Philip R. Taylor Award for Student Publishing was endowed in 2005 in memory of a former Hanover student by his family and friends to support a student in his or her publishing or presentation of an Senior Thesis project.

The J. Dan Webster Award in Biology is given to an outstanding junior biology major in honor of Dr. Webster, professor emeritus of biology. The award is made possible by a gift from the late Dr. Patricia Walne '54, distinguished professor of botany at the University of Tennessee.

The Dr. Edward Payson Whallon Essay Prize is awarded for the best essay submitted by a student on "The Religious Purpose in the Founding of Hanover College in Helping to Educate Young Men for the Gospel Ministry."

The Margaret Kitchel Whallon Essay Prize is awarded to the student who writes the best essay on the subject: "John Finley Crowe, the Hero Founder of Hanover College."

The Keith and Gwen White Award for Graduate Study in Chemistry is endowed by Dr. Carl Weatherbee '40 and his wife, Lucille, and is given annually to the outstanding student of chemistry intent on pursuing graduate study in the field or planning to enter medical school and selected by the Department.

The Dr. John E. Yarnelle Mathematics Prize: Established in 1975 in honor of Dr. Yarnelle by alumni in mathematics, this prize is given each spring to the outstanding Junior mathematics major chosen by the Department of Mathematics.

The George A. and Sara O. Zirkle Award in Psychology is endowed by Dr. Carl Weatherbee '40 and his wife, Lucille, and is given annually to the outstanding senior student of psychology as determined by the department.

NOTE: If in the opinion of the judges there are no deserving entries in a given year, any of the above listed prizes may not be awarded in that year.

STUDENT RECORDS AND TRANSCRIPTS

A record of the student's academic progress is kept in the Registrar's Office, where it is available for review by the student. A certified transcript will be provided upon receipt of a written request that bears the signature of the student. Students may fill out a Transcript Request Form in the Registrar's Office, request a transcript by letter, or request it by fax.

All requests should include:

1. student's full name (including maiden or other name, if used while at Hanover);
2. dates of attendance;
3. social security number;
4. address (and fax number if necessary) of the person, school, or company to whom the transcript is to be sent;
5. the return address of the student;
6. a check for \$3.50 per transcript requested (plus additional shipping charges if overnight delivery is necessary; fax requests must also include a copy of the check made out to Hanover College or your VISA or Mastercard information);
7. the signature of the student and the date of the request.

Transcripts are usually mailed within five days of receiving a request. An unofficial copy of a transcript may be faxed to a fax machine number, and an official, sealed transcript sent to another address. Transcripts that are picked up at the Registrar's Office will be stamped "UNOFFICIAL COPY" unless they are sealed by request.

Please note that transcript requests cannot be honored if you are financially indebted to the College. If you are unsure about your account, please call the Registrar's Office (812-866-7051) in advance of submitting your request and your records will be checked. Also note that transcripts cannot be ordered by telephone, as federal law requires the signature of the person whose transcript is requested.

Requests for transcripts, grades, or other information such as courses completed, etc. cannot be issued to an outside party unless the student has given the Registrar written permission to release this information to that specific party, as allowed under The Family Educational Rights & Privacy Act (FERPA).

Mail transcript requests to:

Registrar's Office
Hanover College
P.O. Box 108
Hanover, IN 47243-0108

Fax transcript requests to:

812-866-7054

ASSESSMENT

The academic departments of Hanover College, as well as some of the administrative offices that serve the academics of the College, participate in a process of assessment. The goal is to evaluate the effectiveness of classroom instruction and our students' ability in writing across the curriculum, verbal communication, and critical thinking, with an eye toward improvement. Toward this end, students may be asked to participate in the process, which is guided by the Committee on Learning and Teaching, comprised of faculty, students, and administrative representatives.

LIBERAL ARTS DEGREE REQUIREMENTS (LADRS)

- 12 units (assuming Other Cultures requirement is satisfied through a LADR, major, or minor course).
- In LADRs that have a two-course sequence, the two courses may be “linked,” with one course in Fall and the second in Winter, or “stacked” together in the same term (either Fall or Winter).

AUGUST EXPERIENCE

- intense introduction to college-level modes of inquiry for first-year students.
- includes common readings.
- begins intensive work on writing and public speaking.
- establishes students’ first advising relationships.
- includes co-curricular activities such as films, field-trips, and speakers to enhance course content and extend it beyond the classroom.

1. Great Works (GW): 2-course sequence

- first year, Fall and Winter Term
- intensive writing and public speaking

The objective of this requirement is to analyze and interpret great works of literature (broadly construed to include literature of any liberal arts discipline) and/or visual and performing arts and the enduring questions they raise. Courses include works representing diverse cultures and works that address or embody ethical questions and issues.

Each sequence (1) addresses the problem of “objectivity” in evaluating the quality of works; (2) focuses on the close analysis and interpretation of works; (3) includes the perspectives and methods of humanities or fine arts; (4) may require artistic and performance projects.

Great Works

GW 111 Great Works in the British Empire I

GW 112 Great Works in the British Empire II

GW 113 Times of Revolution I

GW 114 Times of Revolution II

GW 115 Word, Image, Power I

GW 116 Word, Image, Power II

GW 117 Literature and Theatre

GW 118 Art and Music

GW 119 Beauty in Art and Literature I (OC)

GW 120 Beauty in Art and Literature II (OC)

- GW 121 American Identity I
- GW 122 American Identity II
- GW 123 Eurasia: Ancient (OC)
- GW 124 Eurasia: Medieval and Renaissance (OC)
- GW 125 You're Going to Die I
- GW 126 You're Going to Die II
- GW 127 The Quest Archetype I
- GW 128 The Quest Archetype II
- GW 131 The Avant-Garde I
- GW 132 The Avant-Garde II
- GW 133 Comedy and Tragedy I
- GW 134 Comedy and Tragedy II
- GW 135 Mysticism I (OC)
- GW 136 Mysticism II (OC)
- GW 137 Literature and Film I
- GW 138 Literature and Film II
- GW 139 Water: Journeys & Transformations I
- GW 140 Water: Journeys & Transformations II
- GW 141 Film, Text and Music I
- GW 142 Film, Text and Music II
- GW 143 Autobiography (*discipline*)
- GW 144 Autobiography (*discipline*)

2. The Examined Life (EL): 2-courses

The objectives of this requirement are: (1) to confront foundational questions essential to the examined life, questions of epistemology, ethics, theology, and spirituality; 2) to learn the basic skills of logical thinking and critical thinking from within rational and faith-based perspectives; and (3) to provide a framework for reinforcing and integrating recurring themes (e.g. ethics, epistemology) integrated vertically into the LADR curriculum.

Students must complete this two course requirement by the end of their second year.

There are two ways a student can satisfy this two-course requirement:

A) Students MAY take one course in Philosophy and one course in Theology from the following lists:

Philosophy courses

- Phi 161 Philosophy and the Human Condition
- Phi 162 Philosophy and the Arts
- Phi 163 Philosophical Issues and Classic Texts
- Phi 164 Philosophical Perspectives on Nature
- Phi 165 Philosophy and Ethics
- Phi 166 Reason and Belief
- Phi 167 Foundational Issues in Philosophy

Theology Courses

- ThS 161 Theology and the Human Condition
- ThS 162 Theology and the Arts
- ThS 163 Theological Issues and Classic Texts
- ThS 164 Theological Perspectives on Nature
- ThS 165 Theology and Ethics
- ThS 166 Theological Perspective on Bodies
- ThS 167 Foundational Issues in Theology

B) A student may take a 2-course sequence from the list below. Students choosing this option must take both courses in the same academic year: either both courses in the same term (if the courses are stacked), or one course in the Fall term and the other in the Winter term of the same academic year (if the courses are linked).

Phi 168 Philosophy and the Environment stacked with:

ThS 168: Theology and the Environment.

Phi 169 Philosophy: Arts, Music and Media linked with:

ThS 169: Theology: Arts, Music and Media.

3. Modern Society (MS): 2 courses

The objectives of this requirement are to examine the distinguishing features of the social world in a global or historical context, to confront issues of causality and human motivation, to give consideration to ethical issues embedded in the social world, to explain key ways of evaluating evidence in the social sciences, and to compare disciplinary approaches to understanding society.

There are two ways a student can satisfy this 2-course requirement:

A. A student must take two courses from two different disciplines from a list of courses (below) which are designated as fulfilling the Modern Society LADR. The courses need not be taken in the same academic year. At least one of these courses must be taken from one of the following departments: Anthropology, Communication, Economics, Education, History, International Studies, Political Science, Psychology, or Sociology.

- Anth 161 Africa Today (OC)
- Anth 162 World Cultures and Societies
- Com 164 War and Upheaval through Film: US 1950-1975
- Eco 161 Foundations of Economics
- Fre 161 Francophone Multiculturalism (OC; taught in English)
- Ger 161 The Great German Dynasties (taught in English)
- His 161 The Modern West
- His 162 Modern Politics (OC)
- His 163 Order and Change: The Modern West
- His 165 The Family and the Modern West
- InS 161 Modern Africa (OC)
- InS 261 Africa and the Americas I (OC)
- MS 119 German Multiculturalism (OC; taught in English)
- MS 120 Latin American Cinema (OC; taught in English)
- PlS 161 Democracy

PIS 162	Modern Politics
PIS 163	Politics, Society and Film
PIS 261	Africa and the Americas II (OC)
Psy 163	The Individual, Society and Film
Soc 161	Diversity and Difference
Soc 163	Order and Change: Sociology
Soc 164	Our Social World
Soc 166	People in Groups

- B. A student may take a 2-course sequence from the list below. Students choosing this option must take both courses in the same academic year: either courses in the same term (if the courses are stacked), or one course in the Fall term and the other in the Winter term (if the courses are linked).

MS 117	The History of Property, stacked with:
MS 118	The Economic Implications of Property
MS 125	Eurasia: Modern Societies from 1600 to 1850 (OC), linked with:
MS 126	Eurasia: Modern Societies from 1850 to present (OC)



4. Natural World (NW): 2-courses

A student must take two courses, from two different disciplines, from the courses listed below. The two courses need not be taken in the same academic year, except where specified. The objectives of this requirement are to examine the nature and limits of scientific knowledge and scientific methodology, to introduce the theory and practice of scientific inquiry, and to consider the social and ethical implications of modern science.

Natural World

Ast 165 or 166

Bio 161 or Bio 165*

Che 161

Geo 161, 162, 163, 261, or 262

KIP 161

Phy 161

Psy 162 (Bio 161 or Bio165 prerequisite) or 164

*Bio 161 is meant for potential Biology majors or pre-health professionals, and is offered only in Fall term.

Bio 165 is meant for all other students. Bio 165 will not count towards the Biology major.

5. Other Cultures (OC):

The objective of this requirement is to examine a culture (or cultures) outside of Western civilization from the perspectives of that culture, to gain insight into radically different world views, and to develop an alternative lens with which to examine Western civilization. This requirement may be satisfied through one of the LADR sequences that is designated as satisfying the Other Cultures requirement (OC), through a designated course in the major, or through a separate designated course.

Anthropology

Anth 161 Africa Today

Anth 222. World Ethnographies (prerequisite)

Anth 233. Native North America: Peoples and Cultures (prerequisite)

Anth 238. Middle East: Peoples and Cultures (prerequisite)

Anth 242. Northern and Western Africa: Peoples and Cultures (prerequisite)

Anth 243 Eastern and Southern Africa: Peoples and Cultures (prerequisite)

Anth 311. The World of Islam (prerequisite)

Anth 316. Comparative Spiritual Traditions (prerequisite)

Anth 329. Cultural Adaptation of Native Americans: Plains and Pueblos (prerequisite)

Anth 332. Food, Body, and Culture (prerequisite)

Anth 333. Magic, Witchcraft and Religion (prerequisite)

Anth 334 International Development

Anth 336. Gender in Cross-Cultural Perspective (prerequisite)

Art History

ArtH 111. History of Eastern Art

ArtH 346. Art of China

ArtH 347. Art of Japan

Communication

Com 328. Cross-Cultural Communication (prerequisite)

Com 340. Global Communication Processes (prerequisite)

History

- His 264. The World Since 1945
- His 265 Studies in World History
- His 266. History of China
- His 267. History of Japan
- His 362. Modern China
- His 364. Traditional China
- His 365. History of the Middle East
- His 367 China and Christianity

International Studies

- InS 161 Modern Africa I

Philosophy

- Phi 222. Classical Indian Philosophy
- Phi 240. Philosophy and the Martial Arts
- Phi 241. Prana, Qi and Ki
- Phi 242. Taoism and Cooking
- Phi 244. Taoism and Zen Buddhism
- Phi 322. Classical Chinese Philosophy

Political Science

- PLS 211. Politics and Society in Contemporary Africa (prerequisite)
- PLS 217. Latin American Politics (prerequisite)
- PLS 219. Middle Eastern Politics (prerequisite)
- PLS 225. Women in the Developing World
- PLS 231. World Politics
- PLS 261. Africa and the Americas II: Literature and Society in the Americas.

Sociology

- Soc 222. World Ethnographies (prerequisite)
- Soc 329. Cultural Adaptation of Native Americans: Plains and Pueblos (prerequisite)

Spanish

- Spa 219. Intermediate Spanish II: "Hispanics" in the U.S.
- Spa 439. The Clash of Cultures (prerequisite)

Theatre

- Thr 215. World Cinema
- Thr 311. Nonwestern Theatre

Theological Studies

- ThS 339. Odyssey to the Holy Land (prerequisite)
- ThS 358. Geography of the Holy Lands (prerequisite)

6. Abstraction and Formal Reasoning (AFR): 1 course

The objective of this requirement is to introduce students to formal abstract systems and their applications. Each course requires students: (1) to understand the nature of symbolic language, formal reasoning, and the process of solving problems by means of abstract modeling; (2) to identify the essential qualities of these tools, qualities that underlie their effectiveness in the solution of real-world problems; and (3) to explain the limitations of these formal systems of reasoning.

CS 110	Fundamentals of Computer Science
Eng 220	The Structure of the English Language
Mat 111	Calculus with Review (1st part)
Mat 121	Calculus I
Mat 122	Calculus II
Mat 210	Mathematics: Topics for the Liberal Arts
Mat 212	Problem Solving with Elementary Mathematics
Mat 217	Applied Statistics
Mat 220	Logic, Sets and Relations
Mat 221	Calculus III
Phi 234	Rational Choices
Phi 321	Formal Logic

7. World Languages and Cultures (WLC): 2-course sequence

- two semesters of the same language required of all students (with the exception of international students).
- highly recommended to begin during the first year.
- must be completed by the end of the second year.

The objective of this requirement is to build skills in a second language, to encourage understanding of the nature of language, to provide insight into and knowledge of other cultures, and to prepare students for participation in the global community.

French

German

Greek

Latin

Spanish

8. Health and Physical Fitness (HF and HFA): 1 unit

- one 0.50-credit course in Lifetime Wellness
- two 0.25-credit physical education activity classes or equivalent participation in varsity sports

The objective of this requirement is to encourage knowledge and understanding of wellness, to develop skills essential to maintain physical fitness, and to provide a basis for life-long wellness and physical fitness.

One 0.5 credit course before the beginning of the junior year: HF 101: Lifetime Health and Fitness.

Two 0.25 credit courses in Applied Health and Fitness. At least one of these must be earned from the Lifetime Fitness Activity Sports category. The two Applied Health and Fitness courses must be completed before Winter Term of the senior year.

Varsity and Team Sports

HFA 030. Varsity Cross Country. 0.25 unit.

HFA 031. Varsity Golf. 0.25 unit.

- HFA 032. Varsity Tennis. 0.25 unit.
- HFA 033. Varsity Track and Field. 0.25 unit.
- HFA 034. Varsity Baseball. 0.25 unit.
- HFA 035. Varsity Softball. 0.25 unit.
- HFA 036. Varsity Basketball. 0.25 unit.
- HFA 037. Varsity Football. 0.25 unit.
- HFA 038. Varsity Soccer. 0.25 unit.
- HFA 039. Varsity Volleyball. 0.25 unit
- HFA 040 Varsity Lacrosse. .25 unit.
- HFA 042. Soccer. 0.25 unit.
- HFA 043. Volleyball. 0.25 unit. Not open to students with prior credit in HFA 043 or
- HFA 045. Sand Volleyball. 0.25 unit. Not open to students with prior credit in HFA 043 or HFA 045.

Lifetime Fitness Activities

- HFA 050. Adapted Fitness Activities. 0.25 unit. A program of limited physical activity based on the nature of an individual's exceptionality. Only students with a medical excuse may enroll. May be repeated for credit. Prerequisite: HF 101.
- HFA 060. Special Topics. 0.25 unit. Prerequisite: HF 101.
- HFA 066. Tennis. 0.25 unit. Prerequisite: HF 101.
- HFA 067. Fitness Walking. 0.25 unit. Prerequisite: HF 101.
- HFA 068. Fitness Running. 0.25 unit. Prerequisite: HF 101.
- HFA 070. Aerobic Activities. 0.25 unit. Prerequisite: HF 101.
- HFA 071. Beginning Tai Chi. 0.25 unit. Prerequisite: HF 101.
- HFA 072. Intermediate Tai Chi. 0.25 unit. Prerequisite: HF 101
- HFA 073. Self-Defense for Women. 0.25 unit. Prerequisite: HF 101.
- HFA 074. Weight Conditioning. 0.25 unit. Prerequisite: HF 101.
- HFA 075. Racquetball. 0.25 unit. Prerequisite: HF 101.
- HFA 076. Racquet Sports. 0.25 unit. Prerequisite: HF 101.
- HFA 078. Elementary Tae Kwon Do. 0.25 unit. Permission of instructor. Prerequisite: HF 101.
- HFA 079. Intermediate Tae Kwon Do. 0.25 unit. Permission of instructor. Prerequisite: HF 101.
- HFA 082. Lifeguarding. 0.25 unit. Prerequisite: HF 101.
- HFA 084. Water Safety Instructor. 0.25 unit. Prerequisite: HF 101.
- HFA 092. Bowling. 0.25 unit. Prerequisite: HF 101.
- HFA 095. Dance and Social Games. 0.25 unit. Prerequisite: HF 101.
- HFA 096. Beginning Golf. 0.25 unit. Prerequisite: HF 101.
- HFA 097. Advanced Golf. 0.25 unit. Prerequisite: HF 101.
- HF 105. Essential Movement for Elementary Children. The rationale and methodology for guiding children in motor skills and activities, including creative movement. Includes designing a program for elementary school children as well as experience in a public school. (Counts as 0.25 credit toward the HFA LADR requirement.) 0.50 unit.

Academic
PROGRAMS



Courses numbered 100 and 200 are intended primarily for first-year students and sophomores; courses numbered 300 and 400 are intended primarily for juniors and seniors. Unless otherwise stated, courses listed carry one unit of credit, equivalent to 4.0 semester hours.

Courses are offered either every term, every year, or in alternate years. To determine specific course offerings and their class meeting times, students should consult the schedule of courses for the current academic year.

In addition to specific traditional courses identified under departmental headings, any department may offer Special Topics courses (260 and 360), Senior Thesis courses (471), and Directed Study courses (307, 1/2 unit; 370, one unit). Special Topics courses allow departments to supplement their offerings with additional upper-level courses on an experimental basis prior to their inclusion in the regular curriculum. Senior Thesis courses provide students the opportunity to do research in depth and to prepare a formal paper on a topic of the student's choice. Directed Study courses may be designed by a faculty member and a student around a specific body of material. (For more details, see the section of this catalog titled Individualized Study Programs.) Departments may also offer, with the permission of the Dean of Academic Affairs, Practicum courses (057, 1/4 unit), in which qualified students use their knowledge in paraprofessional types of experiences.

Anthropology, Cultural

Buchman, Porter.

Major in Cultural Anthropology: Anthropology courses – 162, 325, 424, 461 or 471 (culminating experience); six others, including at least two geographical area courses (233, 238, 242, 243) and at least two comparative topics courses (259, 311, 316, 329, 332, 333, 334, 336).

Comprehensive evaluation, with passing grade. Total of 10 major courses.

Minor: Anthropology courses – 162; either 222, 325 or 424; three other courses, including at least one comparative topics course (259, 311, 316, 329, 332, 334, 336) and one geographical area course (233, 238, 242, 243) . Total of 5 minor courses.

Anth 160. Special Topics. Open to first-year students only.

Anth 161. Africa Today. Examines specific contemporary African societies and cultures from a cross-temporal, cross-cultural perspective. Topics addressed include education, health and healing, religion, development, identity and popular culture. Partially satisfies the Modern Societies LADR and satisfies the Other Cultures LADR. Can count as an elective within the Anthropology major.

Anth 162. World Cultures and Societies. Explores contemporary world cultures and societies from an anthropological perspective and challenges students to think critically and comparatively about cultural diversity, question basic assumptions, and gain new perspectives on the remarkable variety of the human experience. Focuses on shared symbolic systems and social institutions such as kinship/marriage/family; gender; language; economics, politics; food procurement; religion; art and processes of colonialism; post-colonialism; globalization; development; and transnationalism. Partially satisfies Modern Society LADR. Serves as a gateway course in the cultural anthropology major.

Anth 222. World Ethnographies. Examines vastly different cultures from around the world through the reading and study of ethnography—richly descriptive and analytic accounts of particular cultures. Identical to Soc 222. Prerequisite: Anth 162 or a sociology gateway course. Satisfies Other Cultures LADR.

Anth 233. Native North America: Peoples and Culture. Explores, through comparisons and contrasts, the socio-cultural systems of Native North Americans across the continent. Topics include genocide and cultural survival; kinship, family, and gender; human rights; politics and ethnic conflict; education and religion; and cultural representation and identity. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 238. Middle East: Peoples and Cultures. Explores, through comparisons and contrasts, the socio-cultural systems of the central Middle Eastern region, with emphasis on: kinship, family and gender; politics; the colonial experience; modernization; education; international development; religion; and ethnic conflict. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 242. Northern and Western Africa: Peoples and Cultures. Explores, through comparisons and contrasts, the socio-cultural systems of northern and western Africa, with emphasis on: kinship, family, and gender; politics; the colonial experience; modernization; education; international development; religion; and ethnic conflict. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 243. Eastern and Southern Africa: Peoples and Cultures. Explores, through comparisons and contrasts, the socio-cultural systems of eastern and southern Africa, with emphasis on: kinship, family and gender; politics; the colonial experience; modernization; education; international development; religion; and ethnic conflict. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 259. Immigration and Transnationalism. Examines how various immigrant groups negotiate cultural landscapes as previous identities conflict with present national loyalties and expectations. Also explores pan-ethnic cultural affiliations in urban America and investigates the impacts of transnational citizens on the home culture. Identical to Soc 259. Prerequisite: 162 or a sociology gateway course.

Anth 260. Special Topics.

Anth 307. Directed Study. Offers students an opportunity to pursue a research project of limited scope. 0.50 unit.

Anth 309. Research Practicum. Offers practical experience with research skills and with detailed knowledge of specialized topics through participation in a faculty member's ongoing research program. Experiences may include assistance with research design, data collection; coding, statistical analysis; qualitative data analysis, or written presentation of results. Offered every term. Prerequisite: permission of instructor. 0.50 unit. May be repeated once.

Anth 311. The World of Islam. Examines the religion of Islam, within specific cultures world wide, concentrating on – but not limited to – the Middle East and Asia. Both pre-modern and modern aspects of Islam will be explored, such as the various intellectual schools, Islam and modernity, gender, politics, and globalization. Prerequisite: Anth 162 or a Soc gateway course. Offered alternate years. Satisfies Other Cultures LADR.

Anth 316. Comparative Spiritual Traditions. Compares and contrasts two different religious traditions, at least one non-Western, in the light of the inner dimension of their beliefs and practices. Utilizes historical, indigenous, textual, philosophical and anthropological sources to uncover similarities and differences among people living these traditions. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 325. Methods in Anthropology. Application of anthropological theory and research methods in student-designed local research projects. Offered alternate years. Prerequisites: 162 and one additional anthropology course.

Anth 329. Cultural Adaptation of Native Americans: Plains and Pueblos. Comparison and contrast of the social characteristics and cultural evolution of “plains” and “pueblo” Indians as they adapted to their environments and to the onslaught of whites; includes two-and-a-half-week field trip to the southwest. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course; Soc 318 is recommended. Identical to Soc 329. Satisfies Other Cultures LADR.

Anth 332. Food, Body, and Culture. Compares different cultures by looking at cuisine and health. Seeks to explore cultural ideas and ideals concerning the human form, specifically through how people physically manipulate and symbolically construct meanings around the food we consume or those considered taboo for human consumption. Prerequisite: Anth 162 or a Soc gateway course. Satisfies: “Topic” in Cultural Anthropology and Other Cultures LADR.

Anth 333. Magic, Witchcraft, and Religion. Examines how ideologies and belief systems such as magic, witchcraft, religion, and science serve to explain and guide individual choices and social actions in other parts of the world as well as in our own backyard. Primary focus will be on non-western cultures, but with some applications to American society. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 334. International Development. Examines histories, theories, policies, and practices of international development from a comparative cross-cultural perspective. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 336. Gender in Cross-Cultural Perspective. Examines a variety of theoretical perspectives in the study of gender. Explores what it means to be “women” and “men” in different cultures and societies. Investigates categories of gender that permeate people’s daily lives, especially in non-western societies. Offered alternate years. Prerequisite: Anth 162 or a Soc gateway course. Satisfies Other Cultures LADR.

Anth 357. Internship. Specific experiences to be determined by student and faculty consideration of available positions and student’s interests and competencies. Prerequisite: permission of the anthropology faculty.

Anth 360. Special Topics. Irregular course offerings on topics not included in the regular curriculum. Prerequisites: 162 and one other anthropology course.

Anth 370. Directed Study. Supervised individual research on a student-selected topic.

Anth 424. Theory in Anthropology. A study of the major theoretical perspectives and prominent scholars that shape the discipline of anthropology. Offered alternate years. Prerequisites: 162 and one additional anthropology course.

Anth 461. Senior Seminar. A culminating experience emphasizing advanced research and theory. Open only to majors in Anthropology.

Anth 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Anth 471. Senior Thesis. Individual research on any aspect of the discipline.

Anth 499. Comprehensive Evaluation.

Art and Art History

Bajuyo, Martin, Whistler, M. Wu, X. Wu.

Art Studio

Major: Nine Studio Art courses: 113, 211 and 323; a three-dimensional course (222 or 232); a two-dimensional course (221, 233, 234 or 243); three additional Studio Art electives; and 471 (culminating experience). Junior Portfolio Review*, and a comprehensive evaluation with a passing grade.

Two Art History courses: a Western Art History course (ArtH 112 or ArtH 328) and an Eastern Art History course (ArtH 111, ArtH 346 or ArtH 347).

Total of 11 major courses.

*The “junior portfolio review” is required but carries no grade or credit. It provides an opportunity for the Studio Art faculty and the student to discuss the student’s development at the end of the junior year.

Minor: 113; a three-dimensional course (222 or 232); a two-dimensional course (221, 233, 234 or 243); and two additional Studio Art electives. Total of 5 minor courses.

Art 113. Drawing I. An introduction to drawing and composition using largely black and white media to develop figurative and nonfigurative expression. Topics include basic fundamentals, perspective, anatomy, landscape, still life and personal expression. Fee charged.

Art 211. Basic Design. Creative perceptual and conceptual problem solving in two dimensional and three-dimensional form. Fundamental explorations in Color Theory, Line, Edge, Shape, Form, Mass, Scale, and Space. A blending of Design Principles, Techniques, Materials, History of Design, Theory, and Philosophy of Design. Fee charged.

Art 221. Figure Drawing I. A continuation of Drawing I; further exploration of the figure with emphasis on color, pen and ink, charcoal and mixed media. Prerequisite: 113 or permission of instructor. Fee charged.

Art 222. Ceramics. Through hand-building and throwing techniques, this course introduces the nature of clay and emphasizes the process of creating ceramics from concept to finished product. Fee charged.

Art 232. Sculpture. This course introduces three-dimensional, non-utilitarian art forms, space, and content while developing an individualized creative process. A variety of material will be used with the emphasis on wood assembly and construction techniques. Fee charged.

Art 233. Printmaking. A basic understanding of printmaking as an art form. An introduction to basic techniques such as monotype, relief, and intaglio. Prerequisite: 110, 113, or 211. Fee charged.

Art 234. Painting. Introduction to the techniques of painting; composition; techniques; media; styles. Subjects include preparations of painting surfaces, painting processes and framing and exhibiting. Prerequisites: Either 113 or 211. Fee charged.

Art 243. Photography. An introduction to the photographic process as applied to creative art forms, history and philosophy. Extensive studio experiences emphasizing the black and white still photograph as an art form. Prerequisite: 113, 211, 232, 323, ArtH 112 or ArtH 328. Fee charged.

Art 260. Special Topics.

Art 307. Directed Study. .50 unit.

Art 321. Figure Drawing II. A continuation of the exploration of using the figure as subject, leading towards a greater independence and personal creative and conceptual development. Prerequisite: Art 221 or 223 (Figure Drawing I). Fee charged.

Art 322. Ceramics II. A continuation of the exploration of ceramic techniques moving toward a greater independence and personal aesthetic and conceptual development. Prerequisite Art 222. Fee charged.

Art 323. Contemporary Art Practices. An interdisciplinary exploration of the combination of methods used in both two- and three-dimensional art forms, allowing students to work toward an integration of material, image, and artist, leading to creation of work based on connections discovered among music, poetry, literature, performing, and visual arts. Fee charged.

Art 332. Sculpture II. This course is a further exploration of materials and techniques in sculpture and installation art, leading to personal conceptual advancement. Prerequisite: Art 232. Fee charged.

Art 333. Printmaking II. A continuation of the exploration of printmaking techniques moving toward a greater independence and person creative and conceptual development. Prerequisite: Art 233. Fee charged.

Art 334. Painting II. A continuation of the exploration of composition and painting techniques moving toward a greater independence and personal aesthetic and conceptual development. Prerequisite: Art 234. Fee charged.

Art 343. Photography II. A continuation of the exploration of photographic and new media techniques moving towards a greater independence and personal conceptual and creative development. Prerequisite: Art 243. Fee charged.

Art 350. Drawing Abroad. Focus on the development of ideas and visual stimuli through sketchbook investigations. Extensive drawing done on site from master art works in major museums abroad.

Art 357. Internship. Off-campus supervised experience in art.

Art 360. Special Topics.

Art 370. Directed Study.

Art 457. Art Internship. Supervised off-campus educational experience in a professional environment. May be used as a senior culminating experience if taken in the senior year. Majors only.

Art 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Art 471. Senior Thesis.

Art 499. Comprehensive Evaluation.

Art History

Major: Eight Art History courses: 111 and 112; five additional Art History electives (328, 339, 341, 342, 343, 344, 345 or GW 122, 346, 347); and either 457 or 471 (culminating experience). Two Studio Art courses: Art 211 and one Studio Art elective.

Total of 10 major courses plus a comprehensive evaluation with a passing grade.

Recommended: two courses in both French and German.

Minor: ArtH 112; plus four additional art history courses. Total of 5 minor courses.

ArtH 111. History of Eastern Art. A general introduction to the art of the ancient civilizations and traditional arts of Asia, focusing on India, China and Japan. Topics covered include Buddhist and Hindu art, landscape painting, sculpture, woodblock print, and important monuments in East Asian art. Satisfies the Other Cultures LADR.

ArtH 112. History of Western Art. A historical survey from cave paintings to present. The course deals with Western art forms derived from the Near East, Europe and the United States.

ArtH 260. Special Topics.

ArtH 328. Contemporary Art. Analysis of contemporary art, its forms and display. Role of museums as exhibitor. Study of modern criticism and its role as interpreter of contemporary art. Field trips to major museums and galleries.

ArtH 339. Ancient Art and Architecture. The exploration of the history of painting, sculpture and architecture in the art of ancient Egypt, Mesopotamia, Greece and Rome. Offered alternate years. Prerequisite: ArtH 112.

ArtH 341. Medieval Art and Architecture. A concentration on monasteries, cathedrals and castles with their related manuscripts, sculptures and stained glass during the Romanesque and Gothic eras. Offered alternate years. Prerequisite: ArtH 112.

ArtH 342. Renaissance Art and Architecture. Italian art from the Late Gothic through Mannerist periods, studied in its social context. Offered alternate years. Prerequisite: ArtH 112.

ArtH 343. Baroque and 18th-Century Art and Architecture. European art seen in relation to the periods of the Counter-Reformation, the Age of Absolutism and the Enlightenment. Offered alternate years. Prerequisite: ArtH 112.

ArtH 344. 19th-Century Art and Architecture. A survey of art extending from the revolutionary eras in America and France to the beginnings of modernist art at the turn of the century. Offered alternate years. Prerequisite: ArtH 112.

ArtH 345. Art in the United States. A survey of American art and architecture from the revolution to World War II. Field trips are a required element of this class. Offered alternate years. Not open to students with credit in GW 121-122. Prerequisite: ArtH 112.

ArtH 346. Art of China. An introduction to major artistic traditions in China. Topics include art and ritual, visual arts and the quest for immortality, Buddhist art, landscape painting, palace architecture, and modern and contemporary art. Satisfies the Other Cultures LADR.

ArtH 347. Art of Japan. An introduction to important works of sculpture, architecture and painting from prehistory through the nineteenth century, including Shinto shrines, Buddhist art, narrative scrolls, Zen art, and woodblock prints. Satisfies the Other Cultures LADR. Offered alternate years.

ArtH 357. Internship. Off-campus supervised experience in art history.

ArtH 360. Special Topics.

ArtH 370. Directed Study.

ArtH 457. Art History Internship. Supervised off-campus educational experience in a professional environment. May be used as senior culminating experience if taken in the senior year. Majors only.

ArtH 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

ArtH 471. Senior Thesis.

ArtH 499. Comprehensive Evaluation.

Asian Studies

Ahrens, Carrell, Jenkins, Shen, X. Wu, Yoon

Minor: At least five course units, selected from among the following, no more than two of which can be from the same department: ArtH 111: History of Eastern Art; ArtH 346: Art of China; ArtH 347: Art of Japan; ArtH 360: Modern & Contemporary Art in China; His 266: History of China; His 267: History of Japan; His 362: Modern China; His 364: Traditional China; His 367: China and Christianity; Phi 222: Classical Indian Philosophy; Phi 240: Philosophy and the Martial Arts; Phi 241: Prana, Qi and Ki; Phi 242: Taoism and Cooking; Phi 244: Taoism and Zen Buddhism; Phi 322: Classical Chinese Philosophy.

Total of 5 courses.

Except for minor courses specifically required for a student's major, no more than one course may be counted toward both a major and a minor or to any two minors.

Astronomy

Nickas, Pantelidis.

Ast 111. Life in the Universe. An introduction to physical conditions and dynamics in the known universe as they permit or preclude life, examining the compatibility of presently accepted cosmology and cosmogony with the dynamics and time scales of evolutionary change in living systems viewed as quantitatively circumscribable processes.

Ast 165. Stars and the Universe. An in-depth introduction to the physical processes occurring in and causing the dynamical evolution of stars, to the dynamics of galaxies, and to physical processes and the evolution of a variety of cosmological models of the universe. Laboratory work emphasizes hands-on experiences including data collection and manipulation. Partially satisfies Natural World LADR.

Ast 166. The Solar System. Explores current understanding of the solar system from its formation to possible final states. Study of the planetary system and the sky both as a system offering humans objective truths and as a battleground of competing human conceptions of the system of the world. Partially satisfies Natural World LADR.

Ast 237. Intermediate Astronomy. Equilibrium structure of stars; dynamics and evolution of galaxies; origin, structure, and dynamics of the universe.

Biochemistry

Lamar, Steiner.

Major: Chemistry courses: Che 161; 185; 221; 222; 341; 342 and one elective from: 325, 324, 311. Biology courses: Bio 161; 185; 221; 336 and one elective from 314 or 333. Culminating experience: Bch 412

Cognate courses: Mat 112 or Mat 121, Phy 161; Phy 185

Comprehensive evaluation with passing grade. Total of 13 major courses, plus 3 cognates = 16.

Students majoring or minoring in Chemistry or Biology may not also major in Biochemistry.

Minor: Che 341, Biochemistry I; Che 342, Biochemistry II; Che 325, Analytical Chemistry; Bio 221, Genetics; Bio 336, Cell Biology; and one of Bio 328, Immunology; Bio 333, Microbiology; or Bio 314, Molecular Biology. Except for courses specifically required for the student's major, no more than one of these courses may be counted toward this minor and either a major or another minor. Total of 6 minor courses.

Students interested in minoring in biochemistry are encouraged to major in biology or chemistry. They should consult faculty members familiar with this minor as soon as possible to devise an overall course of study that suits their interests, meets program requirements and goals and prepares them for graduate study or professional opportunities.

Bch 260. Special Topics.

Bch 307. Directed Study. 0.50 unit

Bch 308. Directed Research. Field or laboratory research performed under the direction of a professor. Prerequisite: permission of directing professor. Graded Pass/Fail. 0.50 unit.

Bch 309. Directed Research. Field or laboratory research performed under the direction of a professor. Prerequisite: permission of directing professor. Graded Pass/Fail. 0.50 unit.

Bch 360. Special Topics.

Bch 412. Biochemistry Seminar. Discussion of primary literature research articles, integration of the individual science disciplines which contribute to the field of biochemistry. Prerequisite: Four courses each in Chemistry and Biology and senior standing

Bch 499. Comprehensive Evaluation.

Biology

Bruyninckx, Gall, Mynhardt, Rubino, Starnes.

Major: Biology courses – 161; 185; 221; 301; 471 (culminating experience); five others, two of which must be at the 300 level, but not to include 307, 308, 309, 357, 370, or 380.

Cognate courses – Chemistry 161 or equivalent; Che 185.

Comprehensive evaluation with passing grade. Total of 9.25 major course credits, plus 2 cognates = 11.25.

No more than 1 credit of any combination of Bio 308, 309 and 380 can count towards graduation.

Minor: Biology courses – 161 or equivalent; 185; any three others, but not to include 301, 302, 307, 308, 309, 370, or 380. Total of 5 minor courses.

All courses (except 301) include an integrated laboratory experience.

Bio 160. Special Topics.

Bio 161. Ecology and Evolution. An introduction to the scientific study of life with an emphasis on evolution, ecology and classical genetics. The nature and practice of science will be examined throughout the course. For prospective pre-health-profession students and natural science majors. Partially satisfies the Natural World LADR. This class is open only to first-year students.

Bio 165. Concepts of Biology. An historical approach to explore the development of primary topics in modern biology such as mechanisms of inheritance and diversification of life on Earth via the process of evolution. The nature and practice of science will be examined throughout the course. Does not require college-level chemistry. Partially satisfies Natural World LADR. Not open to students with prior credit in Bio 161 or equivalent.

Bio 185. Cell and Molecular Biology. An introduction to the scientific study of life with emphasis on the chemistry of life, cells, and physiology. For prospective natural science majors and pre-health-profession students. Prerequisite: Bio 161.

Bio 214. Tropical Biology. Examines tropical biology in Central America: coral reefs, barrier islands, mangrove swamps, and moist forests in Belize, and the Mayan temples in Tikal, Guatemala. Additional fee charged. Prerequisite: Sophomore standing.

Bio 221. Genetics. A survey of molecular, organismal, and population genetics. Laboratory work illustrates basic genetic principles and modern laboratory techniques. Prerequisites: 185. Prerequisite/co-requisite: Che 161 or equivalent.

Bio 226. Aquatic Biology. A study of the ecology and evolution of the organisms that live in freshwater ecosystems, emphasizing ecological relationships and the importance of water resources to life on Earth. Students will visit local and regional wetlands, creeks, streams, rivers and lakes. Field studies will emphasize aquatic collecting techniques, identification of organisms and environmental research methods. Prerequisites: an introductory course in biology or chemistry is helpful but not required. Offered Spring Term alternate years.

Bio 227. Herpetology. A study of the biology of amphibians and reptiles. Topics covered include classification, evolution, ecology, physiology, behavior and conservation. Emphasis on the amphibians and reptiles of southeastern Indiana and field research methods. Prerequisite: 161.

Bio 231. Biodiversity. An introduction to the biological diversity of earth. Topics covered include analysis of the form and function of the major taxonomic groups: protists, fungi, plants, and animals, the origin of life, the evolutionary history of life on earth, and principles of biological classification. Prerequisite: 185.

Bio 234. Plant Taxonomy. Identification of higher plants with emphasis on the native flora; emphasis on the use of keys, principles of classification, field work, and herbarium methods. Prerequisite: 161.

Bio 260. Special Topics.

Bio 301. Junior Seminar. Preparation of an Senior Thesis proposal including a bibliography, literature review and an oral presentation. Prerequisites: 4 courses in biology or junior standing. Graded Pass/Fail. .025 unit.

Bio 307. Directed Study. .50 unit.

Bio 308. Directed Research. Field or laboratory research performed under the direction of a professor. Prerequisite: permission of directing professor. Graded Pass/Fail. .25 unit.

Bio 309. Directed Research. Field or laboratory research performed under the direction of a professor. Prerequisite: permission of directing professor. Graded Pass/Fail. 0.5 unit.

Bio 312. Conservation Biology. Study of the conservation of genetic, species, and ecosystem diversity. Synthesis of perspectives from population and community ecology, population genetics, biogeography, economics, and sociology. Prerequisite: 231.

Bio 313. Plant Anatomy and Physiology. Study of vascular plant structure and function as adaptations to the terrestrial environment. Lectures, discussions, laboratories, and field trips. Prerequisite: 231.

Bio 314. Molecular Biology. A detailed survey of gene structure, function, regulation, and replication as well as the experimental techniques used to understand these phenomena. Prerequisite: 221.

Bio 315. Ecology. Study of interactions of organisms and their environments; emphasis on energy flow, nutrient cycling, and equilibrium processes in ecosystems. Lectures, field projects, preparation of scientific reports, and laboratories. Prerequisite: 231.

Bio 316. Animal Behavior. A study of the behavior of animals, with emphasis on the ecology and evolution of behavior and the applicability of the principles of animal behavior to humans. Prerequisite: 231.

Bio 317. Vertebrate Biology. A study of the biology of the vertebrates, including the evolutionary history, ecology, behavior, and structure and function of the major vertebrate groups. Lab includes dissection of representative vertebrates and field studies with local vertebrate species. Prerequisite: Bio 231. Offered alternate years.

Bio 318. Research Methods in Biology. Techniques for conducting investigations in the biological sciences: scientific reasoning, literature reviews, design of experiments, analysis of data (including statistical analysis), oral and written presentation of results and the preparation of research proposals. Prerequisite: Bio 221 or 231.

Bio 328. Immunology. Introduction of both theories and techniques in the field of immunology. Prerequisite: 221.

Bio 332. Evolution. An analysis of the process of evolution. Topics cover the history of evolutionary thought, evidence for the evolution of life, mechanisms of evolutionary change, and the history of life on earth. Special emphasis will be placed on current research and developing an experimental evolutionary approach. Lectures, discussions, field and laboratory experiments. Prerequisite: 231.

Bio 333. Microbiology. A study of the structure and function of bacteria and related organisms. Prerequisite: 221.

Bio 336. Cell Biology. A study of the evolution, structure, and functioning of cells. Topics include membranes, bioenergetics, intracellular sorting, the cytoskeleton, cell communication, and cellular mechanisms of development. Laboratory emphasis on the methodology of cell biology. Prerequisite: 221.

Bio 357. Internship. Off-campus supervised experience in biology.

Bio 360. Special Topics.

Bio 370. Directed Study.

Bio 380. Directed Research. Field or laboratory research performed under the direction of a professor. Prerequisite: Permission of directing professor. Graded Pass/Fail.

Bio 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Bio 471. Senior Thesis. Prerequisites: Senior standing, and permission of the directing professor.

Bio 499. Comprehensive Evaluation.

Business

Connor, Ellis, Johnson, Magary, Riddick.

The Business Scholars Program

The Business Scholars Program is Hanover College's business curriculum, but it differs from a traditional business major in two important ways. First, Scholars are required to complete Hanover College's liberal arts degree requirements to ensure they have the strong writing and verbal communication skills and the well-rounded education best developed in such a program of study. Each Business Scholar also completes the course requirements necessary for her/his chosen major. Secondly, on the assumption that business serves a very practical purpose, the Business Scholars Program has more "hands-on" skill building elements and fewer course requirements than the typical business major. Classroom activities are augmented by a number of guest lecturers who are successful and entrepreneurial leaders in the corporate, non-profit and governmental sectors of the economy. Scholars must complete a paid, project-based internship and a student-led team-consulting project involving one of our local businesses. Business Scholars also participate in a number of skill-building workshops such as business etiquette, resume writing and interviewing techniques and skills. Numerous networking events are also an important part of the Business Scholars Program.

Business Scholars Program:

BSP 211, 311 or 325, 357 (Project-based Internship), 411; and two credits of approved electives.

Cognate courses: One course in statistics: Mat 217, Mat 327, Eco 257 or other by petition; one course in Economics: Eco 113 or 114 or a LADR course in economics.

Other Requirements: Satisfactory completion of Business Scholars Program co-curricular components; completion of a liberal arts major.

BSP 211. Management Concepts. An integrated introduction to the fundamental concepts of management and business. Topics include the relationship between business and society, including ethical and legal responsibilities; business organization; competitive strategies; and management theory including organizational structures, decision making and creative problem solving, collaborative teamwork, and organizational control. Case studies and projects will be used to provide an opportunity to integrate and apply essential concepts. Pre or Co-requisites: Admission to Business Scholars Program.

BSP 212. Ethics and Commerce. This course will explore the application of ethical theory to issues and cases that arise in connection with commercial activities. Identical to Phi 212.

BSP 307. Directed Study. .50 unit.

BSP 311. Financial Decision Making. Introduces the fundamental financial skills of business focusing on concepts and relationships rather than accounting entries. Accounting and finance concepts will be integrated to demonstrate that financial statements are merely the reflection of decisions made by firms. Prerequisite BSP 211. This course is not open to students who have taken BSP 325.

BSP 321. Marketing and Promotions. Introduces the fundamentals of marketing with special emphasis on the “promotion” element of the overall marketing mix—advertising, sales promotion and public relations. Marketing fundamentals will be covered, such as segmentation, branding, positioning, consumer behavior and the “four Ps.” A large component of the course will be more in-depth consideration of marketing communication than is typical in an introductory marketing course, including practical exercises in planning and developing a communication campaign. Prerequisite: BSP 211.

BSP 322. Professional Selling. This course focuses on the challenges and opportunities provided by professional selling. Selling concepts, tools, strategies, and tactics will be discussed as they apply to both external and internal customers. Students are exposed to and experience some problems faced and rewards earned by those in professional sales. Customer relationship management and seeking to meet customer needs will be discussed as key to successful long-term selling. Prerequisite: BSP 211.

BSP 323. Investments. This course provides a fundamental understanding of the theory and concepts used in making investment decisions. It covers topics including financial markets, stock and bond valuation, capital market equilibrium, risk and return trade-offs, and portfolio theory. Prerequisite: BSP 311 or BSP 325.

BSP 324. eCommerce Management. The Internet has cultivated a global economic system and transformed societies throughout the world. This course will examine the impact of the Internet on commerce. Special attention will be placed on the history and structure of the Internet, convergence, net neutrality, open source technology, and intellectual property rights in the age of the Internet. This course will also cover the interconnections between commerce and Internet marketing, including Web analytics, search engine/social media optimization and affiliate marketing.

BSP 325. Financial Accounting. This course introduces the methods and principles involved in processing financial data into accounting statements for use by investors and creditors. Students will gain an understanding of the purpose and interpretation of financial statements. This course is intended as the first course in a two-course accounting sequence with Managerial Accounting and should not be taken unless the student is planning to take both. Prerequisite: BSP 211. This course is not open to students who have taken BSP 311.

BSP 326. Managerial Accounting. This course introduces the use of accounting information to aid internal decision makers. This includes the development and interpretation of information to set goals, evaluate the performance of departments and individuals, and support various types of management decisions. Prerequisite: BSP 325.

BSP 327. Financial Management. This course introduces the approaches companies can use to obtain and deploy funds. Topics include financial forecasting, operating and financial leverage, time value of money, working capital management, capital budgeting and long-term financing. Prerequisite: BSP 311 or BSP 325.

BSP 328. Managing a Not-for-Profit Organization. An examination of the elements, knowledge, and skills needed to create and manage a successful not-for-profit organization (NPO), including mission and programming; people resources and leadership-boards, staff, volunteers, and clients; financial management; marketing and community relations; and fundraising. Students will design their own virtual NPO over the course of the semester. This course is open to all students. Offered Spring Term.

BSP 329. Personal Financial Management. This course provides an introduction to Personal Finance Management concepts to help address the key financial decisions students will face throughout their lives to meet their personal financial goals. The course covers creating a financial plan, saving and investing, buying a house or car, insurance, sources and uses of credit, and other topics. Students will use a financial calculator to help make decisions. The course is open to all students.

BSP 330. Scholars in the City: New York. This Spring Term course focuses on New York City and its place in the world of business. The first part of the course looks at the history of the city, its institutions and neighborhoods. The second part of the course looks specifically at the relationship of the city to financial markets, retailing and merchandising. In the third part of the course the class will spend several days in New York, experiencing what has been studied. Prerequisites: either BSP 311 or 326.

BSP 331. Human Resources Management. This course introduces students to the field of human resources management, its purpose and how it functions in the business arena to address the issues related to employee training, compensation, benefits, selection, hiring, firing and outplacement. Students will analyze examples from actual companies to examine various general management concepts within the context of current-day application. This course is open to all students.

BSP 340. Scholars in the Second City: Chicago. This Spring Term course focuses on Chicago, and its place in the world of business. The first part of the course looks at the history of the city, its institutions and neighborhoods. The second part of the course looks specifically at the relationship of the city to manufacturing and transportation. In the third part of the course the class will spend several days in Chicago and surrounding cities, experiencing what has been studied. Prerequisites: either BSP 311 or 326.

BSP 357. Project-Based Internship. A project-based internship to be carried out through work in a for-profit, not-for-profit or governmental organization. Prior to the internship students will prepare by carrying out research on the organization and/or their specific project. They will also develop objectives for what they want to learn about themselves and their career path through the internship. During the internship Scholars will be advised by Business Scholars Program faculty and supervised by on-site supervisors. The internship and its outcomes will be presented via a public poster session.

BSP 360. Special Topics.

BSP 370. Directed Study. 1.00

BSP 411. Business Strategy. An integrated capstone course requiring Scholars to demonstrate that they can create a well-conceived comprehensive strategy for business and successfully execute it; synthesize liberal arts, business and economics concepts in strategic management. Scholars will complete a comprehensive strategic analysis for a business in partnership with the Small Business Development Center or other agency. Prerequisite: BSP 311 or BSP 325.

BSP 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Electives:

Business Scholars will be required to complete 2 units of electives to be selected in consultation with Business Scholars Program faculty. Prerequisite: BSP 211. At least one elective must have a “BSP” course prefix, while the second elective may be a BSP course or may be chosen from a list of approved electives.

Co-Curricular Components:

#1. Computer Application Competence. In order to be prepared for the workplace and their internships, Scholars are required to demonstrate competence in fundamental computer applications such as Word, Excel and PowerPoint before they can complete BSP 312, Internship Research. Scholars may need to complete appropriate workshops if they are initially unable to demonstrate competence.

#2. Internship and Career Preparation. To ensure a project-based internship, and ultimately career, that provides the best fit between their strengths and interests, their major and the project-based internship, Scholars will work with the Business Scholars Program staff and Career Center to identify their interests and internship constraints, build their resumes and develop their interviewing skills. Further, they will work diligently with the Business Scholars Program staff to identify and secure the internship.

#3. Workshops, Events and Other Activities. To help them develop their business and career skills, practice interacting with business leaders and get the most from the program, Scholars will take part in a minimum number of workshops, classroom speaker lunches and other activities each year from a much larger list of alternatives.

Chemistry

Boone, Lamar, Philipp, Steiner.

Major: Chemistry courses – 161; 185; 221; 222; 301; 325; 351; either 471 or 408-409; and two electives from the following: 311 or 312, 324, 341

Cognate courses – Mat 111/112 or Mat 121; Phy 161 and 185.

Comprehensive evaluation, with passing grade. Total of 9.25 major courses, plus 3 cognates = 12.25.

Students should work with their advisors to devise a course of study best suited to prepare them for graduate study or professional opportunities in their area of interest (e.g. environmental science, biochemistry). No more than 1 credit of any combination of 308 and 309 can count towards graduation.

Minor: Chemistry courses – 161; 185; 221; 222; 325; any one other, at the 300 level. Total of 6 minor courses.

By-pass credit opportunity: Students who are placed directly into 185 (Principles of Chemistry II), and who receive a grade of B or above therein, will receive credit for 161 or equivalent (Principles of Chemistry I) upon request.

Che 160. Special Topics. Open to first-year students only.

Che 161. Principles of Chemistry I. Presents current theory regarding the nature of matter from the nuclear scale to that of the molecule and a descriptive and theoretical introduction to the chemical reaction; organized around two central ideas: the atom and energy. Partially satisfies Natural World LADR.

Che 185. Principles of Chemistry II. A continuation of 161. Prerequisite: 161.

Che 221. Organic Chemistry I. Sources, structure, nomenclature and properties of organic and biomolecules. Prerequisite: 185.

Che 222. Organic Chemistry II. A continuation of the study of organic reactions with an emphasis on the determination of reaction mechanisms. Components of this course include spectroscopy and theoretical applications. Laboratory components include synthesis, instrumental analysis, and kinetics. Prerequisite: Che 221.

Che 260. Special Topics.

Che 301. Chemistry Seminar. Preparation for the Senior Thesis and information on postgraduate opportunities for chemistry majors. Specific topics include: Senior Thesis guidelines, preparing and defending the Senior Thesis proposal, literature searching, information on graduate schools, professional schools, the chemistry industry, and summer research opportunities. Must be completed during the junior year. 0.25 unit.

Che 307. Directed Study. 0.50 unit.

Che 308. Directed Research. Field or laboratory research performed under the direction of a professor. Prerequisite: permission of directing professor. Graded Pass/Fail. 0.25 unit. This course does not count toward fulfillment of the requirements of the Chemistry major.

Che 309. Directed Research. Field or laboratory research performed under the direction of a professor. Prerequisite: permission of directing professor. Graded Pass/Fail. 0.50 unit. This course does not count toward fulfillment of the requirements of the Chemistry major.

Che 311. Physical Chemistry: Chemical Thermodynamics. An introduction to classical thermodynamics and its applications to phase relations, chemical reactivity, chemical equilibrium, and basic electrochemistry. Includes laboratory experience. Prerequisites: Che 185, Phy 185, Mat 122. Offered alternate years.

Che 312. Physical Chemistry: Quantum Chemistry. An introduction to wavemechanics and its applications to spectroscopy and molecular structure. Includes laboratory experience. Prerequisites: Che 185, Phy 185, Mat 122. Offered alternate years.

Che 324. Inorganic Chemistry. Principles of atomic and molecular structure and bonding in inorganic chemistry. Prerequisite: 325. Offered alternate years.

Che 325. Analytical Chemistry I. Chromatography and spectrophotometric methods of analysis, including GC, LC, HPLC, UV-VIS, IR, NMR. Prerequisite: 222.

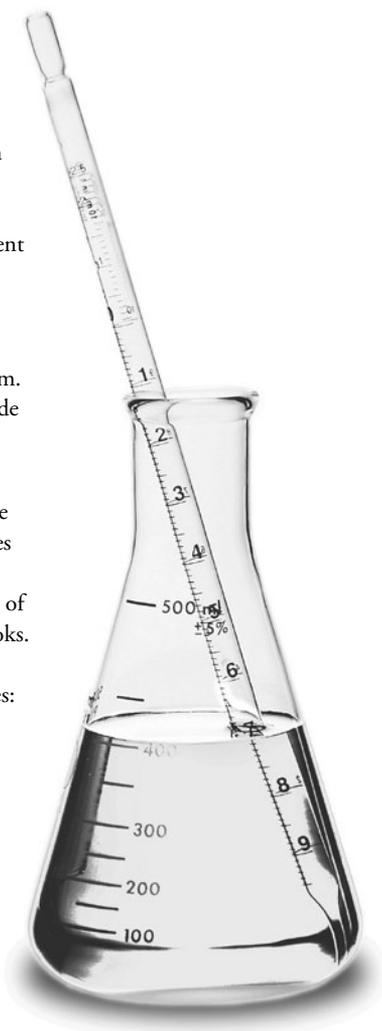
Che 326. Analytical Chemistry II. Classical and electrochemical methods of analysis with inorganic applications; chemical equilibria. Field trips. Prerequisite: 222. Offered alternate years.

Che 341. Biochemistry I. Introduction to the application of fundamental chemical principles to the structure and function of proteins. Emphasis on protein structure, enzyme catalysis and kinetics, and special topics in protein chemistry. Laboratory work includes enzyme kinetics and protein purification. Includes student seminars. Prerequisites: Che 222 and Bio 185.

Che 342. Biochemistry II. Examination of energy metabolism and its regulation. Includes carbohydrate, fatty acid, lipid, nucleic acid, and amino acid metabolism. Laboratory work includes protein electrophoresis, peptide mapping, and the interaction of proteins with other biomolecules. Prerequisite: 341.

Che 351. Advanced Laboratory. A laboratory-intensive exploration of various techniques, which serve as vehicles to illustrate general aspects of inquiry in chemistry: experimental design, use of literature sources, treatment of experimental uncertainty, and use of laboratory notebooks. Team taught. Offered every Spring Term. Should be completed in the sophomore or junior year. Prerequisites: Che 222, Mat 111/112 or 121.

Che 357. Internship in Chemistry. Prerequisite: Permission of the instructor.



Che 360. Special Topics.

Che 370. Directed Study.

Che 408-409. Research. Prerequisite: Senior standing and consent of project advisor. May be offered in one term as the one-unit course 471. 0.50 unit each.

Che 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Che 471. Senior Thesis. Prerequisite: senior standing and consent of project advisor. May be offered over two terms as the half-unit courses 408 and 409.

Che 499. Comprehensive Evaluation.

Classical Studies

Baechle, O'Neill, Pittenger.

The foundation of the Classical Studies major is the study of the languages and, through them, the cultures and cultural values of Greece and Rome. The major is interdisciplinary; it deals with multiple aspects of the Greco-Roman world. Literature, history, philosophy, early Christianity, art, archaeology, and anthropology are all relevant subjects. Students with any of these interests can focus their major and Senior Thesis to suit their own interests. Classical Studies offers courses in three areas: Classics, Greek, or Latin. Courses from other departments may be counted toward the major as well with the approval of the Department.

Major: Two or more 300-level courses in either Greek or Latin and at least one semester at any level in the other language; Cla 471 (culminating experience); Seminar for Majors (.50 unit); four other appropriate courses as determined by the Classical Studies Department.

Comprehensive evaluation with passing grade. 8.5 courses.

Classics

Baechle, O'Neill, Pittenger.

Minor: Classics, Latin, or Greek courses — Five, not including Lat 115-116 or Gre 115-116. Total of five minor courses.

Cla 100. Mythology. Depending on the instructor, the course will be an introduction to Greek myth or to Roman myth and Roman uses of Greek myth. Topics may include: myth in its historical and social context, myth as a conceptual language for expressing a culture's world-wide view, modern theoretical understandings of the functions of myth, myth as part of a literary and artistic tradition. Offered alternate years.

Cla 160. Special Topics.

Cla 226. Medieval Philosophy. A survey of Western philosophy from St. Augustine to Nicholas of Cusa. Focus on the development of Christian philosophy. Identical to Phi 226.

Cla 231. Ancient Epic. A survey of Greek and Roman epic poetry in English translation. Students will learn the formal elements of epic poetry and how to use these formal elements to understand the themes and concerns of each epic. Offered every third year.

Cla 232. Ancient Drama. A survey of Classical tragedy and comedy in English translation. Students will learn the formal elements of drama and how to use these formal elements to understand the themes and concerns of individual plays. Offered every third year.

Cla 251. Greek History. A survey of Greek history from the Aegean Bronze Age to the age of Alexander. Identical to His 251. Offered every third year.

Cla 252. Roman History. A survey of Roman history from the founding of the city to the fall of the Roman Empire. Identical to His 252. Offered alternate years.

Cla 253. Roman Games. Mass-entertainment by means of blood-sports, in the arena and the circus, was a prominent feature of Roman culture. This course will examine the social, religious, economic and political significance of the Roman games from a historical standpoint, including archaeological remains, artistic renderings and literary sources both pagan and Christian. Discussion will also touch on modern parallels and big-budget Hollywood films. All sources in English translation. Identical to His 253. Offered alternate years during Spring Term.

Cla 260. Special Topics.

Cla 307. Directed Study. .50 unit.

Cla 343. Class, Status, and Gender in Ancient Athens. The basic aim of the course is to develop a picture of how people in ancient Athens thought about differences among various kinds of people, free and slave, rich and poor, citizen and foreigner, male and female. The course examines the social and political world in which these differences had effect. Offered every third year.

Cla 344. Greek Archaeology and Classical Athenian Culture. The goal of this course is to study Athenian culture in light of the realities of Athenian daily life, religion, and politics, insofar as we can reconstruct them on the basis of material evidence supplemented by ancient texts. Students will read texts bearing on various aspects of that culture – temples and sanctuaries, warfare, athletics, etc.– in conjunction with particular archaeological sites and museums in Athens and elsewhere in Greece. Offered every third year.

Cla 351. Alexander & the Hellenistic World. Alexander the Great remains one of the most compelling figures in all of history, and after his death the Mediterranean world was never the same again. His successors carved up his vast empire between them, and the new hybrid civilization they created (known as Hellenistic or “Greek-ish”) was still in place more than a century later when the Romans came along. This course is taught as a seminar and will cover a wide range of topics, including warfare, politics, society, culture and always the problem of evidence. No prerequisite, but students are encouraged to contact the instructor in advance. Offered every three years. Identical to His 351.

Cla 360. Special Topics.

Cla 366. Studies in Historiography. An examination of selected topics in the ancient world, emphasizing the history, philosophy and methods of historical investigation. Content may vary. May be repeated for credit with permission of instructor. Offered alternate years. Identical to His 366.

Cla 370. Directed Study.

Cla 401. Seminar for Majors. Preliminary work for the Senior Thesis combined with background for the reading lists for the comprehensive exam and study of the history and methodologies of Classics as a discipline. .50 unit

Cla 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Cla 471. Senior Thesis.

Cla 499. Comprehensive Evaluation.

Communication

Betler, DeWine, Mascarenhas, Winters, Young.

Major: Communication courses – 240; 242; 319; 324; 326; 330; 471 (culminating experience); any three others.

Comprehensive evaluation, with passing grade. Total of 10 major courses.

The field of communication is diverse, and the coursework for a Communication Major represents several different areas of focus within communication. At its heart, the study of communication involves a wide variety of message-related behaviors, including mass media, social influence and rhetorical theory, as well as personal, public, and organizational communication. In addition to selecting 3 elective courses in their area of interest, Communication Majors will take 7 required courses that represent various areas of the field and complete a Senior Thesis project. Students who wish to Minor in Communication will select 5 courses.

Minor: Communication courses – One of 223, 320, 322, 323, 324, 326, 327, and 328; one of 240, 242, 341, 343, 344, and 347; any three others. Total of 5 minor courses.

Com 049. Television Production Participation. Involvement in 10 approved television production projects during the combined fall and winter terms. Students are involved in both production and editorial roles. Pass/Fail. May be repeated for up to 1 credit. Permission of instructor. 0.25 unit.

Com 160. Special Topics.

Com 164. War and Upheaval through Film: the US 1950-1975. Analysis of films during the period of 1950-1975 as to the message created, the audience response, and the social impact on issues such as war, race and gender. Partially satisfies the Modern Societies LADR.

Com 211. Public Communication. Explores the theories, practice, and criticism of oral communication as a responsibility of individuals living in a democracy. Focus equally divided between mass media, small group, and public speaking.

Com 212. Introduction to Communication. Examines a broad spectrum of communication concepts and issues in modern society. Directed at students with an interest in the discipline of communication.

Com 240. Survey of Mass Media. Survey of functions, operations, responsibilities and influences of various mass communication media with major emphasis on broadcasting. Directed toward the consumer and critic of mass media in American culture. Prerequisite: Freshman or sophomore standing.

Com 242. Visual Communication. Introduction to the fundamental concepts and principles of audio and video message design. Emphasis on development of visual literacy, understanding of theories of visual perceptions and critical analysis of media messages.

Com 246. Writing for the Electronic Media. An examination of writing styles used for today's digital mass media. Course involves extensive practice in writing for television, radio and the Internet with an emphasis on creating meaning through the interaction of sounds, images and graphics with copy.

Com 250. Rhetoric of Film. Examines the psychological and rhetorical qualities of film as they apply to filmmakers, audiences, and cinematic texts. An interdisciplinary approach integrates experimental, qualitative, and interpretive research from the domains of psychology, mass communication, film studies, and literary criticism. Identical to Psy 250. Prerequisite: 212 or 242 or Psy 111.

Com 251. American Journalism. An introductory course that explores the theoretical and practical sides of contemporary newspaper, magazine, and Internet journalism. Topics may include history and evolution of U.S. print media, their ethics, and their role in American society today. Intensive work on reporting and writing. In-class discussion of student work. Identical to Eng 251. Prerequisite: First term Great Works or equivalent.

Com 260. Special Topics.

Com 307. Directed Study. .50 unit.

Com 319. Organizational Communication. Examines the role and function of communication in modern organizations. Includes study of organizational theory, message transmission, conflict management, employee motivation and satisfaction, and related current issues. Prerequisites: junior or senior standing.

Com 320. Persuasive Communication. Examines the function of persuasion in affecting public opinion, the role of persuasive methods, and techniques for implementing social change.

Com 321. Media Criticism. An examination of how rhetorical theory and criticism help audiences interpret and find meaning from media texts, including film, song, and television.

Com 322. Language and Communication. Examines the role of language in communication, including the physics, physiology, psychology and sociology of communication, as well as semantics, syntax, the acquisition of language, and the correction of speech sounds.

Com 323. Gender and Communication. Study of the different ways language deals with the sexes, the different ways some males and females use words, and the different verbal and nonverbal interactions among the sexes. Prerequisite: 211 or 212 or GndS 111.

Com 324. Rhetorical Theory. Study of the development of public communication in relationship to the development of Western philosophy and practice. Emphasizes major rhetorical theories from the classical era to the contemporary. Prerequisite: Either 211 or 212.

Com 326. Presidential Rhetoric and Campaigns. Examines communication phenomena as the epistemological base of political campaigns in general and presidential rhetoric in specific. The course blends public address, symbolic interactionism, and rhetorical mediation. Prerequisite: Either 211, 212, 240 or 341.

Com 327. Interpersonal Communication. Examines communication behavior in developing and maintaining human relationships.

Com 328. Cross-Cultural Communication. Perspective on cross-cultural communications including culture-bound assumptions, communication and understanding; crosscultural analysis of values, beliefs, languages, and non-verbal communication and their impact. Prerequisite: Junior or senior standing. Not open to students who have taken Com 162. Satisfies Other Cultures LADR.

Com 330. Communication Research and Methodology. Examines the empirical side of the communications field and its literature, exploring research designs, methods, and technologies and the empirical literature of communication research. Prerequisite: Junior or senior standing.

Com 340. Global Communication Processes. Survey and analysis of socioeconomic and geo-political contexts of global communication systems; management of communication interfaces and common resources; international organizations, legal regimes, and global communication policies. Prerequisite: 240. Satisfies Other Cultures LADR.

Com 341. Mass Media and Society. Examines the relationships between the mass media, the individual, and society, providing a set of theoretical perspectives for interpreting and analyzing the influence of mass communication. Prerequisite: Either 212 or 240.

Com 343. Video Production. Introduction to the principles and practice of video production. Includes methods of program design and management, emphasis on single-camera technique with field related project. Prerequisite: 242.

Com 344. Electronic News Gathering. Examines techniques, problems, and issues related to the acquisition, production, and distribution of video news in society.

Com 346. Health Communication. An examination of health communication in several different social and cultural contexts, including theory, organizational structures, media and technology, and personal relationships.

Com 349. Communication Law and Public Policy. Survey of communication policy issues in the United States; role of the public and communication industries; the Federal Communications Commission, Congress, and the courts; emphasis on policy issues in broadcasting, cable, satellites, telephones, and other communication technologies.

Com 357. Internship. Supervised experience in Communication.

Com 360. Special Topics.

Com 370. Directed Study.

Com 457. Internship. Off-campus experience of applied nature in broadcasting or speech communication. Specific experience to be determined by student and faculty consideration of available positions and student's interests and competencies.

Com 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Com 471. Senior Thesis.

Com 499. Comprehensive Evaluation.

Computer Science

Bradshaw, Collins, Wahl.

Major: Computer Science courses – 110, 223, 225, 361, 461 or 471 (culminating experience); one from each of the following categories: interdisciplinary: 125, 150, 210, 250, Geo 221, BSP 324; development: 324, 329, 336; systems: 234, 340, 345; concepts: 335, 348, Mat 343.

Two additional computer science credits at or above the 300 level.

Cognate course: Mat 143 (or both Mat 220 and Mat 343)

Comprehensive evaluation, with passing grade. Total of 10.5 major courses, plus 1 cognate = 11.5.

Minor: Computer Science courses – 110, 223; three additional computer science units, only one of which can be from the following: CS 125, CS 210, CS 250, Geo 221, BSP 324, Mat 143, Mat 220. Total of 5 minor courses.

By-pass credit opportunity: Students placed directly into CS 223, and who earn a grade of B or better for the course, will receive credit for CS 110 upon application to the Registrar.

CS 110. Fundamentals of Computer Science. An introduction to problem-solving, program design, testing methodology and programming languages. Students will learn to program in a high level programming language to solve problems from a wide range of topics such as graphics, modeling, information processing and robotics. This class makes use of laboratory experiences and is suitable for students that have never taken a computer science class as well as students with limited programming experience. Satisfies the Abstraction and Formal Reasoning LADR.

CS 125. Principles of Computer Animation. Students will learn the principles of animation developed in the 1930's by traditional animators. These principles involve a study of motion and the mind's ability to perceive motion. Principles include the notion of timing, squish and squash, arcs of motion, follow through and secondary action. Students will apply the principles of animation with the aid of 3D animation software. At the end of this course each student will develop a short animation clip. Offered alternate years.

CS 150. Interdisciplinary Topics I. An interdisciplinary course that bridges the disciplines of computer science and at least one other discipline. May be repeated with permission of instructor.

CS 160. Special Topics.

CS 210. Scientific Modeling. Computer Science is one of the most versatile tools for scientists. This course will use real science problems from physical and biological sciences to teach students how to build computational models to explain these problems. Focus is on the use of modeling as part of the scientific process to lead to further discovery. A working knowledge of mathematics and science is expected. Offered alternate years.

CS 223. Data Structures. A study of the implementation and evaluation of advanced data structures. Data structures include linked lists, stacks, queues, trees, graphs and tables with the use of recursive algorithms to perform operations. Prerequisites: 110.

CS 225. Algorithmic Analysis. A systematic study of creating and evaluating algorithms, the process of solving problems. Brute force, divide-and-conquer, and problem transformation techniques are used to solve problems. Big Theta notation, best-average-worse case analysis, and notions of NP completeness are used to evaluate problems. Recommended by end of junior year. Prerequisites: 110 and one of Mat 143 or Mat 220.

CS 234. Computer Organization. Fundamentals of computer organization, virtual machines, gate logic, binary arithmetic, elementary architecture, microprocessors, memory organization, machine language, assemblers and I/O implementation. Prerequisite: 110.

CS 250. Interdisciplinary Topics II. An interdisciplinary course that bridges the disciplines of computer science and at least one other discipline. May be repeated with permission of instructor.

CS 260. Special Topics.

CS 307. Directed Study. .50 unit.

CS 324. GUI & Event-Driven Programming. Focuses on the development of graphical user interfaces (GUIs) and the programming paradigms entailed by such software. Students will build their skills in problem solving and software development by encountering problems relevant to GUIs. Event handling and GUI APIs are introduced. Offered alternate years. Prerequisite: 223

CS 329. Database with Web Applications. Introduction to fundamental concepts of database management systems, including database design, data definition languages, data manipulation languages, and database system implementation. Particular emphasis will be placed on implementation of web-based applications that make use of databases. Offered alternate years. Prerequisite: 223.

CS 335. Theory of Computation. A mathematical investigation of the fundamental capabilities and limitations of computers. Finite automata, Turing machines, regular and context-free languages, computability and solvability, the halting problem, Church's thesis. Offered alternate years. Prerequisite: 225.

CS 336. Programming Languages. A comparison of design features for selected procedural, functional, logical, or string oriented languages, syntax and semantics, assignment, control structures, data types, procedures and parameter passing, nesting and scoping. Offered alternate years. Prerequisite: 223.

CS 340. Computer Networks. A study of modern communication systems, predominantly the Internet. Topics include: the client-server paradigm, use of existing protocols, creation of new protocols, P2P applications, routing algorithms, distributed sharing of resources and communicating in the face of unreliable networks. Offered alternate years. Prerequisite: 223

CS 345. Operating Systems. Theory of operating systems, including memory management, concurrent processes, scheduling algorithms, device drivers, and file systems. Offered alternate years. Prerequisite: 223 or 234 (preferably both).

CS 348. Artificial Intelligence. Knowledge representation, natural language processing, models of reasoning and learning, heuristic search methods, connectionism, and robotics. Offered alternate years. Prerequisite: 223 and 225.

CS 357. Internship. Off-campus supervised experience in computer science.

CS 360. Special Topics.

CS 361. Junior Seminar. An introduction to the advanced study of computer science. Students will learn to access and understand current research materials. Classes will be led by student discussion and presentation. Each student will create a proposal for their culminating experience. Prerequisite: any CS course at 300 and above. .50 unit.

CS 370. Directed Study.

CS 461. Senior Seminar. A seminar to aid students in the completion of their culminating experience. Students will complete the project they proposed in CS 361 and present their findings in both written and oral form. Prerequisite: 361.

CS 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

CS 471. Senior Thesis.

CS 499. Comprehensive Evaluation.

Creative Writing

Barbour, Fearnow, Goertz, Stokes, Winters

Minor: One course in modern and contemporary literature, choosing among Eng 321 20th Century Poetry; Eng 322 20th Century Fiction or Eng 336 Modern and Contemporary Drama.

At least four course units from among the following Eng 351 Non-Fiction Workshop; Eng 352 Fiction and Poetry Workshop (may be repeated for credit with permission of instructor); Thr 345 Playwriting; Thr 346 Advanced Playwriting; Thr 343 Screenwriting; Com 246 Writing for the Broadcast Media; Eng/Com 251 American Journalism.

No more than one course may be counted toward both a major and a minor or towards any two minors.

Total of five courses.

Economics

Dodge, Eiriksson, Graham, Shahinpoor.

Major: Economics courses – 113 and 114 (by end of sophomore year); 213, 214, 257, 321, 328, 461 (culminating experience); any three others only one of which can be at the 100 level.

Cognate courses – Mat 111/112 or Mat 121, or equivalent.

Comprehensive evaluation with passing grade. Total of 11 major courses, plus 1 cognate = 12.

Minor: Economics courses – 113 and 114 (by end of sophomore year), 213 or 214, and any three others excluding 257. Total of 6 minor courses.

Eco 113. Principles of Microeconomics. Introduction to the basic principles and theories of microeconomics. Emphasis is given to studying individual behavior for both consumers and firms within the context of a market economy.

Eco 114. Principles of Macroeconomics. Overview of basic principles and theories associated with the establishment of market prices, national income determination, and fiscal and monetary policy.

Eco 160. Special Topics.

Eco 161. Foundations of Economics. Theories describing resource allocation in a market economy will be introduced. The individual behavior of both consumers and firms will be studied in the context of a market economy, along with an overview of basic principles related to national income determination and fiscal and monetary policy. Partially satisfies the Modern Society LADR.

Eco 213. Intermediate Microeconomics. Examination of the basic assumptions and methods of analysis employed in microeconomics, with an emphasis on demand, production, cost, and market structures. Prerequisites: 113 and Mathematics 112, 121, or equivalent.

Eco 214. Intermediate Macroeconomics. Analysis of national income, employment, price level determination, and monetary and fiscal policies, emphasizing contemporary macroeconomic issues. Prerequisites: 114 and Mat 112, 121, or equivalent.

Eco 221. Environmental Economics. A study of environmental issues, policies, and debates from an economic perspective. Introductory concepts such as negative externalities and public goods are expanded and integrated into modern economic models currently being used to study the impact that economic activity has upon the environment. Prerequisite: 113.

Eco 222. Economics of the European Union. An examination of the economics of the European Union (EU) and, in particular, the economics of the European Monetary Union (EMU). The main focus is on the economic costs and benefits of a monetary union, with specific reference to EMU member countries, and what member countries could do to maximize the benefits and/or minimize the costs. In addition, the EU governance structure will be examined as well as the role and purpose of various EU institutions. Offered during Spring Term with a two-week field trip to Brussels, Belgium. Prerequisite: Eco 114.

Eco 223. Economics of Poverty and Discrimination. This course explores how the discipline of economics can explain the causes and effects of poverty and discrimination on various segments of the population. Students will be introduced to economic theories of poverty and discrimination, measures of poverty and discrimination, and successes and failures of public policies designed to reduce poverty and discrimination in the U.S. International dimensions of poverty and discrimination will also be discussed. Prerequisites: Eco 113 or Eco 114 or Eco 161. Offered during Spring Term and includes service learning (visiting and volunteering at homeless shelters and soup kitchens in Cincinnati, Louisville, Indianapolis and Madison).

Eco 257. Quantitative Methods for Business and Economics. Introduction to the quantitative methods used in business and economics with an emphasis on their application. Methods studied include confidence intervals, hypothesis testing, correlation analysis, and simple linear regression. Prerequisite: 113 or 114.

Eco 260. Special Topics.

Eco 307. Directed Study. .50 unit.

Eco 315. U.S. Economic History. Utilizes economic theory in an examination of the United States' economic growth and development from the colonial period until World War II. Prerequisite: 113 or 114.

Eco 321. Money and Financial Markets. Structure and operation of financial markets with emphasis on money creation by depository institutions and regulation by the Federal Reserve System. Prerequisite: 113 and 114.

Eco 328. Introduction to Econometrics. Applications of elementary econometric procedures and statistical inference as used in business, economics, and other social sciences. Prerequisites: 113 or 114, 213 or 214, or concurrent enrollment, and 257 or equivalent.

Eco 331. Labor Economics. Examines models of worker and employer decisions in labor markets. Both parties operate in the face of scarce resources, government regulation, changing demographic patterns, and other economic forces. Offered at least every other Spring Term with a one-week field trip in Washington, D.C. Prerequisite: 213.

Eco 333. International Trade and Finance. Theory of foreign trade, effects of trade restriction, balance of payments analysis, foreign exchange markets, and individual country studies. Prerequisite: 114.

Eco 334. Industrial Organization. Examines the ways in which industries are organized and how firms within those industries interact. Models of perfectly competitive and monopolistic markets are extended to incorporate real world friction, such as imperfect information, strategic behavior, barriers to entry, and government actions. Material incorporates theoretical I-O with actual market history, structure, conduct, and performance of firms within selected industries. Prerequisite: 213. Offered alternate years.

Eco 335. Managerial Economics. Application of economic theory to business decision making based on the integration of microeconomics, mathematics, and statistics. Prerequisites: 213, 257, and Mat 112, 121, or equivalent.

Eco 337. Economic Development. Examination of the concepts, practices, and problems of economic development, with particular emphasis on the less developed countries of Asia, Africa, and Latin America. Prerequisite: 113 or 114.

Eco 357. Internship. Designed to involve the student in an actual working environment using information and skills learned in the classroom. Prerequisites: 213, 214, and permission of Department.

Eco 360. Special Topics.

Eco 370. Directed Study.

Eco 461. Senior Seminar. An overview of the history of economics, examining the views of major economists including Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, Alfred Marshall, Thorstein Veblen, and John Maynard Keynes. Prerequisites: 213, 214, and 321.

Eco 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Eco 471. Senior Thesis. Preparation of a formal research paper on a topic of student choice. Recommended for students intending to pursue graduate study. Prerequisites: 213, 214, and 321.

Eco 499. Comprehensive Evaluation.

Education

Bauer, Hanson, Imel, Williams.

The education department of Hanover College is devoted to developing teachers who are competent, committed, culturally responsive and critically reflective. Three different pathways are available through the education department to achieve these goals: an elementary education major (grades K-6), elementary education major (grades K-6) + teaching certification, and secondary teaching certification (grades 5-12).

Elementary Education Major: The elementary education major focuses on the learner in grades K-6. This major integrates liberal arts coursework with educational theory and methodology. As early as the freshman year, students will be engaged in the elementary classroom; this continues throughout the entire education curriculum with over 100 hours spent in the classroom before graduation. Students will be required to obtain a liberal arts minor. This will help the students have a strong content area focus and foundation in the liberal arts, which stress problem solving, communication skills, and ability in making value judgments.

Elementary Education Certification: This option provides the necessary certification for classroom teaching in grades K-6. Students wishing to pursue this option will complete the requirements for the elementary education major. In addition, the students will take the elective Edu 456, student teaching in the elementary classroom and Mat 212 Problem Solving with Elementary Mathematics.

Secondary Education: For those wishing to teach at the secondary level (grades 5-12), a liberal arts major is required along with the certification coursework. The choice of a major must be approved by the Department of Education, preferably before or as the student applies to the Teacher Education Program and declares a major. A list of recommended or approved majors and supporting areas for programs leading to secondary education certification is available. Students in teacher certification programs have a liberal arts major advisor and Education Department advisor.

All students seeking certification either at the elementary or secondary level will be required to be admitted to the Teacher Education Program during their sophomore year. Application forms and guidelines are available through the Education Department. Students may take Edu 101 (Inquiry in Education), Edu 221 (Foundations of Education), and Edu 230 (Instruction for Diverse Learners) prior to admittance to the program. All other teacher education courses, activities and field experiences require Edu 221 and admittance into the teacher education program. There are certain fees associated with the teacher education program and obtaining certification. These costs will be similar at any institution that offers teacher certification programs as requirements are determined by the Indiana Department of Education for all teacher candidates. The current fee charges can be found on the Education Department webpage.

Elementary Education (K-6)

Major: Admission to Teacher Education Program required. Education courses: 101, 221, 201, 230, 302, 303, 304, 305, 340, 461, Psy 111, Psy 244, HF 105, EDU 216 or GW 117 and GW 118, Bio 165 or Bio 161

Cognate courses: One course from the following: Eng 243, Eng 325, Fre 310, Fre 311, Fre 320, Fre 332, Fre 335, Fre 336, Ger 240, Ger 242, Ger 325, Ger 327, Spa 320, Spa 325, Spa 326, Spa 327, Spa 333, 334, 337 or other survey of literature courses by petition. One course from the following: His 225, His 226, His 227, His 229, His 230, His 231, His 234, His 330, His 333, His 334, His 335, His 336, or His 337, or other U.S. history courses by petition.

Comprehensive evaluation: exam by department

Total of 11 credit hours in major plus 2 cognate courses =13 credit hours for the major.

Minor in an additional liberal arts area is also required (5-6 courses depending on area selected). Students who complete a second major will not be required to complete a minor.

For those students wishing to obtain certification for K-6 licensure, admission to the Teacher Education Program, the electives Edu 456 (student teaching) and Mat 212, Problem Solving with Elementary Mathematics will be required.

Programs Leading to Teacher Certification in Early Adolescence and Young Adult (grades 5-12)

A. Requisites: GW (Communication), Psy 111 and Psy 244 are required.

B. Teaching major. Course requirements for each of the following programs may not be the equivalent of courses required for a Hanover academic major.

The list of courses for these approved programs, as well as for supporting areas, are available through the Department of Education. Programs leading to teacher certification in Early Adolescent and Young Adult include teaching majors in:

- Arts: Visual/Theatre (K-6, 5-12 or K-12)
- Biology
- Chemistry
- Earth Science
- English/Mass Communication/Journalism
- French
- German
- Mathematics
- Physical Education and Health (K-12)
- Physics
- Social Studies (Historical Perspectives, Government)
- Spanish

C. Certification requirements. 8.5 certification units are required.

Year 1 and 2

Edu 101 and 201	.5
Edu 221 (Foundations of Education)	1
Edu 230 (Instruction for Diverse Learners)	1

Year 3

Edu 316 (Curriculum, Planning, and Assessment)	1
Edu 33X (Secondary Methods)	1

Year 4

Edu 455 (Student Teaching in the Secondary School and Seminar)	4
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Explanation of Prerequisites

Students proceed through a course of study toward teacher certification contingent upon successfully meeting criteria at each sequential (prerequisite) decision point. The three decision points are:

1. Application and entry into the Teacher Education Program
2. Completion of methods and interview to assess dispositions and portfolio quality.
3. Completion of student teaching, portfolio, and licensing requirements

Teaching License Requirements:

Specialty tests are required for candidates seeking a State of Indiana teaching license. A specialty test must be taken for each teaching area that appears on a teaching license. Successful completion of a student teaching assignment and a police records check are also required. Indiana State licensing applications are approved and forwarded to the State by the licensing officer on campus. Applications may be submitted through the licensing officer any time after student teaching and graduation with a Bachelor of Arts degree. Information regarding exams is available in the Career Center and in Newby Hall.

Edu 101, 201. Inquiry in Education. Seminar courses providing a framework for integrating pedagogical development issues specific to adolescent identity, adolescent literacy, and the culture of poverty. The relationship between a liberal arts education and the teaching profession is explored. Standards are delineated for teacher licensing and students develop critical reflection about dispositions related to teaching and p-12 grade students.

Edu 160. Special Topics.

Edu 216. Focus on the Arts. An inquiry into the relationships between the arts and other non-arts fields of knowledge and practice. Open to all students with no prerequisite. Required for Edu students who have not taken GW 117/118. Does not count towards major or minors in Art, Art History, or Music. Does not count towards the major in Theatre, but is required for Theatre students in the teacher certification program.

Edu 221. Foundations of Education. A survey of the historical, philosophical, and

societal influences on the profession of teaching and assessment of the effectiveness of school reform in relation to the curriculum, student diversity, school governance, and funding. Open only to freshmen and sophomores considering teaching as a profession. Includes field experience.

Edu 230. Instruction for Diverse Learners. Literature review, case-study development, and experience in inclusive classroom settings, all focusing on effective teaching strategies or interventions for students who have exceptional needs in school. Models for English Language Learners, multicultural curriculum, and studies of cultures are explored. Field experience required.

Edu 260. Special Topics.

Edu 302. Social Studies Teaching and Inquiry. Prerequisite: 221. .50 unit.

Edu 303. Science and Health Teaching and Inquiry. Prerequisite: 221. .50 unit.

Edu 304. Mathematics Teaching and Inquiry. Prerequisite: 221. .50 unit.

Edu 305. Language Arts Teaching and Inquiry. Prerequisite: 221. 1 unit.

These courses address the theory and practice of teaching the indicated subjects at the early childhood and middle childhood level. Problem-solving, hands-on, holistic, and multi-intelligence instructional approaches are emphasized. Content specific and interdisciplinary lesson plans and student assessments are developed in accordance with student and teacher standards. Mentoring relationships are established in community classrooms and in the Education program. Field experience required.

Edu 306. Integrating Technologies in Instruction. A course designed for elementary and secondary teacher certification. Addresses use of technology to support instruction, assessment, different student configurations in the classroom, and diverse student needs. Prerequisite: Edu 221 or Edu 230. 0.50 unit.

Edu 307. Directed Study. .50 unit.

Edu 316. Curriculum, Planning and Assessment. Addresses purposeful design and planning of instruction that clearly defines (1) what the teacher wants students to be able to do and understand; (2) what evidence of student learning the teacher will accept, and 3) what is effective and engaging instruction, including necessary instructional interventions for a range of student abilities, interests, or cultural differences. Field experience required. Prerequisite: 221.

Edu 332. Secondary Methods: Art. Addresses purposeful design and delivery of art instruction, assessment of student learning based on the arts processes and content standards; and relevant technological and print literacy. Field experience required. Prerequisite: 316.

Edu 333. Secondary Methods: Language Arts. In depth study of Language Arts standards; teaching strategies relevant to reading, writing, speaking, and listening; appropriate and varied assessment strategies, lesson and unit planning, and practice teaching in a local classroom settings. The use of multi-cultural content will be emphasized. Field experience required. Prerequisite: 316.

Edu 334. Secondary Methods: World Languages. Addresses purposeful design and delivery of world language instruction, assessment of student learning based on world

language processes and content standards; and relevant technological and print literacy. Field experience required. Prerequisite: 316.

Edu 335. Secondary Methods: Mathematics. Addresses purposeful design and delivery of mathematics instruction, assessment of student learning based on mathematics processes and content standards; and relevant technological and print literacy. Field experience required. Prerequisite: 316.

Edu 336. Secondary Methods: Physical Education and Health. Addresses purposeful design and delivery of physical education and health instruction, assessment of student learning based on physical education/health processes and content standards; and relevant technological and print literacy. Prerequisite: 316.

Edu 337. Secondary Methods: Science. Addresses purposeful design and delivery of science instruction, assessment of student learning based on science processes and content standards, and relevant technological and print literacy. Field experience required. Prerequisite: 316.

Edu 338. Secondary Methods: Social Studies. Addresses purposeful design and delivery of social studies instruction which promotes student learning and development of critical-thinking, problem-solving, and performance skills, assessment of student learning based on those social studies processes and content standards; and relevant technological and print literacy. Field experience required. Prerequisite: 316.

Edu 339. Methods in Junior High/Middle School and High School: Mass Communication and Journalism. An analysis of the general topics of evaluation, curriculum and organization, as well as integration of specific methods and materials related to the teaching of mass communication and journalism. Includes field experience. Prerequisite: 316.

Edu 340. Early Literacy/Development. Investigates approaches to studying young children; the physical-motor, psychosocial, cognitive, language, and literacy development; and home, school and community influences on a child's life. Prerequisite: 221. .50 unit.

Edu 360. Special Topics.

Edu 370. Directed Study.

Edu 455. Student Teaching in the Secondary School. Supervised student teaching experiences and observations in secondary school classrooms approved by the College. Campus seminars with the department. Fourteen weeks of full-time experience. 4 units. Graded on a Pass/Fail basis. **Fee charged.** Prerequisites: 2.67 GPA, Edu 33X, Edu 316.

Edu 456. Student Teaching in the Elementary School. Supervised teaching experiences in an elementary classroom approved by the College, the public school, and the Education Department. Includes conferences and seminars arranged by the College supervisor. Prerequisites: 221, 230, 302, 303, 304, 305. Fourteen weeks of full-time experience, beginning in August or January on the first scheduled day for the cooperating teacher. 4 units. Graded on a Pass/Fail basis. **Fee charged.**

Edu 457. Internship in Elementary Education. Internship to be completed in a specialized area of teaching or at a grade level different from that of student teaching.

Edu 461: Senior Seminar. A comprehensive analysis of advanced reading methods and diagnostic strategies for assessing reading at the elementary level. Senior culminating experience. Prerequisite: senior major status.

Edu 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Edu 471. Senior Thesis.

Edu 499. Comprehensive Evaluation.

English

Barbour, D. Battles, P. Battles, Eden, Goertz, Jobe, Prince, J. Smith, Stokes, Tomsen.

Major: English courses – Ten including: 240; not less than three or more than four of the following: 243, 244, 245, 246 and 247 or GW 122; one from 353, 354, and 356; and either 461 or 471. Eng 231 does not count toward the major.

Comprehensive evaluation, with passing grade. Total of 10 major courses.

Minor: English courses – Five: no more than two of which may be from 243, 244, 245, 246 and 247. Eng 231 does not count toward the minor. Total of 5 minor courses.

Eng 160. Special Topics.

Prerequisite for all courses numbered 200 or above: completion of first semester of Great Works sequence or equivalent.

Eng 218. Viking Methods and Legends. A study of the earliest literature of the Northern Germanic peoples, including the mythology of the *Poetic Edda*, the legendary sagas of the migration age, and the Icelandic family sagas.

Eng 219. Love and Death: Star-Crossed Lovers. This course explores the legendary theme of the Liebestod, or Death in Love from antiquity to the present day. These tragic love stories, including Tristan and Isolde and Romeo and Juliette, involve lovers who encounter insurmountable social obstacles that lead to their untimely deaths, making them some of the most enduring love stories of all time. Offered Spring Term only.

Eng 220. The Structure of the English Language. An introduction to the formal study of the English language, with emphasis on phonology, morphology, and syntax. Satisfies the Abstract and Formal Reasoning LADR.

Eng 231. Literary Genres. Analysis and appreciation of literature from a particular literary genre, to be determined by the instructor. Cannot apply to the major and minor in English.

Eng 240. Literary Analysis. An introduction to basic techniques of literary analysis, with emphasis on close reading and group discussion. Texts will typically focus upon a particular theme or genre. This writing-intensive course is designed for students with strong interests in literature, and as a foundation course for majors and minors.

Eng 243. Survey I: Early Literature. Survey of selected masterpieces of the world's early literary traditions.

Eng 244. Survey II: Medieval English Literature. Survey of major works from the beginning of English literature to about 1500.

Eng 245. Survey III: Renaissance and Restoration Literature, 1500-1700. Survey of major works.

- Eng 246. Survey IV: English Literature 1700-1900.** Survey of major works.
- Eng 247. Survey V: American Literature.** Introduction to American literature, from its beginnings to 1900.
- Eng 251. American Journalism.** An introductory course that explores the theoretical and practical sides of contemporary newspaper, magazine, and Internet journalism. Topics may include history and evolution of U.S. print media, their ethics, and their role in American society today. Intensive work on reporting and writing. In-class discussion of student work. Identical to Com 251.
- Eng 260. Special Topics.**
- Eng 265. 20th Century Irish Literature and History.** An off-campus course in Ireland focusing on the relationship between 20th Century Irish History and Literature, with particular attention to literary and historical views of the War for Independence, the Civil War, and the Troubles.
- Eng 307. Directed Study.** .50 unit.
Prerequisite for all courses numbered 300 or above: satisfaction of Great Works LADR.
- Eng 321. 20th-Century Poetry.** Significant works of poetry in England and the United States since 1900. Practice in the close reading of poetry.
- Eng 322. 20th-Century Fiction.** Significant works of fiction in England and the United States since 1900.
- Eng 324. The Short Story.** A study of the development of the short story as a literary art form.
- Eng 325. African-American Literature.** A study of the literature of African- American women and men from the 18th century to the present. Offered alternate years.
- Eng 326. Women in Fiction.** A study of portrayals of the female personality in selected writings of the 18th, 19th and 20th centuries.
- Eng 327. Arthurian Literature.** A study of Arthurian legend in selected works of literature and art from the Middle Ages to the present.
- Eng 330. The English Novel in the 18th Century.** Intensive study of representative English novels from 1719-1813. Offered alternate years.
- Eng 331. The English Novel in the 19th Century.** Intensive study of representative English novels from 1818-1903. Offered alternate years.
- Eng 334. Shakespeare.** Selected plays of Shakespeare, examined both as literature and as theatre. Offered on campus alternate years.
- Eng 336. Modern and Contemporary Drama.** Significant dramatic works from Ibsen to the present. Offered alternate years.
- Eng 338. The American Renaissance.** A study of U.S. literature, 1830-1865. Offered alternate years.
- Eng 339. U.S. Literature, 1865-1917.** Offered alternate years.
- Eng 340. Law and Literature.** Intensive study of actual legal cases and literature framed around concepts of the law and legal issues.
- Eng 347. Chaucer.** The major works of the great 14th-century English poet Geoffrey Chaucer, read in Middle English.

Eng 348. Shakespeare in England. Selected plays of Shakespeare in performance, together with the cultural settings from which they emerged. Identical to Thr 348. Offered in Stratford-upon-Avon in Spring Term odd-numbered years. Permission of the instructor is required.

Eng 350. Florence in the Age of Dante and Petrarch. Studies in the history and literature of Florence in the 13th and 14th centuries. Taught in Florence in Spring Term in even-numbered years. Identical to His 350. Permission of the instructor is required.

Eng 351. Non-Fiction Workshop. Guided practice in the writing of non-fictional prose. Class discussion of papers. Not a remedial course.

Eng 352. Fiction and Poetry Workshop. An introductory course in creative writing. Student work is presented and critically reviewed in seminar sessions. May be repeated for additional credit, with permission of the instructor.

Eng 353. Studies in Poetry. A seminar, primarily for junior English majors, on a relatively specific topic within the genre. Prerequisites: junior major status or permission. May be repeated for additional credit, including additional credit toward the major or minor in English, with permission of the instructor.

Eng 354. Studies in Fiction. A seminar, primarily for junior English majors, on a relatively specific topic within the genre. Prerequisites: junior major status or permission. May be repeated for additional credit, including additional credit toward the major or minor in English, with permission of the instructor.

Eng 356. Studies in Drama. A seminar, primarily for junior English majors, on a relatively specific topic within the genre. Prerequisites: junior major status or permission. May be repeated for additional credit, including additional credit toward the major or minor in English, with permission of the instructor.

Eng 357. Internship. Off-campus supervised experience in English.

Eng 360. Special Topics.

Eng 370. Directed Study.

Eng 457. Internship. Practical use of writing skills in a variety of areas. Specific experiences to be determined by student and faculty consideration of available positions and student's interest and competencies. Prerequisites: Senior major status and consent of advisor.

Eng 461. Senior Seminar. Analysis and discussion of basic principles of literary study.

Eng 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Eng 471. Senior Thesis. Scholarly or creative project on topic to be identified by student in consultation with advisor. Proposals for Fall or Winter Term Senior Thesis, including preference for director, must be submitted to Chair for departmental approval before Winter Term registration of junior year (due dates announced annually). Prerequisite: senior major status.

Eng 499. Comprehensive Evaluation.

Environmental Science

Bevis, Gall, Mynhardt, Nickas, Pantelidis, Philipp, Rubino, Van Iten, Worcester

Environmental Science is the study of the interactions among the physical, chemical, and biological components of the environment. The Environmental Science Program at Hanover College provides a firm foundation in the natural sciences, exploration of career pathways in environmental science, and active participation in environmental science.

Interested students are advised to begin their program in the Winter Term of their first year or sophomore year by taking a ¼ credit Environmental Science Seminar (Env 201). This seminar will introduce students to the field of Environmental Science and opportunities at Hanover College. A one credit foundation course, Env 265 (Global Environmental Change) is also required. The Environmental Science Program asks that students acquire a strong foundation in a natural science discipline; therefore Environmental Science students must choose a focal science: Biology, Geology, Geochemistry, or Geophysics and, in consultation with their Environmental Science advisor, plan a curriculum that supports their interest in Environmental Science through their major courses, LADR choices, and electives. They will take Env 401 in Winter Term of their senior year and present the results of their environmental research or internship experience (Env 471 or Env 457).

Due to the significant overlap of courses, students cannot double major in Biology, Biochemistry, Geology, Chemistry or Physics and a correlated Environmental Science track (e.g., a student cannot double major in Chemistry and the Env Geochemistry track or in Geology and the Env Geochemistry track). A student can double major in Biology, Biochemistry, Geology, Chemistry, or Physics and an Environmental Science track that does not have significant overlap (e.g., a student could double major in Chemistry and the Env Environmental Biology track). Students cannot major in more than one track in the Environmental Biology major.

Major: Env 201 (must be taken in the freshman or sophomore year), Env 265, Env 401 (must be taken in the senior year), and Env 471 or Env 457 (culminating experience), are core courses required of all Environmental Science majors. In addition, students must elect one of four tracks: Environmental Biology, Environmental Geology, Geochemistry, or Geophysics. Courses have been chosen for each track because of their relevance to the field of Environmental Science. Cognates for each track require the student to take coursework in at least two other natural science disciplines.

Minor: Env 201 (must first be taken in the freshman or sophomore year), Env 265, Env 401, Environmental Science Seminar (must be taken in the senior year). In consultation with an environmental Science Minor faculty member, take at least four other courses in the natural sciences; no more than two 16X courses from the natural science disciplines may be counted toward the minor. Students interested in the Environmental Science Minor who are majoring in a natural science discipline must focus coursework for the minor in natural science disciplines other than the major discipline. Total of 5.5 courses.

Environmental Biology Track: Bio 161, 185, 221, 231, 301 (0.25 credits); and four others from the following list, two of which must be at the 300 level: Bio 214, 226, 227, 234, 312, 313, 314, 315, 316, 317, 318, 332, 333. No more than 1 credit of any combination of Bio 308, 309, and 380 can count toward graduation.

Cognate courses: Chemistry 161 or equivalent and one of Geo 16X, Geo 221, or Geo 241.

Comprehensive evaluation (499) with a grade of C- or better. Total of 8.25 Biology courses, 2.5 Environmental Science courses, plus 2 cognates = 12.75.

Environmental Geology Track: One of a Geo 16X course; 361 (0.25 credits); six others from the following list, at least two of which must be at the 300 or 400 level: Geo 220, 221, 233, 237, 241, 261, 327, 328, 334, 357, and 465. Students must complete at least one field course (Geo162, 233, or 237).

Cognate courses: Chemistry 161 and Bio 161 or equivalent courses.

Comprehensive evaluation (499) with a grade of C- or better. Total of 7.25 Geology courses, 2.5 Environmental Science courses, plus 2 cognates = 11.75.

Geochemistry Track: Che 161, 185, 221, 222, 325, and one additional course from either Che 311, 324, 341, or 351; a Geo16X course, 220, and 361 (0.25 credit); and two additional courses from the following list, at least one of which must be 300 level: Geo 233, 237, 322, 327, 328, or 334. Students must complete at least one Geology field course (Geo162, 233, or 237).

Comprehensive evaluation (499) with a grade of C- or better. Total of 6.0 Chemistry courses, 4.25 Geology courses, and 2.5 Environmental Science courses = 12.75.

Geophysics Track: Phy 161, 185, 320, 331; one of Ast166, Phy 332, Phy 341; a Geo16X course, 323, and 361(0.25 credit); and two additional courses from the following list, at least one of which must be 300 level Geo 233, 237, 241, 261, 328, or 334. Students must complete at least one Geology field course (Geo162, 233, or 237).

Cognate courses: Math 121or Math 111/112

Comprehensive evaluation (499) with a grade of C- or better. Total of 5 Physics courses, 4.25 Geology courses, and 2.5 Environmental Science courses, plus 1 cognate = 12.75.

Recommended:

Environmental Science faculty recommend that students take either Math 217, Math 121 or Math 111/112 as their Abstract and Formal Reasoning LADR requirement.

Environmental Science faculty encourage students to explore additional perspectives on the environment from the social sciences and the humanities. We recommend that Env majors take one or more of the following courses as their scheduling permits. It should be noted that some of these courses have prerequisites:

Anth 222, 232, 329; Cs 110; His 268; Mat 217; Phi 164, 320, 337; Pls 225, 321; Soc 229; and Ths 164.

Env 201. Environmental Science Seminar. An interdisciplinary seminar that will introduce students to the environmental sciences. Must first be taken by students in the freshman or sophomore year. May also be taken by students not enrolled in the Environmental Science Minor or Major. Pass/Fail only. 0.25 unit. Offered Winter Term only.

Env 260. Special Topics.

Env 265. Global Environmental Change. Introduction to the influence of human civilization on Earth's environmental systems; describes the natural components of these systems and their interactions, places humans within these systems, details the affects of human activity, and suggests alternative human practices that lessen the severity of their impacts. Laboratories emphasize practical, project-based experience.

Env 307. Directed Study. 5 unit.

Env 360. Special Topics.

Env 370. Directed Study.

Env 401. Environmental Science Seminar. An interdisciplinary seminar that will serve as the culminating experience for seniors as they complete the Environmental Science Minor or Major. Students will make a presentation of their work related to the Environmental Science Minor. Must be taken in the senior year. Pass/Fail only. 0.25 unit. Offered Winter Term only.

Env 457. Internship. Off-campus supervised experience in environmental science; must involve active participation in environmental research or related activities. Permission of advisor.

Env 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Env 471. Senior Thesis. Individual investigation of a topic of special relevance to student's interest in environmental science; may take the form of a laboratory or field research investigation, library research, or internship resulting in written and oral reports. Prerequisite: Senior standing and consent of the directing professor.

Env 499. Comprehensive Evaluation.

Courses in the Environmental Biology, Environmental Geology, Geochemistry, and Geophysics tracks are described under the Biology, Chemistry, Geology, and Physics departmental listings of the catalog.

Film Studies

Bettler, Criado, Dine Young, Fearnow, Kirkland, Winters, Zullo

Minor: At least five course units from among the following Ger 222 German Cinema; Thr 115 Film as Art; Thr 215 World Cinema; Com 164 War and Upheaval through Film the US 1950-1975; Fre 222 French Cinema; Com 242 Visual Communication; Com 250 Rhetoric of Film or Psy 250 Psychology of Film; Com 343 Video Production; Thr 343 Screenwriting; Spa 321 Latin American Film; Spa 322 Reading Spanish Film; MS 120 Latin American Cinema; or other film courses by petition. Com/Psy 250 has prerequisite of Com 212 or Com 242 or Psy 111.

Total of 5 courses.

French

Dibaya, Kirkland, Randall.

The study of French begins with a two-semester sequence depending on the student's previous experience with the language. Students with one or more years of high school foreign language experience and who wish to continue that same language at Hanover MUST take the placement test administered by the Department of Modern Languages and Culture before enrolling in a language course. Students of French can place into 115, 116, 217, 218, or above 218.

Failure to follow the appropriate sequence may jeopardize receipt of credit.

By-pass credit opportunity: Students who place directly into 218, and who earn a grade of B or better for the course will receive credit for 217 upon application to the Registrar. In order to fulfill the LADR, these students must take an advanced level course after completing 218. Students who place above 218 and who subsequently enroll in an advanced level course and earn a grade of B or better will receive credit for the appropriate prerequisite course upon application to the Registrar. In order to fulfill the LADR, these students must take a second advanced level course.

Major: French courses – Either 227 or 228; 239 or 240; 310 or 311; 457 or 471 (culminating experience); and five other courses above 217, at least four of which must be at or above the 300 level.

Comprehensive evaluation with passing grade. Total of 9 major courses.

Minor: French courses – Either 227 or 228; 239 or 240; three others, not including 115, 116, or 217. Total of 5 minor courses.

Majors and minors are encouraged to participate in an off-campus study program in a francophone area if at all possible.

Fre 115. Beginning French I. An introduction to basic modes of communication in the target language. Emphasis is on everyday language while developing speaking, listening, reading, and writing as well as introducing cultures of the target language.

Fre 116. Beginning French II. A continuation of French 115. Prerequisite: Fre 115 or placement into 116.

Fre 160. Special Topics.

Fre 161. Francophone Multiculturalism. An examination of historical, political, artistic, literary, religious and social issues resulting from the exchanges between French culture and the non-western cultures (e.g. West African, North African, Caribbean, Asian, Arabic, Muslim, Buddhist) in its midst. May count toward major or minor if student has not taken Fre 222 or 311. Partially satisfies Modern Society LADR and satisfies Other Cultures LADR.

Fre 217. Intermediate French. Reinforcement and expansion of grammatical and phonological patterns. Emphasis given to development of speaking, listening, reading, and writing skills as well as to the study of cultures of the target language. Prerequisite: Fre 116 or placement into 217.

Fre 218. Advanced Intermediate French. Advanced study involving expansion and synthesis of knowledge and understanding of the target language and its cultures. Prerequisite: Fre 217 or placement into 218.

Fre 222. French Cinema. Taught in English, a survey course examining French cinema from its 19th century pioneers to the innovative New Wave directors of the 1950s to contemporary filmmakers. Students with French ability may choose to write papers in French. Does not count toward LADR sequence.

The following courses are limited to students who have taken Fre 218 or who have been placed there through a placement examination administered by Hanover College. Acceptance into one of these courses without 218 requires SPECIAL PERMISSION of the instructor. All readings, discussions, and compositions in these courses are in French.

Fre 227. Off-Campus French Conversation in a Contemporary Context. Conducted in a French-speaking country. Intensive work in oral expression, focusing on practical situations and contemporary issues by means of a variety of texts. Prerequisite: successful completion of 218 and permission of instructor. After taking Fre 227, Fre 228 cannot be taken for credit. Fre 227 may be repeated once for credit.

Fre 228. On-Campus French Conversation in a Contemporary Context. Intensive work in oral expression, focusing on practical situations and contemporary issues, by means of a variety of texts. Prerequisite: successful completion of 218. Offered alternate years. May precede Fre 227, but may not be taken after Fre 227.

Fre 239. French Civilization and Culture Before 1900. Examination of the social, geographic and political structures of early France, as well as general study of the country's history and artistic expression from the Gallo-Roman era through the 19th century.

Fre 240. Contemporary French Business and Culture. Examination of the political, economic, artistic and social structures of 20th and 21st-century France and their contribution to French business structure.

Fre 260. Special Topics.

Fre 307. Directed Study. .50 unit.

Fre 310. Studies in French Literature and Culture. A study of selected topics related to the literature and culture of France.

Fre 311. Studies in Francophone Literatures and Cultures. A study of selected topics related to the literatures and cultures of the Francophone world.

Fre 320. Introduction to French Literature. An introductory course on the three principal genres of French and Francophone literature – prose, theatre, and poetry – with emphasis on comprehension and literary/stylistic analysis. This course will prepare students for more extensive readings in advanced French literature courses.

Fre 332. 17th and 18th Century French Literature. A study of representative works of prose, poetry and theatre from the Baroque, Classical, Enlightenment and Pre-Romantic periods.

Fre 335. 19th-Century French Literature. A study of representative major works of prose, poetry, and theatre from the Romantic, Realist, Naturalist, and Symbolist periods.

Fre 336. 20th-Century French Literature. A study of representative major works of prose, poetry, and theatre from the Surrealist, Existentialist, and Absurdist movements. May also include representative works of non-European Francophone literatures.

Fre 357. Internship. Off-campus supervised experience in French.

Fre 360. Special Topics.

Fre 370. Directed Study.

Fre 423. French Middle Ages and 16th-Century Literature. Emphasis on the medieval epic and romance and on Rabelais, Montaigne and representative poets of the French Renaissance.

Fre 457. Academic Internship as the Culminating Experience.

Fre 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Fre 471. Senior Thesis. Each student will choose a topic, carry out the necessary research and write an extensive paper in French.

Fre 499. Comprehensive Evaluation.

Gender Studies

E. Altermatt, Johnson, Patterson, Ryle, S. Vosmeier.

The Gender Studies major is an interdisciplinary major focusing the student's attention on social and cultural understandings of gender and sexuality. Students wishing to declare this major must have their major program approved by the Gender Studies Committee; subsequent changes must also be approved by the committee.

Major: GndS 111; at least two courses from Phi 211, Psy 233 or Soc 228; GndS 471; and any six others from the list below, at least four of which must be 200-level or above.

Comprehensive evaluation with C- or better. Total of 10 major courses.

We encourage students to petition SAAC with other courses, including special topics courses substantially related to gender studies.

Minor: At least five units in three different disciplines from the list below, four of which must be at or above the 200-level.

Total of five courses.

No more than one course may be counted toward both a major and a minor or toward any two minors.

Courses:

Anth 336. Gender in Cross-Cultural Perspective.

Cla 343. Class, Status and Gender in Ancient Athens.

Com 323. Gender and Communication.

Eng 326. Women in Fiction.

Gnds 111. Introduction to Gender Studies.

His 165. The Family and the Modern West.

His 229. American Women's History.

Phi 211. Philosophy of Women.

Pls 225. Women in the Developing World.

Psy 233. Psychology of Gender.

Soc 225. Sociology of Families.

Soc 228. Sociology of Gender.

Ths 321. Gender, Sex, and Family in Judio-Christian Tradition.

Ths 326. Sexual Ethics.

GndS 111. Introduction to Gender Studies. This course will explore the social construction of gender, sex and sexual orientation. It will raise awareness about current cultural practices and critically reflect on those practices. Course members will engage in cross-cultural and/or historical comparison. Students will also be expected to investigate how gender and sexuality intersect with the social categories of race, ethnicity, class and ability.

GndS 471. Senior Thesis

GndS 499. Comprehensive Evaluation

Geology

Bevis, Van Iten, Worcester.

Major: Geology courses: one of a 16X; 220; 361; either 461 or 471 (culminating experience); any five additional courses. Students must complete at least one field course (233 or 237) or a field-based Special Topics (360) course, Directed Study (370), or Senior Thesis (471) approved by the department.

Cognate courses: three courses, including Che 161; either Ast 166, Phy 161, or any college-level, laboratory-based biology course; and either Mat 112, Mat 121, or Mat 217.

Comprehensive evaluation, with grade C- or higher. Total of 8.25 major courses, plus 3 cognates = 11.25.

Recommended: CS 110, Mat 122.

Minor: Geology courses: one of a 16X; any five others. Total of 6 minor courses.

Geo 160. Special Topics.

Geo 161. Physical Geology. Introduction to the physical earth; its nature, structure, and the processes that shape it. Laboratory: minerals, rocks, topographic and geologic maps, aerial photographs. Partially satisfies Natural World LADR. Not open to students with prior credit a 16X course.

Geo 162. Geology of National Parks and Monuments. An investigation of geological features, processes, and history through a study of selected national parks and monuments in the United States. Laboratories emphasize hands-on learning through the classification of minerals, rocks, and fossils; the interpretation of topographic and geologic maps and remotely-sensed imagery; and will culminate with an extended field trip to describe and interpret the geology of one or more national parks and/or monuments. Not open to students with prior credit in a 16X course. Partially satisfies the Natural World LADR. Offered Spring Term alternate years. Prerequisite: Permission of instructor.

Geo 163. Environmental Geology. Examines how the earth affects humans and how humans affect the earth. Partially satisfies Natural World LADR. Not open to students with prior credit in a 16X course.

Geo 220. Mineralogy. Description, identification, and classification of naturally occurring crystalline solids. Includes crystallography and crystal chemistry. Application of crystallography and crystal chemistry to an understanding of the occurrence, origin, and physical characteristics of minerals. Laboratory: symmetry, stereograms, structure analysis, mineral identification. Prerequisite: a 16X course. Offered Fall Term.

Geo 221. Introduction to Geographic Information Science. Lectures will introduce fundamental concepts of spatial data, data management, data analysis, modeling, map design and map projections and coordinate systems. A series of laboratory case studies will present real-world applications of GIScience while offering students opportunities to apply the fundamental concepts discussed in lectures. A working knowledge of computers is necessary.

Geo 233. Historical Geology. A survey of earth history throughout geologic time with emphasis on the development of North America. Laboratory: fossils, geologic maps, cross-sections, field trips. Prerequisite: a 16X course and consent of instructor. Offered Spring Term alternate years.

Geo 237. Field Study. Geologic principles, processes, and features as seen on field trips to selected areas of geologic interest. Geologic mapping, aerial photograph interpretation, description and interpretation of stratigraphy and geologic structures. Designed for majors and non-majors. Prerequisites: a 16X course and consent of instructor. Offered Spring Term alternate years.

Geo 241. Introduction to Meteorology. An introduction to the physical laws that control the structure and movement of the atmosphere and its interaction with the surface of the earth, weather prediction, climate, air pollution. Does not apply toward major. Offered Winter Term alternate years.

Geo 260. Special Topics.

Geo 261. Issues in Environmental Geology. An in-depth examination of special topics in environmental geology such as natural hazards, pollution, water, energy or mineral resources. Will analyze real cases in the chosen topic. Labs. Field trips. May be team-taught. Offered Spring Term. Partially satisfies the Natural World LADR. Not open to students with prior credit in Geo 163.

Geo 262. History of Life. Introduction to the scientific study of fossils (paleontology) and survey of major developments in the co-evolution of life and the physical environment. Laboratory exercises emphasize the identification and illustration of fossil specimens, mainly invertebrates, and the interpretation of their morphology. Field trips to local fossil collecting localities. Partially satisfies Natural World LADR. Introductory biology or physical geology recommended.

Geo 307. Directed Study. .50 unit.

Geo 322. Igneous and Metamorphic Petrology. The description, identification, and classification of igneous and metamorphic rocks. The origins and occurrences of igneous and metamorphic rocks. Laboratory: hand-specimen and thin-section study of igneous and metamorphic rocks. Prerequisite: 220. Offered Winter Term alternate years.

Geo 323. Structural Geology. A study of the mechanical behavior of earth materials. Description, identification, and mechanical analysis of folds, faults and other geologic structures. Laboratory: geometric analysis of structures. Prerequisite: a 16X course. Offered Winter Term alternate years.

Geo 327. Sedimentary Deposits. The study, classification, and interpretation of ancient and modern sediments and sedimentary rock sequences. Laboratory: handspecimen and thin-section study of sedimentary rocks, mechanical and compositional analysis of sediments, and preparation of stratigraphic maps. Field study of modern sediments and sedimentary rocks. Prerequisite: a Geo 16X course and permission of the instructor. Offered Winter Term alternate years.

Geo 328. Physical Hydrogeology. Introduction to groundwater chemistry and the physical principles governing groundwater flow. Integration of geomorphic, stratigraphic, geochemical, and hydraulic data concepts in building mathematical models of groundwater systems. Heavy emphasis on analysis of numerical problems and, in laboratory, use of physical and computer models. Prerequisite: a Geo 16X course and permission of the instructor. Offered Fall Term.

Geo 334. Geomorphology. The study of the forces and processes that shape the earth's surface as a means of understanding how the earth's features develop. Laboratory: interpretation and analysis of the earth's surficial features as seen on maps and photographs, field trips. Prerequisite: a 16X course. Offered Fall Term alternate years.

Geo 357. Internship. Off-campus supervised experience in Geology.

Geo 360. Special Topics.

Geo 361. Research Methods. The detailed study of a specific topic in geology through a search of the literature and a review of current research in the area. Prerequisite: 220. Offered Winter Term. 0.25 unit.

Geo 370. Directed Study.

Geo 457. Internship. Off-campus supervised field experience in geology. Prerequisite: Permission of instructor.

Geo 461. Senior Seminar.

Geo 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Geo 471. Senior Thesis. Prerequisite: 361.

Geo 499. Comprehensive Evaluation.

German

Randall, Taylor.

The study of German begins with a two-semester sequence depending on the student's previous experience with the language. Students with more than one year of high school foreign language experience and who wish to continue that same language at Hanover MUST take the placement test administered by the Department of Modern Languages and Culture before enrolling in a language course. Students who have had two years or less of high school German can place into 115, 116, 217, 218 or above 218. Students who have had three years or more of high school German must start at 116 or above depending upon placement test results.

Failure to follow the appropriate sequence may jeopardize receipt of credit.

By-pass credit opportunity: Students who place directly into 218 and who earn a grade of B or better for the course will receive credit for 217 upon application to the Registrar. In order to fulfill the LADR, these students must take an advanced level course after completing 218. Students who place above 218 and who subsequently enroll in an advanced level course and earn a grade of B or better will receive credit for the appropriate prerequisite course upon application to the Registrar. In order to fulfill the LADR, these students must take a second advanced level course.

Major: German courses – 218; 235; 161, 246 or 247; 431; 457 or 471 (culminating experience); four others, not including 115, 116, 217.

Comprehensive evaluation, with passing grade. Total of 9 major courses.

Minor: German courses – 218; 235; 161, 246 or 247; two others, not including 115, 116, 217; may include cognate course MS 119.

Total of 5 minor courses

Majors and minors are encouraged to participate in an off-campus study program in a German-speaking area if at all possible.

Ger 115. Beginning German I. An introduction to basic modes of communication in the target language. Emphasis is on everyday language while developing speaking, listening, reading and writing as well as introducing culture(s) of the target language.

Ger 116. Beginning German II. A continuation of German 115. Prerequisite: Ger 115 or placement into 116.

Ger 160. Special Topics.

Ger 161. The Great German Dynasties. An examination of the rise and fall of the great dynasties of German-speaking Europe, and how they interfaced with the major social, political, religious and historical issues of their time. Partially satisfies the Modern Society LADR. May also count toward the major and minor.

Ger 217. Intermediate German. Reinforcement and expansion of grammatical and phonological patterns. Emphasis given to developing speaking, listening, reading and writing skills as well as study of culture(s) of the target language. Prerequisite: Ger 116 or placement into 217.

Ger 218. Advanced Intermediate German. Advanced study involving expansion and synthesis of knowledge and understanding of the target language and its culture(s). Prerequisite: Ger 217 or placement into 218.

Ger 222. German Cinema. Taught in English, a survey course examining German cinema from its world-famous pioneers in the 1920's to the contemporary film makers. Students with knowledge of German may choose to write papers in German. Counts toward the German major/minor and toward the Film Studies minor. Does not count toward LADR sequence.

Ger 227. Off-Campus German Conversation in a Contemporary Context. Conducted in a German-speaking country. Intensive work in oral expression, focusing on practical situations and contemporary issues, by means of a variety of texts. Prerequisite: successful completion of 217 and permission of instructor. Ger 218 is recommended. After taking Ger 227, Ger 228 cannot be taken for credit. Ger 227 may be repeated once for credit.

Ger 228. On-Campus German Conversation in a Contemporary Context. Intensive work in oral expression, focusing on practical situations and contemporary issues, by means of a variety of texts. Prerequisite: successful completion of 217 and permission of instructor. Ger 218 is recommended. May precede Ger 227, but may not be taken for credit after Ger 227.

Ger 231. Business German. German for commerce and economics, industry and labor, import and export, transportation systems, banking, and marketing. Builds reading, speaking, and writing skills, using contemporary economics and business texts and conventions. Prerequisite: Ger 218.

Ger 235. Stylistics and Composition. An advanced study and written application of grammar and strategies that teach students to speak and write more idiomatically, as well as to read more fluently. Required for majors and minors. Prerequisite: Ger 218 or placement.

Ger 240. Studies in German Literature and Culture. A study of selected topics related to the literature and culture of Germany, Austria and Switzerland. Content may vary. May be repeated for credit once with permission of the instructor.

Ger 242. Masterpieces of German Literature (in Translation). Major works of German-speaking authors are examined against the background of the socio-political history of Germany, Austria and Switzerland. No prerequisite.

Ger 246. History of the German People from the Beginnings to World War I. A survey of events, developments, and personalities that shaped German-speaking Europe from Roman times to the early 20th century, focusing on the major political organizers: the Franks, the Stauffers, the Hapsburgs, and the Hohenzollems; on the sociopolitical legacy of the Holy Roman Empire; on German unification and the “German question;” and on the events leading to World War I. Offered alternate years.

Ger 247. History of Germany from 1945 to the Present. From ruin to riches to reunification: an examination of the postwar period; of Germany’s defeat, occupation, and division; of the economic miracle and its consequences; of major forces, events, and developments leading to the second unification; and of Germany’s role in Europe. Offered alternate years.

The following courses are limited to students who have taken Ger 218 or who have been placed there through a placement examination administered by Hanover College. Acceptance into one of these courses without 218 requires SPECIAL PERMISSION of the instructor. All readings, discussions, and compositions are in German.

Ger 260. Special Topics.

Ger 307. Directed Study. .50 unit.

Ger 325. 19th-Century German Literature. Study of representative prose and drama of romanticism, realism, and naturalism.

Ger 327. 20th-Century German Literature. Study of major novelists, short story writers and playwrights from German-speaking Europe.

Ger 357. Internship. Off-campus supervised experience in German.

Ger 360. Special Topics.

Ger 370. Directed Study.

Ger 431. The German Middle Ages and the Renaissance. Survey of German literature from A.D. 1200 to 1700.

Ger 457. Academic Internship as the Culminating Experience.

Ger 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Ger 471. Senior Thesis. Each student will choose a topic, carry out the necessary research and write an extensive paper in German.

Ger 499. Comprehensive Evaluation.

Great Works

GW 111. Great Works in the British Empire I.

GW 112. Great Works in the British Empire II.

A two-course sequence examining the literature and cultural history of the 19th and 20th century British Empire. In combination, satisfies the Great Works LADR.

GW 113. Times of Revolution I.

GW 114. Times of Revolution II.

A two-course sequence focusing on great works of poetry, fiction, and polemic from “revolutionary” periods in Western history and culture. In combination, satisfies the Great Works LADR.

GW 115. Word, Image and Power I.

GW 116. Word, Image and Power II.

A two-course sequence examining 19th- and 20th-century social and cultural issues as expressed in the voices of activists and political leaders, fiction writers and poets, journalists and photographers, filmmakers, and playwrights. In combination, satisfies the Great Works LADR.

GW 117. Literature and Theatre.

GW 118. Art and Music.

Outstanding works of art, music, literature and theatre from various periods and regions are examined in their aesthetic and ethical dimensions with special emphasis on live encounters with the arts, analytic ability, writing, and speaking. This is an integrated, linked course sequence, team-taught by professors from multiple arts and literature disciplines. In combination, satisfies the Great Works LADR.

GW 119. Beauty in Art and Literature I.

GW 120. Beauty in Art and Literature II.

Examines the concept of beauty presented in great works of fine art, literature, and film from both Eastern and Western cultures. Students taking this course will need to be prepared to participate in an intensive studio art component, including using problem solving skills to create their own expressions of beauty in both traditional and conceptual forms. In combination, satisfies the Great Works and Other Cultures LADRs.

GW 121. American Identity I.

GW 122. American Identity II.

An examination of great works of literature, political rhetoric, art, film, and theater that have helped create and critique the identity of the United States. The course will trace themes of individualism, freedom, equality, populism, diversity, and nature in works from the 18th to the 21st centuries and will examine the implications of various American self-definitions. In combination satisfies the Great Works LADR. May count toward the following departmental majors: English (as a substitute for Eng 247) and Art History (as a substitute for ArH 345).

GW 123. Eurasia: Ancient.

GW 124. Eurasia: Medieval and Renaissance.

An examination of great works of literature, history, philosophy, religion, art, and architecture of the Middle East, India, China, Europe, and Japan from 2500 BCE to 1600 CE. The course will trace and compare the fundamental themes of human culture as they are developed in great works from the ancient through early modern period. In combination satisfies the Great Works and Other Cultures LADRs.

GW 125. You're Going to Die I.**GW 126. You're Going to Die II.**

Literature from 2600 B.C. to the present, in a wide range of genres, examining from different perspectives the most profound and troubling fact about human existence: our mortality. In combination satisfies the Great Works LADR.

GW 127. The Quest Archetype I.**GW 128. The Quest Archetype II.**

An examination of the Quest archetype in great works from classical antiquity to the modern era. The course will use C.G. Jung's concepts of the collective unconscious and the archetype, as well as Joseph Campbell's model of the Quest archetype, to study great works of art of various media and genres from the classical, medieval, and modern periods. In combination, satisfies the Great Works LADR.

GW 131: The Avant-Garde I**GW 132: The Avant-Garde II**

Examines the expression and dissemination of new ideas in politics, social relations, culture, and the arts as well as opposition to those new ideas. In combination, satisfies the Great Works LADR.

GW 133: Comedy and Tragedy I**GW 134: Comedy and Tragedy II**

An introduction to comedy and tragedy as dramatic genres. These courses examine the conventions of each genre and the various ways in which drama can be approached and interpreted. In combination, satisfies the Great Works LADR.

GW 135: Mysticism I**GW 136: Mysticism II**

An introduction to great works of mysticism—the experience of spiritual union with ultimate reality—selected from the world's great religions. The objectives are to analyze mystical texts carefully, to interpret them within the context of their own spiritual traditions, to compare them with each other, and to consider the insight they bring to our understanding of human beings and human spirituality. In combination, satisfies the Great Works and Other Cultures LADRs.

GW 137: Literature and Film I**GW 138: Literature and Film II**

The literature in these courses is chosen for its connection to significant artistic achievement in the art of cinema, and the course examines both the literature and the films, developing tools for the analysis of both. This is an integrated, linked course sequence, team-taught by members of at least two departments. In combination, satisfies the Great Works LADR.

GW 139: Water: Journeys and Transformations I**GW 140: Water: Journeys and Transformations II**

An examination of great works of literature and art from ancient to modern times that depict or incorporate images of water. From cave paintings to Monet's Water Lilies, from Homer's Odyssey to SpongeBob, depictions of water have carried with them ideas about time, motion, the origins and nature of the cosmos, and the relationship of human beings to the natural world. In combination, satisfies the Great Works LADR.

GW 141: Film, Text and Music I.

GW 142: Film, Text and Music II.

Through close guided readings of films, sound recordings and selected source works (such as plays and novels) students learn to recognize and understand the languages of film, literature, and music, and to appreciate how the sound film combines these creations into a “total work of art.” In combination, satisfies the Great Works LADR.

GW 143: Autobiography: (discipline)

GW 144: Autobiography: (discipline)

Examines the memoirs, self-portraits, and other autobiographical work of a small group of men and women and considers them in relation to the students’ own life stories. Each half of the sequence provides a different disciplinary approach to the autobiographies, with the course subtitle designating the discipline associated with a particular section. In combination, satisfies the Great Works LADR.

Greek

Baechle, O’Neill, Pittenger

Minor. Greek courses – Five.

Gre 115. Beginning Classical Greek I. An introduction to Ancient Greek and to Athenian culture of the fifth and fourth centuries B.C.E. Students will develop skills in grammatical analysis, useful for understanding how both Greek and other languages work. At the same time they will begin learning about the literature and social values of Classical Athens.

Gre 116. Beginning Classical Greek II. A continuation of Gre 115. During the second semester the readings will become progressively more complex grammatically and the cultural context of the readings richer and more detailed. Prerequisite: Gre 115.

Gre 217. Intermediate Greek. After review of the work done in the first two semesters, students will continue to work on their understanding of the language and its grammar. Unadapted ancient prose texts bearing on central cultural concerns of the Athenians will be read, excerpted or as wholes. Further readings in English will provide background and historical context. Prerequisite: Gre 116.

Gre 218. Advanced Intermediate Greek. After finishing the reading of the prose texts started in the first semester, the course will move on to selections from a drama, usually a tragedy of Euripides or a comedy of Aristophanes, bearing on the topics addressed in the first semester. There will be additional readings in English on the history and practice of Athenian theater. Prerequisite: Gre 217.

Gre 307. Directed Study. .50 unit

Gre 323. Ancient Greek Poetry/Drama. The texts read for the course in a given year may vary. Normally, a course on fifth-century drama will alternate with a course on Homer and other early poetry. Course can be repeated for credit. Prerequisite: 218.

Gre 324. Ancient Greek Prose. The topic of the course in a given year may vary. Normally, a course on Herodotus and Thucydides will alternate with a course based on the texts of the orators, Plato and Aristotle. Course can be repeated for credit. Prerequisite: 218.

Gre 370. Directed Study.

Hanover 101

HC 101. Introduces students to the intellectual and practical habits integral to college success, with a focus on the adjustment to college academics, the scholarly community, and the liberal arts. Students will explore cognitive and learning theories, academic success strategies, and their own learning styles, then practice coordinating these elements to maximize their first semester and their future at Hanover. Open only to students in their first academic term at Hanover, including transfer students. .5 credit.





Health and Fitness

Hall, M. Jones, Payne.

Required Health and Fitness

The LADR Health and Fitness requirement places emphasis on lifetime personal health through knowledge of nutrition, cardiovascular health, exercise, personal attitudes toward health and fitness, and lifelong fitness activities. The requirement involves a half-credit course (Lifetime Health and Fitness) and two quarter-credit classes (Applied Health and Fitness). Lifetime Health and Fitness must be completed by the end of the sophomore year. The two Applied Health and Fitness courses must be completed before winter term of the senior year.

Health and Fitness LADR– One course unit as follows:

HF 101: Lifetime Health and Fitness. Examines patterns of exercise, diet, fitness attitudes, and other issues of health, with special focus on analyzing one's own personal health patterns, designing a health plan, and evaluating health-related information. Partially satisfies HF LADR. Must be completed by the end of sophomore year. .5 credit. **Fee charged.**

Applied Health and Fitness

Two of the following Applied Health and Fitness courses may be used in partial fulfillment of the HF LADR. The two Applied Health and Fitness courses must be completed before winter term of the senior year. At least one of these must be from the Lifetime Fitness Activities list (all courses with a course number of HFA 050 or higher).

Varsity and Team Sports

Students may receive one .25 unit activity credit upon satisfactorily completing one year of participation in any varsity sport. To be eligible for such credit, however, the student must register for the appropriate varsity sport course before the end of the fifth day of classes for the term. Varsity athletes are prohibited from enrolling in HFA 074 Weight Conditioning

HFA 030. Varsity Cross Country. .25 unit.

HFA 031. Varsity Golf. .25 unit.

HFA 032. Varsity Tennis. .25 unit.

HFA 033. Varsity Track and Field. .25 unit.

HFA 034. Varsity Baseball. .25 unit.

HFA 035. Varsity Softball. .25 unit.

HFA 036. Varsity Basketball. .25 unit.

HFA 037. Varsity Football. .25 unit.

HFA 038. Varsity Soccer. .25 unit.

HFA 039. Varsity Volleyball. .25 unit.

HFA 040. Varsity Lacrosse. .25 unit.

HFA 043. Volleyball. .25 unit. Not open to students with prior credit in HFA 045.

HFA 045. Sand Volleyball. .25 unit. Not open to students with prior credit in HFA 043.

Lifetime Fitness Activities

HFA 050. Adapted Fitness Activities. A program of limited physical activity based on the individual's ability. Only students with a medical excuse may enroll. .25 unit. May be repeated for credit. Prerequisite: HF 101.

HFA 060. Special Topics. Prerequisite: HF 101.

HFA 066. Tennis. .25 unit. Prerequisite: HF 101.

HFA 067. Fitness Walking. .25 unit. Prerequisite: HF 101.

HFA 068. Fitness Running. .25 unit. Prerequisite: HF 101.

HFA 070. Aerobic Activities. .25 unit. Prerequisite: HF 101.

HFA 071. Beginning Tai Chi. .25 unit. Prerequisite: HF 101.

HFA 072. Intermediate Tai Chi. .25 unit. Prerequisite: HF 101 and HFA 071.

HFA 073. Self-Defense for Women. .25 unit. Prerequisite: HF 101.

HFA 074. Weight Conditioning. .25 unit. Prerequisite: HF 101. Not open to varsity athletes.

HFA 075. Racquetball. .25 unit. Prerequisite: HF 101.

HFA 076. Racquet Sports. .25 unit. Prerequisite: HF 101.

HFA 078. Elementary Tae Kwon Do. .25 unit. Permission of instructor. Prerequisite: HF 101.

HFA 079. Intermediate Tae Kwon Do. .25 unit. Permission of instructor. Prerequisite: HF 101.

HFA 084. Water Safety Instructor. .25 unit. Prerequisite: HF 101.

HFA 092. Bowling. .25 unit. Prerequisite: HF 101. **Fee charged.**

HFA 095. Dance and Social Games. .25 unit. Prerequisite: HF 101.

HFA 096. Beginning Golf. .25 unit. HF 101. **Fee charged.**

HFA 097. Advanced Golf. .25 unit. Prerequisite: HF 101. **Fee charged.**

Health and Fitness

HF 105. Essential Movement for Elementary Children. The rationale and methodology for guiding children in motor skills and activities, including creative movement. Includes designing a program for elementary school children as well as experience in a public school. (Counts as 0.25 credit toward the HFA LADR requirement.) 0.50 unit.

HF 203. Foundations of Athletic Skills. Skill development for team and individual sports. .50 unit.

HF 204. First Aid and CPR. Wounds, injuries, diabetic emergencies, bites and stings, drugs and poisoning, burns, temperature extremes, splinting, transportation, and cardiopulmonary resuscitation. .50 unit.

HF 231. Personal and Community Health. Emphasizes both the personal and community commitment toward the maintenance of health and the prevention of illness. Focus is on the development of personal lifestyles of optimal wellness over the life span. Health issues include nutrition, physical fitness, drugs, sexuality, infectious and non-infectious diseases, cancer, cardiovascular health, psychological health, consumerism, safety, environmental health, and death and dying. Prerequisite: HF 101.

HF 260. Special Topics.

HF 307. Directed Study. .50 unit

HF 325. Care and Prevention of Athletic Injuries. An exploration of various sports and activity related injuries. Specifically, the prevention, recognition, immediate care, and general rehabilitation of the most common and most severe sports and activity related injuries. The course will cover diagnosis of injuries, preventative taping and bracing techniques, common treatment methods, and a general conceptive understanding of general rehabilitation techniques. Prerequisite: KIP 215.

HF 360. Special Topics.

HF 370. Directed Study.

Health and Movement Studies

Hall, M. Jones, Payne, Stamford, Tereshko

Major: KIP 215, 225, 230, 345; HF 105, 203, 231; HMS 457 or 461 (culminating experience); Psy 111, 244 and two from KIP 325, 326, 327, HF 325, or Psy 231.

Cognate: Bio 161 or 165

Comprehensive evaluation with passing grade.

11 major courses plus one cognate: 12 major courses

HMS 260. Special Topics.

HMS 307. Directed Study. .50 unit

HMS 360. Special Topics.

HMS 370. Directed Study.

HMS 457. Internship.

HMS 461. Senior Seminar. A culminating experience emphasizing the historical, philosophical, sociological and psychological factors associated with physical activities, health and physical education.

HMS 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

HMS 499. Comprehensive Examination.



History

Brautigam, Gao, Murphy, Raley, Thornton, M. Vosmeier, S. Vosmeier

Major: History courses – Nine, including 371 and 471 (culminating experience), but not including 100 level courses. Recommended: 215, 216, 217.

Comprehensive evaluation, with passing grade.

Minor: History courses – Five.

History courses are designed to engage students in substantive historical inquiry, encourage independent and creative thinking, and promote excellence in undergraduate scholarship. Students should expect to consider and eventually to identify significant historical questions, to analyze primary documents with care and precision, to evaluate alternative arguments, to develop coherent interpretations of historical problems, and to write with clarity, precision, and authority.

The history curriculum consists of a diverse range of courses, organized in a progressive sequence. Introductory courses (100 level courses; 215-217) are integrative and comparative courses designed to provide students with a foundation for more specialized work in upper-level courses organized by geographic areas, time periods, and themes.

The history curriculum is intended for all students of the liberal arts, history majors and non-majors alike. There are no prerequisites to history courses. Upper-level courses presuppose greater sophistication in analytical and interpretive skills, but they do not assume knowledge of particular content.

History majors, in consultation with their advisers, are expected to develop a well-balanced major program combining breadth and depth and including both introductory and upper-level courses from different areas of the history curriculum. Majors are encouraged to enroll in some or all of the courses in the Western Civilization sequence (215-217). For their culminating experience, history majors are to pursue an Senior Thesis (471), a semester-long research and writing project resulting in a substantive and original thesis paper. The history comprehensive examination is designed to test seniors both on their understanding of different civilizations and eras and on their ability to analyze and interpret historical problems and to integrate material from across the curriculum. The history department endorses the development of individual plans of study, including internships and directed studies.

Introductory Courses in History

His 161. The Modern West. An examination of the history of modern society, emphasizing that of Western Europe and North America, but also attending to the West's relationship with the rest of the world. Partially satisfies the Modern Society LADR.

His 162. Modern Politics II: East Asia. Examines the shaping of modern politics and society in East Asia under the influence of Western ideology and as a response to Western imperialism. Topics include the Opium War, the Meiji Restoration and colonialism in both Korea and Vietnam. Also explores the rise of nationalist movements and the search for civil society in modern East Asia. Partially satisfies the Modern Society LADR and satisfies the Other Cultures LADR.

His 163. Order and Change: The Modern West. Focuses on the historical causes and consequences of order and change in societies. Partially satisfies Modern Society LADR.

His 165. The Family and the Modern West. An examination of issues related to the family in the history of modern society. Focuses on Western Europe and North America but also attends to the relationship between the West and the rest of the world. Partially satisfies the Modern Society LADR.

His 215. The West: Ancient to Medieval. Offered alternate Fall Terms. (See description below.)

His 216. The West: Renaissance to 1800. Offered alternate Winter Terms. (See description below.)

His 217. The West: 1800 to the Present. Offered alternate Fall Terms. (See description below.)

By studying European and American history in a global context and encouraging innovative comparative approaches, the three-course “core” sequence is designed to provide students with a broad geographical, cultural and historical context for evaluating and interpreting historical problems and to give a solid foundation for more advanced work not only in history, but also in other disciplines.

His 218. Genres of History. This class examines history as a genre of writing. Students will select, examine and critique examples of written history to ascertain what constitutes good style in historical writing and will write historical essays with an eye towards developing a sense of style.

Advanced Courses in U. S. History

His 225. The History of the American Midwest. A survey of America’s heartland from the time of European contact to the present, examining the history of European exploration of the region, European and Native American relations, immigration and settlement, territorial organization and statehood, economic development, and the creation and meaning of Midwestern regional identity. Offered alternate years.

His 226. Abraham Lincoln and the American Dream. A course that uses biography, Abraham Lincoln’s own words, and popular culture to examine the 16th president in historical context – as a product of the cultural and intellectual currents of 19th century American – and in America’s collective memory, as an image and continuing symbol of national values and ideals. Offered alternate Spring Terms.

His 227. Twentieth-Century America and Your Family. An examination of twentieth-century American life, considering the intersection of national history and lived experience. Students will interview family members, using their own interviews and those of their colleagues to make historical arguments about national events and everyday life. Offered alternate Spring Terms.

His 229. American Women’s History. A survey of American women’s experiences from the colonial era to the present, giving special attention to the “public sphere” (including politics, the workplace, and the law).

His 230. American Military History, 1600 to 1903. A survey of the American military history through the conclusion of the Philippines conquest, studying the military campaigns conducted by the Americans during this period. In addition to studying strategy, tactics, and weapons, issues such as the social composition of the armed forces, the influence of new technologies on warfare, the tension between “professional” and “citizen” soldiers, popular attitudes toward war and the military, and the effects of war on American society will be explored. Offered alternate years.

His 231. American Military History, 1903 to Present. A survey of the American military from 1903 to the present, studying the military campaigns conducted by the Americans during this period. In addition to studying strategy, tactics, and weapons, issues such as the social composition of the armed forces, the influence of new technologies on warfare, the tension between “professional” and “citizen” soldiers, popular attitudes toward war and the military, and the effects of war on American society will be explored. Offered alternate years.

His 234. Studies in American Cultural History. An examination of selected topics in the cultural history of the United States, exploring the ways popular culture, material culture, and everyday life have both reflected and influenced American society. Content may vary. May be repeated for credit with permission of instructor.

His 330. Studies in the History of American Thought. An examination of selected topics in the intellectual history of the United States, exploring the ways ideas have helped shape the meaning of the American experience. Content may vary. May be repeated for credit with permission of instructor. Offered alternate years.

His 333. American Colonial History, 1600-1750. The chronological survey of the European settlement of North America and the development of English colonies with special emphasis on the political, social, economic, and cultural developments. Offered alternate years.

His 334. The New American Nation, 1750-1815. The chronological survey of the American Revolution, the War of Independence, the Articles of Confederation, the drafting and ratification of the Constitution, the establishment of the new government, and the presidencies of Washington, Adams, Jefferson, and Madison. Offered alternate years.

His 335. To Form a More Perfect Union, 1815-1877. The chronological survey of a critical period in U.S. history that witnessed national expansion and economic development, the rise of mass political parties and a celebration of democratic culture, movements for social reform, dispossession of Native Americans, slavery, sectional crises, the Civil War, and Reconstruction. Offered alternate years.

His 336. The Search for Order, 1877-1945. The chronological survey of the period when the United States simultaneously became an urban industrial nation and a world power. Offered alternate years.

His 337. Modern America, 1945 to Present. The chronological survey of the history of the United States from the onset of the Cold War through its termination, and the profound social changes which marked the nation during those years. Offered alternate years.

Advanced Courses in European History

His 241. Tsarist Russia. A survey of Russian history from the earliest times to the emancipation of the serfs in 1861. Offered alternate years.

His 242. The Soviet Union. A study of the events, developments, and personalities that led to the disintegration of tsarist Russia and the beginnings of a new society which has produced tremendous upheaval, millenarianism, intense hostility, and incredible brutality. Offered alternate years.

His 243. Tudor and Stuart England. An examination of the economic, social, political, and intellectual history of England during the reigns of the Tudor and Stuart monarchs. Offered alternate years.

His 244. Studies in Early Modern Europe. An examination of selected problems in the history of early modern Europe. Content may vary. May be repeated for credit with permission of instructor. Offered alternate years during Spring Term.

His 251. Greek History. A survey of Greek history from the Aegean Bronze Age to the age of Alexander. Identical to Classics 251. Offered every third year.

His 252. Roman History. A survey of Roman history from the founding of the city to the fall of the Roman Empire. Identical to Classics 252. Offered alternate years.

His 253. Roman Games. Mass-entertainment by means of blood-sports, in the arena and the circus, was a prominent feature of Roman culture. This course will examine the social, religious, economic and political significance of the Roman games from a historical standpoint, including archaeological remains, artistic renderings and literary sources both pagan and Christian. Discussion will also touch on modern parallels and big-budget Hollywood films. All sources in English translation. Identical to Cla 253. Offered alternate years during Spring Term.

His 325. The Holocaust. An in-depth examination of the ideological underpinnings, implementation and legacy of the Nazi effort to exterminate every Jew in Europe. Offered alternate years.

His 344. The High Middle Ages. A study of European history from the 11th through the 13th centuries. Offered alternate years.

His 345. The Renaissance. A study of the history of the Renaissance, focusing on Italy from the 14th through the 16th centuries. Offered alternate years.

His 346. The Reformation. A study of European religious history during the period of the late Middle Ages and Reformation. Offered alternate years.

His 348. The French Revolution and Napoleon. An in-depth examination of the turbulent 25-year period that dramatically reshaped concepts of politics, power, and social relations, polarized contemporary European society, and served as a model of change ever since. Offered alternate years.

His 349. Nazi Germany. A study of the forces and conditions which made it possible for the Hitler movement to seize power in Germany; of the policies pursued on behalf of and in opposition to National Socialism; of the war; and of the movement's legacies. Offered alternate years.

His 350. Florence in the Age of Dante and Petrarch. Studies in the history and literature of Florence in the 13th and 14th centuries. Taught in Florence during the Spring Term in alternate years. Identical to Eng 350. Permission of instructor is required.

His 351. Alexander & the Hellenistic World. Alexander the Great remains one of the most compelling figures in all of history, and after his death the Mediterranean world was never the same again. His successors carved up his vast empire between them, and the new hybrid civilization they created (known as Hellenistic or “Greek-ish”) was still in place more than a century later when the Romans came along. This course is taught as a seminar and will cover a wide range of topics, including warfare, politics, society, culture and always the problem of evidence. No prerequisite, but students are encouraged to contact the instructor in advance. Offered every three years. Identical to Cla 351.

His 358. The British Empire. An examination of the development, maintenance, and dismantling of the British Empire from the late 18th century to the late 20th century. In addition to learning the narrative of the history of the British Empire, students will examine the reciprocal effects of imperialism on the social, intellectual and political experience of each of the cultures involved, with special emphasis on Britain, India, and the African continent. Offered alternate years.

Advanced Courses in Asian and World History

His 264. The World Since 1945. A survey of events and developments throughout the world from the end of the Second World War to the present. Offered alternate years. Satisfies Other Cultures LADR.

His 265. Studies in World History. An examination of selected topics and themes in world history. Content may vary. May be repeated for credit with permission of instructor. Offered alternate years. Satisfies Other Cultures LADR.

His 266. History of China. An introduction to the history of China from ancient times through the modern era. Satisfies Other Cultures LADR.

His 267. History of Japan. An introduction to the history of Japan from the beginning of Japanese civilization through the modern era. Satisfies Other Cultures LADR.

His 268. History of Modern Science. This course examines the major developments in the formation of modern science from the 17th century to the present. It focuses on science as human creative endeavor and examines episodes of scientific discovery, debate, and controversy to generate consideration and discussion of such issues as the nature of scientific discovery and the relationship of scientific theories to their social and cultural contexts. Offered alternate years.

His 361. Genocide. A survey of historical examples of mass killing through the centuries and an examination of academic, moral, and legal issues in general and in particular. Offered alternate years.

His 362. Modern China. An examination of current scholarship on modern and contemporary China, focusing on topics such as the 1911 Revolution, the Communist Revolution, and the Cultural Revolution. Satisfies Other Cultures LADR.

His 364. Traditional China. An examination of social and intellectual changes in ancient China by studying Chinese texts (in translation). Offered alternate years. Satisfies Other Cultures LADR.

His 365. History of the Middle East. An introduction and examination of the history of the Middle East from pre-Islamic times to the modern era. Offered alternate years. Satisfies Other Cultures LADR.

His 366. Studies in Historiography. An examination of selected topics in the ancient world, emphasizing the history, philosophy, and methods of historical investigation. Content may vary. May be repeated for credit with the permission of the instructor. Offered alternate years. Identical to Cla 366.

His 367. China and Christianity. Explores the historical encounter between China and Christianity against the backdrop of the broader contacts between China and the West. Explores the role of Christianity in the political and social changes as well as cultural transformations of late imperial and modern China and looks at how China's turmoil since the Opium War helped shape an emerging popular Christianity that is becoming a permanent part of the religious and cultural landscape of the country. Satisfies the Other Cultures LADR. Offered alternate years.

Special Courses

Offered as indicated.

His 260. Special Topics. New courses offered on a trial basis.

His 307. Directed Study. .50 unit. To be arranged with faculty director.

His 357. Internship. Off-campus supervised experience in History.

His 360. Special Topics. New courses offered on a trial basis.

His 370. Directed Study. To be arranged with faculty director.

His 371. Historical Research. A seminar exploring historiographical traditions and methods of historical analysis. Intended for history majors in their junior year.

His 457. Internship. To be arranged with advisor and faculty sponsor.

His 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

His 471. Senior Thesis. To be arranged with faculty director.

His 499. Comprehensive Evaluation.

Interdisciplinary Studies

ID 051. Cultural Events. Participation in twelve approved cultural events during the academic year. A list of approved events is kept by the Registrar and is available on the Registrar's website. Cultural Events is not considered a course for purposes of determining full or part-time enrollment. Pass/Fail only. May be taken up to four times. .25 unit. Offered Winter Term only.

ID 160. Special Topics.

ID 260. Special Topics.

ID 307. Directed Study. .50 unit.

ID 360. Special Topics.

ID 370. Directed Study. One unit.

International Studies

Buchman, Eiriksson, Kirkland, Porter, Shahinpoor, Thornton, Yoon.

Major: (1) PIS 231; (2) a two-course sequence in economics, including Eco 114 followed by a course with an emphasis in international economics; (3) a two-course sequence in Anthropology, including 162 followed by an area studies course; (4) a history course of international focus with an emphasis on the 20th century; (5) InS 471 (culminating experience); (6) five other courses, chosen from appropriate fields and approved by the Department to form a specific regional or topical focus, and including at least two courses at or above the 300 level.

Comprehensive evaluation, with grade of C or better. Total of 12 major courses.

Minor: Any two of the items (1)-(4) listed in the major requirements; three other courses, approved by the Department and including at least one course at or above the 300 level. Total of 5, 6, or 7 minor courses.

Prospective International Studies majors and minors are expected to fulfill any normal prerequisites for courses taken.

InS 161. Modern Africa. An examination of Africa from European colonialism to the present, and how social, economic and political institutions have shaped and reshaped the continent. Partially satisfies the Modern Society LADR and satisfies the Other Cultures LADR. Can count as an elective for an International Studies major.

InS 261. Africa and the Americas I: Literature and Society in Africa. An interdisciplinary study of African societies and cultures through intensive study of representative literary works, with some attention to African culture in the Americas. Partially satisfies Modern Society LADR and satisfies Other Cultures LADR.

InS 307. Directed Study. .50 unit.

InS 357. Internship. An off-campus experience in international studies, arranged by the student and subject to approval by the Department.

InS 370. Directed Study.

InS 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

InS 471. Senior Thesis. The culminating experience in the major. Must be approved by the Department.

InS 499. Comprehensive Evaluation.

Journalism

Stokes, Winters

Minor: ENG/COM 251 American Journalism; COM 344 Electronic News Gathering; COM 349 Communication Law and Public Policy; and ENG/COM 357 Internship; and one from: COM 240 Survey of Mass Media; COM 242 Visual Communication; COM 246 Writing for Electronic Media; or ENG 351 Non-Fiction Workshop.

Total of five courses.

Kinesiology and Integrative Physiology

Jacks, Stamford, Tereshko, Winke

Major: A gateway course*; KIP 215, 225, 230, 326, 327, 341, 471, and two additional units at or above the 300 level

Cognates: Che 161, Che 185, and Math 217.

*Any one of the following courses can be used as a gateway: KIP 161; Bio 165; Bio 185

Comprehensive evaluation, with at least a C-. Total of 9 units in the major plus four cognate courses.

Minor: KIP 215, 230, 327, and two units at or above the 200 level.

KIP 161. Introduction to Kinesiology and Integrative Physiology. This course serves as an introduction to exercise science, including metabolism, effects of exercise training, body composition, nutrition and principles of exercise adherence. Labs will provide opportunities to develop and test research questions and write scientifically. Partially satisfies Natural World LADR.

KIP 215. Human Anatomy. A structural survey of the human body covering the muscular, skeletal, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and integumentary systems. Laboratory. Not recommended for first-year students. Prerequisite: Bio 165, 185 or KIP 161.

KIP 225. Nutrition. The study of the nutrients in foods and of the body's handling of them, including: ingestion, digestion, absorption, transport, metabolism, interaction, storage, and excretion. Emphasis will be placed on the effect nutrition plays on health and weight management.

KIP 230 Physiology. An introduction to principles of vertebrate physiology, with special emphasis on humans, using an integrative approach to basic physiology of cells through considerations of major organs and organ systems. Prerequisite: KIP 215.

KIP 260. Special Topics.

KIP 307. Directed Study. .50 unit.

KIP 325. Advanced Concepts of Personal Training. This course requires in-depth analysis of anatomical, physiological, nutritional and biomechanical principles necessary for the design and implementation of personal training programs for individuals. Emphasis will be placed on physical activity as an effective tool for enhancement of health, fitness and disease prevention. Prerequisite: KIP 345.

KIP 326. Biomechanics. The study of motion and the effect of forces on biological systems, using the principles of mechanics for solving problems related to the structure and function of living organisms. The course will include analyzing human movement by both quantitative and qualitative means. Laboratory. Prerequisite: KIP 215.

KIP 327. Physiology of Exercise. The description and explanation of functional changes brought about by acute or chronic exercise. Topics include bioenergetics, neuromuscular concepts related to exercise, cardio-respiratory considerations, physical training, nutrition and body composition, and the use of ergogenic aids in improving the exercise response. Laboratory. Prerequisite: KIP 230.

KIP 328. Pathophysiology. The study of disease processes and the influence of the acute and chronic effects of exercise. Topics will include but not be limited to cardiovascular disease, cancer, osteoporosis, obesity, neurological disease and diabetes. Prerequisite: KIP 230.

KIP 341 Research Methods and Data Analysis. Scientific measurement approaches used in exercise science research, including research design and interpretation of data. Prerequisite: KIP 327; Math 217.

KIP 345 Exercise Testing and Prescription. Examines the theoretical and applied aspects of exercise testing and exercise prescription. Modes of exercise testing used in predicting disease and assessing fitness levels. Emphasis on collection and interpretation of data from fitness testing and the design of personalized exercise programs. Laboratory. Prerequisite: KIP 230.

KIP 357. Internship. Off-campus field experience of applied nature in Kinesiology and Integrative Physiology, recreation/fitness leadership, or coaching. Specific experience to be determined by student and faculty consideration of available positions and student interest and competencies. Prerequisite: Consent of the Department.

KIP 360. Special Topics.

KIP 370. Directed Study.

KIP 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

KIP 471. Senior Thesis. Supervised individual research and writing in an area of Kinesiology and Integrative Physiology selected by the student with approval of the instructor. Prerequisite: 341; senior major status.

KIP 499. Comprehensive Evaluation.

Latin

Baechle, Oneill, Pittenger.

Minor: Latin courses – Four, beyond Lat 115 or its equivalent. Total of four minor courses.

Lat 115. Introduction to Classical Latin I. An introduction to the basic structure of Classical Latin and to the study of ancient and inflected languages generally. In addition to developing understanding of the grammar of Classical Latin, students will be introduced to ancient Roman civilization and literature through appropriately graded readings based on original Latin texts.

Lat 116. Introduction to Classical Latin II. A continuation of Lat 115. Completion and comprehensive review of Latin grammar leading to the first reading of unadapted Latin texts. Besides development of basic Latin reading skills, emphasis is also given to the development of Latin and its place within world languages, as well as its significance for the study of Roman civilization and history. Prerequisite: Lat 115.

Lat 217. Intermediate Latin. Consolidation of knowledge of the fundamentals of the Latin language, with specific attention given to the expansion of lexical, phonological and analytical skills in Latin in preparation for the advanced sequence of courses. Overview of the development of Latin language and literature and of Roman culture. Readings of unadapted Latin will be drawn primarily from the *Satyricon* of Petronius, the history of Livy, and the *Aeneid* of Vergil, which will also be read in whole in English translation. Prerequisite: Lat 116.

Lat 218. Advanced Latin. The first course taken in the advanced sequence of Latin. Lat 218 is offered concurrently with Lat 320, 321, 322, 323, 324 or 325, and it draws its topic and specific readings from the more advanced course, though assignments for Lat 218 focus more on maturation of basic reading and interpretive skills. Prerequisite: Lat 217.

Lat 260. Special Topics.

Lat 307. Directed Study. .50 unit.

Lat 320. Medieval Latin. Survey of Latin language and literature from the 4th to the 14th century and of the cultures from which it arose. Prerequisite: Lat 217. Offered every third year.

Lat 321. Latin Poetry. Study of the major authors and genres of Latin poetry. Readings focus primarily on the Epic, Didactic, Lyric, and Elegiac poetry of the Late Republican and Augustan periods of Latin literature, and will include at least Ovid's *Metamorphoses*, Horace's *Odes*, and the *Eclogues* of Virgil. Prerequisite: Lat 217. Offered every third year.

Lat 322. Roman Drama. Study of the theater at Rome and its importance to Roman culture. Latin readings will include the comedies of Plautus and Terence, and the tragedies of Seneca. Prerequisite: Lat 217. Offered every third year.

Lat 325. Roman Philosophy and Religion. Study of the philosophical and religious thought of the Romans. Latin readings will be drawn primarily from Lucretius, Seneca, Apuleius, and the philosophical work of Cicero. Prerequisite: Lat 217. Offered every third year.

Lat 326. Roman Social History. Topical survey of the social history of ancient Rome. Latin texts will be drawn primarily from the *Satires* of Juvenal, the *Satyricon* of Petronius, and the collections of letters of Seneca, Pliny, and Cicero. Prerequisite: Lat 217. Offered every third year.

Lat 327. Latin Historians and Roman History. Survey of the history of ancient Rome, paying particular attention to the territorial, political, and military development of Rome from an isolated city-state into a world empire. Latin readings will be drawn primarily from Roman historians and orators, including the histories of Sallust, Livy, Tacitus, and the speeches of Cicero. Prerequisite: Lat 217. Offered every third year.

Lat 360. Special Topics.

Lat 370. Directed Study.

Mathematics

Jagels, Katsov, Rodgers, Skiadas, Wahl.

Major: Mathematics courses – 111/112 or 121 or equivalent; 122; 220; 221; 224; 324; 327; 461 or 471 (culminating experience); two others, not including 143, 210, 212 or 217, and including at least one at the 300 level or higher.

Cognate course – CS 110.

Comprehensive evaluation, with passing grade. Total of 10 major courses, plus 1 cognate = 11.

Recommended: Phy 161, Phi 321. Candidates for secondary teaching certification in Mathematics must include Mat 339.

Minor: Mathematics courses – 111/112 or 121 or equivalent; 122; three others, not to include 210 or 212. Either 143 or 220 (not both) may count toward the minor. Total of 5 minor courses.

Bypass credit opportunities: Students who are placed directly into 122, Calculus II, and who receive a grade of B or above therein, will receive credit for 121, Calculus I, upon request. Bypass credit for other courses may be awarded in special cases.

Mat 111, 112. Calculus with Review. A two-course sequence including a review of algebra, trigonometry, and analytic geometry integrated with an introduction to the theory of differential and integral calculus. Completion of 111 satisfies the Abstraction and Formal Reasoning LADR.

Mat 121. Calculus I. An introduction to the theory of differential and integral calculus for functions of one variable. Includes the concepts of limit, continuity, derivatives, and indefinite integrals and definite integrals, culminating in the Fundamental Theorem of Calculus. Applications to related rates and optimization problems. Prerequisite: a high-school calculus course or placement via departmental placement test. Satisfies the Abstraction and Formal Reasoning LADR.

Mat 122. Calculus II. Differentiation and integration of logarithmic functions, exponential functions, and inverse trigonometric functions. Study of polar coordinates, conic sections, and various integration techniques. Applications to computations of volumes, surface areas, and centers of mass. Prerequisite: 121 or equivalent college course, or placement via departmental placement test. Satisfies the Abstraction and Formal Reasoning LADR.

Mat 143. Discrete Mathematics I. A survey of the math topics which are foundational to computer science: functions, relations, sets, basic logic, proof techniques, combinatorics, graphs and trees, discrete probability. No prerequisite. Does not count toward major. Counts toward minor but not in addition to Mat 220.

Mat 160. Special Topics.

Mat 210. Mathematics: Topics for the Liberal Arts. Non-technical introduction to selected concepts of modern mathematics (such as logic, set theory, axiomatic systems, non-Euclidean geometry, number theory, graph theory, etc.) that illustrate the nature of mathematics and its connections to other areas of knowledge. Does not count toward major or minor. Satisfies the Abstraction and Formal Reasoning LADR.

Mat 212. Mathematics for Elementary School Teachers. A study of mathematical concepts that are taught in elementary school, including problem solving, sets, numbers and their properties, operations on sets and numbers, geometry, measurements, probability and statistics. Satisfies the Abstraction and Formal Reasoning LADR. Does not count toward a major or minor in math. Prerequisite: EDU 221.

Mat 217. Applied Statistics. Use of graphs and numerical summaries to describe data from individual variables and to investigate relationships among variables. Design of statistical experiments. Survey of fundamental concepts of probability, including sampling distributions. Use of sample data to estimate, and to test hypotheses about, unknown parameters. Satisfies the Abstraction and Formal Reasoning LADR. Does not count toward major. No prerequisites.

Mat 220. Logic, Sets and Relations. An introduction to the foundations of mathematics, with emphasis on developing basic reasoning skills needed for constructing proofs. Required for major. Counts toward minor but not in addition to Mat 143. Satisfies the Abstraction and Formal Reasoning LADR.

Mat 221. Calculus III. Differentiation and integration of vector-valued functions. Study of functions of several variables, including partial derivatives and multiple integrals. Detailed study of infinite sequences and series. Prerequisite: 122 or equivalent. Satisfies the Abstraction and Formal Reasoning LADR.

Mat 224. Linear Algebra. Systems of linear equations and their solutions. Study of the algebraic properties and applications of vectors, matrices, and linear transformations. Prerequisite: 121.

Mat 231. Differential Equations. Survey of basic techniques for describing dynamical systems by means of equations involving derivatives of functions, and of methods for finding functions which satisfy these equations. Prerequisite: 122.

Mat 260. Special Topics.

Mat 307. Directed Study. .50 unit.

Mat 311. History of Mathematics. Survey of important discoveries in mathematics and the historical contexts in which they were made. Topics will include major mathematical developments beginning with the Ancient Greeks and tracing the development through Hindu, Arabic and European mathematics up to the modern developments of the 20th century. Prerequisite: 121 or permission.

Mat 320. Introduction to Number Theory. Explores properties of the integers such as divisibility and congruence, linear diophantine equations, prime numbers, the Fundamental Theorem of Arithmetic, Fermat's little theorem, Euler's Theorem, Euler's phi function, computing powers and roots in modular arithmetic, and public key cryptography. Prerequisite: Mat 143 or 220.

Mat 321. Introduction to Real Analysis. Development of the algebraic and topological properties of the real number system and the theoretical foundations of differential and integral calculus. Prerequisite: 221. Strongly recommended for students considering post-graduate study in mathematics.

Mat 323. Introduction to Complex Analysis. Study of complex numbers and functions of a complex variable. Topics include algebra and geometry of the complex plane, derivatives, integrals, power series, Laurent series, and residue theory. Prerequisite: 221 or permission. Recommended for students considering graduate study in mathematics.

Mat 324. Algebraic Systems. Study of concepts abstracted from algebraic properties of the classical number systems, including groups, rings, fields, order relations, and equivalence relations. Prerequisite: 122 or 220 or 224.

Mat 327. Probability and Statistics. Calculus-based survey, including axioms of probability, discrete and continuous random variables, standard probability functions (binomial, normal, Poisson, etc.), mathematical expectation, generating functions, and a brief introduction to estimation and hypothesis testing. Prerequisite: 122.

Mat 339. Foundations of Geometry. Survey of ancient, classical and modern views regarding the nature of space, the description of spatial structures and the organization of facts about space into deductive theories. Prerequisite: 121.

Mat 343. Discrete Mathematics II. Continues the discussion of discrete mathematics introduced in Mat 143. Topics include predicate logic, recurrence relations, graphs, trees, matrices, computational complexity, elementary computability and discrete probability. Prerequisite: 143 or 220.

Mat 357. Internship. Off-campus supervised experience in mathematics.

Mat 359. Introduction to Topology. Study of concepts, growing out of and underlying geometry and calculus, which have become important in physics, chemistry, logic, and computer science. Careful development of abstract notions such as topological spaces, continuity, topological equivalence, connectedness, and dimension, and related philosophical and historical matters in mathematics and liberal arts generally. Prerequisite: 121.

Mat 360. Special Topics. Topics may be drawn from analysis with complex variables, introduction to functional analysis, category theory, mathematical logic and model theory, recursive function theory, topology, universal algebra, or other areas.

Mat 370. Directed Study. Individual study of topics such as those listed under 360.

Mat 434. Rings and Fields. Selected topics, including rings, subrings, integral domains, fields, ideals, quotient rings, ring homomorphisms, polynomial rings, extension fields, finite fields. Prerequisite: 324. Recommended for students considering graduate study in mathematics.

Mat 437. Topics in Probability and Statistics. Content varies. Prerequisite: 327.

Mat 461. Advanced Seminar. Student-led inquiry/research in an area of mathematics such as real or complex analysis, topology, algebra, etc. Content varies. May be repeated for credit. Prerequisite: Open to junior and senior math majors.

Mat 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Mat 471. Senior Thesis.

Mat 499. Comprehensive Evaluation.

Medieval-Renaissance Studies

D. Battles, P. Battles, Dollmeyer.

The Medieval-Renaissance Studies major is an interdepartmental major focusing the student's attention on the Middle Ages, the Renaissance, and their classical antecedents. Students wishing to declare this major must have their major programs approved by the Medieval-Renaissance Committee before entering the junior year; subsequent changes in major programs must also be approved by the Committee.

Major: Phi 225 or 226; His 344 or His 345, plus another from His 215, His 241, His 243, His 244, Cla/His 252, His 344, His 345, or Eng/His 350; two in different languages from Eng 327, Eng 334, Eng 347, Eng/Thr 348, Fre 423, Ger 431, Lat 320, Spa 438; 471 (culminating experience); five other courses drawn from the list below.

We encourage students to petition SAAC with other courses, including special topics courses, substantially related to medieval or renaissance art, history, literature, music, philosophy, or other disciplines.

Comprehensive evaluation, with passing grade. Total of 11 major courses.

Minor: One from His 215, His 241, His 243, His 244, Cla/His 252, His 344, His 345, or Eng/His 350; one from Eng 327, Eng 334, Eng 347, Eng/Thr 348, Fre 423, Ger 431, Lat 320, Spa 438; and three others drawn from the list below. Total of five minor courses.

Art History

ARTH 341 Medieval Art and Architecture

ARTH 342 Renaissance Art and Architecture

Classics

CLA 252 Roman History (identical to HIS 252)

History

HIS 215 The West: Ancient to Medieval

HIS 241 Tsarist Russia

HIS 243 Tudor and Stuart England

HIS 244 Studies in Early Modern Europe

HIS 252 Roman History (identical to CLA 252)

HIS 344 The High Middle Ages

HIS 345 The Renaissance

HIS 350 Florence in the Age of Dante and Petrarch (identical to ENG 350)

Literature

ENG 218 Viking Myths and Legends

ENG 243 Early Literature

ENG 244 Survey of Medieval English Literature

ENG 245 Survey of Renaissance and Restoration Literature

ENG 327 Arthurian Literature

ENG 334 Shakespeare

ENG 347 Chaucer

ENG 348 Shakespeare in England (identical to THR 348)

ENG 350 Florence in the Age of Dante and Petrarch (identical to HIS 350)

FRE 423 French Middle Ages and 16th-Century Literature

GER 431 The German Middle Ages and the Renaissance

LAT 320 Medieval Latin

SPA 436 Spain during the Middle Ages and Golden Age

Music

MUS 231 History of Music I

Philosophy

PHI 225 Classical Greek Philosophy

PHI 226 Medieval Philosophy

Theatre

THR 348 Shakespeare in England (identical to ENG 348)

Theology

THS 341 Early Christianity in Italy

MRS 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

MRS 471. Senior Thesis. Must be approved by the Medieval-Renaissance Studies Committee and involve faculty advisors from at least two departments.

MRS 499. Comprehensive Evaluation.

Modern Languages and Culture

Aguilar-Monsalve, Buckwalter-Arias, Criado, Dibaya, Dollmeyer, Kirkland, Randall, Reyes, Santa Cruz, Taylor, Zullo.

ML 120. Studies in Language. A review of the elementary structures of a language not regularly offered at Hanover College. Must have completed the World Languages and Cultures LADR or have permission of instructor. May not be repeated for credit.

ML160. Soocial Topics.

ML 370. Directed Study.

ML 460. Special Topics.

Modern Society

MS 117. The History of Property. A survey of the development, nature and function of property with special emphasis on political, social and economic developments. Consideration is given to property's economic implications and the development of market oriented economic systems. In combination with MS 118 satisfies the Modern Society LADR.

MS 118. The Economic Implications of Property. A survey of the economic implications of property with special emphasis on the development of market oriented economic systems. In combination with MS 117 satisfies the Modern Society LADR.

MS 119. German Multiculturalism. An examination of historical, political, artistic, literary, religious and social issues resulting from the interfacing of German-speaking countries and the non-western cultures in their midst, and of how conflicting ideas are addressed. Partially satisfies Modern Society LADR and satisfies Other Cultures LADR.

MS 120. Latin American Cinema. This course will examine visual representations of modernity in Latin America vis-à-vis the hegemonic norms of U.S. mainstream cinema. Partially satisfies Modern Societies LADR and satisfies the Other Cultures LADR. Offered alternate years.

MS 125. Eurasia: Modern Societies from 1600-1850. An examination of Asia, the Middle East, and Europe from 1600 to 1850 and how institutions, ideas and conflicts contributed to or hindered the development of what is called 'Modern Society.' GW 123-124 are not a prerequisite for this course. In combination with MS 126, satisfies the Modern Society and Other Cultures LADRs.

MS 126. Eurasia: Modern Societies from 1850-present. An examination of Asia, the Middle East, and Europe from 1850 to the present and how institutions, ideas and conflicts contributed to or hindered the development of what is called 'Modern Society.' GW 123-124 are not a prerequisite for this course. In combination with MS 125, satisfies the Modern Society and Other Cultures LADRs

Music

Batchvarova, Hollis, Mruzek.

Major: Music courses – 121; 122; 221; 222; 231; 232; 233; 471 (culminating experience); two others from 218, 325, or one course credit in major applied area. Total of 10 major courses.

Applied music – Six to eight terms of applied registration in one major area. A minimum of four terms applied registration in no more than two minor areas is also required: with voice or instrumental emphasis, a piano proficiency; with keyboard emphasis, another keyboard instrument, orchestral instrument, or voice.

Ensemble music – six to eight terms of registration.

Comprehensive evaluation (oral, aural, and written), with grade of C- or better.

All prospective music majors must pass an audition in their principal applied area of performance for the Department of Music faculty prior to formal declaration of the major.

Minor: Music courses – 112; 121; 122; 221; 231; 232; 233.

Applied music – At least four terms of registration in one applied area. Total of 7 minor courses.

Ensemble music – At least four terms of registration.

Mus 112. Literature of Music. A study of great musical works throughout history and the forces that directly influence composers and their compositions.

Mus 121. Theory and Aural Skills I. Rudiments of music: scales, intervals, triads, cadences, basic introduction to part-writing. Sight singing and ear training correlated with rhythmic, melodic, and harmonic activity in the course.

Mus 122. Theory and Aural Skills II. Diatonic harmony, including analysis and partwriting. Sight singing and ear training correlated with rhythmic, melodic, and harmonic activity in the course. Prerequisite: 121.

Mus 160. Special Topics.

Mus 218. American Music. A study of American music from the colonial era to the present day with emphasis on American idioms.

Mus 221. Theory and Aural Skills III. Chromatic harmony, including analysis and part-writing. Sight singing and ear training correlated with rhythmic, melodic, and harmonic activity in the course. Prerequisite: 122.

Mus 222. Theory IV: Form and Analysis. Analysis of structural and motivic development in music literature encompassing a variety of styles. Representative works in various forms will be examined. Prerequisite: 221.

Mus 231. History of Music I. A study of musical style from the Greeks through the Renaissance as evidenced in theoretical documents and works of major composers.

Mus 232. History of Music II. A continuation of Music History I, beginning with stylistic trends of the late 16th century and continuing through 19th century Romanticism. Prerequisite: 231.

Mus 233. History of Music III. A continuation of Music History II, beginning with Impressionism and continuing with a study of 20th-century idioms and composers. Prerequisite: 232.

Mus 260. Special Topics.

Mus 307. Directed Study. Individualized work in selected area or areas under supervision of departmental faculty. .50 unit.

Mus 325. Conducting and Literature. Techniques in simple and complex rhythms, including score reading, practical experience with ensembles, study of forms and styles.

Mus 357. Internship. Supervised experience in music.

Mus 360. Special Topics.

Mus 370. Directed Study. Individualized work in selected area or areas under supervision of departmental faculty.

Mus 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Mus 471. Senior Thesis. Full Senior Recital in the major applied area.

Mus 499. Comprehensive Evaluation.

Applied Music

Individual applied instruction is open to all students. A total of one unit may be applied toward the major. Additional units may be applied as an elective. Applied music students will be charged an individual fee for each course.

Mus 003. Applied Music. By permission of instructor only.

Mus 071. Piano. By permission of instructor only. Development of individual skills and their application dependent upon student's specific goals. .25 unit.

Mus 073. Voice. By permission of instructor only. Development of proper vocal technique and breath control with focus on student's background and goals. .25 unit.

Mus 074. Instrument. By permission of instructor only. Learning proper practice methods, building technique, acquiring sufficient repertoire, and gaining broad knowledge of literature and composers for the respective instrument. .25 unit.

Mus 301. Advanced Piano. Prerequisite: 071 or permission. .50 unit.

Mus 303. Advanced Voice. Prerequisite: 073 or permission. .50 unit.

Mus 304. Advanced Instrument. Prerequisite: 074 or permission. .50 unit.

Ensemble Music

Ensemble instruction is open to all students. Units may be applied as an elective.

Mus 001. Instrumental Ensemble. By permission of instructor only.

Mus 002. Choral Ensemble. By permission of instructor only.

Mus 101. Concert Band. Performance of classic band repertoire as well as transcriptions, arrangements, and contemporary works. Open to all students with instructor's permission. .25 unit.

Mus 102. College Choir. Performance of literature representing all stylistic periods. Open to all students with instructor's permission. .25 unit.

Mus 103. Chamber Singers. Repertoire performed primarily Renaissance and 20th century, although not limited to these styles. Membership by audition from membership in College Choir. .25 unit.

Mus 104. Chamber Orchestra. Performance of music from all periods. Frequently combines with selected wind and percussion players to perform works for a larger ensemble. Open to all students with instructor's permission. .25 unit.

Philosophy

Ahrens, Bates, Carrell, Jenkins, Johnson, Rosenthal, Shen.

Major: Philosophy courses – 224 and 225; Philosophy Seminar 351; 457 or 471 (culminating experience); any four other philosophy courses above the 100 level.

Comprehensive evaluation, with grade of C or better. Total of 8 major courses.

Minor: Philosophy courses – any five, not including 100-level courses. Recommended: 224 and 225. Total of 5 minor courses.

Phi 160. Special Topics.

Phi 161. Philosophy and the Human Condition. Central issues in philosophy will be raised by asking what is a human being? What does it mean to be human? Various answers to these questions and the philosophical frameworks that support them will be examined. In combination with a Theological Studies course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 162. Philosophy and the Arts. Central issues in philosophy will be raised by examining various works of art such as literature, music, drama, film, sculpture, or painting. Various specific framings of and answers to the issues that the work of art offer will be evaluated. In combination with a Theological Studies course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 163. Philosophical Issues and Classic Texts. Study of central issues in philosophy through an examination of classic philosophical texts such as Plato's Symposium, Aristotle's Nicomachean Ethics, and Kant's Critique of Pure Reason. An examination of these texts will allow students to study and to analyze several clearly developed and well-known philosophical perspectives. In combination with a Theological Studies course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 164. Philosophical Perspectives on Nature. Study of central issues in philosophy through an examination of various concepts of nature, such as those found in Bacon, Thoreau, and Homes Ralston. Each concept of nature says something different not just about the natural world, but also about what it means to be human, and what our relationship with and responsibility for the natural world should be. In combination with a Theological Studies course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 165. Philosophy and Ethics. Focuses on topics and texts of ethics and raises questions everyone struggles with throughout life. What is the good life? What does it mean to be a good person? How do we know what the good is? What is the nature of the good? In combination with a Theological Studies course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 166. Reason and Belief. In this course, students will develop basic skills in evaluating arguments. These skills include (but are not limited to) recognizing different kinds of arguments, knowing how to evaluate the strength of an argument according to its kind, and identifying some common mistakes in reasoning. In combination with a Theological Studies course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 167. Foundational Issues in Philosophy. Addresses some of the fundamental issues in philosophy. Students critically reflect on various metaphysical, epistemological, and ethical positions and identify the one they find most reasonable. At the end of the course, they will bring together their positions and construct a coherent philosophical position. In combination with a Theological Studies course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 168. Philosophy and the Environment. Central issues in philosophy will be studied through an examination of various concepts of the physical world, such as those found in Plato and Descartes. Each concept says something different not just about the natural world, but also about what it means to be human and what our relationship with and responsibility for the natural world should be. This course is stacked with ThS 168 and therefore must be taken in the same term. Both together satisfy the Examined Life LADR. Open to first and second-year students who do not have credit in 100-level philosophy courses or 100-level theological studies courses. Must be completed by the end of the sophomore year.

Phi 169. Philosophy: Arts, Music and Media. Central issues in philosophy will be raised by examining various works of art from genres such as literature, music, drama, film, sculpture or painting. Various specific framings of and answers to the issues that the works of art offer will be evaluated. This course is linked with ThS 169 and therefore must be taken in the same academic year as ThS 169. Both courses together satisfy the Examined life LADR. Not open to students who have credit in 100-level philosophy courses. Must be completed by the end of the sophomore year.

Phi 211. Philosophy of Woman. Introduction to feminism and survey of concepts of woman/human in Western philosophy. Examines classic and contemporary texts to understand current theories and practices in various areas. Offered alternate years.

- Phi 212. Ethics and Commerce.** This course will explore the application of ethical theory to issues and cases that arise in connection with commercial activity. Identical to BSP 212.
- Phi 221. Philosophy of Religion.** Analysis of basic concepts and beliefs of Biblical religion and in the empirical study of all religions (e.g., myth, the sacred, ritual). Offered alternate years.
- Phi 222. Classical Indian Philosophy.** An examination of Indian Hindu and Buddhist philosophy, dealing with topics in ontology, the nature of self, ethics, and epistemology. Satisfies Other Cultures LADR.
- Phi 224. Modern Philosophy.** Developments from 17th-century rationalism and empiricism to the beginning of the 20th century.
- Phi 225. Classical Greek Philosophy.** An overview of Western philosophy from the presocratics through the Hellenistic era. Focus on close reading of major texts.
- Phi 226. Medieval Philosophy.** A survey of Western philosophy from St. Augustine to Nicholas of Cusa. Focus on the development of Christian philosophy. Identical to Cla 226.
- Phi 232. Existentialism.** Explores such topics as freedom, descriptive metaphysics, man in the world, and man and God in writers from Kierkegaard to Sartre. Offered alternate years.
- Phi 233. Philosophy of Art.** Analysis of basic concepts and beliefs in talk about the arts (history, theory, criticism), including a history of Western aesthetics. Individual projects. Offered alternate years.
- Phi 234. Rational Choices.** A course in making rational decisions, comprising the study of decision theory, game theory and social choice theory. A survey of basic principles and their application. Satisfies Abstraction and Formal Reasoning LADR.
- Phi 235. Concepts of Love.** History and interpretation of changing ideas of love (ethical, religious, romantic, etc.) from Plato to Freud. Interdisciplinary and cross-cultural approach. Offered alternate years.
- Phi 236. Contemporary Political Thought.** An examination of major political theorists of the recent past. Identical to PIS 236.
- Phi 237. Ethics: Theory and Practice.** An exploration of major issues in ethical theory and primary texts. Includes a focus on at least one area of applied ethics (e.g. social justice or environmental ethics.)
- Phi 240. Philosophy and Tai Ji.** An exploration of the significance of Asian philosophical concepts for the theory and practice of Tai Ji. There will be a significant physical component. Prerequisite: Permission of instructor. Satisfies Other Cultures LADR.
- Phi 241. Prana, Qi and Ki.** A theoretical and experiential introduction to traditional Asian theories and models of the nature, embodiment, and healing significance of universal life energy. Study classic texts from India, China and Japan. Learn related basic energetic practices, including Tai Chi, Zhineng Qi Gong, and Reiki. Satisfies Other Cultures LADR. Spring Term.
- Phi 242. Taoism and Cooking.** A combination of a study of Taoistic principles with the practice of Chinese cooking. An initial examination of Taoism as a philosophy. A later application to healthy cooking and eating based on Taoist philosophy. Satisfies Other Cultures LADR. Spring Term.
- Phi 244. Taoism and Zen Buddhism.** A study of Taoism and Zen Buddhism. Principal focus on Lao Tzu, Chuang Tzu, the Koans and Suzuki. Some attention given to the historical development of Zen Buddhism out of Chinese Chan and Taoism. Lectures, readings in original texts, classroom discussion, videos and films. Satisfies Other Cultures LADR.

Phi 260. Special Topics.

Phi 307. Directed Study. .50 unit.

Phi 320. Concepts of Nature. Approach to environmental philosophy via a global study of major concepts of the human/nature relationship. Includes view of non- Western and traditional cultures. Concludes with in-depth study of some contemporary views and an individual project. Offered alternate years.

Phi 321. Formal Logic. A course in formal logic with emphasis on translations, formal semantics and derivations for first-order logic through multiple quantification and identity. Satisfies the Abstraction and Formal Reasoning LADR. Prerequisite: Sophomore standing or above.

Phi 322. Classical Chinese Philosophy. A survey of Classical Chinese philosophy, including Confucius, Lao-tzu, Chuang-tzu, Mo-tzu, Mencius, and the Legalists, as well as a detailed examination of the I-Ching. Satisfies Other Cultures LADR.

Phi 324. Twentieth-Century Philosophy. Philosophical developments in the 20th century, including pragmatism, linguistic analysis, and existentialism. Offered alternate years.

Phi 331. Philosophy of Law. Introduction to central philosophical issues connected with law; the nature and purpose of law; concepts such as property, liability, harm, and rights; interpretation of constitutions and statutes. Examines philosophical texts and judicial opinions.

Phi 333. Philosophy of Science. Major themes in scientific methodology, including intensive investigation of scientific explanation, concept formation, theory construction and confirmation. Offered alternate years.

Phi 334. Philosophy of Mind. A course in philosophy of mind, focusing on philosophical problems connected to the nature of mentality. An overview of central issues in recent philosophy of mind and an in-depth treatment of a special topic. Topics alternate in different years. May be repeated for credit.

Phi 335. Epistemology. A course in the theory of knowledge, treating the nature, value and limits of human knowledge. An overview of central issues in recent epistemology and an in-depth treatment of a special topic. Topics alternate in different years. May be repeated for credit.

Phi 337. Utopias and Intentional Communities. History and theory of intentional communities: includes field-study of monasteries, Amish, and several communes. Offered Spring Term.

Phi 338. The History of Political Thought. An examination of representative political theorists from Plato to Marx. Identical to PIS 235. Prerequisite: PIS 115, 117, 118, or 161.

Phi 351. Philosophy Seminar. A forum in which students develop skills in philosophical inquiry (careful reading of texts, critical writing, and intellectual dialogue), learn how to develop a thesis proposal and prepare for Comprehensive Exams, and begin to integrate their philosophical studies. Prerequisite: philosophy major or minor. May be taken junior or senior year.

Phi 357. Internship. Off-campus supervised experience in philosophy.

Phi 360. Special Topics.

Phi 370. Directed Study.

Phi 401. Philosophy Seminar II. Preliminary work for the senior thesis. Examines the nature, structure, and limits of philosophy and its relations with other aspects of culture. Offered Fall Term concurrent with Phi 301. Prerequisite: Phi major. .50 unit.

Phi 457. Internship.

Phi 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Phi 471. Senior Thesis. Prerequisite: Consent of instructor.

Phi 499. Comprehensive Evaluation.

Physics

Nickas, Pantelidis.

Major: Physics courses – 161; 185; 225; 331; 332; 341; three terms of 301; 320 or 340; either 408-409 or 471 (culminating experience).

Cognate courses – Mat 121, 122, 231.

Comprehensive evaluation (written and oral). Total of 9 or 10 major courses, plus 3 cognates = 12 or 13.

Physics 432 is highly recommended to students planning to pursue graduate studies in physics.

Highly recommended: CS 110.

Minor: Physics courses – Any five.

Cognate courses – Mat 121 and 122. Total of 5, plus 2 cognates = 7.

By-pass credit opportunities: Students who are placed directly into 185, General Physics II, and who receive a grade of B or above therein, will receive credit for 161, General Physics I, upon request.

Phy 160. Special Topics.

Phy 161. General Physics I. Mechanics, thermodynamics, wave motion, and sound.

Lecture and laboratory. Partially satisfies the Natural World LADR. Prerequisite: Mat 112 or 121, or concurrent enrollment.

Phy 185. General Physics II. Electricity and magnetism, light, relativity. Lecture and laboratory. Prerequisites: Phy 161.

Phy 225. Modern Physics. Experimental and theoretical basis of modern concepts of atomic and nuclear structure and some of their applications. Prerequisite: 185

Phy 260. Special Topics.

Phy 301. Seminar and Advanced Lab. Weekly discussion of current topics in physics; selected experiments and small scale research projects in classical and modern physics. Open to second-semester sophomore, junior, and senior majors and minors in physics. May be repeated for credit. .25 unit.

Phy 307. Directed Study. .50 unit.

Phy 320. Thermal Physics. Temperature and heat, kinetic theory, the laws of thermodynamics with applications, phase space probability distribution and approach to equilibrium, equilibrium ensembles, and ideal quantum gases. Prerequisite: 185.

Phy 329. History of Physics. The evolution of ideas in physics, with philosophical perspectives, from Babylonians and pre-Socratics through Hellenistic years, to medieval times, to Newtonian and post-Newtonian physics and cosmology, to the scientific revolution of modern times. No prerequisites.

Phy 331. Classical Mechanics. Formal introduction to classical mechanics. Newton's laws, symmetry and conservation theorems, central motion, non-inertial reference frames, systems of particles, rigid-body motion, Lagrangian and Hamiltonian formulations, scattering, and oscillations and waves. Prerequisite: 161.

Phy 332. Electricity and Magnetism. Electric and magnetic fields and their interactions with charges and currents. Topics include electrostatics, magnetostatics, electromagnetic properties of matter, Maxwell's equations and electromagnetic waves. Prerequisite: 185.

Phy 340. Optics. Theoretical and experimental study of the properties of light: wave motion, propagation of light in media, geometrical optics, polarization, interference, diffraction, Fourier optics and coherence theory. Prerequisite: 185.

Phy 341. Advanced Physics Laboratory. Experiments in upper-level physics topics requiring measurement using optical, mechanical and electrical devices; report writing including standard methodologies and techniques in data handling, analysis and display. Offered alternate years. Prerequisite: Phy 225.

Phy 357. Internship. Off-campus supervised experience in physics.

Phy 360. Special Topics.

Phy 370. Directed Study.

Phy 408, 409. Senior Thesis. A two-semester equivalent of 471. .50 unit each.

Phy 420. Special Relativity. Space time and reference frames, Lorentz transformations, relativistic effects, Minkowski space and 4-vectors, relativistic dynamics and collisions, relativity and electrodynamics, principle of equivalence. Prerequisite: 185.

Phy 432. Quantum Mechanics. Wave functions and the Schrodinger equation, 1-dimensional problems, uncertainty, angular momentum, central potentials and the Hydrogen atom, Dirac formalism, spin, approximation methods, several-electron atoms. Prerequisite: 331.

Phy 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Phy 471. Senior Thesis.

Phy 499. Comprehensive Evaluation.

Political Science

Kubik, R. Smith, Turner, Yoon.

Major: A 100-level Political Science course except Pls 160; 235; 239; 461 (culminating experience); five others with at least three courses at the 300 level.

Cognate: Mat 217.

Comprehensive evaluation, with passing grade.

Total of 9 major courses + 1 cognate = 10 courses

Minor: A 100-level Political Science course except Pls 160; 239; any three others. Total of 5 minor courses. Minors may, if desired, emphasize American Politics, International Politics, or Political Thought.

PLS 118. Comparative Politics. A survey of one of the major subfields of the discipline focusing on fundamental concepts explored in cross-national comparisons. Includes a substantial political economy component.

PLS 160. Special Topics.

PLS 161. Democracy. A survey of the ideas, institutions and controversies of political science. Special emphasis is given in this course to the example of the United States. Partially satisfies Modern Society LADR. Not open to students with prior credit in 115.

PLS 162. Modern Politics I: Power and Ideas. Examination of the political and economic ideologies of the modern West. Topics include democracy, capitalism, imperialism, nationalism, socialism and communism. Partially satisfies the Modern Societies LADR.

PLS 163. Politics, Society and Film. Explores modern social institutions, cultural controversies, and theories of politics as portrayed in movies and documentaries. Additional focus on the use of film as a political tool. Partially satisfies the Modern Society LADR.

PLS 211. Politics and Society in Contemporary Africa. Studies history, politics, society, economy, and culture in contemporary Africa. Prerequisite: a 100-level Political Science course except Pls 160 or permission of instructor. Satisfies Other Cultures LADR.

PLS 212. American Foreign Policy. Examines post-World War II American foreign policy and the challenges that lie ahead. Offered alternate years. Prerequisite: a 100-level Political Science course except Pls 160.

PLS 213. Introduction to Public Policy. An introduction to the tools of analysis and challenges inherent in public policy formation. Cost benefit analysis and game theory are introduced as ways of understanding issues related to the environment, poverty, law, and freedom. Prerequisite: a 100-level Political Science course except Pls 160. Fulfills an elective requirement for the major.

PLS 215. American Political Thought. Analysis of political thought from Puritans to present period.

PLS 217. Latin American Politics. Current Latin American politics studied within its historical, cultural, and international contexts. Prerequisite: a 100-level Political Science course except Pls 160. Satisfies Other Cultures LADR.

PLS 218. European Politics. An examination of the governmental process in the major European countries of Britain, France, and Germany, including frequent comparisons to American politics. Prerequisite: a 100-level Political Science course except Pls 160.

PIS 219. Middle Eastern Politics. An examination of the political systems of the Middle East, including the role of Islam and the Arab-Israeli conflict. Prerequisite: a 100-level Political Science course except PIs 160. Satisfies Other Cultures LADR.

PIS 222. U.S. Legislative Process. An examination of the Congress and the state legislatures in their governmental and political contexts. Prerequisite: a 100-level Political Science course except PIs 160.

PIS 225. Women in the Developing World. Examines the effects of gender inequality in education, health, culture, economy, media, religion, and politics on women in Africa, Asia, Latin America, and the Middle East. Satisfies Other Cultures LADR.

PIS 226. Urban Politics. An examination of politics within cities, neighborhoods, and interpersonal networks, with special attention to social, human, and financial capital. Prerequisite: a 100-level Political Science course except PIs 160. Offered in alternate years.

PIS 231. World Politics. The foreign policy-making process; problems of the world community and how nations attempt to deal with them. Prerequisite: a 100-level Political Science course except PIs 160. Satisfies Other Cultures LADR.

PIS 232. The Problem of Order: Law, Politics. An examination of the uses and abuses of law, and of formal vs. informal systems of order. Case studies of the “lawless” 19th century Western U.S., modern Peru, and community rules. Prerequisite: a 100-level Political Science course except PIs 160.

PIS 235. History of Political Thought. An examination of representative political theorists from Plato to Marx. Identical to Phi 338. Prerequisite: a 100-level Political Science course except PIs 160.

PIS 236. Contemporary Political Thought. An examination of major political theorists of the recent past. Identical to Phi 236.

PIS 238. Tocqueville in America. An examination of Democracy in America, one of the most important works written about the conditions needed for democracy and the inevitable difficulties it faces. Some off-campus travel. Offered in Spring Term in alternate years.

PIS 239. Research Methods. The range of phenomena dealt with by political and other social scientists; methods of data collection and analysis.

PIS 260. Special Topics.

PIS 261. Africa and the Americas II: Literature and Society in the Americas. An interdisciplinary study of societies and cultures in Latin America and the Caribbean through intensive study of representative literary works, with some attention to the African sources of American cultures. Partially satisfies Modern Society LADR and satisfies Other Cultures LADR.

PIS 315. Political Sociology. An examination of the sociology of power and community at the national and international levels. Identical with Soc 315. Offered alternate Fall terms. Prerequisite: a 100-level Political Science course except PIs 160 or a sociology gateway course.

PIS 320. American Political Thought, 1950 to Present. Analysis of contemporary U.S. political theory. The course will serve as an elective for non-majors. Offered Spring Term.

PLS 321. Natural Resources Policy. Application of current theories in collective action and policy formulation to evaluate various policy solutions. Case studies involving air, water, and endangered species. Prerequisite: any 100-level Political Science course except 160. Offered in alternate years.

PLS 322. Political Parties and Interest Groups. An examination of the role of political parties and interest groups in the U.S. political process, including candidate recruitment, campaign finance, and policy making. Prerequisite: a 100-level Political Science course except PLS 160.

PLS 325. Campaigns and Elections. A study of the criteria voters use in making choices in elections, and how the electoral system structures these choices. Prerequisite: a 100-level Political Science course except PLS 160.

PLS 326. Constitutional Law. An examination of the place of rights in U.S. society and the role of the courts as a constitutional contract and political institution. Prerequisite: a 100-level Political Science course except PLS 160.

PLS 327. Field Study, Washington, D.C. Interviews with governmental, interest group, and political party officials and individual research. Prerequisite: a 100-level Political Science course except PLS 160. Offered Spring Term in alternate years.

PLS 328. The Challenge of the American Founding. Examines the people, ideas, and institutions foundational to our current republic. Special emphasis is placed on the political theory of two monumental works from this time period: the Federalist Papers and Alexis de Tocqueville's Democracy in America. The tools of constitutional political economy and collective action theory are used to distill principles from the American founding that might guide future attempts to constitute a self-governing society. Prerequisite: a 100-level Political Science course except PLS 160.

PLS 331. International Law and Organizations. Origin, nature, development, structure, and functions of international law and organization. Prerequisite: a 100-level Political Science course except PLS 160.

PLS 335. International Political Economy. An examination of the political and economic forces shaping the international system today, centering on the issue of order vs. justice at the global level and exploring topics such as the changing role of the state, trade competition, technology transfer, aid and debt, the global ecology, revolution and counter-insurgency, and the changing international security (war) system. Prerequisite: a 100-level Political Science course except PLS 160. Offered alternate years.

PLS 337. Field Study of the United Nations, New York. Briefings and senior thesis of the handling of world issues in and through the UN. Prerequisite: a 100-level Political Science course except PLS 160.

PLS 357. Internship. Participation in the operations of a governmental or nongovernmental political agency identified by the student in consultation with the department. Offered on demand.

PLS 359. Social Movements. An examination of theories of movements of protest, reform, and revolution, and of resistance to change. Comparison and contrast of case studies, including movements such as abolition, temperance, civil rights, and environmentalism. Identical to Soc 359. Alternate Fall Terms. Prerequisites: a 100-level Political Science course except PLS 160 or a sociology gateway course.

PIS 360. Special Topics.

PIS 370. Directed Study.

PIS 461. Senior Seminar. Discussion and writing on selected aspects of political science.

PIS 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

PIS 471. Senior Thesis. Supervised individual research and writing.

PIS 499. Comprehensive Evaluation.

Psychology

E. Altermatt, W. Altermatt, Dine Young, Green, Krantz.

Major: Psychology courses – 111; 220; 162 or 164, before the end of the junior year; 231, 233, or 244, before the end of the junior year; 333 or 337; 344 or 346; any other two courses; 401; 462 (culminating experience).

Cognate course – Mat 217; Bio 165 or some other Biology course with an animal emphasis. Total of 9.50 major courses, plus 2 cognates = 11.5.

Comprehensive evaluation, with passing grade.

Minor: Psychology courses – 111; 220; either 162 or 164; one of 231, 233, or 244; one of 333, 337, 344, or 346; one other psychology course. Total of 6 minor courses.

A major in psychology prepares one for immediate entry into graduate studies or applied areas. A minor allows specialized direction in conjunction with another major such as Business or Sociology, or with teaching certification through Education.

Psy 111. Basic Principles of Psychology. Overview of the fundamental processes common to all areas of psychology.

Psy 113. Psychology and Science Fiction. Uses classic and contemporary science fiction films and literature to explore aspects of mental and social life. Will explore issues of artificial intelligence, consciousness and emotion, what it means to be human, and what happens when one is excluded from that category. May include sessions that explore an anthropological approach to this topic.

Psy 160. Special Topics. Open to first-year students only.

Psy 162. Neuropsychology. An investigation of the function of the nervous system, brain, and behavior. Includes laboratory experience. Partially satisfies Natural World LADR. Prerequisite: Bio 161 or 165.

Psy 163. The Individual, Society, and Film. Explores cinematic representations of the interaction between cultural and individual processes (such as personality, cognition, and behavior disorders) in modern society. Additional focus on how film impacts these processes. Partially satisfies the Modern Society LADR.

Psy 164. Sensation and Perception. Investigates the basic processes by which humans gather information about the surrounding world. Considers psychophysical methods and the major senses. Includes laboratory experience. Partially satisfies Natural World LADR.

Psy 201. Qualitative Research Methods. Alternative research methods in psychology will be considered, including interpretive methods, phenomenology, case studies, interview studies, and naturalistic observation. Prerequisites: Psy 111 and Psy 220. .50 unit.

Psy 220. Research Design and Statistics. Consideration of the basic design of psychological research (experimental, correlational, survey, case study, etc.) and the analysis, interpretation and presentation of data. Prerequisites: 111 and Mat 217. Should be completed before junior year.

Psy 231. Personality Theory. Examines the development, structure, and functioning of personality as formulated by various theorists. Reviews research, assessment methods, and clinical applications associated with various theories. Considers psychodynamic, humanistic, trait, and cognitive-behavioral theories. Prerequisite: 111.

Psy 233. Psychology of Gender. Examines psychological theory and research on gender. Addresses societal expectations for women and men, empirical research that supports or fails to support common beliefs about differences between the sexes, and the relationship between gender and many traditional issues in psychology (e.g., parenting, achievement and romantic relationships.) Prerequisite: Psy 111 or GndS 111.

Psy 243. Behavior Disorders. Consideration of the symptoms (diagnosis), antecedents (etiology), and treatment (therapy) of various forms of psychopathology, including anxiety, psychosis, personality disorders, and depression. Prerequisite: 111.

Psy 244. Childhood and Adolescence. Examines the growth and transformation of basic psychological processes from prenatal development through adolescence. Considers inborn mechanisms, physiological growth, cognitive and emotional growth, social development, personality and moral development. Prerequisite: 111.

Psy 250. Psychology of Film. Examines the psychological and rhetorical qualities of film as they apply to filmmakers, audiences, and cinematic texts. An interdisciplinary approach integrates experimental, qualitative, and interpretive research from the domains of psychology, mass communication, film studies, and literary criticism. Identical to Com 250. Prerequisite: 111 or Com 212 or Com 242.

Psy 260. Special Topics.

Psy 307. Directed Study. .50 unit.

Psy 309. Research Practicum. Offers practical experience with important research skills, and detailed knowledge of specialized topics, through participation in a faculty member's ongoing research program. Experiences may include any of: gathering and analyzing information to develop research proposals; study design; data collection; statistical analysis; written and oral presentation of results. Offered every term. Prerequisite: Permission of instructor. .25 unit. May be repeated for credit for a total of four terms.

Psy 332. Counseling and Psychotherapy. Survey of the theoretical and practical concerns involved in helping people with emotional problems, emphasizing both individual and group techniques. Includes a practicum. Prerequisites: 231 and 243.

Psy 333. Cognitive Psychology. Introduction to the higher mental processes, including attention, memory, language, and problem solving. Includes laboratory components and research projects. Prerequisites: 220 and either 162 or 164.

Psy 337. Learning. Examines the basic processes of human and animal learning. Includes a laboratory component and research project. Prerequisites: 220 and either 162 or 164.

Psy 344. Social Psychology. A general examination of how individuals are influenced by the real or imagined presence of other people. Topics include: the self, social perception, stereotyping and prejudice, attitudes, helping, group processes, aggression, and others. Includes empirical and application-oriented projects. Includes laboratory component. Prerequisite: 220.

Psy 346. Adulthood and Aging. Examines psychological changes throughout adulthood, including physiological changes, cognitive and emotional changes, changes in social relationships, and personality. Includes coverage of developmental theories as they apply to adulthood and examines the developmental processes of aging and of death and dying. Includes laboratory component and research project. Prerequisites: 220 or KIP 341.

Psy 357. Internship.

Psy 360. Special Topics.

Psy 370. Directed Study.

Psy 401. Advanced Research. A forum for developing a sensitivity to psychological research ethics, design, and methods (including statistics). Offered Fall Term of senior year. Prerequisites: 220 and senior standing. .50 unit.

Psy 457. Internship.

Psy 462. Research Seminar. A seminar for exploring significant psychological research questions. A laboratory component is scheduled for the design and conduct of student initiated collaborative projects. Culminating Experience in Psychology. Offered Winter Term of senior year. Prerequisite: 401.

Psy 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Psy 471. Senior Thesis.

Psy 499. Comprehensive Evaluation.

Sociology

Crone, Funk, Hadley, Ryle.

Major: Sociology courses – a gateway course*; 320 or PLS 239; 330; 461 or 471 (culminating experience); six others, including at least one social inequality course (228, 318, 338); and courses from at least three of the following four areas: microsociology (333); institutions (115, 225, 315, 334, 335); deviance and law (226, 326, 336); social dynamics (119, 219, 229, 259, 319, 329, 349, 359).

*Any one of the following courses can be used as a gateway or prerequisite course to upper level courses: Soc 161, 163, 164, or 166.

Cognate courses – Mat 217.

Comprehensive evaluation, with passing grade. Total of 10 major courses, plus 1 cognate = 11.

Minor: Sociology courses – *a gateway course; at least one social inequality course (228, 318, 338); any four others, not including 457, 461, or 471. Total of 6 minor courses.

Soc 115. College Microcultures. Examines the culture and structure of a campus as a social environment—misunderstandings in classrooms because of different assumptions in student and faculty cultures; barriers to deep learning; eighteenth century student riots; history of Greek and athletic organizations; evolution of student life; race, class, and gender issues on campus; formal and informal structures; “McDonaldization” of the academe. Intended as first-year seminar.

Soc 119. Globalization. Examines the process, causes, and consequences of globalization with a particular focus on such areas as the expansion of capitalism and its consequences, power and politics, poverty, changes in various kinds of inequalities such as class, race, ethnicity and gender, cultural adaptation and clash of cultures, nationalism, transnationalism, and emerging international social systems, technology, religious change and clash of religions, rising population environment factors such as pollution, depletion and storage of waste, and terrorism. Open to first-year students only. Spring Term.

Soc 160. Special Topics. Open to first-year students only.

Soc 161. Diversity and Difference. An examination of the history of the sociological causes of diversity and difference in societies. Partially satisfies Modern Society LADR. Serves as a gateway course in sociology. Not open to students who have taken Soc 161, 163, 164 or 166.

Soc 163. Order and Change: Sociology. Focuses on the sociological causes and consequences of order and change in societies. Partially satisfies Modern Society LADR. Not open to students who have taken Soc 161, 163, 164 or 166.

Soc 164. Our Social World. Examines links between micro and macro (institutional, national and global) levels of social interaction and the impact of macro level social forces on our everyday lives. Topics include group influence on individuals, socialization; culture, deviance; race, class, and gender inequalities; institutions and organizations; population trends; and social change. Partially satisfies Modern Society LADR. Serves as a gateway course in sociology. Not open to students who have taken Soc 161, 163 or 166.

Soc 166. People in Groups. Explores sociological approaches to the study of group dynamics and their role in understanding phenomenon in contemporary society such as race and ethnicity, the family and other institutions. Partially satisfies the Modern Society LADR. Serves as a gateway course in Sociology. Not open to students who have taken Soc 161, 163 or 164.

Soc 219. Social Problems. Analysis of causes and consequences of and possible solutions to social problems. Issues include such topics as poverty, racial and gender discrimination, crime, population, environment, prostitution, pornography, sexual orientations, and problems of family and work. Prerequisite: a gateway course.

Soc 222. World Ethnographies. Examines vastly different cultures from around the world through the reading and study of ethnography - richly descriptive and analytic accounts of particular cultures. Identical to Anth 222. Prerequisite: Anth 162, or a gateway sociology course. Satisfies Other Cultures LADR.

Soc 225. Sociology of Families. Systems analysis of marriages and families; diversity of family types; mate selection processes; changing functions, structures, and roles; socio-legal issues; elements of healthy and dysfunctional families; break-up and reconstitution; and family policy. Prerequisite: a gateway course or GndS 111.

Soc 228. Sociology of Gender. A comparative study of gender roles. Topics include: origins of gender roles, gender role stereotypes and consequences, androgyny and gender roles, gender roles in developed and developing nations, changing patterns and the future. Prerequisite: a gateway course or GndS 111.

Soc 229. Environmental Sociology. Examines a sociological approach to the environment, including the social construction of nature; how inequality along the lines of race, class and gender affect the distribution of environmental impacts; and the importance of attitudes and behaviors to our interactions with the environment.

Soc 259. Immigration and Transnationalism. Examines how various immigrant groups negotiate cultural landscapes as previous identities conflict with present national loyalties and expectations. Also explores pan-ethnic cultural affiliations in urban America and investigates the impacts of transnational citizens on the home culture. Identical to Anth 259. Prerequisite: Anth 162 or a gateway sociology course.

Soc 260. Special Topics.

Soc 307. Directed Study. .50 unit.

Soc 309. Research Practicum. Offers practical experience with research skills and with detailed knowledge of specialized topics through participation in a faculty member's ongoing research program. Experiences may include assistance with research design, data collection; coding, statistical analysis; qualitative data analysis, or written presentation of results. Offered every term. Prerequisite: permission of instructor. 0.50 unit. May be repeated once.

Soc 315. Political Sociology. An examination of the sociology of power and community at the national and international levels. Identical with PLS 315. Offered alternate Fall terms. Prerequisites: a 100-level Political Science course except PLS 160 or a gateway sociology course.

Soc 318. Race and Ethnic Relations. Historical and global perspectives on racial and ethnic group contacts and conflicts; social psychology of prejudice and discrimination; mechanisms of institutional discrimination; minority group strategies for change. Prerequisite: Either a gateway course or Anth 162.

Soc 319. Urban Sociology. A study of the origin and development of cities throughout the world. Offered alternate years. Prerequisite: a gateway course.

Soc 320. Research Methods and Statistics. Methods of collecting and analyzing social research data. Emphasis on student research participation. Prerequisites: a gateway course and Mat 217.

Soc 326. Juvenile Delinquency. Examination of juvenile crime and the juvenile justice system. Explores the nature and extent of delinquency, theories of delinquency, empirical research on delinquency, and historical and contemporary efforts to control and prevent delinquency. Prerequisites: a gateway course and one other sociology course.

Soc 329. Cultural Adaptation of Native Americans: Plains and Pueblos. Comparison and contrast of the social characteristics and cultural evolution of “plains” and “pueblo” Indians as they adapted to their environments and to the onslaught of whites: includes two-and-a-half-week field trip to the southwest. Offered alternate years during Spring Term. Prerequisite: a sociology gateway course or Anth 162; Soc 318 is recommended. Identical to Anth 329. Satisfies Other Cultures LADR.

Soc 330. Sociological Theory. Historical review, major theorists, major theories, sociological theory today and its application to modern society. Prerequisite: a gateway course.

Soc 333. The Self and Social Interaction. Investigation of the self in social context. Explores processes of interaction and interpersonal influence, social boundaries, and social and institutional impacts on individuals. Prerequisite: a gateway course and one other sociology course.

Soc 334. Sociology of Sport. Sociological theories and concepts are applied in analyzing how sport affects society and how society affects sport. Offered alternate years. Prerequisites: a gateway course and one other sociology course.

Soc 335. Sociology of Religion. Exploration of the influence of religion on society and of society’s impact on religion; examination of internal social and social-psychological processes within religious groups. Offered alternate years. Prerequisite: a gateway course and one other sociology course.

Soc 336. Crime and Corrections. An examination of the criminal justice system; nature and extent of crime; past and present practices used to control crime and deal with criminals. Prerequisites: a gateway course and one other sociology course.

Soc 338. Social Class and Inequality. A study of the causes and consequences of inequality domestically and internationally and predictions for the future. Prerequisites: a gateway course and one other sociology course.

Soc 349. Social Change. Causes and consequences of social change in the United States and at the global level. Topics include: globalization, deindustrialization, technology, population, environment, social movements, revolution, sociological theory, and intentional and unintentional social change. Offered alternate years. Prerequisites: a gateway course and one other sociology course.

Soc 357. Internship. Off-campus supervised field experience of a sociological nature, arranged by the student and subject to the approval of an instructor. Prerequisites: Four sociology courses.

Soc 359. Social Movements. An examination of theories of movements of protest, reform, and revolution, and of resistance to change. Comparison and contrast of case studies, including movements such as abolition, temperance, civil rights, and environmentalism. Identical to PIS 359. Offered alternate Fall Terms. Prerequisites: a 100-level Political Science course except PIS 160 or a sociology gateway course.

Soc 360. Special Topics. Coverage of sociological topics not included in the regular curriculum.

Soc 370. Directed Study. Individual study with a professor on a particular sociological topic, which is agreed to by both the student and professor.

Soc 461. Senior Seminar. A comprehensive, linking analysis of the major areas of Sociology as well as an introduction to new areas of sociological concern. Prerequisites: a sociology gateway course, 320, 330, and senior major status.

Soc 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Soc 471. Senior Thesis. Scientific research methods and techniques applied to study of social phenomena. Prerequisites: 320, 330, 333 and senior standing.

Soc 499. Comprehensive Evaluation.

Spanish

Aguilar-Monsalve, Buckwalter-Arias, Criado, Dollmeyer, Reyes, Santa Cruz, Zullo.

The study of Spanish begins with a two-semester sequence depending on the student's previous experience with the language. Students with more than one year of high school foreign language experience and who wish to continue that same language at Hanover MUST take the placement test administered by the Department of Modern Languages and Culture before enrolling in a language course. Students who have had two years or less of high school Spanish can place into 115, 116, 217, 219 or above 219. Students who have had three years or more of high school Spanish must start at 116 or above depending upon placement test results.

Failure to follow the appropriate sequence may jeopardize receipt of credit.

By-pass credit opportunity: Students who place directly into 219, and who earn a grade of B or better for the course will receive credit for 217 upon application to the Registrar. In order to fulfill the LADR, these students must take an advanced level course after completing 219. Students who place above 219 and who subsequently enroll in an advanced level course and earn a grade of B or better will receive credit for the appropriate prerequisite course upon application to the Registrar. In order to fulfill the LADR, these students must take a second advanced level course; they also have the option of taking 219 for credit if by-pass credit has not already been awarded.

Major: Spanish courses – 227 or 228; 230 or 231; 319; 320; one course in peninsular culture/literature (327, 328, 329, or 436); one course in Spanish American culture/literature (333, 334, 337, 437, 439); 457 or 471 (culminating experience); two others, not including 115, 116, 217, 218, 219. Students must take at least one 400-level course.

Comprehensive evaluation, with passing grade. Total of 9 major courses.

Minor: Spanish courses – 227 or 228; one of 230 (preferred), 327, 328, or 329; one of 231 (preferred), 333, 334, or 337; 320; two others not including 115, 116, 217, 218, 219. Total of 6 minor courses.

Majors and minors are encouraged to participate in an off-campus study program in a Spanish-speaking area if at all possible.

Spa 115. Beginning Spanish I. An introduction to basic modes of communication in the target language. Emphasis is on everyday language while developing speaking, listening, reading and writing as well as introducing culture(s) of the target language.

Spa 116. Beginning Spanish II. A continuation of Spanish 115. Prerequisite: Spa 115 or placement into 116.

Spa 160. Special Topics.

Spa 217. Intermediate Spanish I: The Spanish Speaking World. Students develop increasingly complex skills such as communicating in Spanish and understanding Spanish texts while studying and discussing social and cultural topics. Students study such essential dimensions of the Spanish speaking world as: geography and development, environmental challenges and solutions, population and demographic changes and challenges, ethnic diversity. Prerequisite: Spa 116 or placement into 217.

Spa 219. Intermediate Spanish II: “Hispanics” in the U.S. Students examine the history of the Hispanic/Latino presence within the United States and the intercultural connection created by this diversity. Through a variety of readings they will mainly consider the unique histories of Mexican-Americans, Cuban-Americans and Puerto Ricans, and discuss the various formulations of identity for Hispanics/Latinos. As they strive to articulate the nature of cultural identity in the United States, they will explore the contributions of different ethnic groups as well as the challenges that cultural differences often provoke. Prerequisite: Spa 217 or placement into 219. Not open to students with prior credit in Spa 227 or 228. Satisfies Other Cultures LADR.

Spa 227. Off-Campus Spanish Conversation and Culture. An immersion experience in a Spanish-speaking country. Focus is on many aspects of the culture of the particular country and oral expression in order to facilitate daily life functions, greater intercultural understanding and effective interactions. Offered spring term. Prerequisite: Spa 219 or placement above 219 and permission of the instructor. May be repeated once for credit. After taking Spa 227, Spa 228 cannot be taken for credit.

Spa 228. On-Campus Spanish Conversation in a Contemporary Context. Intensive work in oral expression, focusing on practical situations and contemporary issues, by means of a variety of texts. Prerequisite: Spa 219 or placement above 219 or permission of the instructor. May precede Spa 227, but may not be taken after 227.

Spa 230. Spanish Culture and Civilization. Reading, discussion and presentation of the social, economic, geographic, and political structure of contemporary Spain, as well as a study of the country’s history and artistic expression through the centuries. Prerequisite: Spa 227 or 228 or permission of instructor.

Spa 231. Spanish American Culture and Civilization. Reading, discussion and presentation of the social, economic, geographic, and political structure of contemporary Spanish America, as well as a study of the area’s history and artistic expression through the centuries. Prerequisite: Spa 227 or 228 or permission of instructor.

Spa 260. Special Topics. Not recommended if student has prior credit in Spa 320. Prerequisite: Spa 219.

Spa 307. Directed Study. .50 unit.

Spa 319. Stylistics and Composition. An intensive study and written application of the intricate details of grammar necessary for advanced students. Prerequisite: Spa 227 or 228.

Spa 320. Introduction to Literature in Spanish. An introduction to the literary genres of prose fiction, poetry, and drama, using as example readings from both Spanish and Spanish American literature. The student will learn the terminology used in discussion of the respective genres as well as critical methods of approach. Prerequisite: Spa 227, 228, 230 or 231. Although only 1 of these courses is required, it is recommended that students take 2 of these courses before enrolling in 320 if at all possible.

Spa 320 is a prerequisite for all courses above 320.

Spa 321. Latin American Film. Advanced course in Spanish that provides a visual context to the study of culture, history and society of Latin America. Prerequisite: Spa 320. Counts toward Film Studies minor.

Spa 322. Reading Spanish Film. This course explores several cultural themes that are prevalent in Spain and in the world at large, such as women and gender, immigration, collective memory, modernity, and globalization. Spanish films are examined in connection with the social, political, and historical context. Prerequisite: Spa 320. Counts toward Film Studies minor.

Spa 327. Studies in the Cultures of Spain. A study of selected topics related to the cultures of Spain using cultural narratives present in a wide variety of expressive forms. Content may vary. May be repeated for credit with permission of instructor. Prerequisite: Spa 320.

Spa 328. Contemporary Spain. This course introduces students to contemporary Spanish history, politics, and culture through the analysis of a selection of texts. Prerequisite: Spa 320.

Spa 329. Women and Gender in Spain. This course introduces important female authors and artists from the Middle Ages to the 21st century from both within and outside the Spanish Canon, focusing especially on the authors' response to their political, social, and cultural context. Students will learn about Spanish culture and society through the lens of women's experiences and struggles for social justice. Prerequisite: Spa 320.

Spa 333. The Development of Spanish-American Literature. A study of the Spanish chroniclers of the period of discovery and conquest, selected works of the colonial period and representative writings of the 19th and early 20th centuries.

Spa 334. Themes in Contemporary Spanish-American Literature. A survey of contemporary topics such as national identity, gender relations, political action, and indigenous movements in Spanish-American prose, poetry, theater, and film from Modernism to the present.

Spa 337. Studies in Latin American Literature and Culture. A study of selected topics related to literature and culture of Latin America. Content may vary. May be repeated for credit with permission of instructor.

Spa 357. Internship. Off-campus supervised experience in Spanish.

Spa 360. Special Topics. Prerequisite: Spa 320.

Spa 370. Directed Study. Prerequisite: Spa 320.

Spa 436. Spain during the Middle Ages and Golden Age. A variety of historical documents, literary texts and artistic manifestations will be analyzed to understand a society that produced heroes, saints, rogues, pilgrims and inquisitors. Concepts such as diversity (religious, cultural, ethnic), nationalism, empire, honor, myth and deceit will be explored. Prerequisites: Spa 320 and one additional course above 320.

Spa 437. Seminar in Latin American Studies. A critical inquiry into an important sub-field in Latin American literary and cultural criticism. Prerequisite: Spa 320 and one additional 300 level literature course in Spanish above 320.

Spa 439. The Clash of Cultures. A survey of texts detailing the indigenous experience during the process of cultural hybridization brought about by Spanish colonization of the Caribbean, Mesoamerica, and the Andes in the fifteenth and sixteenth centuries. Texts and authors may include the Popul Vuh, Fray Bartolomé de las Casas, Guaman Poma de Ayala, Netzahualcoyotl, Colón, Díaz del Castillo, and the Inca Garcilaso de la Vega. Prerequisite: Spa 320 and one additional 300-level literature course in Spanish above 320. Satisfies Other Cultures LADR.

Spa 457. Academic Internship as the Culminating Experience.

Spa 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

Spa 471. Senior Thesis. Each student will choose a topic, carry out the research and write an extensive paper in Spanish.

Spa 499. Comprehensive Evaluation.

Theatre

Fearnow, Hildebrand, Prince, Stark.

Major: Theatre courses – Nine, including 121, 131, 331, 334, 471 (culminating experience), and four theatre electives. Two courses in dramatic literature, which may include Thr 311, Thr 312 and Thr 348, or any of the following cognate courses: Eng 245, 334, 336, 348, 356, Cla 232, Lat 322, or other dramatic literature courses by petition.

Comprehensive evaluation, with grade of C or better. Total of 11 major courses.

Minor: Theatre courses – 7 courses (6 units), including 121, 131, 201 twice (.5 unit each for a total of 1 unit), 331, 334; and one from 211, 232, 233, 248, 311, 312, 332, 345, 346, or 348. Total of 7 courses (6 units).

Thr 049. Theatre Participation. Students may participate in departmental productions or other projects as assigned. 0.25 unit. May be repeated for up to 1 unit. Not open to Theatre majors.

Thr 114. Introduction to the Theatre. The processes by which theatre artists from Ancient Greece to the present have transformed dramatic literature into stage reality.

Thr 115. Film as Art. A study of film in which students learn to evaluate films, recognize cinematic techniques, write critically about films, and identify various film genres.

Thr 121. Elements of Stagecraft. Theory and practice of the technical elements of theatre production.

Thr 131. Acting: Psychology and Technique. An introduction to the art and techniques of acting, including theory and practice in creating a plausible performance, active performance with others, and awareness and control of the body and voice. The course is studio-based, encompassing warm-ups and exercises, scene analysis, and performance of monologues and scenes. With permission of instructor.

Thr 160. Special Topics.

Thr 201. Theatre Practicum. Practical experience in the technical crafts of theatre. .50 unit. May be repeated once for credit.

Thr 211. Styles in Acting. Students will rehearse and perform scenes from dramatic literature chosen for variety in historical period and theatrical style. Emphasis on script analysis and “ism” theories, to inform physical and vocal techniques for performance. Prerequisite: Thr 131.

Thr 215. World Cinema. Screening, analysis and comparison of films from Asia, Africa, the Middle East and Latin America along with some European and North American films. Satisfies the Other Cultures LADR. Spring Term. May count towards the major in Theatre.

Thr 232. Theatrical Design. Creative exploration of the design elements in theatre production. May be repeated for additional credit with permission of instructor.

Thr 233. Voice & Movement for the Stage. A studio course for the actor in the fundamentals of training and achieving an expressive voice and body. Students explore many exercises and activities that lead to deeper self-awareness and control over their vocal and physical instrument, and to remedy poor habits that may be limiting their full range of vocal and physical expressiveness in the portrayal of emotions and characters on the stage. Participants will be encouraged to develop a personal regimen for continuing growth in their vocal and physical skills after the course is done. Offered alternate years.

Thr 248. Acting and Stage Combat. Principles of safety and theatrical effectiveness in physical expression. Techniques addressed include unarmed combat, falls and rapier/dagger work. Emphasis on physical acting skills, and development of sound rehearsal processes. Offered alternate years. Prerequisites: 131.

Thr 260. Special Topics.

Thr 307. Directed Study. .50 unit.

Thr 309. Stage Management Seminar. The course is an intensive mentoring process for students who assume stage management duties for departmental productions. Emphasis on best practices for organization, communication, practical techniques and portfolio development. Elective. 0.5 unit. Prerequisite: Thr 121 and permission of instructor.

Thr 311. Nonwestern Theatre. A survey of plays and theatrical performance traditions of Africa, Asia, the Middle East, the Caribbean, Latin America and Indigenous peoples. Satisfies the Other Cultures LADR.

Thr 312. Western Drama: Greeks to Realism. Survey of foundational plays of the western theatre tradition, from the classical Greeks to the dawn of Realism and the modern era. Includes plays by Aeschylus, Sophocles, Euripides, and Aristophanes; Rome’s Seneca and Plautus; and representative work from the Medievals, Elizabethans (other than Shakespeare), the French and the Spanish classicists; the English Restoration and the 18th-century; and concludes with Romanticism and Goethe’s Faust. Offered alternate years.

Thr 322. Monologue and Solo Performance. Students will develop a portfolio of monologues suitable for audition use, and will explore the field of solo performance in longer texts. Emphasis on script analysis and refinement of technique for acting in contemporary styles. Prerequisite: 131

Thr 331. Directing for the Stage. Theory and practice; student direction of two scenes of different styles for rehearsal/performance, and a one-act play for public performance. Prerequisites: 121, 131 and permission of the instructor.

Thr 332. Contemporary Theatre. Theatre and its role in the world today. With permission of instructor. May be repeated for credit.

Thr 334. Theatre History. History and development of theatre as an art form from the Greeks to the modern.

Thr 343. Screenwriting. Writing for narrative film. Emphasis on structure, character development, meaning and professional format.

Thr 345. Playwriting. Theory and practice. Beginning with a basis in dramatic structure derived from Aristotle's Poetics, students will write four short plays and produce a revision. Plays are read aloud in a workshop setting and then responded to by other playwrights and the instructor in structured feedback sessions. Emphasis is upon sustained action, character development, and creating in dialogue.

Thr 346. Advanced Playwriting. Builds upon the knowledge and skills gained in 345, now applied to writing a full-length play. Focus on structure and pacing, point of attack, and character development in plays one hour or more in length. Workshop method, with readings and feedback from peers and instructor. Each student will write at least one full-length play and the course culminates in a public reading of student work. Prerequisite: 345.

Thr 348. Shakespeare in England. Selected plays of Shakespeare in performance, together with the cultural settings from which they emerged. Identical to Eng 348. Offered in Stratford-upon-Avon in Spring Term alternate years. Permission of the instructor is required.

Thr 349. Advanced Stage Combat. Students will practice advanced techniques for physical acting, with emphasis on safety and clarity of nonverbal expression, with script analysis and rehearsal processes. Students may have the opportunity to test for credentials with The Society of American Fight Directors. Prerequisite: 248

Thr 360. Special Topics.

Thr 370. Directed Study.

Thr 457. Internship. Entry-level off-campus experience with an established commercial or LORT theatre, arranged by senior-level student and approved by theatre faculty. Prerequisites: Senior major status and consent of adviser.

Thr 471. Senior Thesis. A substantial, independently conceived artistic or scholarly project, carried out with the guidance of a faculty advisor. Projects may be in such areas as playwriting, acting, directing, dramaturgy, design, technology, theatre education, scholarship, arts administration, or other fields. Prerequisite: Senior major standing.

Thr 499. Comprehensive Evaluation.

Theological Studies

Cassel, Duffy, Hughes, Patterson, Yeager.

Major: Theological Studies courses – 10, including one of 161, 162, 163, 164, 165, 166, 167, 168 or 169; one in Biblical studies, one in contemporary theology, one in ethics, one in historical theology, 412 (culminating experience); any four others, 200 level or above.

Comprehensive evaluation, with passing grade of D- or better.

Total of 10 courses (10 course units).

Minor: Theological Studies courses – completion of ThS 16x (excluding 160) and four additional courses in the department.

Total of 5 courses (5 course units).

Of the courses listed below, 337, 354, 355, 356, and 358 will fulfill Biblical studies requirements; 325 and 344 will fulfill contemporary theology requirements; 322 and 326 will fulfill ethics requirements; 331, 332 and 337 will fulfill historical theology requirements. (337 will fulfill either the Biblical studies or the historical theology requirement but not both.) From year to year, selected Special Topics courses (260, 360) will be designated as fulfilling specific area requirements; see department advisers for current information.

ThS 160. Special Topics.

ThS 161. Theology and the Human Condition. Central issues in theology will be raised by asking: What is a human being? What does it mean to be human? Various answers to these questions and the theological frameworks that support them will be examined. In combination with a Philosophy course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level theological studies courses. Must be completed by the end of the sophomore year. Meets the major requirement for an introductory course.

ThS 162. Theology and the Arts. Central issues in theology will be raised by examining various works of art such as literature, music, drama, film, sculpture, or painting. Various specific framings of and answers to the issues that the works of art offer will be evaluated. Not open to students who have credit in 100-level theological studies courses. In combination with a Philosophy course from the approved list, this course satisfies the Examined Life LADR. Must be completed by the end of the sophomore year. Meets the major requirement for an introductory course.

ThS 163. Theological Issues and Classic Texts. Study of central issues in theology through an examination of classic theological texts such as those found in the Bible, Augustine's Confessions, and Calvin's Institutes. An examination of these texts will allow students to study and to analyze several clearly developed and well-known theological perspectives. In combination with a Philosophy course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level theological studies courses. Must be completed by the end of the sophomore year. Meets the major requirement for an introductory course.

ThS 164. Theological Perspectives on Nature. Study of central issues in theology through an examination of various concepts of nature, such as those found in the Bible, Origen, Irenaeus, Augustine, and St. Francis. Each concept of nature says something different not just about the natural world, but also about what it means to be human and what our relationship with and responsibility for the natural world should be. In combination with a Philosophy course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level theological studies courses. Must be completed by the end of the sophomore year. Meets the major requirement for an introductory course.

ThS 165. Theology and Ethics. Focuses on topics and texts in ethics and raises questions everyone struggles with throughout life. What is the good life? What does it mean to be a good person? How do we know what the good is? What is the nature of the good? In combination with a Philosophy course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level theological studies courses. Must be completed by the end of the sophomore year. Meets the major requirement for an introductory course.

ThS 166. Theological Perspectives on Bodies. Study of central issues in theology through an examination of various perspectives on the meaning of the human body and embodiment. Questions that may be addressed: What does it mean to be embodied? What is the relationship between spirit and body? How do societies interpret bodies? What role do race, gender, sexuality and ability play in these interpretations? How do our actions and our beliefs serve to harm or care for bodies? What happens to the body when we die? In combination with a Philosophy course from the approved list, this course satisfied the Examined Life LADR. Not open to students who have credit in a 100- level theological studies course. Must be completed by the end of the sophomore year. Meets the major requirement for an introductory course.

ThS 167: Foundational Issues in Theology. Addresses some of the fundamental issues in theology. Students critically reflect on various metaphysical, epistemological, and ethical positions and identify the one they find most reasonable. At the end of the course, they will bring together their positions and construct a coherent theological position. In combination with a Philosophy course from the approved list, this course satisfies the Examined Life LADR. Not open to students who have credit in 100-level theological studies courses. Must be completed by the end of the sophomore year. Meets the major requirement for an introductory course.

ThS 168. Theology and the Environment. Central issues in theology will be studied through an examination of various concepts of the physical world, such as those found in the Bible and Augustine. Each concept says something different not just about the natural world, but also about what it means to be human, and what our relationship with and responsibility for the natural world should be. This course is stacked with Phi 168 and therefore must be taken in the same term. Both together satisfy the Examined Life LADR. It meets for two hours a day, 3-4 days a week. Open to first and second year students who do not have credit in 100-level theological studies courses or 100-level philosophy courses. Must be completed by the end of the sophomore year.

ThS 169. Theology: Arts, Music and Media. Central issues will be raised by examining various works of art from genres such as literature, music, drama, film, sculpture or painting. Various specific framings of and answers to the issues that the works of art offer will be evaluated. This course is linked with Phi 169 and therefore must be taken in the same academic year as Phi 169. Both courses together satisfy the Examined Life LADR. Not open to students who have credit in 100-theological studies courses. Must be completed by the end of the sophomore year.

All of the following courses have as prerequisite the completion of one of 161, 162, 163, 164, 165, 166, 167, 168 or 169.

ThS 223. Religious Autobiography. This course will reflect on the role of autobiography in communicating religious identity and will investigate how religious belief and practice intersect with race, ethnicity, gender and sexuality. Throughout the semester we will examine experience as a source of religious knowledge and authority. Students will critically reflect on numerous religious autobiographies as well as write portions of their own autobiographical story.

ThS 260. Special Topics.

ThS 307. Directed Study. .50 unit.

ThS 321. Gender, Sex, and Family in Judeo-Christian Tradition. This course will examine how believers within the Judeo-Christian tradition have defined, negotiated and debated gender, sexuality, and family roles. We will investigate interpretations of sacred texts, theological conversations, historical shifts and ritual life in Judaism, Catholicism, Protestantism and Mormonism.

ThS 322. Christian Calling. An examination of the idea that God calls human beings to certain ways of living, some of which are universal and some of which are as particular as persons are unique.

ThS 325. Contemporary Theology. A study of some recent developments in Protestant and Catholic theology. Offered alternate years.

ThS 326. Sexual Ethics and the Christian Tradition. A study of many of the issues in the field of sexual ethics, especially as these have been and continue to be shaped by the history and doctrine of Christianity.

ThS 331. Religion in America. This course focuses on the religious history of America from before the creation of the United States up through the present day. It will explore the beliefs and practices of America's religious minorities and those of the Christian majority. As we examine various religious faiths, we will investigate what members of each tradition believe, how they practice their faith and what their experience of America was and is.

ThS 332. History of Christianity. This course is designed to introduce students to the genesis and spread of Christianity as a global religion. It will focus on internal divisions within the Christian community with an emphasis on debates over orthodoxy and heresy. It will also address Christian encounters with "the other" (other religious traditions, other cultural groups) as it spread its message as a missionary religion.

ThS 335. Christianity and Contemporary Culture. An investigation into the possible correlation of Christian theology with selected aspects (political, scientific, philosophical) of postmodern world views. Offered alternate years.

ThS 337. The History of Biblical Interpretation. An examination of the history and development of the interpretation of biblical texts with particular emphasis on the interpretive principles and theological issues brought to bear on specific biblical passages by Jewish and Christian scholars. Will meet the major requirement in either historical theology or the Bible but not both.

ThS 338. Faith in Fantasy and Fiction. An exploration of the way in which authors such as C.S. Lewis, J.R.R. Tolkien, Charles Williams, and John Updike address important issues of faith in their fiction.

ThS 339. An Odyssey to the Holy Land. A study of the geography and history of the Holy Lands with particular attention given to areas within Israel and other Mediterranean countries associated with major biblical figures and events. Satisfies Other Cultures LADR.

ThS 341. Early Christianity in Italy. An off-campus course in Italy focusing on the development of Christianity in Italy from the apostolic times through the Renaissance with particular attention to religious figures, religious art and architecture, and religious movements.

ThS 344. Emerging Theologies. A study of emerging themes in theological study, focusing on those which are expected to become influential in a postmodern world.

ThS 354. Sages and Seers: Studies in Israel's Wisdom and Prophetic Traditions. A class focusing on various issues which occur in Israel's wisdom and prophetic literature, with particular attention to the emotional and intellectual aspects of Israel's faith.

ThS 355. Jesus of Nazareth. A seminar focusing on Jesus' life and ministry. Themes and topics vary from semester to semester.

ThS 356. Paul and the Church's Struggle to Survive. An investigation of the life, theology and mission of the apostle Paul, emphasizing his influence on Christianity during its first turbulent years.

ThS 357. Internship.

ThS 358. Geography of the Holy Lands. A survey of the history, culture, topography, and development of societies in the Middle East from the Neolithic period through the present, with particular emphasis on explaining the relationship between the sociogeographical history of the area and the biblical narrative. Satisfies Other Cultures LADR.

ThS 360. Special Topics.

ThS 370. Directed Study.

ThS 412. Theological Studies Seminar. Integration of the various components of the major and exploration of advanced methods in theological studies. Culminating experience in theological studies. Prerequisite: senior standing.

ThS 465. Capstone Seminar. Course content will reflect the topic for the annual Capstone. Open to all juniors and seniors and may be repeated once for credit. Students may enroll in only one Capstone seminar in a given term.

ThS 471. Senior Thesis. Open to majors.

ThS 499. Comprehensive Evaluation.

World Religions

Buchman, Carrell, Patterson

Minor: This minor requires 5 of the following courses. At least four of the five courses must be at the 200-level or above, with no more than three courses in any single discipline. Students are strongly encouraged to take courses in several religious traditions. We encourage students to petition SAAC with other courses, including special topics courses related to religion and languages substantially linked to religious traditions.

Anth 232: Native North American Cultures

Anth 311: World of Islam

Anth 316: Comparative Spiritual Traditions

Anth 333: Magic, Witchcraft and Religion

Cla 100: Mythology

His 346: Reformation

Hist 367: China and Christianity

Phi 221: Philosophy of Religion

Phi 222: Classical Indian Philosophy

Phi 226: Medieval Philosophy

Phi 241: Prana, Qi and Ki

Phi 244: Taoism and Zen Buddhism

Phi 322: Classical Chinese Philosophy

Phi 337: Utopias and Intentional Communities

Soc 335: Sociology of Religion

ThS 325: Contemporary Theology

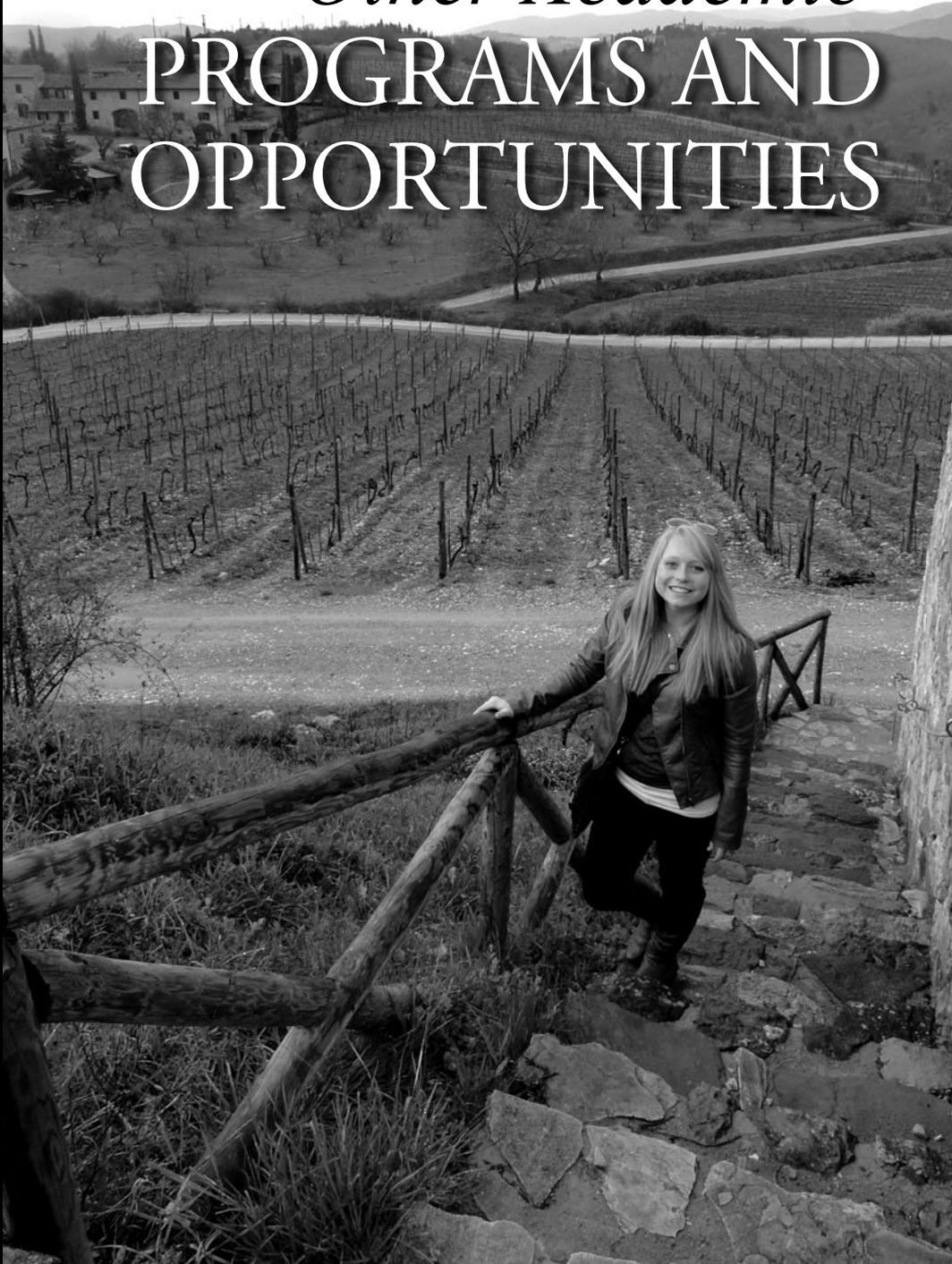
ThS 331: Religion in America

ThS 332: History of Christianity

ThS 354: Sages and Seers: Studies in Israel's Wisdom and Prophetic Traditions

ThS 355: Jesus Of Nazareth

Other Academic
PROGRAMS AND
OPPORTUNITIES



OFF-CAMPUS STUDY OPPORTUNITIES

Hanover College strongly encourages its students to pursue their studies, interests, and goals beyond the campus. Through Off-Campus Study students can expand their academic, intellectual, and human horizons, gain invaluable experience, and distinguish their college and professional careers. Currently there are four ways that Hanover students can study off-campus: enrollment in 1) a regularly scheduled off-campus Spring Term course, 2) an Affiliated Study Abroad Program, 3) an individually arranged non-affiliated off-campus study program or 4) an Academic Internship (see page 146).

1. Spring Term Off-Campus Courses

As part of the Hanover curriculum, many departments offer courses during the Spring Term which afford students the opportunity of studying for some or all of the term at various domestic and foreign sites. In recent years, students have traveled to Asia, Europe, Latin America, and the Middle East, as well as to Washington, D.C., New York City, the Southwest, and other locations in the United States. These courses are open to all students who are in academic good standing and who are able to meet the prerequisites of the course. There are additional fees associated with enrollment in these courses but participating students may be eligible for refunds for board during their time away from campus. Students who ordinarily take their meals at the Campus Center will receive a refund for each consecutive seven days away from campus for the entire term. Students who reside in fraternity or sorority houses should contact the appropriate chapter officers regarding refunds. Eligible students can apply for competitive Spring Term Scholarships to help defray part of the travel costs involved in an off-campus course.

2. Affiliated Study Abroad Programs

Hanover College's Study Abroad Program currently offers seven options. Each allows Hanover students to spend a semester abroad taking courses that can be counted toward a Hanover College degree. Participants in the College's affiliated study abroad programs pay regular Hanover tuition and room fees. In most cases students will receive 100 percent of their scholarship money and any other financial aid as well as a \$500 travel scholarship. Board fees will be waived and all food costs will be paid for out of pocket by the student at the study abroad location. Visit the Study Abroad Office for detailed information about affiliated study abroad programs.

Study abroad programs are coordinated through the Study Abroad Office, located in Lynn Hall. Students planning to study abroad should begin the process by meeting with the Director of Study Abroad in Lynn Hall to discuss the goals of their study abroad experience and obtain the necessary application materials. This meeting is followed by planning sessions with the faculty advisor and the Registrar's Office to ensure that all Liberal Arts Degree Requirements, major, and graduation requirements will be met in a timely fashion. Approval for participation in affiliated Hanover programs is granted after screening and selection processes are complete. In some cases, consultations with the Financial Aid Office may also be necessary; students seeking teacher certification, pre-med students, and Business Scholars should meet with the appropriate member of their program. Hanover institutional scholarships can only apply to one semester off-campus program, be that an affiliated study abroad program or one of the affiliated city semester internship programs. Questions about financial aid can be addressed to both the Office of Financial Aid and the Office of Study Abroad. Completed application forms have to be returned to the Study Abroad Office for approval.

- A. The Program in European Culture and Society (PECS) at the Katholieke Universiteit (Leuven, Belgium).** Established in 1425, the Katholieke Universiteit (KU Leuven) is Belgium's largest university and the oldest Catholic university in the world. KU-Leuven has a reputation for distinctive scholarship with an international flavor. PECS offers courses taught in English in nine academic areas: Business/Economics, Anthropology, History, Languages, English and Literature, Philosophy, Political Science, Psychology, and Religious Studies. Applicants to PECS must have completed their second year of university-level study and be in good academic standing with a cumulative grade point average of 3.0 or higher.
- B. The Universidad de Castilla-La Mancha (Ciudad Real, Spain).** Located in a small city approximately 200 kilometers south of Madrid, the Universidad de Castilla-La Mancha (UCLM) is part of a multi-campus system established in 1985. Ciudad Real itself is relatively untouched by international influences and offers a unique environment that will allow Hanover students to experience life in a typical Spanish community. Students who participate in this exchange program take courses taught in Spanish and it is particularly appropriate for Spanish language majors. Applicants must have a solid preparation in Spanish evidenced by grades, a proficiency exam, and recommendations from the Spanish faculty.
- C. The Universidad del Valle de Atemajac (Guadalajara, Mexico).** The Universidad del Valle de Atemajac (UNIVA) is located in a large, vibrant city 300 miles west of Mexico City. It is a relatively young, private university with programs in business, communication, computer science, Spanish, psychology, and graphic arts, among others. Classes are taught in Spanish and students live with host families, both of which contribute to an excellent cultural and educational experience. Applicants must have a solid preparation in Spanish evidenced by grades, a proficiency exam, and recommendations from the Spanish faculty.
- D. Philipps Universität (Marburg, Germany).** Also known as the University of Marburg, Philipps Universität is located in one of Central Germany's historic cities. Marburg's medieval charm and close association with the University make it especially attractive to students, German and international alike, who seek a genuine atmosphere of learning in a town representative of life in modern Germany. The University offers courses that will appeal to a wide variety of Hanover students, all taught in German. Applicants must therefore have a solid preparation in German evidenced by grades, a proficiency test, and recommendations from the German faculty. Philipps Universität also offers a program in English, the International Undergraduate Study Program (IUSP), in which students take an intensive German class followed by a semester of academic courses taught in English.
- E. The University of Wollongong (Wollongong, Australia).** Located on Australia's east coast an hour south of Sydney, the University of Wollongong lies on the forested lower slopes of Mount Keira. Both the University and the city of Wollongong are rich in cultural diversity. The University offers a wide variety of educational opportunities, many of which take advantage of Australia's unique location. These include courses relating to Aboriginal culture, history, and society, as well as courses in various disciplines that feature an approach from Down Under. Students can also take advantage of field trips and short-term programs organized by environmental and student organizations. Applicants should have a minimum cumulative grade point average of 2.8.

- F. Boğaziçi University (Istanbul, Turkey).** Boğaziçi University (BU) was founded by Americans as Roberts College in 1863, and its American roots are reflected in the appearance of the beautiful campus. One of Turkey's premier universities, Boğaziçi overlooks the Bosphorus Straits from a residential and retail community six miles from the center of Istanbul, a large city rich in history and culture that straddles the border between Europe and Asia. Courses are taught in English and cover a wide range of the liberal arts and the sciences, offering unusual opportunities to Hanover students. The University attracts a large number of international students, ensuring a rich cultural and intellectual experience. Students must have a minimum cumulative GPA of 2.5 to participate.
- G. Université François Rabelais de Tours (Tours, France).** The Université François Rabelais is located in Tours, a city in the Loire valley that is about an hour from Paris by the fast train. It is a city rich in history and culture with beautifully preserved medieval neighborhoods that blend with the city's modern developments. Participants take courses at the University through the UFR des Lettres, the largest unit of the university, with courses in Literature, Business, History, Civilization, and Communication. Students may also register for courses focused on increasing their proficiency in French written and oral expression. Applicants must have excellent French language skills, a proficiency test and recommendations from the French faculty. It is highly recommended that applicants have a 3.0 cumulative GPA and a 3.0 GPA in French courses.

3. Affiliated City Semester Internship Programs

Students may opt to participate in one semester-long off-campus internship program in lieu of study abroad. Successful students earn four to five units of course credit through their internship, coursework, and other program requirements. Hanover College bills students for the program's tuition plus a \$500 fee, and students are eligible for Hanover College financial aid. If scheduling permits, students studying during Winter/Spring term may choose to return to Hanover for a Spring term class. Students will be charged additional tuition per unit, along with room and board. (See "Academic Internships" and "BSP 357" for information about Hanover-supervised internships bearing academic credit.)

As there is a cap on the number of students who are approved each year to attend these internship programs, students must apply through the Career Center, which coordinates the programs. Students should begin the application process at least a year in advance by meeting with staff of the Career Center, located on the top floor of the Campus Center, to discuss options and to receive an application packet. Approval for participation in these programs is required both from the College and from the individual program.

The affiliated programs include:

- A. The Chicago Programs (Chicago, Illinois).** Three semester-long urban experiential internship/study programs in Chicago are available: arts; urban studies; and business, entrepreneurship and society. The Chicago Programs' curriculum enables students to earn a full semester's load through four single-unit components. These include a two-day per week internship, a discipline-specific seminar course, an interdisciplinary core course, and a scholarly or creative senior thesis project in an area of their interest.

The program staff has contacts with more than 350 internship sites in a wide range of fields and arranges both a host internship site and an apartment for its students. Applicants must have a minimum 2.5 cumulative grade point average. For more information about the program, please see www.acm.edu/chicago.

- B. The Philadelphia Center (Philadelphia, Pennsylvania).** Featuring over 800 field placements in a wide array of career fields from arts to zoology, the Philadelphia

Center provides opportunities for professional exploration, intellectual development, independent living and personal growth – in one of America’s largest and most dynamic cities. Students work four days a week in a well-supervised internship, take an elective course and participate in a city seminar which incorporates the urban environment as resource and subject. Students develop self-reliance by living independently, learning to thrive in a new environment. Those attending in Winter term may arrange with the program to earn a fifth credit to make up for the possible loss of a spring term credit at Hanover. Applicants must have a minimum 2.5 cumulative grade point average. For more information about the program, please see www.tpc.edu.

- C. The Washington Center for Internships and Academic Seminars (Washington, D.C.)** As the seat of American government, Washington, D.C., is a natural setting for political study. The Washington area also offers opportunities in the areas of international affairs, media, business, science, and more. The Center helps students to develop a program that includes a four-day per week internship in their specific area of interest, a related academic elective, and a portfolio documenting and summarizing the experience. The Center also arranges breakfast meetings with members of Congress, lectures by distinguished leaders, and tours and topical discussion opportunities. Students attending in Winter term may arrange with the program to earn a fifth credit to make up for the possible loss of a spring term credit at Hanover. Applicants must have a minimum 2.75 cumulative grade point average. For more information about the program, please see www.twc.edu.

4. Individually Arranged Non-Affiliated Off-Campus Programs

Recognizing that individual students may have interests which lead them in directions distinct from those of the affiliated programs, Hanover College also assists students in gathering information about other programs which might best meet their needs and in developing a course of study. Students desiring to enroll in an individualized program must have their programs approved in advance. While students will be considered withdrawn from Hanover College during the term they study at a non-affiliated program, they will not need to apply for readmission to the College upon returning from their off-campus study experience. Extensive information about non-affiliated study abroad programs is available in the Study Abroad Office. Information concerning non-affiliated academic internship programs is available in the Career Center.

TRANSFER OF CREDIT

Designated courses offered within an Affiliated Off-Campus Program will automatically be accepted for Hanover College credit and grades earned in these courses will be included in the computation of a student’s Hanover College grade point average and the determination of graduation and academic honors.

Credit earned for course work undertaken in an individually arranged non-affiliated off-campus program, when supported by an appropriate transcript, is eligible for transfer to Hanover (see the section on Transfer Credit). Grades earned at such programs will not be included in the computation of a student’s Hanover College grade point average. In general, credit is awarded if the program meets the following criteria: (a) is sponsored by a regionally accredited college, university, or a group of colleges within the United States; (b) pursues objectives which are primarily academic in nature; (c) provides a program of instruction compatible with the generally existing curricula found in U.S. colleges and universities; (d) provides a transcript of achievement for each student recorded in terms compatible with policies and practices generally in effect among U.S. collegiate registrars; and (e) provides the student a degree of supervision and counseling services such that a meaningful educational program may be pursued.

Students who enroll directly in a foreign university where the designations of credit and quality of achievement may be different from those in the United States, should provide the College with all pertinent information on which an evaluation may be based. Credit earned for course work undertaken in such institutions may be eligible for transfer to Hanover upon receipt of a transcript from an accredited institution or upon recommendation by the Dean of the College on the basis of departmental evaluations of the work done abroad. Grades earned for such credits will not transfer to Hanover College.

FINANCIAL REQUIREMENTS

Financial requirements for off-campus study opportunities vary depending on the type of program in which a student wishes to enroll. Faculty teaching Spring Term off-campus courses normally set additional course fees, which are over and above the normal tuition fees for the semester. Participants in the College's affiliated study abroad programs pay regular Hanover tuition and room fees. Most students will receive 100 percent of their scholarship money and any other financial aid as well as a \$500 travel scholarship. Board fees will be waived and all food costs will be paid for out of pocket by the student at the study abroad location. If a student enrolls in a non-affiliated study abroad program, he or she must pay that institution's program fees, and will not receive any Hanover College scholarship money. Students should contact the Study Abroad Office for information about the financial requirements of the specific off-campus program in which the student is interested.

THE FUND FOR OFF-CAMPUS STUDY

This fund provides financial support to students enrolled in international and domestic Spring Term off-campus courses offered by Hanover College. Spring Term Scholarships are distributed on the basis of a combination of financial need as determined by the standard financial aid formula, and academic merit as determined by the Student Academic Assistance Committee. Applications are available in the Study Abroad Office. This program is made possible through generous gifts from Dr. Eileen Sinclair, Dr. Emma Hill, Dr. Dorothy Bucks, and other endowment gifts.

INDIVIDUALIZED STUDY COURSES

Opportunities for individualized study are available through the following programs of the College, all of which carry regular course credit.

SENIOR THESIS AND DIRECTED STUDY

Individualized study programs under the guidance of a faculty member are available in the form of both directed studies and senior theses. Both programs require of the student a capacity for self-initiated and independent work. In order to ensure adequate time for the planning of and preparation for the course, the student should meet with the supervising instructor well in advance of the beginning of the term in which the study is to be undertaken.

1. General Guidelines

- a. The supervising instructor has a prime responsibility to guide students to projects which are feasible in terms of time and personnel, as well as library and laboratory resources.
- b. The department should prepare for each of these programs a syllabus or outline which is consistent with institutional guidelines and standards and which specifically delineates departmental expectations for Directed Studies and Senior Theses.
- c. All individual study projects are formal courses that require permission of the supervising instructor prior to registration. By signing the registration form the instructor affirms his or her availability and willingness to supervise a project.

2. Senior Thesis

- a. A Senior Thesis is often required by departments as the culminating experience in their major program. These projects introduce students to the practice of a discipline

by allowing them to conduct a serious scholarly project under the supervision of a faculty member. Senior Thesis projects carry one full unit of credit.

- b. Students must file a Senior Thesis application with the Registrar by the last day of the drop/add period in the term in which the project is to be undertaken. A specific topic and outline also must be filed with the supervising instructor by May 15, Dec. 1, or March 15 for enrollment in the Fall, Winter, or Spring terms, respectively.
- c. The student must file a copy of the completed Senior Thesis with the Duggan Library before he or she can receive a diploma.
- d. A student may enroll in two Senior Thesis courses during the same term only with the permission of the Student Academic Assistance Committee.

3. Directed Study

- a. Directed Study courses, carried out under the supervision of an appropriate faculty member, are available to selected students who have an adequate background in the discipline and who have demonstrated an ability to work independently and on their own initiative. A Directed Study may carry one-half or one full unit of credit, with a workload comparable to that of similar courses in the department.
- b. The student, in consultation with the faculty member who has agreed to supervise the project, must develop a detailed course proposal. The proposal should set forth the specific learning objectives of the study, the materials to be covered, the work expected of the student, and the criteria for evaluation. A copy of the proposal, bearing the signed approval of the supervising instructor and of the departmental chair, must be filed with the Registrar no later than the last day of the drop/add period in the term in which the student intends to undertake the directed study.
- c. Directed study courses are to be carried out at the College during the regular academic year and may not duplicate existing courses, which are a part of the regular curricular offerings of the College. Students may take no more than one directed study course per term and no more than three directed study courses during the enrollment at Hanover. Any exceptions to these policies must be approved in advance by the Student Academic Assistance Committee.

ACADEMIC INTERNSHIPS

The Nature and Goal of the Program

The Internship Program is designed to augment the educational purposes of Hanover College by offering students an opportunity to extend their liberal arts education into areas beyond the traditional classroom. Students are placed in a supervised position in a field of their choice. Here they have the chance to apply the knowledge received in their formal education to actual work situations and to enhance that knowledge with the practical experience which they gain in the process. In this way, students are afforded a means of exploring specific career options and of broadening their vision of the world and its needs. The program thus aims at making students more mature, experienced and responsible participants in the various communities into which they will enter upon graduation from Hanover. The first time an academic internship creates an overload situation, no additional tuition for the internship will be charged.

Minimum Requirements

1. Eligibility.

- a. **Class Standing.** The student must have achieved at least a sophomore class standing.
- b. **G.P.A.** The student must have a cumulative G.P.A. of 2.0 or better.
- c. **Limitations.** Students may engage in only one internship experience of any kind during a given term, and may take no more than two academic internships during the course of their college career. Of these, only one can be in the student's major, and the second must be in a discipline other than the first.

2. **Hours Required.** The internship must have a minimum of 160 contact hours within one academic term or during the summer months.
3. **Reading Requirement.** The internship experience must include a substantial reading requirement. A reading list will be developed by the student in consultation with, and must be approved by, the Faculty Supervisor and the On-Site Supervisor.
4. **Presentation.** The student will be required to present the results of the internship experience before a public forum, with the performance being evaluated by the Faculty Supervisor and the Internship Coordinator.
5. **Analytical Essay.** The student will be required to submit an extended essay, whose particular format and length will be determined by the Faculty Supervisor, in which the student analyzes and evaluates the internship experience, seeking to correlate it with relevant academic work and especially with the readings which have been assigned for the internship. Copies of the essay are to be submitted to the Faculty Supervisor and the Internship Coordinator.
6. **On-Site Supervisor's Report.** A written report, describing the student's internship experience, and evaluating his or her performance in it, will be submitted by the On-Site Supervisor to the Internship Coordinator, who will forward copies to the Faculty Supervisor and to the student.

Evaluation and Credit

Final responsibility for the evaluation of the student's achievement in the internship experience and determination of the final grade to be assigned for the course lies with the Faculty Supervisor. The evaluation will be made on the basis of the public presentation, the analytical essay, the written report of the On-Site Supervisor, the Internship Coordinator's assessment, and such other work as the Faculty Supervisor may require (e.g., conferences during the term, journals, reports). The internship experience will be subject to all appropriate faculty regulations governing courses, and will receive one unit of credit; the grade received will be included in the calculation of the student's grade point average.

Termination

If an internship is terminated by the host agency prior to its completion and due to circumstances beyond the student's control, a grade of "W" will be recorded; if, however, the termination is confirmed to be the result of the student's failure to perform responsibly in the position, a grade of "F" will be recorded. A student-initiated withdrawal from an internship experience will be subject to the faculty regulations governing course withdrawals.

Application and Approvals

The student's application for an Internship Experience must be approved by the Faculty Supervisor, the On-Site Supervisor, the Internship Coordinator, and the Registrar's Office. Applications are available in the Office of the Internship Coordinator.

STAR Grants

The Student Travel Award for Research (STAR) program supports the intellectual development of Hanover students by supporting their efforts to become accomplished scholars. STAR grants are awarded to students who participate actively in person as organizers of or presenters at meetings held off-campus and devoted to the dissemination of scholarship and/or creative works. The Student Academic Assistance Committee evaluates applications from students to cover the costs of registration, travel, room, and board incurred while they actively participate at these professional meetings. Individual awards of up to \$500 per academic year per student are available. Current students and graduates attending meetings no more than three months post-graduation may apply for reimbursement of expenses. Applications may be obtained from the Office of Experiential Learning.

Richter Grants

A. The Nature and Purpose of the Program

The Richter Grant Program is funded by money received from the Paul K. Richter and Evelyn Elizabeth Cook Richter Memorial Funds established by J. Edward Richter. The program provides students with opportunities to engage in a wide range of independent learning experiences which are of special interest to them, but which are not normally a part of the College curriculum. Students conceive and design particular learning experiences of their own, which are to be carried out at either domestic or international sites, and then seek funding for their projects from the Student Academic Assistance Committee, which administers the program.

B. Eligibility and Application

1. Any fulltime Hanover student is eligible to apply for a grant under the program, but the project for which funds are being sought must be one which can be undertaken and completed during the time in which he or she is enrolled at the College. Applicants must observe the College's academic year in defining their projects, fitting departures from and return to the campus into regularly scheduled vacation periods or during the summer months. Only the Vice President of Academic Affairs may approve exceptions to this rule.
2. In order to be eligible for full funding, the project should be one whose conception, organization and planning are the result of student initiative and effort, and one in which the student participates actively rather than passively. Proposals for participation in pre-packaged programs or courses (conferences and/or workshops, outward-bound type experiences, study-abroad courses, etc.) will not be funded unless the program or course is shown to be an integral component of a larger project created and designed by the student. Although funds are not normally awarded for course work for which academic credit is received, whether at Hanover or at other institutions, in some cases Hanover College Senior Thesis courses may be funded, as long as the project is one involving student creativity and is student-initiated.
3. Applications for grants must take the form of a project proposal. Proposals are to be submitted electronically to David Harden, Director of Experiential Learning (harden@hanover.edu) and will be evaluated by the Student Academic Assistance Committee (SAAC), which is responsible for administering the Richter Grant program.

C. Obligations under the Grant

1. Students are obligated to carry out the project activities described in their proposal, to file the necessary reports, and to fulfill any other terms of the grant.
2. The reports required of students upon completion of their grant activities are of two kinds: (a) a project report, describing the student's experience in and assessing the success of the project in which the student was engaged; and (b) a financial report, accounting for the expenditure of all funds received under the grant and providing such supporting documentation (copies of canceled checks, credit card vouchers, cash receipts and the like) as may reasonably be expected.
3. Students are obligated to return to the College any funds not expended in carrying out grant activities, as well as any equipment, surplus materials and the like purchased with grant funds. Any funds for which a proper accounting is not rendered may have to be paid by the student.
4. Students who fail to comply with these or other provisions of the grant shall be obligated to repay to the College, in whole or in part, any funds received under the program and until such funds are repaid in full, students shall be liable to any further action which the College deems appropriate.

CAREER CONNECTIONS

Career Connections encourages Hanover students to prepare for a career within the context of a liberal arts education in a manner that is deliberate and that establishes visible credentials. Each program focuses on a particular career path that Hanover students are likely to pursue (e.g., medicine, journalism, library science, etc.), and each has the following components – career exploration, academics, co-curricular activities, work experience/internship, and in some cases, preparation for further training or education. While each individual Career Connections program includes general recommendations, participants work with a member of the faculty or staff to build a program that meets their individual needs.

Career Connections is open to all Hanover students. Participation in a Career Connections program is optional, but all students are encouraged to participate. Completing a Career Connections program has a number of benefits: it provides an opportunity to apply a liberal education to real world experiences while still in school; it encourages exploration of a potential career path to determine whether it is suitable for a given student; and it helps prepare students for the job market and/or graduate studies. Students can find a list of current Career Connections programs and their advisors in the office of the Career Connections Coordinator or on the Web at careercenter.hanover.edu/ccps.php.

PRE-PROFESSIONAL PROGRAMS

THE LIBERAL ARTS AND THE PROFESSIONS

Hanover College provides every student with an opportunity to prepare for a career or for further education in graduate or professional school. A challenging and rigorous liberal arts education, combined with pre-professional programs, equips students with the practical knowledge, perspectives, skills, and experience essential for particular careers.

A liberal arts education develops one's potential as human being and as citizen and enables one to succeed in all vocations. As the national and global economy changes, there is a greater demand for liberal arts graduates, for people who are creative and flexible, able to solve problems, to make sound judgments, and to communicate effectively. Hanover College affirms the importance of a liberal arts education for its students' success in careers and strives to assure that every student has an opportunity to prepare for meaningful work.

Every student is encouraged to participate in one of the pre-professional programs – programs that illustrate, in concrete and practical ways, the connections between the liberal arts and professions. These programs combine courses, seminars, workshops, small-group and individually supervised sessions, internships, intensive advising, relevant co-curricular experiences, volunteer activities, and structured opportunities for practical job experience, oftentimes with alumni who have been successful in their professions.

BUSINESS SCHOLARS PROGRAM

The Business Scholars Program is a distinctive course of study that prepares students for a career in business. It is designed to provide an experiential learning environment that builds on a liberal arts foundation. Business Scholars will develop communication skills, the ability to think critically, and an understanding of multiple business perspectives in a context emphasizing social responsibility. The curriculum integrates concepts and strategies employed in numerous business situations through workshops, case studies, and a paid, project-based internship. Classroom sessions are augmented by the participation of successful business professionals who provide insight and guidance into the attainment of a rewarding career. Detailed information about the Program can be found in the Business course listings.

HEALTH AND BIOMEDICAL SCIENCES PROGRAM

This program informs, advises, supports, and assists Hanover College students who wish to investigate or to pursue academic programs that will prepare them for advanced education and/or careers in health-related fields. The Program also promotes the exchange of information, expertise, perspectives, and experiences between students and those alumni and friends of the College who work in health-related fields. Finally, the Program will encourage and develop a stronger sense of community among students of like interests.

TEACHER CERTIFICATION

Elementary (K-6) teacher certification requires the successful completion of an elementary education major, an academic minor and student teaching. Secondary (grades 5-12) teacher certification requires the successful completion of a major which will be taught (visual arts, theater, mathematics, biology, chemistry, physics, English, German, French, Spanish, history, political science or health and movement studies), education courses and student teaching. Application to a teacher certification program is made in the sophomore year. All teacher certification requirements are described under *Education* in this catalog.

LAW OR HEALTHCARE CAREERS

Hanover College provides advising for students electing to pursue pre-law, pre-health, or pre-medical studies. Carefully designed curricular programs ensure that strong students may qualify for entrance into dental, law, or medical schools. Contact the Pre-Law Studies, Health Careers Advisory Group, or the Career Center for further information.

ACADEMIC SERVICES

THE AGNES BROWN DUGGAN LIBRARY

The Duggan Library, dedicated in 1973, houses the College's library collections of 580,000 volumes (print and electronic), not including government documents, along with 7,500 audiovisual items, and 53,000 microforms. Additionally, the Library provides about 95 databases and over 20,000 serials, both print and electronic, with online access to thousands of full-text articles.

A major component of the Library is the Hanover College Archives and Special Collections, which preserves and makes available the College's records, rare books, photographs, manuscripts, as well as the Indiana Presbyterian Archives Collections.

Along with the circulation of materials, Library services consist of reference and research assistance, classroom instruction and new technologies supporting the curriculum, and interlibrary loan. Through memberships in PALNI (Private Academic Library Network of Indiana), A.L.I. (Academic Libraries of Indiana), and LVIS (Libraries Very Interested in Sharing), the college community also has free access to millions of other items not held by the Duggan Library.

Facility resources include generous stacks space, individual study carrels, audiovisual carrels, group study rooms, state-of-the-art archives research room, a 24-hour microcomputer lab and incorporation of the Learning Center.

The Library is an integral part of the educational process at Hanover College and a primary goal of the library staff is to develop in Hanover students the lifelong skills necessary to make intelligent use of information. The Library has a social networking presence on Twitter, Facebook, and Pinterest.

COMPUTER SERVICES

Each student receives a Hanover email account and a lifelong email account upon graduation. An account to the MyHanover web portal and file storage space is also provided. Wifi is available in every building on campus (academic, administrative, and student residences). Hanover College has several departmental labs and two public computer labs: the Peticrew Computer Center in the Duggan Library (open 24 hours) and the Center for Fine Arts Computer lab. These facilities give students access to Microsoft Office, course-specific software, and color printers.

The Hanover College IT Help Desk is the main support center for all computing support on campus. Operating from 8:00 a.m. to 5:00 p.m. (Monday - Friday) the Help Desk offers phone support to the entire campus community. If you're having computer trouble, you can bring your computer by the Help Desk for free service throughout the week. Contact the IT Help Desk at 812-866-6899 or help@hanover.edu.

Free student support includes anti-virus software installation/configuration, spyware removal, disk cleanups and defragmentation, software updates (Windows Updates) and other requested services. The Help Desk will also aid you with any computer questions you may have relating to personal software or hardware problems.

THE CAREER CENTER

The best time to begin laying the foundation for a future career is the first day on campus, and students of all classes are encouraged to come to the Career Center, located in the J. Graham Brown Campus Center, at any time. The office provides a four-year plan to assist all students in exploring and pursuing career opportunities. Career Center services are also available to alumni, faculty, and staff free-of-charge.

CAREER CENTER SERVICES

Career/Major Counseling. Career Center staff offer guidance in choosing a major and in career exploration, résumé writing, interviewing, and job search planning through individual counseling, group workshops and extensive references. The office also provides career interest inventories and videotaped mock interviews.

City Semester Programs. The Career Center coordinates the College's affiliations with three semester-long urban internship/study programs including the Philadelphia Center, The Washington Center, and the Associated Colleges of the Midwest's Chicago Program. These programs allow students to earn a full semester's credits while gaining experience in the field they plan to pursue following graduation. In nearly all cases, financial aid transfers. Students most commonly attend during their junior year and should begin the application process at least a year in advance. See <http://careercenter.hanover.edu/students/citysemester/default.php> for more details.

Graduate/Professional School Guidance. The Center hosts an annual graduate and professional school fair, and offers individual appointments for assistance with exploring and researching graduate school options, completing applications, writing admission essays, and preparing for admissions interviews. The office provides workshops about applying for grad school, preparing for the Graduate Record Exam, writing a curriculum vitae, and offering proctored practice MCATs and LSATs annually. Students should visit the Career Center website for grad school-related advice from recent alumni and much more: <http://careercenter.hanover.edu/students/gradschool>.

Recruitment. Each year, Hanover co-sponsors four job fairs in which graduating seniors and students seeking internships are eligible to participate, including general fairs in Lexington, KY and Indianapolis, and teaching and accounting fairs in Indianapolis. On-campus, employer presentations and interviews are available with a range of companies and organizations. Through NACElink, students have access to a variety of internships and entry-level job notices selected and posted specifically for Hanover students. More information can be found at <http://careercenter.hanover.edu/students/#JoborInternshipSearch>.

Special Events. Student-Alumni Networking Day (SAND) is our premiere event, providing panels, workshops, and individual and group networking sessions with Hanover alumni who help students prepare to transition to the work world. Throughout the year, the Career Center sponsors programs and panel presentations showcasing a variety of career fields. For example, recent panels have included social service, education, and health care professions; more general topics, such as marketing yourself and networking, are also covered. For details and recaps of special events, visit: <http://careercenter.hanover.edu/events>.

Alumni Networking. Many Hanover alumni have volunteered to help students and recent graduates. Students can connect with them via Hanover Career Alumni Network group on LinkedIn, and are invited to be matched with an alumni mentor the summer before their senior year. More information about this program, including how students can sign up, is found at <http://careercenter.hanover.edu/students/alumnimentor/>.

Publications. The Career Center publishes a variety of guides to assist students with the job search and graduate school application process, including writing résumés or cover letters, preparing for an interview, embarking on a job search, and planning the path to graduate or professional school. Guides can be downloaded at <http://careercenter.hanover.edu/publications/> or picked up in the Career Center. The office also publishes Career Currents: Hot Off the Press, a bi-weekly newsletter that includes information on upcoming events and job openings.

Career Resource Library. The office houses over 700 volumes and reference materials related to career exploration and a variety of specific careers. Most items are available for overnight checkout. The office also subscribes to several career-related periodicals including bi-weekly business newspapers for Indianapolis, Louisville, and Cincinnati.

Additional Services. The office maintains credential files for all interested students, and mails packets to employers or graduate schools upon request, by submitting a request at <http://careercenter.hanover.edu/alumni/ReleaseForm.php>. The Center also provides interview rooms for Skype or phone interviews, and offers free career-related phoning and faxing.

OTHER COLLEGE SERVICES

Hanover College provides a health center for students, which is located on the third floor of the Campus Center and is staffed by a nurse practitioner and two nurses. Appointments can be made by calling extension 7082.

The College also provides counseling services on campus. The Counseling Center is also located on the third floor of the Campus Center. Appointments with either of the two staff counselors can be made by calling extension 7296.



Student
LIFE

Hanover College seeks to build a community culture consistent with the objectives of the liberal arts, where students, professors and staff are able to integrate their academic and personal lives and make meaningful connections between their academic inquiry and their development as human beings. To achieve this goal, students are provided many opportunities for learning and reflection outside the classroom.

Hanover College seeks to build a diverse community composed of citizens of the world, individuals of different perspectives, different interests, and different cultural backgrounds. It is a community that cultivates humanity and presupposes the dignity, self-worth, and autonomy of all human beings. It seeks to be a community of active and responsible citizens – citizens who have different roles as faculty, students, administrators, staff, trustees, and alumni, but citizens who have rights and freedoms, who participate in democratic decision-making processes, and who accept responsibility for their decisions. Equally important, Hanover strives to create an environment in which students are able to construct their own civil society, a community of varied, overlapping, self-governing student groups mixed with a wide variety of informal student associations and activities. With these objectives to guide the campus community, Hanover prepares students for citizenship and service beyond college, providing them with learning experiences and with opportunities both inside and outside the classroom to serve and lead in various local and international contexts.

CAMPUS HOUSING

The College seeks to provide an environment in all its campus residences that enhances the learning process. The residence-hall program is committed to the philosophy and objectives of the total College community, and is dedicated to providing many opportunities for learning, while at the same time meeting students' physical, social and psychological needs. A primary objective is to encourage the students' convictions that education is a broadly based concept, that it is personal in nature that it is a process involving their entire lives, and that students must exercise considerable initiative in the process of learning.

The requirements for on-campus residence are thus a part of Hanover's efforts to ensure an optimal learning environment and all students are required to live in College housing throughout their undergraduate years, except those who meet one of the following criteria: (1) living at home in the primary residence of a parent or guardian within 45 minutes commuting time; (2) married; (3) the parent of dependent minor children living with the student; (4) a part-time student; (5) a fifth year senior, or (6) over 23 years of age.

The residence hall program is administered by both professionally trained persons and a carefully selected and trained group of upperclass students called resident assistants. One resident assistant (RA) is located on each corridor of about 30 students, and staff members are on duty nights and weekends throughout the term when the office is closed. The staff takes seriously its role of maintaining a positive, healthy living environment, one which supports the academic endeavor. This is accomplished through close contact with residents, planning and presenting varied programs within the living units, and setting and interpreting behavioral expectations.

Students living in residence halls are required to purchase a meal plan, which provides breakfast, lunch and dinner in the Campus Center Dining Room. Over 90% of our student body live on campus. Our “larger” buildings house 45 to 150 students, while “smaller” units accommodate 11 to 20 students, often centering on a special theme or desired living option.

Residence Halls

Blythe Residence Hall
Coulter House
Crowe Residence Hall
Donner Residence Hall
Ide Residence Hall
Katharine Parker Residence Hall
Wiley Residence Hall

Smaller Living Units

File House
Greenwood Suites
Ogle Center
Young House

SORORITIES AND FRATERNITIES

Hanover College has chapters of five fraternities and four sororities, all with national affiliation. Each “Greek” chapter accommodates the majority of its members in a “house” of approximately 40 men or women, and many employ their own house director and cook. The majority of houses have individual study or day rooms, with sleeping quarters for all members on the top floor; while in other houses, members sleep and study in the same personal room. There also are recreational areas and lounges.

The following chapters of national fraternities and sororities are housed at Hanover College:

Fraternity Chapters

Beta Theta Pi, Iota Chapter
Phi Delta Theta, Indiana Epsilon Chapter
Phi Gamma Delta, Tau Chapter
Sigma Chi, Chi Chapter
Lambda Chi Alpha, Theta Zeta Chapter

Sorority Chapters

Alpha Delta Pi, Phi Chapter
Kappa Alpha Theta, Nu Chapter
Phi Mu, Rho Chapter
Chi Omega, Upsilon Lambda Chapter

Additional housing facilities, services and regulations are described in the *Student Handbook*. Additional questions may be directed to any of the student personnel staff within the Office of Student Life.



STUDENT INVOLVEMENT

Student Activities

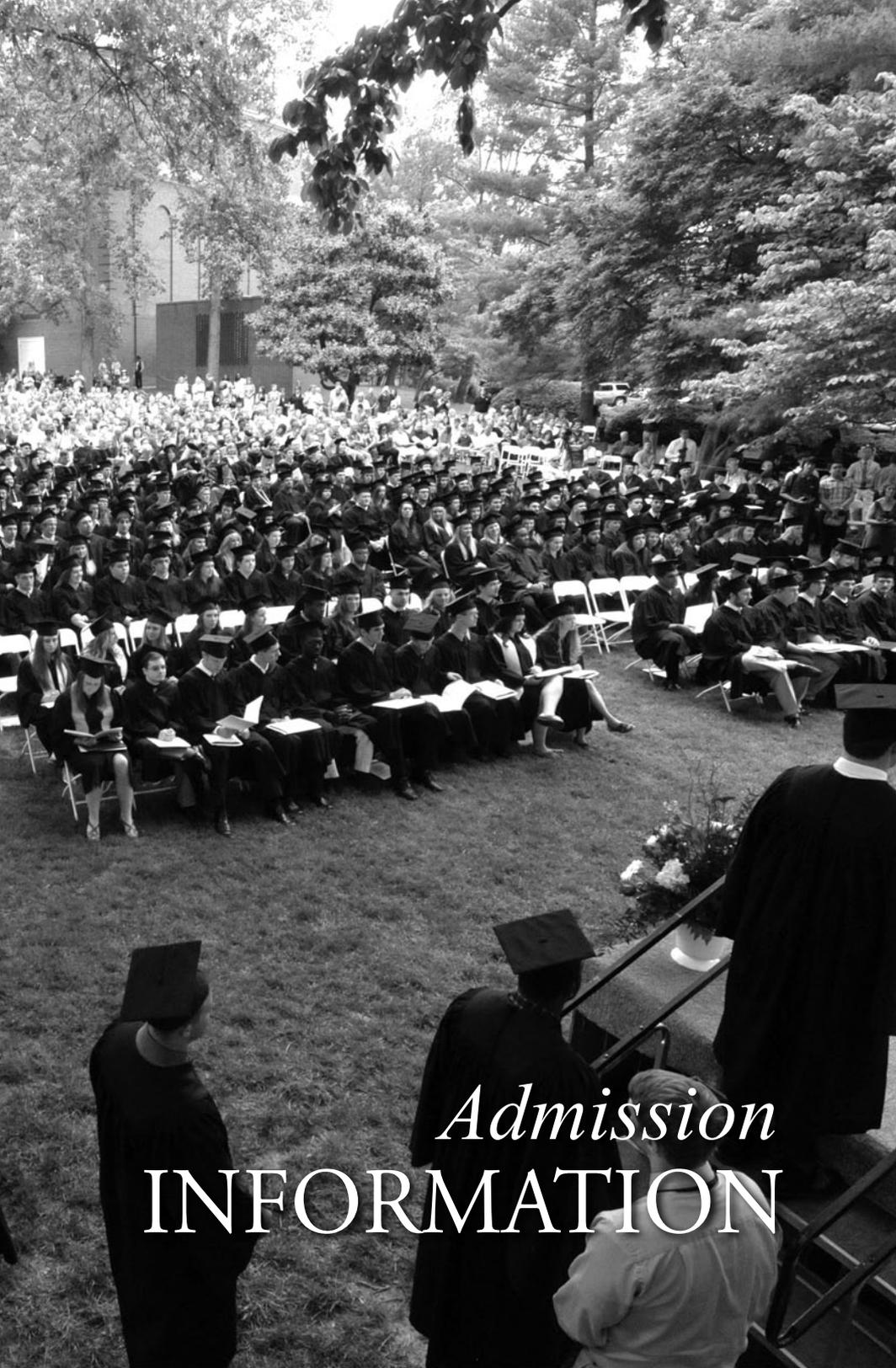
There are over 60 officially recognized student organizations on the Hanover College campus. These organizations serve as instruments of student expression and are integral components to the out-of-class experience. Student organizations provide a clear bridge between learning in and out of the classroom. Our organizations encompass a variety of interests: academic/pre-professional, governance, honor societies, publications, recreation, religious life, service, foreign language, special interests, and visual and performing arts.

Student Governance

Student Senate is the campus organization of student government. Student Senate has a great responsibility to listen, represent, and address the needs of its constituents while acting as the central liaison between the student body and Hanover's faculty, administration, and staff. With dedicated members representing all facets of our student culture, Senate committees partner with faculty members, administrators, and Student Life staff to solve problems, integrate academic and living environments, create a student civil society, and build a principle-based community. Student Senate promotes mutual cooperation among various campus constituencies in pursuit of its goals.

The Interfraternal Council (IFC) and the Panhellenic Council (Panhel) are the governing bodies of the Greek social organizations at Hanover College. Composed of representatives from each fraternity and sorority. The councils promote a cooperative spirit and encourage support among the organizations. They collectively serve the campus and wider community through social, educational and philanthropic activities.

Details about all student organizations, co-curricular activities, cultural and religious activities and college services are described in the Student Handbook and at the following internet link: http://my.hanover.edu/ICS/Campus_Life/Student_Involvement/



Admission
INFORMATION

ADMISSION OVERVIEW

As a selective liberal arts college, Hanover is interested in enrolling those students who successfully complete a college preparatory curriculum in high school. Curriculum, grade point average, class rank, and standardized test scores on the SAT I or the ACT are all carefully considered in determining a student's likelihood of success at Hanover College.

Other factors such as the high school, letters of recommendation, and extracurricular participation in school and community are also considered in the admission process. In addition to academic achievement and extracurricular participation, the college values cultural, ethnic and geographic diversity in its student body. Hanover College does not discriminate on the basis of socioeconomic status, race, ethnicity, religion, sexual orientation or gender identity.

The key to a successful college search is to research options with care and to begin early. At selective colleges such as Hanover, meeting deadlines with appropriate materials for admission and financial aid is critically important. The Office of Admission at Hanover is dedicated to a counseling approach to the college decision. Contact the Office toll-free at 1-800-213-2178 with questions and/or requests for information or application forms. Information can also be gathered on the Hanover College home page at www.hanover.edu or by e-mail at admission@hanover.edu.

RECOMMENDED PREPARATION

Admission to Hanover College is competitive. While Hanover considers the merits of each student's application, it is recommended that students achieve at least a B average in a rigorous college prep curriculum, rank in the top third of their class, and achieve competitive scores on the SAT I or ACT.

Candidates are encouraged to take Advanced Placement or accelerated courses if available. Students who complete all graduation requirements early or are home schooled will be considered for admission on a case-by-case basis. Students are encouraged to take the SAT I or ACT in the spring of the junior year. Hanover accepts the highest scores for either test, so it is often advisable to take tests multiple times to achieve the best possible results.

While standardized test scores are required and considered, the secondary school record is by far the most critical element in the admission decision, especially the performance in the junior and senior years.

APPLICATION PROCESS

Students may apply for admission to Hanover using the College's online application or by using the Common Application. Priority dates for early admission and regular admission are included with admission materials or are available by contacting the Office of Admission or by accessing our Web site at www.hanover.edu.

The following applications, credentials, and materials are required for admission for new students who apply:

Freshman (applying as a senior in high school): Freshman application completed by student and school report completed by school counselor, official high school transcript, official SAT I or ACT scores and writing sample.

Transfer (applying as a student at another college or university): Transfer application completed by student, official high school and college transcript, official SAT I or ACT scores, recommendation and writing sample.

International (non-resident applying as a freshman or transfer student): International student application, official high school and/or college transcripts, official SAT I, TOEFL and/or IELTS scores, writing sample, recommendation, and financial guarantee (declaration of financial support).

FINANCIAL AID

Hanover College offers a diverse array of merit and need-based financial assistance. Students considering need-based assistance must apply through the Free Application for Federal Student Aid (FAFSA). The FAFSA is available through the Internet at www.fafsa.gov.

The results from the FAFSA are used to determine eligibility for federal, state and institutional assistance. Priority consideration is given to aid applicants who file the FAFSA by March 1. Upon receipt of processed FAFSA data, the Office of Financial Assistance will evaluate and package awards. The student will be notified of eligibility by mail.

Merit-based assistance is also available to incoming freshmen who demonstrate a high level of academic achievement. The application for admission serves as the application for all merit-based scholarships, which range from \$5,000 to \$25,000 per year.

For additional information, contact the Office of Financial Assistance at 1-800-213-2178. Information can also be gathered on the Hanover College home page at www.hanover.edu or by e-mail at admission@hanover.edu.

Standards of Academic Progress

As per federal regulations, Hanover College requires standards of academic progress be achieved in order to maintain financial-aid eligibility. There are three academic requirements for receiving financial aid. Failure to maintain all standards listed may result in loss of aid.

1. Grade Point Average

Students are required to maintain good academic standing as determined by the Registrar's Office. These standards are outlined in the catalog. Students failing to meet these standards should review the policies on academic probation, academic dismissal and appeal of dismissal. Transfer students should review the policy on transfer credits.

2. Incremental Progress Requirement

Students must complete 67 percent of the course units attempted in an academic year. Students failing to meet this requirement due to extenuating circumstances should contact the Office of Financial Aid.

3. Time Frame Requirement

Students are required to have completed the graduation requirements outlined in the catalog within the first 55 course units attempted.

Merit Scholarships

Any student receiving a merit-based scholarship(s) is required to maintain a minimum cumulative grade point average based on the scholarship(s) received. Students should refer to the scholarship certificate received at their time of admission to determine minimum GPA requirements. Cumulative GPAs are reviewed for renewal or reinstatement upon completion of each academic year.

Enrollment Status for Financial Assistance Purposes

Eligibility for Indiana state grants and Federal Title IV aid is calculated on a semester basis. For financial aid purposes only, full-time enrollment for Fall Term, or for Winter/Spring Term, is 3 course units. Half-time is 1.5 units (at least half-time is required for Federal loan programs).

Refund Policies

Students at Hanover College receive funds from four major sources – the Federal government, the Indiana state government, Hanover College, and other outside sources. When a change occurs in a student's enrollment status, the Office of Financial Aid is required to calculate the amount of aid that must be refunded to each of these sources. A brief summary of each policy is listed below.

1. Federal Title IV Aid

Federal Title IV aid (Pell Grants and Direct Loans) is prorated based on the percentage of the semester a student has attended up to 60 percent. No Federal Title IV refunds are calculated beyond the 60 percent point of the semester.

2. State Aid

Refunds of Indiana state aid (Higher Education Award, Freedom of Choice Award, 21st Century Scholarship, etc.) according to state regulations. Students must be enrolled full-time at the end of the fourth week of each semester to qualify for state aid.

3. Institutional Aid

Refunds of institutional aid are calculated in accordance with the five-week institutional refund policy on tuition and fees listed in the catalog.

4. Outside Aid

Refunds of outside aid are calculated in accordance with the guidelines provided by the awarding agency.

VISITING

Hanover's Admission and Financial Assistance Office recognizes the importance of the campus visit in the college selection process. Consequently, the staff is very accommodating to the needs of prospective students and their parents.

The office is open all year, and visitors are welcome during regular office hours (8 a.m. until 5 p.m. during the academic year and 8 a.m. until 4 p.m. during the summer).

To maximize your time on campus, it is very strongly recommended that you reserve your visit at least one week in advance; two weeks of lead time is suggested if you are staying overnight on campus (preferably Monday through Thursday during the school year).

The typical campus visit during the academic year includes a tour of campus, an interview with an admission counselor and an opportunity to visit classes. Special arrangements can usually be made to visit with a particular professor, coach, or the financial aid staff.

TUITION AND FEES

REGULAR COLLEGE EXPENSES FOR ACADEMIC YEAR 2013-2014

Tuition	\$31,160.00
General Fees	\$600.00
Room Rent (See Note 1 and Note 2)	\$4,820.00
Board (See Note 1)	\$4,870.00
<hr/>	
Total Regular College Expenses	\$41,450.00
Orientation Fee (payable once by entering students)	\$250.00

1. Room and board charges for students living in sorority or fraternity houses may vary from the above stated charges.
2. Students participating in our approved Australia, Belgium or Turkey study abroad programs will be charged Hanover College tuition and room fees for that semester. Most students will be eligible for their regular semester financial aid and will also be awarded a \$500.00 Travel Scholarship. Board will be arranged between the student and the host institution.
3. Students participating in our approved France, Germany, Mexico or Spain exchange programs will be charged in accordance with our contract with that institution. Please contact the Study Abroad Office or the Business Office for details. Most students will be eligible for their regular semester financial aid and will also be awarded a \$500.00 Travel Scholarship.
4. Students attending the Washington Center or Philadelphia Center semester internship programs will be charged host center tuition and a \$500.00 internship fee. Most students will be eligible for their regular semester financial aid. Room and board will be arranged between the student and the host center. Students attending the Chicago Center semester internship will be charged the same as those attending the Washington Center or the Philadelphia Center, plus an additional host center program fee.
5. The first enrollment period covers the first academic term (13 weeks plus the examination period). The second enrollment period covers the second and third academic terms (13 weeks plus the examination period and four weeks). Travel expenses incurred in off-campus study opportunities during the four-week Spring term are the responsibility of the student. Eligible students are given the opportunity to compete for spring term grants to help with travel expenses.
6. Students taking less than 3 units in the Fall Term or less than 4 units in the combined Winter and Spring Terms will be charged part-time tuition at a rate of \$3,462.00 per unit. Those taking more than 4 1/2 units in the Fall Term or 5 1/2 units in the combined Winter and Spring Terms will be charged at a rate \$3,462.00 per unit for the additional units.

7. Full-time students taking a course for audit which results in an overload will be charged at a rate of 1/2 the applicable overload charge. Part-time students taking a course for audit will be charged tuition at a rate of 1/2 the unit cost provided there is space in the desired class and permission has been secured from the professor.
8. Senior citizens (age 55 and older) taking a course for credit will be charged tuition at the rate of 1/2 the unit cost. An Application for Admission must be filed with the Office of Admission. Senior citizens taking a course for audit only, with no credit earned, will be charged tuition at the rate of 1/4 the unit cost. A Course Audit Application must be filed with the Registrar's Office. In both cases, there must be space in the desired class and permission from the professor.

MUSIC FEES

Additional fees are charged for private voice and instrument lessons. A 1/4 unit of music instruction is \$100.00. A 1/2 unit of music instruction is \$150.00. An individual fee will be assessed for each course (i.e., a student who takes two 1/4 unit lessons will pay two separate \$100.00 fees, while the student who takes a 1/2 unit lesson will pay \$150.00). Students who choose the non-credit option for lessons will still be charged a 1/4 unit fee.

A full-time student whose music lesson leads to an overload for the term will be assessed overload charges in addition to lesson fees. A part-time student who registers for a lesson, either for credit or audit, will be charged for the unit in addition to the lesson fee. When a student has formally declared music as his or her major, lesson fees will be discontinued for all subsequent terms.

STUDENT TEACHING FEE

Students in the Education Program are charged a student teaching fee the semester they student teach. By registering in EDU 455/456, a student will be billed full-time semester charges and a student teaching fee of \$150.00.

DEPOSITS

All students returning for the fall enrollment period are required to pay a \$250.00 deposit by March 1. This deposit, paid by the March 1 deadline, assures that the student will be able to (1) register for Fall Term classes and (2) reserve space in a residence hall, sorority or fraternity house for the academic year. This deposit is non-refundable after July 1. Freshman deposits are non-refundable after May 1.

PAYMENT OF FEES

All expenses for the enrollment period must be paid in full by the due date indicated on the semester billing in order to attend classes. Billing for the Fall Term will be mailed home by late July with the balance due by late August. Billing for the Winter/Spring Term will be mailed home in mid-November with the balance due by late December.

If payment is not received by the due date, a hold is placed on the student's account in the Registrar's Office. Students may be denied permission to continue at the College if payment is not received. Students' financial obligations must be satisfied before grades can be given, diplomas awarded or transcripts issued.

For students and parents who wish to pay educational expenses on a monthly installment plan, the College offers an interest-free payment plan. Enrollment brochures regarding this plan are mailed to incoming students in the spring. Information is also available on our website, www.hanovercollege.edu/easypay

REFUNDS

Students who withdraw from school or drop courses affecting their bills, including overloads and music lessons, during an enrollment period will be granted adjustments of tuition and fees as follows:

Attendance of up to two weeks	80%
Week Three	60%
Week Four	40%
Week Five	20%
Attendance of more than five weeks	no refund

The withdrawal date used in determining the appropriate refund rate will be the date on file in the Registrar's Office. Board will be pro-rated based on the official date of withdrawal. All rooms in College residence halls and College-owned sorority and fraternity houses are rented and contracted for each enrollment period and, therefore non-refundable. Withdrawing can also affect a student's financial assistance. Please refer to the financial assistance section of this Catalog for additional information.

Students who are on a College board plan and are participating in an off-campus trip during Spring Term can be eligible for a pro-rated board refund if they are off campus for at least seven consecutive days. Refunds will be issued in June and mailed to the students' billing address. Students who live in a Greek house must contact the sorority or fraternity for their refund.



COLLEGE PERSONNEL

THE FACULTY

(Date of first appointment in parentheses)

SUE DeWINE

President (2007)

B.A., M.A., Miami University (OH),
Ph.D., Indiana University at Bloomington

LUIS A. AGUILAR-MONSALVE

Associate Professor of Spanish (2006)

Diploma in Literature Espanola,
Universidad de Salamanca; B.A., Loyola
Marymount University; M.A., Claremont
Graduate School; M.A., Ph.D.,
University of California (Los Angeles);
Ph.D., California Coast University

JOHN H. AHRENS

Professor of Philosophy (1992)

B.A., Southwest Missouri State Univer-
sity; M.A., Ph.D., University of Iowa

ELLEN R. ALTERMATT

Associate Professor of Psychology (2003)

B.A., Millersville University (Pa.),
M.S., Ph.D. University of Illinois
(Urbana-Champaign)

T. WILLIAM ALTERMATT

Associate Professor of Psychology (2003)

B.A., Millersville University (Pa.)
M.S., Ph.D. University of Illinois
(Urbana-Champaign)

NICHOLAS W. BAECHLE

Associate Professor of Classical Studies (2001)

Division Coordinator, Humanities (2011)
B.A., Ph.D., Yale University

LETICIA R. BAJUYO

Associate Professor of Art (2001)

B.F.A., University of Notre Dame; M.F.A.,
University of Tennessee (Knoxville)

A. KATHLEEN BARBOUR

Professor of English (1993)

B.A., M.A., Ph.D.,
University of South Florida

MADLEN BATCHVAROVA

Associate Professor of Music (2001)

B.M., Academy for Music and Dance Art
(Bulgaria); M.M., Georgia State Univer-
sity; D.M.A., University of Alabama

JARED G. BATES

Associate Professor of Philosophy (2005)

B.A., Baker University; M.A., Ph.D.,
University of Missouri–Columbia

DOMINIQUE BATTLES

Professor of English (2001)

B.A., Boston University; M.A.,
University of York (United Kingdom);
Ph.D., University of Virginia

PAUL BATTLES

Professor of English (1999)

B.A., Vanderbilt University;
M.A., Ph.D., University of Illinois
(Urbana-Champaign)

LAURIE B. BAUER

Assistant Professor of Education (2012)

B.A., Ohio University;
M.Ed., Ed.D., University of Cincinnati

WILLIAM R. BETTLER

Associate Professor of Communication (2001)

B.A., Oberlin College;
M.A., Ph.D., Purdue University

KENNETH A. BEVIS

Professor of Geology (2000)

B.S., Grand Valley State University;
M.S., Humboldt State University;
Ph.D., Oregon State University

STEVEN C. BOONE

Associate Professor of Chemistry (1991)

B.S., University of California (Irvine);
Ph.D., University of California
(Los Angeles)

MICHAEL K. BRADSHAW

Associate Professor of Computer Science (2007)

B.A., Centre College; MS., Ph.D.,
University of Massachusetts Amherst

JEFFREY C. BRAUTIGAM

Professor of History (1996)

B.A., M.A., Ph.D., University of Florida

WALTER J.C. BRUYNINCKX

Professor of Biology (1992)

Kandidaat in de Wetenschappen–Groep
Veeartsenijkunde, Rijksuniversitair Cen-
trum te Antwerpen (Belgium); Kandidaat
in de Veeartsenijkunde, Doctor in de
Veeartsenijkunde (D.V.M.), Doctor in
de Diergeneeskundige Wetenschappen
(Ph.D.), Rijksuniversiteit te Gent (Bel-
gium); Diplomate, American College of
Veterinary Microbiologists

DAVID M. BUCHMAN

Professor of Anthropology (1999)

B.A., M.A., Ph.D., State University of
New York (Stony Brook)

JAMES BUCKWALTER-ARIAS

Associate Professor of Spanish (2004)

B.A., Yale University;
M.A., Ph.D., Tulane University

DONALD J. CARRELL

Associate Professor of Philosophy (1998)

B.A., University of Illinois (Champaign-
Urbana); M.A., Duquesne University;
M.A., Ph.D., Emory University

J. DAVID CASSEL

Professor of Theological Studies (1992)

B.A., Grinnell College;
M.Div., Princeton Theological Seminary;
Ph.D., University of Virginia

JOHN W. COLLINS

*Chief Technology Officer and Associate
Professor of Computer Science (2002)*

B.S., Rose-Hulman Institute of
Technology; M.S., Ph.D., University
of Illinois (Urbana- Champaign)

JEFFREY B. CONNER

*Associate Professor,
Business Scholars Program (2000)*

B.A., Centre College;
M.B.A., University of Pittsburgh

MIRYAM CRIADO

Professor of Spanish (2000)

B.A., University of Granada;
M.A., Pennsylvania State University;
Ph.D., Rutgers University

JAMES A. CRONE

Professor of Sociology (1981)

B.S., M.S., Indiana State University;
M.A., Ph.D., University of Kansas

LUSUMBI DIBAYA

Visiting Instructor of French (2010)

B.A., National University of Zaire;
M.A., University of Kentucky

STEPHEN DINE YOUNG

Professor of Psychology (1998)

B.A., Miami University;
M.A., Ph.D., Clark University

ERIC R. DODGE

Professor of Economics (1995)

B.A., University of Puget Sound;
M.A., Ph.D., University of Oregon

CELIA J. DOLLMEYER

Professor of Spanish (1993)

B.A., Moravian College;
M.A., Bowling Green State University;
Ph.D., Indiana University

MICHAEL F. DUFFY

Professor of Theological Studies (1995)

B.A., University of Massachusetts
(Amherst); M.A., University of North
Carolina (Chapel Hill);
M.Div., Harvard Divinity School;
Ph.D., University of Virginia

MELISSA P. EDEN

Professor of English (1997)

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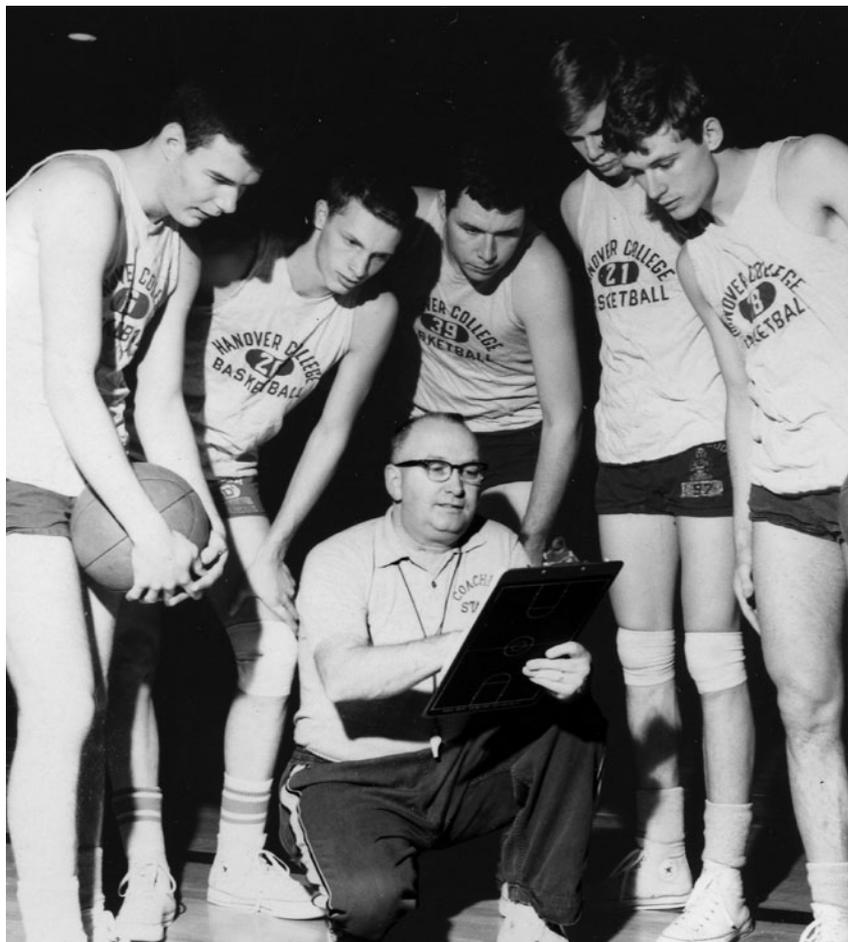
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ADMINISTRATIVE STAFF (as of July 2013)

President	Sue DeWine
Executive Director, Business Scholars Program	Gerald R. Johnson, Jr.
Assistant to the President	Treva Shelton

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Special Projects Coordinator.....	Therese Sutter
Director of Experiential Learning.....	David Harden
Career Center Assistant	Sue-Anne Tilley
Director of Learning Center	L. Kay Stokes
Director of Study-Abroad.....	Ursula Appelt
Teacher Education Program Assistant.....	Cheryl Torline
Faculty Secretary – Classic Hall.....	Patricia Schuring
Faculty Secretary – Faculty Office Building	Christine Wilcox
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General Manager of Hanover College Channel	Elizabeth Winters
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Grounds Supervisor	Christian Hanson
Custodial and Housekeeping Supervisor	James Bowling
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Instructional Technologist	Matt Wilson
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Web Development Specialist	Benjamin Stilson
IT Help Desk Assistant	Caleb Gosnell
Director of Administrative Computing	Dawn Houze
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Director of Web Communications	Joe Lackner
Art Director	Rick Lostutter
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Information Services/Reference Librarian.....	Heather Loehr
Archivist/Public Services Librarian	Angela White
Access Services/Reference Librarian.....	Michael Ellis
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Clinic Assistant	Allison Higgins
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Staff Counselor.....	Katie Dine Young
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Baseball Head Coach.....	Shayne Stock
Assistant Baseball Coach.....	Brendon Bump
Men's Head LaCrosse Coach	Skip Lichtfuss
Women's Head LaCrosse Coach	CJ Durham
Football Head Coach	Steve Baudendistel
Men's Basketball Head Coach.....	Jonathan Miller
Women's Basketball Head Coach.....	Molly Jones
Men's and Women's Cross Country Head Coach.....	Josh Payne
Men's and Women's Track/Field Head Coach, Assist. Sports Information Dir... Brian Power	
Women's Volleyball Head Coach, Physical Therapist	Peter Preocanin
Men's and Women's Golf Head Coach.....	Wayne Perry
Men's Soccer Head Coach	Matt Wilkerson
Women's Soccer Head Coach	Jim Watts
Men's & Women's Head Tennis Coach	Richard Lord
Softball Head Coach and Assistant Volleyball Coach.....	Megan Carlton
Women's Basketball Assistant Coach and Horner Center Coordinator	John Jones
Men's Basketball Assistant Coach and Director of Intramurals.....	Scott Cutter
Offensive Coordinator.....	Ben Cullen
Assistant Football Coach, Assistant Track Coach	André Nash, Jr.
Defensive Coordinator	Denny Dorrel
Assistant Football Coach	Rashawn West
Head Athletic Trainer	Tony Carlton
Assistant Athletic Trainer	Candice Clayton
Assistant Athletic Trainer.....	Marc Eilers



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A black and white photograph capturing a moment of physical activity on a grassy field. In the foreground, a young woman on the left is captured mid-stride, her right leg extended forward as if about to kick a soccer ball. She is wearing a light-colored t-shirt and dark shorts with three white stripes down the side. To her right, a young man is running towards the right side of the frame, also in athletic wear. In the background, another student is walking. The setting is an open field with a brick building in the distance. The building has a large sign that reads "HANOVER COLLEGE" in white, serif, all-caps letters. Above the building, a tall metal fence or structure is visible. The sky is filled with soft, diffused light, suggesting an overcast day. The overall mood is one of active participation in sports.

HANOVER
COLLEGE

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RECORD OF COURSES FULFILLING THE LIBERAL ARTS DEGREE REQUIREMENTS:

I. Great Works: two course sequence, first year

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

II. The Examined Life: two courses before the junior year

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

III. Modern Societies: two courses

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

IV. Natural World: two courses

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

V. Other Cultures: one course

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____

VI. Abstraction and Formal Reasoning: one course

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____

VII. World Languages and Cultures: two course sequence before the junior year

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

VIII. Health and Physical Fitness: three courses

A. Health and Fitness: one 0.50 course before the junior year

COURSE ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT
_____	_____	_____	_____	_____	_____

FIRST MINOR PROGRAM COURSES

Minor Program in: _____

In the last column, mark "R" if the course is required or "E" if it is elective.

ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT	R/E
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

SECOND MINOR PROGRAM COURSES

Minor Program in: _____

In the last column, mark "R" if the course is required or "E" if it is elective.

ID	TITLE	INSTRUCTOR	TERM	GRADE	CREDIT	R/E
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Name _____

Campus Telephone _____

Campus Address _____

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