



HARTWICK  
COLLEGE

est. 1797

College Catalog  
2016-17

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# About Hartwick

## Our Mission

Hartwick College, an engaged community, integrates a liberal arts education with experiential learning to inspire curiosity, critical thinking, creativity, personal courage and an enduring passion for learning.

## Our Purpose

Our purpose as a college of the liberal arts and sciences is to educate people who will thrive in and contribute to the world of the future; people who are prepared to meet the personal, intellectual, and social challenges of a rapidly changing and increasingly interdependent world.

Hartwick graduates will be noted as being able to thrive in a world of global interdependence in which people of the broadest range of national, ethnic, social, and personal backgrounds will interact personally and technologically.

To thrive in this context will require that Hartwick students learn to: understand the world from a variety of perspectives; work constructively with people from a variety of backgrounds and life experiences; be avid learners and critical thinkers; communicate effectively and have a well- developed personal presence; be purposeful in their actions and value-based in their decisions; and know how to use information technology resources as a routine tool to enhance effectiveness.

## Our Values

We are:

- a college of the liberal arts and sciences, focusing on the development of the disciplines of thinking, learning, analyzing, communicating, and values-based judgment;
- a relationship college, focusing on the development of a 24 hour per day, seven day per week, residential educational experience characterized by personal responsibility and collaborative relationships among faculty, students, and staff; and
- a future-directed college, focusing on educating people in ways that will make them effective and contributing citizens to the world of their future.

## Our Character

By being intentional in fulfilling our values—taking those actions that help us better be what we believe we should be—we are a college of both quality and distinctiveness. We are a future- directed community of learners where students, faculty, and staff are mutually engaged in intellectual, social, and personal learning inside and outside of the classroom. Our curricular and co-curricular educational experience emphasizes: shared and interdependent learning; a balance of challenge and support; a caring commitment to the individual; intellectual, social, and individual rigor; the development of personal responsibility; and approaches that link theory and practice, what we term "The Liberal Arts in Practice."

## **Accreditation and Affiliations**

Hartwick is an independent college operating under a charter granted by the Regents of the University of the State of New York. Control of the College is vested in its Board of Trustees, and its academic programs are registered with the New York State Department of Education, Office of Higher Education, Room 979, Education Building Annex, Albany, NY 12230, 518-474-5851.

Hartwick College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The degree programs in art and art history are accredited by the National Association of Schools of Art and Design. The bachelor of science degree program in chemistry is approved by the American Chemical Society. The degree programs in music and music education are accredited by the National Association of Schools of Music and the music department has an active chapter of Pi Kappa Lambda, a national music honor society. The baccalaureate program in nursing at Hartwick is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, 202-887-6791.

Hartwick is an institutional member of the Association of American Colleges and Universities, the American Council on Education, the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the College Entrance Examination Board, the Council for Advancement and Support of Education, the American Association of Colleges of Nursing and Commission on Collegiate Nursing Education, the American Chemical Society, the American Association of University Women, the Independent College Fund of New York, the National Association of Independent Colleges and Universities, the Council on International Educational Exchange, and the Higher Education Data Sharing Consortium, EduCAUSE.

# Admission

Hartwick seeks to admit those students who have demonstrated promise and, through past achievements, their desire to develop intellectually and personally. A prospective student's curriculum and academic performance in secondary school are the primary criteria in the selection process.

The distribution of recommended secondary school courses for applicants includes:

- four years of English
- three years of Foreign Language
- three years of Mathematics
- three years of Science
- three years of History/Social Studies

## GPA Information

Students need to have a minimum of a "B" average to be considered for admission to Hartwick College. Students with a gpa less than a B average could be considered for admission and a decision will be made by committee review.

## The SAT I/ACT Option

SAT I and ACT scores are optional for admission to Hartwick. If you choose to submit those scores, we will consider them when reviewing your application. Please note that first year nursing applicants must submit their SAT or ACT scores to be considered for the Nursing Program.

Grades, strength of curriculum, and rank in class have always been the most important elements of our admission criteria. By making the SAT or ACT optional, Hartwick highlights your coursework and your academic achievement. Also, the admissions process and the educational experience at Hartwick have always been highly personal. Making SATs optional is one way of letting you know that.

## Home Schooled Students

In addition to meeting all stated applications requirements, home schooled students must submit the following:

- SAT I or ACT test (students are strongly encouraged to take at least three SAT II subject tests)
- Transcripts that are accompanied by course descriptions and/or syllabi
- At least one recommendation from an outside instructor or employer

We strongly recommend that those applying for federal financial aid have a GED.

## Early Decision

Applicants who have carefully considered their educational expectations for college and have decided that Hartwick College is their first choice may choose to apply under the Early Decision plan. Early Decision applicants are expected to enroll within two weeks of receiving their acceptance to the college. A candidate should complete and submit the Early Decision form, which is part of the application. The Early Decision deadline is November 1.

## Regular Decision

Hartwick College offers rolling admissions for regular decision and applicants will be notified of their admissions decision within two weeks of file completion. Students will be contacted if any parts of the application or supporting documents are missing.

## First Year Student Application Procedure

1. The Hartwick application may be obtained from the Office of Admissions, Hartwick College, Oneonta, NY 13820 or online at [www.hartwick.edu/admissions](http://www.hartwick.edu/admissions). The College accepts the Common Application. Students may obtain copies of the Common Application from their high school or Common Application Web site. There is a supplemental form for the Common Application. The supplemental form can be obtained by visiting the aforementioned web site.
2. The application fee must accompany the application. It is not refundable, nor is it credited to the student's account after enrollment. The application fee is waived for children of Hartwick College alumni, applicants who do an official campus visit before applying, and students submitting the online application.

- Candidates may submit scores from the College Board SAT I or from the ACT. It is recommended that these tests be taken in the spring of the junior year and/or the fall of the senior year in secondary school and must be taken by the February 15 deadline of senior year.

Hartwick subscribes to the Candidate's Common Reply Date and students accepted under Regular Decision are required to notify the College of their decision to attend by submitting an enrollment deposit fee, postmarked on or before May 1.

Accepted candidates who matriculate must have their secondary school send the official end-of-year transcript indicating graduation date and final grades received. If the end-of-year credentials are not commensurate with those on which the original decision was based, the College reserves the right to review the original decision.

Although most first year students apply for entrance in the Fall Term, new students may apply for Spring Term (application deadline January 1).

### **Deferred Enrollment**

For the admitted student who wishes to defer enrollment for up to one year, a letter should be sent to the director of admissions requesting deferred enrollment and stating the reason(s) for the request. The enrollment deposit is required to grant the deferral (see Enrollment Deposit).

### **Music Audition and Art Portfolio**

Students applying for admission as music majors are required to have an audition. Auditions are held periodically on and off campus throughout the academic year. Students desiring to make audition arrangements should contact the chair of the music department for a specific time and date.

It is strongly recommended that students wishing to pursue art as a major course of study submit a portfolio of slides. Slides should accompany the application and will be forwarded to the Department of Art.

### **International Student Application Procedure**

Students who are citizens of countries other than the United States are encouraged to apply for admission. Hartwick College waives the application fee for international students. International students should apply following the same application procedure for U.S. students. International students should be prepared to submit objective test scores to indicate their level of English proficiency. Hartwick will accept the SAT I if the student's verbal score is greater than 420. Otherwise we will accept the Test of English as a Foreign Language. The minimum score we will accept is a 550 on the written TOEFL and a 213 on the computer-based TOEFL.

International applicants who wish to be considered for international scholarships are required to complete and submit the Hartwick College International Student Financial Aid Form (IFAF). This can be obtained online or by calling, e-mailing, or writing the Office of Admissions.

### **Transfer Student Application Procedure**

Hartwick College welcomes qualified students who have attended other undergraduate institutions. A cumulative grade point average of at least 2.0 on a scale of 4.0 is required to be considered. Transfer students may apply for admission to the Fall or Spring terms. Transfer credit from accredited colleges usually is given for courses similar to those offered at Hartwick College, completed with a grade of C or higher. A transfer student is required to attend Hartwick College for at least two academic years and to earn 45 credit hours to be eligible for a degree from Hartwick. Credit hours may be earned on a part-time or full-time basis.

Hartwick College generally will honor the associate of arts or associate of science degree from accredited colleges by offering the equivalent of two years of credit. Associate degree candidates who are admitted must meet the Hartwick College graduation requirements; it is possible that this may take longer than two years in some cases.

Hartwick has articulation and transfer agreements with several two-year colleges. Please contact the Office of Admissions for a complete listing.

Students who wish to transfer to Hartwick are requested to follow these steps:

- Obtain application forms and instructions from the Office of Admissions, Hartwick College, Oneonta, NY 13820. All correspondence relative to admission should be sent to this office.
- Have official transcripts of credits earned at all previous colleges sent to the Office of Admissions.
- An official secondary school transcript must be sent. Holders of a high school equivalency diploma (GED) must submit a copy of their test scores. SAT or ACT scores are optional.

4. Obtain a dean/academic advisor evaluation form indicating the student is in good academic and social standing and entitled to return to that institution.
5. Have a recommendation sent from a professor with whom the applicant has taken a college level course. Applicants who have not been enrolled at a college for three or more years may submit a personal/employer reference.

Unless there are unusual circumstances, prospective transfer students who have at any time been denied admission to Hartwick will be eligible for consideration provided they have studied for one academic year at another institution.

Hartwick adheres to a policy of rolling admission for transfer candidates. Deadlines for completed applications are as follows:

- Summer Accelerated Nursing Program—April 1
- Fall Term—August 1
- Spring Term—January 2

In all cases, decisions will not be made until the application is complete.

### **Nursing Partnership Program Application Procedure**

1. Obtain application forms and instructions from the Office of Admissions, Hartwick College, Oneonta, NY 13820.
2. Have official transcripts from each educational institution previously attended sent to the Office of Admissions. An official secondary school transcript also is required.
3. Have a reference sent from an instructor from the last professional program attended or supervisor (head nurse, supervisor or director) from a place of employment.
4. Submit a reference from a colleague.
5. Submit a photocopy of your current New York RN License or verification of application.
6. Deadline for RN Mobility applications: Fall Term-August 1; Spring Term-January 2

### **Visiting Students Application Procedure**

Visiting students are matriculated students in good standing at other campuses who wish to pursue coursework at Hartwick that is uniquely relevant to their educational programs. Visiting students may enroll in a normal course load at Hartwick, so long as they have explicit permission from their home colleges. Such students must submit an official statement documenting their status in good standing and the approval of the Dean or other designated authority from the student's home institution to the Office of the Registrar. Students must also submit transcripts showing completed academic coursework from their home institutions to the Office of the Registrar. If a visiting student subsequently applies for regular admission to Hartwick, a full admissions documentation must be presented.

### **Non-Degree Seeking, Part Time Students Application Procedure**

In special cases students who are not matriculated at Hartwick or other institutions may be admitted as part-time students (taking no more than 8 credits in the fall and spring terms, and 4 credits in January term). The standards for admission for special students are comparable to those that govern those who apply for matriculated status.

Students with no Hartwick affiliation desiring special student status must contact the Admissions Office for an application. High school students wishing to enroll must contact the Office of Academic Affairs for an application. Students with a Hartwick affiliation (spouse, parent, etc.) desiring special student status must contact the Office of the Registrar for an application. Special students are required to provide official collegiate transcripts and may be requested to provide official secondary school transcripts with test scores prior to admission. Upon acceptance, students may register in classes on a space-available basis, with instructor approval, assuming they have satisfied course prerequisites.

### **Readmission of Former Students Application Procedure**

A student whose study at Hartwick has withdrawn or been academically dismissed and who wishes to return must complete an Application for Readmission in the Office of the Registrar.

To be considered for readmission, the following steps must be completed at least 15 business days prior to the desired date of reentry:

1. Contact Financial Aid and Student Accounts to discuss cost of attendance and your financial aid eligibility (this is required for students that are returning with a cumulative GPA less than 2.000).
2. Contact your Academic Advisor and determine which courses you will need to take when you return.
3. Complete and submit the Application for Readmission to the Office of the Registrar.

4. Request that official transcripts from all colleges or universities attended while away from Hartwick College to be sent to the Office of the Registrar.
5. If you are applying for readmission from an academic dismissal you must provide an additional essay describing any and all activities in which you have been engaged during your time away from Hartwick that you believe will contribute positively to achieving your academic goals.

The review process will begin when your application and official transcripts (if applicable) have been received. Readmission applications are reviewed by the Registrar and Dean of Student Life. All correspondence/inquiries and transcripts should be directed to the Office of the Registrar, Hartwick College, Oneonta, NY 13820. Once all application materials have been received, a decision on your readmission will be communicated to you from the Office of the Registrar within 5 business days.



# Student Finances

## Financial Aid and Affordability

Financial assistance at Hartwick College is of two types: aid based on financial need and aid based on other criteria, such as academic achievement (non-need-based aid). Further information may be obtained at the Office of Financial Aid and Affordability at Hartwick College ([www.hartwick.edu/finaid.xml](http://www.hartwick.edu/finaid.xml)).

## Scholarships

Hartwick awards two kinds of merit scholarships: Academic Scholarships and Ad Altiora Achievement Awards, so you can be rewarded for your hard work in class, as well as for the time you put in to your passion.

Academic Scholarships are awarded based on your high school record and standardized test scores. Submission of SAT or ACT scores is optional. If you opt not to submit these, your Academic Scholarship will be based on your high school record alone. Academic Scholarships range in value from \$20,000 to \$92,000 over four years of study. There is no special application for these scholarships.

Ad Altiora Achievement Awards are based on your accomplishments outside the classroom, everything from student government to volunteering, community service to science fairs, drama to debate. These awards range in value from \$4,000 to \$16,000 over four years of study.

Students are eligible to receive both an Academic Scholarship and an Ad Altiora Achievement Award. The maximum amount of merit aid students can receive for fall 2013 is \$108,000 over four years of study, or \$27,000 a year. For qualified students, this amount covers 74% of Hartwick's 2012-13 tuition.

## SAT/ACT Optional Policy

SAT and ACT scores are optional for both admission to the College and the awarding of academic scholarships. You may decide whether we should consider your test scores when we consider you for admission. If you decide you do not want Hartwick to consider your test scores for admission and you qualify for an academic scholarship, we will also not use your test scores when calculating the amount of your academic award.

## Freshman Scholarship Criteria

The criteria for each of Hartwick's five academic scholarships are listed below. Please note that these criteria are approximations based on submission of both high school grade point average and standardized test scores, and that we recognize every student is unique, as are every student's academic credentials.

Scholarship	Amount	Eligibility	Criteria
Oyaron	\$112,000, payable at \$28,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Kellogg	\$108,000 payable at \$27,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Cooper	\$104,000 payable at \$26,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
President's	\$96,000, payable at \$24,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Nelson	\$60,000, payable at \$15,000/year for 4 years	First-year	High school GPA and SAT/ACT scores if submitted
Phi Theta Kappa	\$24,000/year for up to 4 years	Transfer	Membership in PTK Honor Society
Transfer Merit Scholarships	Range from \$15,000 to \$24,000/year for up to 4 years	Transfer	College GPA

**The Hartwick College Sibling Grant** discounts tuition for families with multiple students in attendance.  
**Eligibility:** Families with two or more children concurrently enrolled at Hartwick College on a full-time basis.

**Terms:** For the second child, the tuition is reduced by 25 percent. The total reduction is then divided equally among the siblings, and their tuition charges are reduced accordingly.

**The Hartwick College Legacy Grant** awards students a \$2,500 Hartwick Grant.

**Eligibility:** Students whose grandparent, parent, or sibling graduated from Hartwick College.

## **Transfer Students**

Both freshman and transfer candidates are eligible for academic scholarships. Transfer students will be judged based on your college grade point average and, in some cases, your high school grade point average and standardized test scores.

## **Applying for Financial Aid**

At Hartwick, our goal is to help you and your family through the steps of applying for financial aid. We want you to fully understand your award and the financing options available so you can best plan for your future. Download our brochure to learn more about applying for financial aid. Prospective students who file required forms by the application deadlines will be considered for financial aid from college, federal, or state sources. The Financial Aid Office welcomes questions; please contact us at 607-431-4130 or [finaid@hartwick.edu](mailto:finaid@hartwick.edu).

## **Required Forms**

- The Hartwick College Early Decision Financial Aid Application (prospective students may download the application from the Financial Aid web site). Return the completed form to the Financial Aid if you are an Early Decision applicant. This form is not needed for Regular Decision applicants.
- The Free Application for Federal Student Aid (FAFSA). Filing your FAFSA provides the College with information to determine eligibility for all federal aid programs. Successfully filing this form will generate a Student Aid Report (SAR) to the student that summarizes the submitted information. Note that you cannot complete this form before January 1 of your senior year of high school. Hartwick's school code is 002729.

You must estimate tax information to the best of your knowledge. Corrections can be made when your tax forms are complete, and the corrected figures will be used in the final aid determination.

After you enroll, Hartwick may request parent and student federal tax transcripts for financial verification.

# Billing

## **Tuition**

For most students, tuition is billed at the full-time status rate. Full-time is 12-16 credit hours per semester. You must maintain a minimum of 12 credit hours per semester to remain full-time.

## **Part-time**

If you should drop below 12 credits per semester prior to the Add/Drop date, you will be considered part-time for billing and financial aid will be affected. The student must also request Part-Time Status through the Office of the Registrar.

## **Overload**

A student with a GPA of 2.0 or greater may take up to 20 credit hours per semester. Permission is needed if the student wishes to take more than 20 credits, or if she or he is below 2.0 GPA and wishes to exceed 16 credits. There is an over-election fee for each credit hour over 20 credits for fall or spring semester, or over 4 credit hours in January. See Tuition and Fees for over-election charge.

## **Late Add**

You may not add a course after two weeks into the semester, unless you follow the procedure and petition the Committee on Academic Standards. If you are granted permission to add a course after the two-week period, there will be a fee of \$50 per course for late add. For those courses that meet for less than the full term, the late-add date will be one week into the course.

## **Fees**

All mandatory fees are listed separately on your billing statement. These fees apply to all current enrolled students. The orientation fee and technology fee are one-time fees, the first semester of enrollment. All other fees are charged by the half-year, in equal installments.

## **Official College Transcripts**

As long as there is an outstanding (delinquent) balance on an account, including Hartwick Tuition accounts, Hartwick Institutional loans, or Federal Perkins and Nursing loans, no transcript will be released from the College. (An exception is made for scholarships to be used at Hartwick College.) Prior to releasing all transcripts the Office of the Registrar verifies a student has been cleared by the Office of Student Accounts.

## **Billing Address**

Statements are directed to the parent or guardian who signed the Financial Responsibility Form. We are not allowed to discuss the account with anyone other than the student and the parent who has signed to be responsible for the account, unless we receive written permission from the student. A student may come to the Office of Student Accounts and request a statement at any time.

## **Refunds**

Refunds cannot be issued prior to the first Friday of Fall and Spring semester. Credits cannot be refunded if there are payments due on the 10-month payment plan, or if the credit is created through pending financial aid.

## **Restrictions**

Students with past-due balances will not be permitted to pre-register for the subsequent semester. If you receive notice of a restriction, please visit the Office of Student Accounts as soon as possible.

## Tuition, Fees and Related Costs for 2016-17

### Current Rates for Full-Time Matriculated Students:

Tuition	\$40,630
Room (Double)*	\$5,850
Board (Unlimited Plan)	\$5,270
Wellness Fee**	\$320
Activity Fee**	\$400
Campus Card Fee**	\$50
Pine Lake Fee**	\$40
TOTAL	\$52,560
Matriculation Fee – first-year students, first semester only	\$400
TOTAL	\$52,960

Health Insurance is mandatory for all full-time students. Please refer to section on health insurance for costs and waivers.

\*Room and board rates may differ based on residence hall or meal plan.

\*\*Mandatory Fee for all matriculated students.

An Enrollment Deposit of \$400 is required of all matriculated students upon entering the College. This non-refundable fee is credited to the student's first semester billing statement. Information about how to pay this Deposit is available [here](#).

### Other Miscellaneous Fees and Part-Time Rates

Over-Election Fee, per credit	\$330
Late Add Course Fee, per course	\$50
3-Year Degree Program Deposit	\$300
Transcript Fee	\$10
Missed Appointment Fee- Perrella Health Center	\$10
Vehicle Registration Fee	\$50
Art Courses- Studio Fees, per credit	\$25
Private Music Lesson- One-hour less/Rate per year, music majors are discounted	\$880
Private Music Lesson- Half-hour less/Rate per year, music majors are discounted	\$440

### Physical Education Fees

Advanced Martial Arts	\$45	Intro to Martial Arts	\$45
Archery	\$45	Outdoor Adventure	\$45
Ballroom Dance	\$45	Personal Fitness Training	\$170
Body Boot Camps	\$45	Personal Fitness/Relaxation	\$45
Bowling	\$100	Lifeguarding	\$100
Functional Fitness	\$45	Res. to Emergency/Comm CPR	\$100
Fit Yoga	\$45	Skiing- Beginner	\$149
Gentle Yoga	\$45	Skiing- Intermediate	\$199
Golf	\$80	Sports Health	\$50
Healthy Way to Weight Loss	\$45	Water Safety Instructor	\$85
Horsemanship	\$175	Zumba	\$45
Indoor Cycling	\$45		

## Part-Time Student Fees

Tuition per credit hour	\$1,350
High School Tuition, per credit	\$110
Audit/Non-credit, per course	\$150
Bassett Nursing- beginning Fall, per credit	\$550
18-Month Accelerated Nursing Program, per credit	\$880
Summer Nursing Program, per credit	\$530
Summer Tuition, per credit	\$330
Summer Online Tuition, per credit	\$300
Tech Fee for Summer Online-Non Hartwick Students	\$100
Summer Internship Fee- internship up to 4 credits	\$360
Summer Internship Fee- internship 5-8 credits	\$720
Fifth Fall, per credit	TBA

\*Some courses have an additional course fee. These courses will be designated with a \$ in their title. In addition, there may be other charges related to courses/tests. Students should check with the academic department offering their course(s) if they have any questions.

\*\*Nursing students will have additional fees related to their course of study. To see a list of these fees and the timing of these fees please contact the Nursing Department or visit the following link [www.hartwick.edu/nursing](http://www.hartwick.edu/nursing)

## 2016-17 Room Rates

Triple	\$5,248
Double	\$6,055
Single	\$7,025
Leitzell	\$7,070
On-Campus House/On-Campus Apartment	\$7,315
Townhouse	\$7,585
Super Single	\$7,835
Pine Lake- Single/Robertson	\$7,025
Pine Lake- Double/Robertson	\$6,055
Pine Lake- All cabins, Farmhouse, Robertson Lodge Apt.	\$7,315
Pine Lake- Super Single	\$7,835

A list of Meal Plan choices and costs are available from the Office of Residential Life and Housing.

## Expenses

The annual tuition charge for matriculated students covers 12-20 credit hours for Fall and Spring terms, and 4 credit hours in January. A full-time matriculated student who has been granted permission to overload will be charged an over-election fee for over 20 credit hours in Fall and Spring, and over 4 credit hours in January. A student dropping below the 12 credit hours prior to the end of the Add/Drop period will be considered part-time and Financial Aid may be affected. Fall Term charges include fall semester and one-half of January Term. Fall Term is electronically billed on July 15 and payments are due August 5. Spring semester e-statements are posted on December 15 and payment is due January 5. Spring semester statements include charges for the second half of January Term and the spring semester. In addition, an e-bill statement will be generated for any month in which there are new or outstanding charges. E-bills can be viewed here.

## Payments

Checks should be made payable to Hartwick College in United States dollars. Tuition, room, board, and fees are payable in two payments; the first one on or before August 5 and the second payment on or before January 5. For a monthly installment plan, please see the following sections. For each month, or part of a month that payments are delinquent, a fee of 1% will be charged for each month or fraction of a month throughout the duration of such delinquency. A charge of \$25 will be assessed when a personal check or online payment is offered in payment of charges or services and the payment is not honored.

Mail your check, made payable to Hartwick College, to: Office of Student Accounts, Hartwick College, PO Box 4020, Oneonta, NY 13820-4020. Please note the student name/account number on your check. Through an outside servicer, Hartwick College accepts online payments for payments by MasterCard, Visa, Discover, American Express and ACH from checking or savings.

### **International Student Payment Option**

The College has partnered with peerTransfer to offer an innovative and streamlined way to make international tuition payments. With peerTransfer, you can pay from any country and any bank. International students can make an online payment using peer Transfer's website.

### **Installment Payment Plan**

Hartwick College has partnered with Educational Computer Systems Inc. in our continued commitment to assist families in affording an education. ECSI offers an interest-free Tuition Payment Plan with an enrollment fee of \$75. Instead of making two lump-sum payments, ECSI allows you to pay all or part of your educational expenses in ten monthly installments. By enrolling in this plan, the tuition account will be credited each semester with one-half of the contracted amount. Program enrollment starts on June 1. You may contact ECSI by telephone at 866-927-1438 or by visiting their Web site at <http://www.ecsi.net/hartwick>.

### **Work-Study Earnings**

Students employed on campus through the federal work-study program will be paid by check every two weeks for hours worked, and may request to have all or part of their earnings applied directly to the tuition account. To request the deduction, the student must complete a Payroll Deduction Authorization form with the Office of Student Accounts on a yearly basis. Parents of students receiving work-study as part of their financial aid award package should not deduct their student's work-study award amount from the tuition account. Paychecks are delivered to the student campus boxes on payday. Automatic deposit to a checking or savings account is available; please contact Student Payroll for an application. The Cashier's window, located in Bresee Hall, is available to cash student work-study payroll checks on pay dates only.

### **Check Cashing and Advances**

Students may cash personal checks for up to \$25 per day at the cashier's window in Bresee Hall, Monday through Friday, 10:00 a.m. to 3:30 p.m., when classes are in session. Hartwick ID is required. Parents' checks made payable to the student for \$75 or less also may be cashed. An ATM provided by Community Bank, N.A. is located on the third floor of Dewar Hall.

If an emergency arises and a student needs to return home immediately, the Office of Student Accounts will advance the student the cash amount required. Should this need arise, parents must contact the Director and request the amount needed. Once approved, the advance amount will be added to the student's tuition account.

### **Overpayments**

If total payments and/or financial aid result in an overpayment, a refund must be requested. The student will be the recipient of the refund unless a parent loan generates the credit balance. Credit balances from parent loans are refunded to the parent borrower. Financial aid must be posted and verified before any refund can occur. Refund requests are processed within five to seven days. Any authorization obtained for disbursing financial aid funds continues to be valid in subsequent years unless rescinded in writing.

### **Tuition Insurance**

Hartwick College does offer optional tuition insurance through an outside servicer, A.W.G. Dewar Inc., to provide coverage if a student must leave the College mid-semester due to a serious illness or accident. The cost of the plan for a student that lives on campus is \$337, and for a student that lives off campus the cost is \$294. This optional insurance extends and enhances the refund policy that is outlined in the next section. It should be noted that mental health withdrawals/leave of absences are paid at 60% of costs insured. For your convenience you can visit [www.collegerefund.com](http://www.collegerefund.com) for additional details.

## Refund Policy

There may be an occasion during the academic year when a student decides to withdraw from the College after classes have begun. Refunds of tuition will be made according to the following schedule. The Fall billing period includes all of Fall Term and one-half of January Term. The Spring billing period includes the second half of January Term and all of Spring Term.

Second Week of Billing Cycle	80%
Third Week of Billing Cycle	70%
Fourth Week of Billing Cycle	60%
Fifth Week of Billing Cycle	50%
Sixth Week of Billing Cycle	40%
Seventh Week of Billing Cycle	30%
Eighth Week of Billing Cycle	20%
Ninth Week of Billing Cycle	10%
Tenth Week of Billing Cycle	5%

- After the tenth week of the billing period, no refund of tuition will be made.
- Financial Aid will be re-calculated according to school policy and federal regulations.
- Room charges are pro-rated for the first two weeks of term only. After two weeks, no refund is given.
- Board charges for the board/meal plan will be prorated on a weekly basis.
- Mandatory Fees--are non-refundable after the start of the semester.
- Health Insurance--the optional health insurance fee is non-refundable after the start of the semester.
- Medical leaves abide by the same refund policy as listed above. (See Tuition Insurance for further information.)
- No refund of tuition, fees, room or board will be granted when a student is suspended or expelled from Hartwick College.

# Academic Opportunities

## Building Your Liberal Education

College students are architects. Each has the job of designing the education he or she will experience. There is help along the way—advice from family and friends, for example, and some amount of structure established by the College and its faculty. But ultimately, the choices are made by students, and the quality and value of the college education depend heavily on those choices.

This catalog describes the building blocks with which you can construct your college education at Hartwick. Before getting too deeply involved in the separate pieces, let's consider how they might fit together. First, let's look at a basic commitment of the college that will influence your design. We are convinced that the liberal arts and sciences provide the core of the intellectual development we want all our students to experience. People are sometimes confused about what “liberal education” means.

Our modern phrase “liberal arts and sciences” comes from an inspiring Latin phrase that meant, roughly, “the learning appropriate for a free person.” People locked into narrow specializations or people interested only in preparation for their first job might find a technical education sufficient. Hartwick, as a liberal arts and sciences college, serves those who want to equip themselves for a lifetime of learning, career development, and the kind of change that characterizes the 21st century. Indeed, the intellectual capabilities of a liberal arts and sciences education are the very skills valued by employers.

A liberal education is both broad and deep, allowing exploration of a wide spectrum of human knowledge and assuring study of at least one set of questions (we usually call it a “major”) with special intensity. At Hartwick, we believe that all our students—even those who know exactly where they want to head in their careers—deserve this kind of education. Employers appreciate the perspective, communication skills, and analytical abilities of liberally educated people. More importantly, such people are well prepared to live enjoyable, contributing, and fulfilling lives.

## Academic Advising

Making the most effective use of the learning opportunities a college experience offers is a basic challenge each student faces. Hartwick provides special help in this process with its system of academic advising. All students will be assigned a faculty member as their regular academic advisor. For first-year students, every effort is made to have this advisor be a professor the student has in a Fall Term course, so that advisor and advisee come to know each other. If students declare a major, every effort will be made to match them with an advisor in that department. If a student does not declare a major, he or she will be assigned to a professional advisor in the Office of the Advising. In addition to the advisor of an undeclared student, resources are available in the Office of the Advising to assist students with choosing or declaring a major. Students must meet with their advisors prior to each course-registration period, but students are urged to visit their advisors regularly as the year progresses.

Helping the student plan a challenging, satisfying, and coherent program is one of the best ways an advisor can be of assistance, but often the advisor also can discuss career options or the resources available at the College for dealing with specific problems a student may be facing. Students may change advisors as their needs or interests change and, when a major field is selected, the advisor should be from the major department. To change advisors, students complete the necessary form available from the Office of the Advising and return it to that office.

## Academic Calendar

Hartwick's academic calendar provides a structure for the academic year designed to help students get the most out of their college experiences. In the Fall and Spring terms, students normally take 12-16 credits and have periods set aside as Reading and Examination Days to conclude their studies. January Term at Hartwick is designed to be very different from fall and spring semesters. One important difference is that students enroll in a single course for the entire four-week term, usually for several hours each day. This allows for a concentrated, intensive examination of subjects often not taught during a longer semester. Whether taking a course or advanced independent study on campus or an off-campus program or internship, students are able to invest themselves completely in just one course with no distractions.

## Instructional Locations

Hartwick's courses are taught at our main campus at One Hartwick Drive in Oneonta, NY 13820. Classes are also taught at Pine Lake located at 1894 Charlotte Creek Road in Davenport, NY 13820 and Nursing Partnership Program students complete courses at the main Bassett Healthcare located at 1 Atwell Drive in Cooperstown, NY 13326. In addition, students have many opportunities to participate in internships off campus and to conduct research independently with our faculty. Furthermore, students have the opportunity each January Term to study off campus via a J-Term program through the PSGE center.



## Components of a Degree Program

Hartwick College recognizes its responsibility to help students pursue a program of study that provides both depth and breadth of understanding. In addition to demonstrating competence in at least one specialized area, graduates should have a basic, multidisciplinary education that includes an acquaintance with major alternative ways of knowing, an understanding of the cultural heritage shared by liberally educated persons, and a broad foundation for a lifetime of continued learning. Since there is no single path to this goal, students should be able to choose, in consultation with their advisors, the particular courses of study best suited to their interests and needs, within the framework of general degree requirements.

## Graduation Requirements

- Satisfactorily complete four academic years of full-time study or its equivalent, which Hartwick defines as 120 academic credits with a minimum cumulative grade point average of 2.00. At least 60 credits must be earned at Hartwick, with the final 30 credits completed as a matriculated Hartwick student. (Performance music credits beyond 12 semester hours and physical education credits do not count toward this requirement.)
- Fulfill the requirements of the Liberal Arts in Practice curriculum.
- Earn an overall average of at least 2.0 in the major program or Individual Student Program.

## Curricular Mission: A Commitment to Liberal Arts in Practice

The central focus of the liberal arts tradition has always been on preparing individuals to face the responsibility of freedom. Indeed, the Latin *artes liberales* refers to the areas of study required for living as a free person. The greatest opportunity faced by free persons is also the greatest burden: Free persons must choose. Choosing well requires knowledge, understanding, and, above all, judgment.

The premise of our curriculum at Hartwick College is that a liberal arts education addressing the interplay between the theoretical and the practical is the best way to develop the integrative forms of knowledge, understanding, and judgment necessary for choosing well.

In establishing a curriculum for Hartwick College, we

- recognize profound cultural and natural diversity and interconnectedness, and thus seek to build a deeper understanding of similarities and differences across time and space;
- Affirm the necessity of human interaction and thus seek to develop familiarity with diverse ways of knowing and facility with diverse forms of communication;
- Acknowledge the significance of individual and collective actions and thus seek to foster the capacity for critical thinking, ethical action, and reflection;
- Take inspiration from the artifacts of human ingenuity and the beauty and workings of nature and thus seek to nurture creativity in all its varied forms;
- Value the transformative potential of experience, and thus seek to integrate learning and doing, both inside and outside the classroom; and
- Posit that inquiry, discovery and self-examination promote strength of mind and purpose over the course of a lifetime and thus seek to ignite a passion for lifelong learning.

Our commitment to the Liberal Arts in Practice fosters active student participation in the academic endeavor, helping our students, as free people, develop the knowledge, understanding, and judgment needed to make meaningful contributions to present and future communities throughout the world.

## Electives

Elective courses complete the academic program. Much creativity may be exercised in this part of the curriculum. Many students use some of these courses to complete a minor—perhaps in a field related to their major, perhaps in an interdisciplinary program that cuts across many fields, such as environmental science and policy. The range of possibilities is enormous. Some electives may be useful in broadening career opportunities—for example, Business Administration or Computer Science courses for the Art major hoping to work in gallery administration, or courses in a foreign language for the Business Administration major interested in international business. Other electives contribute to a student's ongoing personal and intellectual development.

## Individual Student Programs

A student whose main interests are not met by one of the standard departmental majors may design an individual program of concentration, comparable in depth of study and number of courses to departmental majors. In designing and carrying out such a program, the student will work closely with the Committee on Interdisciplinary Studies, which oversees this part of the curriculum.

Individual Student Programs have been developed in a wide variety of areas. Some, for example, focus on fields in which Hartwick offers programs of study but not majors, as suggested by the following recent titles: “Photojournalism,” “Biomedical Informatics,” and “Management and Production for the Performing Arts.” Sometimes programs are combinations of a major interest in one discipline with a complementary secondary specialization, or an interest that cuts across many disciplines, such as “Scientific Writing and Illustration,” “Graphic Design and Communications,” and “International Economics.”

Some programs center on areas of concentration that lead toward specific career objectives, such as “Human Resources Management,” “Political Journalism,” “Horticulture,” and “Marketing Communications.” Occasionally programs emphasize a particular field within a discipline, such as “Analytical Technology,” “Creative Writing,” and “Cognitive Science.”

The program of study is developed by the student in consultation with faculty members of the student’s choice along with the coordinator for Individual Student Programs. The program must meet all requirements of the Liberal Arts in Practice curriculum. The student then meets with the Committee for its consideration of the proposed program, working through whatever modifications seem appropriate to the Committee. When the program is approved, the student pursues it with guidance from a program advisor selected from among the faculty by the student. Any changes in the approved program must be accepted in advance by the Committee.

Students interested in developing an ISP should contact the coordinator for Individual Student Programs as early as possible. At the latest, a preliminary proposal for an Individual Student Program should be submitted to the committee during the spring term of the student’s sophomore year, and a full proposal must be completed and approved by the committee before the beginning of the Fall Term of the student’s junior year, unless the student receives financial aid from New York State (TAP, Regents or nursing scholarships). Recipients of such financial aid should be aware that they cannot be certified for payment after the end of the sophomore year without a declared major or an approved ISP. These students must submit ISP proposals no later than the beginning of the Spring Term of the sophomore year.

Students who have an approved Individual Student Program are listed as “ISP” majors, and the Committee on Interdisciplinary Studies becomes their home “department.” They also may elect to pursue a minor in addition to the ISP major by fulfilling the requirements of any regular department.

## Interdisciplinary Programs

The College offers minors or programs in the following areas, which draw from several disciplines:

- Cognitive Science (minor)
- Education (program)
- Environmental Science and Policy (minor)
- Graphic Communications (minor)
- Latin American and Caribbean Studies (minor)
- Museum Studies (minor)
- Peace and Conflict Studies (minor)
- U.S. Ethnic Studies (minor)
- Women’s and Gender Studies (minor)

Complete descriptions can be found in the “Courses of Study” section.

## Disciplinary Minors

Hartwick encourages its students to consider adding a minor or other secondary concentration to their programs. While not required for graduation, such a group of courses can frequently help a student organize his or her electives in a way that complements a major, develops a second interest, or strengthens career preparation.

## Minor Requirements

Requirements of different minors vary but include at least 18 credits with a cumulative average of 2.0 earned in those courses. Students wishing to declare a minor should consult the appropriate department or coordinator and notify the Office of Academic and Pre-Professional Advising as early as possible, but no later than Spring Term of the senior year.

Minors are offered by all departments except Education, Nursing, and Physical Education and are described in the departmental listings.

## Liberal Arts in Practice Curriculum

The Liberal Arts in Practice general education curriculum provides the Hartwick student with a variety of learning opportunities to inspire intellectual growth and prepare each student to contribute in meaningful ways to complex and diverse societies, communities, and organizations.

The Writing Competency, Quantitative/Formal Reasoning, and Foreign Language requirements advance the student's ability to communicate and express thoughts, ideas, and relationships by diverse means.

The First Year Seminar and Senior Capstone frame the student's educational journey at Hartwick, a journey encompassing both breadth and depth of knowledge. An intensive seminar designed for first year students introduces them to many of the means and methods to be employed throughout their education. Ventures into all three divisions of academic knowledge (the Physical and Life Sciences, Arts and Humanities, and Social and Behavioral Sciences) broaden their understanding of the varied ways of knowing the world, both intellectually and experientially, as students integrate their classroom learning in one discipline with perspectives gained from other disciplines and through hands-on experience. Through a major or an Individual Student Program in a particular area of interest, students also develop significant competence culminating in a Senior Capstone, a project demonstrating mastery of that discipline. Thus by uniting learning and doing, the Liberal Arts in Practice curriculum aims to foster critical thinking, intellectual growth, delight in discovery, and social commitment to last a lifetime.

## Writing Competency Requirement

By attaining Writing Level 4 in the Writing Competency Program, students will demonstrate the ability to write competently at the college level. In order to graduate, students at Hartwick College must demonstrate competence in writing at the college level, as defined in Writing Competency: A Handbook. Such demonstration must be made in one of two ways:

- By progressing to Level 4 through a sequence of courses outlined below, beginning with the course at the level at which the student was placed upon admission to the College.
- By achieving Level 4 in the Writing Proficiency Examination. The student may not take the examination before completing the course at the level at which he or she was placed upon admission to the College.

Students should take their first writing course during their first year and are expected to satisfy the requirement by the middle of their junior year. Students admitted to Hartwick will be placed in one of four levels of competency according to results from a writing sample. The writing sample will be required during summer orientation. The sequence of courses described below is designed to offer increasingly complex and challenging writing tasks. Accordingly, the courses must be taken in sequence. That is, a student placed at Level 1 must take English 101 before taking English 110. A student may take a Level 3 course at any time but may not receive writing credit unless he or she is at Level 3.

- Level 1 students needing review work in English grammar and in writing and revising short compositions will register for English 101: Writing Tutorial. Students who successfully complete English 101 will pass to Level 2.
- Level 2 students needing instruction in composing and developing whole essays will register for English 110: Composition. Students who earn a grade of A- or higher will pass to Level 4; those who complete 110 with a grade of C through B+ will pass to Level 3. Students receiving a grade of D- through C- will pass to Level 2b.
- Level 2b students passing English 110 with a grade of D- through C- and needing extended work in the writing and particularly the revision of compositions will register for English 111: Composition Workshop. Students who successfully complete English 111 will pass to Level 3.
- Level 3 students needing additional practice in writing and revising (but not an entire course in writing) will register for lower-level courses offered in many departments and in all divisions, and designated by a "W" in the class schedule. These courses feature instruction in writing within a discipline. Instructors may recommend further Level 3 course work for a student or pass the student into Level 4. The instructor will determine whether a student is passed to Level 4 at the completion of the course and will make such recommendation independent of the course grade.
- Level 4 students placed at Level 4 as first year students or who attain Level 4 through testing or course work are considered able to write at the college level of competency. They should maintain and sharpen their skills by taking courses that require essays, reports, short papers, and essay examinations. Students admitted as transfers who before entry have attained a grade

of C or better in a college-level composition course will receive college credit for the course, but will be assigned to a writing level by means of testing at entry. Should review of the writing sample and, when available, SAT scores indicate that the student's writing is not yet at Level 3, such a student must take either English 110 (see above under Level 2) or English 111 (under Level 2b), which will allow the transfer student to pass to a higher writing level.

Courses at Writing Level 1, 2, and 2b (English 101, 110, and 111) do not satisfy the Breadth and Integration requirement in the Humanities.

### **Quantitative/Formal Reasoning Requirement**

Complete a course (minimum of 3 credits) with a Quantitative or Formal Reasoning (QFR) designation that explores or makes significant use of mathematics or formal logical reasoning or uses computers for the analysis of mathematical, social-scientific, or scientific data.

### **Foreign Language Requirement**

The requirement is satisfied in one of five ways:

- Complete an elementary language sequence (minimum 6 credits), or
- Complete one intermediate language course (minimum 3 credits), or
- Complete one introductory language course (minimum 3 credits) and the corresponding off-campus program (minimum 3 credits), or
- Complete one introductory language course (minimum 3 credits) and the corresponding on-campus culture course (minimum 3 credits).
- Complete an off-campus language immersion course (minimum 3 credits).

Courses used to satisfy the Foreign Language Requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Arts and Humanities division with an off-campus program of a minimum of 15 days off campus.

### **First Year Seminar Requirement**

Complete a First Year Seminar (minimum of 3 credits, enrollment cap of 20)

### **Breadth and Integration (minimum of 27 credits)**

Complete at least three courses, totaling at least nine credits, in each of the College's three academic divisions: Arts and Humanities, Physical and Life Sciences, and Social and Behavioral Sciences.

- In the Physical and Life Sciences academic division, as part of the nine credit minimum, complete at least three credits in Chemistry or Physics and at least three credits in Biology or Geology. At least one of the courses must have a weekly laboratory component.
- In the Social and Behavioral Sciences academic division, as part of the nine credit minimum, complete courses from at least two different departments.
- In the Arts and Humanities academic division, the nine credits of courses are to be met through exploring humanities beyond the skills courses; therefore there are two types of exclusions from the course offerings. Writing Courses at Writing Level 1, 2, and 2b (English 101, 110, and 111) do not satisfy the Breadth and Integration requirement for the Arts and Humanities. Foreign Language— Courses used to satisfy the Foreign Language Requirement may not be used to satisfy any other general education requirement, with the exception that students may meet the experiential requirement in the Arts and Humanities division with an off-campus program of a minimum of 15 days.

In the Arts and Humanities and Social and Behavioral Sciences academic divisions, as part of the nine credit minimum, complete at least three credits in either an Integrative Learning Seminar (ILS) or coursework with a specifically designated Experiential Learning component.

### **Integrative Learning Seminar**

Integrative learning seminars are characterized by active student engagement in course materials and research, limited enrollments, and an assumed knowledge of basic concepts in the field. Designation as an ILS is subject to the approval of the academic division. An interdisciplinary ILS may obtain divisional approval to qualify for more than one academic division, but a single course may be used to fulfill the requirement in only one academic division.

## Experiential Learning

Experiential learning courses are characterized by active student engagement in a learning environment that expects students to apply their learning to real-life situations. Experiential learning courses include:

- Internships
- Off-Campus Programs (minimum of 15 days off campus)
- Coursework requiring a significant, grade-bearing, service-learning component
- Coursework in Studio Art, Music, Theatre, Dance Performance, or Creative Writing
- Coursework with a weekly laboratory requirement
- Coursework at Pine Lake that contains a significant, grade-bearing experiential component

## Depth in Discipline

Complete the requirements for one Primary Major Program or a student-designed Individual Student Program.

A good liberal education combines breadth and depth. Along with a wide-ranging general background, it is important to have studied some field deeply and developed significant intellectual competence in a particular area of interest. While the choice of a major is sometimes influenced by particular career goals, the most important driving force behind the choice should be sincere interest. Hartwick offers a wide spectrum of major programs, any one of which could help a student prepare for a rewarding life as well as many different career paths. Some lead to the Bachelor of Arts degree and others to the Bachelor of Science degree, depending on the proportion of the program devoted to the major specialization as opposed to liberal studies.

- Accounting (Bachelor of Science)—CPA or General Accounting
- Anthropology (Bachelor of Arts)
- Art (Bachelor of Arts)
- Art History (Bachelor of Arts)
- Biochemistry (Bachelor of Science)
- Biology (Bachelor of Arts)
- Business Administration (Bachelor of Science)
- Chemistry (Bachelor of Arts or Bachelor of Science)
- Computer Science (Bachelor of Science)
- Economics (Bachelor of Arts)
- Education (Certification Program—see Note)
- English (Bachelor of Arts)
- Environmental Chemistry (Bachelor of Science)
- French (Bachelor of Arts)
- Geology (Bachelor of Arts)
- German (Bachelor of Arts)
- History (Bachelor of Arts)
- Individual Student Program (Bachelor of Arts or Bachelor of Science)
- Mathematics (Bachelor of Arts)
- Medical Technology (Bachelor of Science)
- Music (Bachelor of Arts)
- Music Education (Bachelor of Science)
- Nursing (Bachelor of Science)
- Philosophy (Bachelor of Arts)
- Physics (Bachelor of Arts)
- Political Science (Bachelor of Arts)
- Psychology (Bachelor of Arts)
- Religious Studies (Bachelor of Arts)
- Sociology (Bachelor of Arts)
- Spanish (Bachelor of Arts)
- Theatre Arts (Bachelor of Arts)

Note: Students preparing for a career in education may complete the Education program leading to Initial Certification by the New York State Education Department while pursuing a major program in a subject matter field. Hartwick's program is registered to prepare for certification in Adolescence Education (grades 7-12) in the fields of Biology, Chemistry, English, French, German, Mathematics, Physics, Social Studies, and Spanish; Middle Childhood (grades 5-9); Childhood Education (grades 1-6); Music

Education (grades K-12) and Art Education (grades K-12). Students may earn Dual Certification in Special Education in conjunction with certification in Adolescence, Middle Childhood, or Childhood Education.

### **Senior Capstone**

Complete (minimum of 3 credits) a departmentally (or ISP) determined Senior Capstone. In cases in which the requirements for more than one Primary Major Program are completed, the Senior Capstone Requirement may be satisfied by a project mutually agreed upon by the two or more academic programs.

# Academic Calendar 2016-2017

## DATES TO ARRIVE

New Students  
(First-Year & Transfers)

Wednesday, August 24

Returning  
UPPERCLASS

Sunday, August 28

### Fall Term

Opening Convocation

Thursday, August 25

Classes Begin

Monday, August 29

Labor Day

Monday, September 5

True Blue Weekend  
(Family Weekend/Homecoming & Reunion Weekend)

Friday to Sunday  
September 30 to October 2

October Break

Saturday to Tuesday  
October 15-18

Thanksgiving Recess Begins

Wednesday, November 23

Thanksgiving Recess Ends

Sunday, November 27

Last Day of Class

Friday, December 2

Reading Days

Saturday and Sunday, December 3 and 4

Examination Days

Monday to Thursday  
December 5 to 8

### January Term

Classes Begin

Tuesday, January 3

Classes End

Friday, January 27

### Spring Term

Classes Begin

Monday, February 6

Spring Recess Begins

Saturday, March 25

Spring Recess Ends

Sunday, April 2

Honors Convocation	Wednesday, May 3
Scholarship Showcase*	Friday, May 5
*(No scheduled classes to allow for faculty and student participation in Showcase).	
Last Day of Class	Friday, May 12
Reading Days	Saturday and Sunday, May 13 and 14
Examination Days	Monday to Thursday, May 15-18
Baccalaureate	Friday, May 19
Commencement	Saturday, May 20



# Academic Deadlines and Important Dates 2016-17

## Fall Term

### August 26

Open add/drop period begins.

### August 29

Full term and first half courses begin.

### August 30

Open add/drop period ends at 5 pm.

### August 31

Instructor signature required to add any full term or first half course.

### September 2

Last day to add a first half course or drop a first half course without a grade of "W"

### September 9

Last day to add a full term course or drop a full term course without a grade of "W".

Registration deadline for 3 or 4 credit Directed/Independent Studies, Senior Thesis/Projects and 3 or 4 credit Internships.

### September 28

Four week grades available for viewing in WebAdvisor.

### September 30

Last day to withdraw from first half course.

### October 14

First half courses end.

Applications for 2016-17 graduation due.

### October 19

Second half courses begin.

### October 21

Instructor signature required to add any second half course.

### October 25

Seven week grades available for viewing in WebAdvisor.

### October 26

Last day to add a second half course or drop a second half course without a grade of "W".

## January Term

### January 2

Residence Halls re-open at 8 am.

### January 3

J Term courses begin.

### January 4

Open add/drop period ends at 5 pm.

### January 5

Instructor signature required to add any J Term course.

### January 6

Last day to add a course or drop a course without a grade of "W".

Last day to add a 2 credit Independent/Directed Study or 2 credit Internship.

### October 31

Unresolved incomplete grades from spring and summer 2016 change to "F".

### October 31-November 11

Pre-registration for January and spring Term 2017. Opens at 9 am on October 31.

### November 4

Last day to withdraw from a full term course.

### November 11

Last day to withdraw from a second half course.

Pre-registration for January and spring term 2017 ends at 5 pm. No schedule changes allowed until November 28.

### November 18

Last day to add a 1 credit Independent/Directed Study or a 1 credit Internship.

### November 28

Add/drop period for changes to January and spring term 2017 schedules opens. See January and Spring term schedules for add/drop close dates.

### December 2

Last day of classes.

### December 3 & 4

Reading days.

### December 5-8

Final Exams.

### December 9

Residence Halls close at noon.

### December 13

Final grades available for viewing in WebAdvisor by 5 pm.

Last day to add a J Term Directed/Independent Study or Senior Thesis/Project or Internship.

### January 20

Last day to withdraw from a course.

### January 27

Last day of classes.

### January 31

Final grades available for viewing in WebAdvisor.

## **Spring Term**

### **February 6**

Full term and first half courses begin.

### **February 7**

Open add/drop period ends at 5 pm.

### **February 8**

Professor's signature required to add any course.

### **February 10**

Last day to add a first half course or drop a first half course without a grade of "W"

### **February 17**

Last day to add a full term course or drop a full term course without a grade of "W".

Registration deadline for 3 or 4 credit Directed/Independent Studies, Senior Thesis/Projects and 3 or 4 credit Internships.

### **March 3**

Last day to withdraw from a first half course.

### **March 8**

Four week grades available for viewing in WebAdvisor.

### **March 24**

First half courses end.

### **March 31**

Unresolved incomplete grades from fall 2016 and January 2017 convert to "F".

### **April 3**

Second half courses begin.

### **April 5**

Seven week grades available for viewing in WebAdvisor.

### **April 7**

Last day to add a second half course or drop a second half course without a grade of "W".

Last day to add a 2 credit Independent/Directed Study or 2 credit Internship.

Last day to change participation status in the May 2017 commencement ceremony (walking or not walking).

### **April 10-21**

Pre-registration for fall term 2017. Opens at 9 am on April 10.

### **April 14**

Last day to withdraw from a full term course.

### **April 21**

Last day to withdraw from a second half course.

Pre-registration for fall term 2017 ends at 5 pm. No schedule changes allowed until May 12.

### **April 28**

Last day to add a 1 credit Independent/Directed Study or 1 credit Internship.

### **May 8**

Add/drop period for changes to fall term 2017 schedules opens.

### **May 12**

Last day of classes.

Add/drop period for changes to fall term 2017 schedules ends. Changes not allowed until add/drop opens on August 25.

### **May 13 & 14**

Reading days.

### **May 15-18**

Final Examination days.

### **May 19**

Residence Halls close at noon.

### **May 19**

Baccalaureate.

### **May 20**

Commencement.

### **May 23**

Final grades available for viewing in WebAdvisor by 5 pm.

# Courses of Study

Courses of instruction at Hartwick are offered primarily by academic departments, organized into three main divisions: (1) Arts and Humanities, (2) Physical and Life Sciences, and (3) Social and Behavioral Sciences. These divisional groups indicate characteristic approaches to learning:

The Arts and Humanities generally use the approach of studying human documents and artistic achievements. Courses of study offered by departments in the Division of Arts and Humanities include Art, Art History, Classics, English, French, German, Music, Philosophy, Religious Studies, Spanish, and Theatre Arts.

The Physical and Life Sciences provide experience in the scientific method as exemplified by laboratory and field research. Courses of study offered by departments in the Division of Physical and Life Sciences include Biochemistry, Biology, Chemistry, Computer and Information Sciences, Geology, Mathematics, Medical Technology, Nursing, and Physics. The Social and Behavioral Sciences provide the experiences of gathering and analyzing social data. Courses of study offered by departments in the Division of Social and Behavioral Sciences include Accounting, Anthropology, Business Administration, Economics, Education, Finance, History, Political Science, Psychology, and Sociology.

Courses of study offered by departments appear alphabetically by discipline in this catalog supplement, along with major curricular requirements, a description of the discipline and current faculty.

## Course Numbering:

- 100-level courses are generally introductory to a field or discipline. These courses require a depth of study, student responsibility, and independence commensurate with initial work at the college level.
- 200-level courses normally require greater depth of study and student responsibility in the acquisition of knowledge and resources and in the mastery of techniques and methods than is demanded in 100-level courses.
- 300- and 400-level courses are usually designed for the major or minor and presuppose command of methods as well as factual and theoretical knowledge appropriate to the discipline.

Courses in the 100-199 and 200-299 series generally should be completed in the freshman and sophomore years.

## Departmental Distinction

Grades for all courses required for the major (including those from other departments, if applicable) are used to calculate the average in a major for Departmental Distinction. See Policies and Procedures for complete Departmental Distinction requirements.

*The College reserves the right to change this section of the catalog without notice and cancel any course which has an enrollment of fewer than eight students at the end of the pre-registration period.*

# Accounting

Accounting's focus on the preparation, communication, and use of economic information for decision making is especially relevant in an information age. Accounting-based information is the central means of communicating with internal and external stakeholders. It is the language of business.

Hartwick's demanding accounting program develops and demands critical thinking, analytical ability, and effective communication. At its core is decision making. The program's goal is to develop well-rounded individuals who understand the role of accounting within society, possess a solid accounting foundation, and can apply their education to ethical decision making. Graduates should be able to adjust to a dynamic, continually changing economic environment, to recognize the need for continual learning, and to assist the profession in responding to challenges.

Business leaders with strong accounting backgrounds have a significant competitive advantage. Many chief executive officers are certified public accountants (CPAs) or certified management accountants (CMAs). As commercial, industrial, and governmental organizations increase in complexity and international activity, they will seek accounting graduates with solid quantitative backgrounds and refined communicative ability: the combination found in our interdisciplinary accounting program and Hartwick's distinctive Liberal Arts in Practice requirements.

The two majors within the Accounting Program are the Accounting-CPA major (intended for those interested in licensure as a CPA) and the Accounting-General major (intended for those interested in internal reporting or graduate education as a path to licensure as a CPA). Minors in Accounting and Finance also are offered. The use of computers is integrated throughout the accounting curriculum that utilizes: the Internet for research, spreadsheets for analysis, and accounting software programs currently used by small business and accounting professionals.

The Accounting-CPA major has financial accounting and external reporting as its central focus. It investigates the questions and ethical dilemmas that underlie generally accepted accounting principles by studying the preparation, communication, and analysis of accounting information. It is a four-year licensure qualifying program, registered with the New York State Education Department Office of Professional Licensing. Registration identifies program graduates as having completed the 150 hours of designated academic credit required for CPA licensure in New York. It expedites CPA exam registration and licensure and includes the NYS licensure required Financial, Managerial, Taxation and Auditing Accounting courses.

The Accounting-General major allows students more flexibility within the accounting discipline. Students complete 120 hours of study which may focus on management accounting or taxation. Accounting-General majors who are considering CPA licensure should include Auditing in their major's electives.

The Accounting minor offers advantages to all Hartwick students. It is a natural complement to majors in Economics, Information Science, Business Administration, and Mathematics, among others. The minor helps prepare students for careers in business or in organizations that interact with business. It also provides an excellent foundation for students planning to pursue graduate study in business administration.

A benefit of the interdisciplinary nature of the Accounting program is the ease in double-majoring (e.g., Accounting and Economics, Information Science, or Business Administration) or minoring in a related discipline (e.g., Economics, Finance, or Business Administration). For additional information, contact the department chair.

## Faculty

Stephen A. Kolenda, CPA; Dan Vo, PhD; Priscilla Z. Wightman, CPA

## Accounting Courses

101 Financial Accounting (4 credits): Introduction to the financial information critical to decision-making for managers. This course includes reporting and interpreting: the financial position of the firm, the components of that position, the results of its operations, and its cash flows. Coverage includes accounting principles and concepts as well as models for financial analysis and ethical decision-making. (EL)

247 Managerial Accounting I (4 credits): The ethical decision-making role of the accountant in the planning, controlling and evaluation activities is analyzed. Emphasis is on cost behavior analysis, choice of costing systems, establishing standards and evaluating performance, short-term decision making and long-term capital budgeting. Also covered are responsibility accounting, divisional performance measurement and control, and evaluation of cost centers. Prerequisite: minimum grade of C in ACCO 101.

321 Intermediate Accounting I (4 credits): A concentration on the analysis of accounting data with an emphasis on the synthesis of theory with problem application. Intermediate level topics include cash; receivables; inventory valuation; long-term assets, both tangible and intangible; and liabilities. Prerequisite: minimum grade of C in ACCO 101. (EL, QFR)

322 Intermediate Accounting II (4 credits): A continuation of the analytical approach begun in Intermediate Accounting I. Topics include liabilities, pensions, taxes, leases, stockholders' equity, the Statement of Cash Flows, and the application of revenue and expense recognition principles. The technical rules, alternative presentations, and ethical dimensions of financial decisions/disclosures are also explored. Prerequisite: ACCO 321. (EL)

342 Taxation I (4 credits): A study of the U.S. federal tax structure and the Internal Revenue Code. Emphasis is placed on the theoretical foundation and practical application of tax law as they relate to individuals (including computerized tax preparation). Also included is an introduction to corporation and partnership taxation, as are tax law formation and tax research to support ethical decision making. Prerequisite: minimum grade of C in ACCO 101 and ACCO 247 or BUSA 280. (EL)

344 Taxation II (4 credits): A continuation of the study of the U.S. federal tax structure and the Internal Revenue code. Emphasis is on tax provisions relating to partnerships, corporations, estates and trusts. Also includes more complex individual tax topics with greater emphasis on tax research to support ethical decision making. Prerequisite: ACCO 342.

345 Personal Financial Planning (4 credits): This course considers the various financial issues and decisions that confront individuals and the tools and techniques used to support ethical decision making. Issues include the assessment of family net worth, credit sources and uses, risk management including insurance, and budgeting, with a focus on asset

management and retirement planning. Prerequisite: BUSA 280. Offered periodically. Note: ACCO 345 is equivalent to FINA 345.

349 Managerial Accounting II (4 credits): This course provides expanded coverage of Managerial Accounting I topics such as costing systems (job order, process, operations, activity based), budgeting, standard costs and performance evaluation, and cost-volume-profit analysis. In addition, there is a focus on critical analysis and ethical decision making in an international and quality control context. Prerequisite: ACCO 247.

395, 495 Internship in Accounting (3-6 credits): This course provides opportunities to further the professional career development of students. Placements are designed to utilize academic concepts in a work setting and to bring practical knowledge of a functioning business back to the classroom. Prerequisites: 60 credit hours completed, declaration of an accounting major/minor or finance minor, permission of the department, and satisfactory internship qualifications.

421 Auditing (4 credits): A study of auditing standards and procedures with an emphasis on ethical professional conduct. Included are legal and ethical responsibilities, internal control standards, evidence gathering techniques and accounting engagement reports. Prerequisite: ACCO 322. (EL)

422 Advanced Accounting (4 credits): An examination of the accounting for and reporting of complex areas of accounting including partnerships (organization and liquidation), business combinations, and international transactions. The ethical dilemmas associated with these areas are also discussed. Prerequisite: ACCO 322. (EL)

490 Senior Thesis (3 credits): This course requires completion, in consultation with an accounting faculty member, of a research paper that demonstrates the ability to investigate and analyze some current accounting issue/topic and effectively communicate the results of that research. The thesis integrates accounting's conceptual framework, and should include the formulation of a hypothesis, complete with ethical considerations, capable of public defense. Prerequisites: ACCO 322 and 90 credit hours completed.

491 Contemporary Issues in Accounting Seminar (4 credits): A capstone course that requires students to examine and research (independently and/or jointly) one or more current complex accounting issues. Contemporary events and presentation of student research will be the basis for class discussion and analysis. Topics will integrate national and international accounting: theory, standards, practice, regulatory considerations, economic effects, behavioral outcomes, and ethical dimensions with information system design and control processes. Prerequisite: ACCO 322 and 90 credit hours completed.

## **Accounting-CPA Major Requirements**

Minimum of 150 total credits; minimum 33 credits in Accounting 30 credits in Business. Max 75 hours in Accounting and Business.

### **Accounting Courses (minimum 33 credits):**

ACCO 101 Financial Accounting (4 credits)  
ACCO 247 Managerial Accounting I (4 credits)  
ACCO 321 Intermediate Accounting I (4 credits)  
ACCO 322 Intermediate Accounting II (4 credits)

ACCO 342 Taxation I (4 credits)  
ACCO 421 Auditing (4 credits)  
ACCO 491 Contemporary Issues in Accounting (4 credits)

### **Accounting electives (minimum 5 credits; maximum 12 credits):**

May include a maximum of 6 Internship credits in ACCO 395/495

### **Business Administration Required Courses (6 credits):**

BUSA 310 Business Law I (3 credits) and BUSA 311 Business Law II (3 credits)

### **Finance Courses:**

Minimum 6 credits may include BUSA 280 and FINA courses

### **Economics Courses:**

Minimum 6 credits in ECON

### **“Business related” Electives:**

Minimum 18 credit hours in either BUSA, CISC (Computer Science), ECON, or FINA courses.

### **Suggested four-year sequence for students in the Accounting-CPA Major:**

First Year ACCO 101, BUSA 101, BUSA 280 ECON, ECON, Elective. Total hours: 35-40.

Second Year ACCO 247, 321, 322, Electives. Total hours: 35-40.

Third Year ACCO 342, BUSA 310, 311, FINA, Electives. Total hours: 35-40.

Fourth Year ACCO 421, 491, Electives. Total hours: 35-40.

## **Accounting-General Major Requirements:**

12 courses (minimum 43 credits).

### **Accounting Courses:**

ACCO 101 Financial Accounting (4 credits)  
ACCO 247 Managerial Accounting I (4 credits)  
ACCO 321 Intermediate Accounting I (4 credits)

ACCO 322 Intermediate Accounting II (4 credits)  
ACCO 342 Taxation I (4 credits)  
ACCO 491 Contemporary Issues in Accounting (4 credits)

### **ACCO/BUSA elective (minimum 9 credits):**

From ACCO 344, 345, 349, 350, 395/495 (maximum 3 credits), 421, 422, 490 and BUSA 348

### **Business Course: BUSA 280 (4credits)**

### **Economics Courses: a minimum of 2 courses/6 credits in ECON**

### **Suggested four-year sequence for students in the Accounting-General Major:**

First/Second Year ACCO 101, BUSA 101, BUSA 280, ECON, ECON

Second/Third Year ACCO 247, 321, 322, Electives

Third/Fourth Year ACCO 491, Electives

## **Accounting Minor Requirements:**

6 courses (minimum of 18 credits):

### **Accounting Courses:**

ACCO 101 Financial Accounting (4 credits)  
ACCO 247 Managerial Accounting I (4 credits)

ACCO 321 Intermediate Accounting I (4 credits)

### **ACCO electives: minimum of 3 courses (9 credits) from:**

ACCO 322, 342, 344,345, 395/495 (maximum of 3 internship credits), 349, 421, 422,490

# Anthropology

Anthropology is devoted to the holistic study of humankind, understanding and explaining human beings in all of their diverse aspects at all times and places. Teasing out the origins of Homo sapiens from fossilized bones, discovering the common humanity among different cultures, exploring why contemporary peoples do what they do—all are part of this wide-ranging and fascinating field.

Anthropology at Hartwick addresses three major sub-areas: cultural anthropology, biological anthropology and archaeology. Cultural anthropologists explore the varying beliefs and practices of the world's societies, both non-Western and Western, in contemporary and historic times. Biological anthropologists investigate the interaction of culture and biology in the evolution of and current biological diversity within the human family and our nearest relatives. Archaeologists reconstruct the ways of life of past societies by excavating and interpreting their artifacts and other material remains. Thus, anthropology bridges the natural sciences, the social sciences and the humanities.

The study of anthropology can broaden students' perspectives on and understanding of other people and cultures as well as their own. Courses in the discipline are valuable components of an education designed to prepare students for a future characterized by growing social and global interdependence.

Students majoring in anthropology take a core of preliminary courses followed by seminars that survey anthropology's particularly rich historical and theoretical insights. Students may use electives to specialize in one of the three major sub-areas and in a particular culture area of the world (e.g. native North America, Africa, Europe, Asia, South America). At the philosophical level, students are guided toward an awareness of the ethnocentrism implicit in our own Western ways of thinking as well as toward a sensitivity to the traditions of other, non-Western cultures. In addition, all students are encouraged to master the more practical anthropological skills in courses dealing directly with field, museum, lab, computer and other analytical methods.

The department offers a number of special opportunities: a field school in archaeological excavation; off-campus programs in other countries; courses, training and exhibitions dealing with the many unique collections of North American Indian artifacts found in The Yager Museum of Art & Culture; and the Hardy Chair Lecture Program featuring world-renowned anthropologists. Students especially interested in museum work can complete Hartwick's Museum Studies concentration in addition to the Anthropology major or minor.

Hartwick's anthropology graduates have successfully taken on a diverse range of career challenges from law and medical school, business, education, international relations and government service to archaeological excavation, public health careers, and doctoral programs in anthropology. They have used their understanding of people and their similarities and differences to pursue careers in museums, community relations, journalism, human resources management and social services. Whatever their specific goals, however, anthropology students emerge with a conscious appreciation of and sensitivity to the critical issues of cross-cultural differences, as our society engages in increasingly intensive relationships with peoples of other cultures and languages.

## Faculty

David Anthony; Michael Woost; Connie Anderson; Jason Antrosio

## Anthropology Courses

105 Introduction to Anthropology (4 credits) An introduction to anthropology and the study of human culture. Basic concepts, aims and methods of biological, archaeological and cultural anthropology. Emphasis on the origins of humankind, human biological variation, the relationship of the human past to present and the comparative study of contemporary cultures. Required course for anthropology majors.

223 Cultural Anthropology (3 credits) The comparative study of cultures and societies. The nature of culture and its relation to society; patterns, similarities and differences found in material culture, language, kinship, economic, political and religious institutions of different peoples; and their interpretations. Required course for anthropology majors. Prerequisite: ANTH 105.

225 Fundamentals of Archaeology (3 credits) The systematic study of the fundamental principles of method and theory in archaeology: establishing cultural chronologies, reconstructing extinct life ways and interpreting the archaeological record. General theory in archaeology. Contemporary archaeology. Required course for anthropology majors. Prerequisite: ANTH 105.

235 Biological Anthropology (4 credits) A review of current evolutionary theory as it applies to the fossil evidence of human evolution; human genetics and natural selection today; genetics and environmental factors in the origin of the human family; introduction to primate behavior and ecology. Required core course for anthropology majors. Lectures and laboratory. Prerequisite: ANTH 105. (EL, QFR)

237 Peoples and Cultures (of selected areas) (credits vary by specific course, 3 to 4 credits) Survey of peoples and cultures of different regions of the world including: Native North America, Mesoamerica, South America, Africa, the Middle East, Asia. Specific emphases vary by instructor. May be taken more than once for credit. Prerequisite: ANTH 105.

239 Old World Prehistory (3 credits) A survey of major developments in Old World prehistory including: the origin of technology, food production and complex civilizations. Emphasis on Near East and Europe.

241 Native North American Prehistory (3 credits) Survey of major developments of the prehistory of North America from the peopling of the continent to the arrival of Columbus. Emphasis on the origins of domestication and development of complex societies.

250 Topics in Anthropology (credits vary by specific course, 3 to 4 credits) Special topics of current interest are considered in depth. Examples: Language and Culture; Political Anthropology; Anthropology of Development; Ethnic Conflict; Subcultures; Pop Archaeology; etc. More than one

topics course may be taken for credit. Prerequisite: ANTH 105 or as specified.

305 Hunters and Gatherers (3 credits) Comparative analysis of hunting and gathering societies in today's world as well as the prehistoric past. Emphasis on specific cultural groups and environments to demonstrate diversity and continuity; examination of such societies as exemplars of "human nature." Prerequisite: ANTH 105. (ILS)

307 Sex and Gender (3 credits) A critical examination of anthropological data and theory on sex and gender, comparison of biological and social explanations, stereotyping of sex roles in different societies and the gender component in social relations. Prerequisite: ANTH 105.

322 The Anthropology of War (4 credits) Cross-cultural description of warfare and organized violence, and critical evaluation of explanations of the causes of war. Consequences of war for demography, biology and culture. Peaceful and violent means of conflict resolution. Prerequisite: ANTH 105. (ILS)

325 Material Culture Analysis in Anthropology (4 credits) Firsthand experience in laboratory and quantitative analysis and interpretation of prehistoric and contemporary ethnographic artifacts: implements of chipped stone, bone, wood, pottery, basketry, ritual objects. Three perspectives will be emphasized: technology, function and style. The behavioral and cultural implications of the analyses will allow students to see for themselves how economic, stylistic, symbolic and chronological interpretations are made from material culture. Prerequisite: ANTH 105. (ILS)

326 The Anthropology of Religion (3 credits) The relation of religious belief and practice to patterns of culture and society; mythology, magic, sorcery, witchcraft, sacrifice, supernatural beings, shamanism, divination, and totemism in traditional and modern societies with focus on non-Western traditions; religion and culture change. Prerequisite: ANTH 105.

327 Psychological Anthropology (3 credits) A study of personality development in cross-cultural and historical perspective: an examination of the biosocial basis of the self; socialization patterns, life cycle characteristics and configurations of adult personality in various cultures; contrasts in primitive and modern cognitive styles; contrasts in definitions of mental health and illness. Prerequisite: ANTH 105.

335 Third World Studies (3 credits) Studies of selected areas such as: Africa south of the Sahara, China, India, the Islamic world, Latin America, the Pacific and Southeast Asia. An examination of the pre-colonial kinship, economic, political and religious systems and related ecological and population patterns; the impact of European expansion upon them; the



rise and fulfillment of independence movements; and contemporary political, economic, social, ecological and population patterns—all viewed in the perspective of the world as a system of interdependent societies and states. Prerequisite: ANTH 105. May be taken more than once for credit. (ILS)

340 Primate Behavior and Ecology (4 credits) Comparative analysis of non-human primates, and application to questions of human evolution and biological bases for human behavior. Primate taxonomy, evolution and ecology are studied for their relevance to primate behavior and adaptation. Prerequisite: ANTH 105. (ILS)

341 Cultural Ecology (3 credits) Analysis of the relationships between culture and environment: the ways in which populations adapt to and transform their environments; ways in which environments condition cultural development. Prerequisite: ANTH 105. (ILS)

346 Race and Human Variability (3 credits) Scientific and popular conceptions of “race.” Genetics and adaptation to environmental (and social) stress, including intense cold and heat, high altitudes and disease. Survival through natural and cultural selection. Prerequisite: ANTH 105.

347 Human Evolution (3 credits) Human biological and cultural evolution from 5 million to 20,000 years ago: what happened, why, and what kinds of evidence are appropriate and available? A review of the evidence and the interpretations drawn from it. Prerequisite: ANTH 105.

348 Anthropology of Development (3 credits) The analysis and interpretation of the historical expansion of the world economic system and its cultural foundations. The notion of development also is examined from a variety of critical perspectives. The relation of development practices to the problems currently facing the global system such as environmental degradation, population expansion, Third World debt, famine, etc., are also explored. This exploration ultimately leads to questions about whether prevailing notions of development have any relevance in the contemporary world system, particularly for members of the underdeveloped world. Prerequisite: ANTH 105. (ILS)

350 Topics in Anthropology (credits vary by specific course, 3 to 4 credits) For description see ANTH 250. (ILS)

361 Medical Anthropology (3 credits) Anthropological approach to the study of health problems. The use of clinical, ecological, and ethnographic material to study the causes and effects of disease on humans. The impact of population growth and migration; human contact through time and space

on societies around the world. A bridge between the health sciences and anthropology. Prerequisite: ANTH 105. (ILS)

387 Ethnographic Methods (4 credits) Problems, theories and techniques of anthropological fieldwork. Students conduct field studies in the local area. Methods of building rapport with subjects. Data collection, analysis and interpretation. Cross-cultural comparisons. Class presentations. Prerequisite: ANTH 105.

388 Classics of Anthropological Thought (3 credits) The history and integration of anthropological theory as social science. An introduction to anthropology’s great thinkers; major issues of 19th and 20th century thought. Required core course for anthropology majors. Prerequisites: ANTH 105, 223, and 237. (ILS)

405 Capstone in Anthropological Issues (3 credits) This course focuses on contemporary anthropological theory, seeking to introduce students to the process and emergence of anthropological discovery and debate. The emphasis is on process rather than content, with three primary features: (1) concentrating on anthropology that has been produced in the last decade; (2) relating student interests to this material through an independent research project or commentary; and (3) discussing materials that have been assembled by students, especially in the latter portions of the course. Each version of the course will be individually titled under a broad contemporary issue theme. It is therefore possible that students could take this course two times, with instructor permission. It is assumed that students will already be familiar with the history of anthropological thought, as well as an understanding of the theories and methods from the major anthropological subdisciplines. Prerequisites: Junior standing and at least 20 completed credits in Anthropology.

421 Field Research in Archaeology (4 credits) Excavation and analysis of archaeological materials. Prerequisites: ANTH 105, ANTH 225, or permission of instructor. (EL)

487 Research Seminar/Cultural Dynamics (3 credits) Seminar focused on the application of classical and modern theories of social change and continuity. At the end of the course, each student submits a research proposal for their senior thesis for departmental approval. Required core course for anthropology majors. Prerequisite: Near completion of major in anthropology, especially 223 and 388.

490 Senior Thesis in Anthropology (3 credits) Student-initiated project of substantial scope done under faculty guidance. Integration of theory, method, and fact in cultural, biological or archaeological anthropology. Prerequisite: Consent of Anthropology faculty supervisor.

## **Anthropology Major Requirements**

Minimum 35 credit hours distributed as follows:

### **One preparatory course:**

ANTH 105 Introduction to Anthropology

### **Three subfield courses of at least three credits each:**

One course in Archaeology such as ANTH 225 Fundamentals of Archaeology

One course in Biological Anthropology such as ANTH 235 Biological Anthropology

One course in Cultural Anthropology such as ANTH 223 Cultural Anthropology or ANTH 387 Ethnographic Methods

### **One course of at least three credits concentrated in a specific geographic area, such as**

ANTH 237 Peoples and Cultures (topics vary)

ANTH 239 Old World or ANTH 241 Native American Prehistory

ANTH 335 Third World Studies (topics vary)

### **Two courses in Anthropological Theory:**

ANTH 388 Classics of Anthropological Thought

ANTH 405 Capstone in Anthropological Issues

*(Note: Each Capstone course will be titled individually; students may take more than once with instructor permission.)*

**Four additional anthropology courses with at least two (of at least six credits) at or above the 300 level.**

## **Anthropology Minor Requirements**

Minimum of 20 credit hours distributed as follows:

### **One preparatory course:**

ANTH 105 Introduction to Anthropology

### **Two subfield courses of at least three credits each:**

One course in Cultural Anthropology such as ANTH 223 Cultural Anthropology or ANTH 387 Ethnographic Methods

One course in Archaeology such as ANTH 225 Fundamentals of Archaeology or One course in Biological Anthropology such as ANTH 235 Biological Anthropology

### **One course of at least three credits concentrated in a specific geographic area, such as**

ANTH 237 Peoples and Cultures (topics vary)

ANTH 239 Old World or ANTH 241 Native American Prehistory

ANTH 335 Third World Studies (topics vary)

### **One course in Anthropological Theory:**

ANTH 388 Classics of Anthropological Thought or ANTH 405 Capstone in Anthropological Issues

**Two additional anthropology courses, at least three credits each, at or above the 300 level.**

# Art and Art History

Producing art as a means of personal expression and studying art in its historical context enriches the life of every student. Although each approach can be pursued independently, study of links between the two provides valuable insight into our cultural roots, both Western and global. Art challenges each of us to discover and invent ways to communicate ideas through visual forms. Further, art speaks to us about the past and helps us to confront the present and prepare for the future. Art encourages us to understand and explore a vast range of traditional and non-traditional ideas, materials and forms.

Students may choose from two major programs: a major in Art or a major in Art History. Both of these programs culminate in a Bachelor of Arts degree. The department also offers an Art minor, Art History minor, minor in Documentary Photography, and minor in Graphic Communications.

## The Major in Art

The Art Major includes 5 fundamentals courses totaling 12 credits and five courses in Art History totaling 15 credits. In addition, one concentration of 12 credits with one 200, 300, and 400 level course and one concentration of 8 credits with one 200 and 300 level course are required in any two of the following studio areas: ceramics, digital art and design, glassblowing, painting, printmaking, photography and sculpture. Special opportunities to study papermaking are also available.

During the second year, declared Art majors are required to participate in the Sophomore Review, which helps them assess their individual progress and goals within the major. The fundamentals courses in Art must be completed successfully before the student majoring in Art may participate in the Junior Review, a one-week exhibition with group critique held in Foreman Gallery, Anderson Center for the Arts. Successful completion of the Junior Review is required before an Art major may begin the Senior Project. Junior Review is scheduled for Spring Term; students considering a full junior year abroad may petition the department by spring of their sophomore year to postpone their Junior Review to fall of their senior year. Art 411 Art Theory and Practice and Art 490 Senior Project in Art are required. The senior project is to be an exhibition of original works, normally earning four credits. The exhibition is held in the Foreman Gallery at the end of the Spring Term senior year.

## The Major in Art History

The major in Art History is designed for the student interested in researching and writing about the history of ideas through the study of works of art and their makers. This program includes three core Art History survey courses, normally taken in the first three terms. The surveys serve as the foundation for six additional Art History courses required for the major, which introduce the student to the discipline of Art History through an investigation of a variety of historical styles, techniques, and ideas. Art History majors also are required to take eight credits of Studio Art courses. This experiential learning enables the student to directly engage skills and concepts used by artists, and to understand how different materials and tools affect the creative process. Art History majors will also achieve reading competency in a foreign language. This is generally achieved through a two-course beginning language sequence (culture courses do not fulfill this requirement).

The required art history capstone comprises a Research and Methods course (taken in the Spring of the junior year) and the Senior Thesis (completed in the Fall of the senior year), and culminates in a symposium in which seniors present their research to the Art and Art History faculty.

The department also offers a varied schedule of art events, including visiting artist and art historian lectures, art films and art exhibitions, which are designed as part of the student's education. Studio and Art History majors are required by department policy to attend out-of-class events sponsored by the department.

A number of special study opportunities offered by the department further enrich the art program at Hartwick. Individualized instruction in studio classes gives students the opportunity to work closely with professional artists. The full-time faculty is joined each semester by resident artists-specialists who teach courses in such areas as glassblowing and drawing—and by prestigious visiting artists who conduct occasional workshops or lectures. Past visiting artists have included Andy Warhol, Richard Artschwager, Nanette Carter, Steve Currie, Fred Escher, Robert Fichter, Denise Green, Maren Hassinger, Nancy Holt, Steve Linn, Martha Madigan, Duane Michals, Olivia Parker, Sal Romano, Juan Sanchez, Paul Soldner, Kay WalkingStick, John Wood, Donna Dennis, Susan Unterberg, Michael Bramwell, Alvaro Garcia, Suzanne Bocanegra, Niki Berg, John Moore, Yong Soon Min, James Luna, Ik Jung Kang, Tom Nussbaum, and Sandy Skoglund.

Other special opportunities include department-sponsored study programs in Europe. In addition, students may do advanced work or independent study with a professional in a medium or area of special interest. They also may intern with professional artists or art historians in a variety of fields including book illustration, advertising, photojournalism, gallery and museum management, and art

history research. Students interested in curating exhibitions for museums or galleries are encouraged to gain experience through internships supervised by appropriate department faculty, or by taking museum studies courses offered through The Yager Museum of Art & Culture. Interested students are encouraged to consider completing the interdisciplinary Museum Studies Minor.

All majors in the department take courses in other disciplines as part of their liberal arts and sciences education. The background and experience gained by students of art and art history at Hartwick has enabled them to begin careers in a wide range of art-related fields. Others pursue graduate study at such institutions as Otis Art Institute, Columbia University, Rochester Institute of Technology, Syracuse University, Washington University, Pratt Institute, Rutgers University, Massachusetts College of Art, New York University, Hunter College, the University of Pittsburgh, American University, St. Andrew's University and the State University of New York at Albany.

Potential Art majors are required to submit a portfolio for review, either as prospective students applying for admission to the College, or later as "undeclared" students selecting a major course of study.

### **Faculty**

Katharine Kreisher, Elisabeth Ayer, Douglas Zullo, Joseph von Stengel, Stephanie Rozene, Richard Barlow

### **Adjunct Instructors**

Erik Halvorson, Barbara Ardan, June Tyler, Ken Havenstein

## Art Courses

113 Drawing 1 (2 credits) Using black and white media as well as color media, students work on advanced skills and development of content in drawing during this seven-week course. Because the formal elements (line, shape, value, texture, color, etc.) are investigated more deeply, emphasis is placed upon creative pursuit of compositional variety, visual cohesiveness, and the significant issues of content. Images and issues from a wide range of cultural, historical, and contemporary contexts are examined. Professional presentation of completed work is included. This is a core course offered for art majors. Those who declare later should take Art 113 as soon as possible in their academic career. A section of this course is offered as a FYS for incoming declared majors as a core course and it should be taken in combination with Art 115 2D Design. (EL)

115 2-Dimensional Design (2 credits) Using black and white media as well as color paint, students explore basic concepts in 2D design during this seven-week course. The formal elements, their qualities and interactions (line, shape, value, texture, mass, color, pictorial space, etc.) are investigated in the creative pursuit of compositional variety, visual cohesiveness, and issues of meaningful content. Images and issues from a wide range of perceptual, cultural, historical, and contemporary contexts will be examined. Recommended for non-majors or those with little previous experience as well as those who declare the studio major after their first semester at Hartwick. A section of this course is offered as a FYS for incoming declared majors as a core course and it should be taken in combination with Art 113: Drawing I. (EL)

116 Digital is Fundamental (2 credits) This art fundamental covers issues such as image manipulation, time, virtual space and presentation of one's art work in the virtual sphere. The course explores the creative possibilities of online Web 2.0 sites such as blogs, Cafepress, Youtube, and free software like Frammed for stop-motion animation and Audacity for sound manipulation. Image creation and manipulation will be explored through the use of online Web applications. This is a core Art course. Art majors should take this course during their first year or immediately following the declaration of a studio art major or minor. (EL)

165 3-Dimensional Design (2 credits) In this course, students investigate basic three-dimensional design components such as line, color, mass, form, structure, and surface. Students experience the design process through the synthesis of drawing and fabrication of three-dimensional forms using paper, wood, plaster and mixed media. Participants learn to use hand tools and power equipment in the execution of the projects. This is a core course. Art majors should take this course during their first year or immediately following the declaration of a studio art major or minor. (EL)

212 Drawing/The Figure (4 credits) Drawing from the human form, students interpret the structure, anatomy, movement, mass, volume, and weight of the human figure in various two-dimensional media, emphasizing expressive and design

elements. Prerequisite: Art 113 and 116 or by permission of the instructor. This course is an alternative core requirement for studio art majors. Offered yearly. (EL)

213 Digital Art & Design I: Intro to Digital Media (4 credits) This is an introductory course to digital media with an emphasis on the medium as a vehicle for creative expression. The course introduces the three main aspects found within digital media; Print media, Time based media and Interactive media. During the term we will investigate image, video and web applications such as Adobe Photoshop, Final Cut Express, Adobe Flash, and Macromedia Dreamweaver. The class will consider digital media's effect on society through appropriation, the loop, remixing, the mashup, truth vs. perception and virtual memory, as well as other contemporary and traditional ideas that apply to the sphere of digital media. Central to these issues, and the focal point of this course, is the impact of digital media on American culture. Digital images, video and the web are important devices for communication across all disciplines. The information obtained in this course will be invaluable for anyone who wishes to present information through the digital medium. Offered yearly. (EL)

214 Papermaking Workshop (4 credits) Students make images on and with handmade paper. A wide range of techniques of manipulating handmade paper are explored: sheet-forming, laminations, use of vacuum table, casting and spraying of three-dimensional forms, and handmade paper books. Students are expected to produce both individual works and editions. Offered alternate years.

216 Digital Art & Design II: Digital Print Media (4 credits) An intermediate course in digital media with an emphasis on the printed image as a vehicle for creative expression. Visual issues covered in assignments will include composition, subject matter, design and context. Theoretical discussion will consider truth vs. perception, individual vs. corporate view, politics and media ethics, image history and the creation of reality, along with copyright issues. This course will investigate the mass proliferation of images in western, consumer culture and reprocess that information into art. Students will explore how these images are created, reasons for their creation, and the functions they serve. Students will appropriate, capture and create images through digital processes involving the use of scanners, digital cameras, and industry standard image manipulation software including Adobe Photoshop and Adobe Flash. This course will encourage hands-on investigation into the techniques used for the manipulation of images and how these manipulated images affect and construct our everyday realities. Projects include poster design, package design, stencil tagging, and image manipulation. Prerequisite: ART 213. Offered yearly. (EL)

217 Drawing/Works on Paper (4 credits) Students explore a variety of media, scale, and more advanced concepts in works on/with paper. Course focuses on investigations into contemporary issues, and includes some drawing from the figure and other sources, with a goal of developing stronger

and more personal visual statements. This is an alternative core requirement for studio art majors. Prerequisite: ART 113 and 115. Offered yearly. (EL)

221 Painting I: Acrylics (4 credits) This course examines the fundamentals of painting as a language, utilizing a wide range of acrylic possibilities and surfaces. Explorations will include the use of mediums and gels, flow release, molding pastes, and other experimental inclusions. Students will work from observation and conceptually based assignments to expand their personal use of this versatile medium. Prerequisite: ART 113 and 115. Offered yearly. (EL)

223 Painting: Watercolor and Gouache (4 credits) Students explore a variety of water-based painting techniques and conceptual ideas to expand their understanding of these painting media. Materials include watercolor, gouache, and water-soluble pencils and crayons. Prerequisite: ART 113, 115, 116. Offered alternate years. (EL)

231 Printmaking: Relief (2 credits) Students learn the Relief process (linoleum and woodblock) in this seven-week course, which runs during the first half of the term. Editions (limited series of identical prints on paper) are required. There is no prerequisite but drawing or design experience is strongly encouraged. Offered every fall. (EL)

233 Printmaking: Intaglio (2 credits) Students learn the Intaglio process (drypoint and etching on inked metal plates) in this seven-week course, which runs during the second part of the term. Collagraphs and unique monoprints may be included as experimental projects. There is no prerequisite but drawing or design experience is strongly encouraged. Offered yearly. (EL)

234 Printmaking: Lithography (2 credits) Students learn the lithographic process (Litho stones and plates) in this seven-week course, which runs during the first half of the term. Editions (limited series of identical prints on paper) are required. There is no prerequisite but drawing or design experience is strongly encouraged. Offered yearly. (EL)

235 Printmaking: Silkscreen (2 credits) Students learn the Screenprinting process in this seven- week course, which runs during the second part of the term. Editions (limited series of identical prints on paper) are required. There is no prerequisite but drawing or design experience is strongly encouraged. Offered yearly. (EL)

241 Photo I: Pinholes to Pixels (4 credits) The emphasis of the course is on decision-making. Students solve “picture problems” and explore unique ways to “write with light.” Assignments lead students through a “hands-on” history of photography while they develop their own image ideas. The camera obscura and handmade pinhole cameras give way to film cameras and eventually to digital cameras. Students learn the fundamentals of camera handling, film development, and black and white printing in the traditional wet darkroom. Additionally digital point-and-shoot cameras and/or cell phone cameras will be used for certain assignments. In the digital

darkroom students will print from digital files and also scan prints and make on-line portfolios through systems like Flickr. Students must provide some type of digital camera as well as their own 35mm film cameras with variable aperture and shutter speed. Yellow and red filters are recommended, and flash and tripods are useful. For majors and non-majors. No prerequisite, but ART 113, 115, or 116 is recommended. \$100 lab fee plus cost of materials. Offered yearly. (EL)

250 Ceramics: Raw Materials (4 credits) (Cross-listed as GEOL 250) This is a cross-disciplinary course investigating ceramics and its geological origins. It encompasses the geology of clay, clay in the white-ware industry, and clay and glaze chemistry. Art and Geology students are paired together to work through labs and solve studio problems using a scientific approach to problem-solving. Through field work students will have the opportunity to collect samples of local materials to create their own clay and glazes. Students enrolled in ART 250 will have a studio space in which to make work throughout the semester. Offered every other fall semester. Prerequisite: ART 271. (EL)

250 Wheel Throwing: Pouring Pots (4 Credits) Functional ceramics are often taken for granted. We use them every day, without reflecting on their origins, how they are made or the culture which surrounds them. In this course students will explore pots that pour (teapots, pitchers, ewers, watering cans etc) and their ability to communicate meaning by several series of pouring pots represent particular, ideas, concepts, or visual languages. There is no pre-requisition for this course. Offered in J-Term. (EL)

250 Hand Building: Ceramic Heads (4 Credits) Students will explore building ceramic heads or busts utilizing both hand building and wheel throwing techniques, exploring both representational and abstract forms. By learning basic building and drawing skills students will learn about proportion, scale, and concept as a way to communicate visually using the figure. All course will serve as an introduction for some and allow more advanced students to push the boundaries of their skills. There is no pre- requisition for this course. Offered in J-Term. (EL)

250 Topics in Art (3 or 4 credits depending upon course) The topic is announced prior to registration. Previous topics have included “History of the Print,” “Commercial Photography.” Offered occasionally. Prerequisites depend on the topic. See course schedule for current offerings.

250 Women in Photography: Beginning Photography Workshop (4 credits) Through this studio course students learn traditional silver photography techniques (film camera and wet darkroom) while exploring the history of photographic images made by women working in the field from 1839 to the present. Research projects and presentation will assist class members to understand historical trends and contemporary issues of the medium, as well as to define some of the unique aspects of photography by women and consider how gender may affect art-making. Students will produce a portfolio of their own images influenced by their research and

new understanding. Film camera with variable aperture and shutter speed required. Digital point-and-shoot or cell phone camera useful for color work. Permission required to assure clarity about equipment needs. No prerequisite. This course is equivalent to Art 241 Photo I and also carries a GWS (Gender and Women's Studies) designation. Offered alternate years. (EL)

250 Wheel Throwing: Dinnerware (4 credits) Functional ceramics are often taken for granted. We use them every day, without reflecting on their origins, how they are made, or the culture that surrounds them. In this course students will explore objects for the table and their ability to communicate meaning by creating two sets of dinnerware that represent particular ideas, concepts, or visual languages. The course will culminate in a dinner party prepared by students and faculty. Offered alternate years. (EL)

250 Ceramics: Claystallation (4 credits) Claystallation explores hand-building techniques in order to develop site-specific installations of clay that address scale, weight, concept, place, communication, and interaction. By looking at contemporary ceramic artists working in installation using both raw and fired clay, students will create their own installation. The course will culminate in an exhibition of site-specific work. Offered alternate years. (EL)

250 Digital Art & Design Special Topics: Interactive Spaces (4 credits) This special topics course explores the history of videogames and their place within American Society. The class will review the birth of videogames and catalogue aspects found with videogames, consider changes in videogame technology over time, and research where videogames' aesthetic and story-lines appear outside of the screen. This class requires a lot of video game playing and writing. All information will be submitted into a database to be analyzed and research information will be presented online. Offered alternate years. (EL)

262 Sculpture I (4 credits) The course teaches basic skills in sculptural processes and introduces students to the language and concepts associated with sculpture. Students make sculptures using the following processes: modeling (clay, wax, and plaster), carving, mold-making, metal fabrication and lost wax bronze casting. Prerequisite: ART 165. (EL)

271 Ceramics: I: Hand Building (4 credits) This course introduces students to hand building techniques used in forming clay and its various applications (including wedging, slab building, coil building, carving, etc.). Students will explore both sculptural and functional approaches to hand building and learn to mix clay and glazes, load and fire kilns, and basic glaze and slip application. They will also begin to develop a historical and contemporary knowledge of the field of ceramics. (EL)

276 Glass I (4 credits) This course focuses on the introduction of glass as a material for artistic expression, as well as elementary technical skills for working with hot glass. Students will be introduced to the basics of glass blowing,

sand blasting on glass, the history of glass, and other processes used in glass making. Aesthetic and conceptual concepts associated with object-making will be presented and discussed. Prerequisite: permission of instructor. (EL)

316 Digital Art & Design III: Interactive Media Web (4 credits) This course emphasizes interface design and artistic approaches to the Internet. Students will consider the Internet as a medium for expression, communication and as a space for conceptual works and creative inquiry. Works that use the Internet as a medium for artistic production will be encouraged through projects that stimulate students' individual interests. Students will investigate the potential for artistic experimentation through the consideration, use and design of Blogs, Web pages, RSS feeds, Web Apps, and commercially oriented sites. Software covered includes Adobe Dreamweaver and Adobe Flash. This class culminates with a portfolio-worthy showcase of students' work through an allocated online exhibition space. Prerequisite: ART 21. May be repeated for additional credit, addressing additional interactive media. Offered yearly. (EL)

317 Digital Art & Design IV: Time Based Media (4 credits) This digital course addresses linear time through audio and video. The class will explore visual time through the study of linear imaging conventions including natural life cycles, historical progressions, storyboard mapping of space and time, stop motion, animation, projection, film, and video. Audio will be considered through the creation of loops, mashups, remixes and as a spatial experience. Software includes Final Cut Express, Adobe Flash, Audacity, and Quick Time. All the work from this class is broadcast on the [hartwickdigital.com](http://hartwickdigital.com) Web site. This course is extremely useful and strongly recommended for students interested in filmmaking, video art, TV production, web casting and installation art. Prerequisite: ART 213 May be repeated for additional credit, addressing additional time based media. Offered yearly. (EL)

321 Painting II: Non Toxic Oil Processes (4 credits) This course, based primarily on processes associated with oil paint but non-toxic oil substitutes will be used to offer instruction in a range of materials and techniques from early Western historical processes to the present. Various supports, scales, color and other formal elements are examined in light of compositional explorations and development of content. By means of direct observations (e.g. the figure) and other conceptual problems, students begin to examine the possibilities of these painting processes in the expression of personal statements. Examples are taken from different cultural, historical, and contemporary settings. Prerequisite: ART 221 or by permission. Offered yearly. (EL)

341 Photography IIA: Traditional Processes/ Digital Methods (2 credits) In this half-semester course students expand their understanding of traditional photographic processes and also learn digital means that assist to renew traditional fine arts methods. Skills may include archival fiber-based printing, large scale printing, and using larger format cameras and sheet film. Students will learn to scan negatives and prints to make high resolution digital files for projects such as artists' books

and websites. Prerequisites: ART 113 or 115 or 116, and 241. Lab fee plus cost of materials. Offered yearly. (EL)

342 Photography IIB Manipulated Image (2 credits) In this half-semester course students explore traditional and digital methods for creating “manipulated images,” such as painted photographs or photo-collage or photo-printmaking processes like solar prints. Scanning “old” negatives for reprinting, making digital negatives for contact printing and other technical options are also available to assist students develop a personal artistic vision. Prerequisites: ART 113 or 115 or 116, and 241. Lab fee plus cost of materials. Offered yearly. (EL)

343 Introduction to Digital Photography/Color (4 credits) Students learn the fundamentals of the Digital Single Lens Reflex camera, image capture and the Lightroom/Photoshop software. A series of assignments will lead students to develop a portfolio of color photographic images. For art majors, documentary photography minors and non-majors. Prerequisite: ART 241 Photo I can be taken during the same term. Students completing 241 and 343 may register for Art 441. Offered yearly. (EL)

344 Photojournalism (4 credits) An introduction to the practice of modern digital photojournalism, this course emphasizes the techniques necessary for visual storytelling, including artistic skills (composition, lighting, narrative) and technical skills (camera use, timing, software). In weekly assignments covering spot news, general news, features, sports, portraits, photo illustration and the photo essay, students will practice all stages of photo reportage: story planning, shooting, editing and digital imaging. Students provide their own digital SLR (35mm) cameras. A telephoto lens, wide angle lens and separate flash are recommended but not required. Software: Adobe Lightroom and Photoshop. Prerequisites: ART 241 Photography I and Art 343 Introduction to Digital Photography. Lab fee plus cost of materials. Offered yearly. (EL)

350 Topics in Art (3 or 4 credits depending on the course) The topic is announced prior to registration. Prerequisites depend on the topic. Permission of instructor required for enrollment. Please see course schedule for current offerings.

361 Sculpture II (4 credits) Students continue to explore basic sculptural methods. Emphasis is placed on realizing sound three-dimensional concepts, experimenting with diverse materials and improving skills. Traditional and contemporary sculptural concepts involving construction, mixed media and environmental works are presented. Students are encouraged to manipulate various materials such as wood, metal, plaster, clay, fiber, etc. Prerequisite: ART 262. (EL)

371 Ceramics II: Wheel Throwing (4 credits) This course is an introduction to the process and skills of wheel throwing and its various applications (including wedging, centering, throwing, and trimming) and will build upon the knowledge gained in ART 271. By exploring the wheel as a tool, students will create work in a variety of contexts both sculptural and

functional while expanding their knowledge of clay, glazes, and firing techniques. Additionally students will continue to develop their historical and contemporary knowledge of the field of ceramics. Prerequisite: ART 271. Offered yearly. (EL)

376 Glass II (4 credits) Students continue to explore glass-making possibilities with the introduction of more advanced glass-making techniques. Emphasis is placed on refining form and simplifying ideas to fully understand and clarify concepts. Students will be encouraged to continue to develop personal expression. They will also be required to demonstrate an understanding of more advanced skills and procedure as well as to monitor and assist with equipment and studio maintenance. Prerequisites: ART 276 Glass I and permission of instructor. (EL)

401 Digital Art & Design Studio (4 credits) Digital Art & Design Studio is an advanced-level class that contains both a studio and teaching component. The studio aspect allows for investigation and creation of intensive student driven projects. The second component of the class has students participating as Teaching Assistants for Art 213 Digital Art & Design I, Intro to Digital Media. Advanced students will help introductory students during studio time and will participate in critiques of introductory students' projects. Introductory students will experience and participate in critiques of advanced students projects. This class is limited to 3 students. Instructor approval is required. Prerequisites: ART 116, ART 213, and one upper-level Digital Art & Design class (ART 216, 316, 317). Offered yearly. (EL)

411 Art Theory & Practice (2 credits) Art Theory & Practice is a course centered around navigating the art world after graduation. Topics covered will include writing artist statements, grants, and gallery proposals; applying for residencies and grad schools; creating a CV; finding venues to present your art; and how to use new media to promote and display one's art. The class is for Art seniors only and requires instructor approval. Prerequisite: completion of the Junior Art Review. Offered yearly. (EL)

421 Painting III (4 credits) Students work toward evolving personal, individual approaches to painting on an advanced level. The imaginative manipulation of formal ideas and concepts is emphasized. Philosophical and theoretical issues about painting are addressed. This course may be repeated twice Prerequisite: ART 321. Offered yearly. (EL)

431 Printmaking III (4 credits) Each participant selects one of the major printmaking methods as a means to create images. Instruction emphasizes individual concerns. Students are expected to produce portfolios, which demonstrate advanced levels of both technical and aesthetic expertise. This course may be repeated twice. Prerequisites: ART 113 and 115 and ART 231 or 331. (EL)

441 Photography III: Portfolio (4 credits) In this advanced full semester course, each student explores a unified personal vision by proposing and completing a thematic project that culminates in an exhibition quality portfolio. Art 441 can be



repeated for credit as Photography IV. (Note: generally offered fall term.) Prerequisite: two of the following three intermediate photo courses, ART 341, 342, and 343. Offered yearly. (EL)

450 Topics in Art (3 or 4 credits depending on the course.) The topic of this advanced seminar is announced prior to registration. Prerequisites depend on topic. Permission required. Please see course schedule for current offerings.

461 Sculpture III (4 credits) The course is designed to broaden the advanced art students' knowledge of three-dimensional aesthetic concepts, materials and techniques. Students concentrate on refining individual attitudes through involvement with sculptural form and process. In class, students explore current issues and trends through art periodicals and field trips. Completed projects are expected to exhibit high-quality workmanship and profound treatment of aesthetic issues. This course may be repeated twice. Prerequisite: ART 361. Offered fall and spring. (EL)

471 Advanced Ceramics (4 credits) Students will begin to develop their own language as artists by creating four bodies of work over the course of the semester. Students will choose to work functionally or sculpturally to further develop their skill. Studio work will be complemented by development of an artist's statement and a digital portfolio of work. This course may be repeated twice. Prerequisites: ART 165 and

371. Offered Yearly.

476 Glass III (4 credits) Students explore glass as a medium on its own as well as in sculptural combinations at an advanced level. Emphasis is placed on developing personal artistic expression. Students should assist with equipment and studio maintenance. Prerequisites: ART 376 Glass II and permission of instructor. This course may be repeated twice. (EL)

490 Senior Project in Art: The Senior Project (4 credits) required of all studio art majors, represents a culmination of the student's studies. A proposal conceived and written in consultation with the student's academic advisor and two project advisors, must be reviewed by the entire department before work is begun on the project. An exhibition of the completed studio work is presented in the late spring at the Senior Projects Exhibition in Foreman Gallery. Questions about developing a Senior Project should be directed to the student's advisor. Prerequisite: Successful completion of Junior Review. Offered every spring. (EL)

ART 495 Senior Internship in Art (credit variable probably 3 or 4 credits) An internship in an art-related field. The student should arrange to do this internship with the appropriate faculty supervisor.

## Art History Courses

102 World Art History I: Ancient Art (3 credits) This course surveys major monuments in architecture, painting, sculpture in Western Europe, the Near East, Egypt, China, India and the Americas from prehistory through 1000 C.E. Using a chronological framework, students are introduced to the fundamentals of art history, including developing skills in formal analysis, iconography, and the comparative method. Emphasis will be on the social, political and cultural context of objects. Suitable for non-majors.

103 World Art History II: Middle Periods (10th-17th Centuries) (3 credits) As a continuation of Art 102, this course surveys the major monuments of art history from 1000 C.E. through the 17th century. Architecture, painting, sculpture and printmaking created in countries and cultures throughout the world, including Japan, China, Islam, Africa, the Americas and Western Europe are investigated. This course introduces students to art historical methods, concepts and definitions and stresses the relation of objects to their political, social and cultural context. Suitable for non-majors.

104 World Art History III: Art of the Modern World (3 credits) This course is the final part of a three-part survey of the history of art, a major goal of which is understanding human cultural diversity. We will examine some of the major monuments, artists, and artistic developments from the 18th to the late 20th century in Europe, China, Japan, North America, and Sub-Saharan Africa. The purpose of the course is to foster an understanding of the relationship between works of art and the historical, political, religious, and philosophical context of the societies that produced and made use of them, and to build the fundamental skills of visual analysis and the critical concepts and vocabulary necessary for discussing works of art verbally and in writing. Suitable for non-majors.

203 Arts of the Americas (3 credits) This course surveys the arts of the Americas from prehistory through the present. The course emphasizes the native arts of the Americas in the broadest sense by examining the work of native cultures, immigrant cultures with special attention to Latino art, and the dominant white culture after the 15th century. Hence the course contrasts Western arts with non-Western art in order to show how different cultures make art for very different reasons. The course, like the other art history surveys, addresses art historical methods and approaches, definitions and concepts. Offered at least every other year.

204 Women and Art (3 credits) This course studies women's various roles in the history of western and non-western art with special emphasis placed upon underlying issues of racism and sexism in the modern and contemporary eras. Although it focuses on women as artistic producers, it also addresses the way in which women have been imaged by men. Various art historical approaches are applied in order to examine the cultural, economic, political, and social restrictions that have shaped women's relationship to the visual arts in the past 200 years. Offered every other year.

207 History of Photography (3 credits) This lecture course examines key developments in the history of photography from its invention in 1839 to the rise of postmodernism in the 1970s. Arranged chronologically, the course examines recurrent debates in modern Europe and the U.S. regarding photography's dual status as an expressive fine art medium and objective historical document. It likewise charts ongoing aesthetic disputes between proponents of "straight," unmediated photographic production and those who champion the expressiveness of the manipulated image. Offered every other year.

220 Art & Architecture of Italy Prep Course (2 credits) This course is designed to prepare students for their experiences in Art & Architecture of Italy (ARTH 307) during the following J-term. The content of this Fall course will include art historical background, some basic language preparation, journal/reflective writing, travel tips, safety issues, and other information necessary for a fuller understanding of Italian culture. Students will also begin researching the topic on which they will present in Italy in January. Permission to enroll is contingent upon the student's acceptance into the J-term Off-campus program. Offered every other year.

230 Museums and Monuments of London and Paris Prep Course (1 credit) This course is designed to prepare students for their experiences in London and Paris during the following J-term. The content of this Fall course will include art historical background, some basic language preparation, journal/reflective writing, travel tips, safety issues, and other information necessary for a fuller understanding of British and French culture. Students will also begin researching the topic on which they will present in Italy in January. Permission to enroll is contingent upon the student's acceptance into the J-term Off-campus program. Offered every other year.

250 Topics in Art History (3 or 4 credits depending upon course) The topic is announced prior to registration. Previous topics have included "History of the Print," "Commercial Photography," and "20th Century Black Art and Visual Culture."

280 Topics in Buddhist Art (3 credits) This course is an intermediate-level introduction to the art of Buddhism from the religion's inception in the 6th century BCE through the present day. The emphasis is on the painting, sculpture, and sacred architecture of India, China, Japan, Southeast Asia, Indonesia, the Himalayas, and beyond. New trends and scholarship will allow for variation from semester to semester. Required textbooks will be supplemented with readings of Buddhist scriptures and current articles. Offered every other year.

301 Greek & Roman Art History (3 credits) The study of ancient art begins with Bronze Age civilizations from around the Aegean Sea and continues to the age of Constantine,

around C.E. 315. Course content includes architecture, painting, sculpture, ceramics and minor arts, all studied in relation to the philosophies and histories of the civilizations that produced them. Offered every other year.

302 Medieval Art History (3 credits) The course assesses iconographic and stylistic developments in Christian art from the Late Antique/Early Christian period through Romanesque and Gothic. Monuments from Western Europe as well as Byzantine and Islamic art forms will be examined. Documenting changes in architectural principles, in elaborate pictorial programs and in preferences for certain media serves as evidence for understanding the particular circumstances surrounding the execution of the works. Offered alternate years. Prerequisite: ARTH 102 or ARTH 103. Offered every other year. (ILS)

303 Italian Renaissance Art History (3 credits) The study of Renaissance art in Italy includes the Proto-Renaissance of Tuscany, the early Renaissance in Florence, and the arts of the High Renaissance in Rome and Northern Italy. Course content includes works by Giotto, Brunelleschi, Leonardo da Vinci, Michelangelo and Titian. Their art, and others, will be explored in the context of concurrent social, religious, and artistic developments. Offered alternate years. Prerequisite: ARTH 103. Offered every other year. (ILS)

304 Baroque Art History (3 credits) This course explores concepts of the baroque in its broadest sense through the investigation of recurring ideas, themes and media. Major 17th and 18th century artists such as Bernini, Caravaggio, Rembrandt, Rubens, Poussin, Velasquez, Vermeer, and Watteau are included in the course content. Works of art of astonishing variety document not only contemporary artistic trends but also advances in philosophy, science, economics and the development of the modern state. Offered alternate years. Prerequisite: ARTH 103. Offered every other year. (ILS)

306 20th Century Art History (3 credits) The course begins in the 1880s and concentrates on the vast variety of “isms” that occur in the first half of the 20th century. From Fauvism through Abstract Expressionism, the course covers the work of such artists as Matisse, Picasso, Duchamp, Kahlo, Dali and Pollock, among others. All artistic movements are studied within their social, political and cultural contexts. Prerequisite: ARTH 104. Offered every other year. (ILS)

307 Art and Architecture of Italy (4 credits) This off-campus J Term course is conducted primarily in Rome, Florence, and Venice which will allow students to experience the artworks and monuments of ancient, Renaissance, Baroque, and modern Rome, Florence, and Venice as well as medieval and Renaissance Orvieto. The trip will give students a more intimate understanding of both the monuments and the culture that produced them. Issues of iconography, politics, religion, scale, placement, and interactions between monuments will be highlighted. Students will be responsible for providing much of this information as they research their topics and historical figures and discuss them in meetings and

on site. Students will also be expected to reflect on their experiences with the cultural differences they encounter in contemporary Italy. Prerequisite: ARTH 220 Art and Architecture of Italy, (a 2-credit prep course offered the Fall before the J Term off-campus course.) Offered every other year.

330 Museums and Monument of London and Paris (4 credits) This off-campus J Term course is conducted in London and Paris which will allow students to experience the artworks and monuments of the world represented in on site monuments and collections of the many world class museums in each city. The trip will give students a more intimate understanding of both the monuments and the culture that produced them. Issues of iconography, politics, religion, scale, placement, and interactions between monuments will be highlighted. Students will be responsible for providing much of this information as they research their topics and historical figures and discuss them in meetings and on site. Students will also be expected to reflect on their experiences with the cultural differences they encounter in contemporary London and Paris. Prerequisite: ARTH 220 Museum and Monuments of London and Paris (a 1-credit prep course offered the Fall before the J Term off-campus course.) Offered every other year.

308 Contemporary Art: 1965 to the Present (3 credits) In this course, students will examine the major figures and movements of art in Europe and the United States from 1965 through the present day. Readings will be drawn mostly from primary sources written by artists and critics, as well as new exhibition catalogue essays and articles and reviews from newspapers and current and recent issues of major art journals. Prerequisite: ARTH 104. Offered every other year.

350 Topics in Art History (3 or 4 credits depending on the course) The topic is announced prior to registration. Prerequisites depend on the topic. Permission of instructor required for enrollment. Please see schedule for current offerings. Offered occasionally.

401 Northern Renaissance Art History (3 credits) The art of the 15th and 16th centuries in the Netherlands and Germany represents a transitional period between the Middle Ages and the Baroque. The course traces shifts in patronage and the status of the artist, along with new developments in media (oil painting, graphics). From van Eyck to Bruegel, differing artistic expressions reflect the move to the modern world. Offered alternate years. Prerequisite: ARTH 103 and one other upper level art history course. Offered every other year. (ILS)

403 19th Century Art (3 credits) In this course, students will examine the major figures and movements of 19th century art in Europe and the United States. Our focus will be on developing the skills of seeing and analyzing works of art and placing them within their historical and cultural contexts. The sweeping changes this period saw in politics, philosophy, technology, and social reform make the nineteenth century a particularly rich period in which to explore artistic reactions to turmoil and cultural interchange. Prerequisites: ARTH 104

and one other upper-level art history course. Offered every other year. (ILS)

450 Topics in Art History (3 or 4 credits depending on the course.) The topic of this advanced seminar is announced prior to registration. Prerequisites depend on topic. Permission required. Please see course schedule for current offerings.

487 Art History Research and Methods (3 credits) The art history capstone consists of two courses: A research and methods course taken during the spring of the junior year and the Senior Thesis completed and presented during the fall of the senior year. Art History Research and Methods is designed to improve the Art History major's critical, analytical, writing, and research skills. Throughout the course, students will discuss readings on the history and various methods of doing and writing art history, including current trends and controversies. Students also will formulate a topic, amass a bibliography, create an outline, and plan a method for researching and writing their senior theses. Students will make

regular presentations on the progress of their theses in class. This course is mandatory for all Art History majors during the spring of their junior year and is the prerequisite for ARTH 490. Prerequisites: ARTH 102, 103, 104, and permission of the instructor.

490 Art History Senior Thesis (3 credits) Required for all majors during the fall of their senior year, the Senior Thesis is the capstone art history project combining demonstrable knowledge in the history of the field and its methods, original and critical thought, extensive research, and advanced writing. The semester culminates in the completion of the written thesis and its presentation at a mini- symposium to the art and art history faculty and students. Prerequisite: ARTH 487. Offered yearly.

495 Senior Internship in Art History (credit variable, probably 3 or 4 credits) This is an internship in an art history related field. The student should arrange to do this internship with the appropriate faculty supervisor. Offered yearly.

## **Art Major Requirements**

Minimum of 51 credits, distributed as follows, including Sophomore Review (not a course, but an assessment) and Junior Review (not a course, but an assessment)

### **Five fundamentals courses in Art:**

ART 113 Drawing I  
ART 116 Digital is Fundamental  
ART 115 2-D Design  
ART 165 3-D Design  
ART 212 Drawing/The Figure or ART 217 Drawing/Works on Paper

### **Three core courses in Art History (to be taken in the first two years):**

ARTH 102 World Art History I: Ancient Art  
ARTH 103 World Art History II: Middle Periods, (10th-17th Century)  
ARTH 104 World Art History III: Art of the Modern World

### **Two courses in Art History above the 100 level:**

Including ARTH 306 20th Century Art History or ARTH 308 Contemporary Art

### **Concentrations in two of the following studio areas:**

One 8 credit concentration of courses taken at the 200 and 300 level  
One 12 credit concentration of courses taken at the 200, 300, and 400 level.

#### *Ceramics:*

271 Ceramics I Hand Building  
250 Ceramics: Raw Materials  
250 Ceramics: Wheel Throwing /Dinnerware  
250 Ceramics: Wheel Throwing /Pouring Pots  
250 Ceramics: Hand Building/Claystallation  
250 Ceramics: Hand Building/Ceramic Heads  
371 Ceramics II Wheel Throwing  
471 Advanced Ceramics

#### *Digital Art and Design:*

213 Digital Art and Design I: Intro to Digital Media  
216 Digital Art and Design II: Digital Print Media  
250 Digital Art & Design: Interactive Spaces  
316 Digital Art and Design III: Interactive Media  
317 Digital Art and Design IV: Time-Based Media  
401 Digital Art & Design Studio

#### *Glassblowing:*

276 Glass I  
376 Glass II  
377 Glass III

#### *Painting:*

221 Painting: Acrylics

### **Senior Requirements:**

411 Art Theory and Practice  
490 Senior Project in Art

222 Painting: Non Toxic Oil Processes

223 Painting: Watercolor and Gouache

321 Painting II

421 Painting III

#### *Photography:*

241 Photography I

341 Photography IIA: Black and White

342 Photography IIB: Manipulated Image

441 Photography III: Portfolio

343 Introduction to Digital Photography

344 Photojournalism

#### *Printmaking:*

231 Printmaking: Relief

233 Printmaking: Intaglio

234 Printmaking: Lithography

235 Printmaking: Silkscreen

431 Printmaking III

#### *Sculpture:*

262 Sculpture I

361 Sculpture II

461 Sculpture III

## **Art History Major Requirements**

Minimum of 41 credits, distributed as follows:

### **Three core courses in Art History (to be taken in the first year):**

ARTH 102 World Art History I: Ancient Art  
ARTH 103 World Art History II: Middle Periods (10th-17th Centuries)  
ARTH 104 World Art History III: Art of the Modern World

### **Eight credits in Art, selected from:**

ART 113: Drawing I	ART 276 Glass I
ART 116 Digital is Fundamental	ART 221 Painting I
ART 115: 2-D Design	ART 241 Photography I
ART 165: 3-D Design	ART 231 Printmaking I
ART 271 Ceramics I	ART 262 Sculpture.
ART 213 Digital Art and Design I	

### **Two courses selected from:**

ARTH 301 Greek & Roman Art History	ARTH 303 Italian Renaissance Art History
ARTH 302 Medieval Art History	ARTH 401 Northern Renaissance Art History

### **Two courses selected from:**

ARTH 207 History of Photography	ARTH 308 Contemporary Art: 1965 to the Present
ARTH 304 Baroque Art History	ARTH 380 Controversies in American Art
ARTH 306 20th Century Art History	ARTH 403 19th Century Art History

### **Two additional Art History courses:**

One must be at the 400 level unless the student already has a 400-level course, in which case, any level above 100 is acceptable. (Courses listed above that have not already met the above requirement may be used in this respect)

### **Senior Requirements:**

ARTH 487 Art History Research and Methods: Must be taken during Spring Term of the junior year  
ARTH 490 Art History Senior Thesis: Must be taken during Fall Term of the senior year

## **Art Minor Requirements**

A minimum of six courses (18 credits), distributed as follows:

### **All Fundamentals courses:**

ART 113: Drawing I  
ART 116 Digital is Fundamental  
ART 115: 2-D Design  
ART 165: 3-D Design  
Three additional studio courses above the 100 level (any concentration area)

### **One Art History course**

## **Art History Minor Requirements**

A minimum of six courses (18 credits), distributed as follows:

### **Three core courses in Art History:**

ARTH 102 World Art History I: Ancient Art  
ARTH 103 World Art History II: Middle Periods (10th-17th Centuries)  
ARTH 104 World Art History III: Art of the Modern World

### **Two additional Art History courses above the 100 level**

### **Four credits in Art, selected from:**

ART 113: Drawing I	ART 276 Glass I
ART 116 Digital is Fundamental	ART 221 Painting I
ART 115: 2-D Design	ART 241 Photography I
ART 165: 3-D Design	ART 231 Printmaking I
ART 271 Ceramics I	ART 262 Sculpture.
ART 213 Digital Art and Design I	

*Requirements for the minor in Art which accompanies a major in Art History: majors are encouraged to complete a minor within the department. The significant overlap between the two majors requires the student to complete the major as described in the catalog and then, in consultation with his or her advisor, complete six additional courses in the minor beyond those required to fulfill the major.*

*Requirements for the minor Art History which accompanies a major in studio art: the student will complete the studio art major as described in the catalog and then complete six additional credits in art history beyond those required to fulfill the major.*

## Biochemistry

Biochemistry, the interface between chemistry and biology, is concerned with the chemistry of biological reactions, and the regulation of these reactions. This rapidly growing field of study includes the investigation of chemical changes in disease, drug action, and other aspects of medicine as well as in nutrition, genetics and agriculture. The work being done in biochemistry in terms of medical, pharmaceutical and genetic engineering research will have increasing impact on our society. It is imperative, therefore, that people involved in research and businesses in these areas not only are capable scientists, but are educated to deal with moral and ethical questions arising from the advance of biochemical knowledge.

The study of biochemistry as part of a liberal arts and sciences education fosters the development of the broad perspective and analytical abilities necessary to deal with such questions. Biochemistry functions under the direction of the departments of biology and chemistry, and students seeking additional information should contact the chair of either department. Requirements for a major in biochemistry include courses in biology, chemistry, and biochemistry as well as auxiliary courses in mathematics and physics. A required senior research project involves laboratory and library work, interpretation of data, and oral and written reports of the results. In addition to the independent research required for their senior project, biochemistry majors often assist with faculty research or do collaborative research with a professor.

Biochemical advances in the knowledge of the action of natural hormones and antibiotics promise to aid in the further development of pharmaceuticals. In addition, discoveries resulting from biochemical research, including work being done in medical, pharmaceutical and genetic engineering, continue to open up new frontiers. Hartwick's major in biochemistry offers excellent preparation for entry-level positions in biochemistry research or for graduate work in the field. Students interested in attending medical school also obtain an exceptionally good science background through a major in biochemistry.

### Faculty/Coordinator

Andrew J. Piefer

## Biochemistry Courses

405, 406 Biochemistry I, II (3 credits) An in-depth study of the organic chemistry of the molecular components of cells including proteins, enzymes (kinetics and mechanisms), coenzymes, nucleic acids, lipids and carbohydrates. The metabolism and biosynthesis of these constituents including glycolysis, Krebs cycle, pentose shunt, electron transport, glycogen synthesis, and lipid oxidation and synthesis will be studied. The energy transformation involved in and the regulation of these pathways will also be discussed. Special topics to be included are hormone biochemistry, biochemical genetics (replication, transcription and translation of genetic material), recombinant DNA, photosynthesis and membrane chemistry. Prerequisites: CHEM 202 and BIOL 203 or the equivalent. BIOC 405 is prerequisite for BIOC 406.

405L, 406L Biochemistry Lab I, II (2 credits) Laboratory experiments in isolation and purification of enzymes/proteins, enzyme kinetics, and the identification and properties of nucleic acids, carbohydrates and lipids. Techniques include spectrophotometry, centrifugation, dialysis, PCR, various

forms of chromatography and electrophoresis. Corequisites: BIOC 405, 406.

490 Senior Thesis Research Fall (1 credit) The first part of a year-long research project. The student must develop an original research idea into an oral and written research proposal to be approved by the chemistry department and must begin working on the research project.

490 Senior Thesis Research January (4 credits) A full-time research course. Each student shall work full time on a senior-level laboratory research project developed in collaboration with a member of the chemistry faculty.

490 Senior Thesis Research Spring (1 credit) The third part of a year-long research project. The student must complete the experimental portion of the project, interpret data collected, and report the findings of the research orally in an open forum and as a written thesis.



## **Biochemistry Major Requirements**

23 courses distributed as follows:

*Requirements for A.C.S. approved major: All of the requirements listed below for the Biochemistry major including 404 Instrumental Analysis (CHEM) and 210 Inorganic Chemistry (CHEM)*

### **Eight courses in Chemistry\*:**

CHEM 107 and CHEM 108 General Chemistry I, II (with lab) or CHEM 109 Accelerated General Chemistry  
CHEM 201 and CHEM 202 Organic Chemistry I, II (with lab)  
CHEM 203 Analytical Chemistry (with lab)  
CHEM 303 and CHEM 304 Physical Chemistry I, II (with lab)

### **Four courses in Biology:**

BIOL101 Biology in Practice  
BIOL 202 and BIOL 203 Concepts in Biology I, II  
BIOL 312 Molecular Biology of the Cell

### **Five courses in Biochemistry:**

BIOC 405/405L Biochemistry I, Biochemistry Lab I  
BIOC 406/406L Biochemistry II, Biochemistry Lab II  
BIOC 490 Senior Thesis Research (Fall, January, Spring) – 6 credits total

### **Two courses in Mathematics:**

MATH 121 Single Variable Calculus  
MATH 233 Multiple Variable Calculus

### **Two courses in Physics:**

PHYS 201 and PHYS 202 General Physics I, II

### **Two additional courses selected from the following:**

CHEM 404 Instrumental Analysis	BIOL 401 Neurobiology
CHEM 405 Physical Organic Chemistry	BIOL 428 Comparative Physiology
CHEM 410 Inorganic Chemistry	PHYS 265 Electronics
BIOL 300 Animal Development	PHYS 305 Atomic and Nuclear Physics
BIOL 302 Plant Physiology	PHYS 314 Thermodynamics and Statistical Physics
BIOL 304 Medical Physiology	PHYS 318 Optics
BIOL 306 Microbiology	PHYS 401/402 Electricity and Magnetism
BIOL 313 Genetic Analysis	MATH 308 Mathematical Probability and Statistics
BIOL 314 Immunology	MATH 311 Differential Equations
BIOL 344 Pathophysiology	

*\*Number of courses required for the major is reduced by one if Accelerated Gen Chemistry is taken in place of Gen Chemistry I, II.*

The major in Biochemistry is a demanding program. In order to ensure that all required courses are completed within four years, the following sequence is recommended:

#### First year

Gen Chemistry I, II or Accelerated Gen Chemistry  
Single Variable and Multiple Variable Calculus  
Biology in Practice, Concepts in Biology I or II General  
Physics I

#### Second year

Organic Chemistry I, II Concepts in Biology I or II General  
Physics II

Molecular Biology of the Cell

Analytical Chemistry

#### Third year

Biochemistry I, II Physical Chemistry I

#### Fourth year

Physical Chemistry II

Two additional courses selected from list provided  
Senior Research

# Biology

Biology is the exploration of the extraordinary diversity of life, from chemical reactions in cells to species interactions in ecosystems. Students who major in biology will be prepared for a broad range of careers, from teaching biology at the secondary or college level to applied research in industry or government. Many biology graduates continue their education in graduate school or professional programs in medicine, dentistry, veterinary science, physical therapy, and other pre-allied health fields.

Hartwick biology majors are immersed in a program that uses hands-on research as the primary method to learn modern biology. The program gives students the opportunity to build a background in the main biological disciplines including physiology, genetics, development, molecular biology, microbiology, zoology, botany, ecology, and evolution. Students also learn about the biological characteristics of a variety of organisms from mammals to microbes. For students majoring in other disciplines, courses in biology can acquaint them with the language and methods of scientific inquiry in areas such as human biology, emerging infectious diseases, and animal behavior. Biology students can also seek a certificate in secondary-school teaching by taking the required education courses in addition to the biology major.

Majors begin exploring biology during three introductory, laboratory-based courses: BIOL 101, BIOL 202, and BIOL 203. The first course, Biology in Practice (BIOL 101), emphasizes the processes by which biological knowledge is discovered and analyzed in a variety of contemporary topics. BIOL 202 Concepts of Biology: Biological Information and its companion course, BIOL 203 Concepts of Biology: Energy and Resources provide students with background knowledge for upper-level biology courses. These three foundation courses – BIOL 101, 202, and 203 – are prerequisites, or co-requisites, for all upper-level (300- and 400-level) courses in the biology curriculum.

Upper-level biology courses are organized into three core areas that represent the full range of modern biology: Cell and Molecular Biology, Organismal Biology, and Ecology and Evolution. Students must complete a minimum of 21 credits of upper-level coursework that includes at least one lab course from each core area, one organismal diversity (D) course and one plant (P) course. These courses can be taken in any sequence. Biology majors also complete courses in general chemistry and organic chemistry, physics, and mathematics. They may choose to do internships and independent studies in fields related to their special interests and career plans.

Our laboratory facilities include centers for biotechnology, environmental science and policy, the Amphibian Research Laboratory (ARL), and other laboratories well equipped for student-faculty collaborative research. Students may be trained to use a variety of research tools including spectrophotometers, phase/fluorescence microscopes, computer-assisted photomicrography and image analysis, electrophoresis and chromatography equipment, thermocyclers, computer-interfaced physiographs, and a variety of field equipment that permits the capture and handling of live organisms. Also available for student-faculty research are a greenhouse, the Hoysradt Herbarium, a tissue-culture laboratory, a histology laboratory, a microscopy facility with scanning and transmission electron microscopes, and a molecular genetics laboratory. The Robert R. Smith Environmental Field Laboratory at the Pine Lake Environmental Campus and adjacent Robert V. Riddell State Park provide an opportunity for the study of terrestrial and aquatic ecosystems.

## Tropical Biology

Biology majors can gain experience in field studies of several tropical ecosystems. The geographical locations where we currently teach courses include: The Bahamas, Costa Rica, Thailand, and Madagascar. One or more of these courses are usually offered every year. Students who take an off-campus course in one of these locations may choose to return a second time to perform a special project such as an independent study, internship, or senior project under the guidance of a faculty member.

## Robert R. Smith Environmental Field Laboratory at Pine Lake

The research facility at the Pine Lake Environmental Campus and adjacent Robert V. Riddell State Park provides an excellent opportunity to study local ecosystems in close proximity to the main campus: about 2,500 acres of a mixed-deciduous forest, a 12-acre kettlehole lake, a spruce-tamarack bog, swamps, and streams. The state-funded R.R. Smith Field Laboratory provides laboratory space for classes as well as student-faculty collaborative research projects involving birds, amphibians, fish, arthropods, and plants.

## Faculty

Mary E. Allen, PhD; Eric Cooper, PhD; Allen R. Crooker, PhD; Peter T. Fauth, PhD (chairperson); Douglas A. Hamilton, PhD; Mark L. Kuhlmann PhD; Laura Gray Malloy, PhD; A.J. Russo, PhD.; Stanley K. Sessions, PhD; Linda A. Swift, PhD; and Munir S. Syed, MD.

## Biology Courses

*D: fulfills organismal diversity requirement; P: fulfills plant requirement; LAB: fulfills lab requirement*

101 Biology in Practice: (topic varies) (4 credits; 3 one-hour lectures and 1 three-hour laboratory weekly) The Biology in Practice series of introductory biology courses is designed to teach students to find, understand, and communicate scientific information, construct and test hypotheses, and make connections between science and society, in the context of a particular scientific topic. Laboratories stress hands-on participation in topic-related experimental design and procedures. (LAB)

150 Topics in Biology (3-4 credits) Courses for non-majors that explore areas of contemporary biology. A student may take only one BIOL 150 course unless otherwise authorized by the instructor. Those courses that have a laboratory will fulfill the LAiP laboratory requirement. (SCI)

202 Concepts of Biology: Biological Information (4 credits; 3 one-hour lectures, 1 two-hour laboratory weekly) The conceptual foundations for advanced study in biology emphasizing characteristics unifying all living organisms. BIOL 202 primarily explores molecular and cellular biology, and experimental approaches used for discovery in this field. These principles are applied to the study of the major molecules that comprise cells, cell structure and function, heredity, mitosis, the Central Dogma of molecular biology, and evolution. BIOL 101 is a prerequisite for this course, and BIOL 202 may be taken before or after BIOL 203. BIOL 202 is a prerequisite or corequisite for 300- and 400-level biology courses. BIOL 202 (or BIOL 203, but not both) may be replaced by a Biology Advanced Placement test score of 4 or 5, together with a grade of A in BIOL 101. (LAB)

203 Concepts of Biology: Energy and Resources (4 credits; 3 one-hour lectures, 1 two-hour laboratory weekly) The conceptual foundations for advanced study in biology emphasizing characteristics unifying all living organisms. BIOL 203 explores how science is practiced and how materials and energy are employed by living systems at all levels of biological organization, emphasizing cell biology, physiology, and ecology. BIOL 101 is a prerequisite for this

course, and BIOL 203 may be taken before or after BIOL 202. BIOL 203 is a prerequisite or corequisite for 300- and 400-level biology courses. BIOL 203 (or BIOL 202, but not both) may be replaced by a Biology Advanced Placement test score of 4 or 5, together with a grade of A in BIOL 101. (LAB)

206 Human Anatomy and Physiology I (4 credits; 3 one-hour lectures and 1 three-hour laboratory weekly; fall semester) An introductory course designed for nursing majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function. Following an introduction to some general features of anatomy and physiology, BIOL 206 proceeds with hierarchical study of atoms and molecules, cells and tissues, and organs and organ systems with emphasis on the integument, skeleto-muscular and nervous systems (including special senses).

207 Human Anatomy and Physiology II (4 credits; 3 one-hour lectures and 1 three-hour laboratory weekly; spring semester) An introductory course designed for nursing majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function. BIOL 207 emphasizes the study of body systems including endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. BIOL 206 is a prerequisite for BIOL 207. (LAB)

210 Microbiology of Disease (4 credits; 3 one-hour lectures, 1 three-hour laboratory weekly) The study of bacteria and viruses related to infectious disease in humans and standard methods for working with bacteria in the laboratory. A course designed for nursing majors, topics include principles of infectious disease and epidemiology; bacterial cell structure, physiology, genetics, and reproduction; viral reproduction; immunology; and control of microbial growth. Prerequisites: BIOL 206, BIOL 207 and CHEM 105. (LAB)

240 Island Biogeography (4 credits; off-campus J-term) Biogeography is the scientific study of the patterns and causes of the distribution of organisms using a combination of ecological and evolutionary theory, geology, and geography:

what species are where, and why? Islands have been the subject of important biogeographic work and have contributed substantially to existing biogeographic theory. The course covers the important elements of biogeographic theory within the context of islands using the marine and terrestrial flora and fauna of San Salvador Island. Students spend three weeks in residence at the Gerace Research Centre on San Salvador Island. (LAB)

241 Natural History of Costa Rica (4 credits; off-campus J-term) The goal of this course is to introduce non-biology students to tropical biodiversity and its conservation in Central America. Students study at biological research stations in tropical rain forests, cloud forests, dry forests, and coastal habitats on the Atlantic and Pacific slopes and up in the mountains of Costa Rica. Students observe and analyze data collected from communities of organisms in their natural environment, including mammals, birds, reptiles, amphibians, fish, terrestrial arthropods, intertidal marine invertebrates, and a huge variety of plants. In addition, students explore volcanoes, museums, national parks, and historical sites. (LAB)

242 People and Plants of Thailand (4 credits; off-campus J-term) The hills of Northern Thailand provide a home for many different ethnic peoples, who have for centuries lived in harmony with their environment. This interdisciplinary course offers a unique opportunity to learn from the villagers by staying with families in the villages. We will learn about their culture and beliefs from the spiritual leader and village elders, identify useful medicinal plants with the Shaman, make traditional crafts, perform tribal dances, collect food and other supplies from the forest, and help cultivate food crops. We, in turn, will teach the villagers about optimal nutrition; protein- and micronutrient-rich crops to grow on limited land; treatments for water pollution; and how to attain personal and village hygiene, to help them attain optimal growth and health in their environment. (LAB)

243 Madagascar: Culture, Conservation, and Natural History (1 credit; 1 one-hour seminar weekly) Madagascar is a living laboratory of extraordinary natural environments with 80 percent of its plants and animals found nowhere else in the world. The island, the world's fourth largest, is probably best known for its lemurs, chameleons, and many medicinal plants. With its history, belief systems, and emphasis on the supernatural, the culture of the island is as unique as its nature. This course will explore some basic facts about the economy and political environment of Madagascar as well as the origin of its people and their culture. The more unique plants and animals, especially the lemurs and chameleons, will be studied as well as the causes for Madagascar's extremely high biodiversity. Finally, the delicate balance between human

needs, culture, conservation, and natural resources will be examined. This one-credit course is a prerequisite for the off-campus January-term program BIOL 244 Madagascar: Culture, Conservation, and Natural History.

244 Madagascar: Culture, Conservation, and Natural History (4-credits; off campus J-term) Madagascar, the world's fourth largest island, is a living laboratory of extraordinary natural environments with almost 80% of its flora and fauna found nowhere else in the world. The course will concentrate on exploring the natural history and ecology of native habitats (dry sandstone to rainforest), plants (especially medicinal plants), and animals (such as the lemurs and chameleons) while seeking to explain Madagascar's uniqueness and extremely high biodiversity. The delicate balance between human needs, development, and conservation will be observed and the influence of Malagasy culture on natural resource management practices will be assessed. Participants will obtain a global perspective on the integration of humans with the environment at an indigenous level. Prerequisite: BIOL 243. (LAB)

250, 350, 450 Topics in Biology (normally 3 credits) Courses for non-majors and majors in biology that address topics of specific interest to the individual instructor. An individual may take only one topics course during the year except as otherwise authorized by the instructor. Recent Topics courses include Insects, Arachnids and Man; Endocrinology; Physiological Biochemistry; Marine Biology (SCI)

300 Animal Development (D) (3 credits; 3 one-hour lectures weekly) Study of the patterns and processes of animal growth and development, from fertilization to adulthood, including aging and death. The topics include embryology and morphogenesis, regeneration, cell differentiation, gene expression, growth factors and cell signaling, pattern formation, and the evolution of development. Prerequisite: BIOL 101, BIOL 202. Prerequisite or corequisite: BIOL 203. (SCI)

300L Animal Development Lab (1 credit; 1 three-hour laboratory weekly) This laboratory course is designed to enable students to obtain experience with living embryos, tissues and cells, and develop such skills as microsurgery, tissue culture, cytogenetics, histology, immunocytochemistry, and microscopy. Corequisite: BIOL 300. (LAB)

301 Plant Development (P) (3 credits; 3 one-hour lectures weekly) Structure of the principle plant tissues and their origins. Topics covered include the molecular genetics, embryology and development of vegetative and reproductive organs, as well as their control by hormones, light and

environment. Prerequisite: BIOL 101, BIOL 202. Prerequisite or corequisite: BIOL 203. (SCI)

301L Plant Development Lab (1 credit; 1 three-hour laboratory weekly) The laboratories include plant tissue culture and other procedures that emphasize topics covered in BIOL 301. Corequisite: BIOL 301. (LAB)

302 Plant Physiology (P) (3 credits; 3 one-hour lectures, weekly) Basic concepts of plant growth, metabolism and transport. Topics covered include the movement of water and food in plants, mineral nutrition, photosynthesis, plant hormones, photomorphogenesis, and flowering. Prerequisite: BIOL 101, BIOL 203. Prerequisite or corequisite: BIOL 202. (SCI)

302L Plant Physiology Lab (1 credit; 1 three-hour laboratory weekly) Laboratory consists of experiments designed to emphasize the material covered in BIOL 302. Corequisite: BIOL 302. (LAB)

303 Ecology (3 credits; 3 one-hour lectures weekly) An introduction to ecology, the study of interactions between organisms and their environments. The course covers topics at all levels of ecology (from individuals to ecosystems), with emphasis on theoretical principles and empirical examples of population ecology. Articles from the primary literature will be discussed to understand how ecological questions are currently studied. Topics include evolution of life histories, population growth, competition, and predator-prey dynamics. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

303L Ecology Lab (1 credit; 1 three-hour laboratory weekly) Laboratory work at Pine Lake and other local ecosystems will include research-oriented activities on animals and plants to expose students to ecological thinking and reinforce the principles discussed in BIOL 303. Corequisite: BIOL 303. (LAB)

304 Medical Physiology (3 credits; 3 one-hour lectures weekly) Study of the major physiological processes of mammalian tissues, organs, and systems in animals, including the nervous system, circulation, movement, digestion, respiration, excretion, hormonal regulation and reproduction. Topics with medical applications will be discussed. Prerequisite: BIOL 101, BIOL 202. Prerequisite or corequisite: BIOL 203. (SCI)

304L Medical Physiology Lab (1 credit; 1 three-hour laboratory weekly) Laboratory will emphasize the use of a computer-interfaced physiological workstation for data collection, experimental design, data analysis and scientific report writing. Corequisite: BIOL 304. (LAB)

305 Plant Biology (P, D) (3 credits; 3 one-hour lectures weekly) A survey of major classical groups of the plant kingdom with a focus on their reproductive biology. Groups include cyanobacteria, fungi, algae, mosses, ferns, gymnosperms, and flowering plants. The structures and characteristics of flowering plants will be examined in detail, emphasizing the characteristics of the major families. Prerequisite: BIOL 101, BIOL 202. Prerequisite or corequisite: BIOL 203. (SCI)

305L Plant Biology Lab (1 credit; 1 three-hour laboratory weekly) Laboratories will involve microscopic and macroscopic analysis of members of the groups discussed in BIOL 305. Corequisite: BIOL 305. (LAB)

306 Microbiology (D) (3 credits; 3 one-hour lectures weekly) The study of Bacteria, Archaea and viruses. Topics include evolutionary origins of microorganisms and cell structure, physiology, genome organization and regulation, and reproduction. Also covered are some principles of infectious disease and control of microbial growth. Prerequisites: BIOL 101, BIOL 202, 203. (SCI)

306L Microbiology Lab (1 credit; 1 three-hour laboratory weekly) Designed to illustrate basic principles of microbiology and teach standard laboratory methods for working with bacteria and bacterial viruses. Topics include microscopy, aseptic technique, culturing, isolating and identifying bacteria, and susceptibility testing. Corequisite: BIOL 306. (LAB)

307 Vertebrate Zoology (D) (3 credits; 3 one-hour lectures weekly) Study of evolution of adaptive diversity in form and function among living and extinct species of vertebrate animals, including fishes, amphibians, reptiles, birds and mammals. Includes a survey of the local vertebrate fauna and associated ecosystems. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

307L Vertebrate Zoology Lab (1 credit; 1 three-hour laboratory weekly) The laboratory includes comparative anatomy, morphometric and functional analyses of vertebrate body designs, field expeditions to Pine Lake and other nearby areas, and visits to museum collections. Corequisite: BIOL 307. (LAB)

308 Aquatic Ecology (4 credits; 3 one-hour lectures, 1 three-hour laboratory weekly) Study of the ecology of communities and ecosystems using examples drawn from the study of aquatic (freshwater and marine) habitats. Topics include community structure and diversity, species interactions, ecosystem function, and human impacts on communities and ecosystems. Laboratories are conducted mainly at the Pine Lake campus and surrounding aquatic communities.

Prerequisite: BIOL 101, BIOL 203; prerequisite or corequisite BIOL 202. (LAB)

309 Medicinal Plants (P) (3 credits; 1 three-hour meeting weekly) A study of the physiology of diseases states and the medicinal plants used by Native Americans or imported by Europeans to treat the disease. Discussions include how the plant works to alleviate symptoms or eliminate the disease. Course includes three field trips for identifying medicinal plants in New York State. Prerequisite: BIOL 101, BIOL 202. Prerequisite or corequisite: BIOL 203.

310 Ornithology: Study of Birds (D) (4 credits; 3 one-hour lectures and 1 three-hour laboratory weekly) Taxonomy, evolution, physiology, behavior, ecology, and conservation of the most-studied vertebrates, the birds. Articles from the primary literature will be discussed to understand how ornithology is currently practiced. In the laboratory, students will learn to identify common bird species in the region and become familiar with research tools used by ornithologists. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (LAB)

311 Invertebrate Zoology (D) (3 credits; 3 one-hour lectures weekly) The biology, diversity, and evolution of form and function in the major invertebrate phyla are examined. Presentations of exemplary invertebrate groups include discussions of classification and phylogenetic relationships, comparative morphology and physiology, development, life history strategies, and behavioral ecology. The defining characteristics of major taxa are emphasized along with economically and medically important species. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

311L Invertebrate Zoology Lab (1 credit; 1 three-hour laboratory weekly) The structure and function of representative members of major invertebrate phyla are investigated by microscopy or by the observation of living or dissected specimens. Corequisite: BIOL 311. (LAB)

312 Molecular Biology of the Cell (3 credits; 3 one-hour lectures weekly) This course covers the functional relationships of cellular components by integrating molecular biology, biochemistry, and cell biology. Students will examine how proteins know where to localize in the cell, the structures and functions of organelles and the cytoskeleton, the relationship between the cell cycle, signaling pathways and cancer, how cells move and communicate with each other, and how cells utilize energy, build membranes, and respond to the environment. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

312L Molecular Biology of the Cell Lab (1 credit; 1 three-hour laboratory weekly) Current techniques used in cellular

studies, including cell culture, PCR, and immunochemical techniques. Corequisite: BIOL 312. (LAB)

313 Genetic Analysis (3 credits; 3 one-hour lectures weekly) Advanced study of the science of heredity: what genes are, how they are transmitted from generation to generation, how they are expressed, and how this expression is regulated. Specific topics include the mechanics of inheritance, cytogenetics, molecular genetics, molecular cloning, genetic engineering, and population genetics. Prerequisite: BIOL 101, BIOL 202, BIOL 203. (SCI)

313L Genetic Analysis Lab (1 credit; 1 three-hour laboratory weekly) The laboratory is designed to introduce experimental methods used in the study of modern genetics. Corequisite: BIOL 313. (LAB)

314 Immunology (3 credits; 3 one-hour lectures weekly) Examination of the cellular and molecular basis of the immune response, including communication between the innate and adaptive immune systems, the response to infection with pathogens, mechanisms used by pathogens to evade the immune system, and what defects in the immune system, such as immune deficiency diseases and autoimmunity, can tell us about the function of the immune system. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

314L Immunology Lab (1 credit; 1 three-hour laboratory weekly) Current techniques used in immunological research. Corequisite: BIOL 314. (LAB)

315 Pathological Processes (3 credits; 3 one-hour lectures weekly) A focus on the mechanisms of disease, including structural and functional changes in cells, tissues, and organs of the human body and background for preventive as well as therapeutic health care measures and practices. Topics include: the concepts of health and disease; altered health in children and adults; cellular adaptation, injury, and death; genetic control of cell function and inheritance; biology of cancer; stress and adaptation; mechanisms of infectious diseases; inflammation, tissue repair and wound healing; and disorders of immune response. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

316 Endocrinology (3 credits; 3 one-hour lectures weekly) A study of the basic principles of endocrinology with emphasis on the physiology and regulation of endocrine secretions. Neuroendocrine, reproductive, growth and metabolic aspects of endocrinology secretions are included. Examples are drawn from a wide range of animal species, including humans. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

317 Exercise Physiology (4 credits; 3 one-hour lectures, 1 three-hour laboratory weekly) A study of the principles of

physiology that explain exercise performance and the dynamic interdependence of physiological systems during exercise. The course considers the responses of cells, tissues, organ systems, and people to both short-term and long-term exercise and makes connections, where they are possible, between performance strategies and the biological mechanisms upon which they are based. Topics include muscle function and biomechanics, nutrition, the biochemistry of aerobic and non-aerobic metabolism, respiratory, cardiovascular and endocrine responses to exercise and training, thermoregulation and hydration for exercise, exercise in extreme environments and the role of exercise in medical therapy. Prerequisite: BIOL 101, BIOL 203; prerequisite or corequisite BIOL 202. (LAB)

318 Evolution (D) (3 credits; 3 one-hour lectures weekly) The study of the unifying principle of biology: patterns and processes of organismal evolution. Topics include adaptation by natural selection, population genetics, quantitative genetics, molecular evolution, speciation and phylogenetic reconstruction. Emphasis is on theoretical concepts and methods used to test evolutionary hypotheses in biology and other fields of study. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

318L Evolution Lab (1 credit; 1 three-hour laboratory weekly) Laboratory experiments and simulations to investigate topics such as natural selection, population genetics, heritability, genetic variability, and phylogenetic reconstruction. Corequisite: BIOL 318. (LAB)

319 Human Anatomy and Physiology I (4 credits; 3 one-hour lectures, 1 three-hour laboratory weekly; fall semester) A course designed for biology majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function. Introductory concepts as well as the skin, nervous, and musculoskeletal systems are presented. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (LAB)

320 Human Anatomy and Physiology II (4 credits; 3 one-hour lectures, 1 three-hour laboratory weekly; spring semester) A course designed for biology majors that emphasizes the important concepts, terminology, and interrelationships of human structure and function. The autonomic nervous system as well as the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems are studied. Other related topics include nutrition, metabolism, thermoregulation, and fluid, electrolyte and acid-base balance. Prerequisites: BIOL 101, BIOL 202, BIOL 203, BIOL 319. (LAB)

321 Electron Microscopy (3 credits; 3 one-hour lectures weekly) An introduction to biological microscopy, this course offers a comprehensive look at specimen preparation and

different types of light and electron microscopes and support equipment. Topics include specimen preparation, instrumentation, optics and resolution, digital photography, quantitative microscopy, and the interpretation of cellular and histological structure. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

321L Electron Microscopy Lab (1 credit; 1 three-hour laboratory weekly). The laboratory will emphasize the examination and photography of student-prepared biological specimens in the scanning and transmission electron microscopes as well as micrograph preparation and interpretation. Corequisite: BIOL 321. (LAB)

340 Tropical Biology (1 credit; 1 one-hour seminar weekly) The purpose of this course is to become familiar with tropical biology, what it is, how it is studied, and the major issues involved in the conservation of its biodiversity. Specifically intended to provide background for biology majors who wish to have the off-campus course BIOL 341 Natural History of Costa Rica count toward their major as a biology core course. Prerequisites: BIOL 101, BIOL 202, BIOL 203. (SCI)

341 Natural History of Costa Rica (D) (4 credits; off-campus J-term) This course introduces students to tropical biodiversity and its conservation in Central America. Students study at biological research stations in tropical rain forests, cloud forests, dry forests, and coastal habitats on the Atlantic and Pacific slopes and up in the mountains of Costa Rica. Students observe and analyze data collected from communities of organisms in their natural environment, including mammals, birds, reptiles, amphibians, fish, terrestrial arthropods, intertidal marine invertebrates, and a huge variety of plants. In addition, students explore volcanoes, museums, national parks, and historical sites. Prerequisite: BIOL 340. (LAB)

344 Pathophysiology (3 credits; 3 one-hour lectures) Examines specific diseases from a physiologic and developmental perspective. Mechanisms of disease, etiology, manifestations, analyses of laboratory data and primary medical and surgical interventions are reviewed. This content serves as a foundation for addressing therapeutic interventions related to specific disease states. Prerequisites: BIOL 206 and BIOL 207; BIOL 210; CHEM 105 or CHEM 107/107L and 108/108L or CHEM 109; NURS 134\*, NURS 234\*. For science majors, permission of instructor required. Accelerated nursing students may take BIOL 207 concurrent with this course with the permission of the instructor. (\* See prerequisite for NURS 134 and NURS 234)

392 Research Methods in Biology (2 credits; 2 one-hour meetings weekly) Research methods preparing students for the Senior Project. Offered every Fall Term; normally taken

during the junior year and must be taken before BIOL 490.  
Prerequisites: BIOL 101, BIOL 202, BIOL 203.

401 Neurobiology (3 credits; 3 one-hour lectures weekly) An introduction to cellular and integrative neurobiology, this course offers a comprehensive overview of the anatomy, chemistry, physiology, and biophysics of the nervous system. The course begins with the study of neurons and glial cells and progresses to the examination of the ways these cells are organized into functional circuits that process information and mediate behavior. Topics include neuroanatomy, electrical properties of nerve cells, neurochemistry and synaptic mechanisms, neural systems, motor and sensory systems, learning, memory, behavior, and developmental neurobiology. Prerequisite: BIOL 101, BIOL 202, BIOL 203 and one of the following 300-level BIOL courses: 304, 312, or 317. (SCI)

401L Neurobiology Lab (1 credit; 1 three-hour laboratory weekly). Students perform weekly laboratory experiments to explore major neurobiology topics and concepts such as histology, neuroanatomy, behavior, the senses, and electrophysiology. Corequisite: BIOL 401. (LAB)

415 Microbial Ecology (3 credits; 3 one-hour lectures weekly) An exploration of the biotic and abiotic factors that determine the distribution and abundance of microorganisms in natural systems. Topics include physiological limitations of growth, intra- and interspecific interactions among microorganisms and interactions of microorganisms with animals and plants as well as microbial contributions to biogeochemical cycles and usage of microorganisms for environmental and biotechnology purposes. Prerequisites: BIOL 101, BIOL 202, BIOL 203 and one of the following 300-level BIOL courses: 303, 306 or 308. (SCI)

415L Microbial Ecology Laboratory (1 credit; 1 three-hour laboratory weekly). The laboratory emphasizes methods for studying microorganisms from, or in, environmental systems. Topics include aseptic technique, and isolation and identification of microorganisms from environmental samples. Corequisite: BIOL 415. (LAB)

420 Developmental Genetics (3 credits; 3 one-hour lectures weekly) Advanced study of current research on the molecular and cellular mechanisms that control growth, development and regeneration in organisms. Topics include the control of gene expression, cell-cell interactions, the cell cycle and growth control, oncogenesis, homeobox genes and homeotic mutations, pattern formation and the role of development in

evolution. Prerequisites: BIOL 101, BIOL 202, BIOL 203, and one of the following 300-level BIOL courses: 300 or 301. (SCI)

428 Comparative Physiology (3 credits; 3 one-hour lectures weekly) Advanced study emphasizing comparative physiology of animals taken from all phylogenetic levels, with an emphasis in the area of environmental adaptations. Topics covered include temperature regulation, mechanisms of salt and water exchange, circulation, mechanisms of gas exchange, metabolic and physiological responses to oxygen deficiency, regeneration, and metamorphosis. Prerequisites: BIOL 101, BIOL 202, BIOL 203 and one of the following 300-level BIOL courses: 304, 316 or 317. (SCI)

435 Behavioral Ecology (3 credits; 3 one-hour lectures weekly) An advanced examination of animal behavior that is set in an ecological and evolutionary context. The underlying theme of the course is that behavior cannot be understood without placing an organism in its past and present environment. The subjects covered include the inheritance of behavior, feeding behavior, dispersal and migration, territoriality, the evolution of mating systems, and the evolution of complex animal societies. Prerequisites: BIOL 101, BIOL 202, BIOL 203 and one 300-level BIOL course. (SCI)

490 Senior Project I (Arranged individually; 2 credits; taken prior to spring of the senior year) The first part of a full-year research project. In collaboration with a Hartwick biology faculty member, the student must identify a research question of manageable scope and scientific significance; construct one or more hypotheses or perspectives that address the question; locate relevant background information from published, peer-reviewed resources; conduct a thorough analysis of evidence and synthesize them into new knowledge or original insights; and complete a research plan using appropriate scientific procedures. Prerequisites: BIOL 101, BIOL 202, BIOL 203 and BIOL 392.

490 Senior Project II (Arranged individually; 2 credits; typically taken in spring of senior year) The second part of a full-year research project. The student must generate logical, clear and well-supported conclusions; explore the broader significance of project and published results; and communicate the process and conclusions effectively in a written product in proper scientific format and in a public presentation. Prerequisites: BIOL 101, BIOL 202, BIOL 203 and BIOL 392



## **Biology Major Requirements**

**33 courses (plus labs), distributed as follows:**

### **Introductory Courses:**

BIOL 101 Biology in Practice

BIOL 202 Concepts of Biology: Biological Information

BIOL 203 Concepts of Biology: Energy and Resources

### **Core Courses:**

A minimum of seven credits from each core area OR a minimum of 10 credits from one core area, a minimum of 7 credits from a different core area and a minimum of 4 credits from the third core area. A student must take at least one lab course in each core area. At least one course must have a significant plant component (P). At least one course must have a significant biological diversity component (D).

#### *Cell and Molecular Biology:*

BIOL 300, 300L Animal Development (D)

BIOL 301, 301L Plant Development (P)

BIOL 306, 306L Microbiology (D)

BIOL 312, 312L Molecular Biology of the Cell

BIOL 313, 313L Genetics

BIOL 314, 314L Immunology

BIOL 315 Pathological Processes

BIOL 321, 321L Electron Microscopy

BIOL 420 Developmental Genetics

BIOC 405 Biochemistry (BIOC)

BIOC 405 Biochemistry, 405L Biochemistry Lab

#### *Organismal Biology:*

BIOL 302, 302L Plant Physiology (P)

BIOL 304, 304L Medical Physiology

BIOL 306, 306L Microbiology (D)

BIOL 307, 307L Vertebrate Zoology (D)

BIOL 309 Medicinal Plants (P)

BIOL 310 Ornithology: Study of Birds (D)

BIOL 311, 311L Invertebrate Zoology (D)

BIOL 315 Pathological Processes

BIOL 316 Endocrinology

BIOL 317 Exercise Physiology

BIOL 319 Human Anatomy and Physiology I

BIOL 320 Human Anatomy and Physiology II

BIOL 401, 401L Neurobiology

BIOL 428 Comparative Physiology

BIOL 305 Biopsychology (PSYC)

#### *Ecology and Evolution:*

BIOL 303, 303L Ecology

BIOL 305, 305L Plant Biology (P, D)

BIOL 308 Aquatic Ecology

BIOL 310 Ornithology: Study of Birds (D)

BIOL 318, 318L Evolution (D)

BIOL 340 Tropical Biology + 341 Natural History of Costa Rica

BIOL 415, 415L Microbial Ecology

BIOL 435 Behavioral Ecology

### **Senior Research Project**

BIOL 392 Research Methods in Biology

BIOL 490 Senior Research Project I

BIOL 490 Senior Research Project II

The Biology Research Project begins no later than the fall semester of the junior year when students identify a project mentor and complete a formal research proposal in BIOL 392 Research Methods in Biology (2 credits). Although they may begin during spring semester of the junior year (or earlier), most students conduct the bulk of the research (including write-up) during the following fall and spring terms (4 credits: 2 credits BIOL 490 Senior Research Project I, 2 credits BIOL 490 Senior Research Project II). The research must be completed and written up (in scientific journal format) by the end of spring term of the senior year, and presented at the annual Biology Symposium.

### **Additional requirements**

CHEM 107/107L & 108/108L General Chemistry or CHEM 109 Accelerated General Chemistry

CHEM 201/201L Organic Chemistry

PHYS 140 & 141 Principles of Physics or PHYS 201 & 202 General Physics

MATH 108 Statistics or PSYC 291 Experimental Statistics or MATH 121 Single Variable Calculus

### **Senior Comprehensive Examination**

*\*BIOL 202 or BIOL 203 may be replaced by a Biology Advanced Placement (AP) test score of 4 or 5, together with a grade of A in BIOL 101. The Office of the Registrar must be notified of this arrangement.*

### **Biology Minor Requirements**

Five Biology courses (minimum 19 credits) consisting of:

BIOL 101 Biology in Practice

BIOL 202 Concepts of Biology: Biological Information

BIOL 203 Concepts of Biology: Energy and Resources

Two upper-level (300-, or 400-level) courses (7 credits minimum).

## **Business Administration**

Hartwick's Business Administration Program provides students the opportunity to acquire and grow the skills and competencies needed in the workplace—intellectual, technical and interpersonal. Students learn that business management involves multiple elements, in surprising mixtures, at any moment. A finance problem may well include elements of strategy and decisions about new business locations—traditionally material covered in other separate courses. A manufacturing problem may include issues of human resources, accounting, and organizational development.

Many of our courses feature business simulations, case studies and projects—all of which require much thought and effort. Successful students learn how to face challenges, analyze risky situations and make informed decisions. Most importantly, they learn the implications of living with the outcomes of their decisions and that decisions made in today's business environment often do not turn out as expected.

Much of a student's work occurs in teams. Business administration best practices suggest that teamwork and intense interaction with co-workers is essential. Activities that demand interpersonal skills, team building, communication, leading and following help students learn how to work with their colleagues. The traditional approach to business education, which depends on theories focused at specific parts of business administration, is not the approach we take. We believe that students will better understand how business works if they learn it as it is lived-in an interrelated and unpredictable way.

The major begins with Introduction to Business, normally taken in the freshman year. Here, students learn the major functional areas of business. Running a simulated company and competing against other student-run companies or analyzing an existing company through public data bases and personal interviews may be part of this experience. Other required introductory courses in Accounting and Economics, are often taken in the freshman year. In the sophomore year, students are encouraged to take core courses in Marketing, Finance, and Organizational Behavior.

In the junior and senior years students complete four electives of their choice (at least three of which must be 300- or 400-level BUSA courses; one may be a 300- or 400-level course in ACCO, FINA, or ECON). Finally, students take BUSA 480, Business Policy and Strategy, the program's capstone course.

### **Faculty**

Stephen A. Kolenda; Pauline Stamp; Pinki Srivastava; Anthony Vennero; Dan Vo; Priscilla Z. Wightman

## Business Administration Courses

101 Introduction to Business (4 credits) Introduction to the various functional areas of business, including marketing, finance, operations, management, and strategy. Specific topics covered include basic financial analysis, forms of business ownership, managerial decision making, and business ethics in a local, national, and international context. Includes a significant experiential learning component. No prerequisite. (EL)

110 Foundations of Business Analysis (1 credit) Introduction to the concepts, knowledge and techniques required to identify business needs and solve business problems. Students will analyze quantitative problems and cases using mathematical models developed in Excel. Models will utilize basic Excel functions to compute values such as basic statistics and time value of money. Graphing and charting will be employed to communicate results. No prerequisite.

230 Organizational Behavior (3 credits) Explores the behavior of individuals and groups within the organizational context. Topics include decision-making, leadership, organizational culture, communication, group behavior, and change management. Prerequisite: minimum grade of C in BUSA 101.

240 Marketing (3 credits) Students learn and apply basic marketing principles and statistical, financial and economic analyses to design and market products and services to meet customer needs and ultimately achieve target market share, revenue, and profit objectives. Prerequisite: minimum grade of C in BUSA 101.

280 Finance (4 credits) Exploration of the interrelationship of risk and ethical strategic planning to financial value in a business environment. The sources, uses, and cost of capital are identified and investigated using quantitative analysis applied to financial information. Prerequisites: minimum grade of C in both BUSA 101 and ACCO 101. (QFR)

310 Business Law I (3 credits) An introduction to business law's major concepts. Beginning with the major sources of law (common law, statute, and administrative/regulatory), the course then identifies the major forms of business organizations (such as corporations and partnerships) and the powers and liabilities associated with each. Contracts and personal property law (with emphasis on the Uniform Commercial Code) also are addressed, as well as an overview of debtor/creditor law and bankruptcy law as they relate to business. Prerequisites: 60 credit hours completed.

311 Business Law II (3 credits) An introduction to business law's major concepts. Traditional (e.g. intangibles, intellectual property, real estate/real property law, labor and employment law, agents and fiduciaries, monopoly, antitrust) and Contemporary (e.g. environmental regulation; negligence, torts, product liability, dispute resolution, arbitration,

cyberlaw) legal issues are discussed using case analysis. Prerequisite: 60 credit hours completed.

340 Marketing Research (3 credits) This course discusses strategies to identify and solve marketing issues through systematic gathering and analysis of market information. It introduces the methods used to develop, provide and analyze market information for decision making. The user and researcher perspectives are included through the use of case analysis and individual projects. Prerequisite: Minimum grade of C in BUSA 240.

341 Contemporary Issues in Marketing (3 credits) Students examine and research (independently and/or jointly) one or more current complex marketing issues. Contemporary events, published business cases and presentation of student research will be the basis for class discussion, analysis and debate. Analysis includes the complex variables to be considered when developing successful marketing strategies including: SWOT, target market identification, product lifecycles, BCG matrix, competition, organizational differentiation and the related social, cultural, economic, ethical, legal and political factors. Prerequisite: Minimum grade of C in BUSA 240.

342 Consumer Behavior (3 credits) Students examine theory and research related to consumers: in the marketplace, as individuals and as decision makers in the context of their culture/sub-culture. Various decision processes from psychology, sociology, anthropology, and other behavioral disciplines are examined to understand and predict reactions of consumers to marketing decisions. Prerequisite: Minimum grade of C in BUSA 240.

343 Social Media Marketing (3 credits) Students examine social networks, social media platforms and online advertising from both the buyer and seller perspectives thus equipping them with the relevant knowledge, perspectives, and practical skills required to develop marketing strategies that leverage the opportunities inherent in social media and consumer-to-consumer social interactions. Topics may include: identifying available social media marketing channels, building social marketing strategies, tracking strategy effectiveness as well as emerging topics in electronic commerce, mobile marketing, and social media startups. Prerequisite: Minimum grade of C in BUSA 240.

344 Sales Management (3 credits) This course focuses on the strategic and tactical aspects of selling and salesforce management through case analysis and project research. It provides the prerequisite knowledge and skills needed to be effective sales managers by examining their multifaceted roles in planning, organizing, managing, directing, and controlling an organization's sales department. This includes examining the interface with prospects, customers, and various stakeholders as a crucial function in measuring firm success. Prerequisite: Minimum grade of C in BUSA 240.

345 Advertising and Promotion (3 credits) This course introduces the theoretical foundations of advertising and promotion and their application to decision making. Campaign and strategy design, execution and evaluation are highlighted and analyzed for effectiveness, creativity and planning approach. Prerequisite: Minimum grade of C in BUSA 240.

348 Statistical Analysis in Operations (3 credits) This course focuses on providing products and services and includes an analysis of the production/operations function in manufacturing, service and other nonmanufacturing firms. Topics include productivity, competitiveness, quality, forecasting, product and service design, facilities layout and location, work environment design, and inventory management. Prerequisites: BUSA 280.

381 Human Resources (3 credits) A survey course of Human Resource Management (HRM) functions, including strategic HRM planning, job analysis, staffing, compensation, training and development, performance assessment, benefits, and labor relations. Discusses the interrelationships and ethical dimensions of human resource decisions within HR and across other functional areas within the organization. Prerequisite: BUSA 230

395, 495 Internship in Business Administration (3-6 credits) This course provides an opportunity to further the professional career development of students. Placements are designed to utilize academic concepts in a work setting and to bring practical knowledge of a functioning business back to the classroom. Prerequisites: 60 credit hours completed, Business Administration majors or minors only, permission of the department, and satisfactory internship qualifications. One internship of 3 or more credits may count as one elective toward the BUSA major or minor.

410 Service Industries (3 credits) Students integrate basic finance, operations, human resource management and marketing concepts to achieve planned service delivery and profit objectives. Industry analysis, demand forecasting,

capital budgeting, and strategic planning concepts also are emphasized. Prerequisites: BUSA 230, 240, 280.

440 Entrepreneurship (3 credits) Students explore the role of entrepreneurship in today's business environment. This course integrates macro-economic analysis, marketing research, financial planning, strategy formulation and other functional business considerations. Topics include opportunity identification and analysis, acquisition assessment, identification of financing alternatives, deal structuring, business plan development and harvesting strategies. Prerequisites: BUSA 230,240,280. (EL)

441 International Business (3 credits) Students assume the role of general manager of a multinational business. In addition to learning the international aspects of the production, marketing, human resource and financing functions, students gain new knowledge related to dealing with foreign currencies, customers, workers and cultures. Prerequisites: BUSA 230,240,280.

480 Business Policy and Strategy (3 credits) Students take the role of top management of a complex, multinational organization. Students draw upon their experiences as managers in various functional areas to deal with the larger organizational issues of corporate strategy, policy formulation, values, and vision. Prerequisites: BUSA 230,240,280 and 90 hours completed.

490 Senior Thesis (3 credits) This course requires completion, in consultation with a business faculty member, of a research paper that demonstrates the ability to investigate and analyze some current business issue/topic and effectively communicate the results of that research. The thesis integrates business theory with practice, and should include the formulation of a hypothesis, complete with ethical considerations, capable of public defense. Prerequisites: BUSA 230, 240, 280 and 90 hours completed.

## **Business Administration Major Requirements**

Minimum of 37 credits: 25 credits in required courses; 12 credits in electives.

### **Core courses in Business Administration:**

BUSA 101 Introduction to Business

BUSA 110 Foundations of Business Analysis

BUSA 230 Organizational Behavior

BUSA 240 Marketing

BUSA 280 Finance

BUSA 480 Business Policy and Strategy

### **Four 300- or 400-level electives in Business Administration:**

Note: An approved BUSA internship of 3 credits or more (BUSA 395 or 495) may count as one of the four electives. A total of one 300- or 400-level course in ACCO, FINA, or ECON may be counted as an elective for the BUSA major; i.e., at least three electives must be in BUSA.

### **One specified accounting course or equivalent:**

ACCO 101 Financial Accounting

**One course in economics:**

ECON 101 Principles of Microeconomics or ECON 102 Principles of Macroeconomics

**Suggested sequence of courses for students majoring in Business Administration:**

**First Year:**

BUSA 101 Introduction to Business

ACCO 101 Financial Accounting

BUSA 150 Foundations of Business Analysis

ECON 101 or 102 Topics

**Second Year:**

BUSA 230 Organizational Behavior

BUSA 280 Finance

BUSA 240 Marketing

**Third/Fourth Year:**

300/400 level Electives

BUSA 480

**Business Administration Minor Requirements**

Minimum of 22 credits: 19 in required courses; 3 in an elective

**Five courses in Business Administration:**

BUSA 101 Introduction to Business

BUSA 240 Marketing

BUSA 110 Foundations of Business Analysis

BUSA 280 Finance

BUSA 230 Organizational Behavior

**One specified accounting course or equivalent:**

**One BUSA elective at the 300- or 400-level**

ACCO 101 Financial Accounting

# Chemistry

Chemistry, the study of matter, focuses on how substances are formed and transformed by chemical reactions. The study of chemistry gives students a working knowledge of chemical principles allowing them to perform chemical experiments; initiate and sustain research projects; and to think abstractly, conceptualizing reactions and relationships as they analyze data and draw conclusions. The student gains an appreciation for the methods and spirit of modern science.

The Chemistry Department, whose program is approved by the American Chemical Society's Committee on Professional Training, offers Chemistry majors two tracks of study: Bachelor of Science: This track is recommended for students anticipating graduate study in chemistry or careers in industrial chemistry and normally is taken for departmental certification to the American Chemical Society. Bachelor of Arts: this track offers a broader general education, which has fewer required courses in the major program. It is recommended for students desiring careers in areas where chemistry knowledge is useful but not necessarily the main focus, like secondary education, health professions or law.

Students pursuing either track obtain a broad base in chemistry through required courses in analytical, inorganic, organic and physical chemistries, biochemistry, mathematics and physics. Upper level courses, including an original senior research project, enable students to probe more deeply into specific areas.

Majors in the B.S. and B.A. programs complete a year-long senior thesis research project, which culminates in oral and written reports of their findings. The senior research project is full-time during January Term. The research projects may be carried out on campus or at an approved off-campus research facility.

The department faculty believe strongly that experimental work and research are central in the development of a scientist and regard laboratory study as the strongest aspect of the Chemistry program. To facilitate such study, modern equipment and instruments are used by all Chemistry students in laboratory work beginning in their first year and continuing throughout their college career.

To further promote the development of research skills, students are encouraged to participate as early as possible in ongoing faculty research projects and to design their own projects as their abilities increase. In addition, there are opportunities for collaborative research or internships in nearby university, hospital, and industrial laboratories. Majors also may take advantage of internships in a variety of career fields that require a knowledge of chemistry.

Chemistry majors have a wide range of career options available to them. Bachelor of science majors may opt directly for careers in industry in areas such as chemical analysis, pollution control, research and development in manufacturing, and product quality control. They also may pursue advanced study in chemistry, which can lead to a wide range of careers in research, college teaching or industrial management.

Majors with a bachelor of arts may choose such careers as environmental analysis, industrial sales, business administration, geochemistry, secondary school teaching, art conservation, and political consulting. Alternately, one may pursue professional studies in optometry, dentistry, medicine, engineering, and law.

## Faculty

Susan M. Young, chair; Zsuzsanna Balogh-Brunstad; John Dudek; Mark S. Erickson; Andrew J. Piefer

## Chemistry Courses

100 Chemistry in Today's Society (3 credits) (3 one-hour lectures weekly) Selected areas of chemistry designed to enable the student to understand better the role of chemistry and technology in modern society. The course will examine such areas as polymers, and their role in everyday products; acids and bases in household products; radioactivity, its use and abuse; and petrochemicals, energy and other uses. Open only to students with no college chemistry credit. (SCI)

102 Chemistry in Today's Society with 2-hour lab (4 credits) (3 one-hour lectures and 1 two-hour laboratory weekly) Selected areas of chemistry designed to enable the student to understand better the role of chemistry and technology in modern society. The course will examine such areas as polymers, and their role in everyday products; acids and bases in household products; radioactivity, its use and abuse; and petrochemicals, energy and other uses. This course also includes a laboratory component where students will explore and apply chemical concepts in a laboratory setting. Open only to students with no college chemistry credit. (LAB)

105 Fundamentals of General, Organic, and Biological Chemistry (4 credits) (3 one-hour lectures and 1 three-hour laboratory weekly) An introduction to those basic principles and facts needed for an understanding of the chemistry of the human body, in particular, and of life systems, in general. This course is designed primarily for nursing majors or persons in the humanities or social sciences who are interested in health-related topics and who desire a broader survey of chemistry than is usually provided by a traditional chemistry course. Major areas include some background principles that apply to all chemistry, some background chemistry of carbon compounds (organic), and the fundamentals of human biochemistry. Prerequisites: permission of instructor. (LAB)

107, 108 General Chemistry (3 credits) (3 one-hour lectures weekly) Basic principles and calculations of chemistry. Topics include major reaction types, reaction stoichiometry, thermodynamics, chemical kinetics, atomic and molecular structure and properties, chemical equilibrium, electrochemistry, and selected topics in descriptive inorganic chemistry. The main emphasis is on problem solving and the interpretive application of principles. Corequisites: CHEM 107L, 108L. Prerequisites: high school chemistry and at least Level 3 on MATH Placement Exam, or with permission of instructor. CHEM 107 is a prerequisite for CHEM 108. (LAB)

107L, 108L General Chemistry Lab (1 credit) (1 three-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 107L and 108L is required for completion of CHEM 107 and 108. Corequisites: CHEM 107, 108

109 Accelerated General Chemistry (4 credits) (3 two-hour integrated lab-lectures weekly) This course is designed for students who have a strong high school chemistry background,

and will consolidate the more challenging aspects of CHEM 107 and 108. It therefore satisfies the 107/108 prerequisite for enrollment in upper level science courses, and is not open to students who already have completed 107-108. Topics include atomic and molecular structure, stoichiometry, thermodynamics, equilibrium, and kinetics. Prerequisites: high school chemistry, three years of high school mathematics and permission of the Department of Chemistry. (LAB)

150 Topics in Chemistry Special topics of interest are presented through lecture/discussion for non-majors. These topics may vary from semester to semester. If the course has a laboratory included, it will fulfill the general College laboratory requirement.

201, 202 Organic Chemistry (3 credits) (3 one-hour lectures weekly) A study of the preparation and properties of the compounds of carbon. Modern theories are used to interpret structures and reactions. Corequisites: CHEM 201L, 202L. Prerequisites: CHEM 107 and 108, or 109; CHEM 201 is prerequisite for 202. (LAB)

201L, 202L Organic Chemistry Lab (2 credits) (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 201L and 202L is required for completion of CHEM 201 and 202. Corequisites: CHEM 201, 202.

203 Analytical Chemistry (3 credits) (3 one-hour lectures weekly) Analytical Chemistry is a study of the art and science of determining the presence and concentration of chemical compounds in diverse samples. This course covers the modern practice of analytical chemistry. Corequisite: CHEM 203L. Prerequisite: CHEM 108 or CHEM 109. (LAB)

203L Analytical Chemistry Lab (2 credits) (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 203L is required for completion of CHEM 203. Corequisite: CHEM 203.

210 Inorganic Chemistry I (3 credits) (3 one-hour lectures weekly) This course focuses on the chemistry of the elements, including electronic structure, bonding and molecular structure, ionic solids, coordination compounds, the origins of the elements, and the descriptive chemistry of the elements. Topics also include inorganic synthesis, materials science, industrial chemistry, and an introduction to bioinorganic chemistry. Corequisite: CHEM 210L. Prerequisite: CHEM 108 or CHEM 109. (LAB)

210L Inorganic Chemistry Lab (2 credits) (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM



210L is required for completion of CHEM 210. Corequisite: CHEM 210.

292 Sophomore Year Research (2 credits) Each student shall work the equivalent of one afternoon per week on a laboratory research project associated with a member of the Chemistry faculty. Prerequisite: permission of the Department of Chemistry.

301 Advanced Laboratory Methods (3–4 credits) (5 seven-hour labs and lecture weekly, January Term) A study of laboratory methods used in modern research situations. Equipment and methods such as catalytic hydrogenation, vacuum-line techniques, electrochemical and photochemical synthesis that are inappropriate for large general courses will be studied. Offered on petition of at least four students. Prerequisites: CHEM 201, 202, 203. (LAB)

303, 304 Physical Chemistry (3 credits) (3 one-hour lectures weekly) Advanced theories, laws and principles of chemistry. The course will include thermodynamics, electrochemistry, molecular structure, kinetics and spectroscopy. Corequisites: CHEM 303L, 304L. Prerequisites: CHEM 108 or 109; MATH 233; PHYS 140, 141 or 201, 202 (or by permission of the instructor). CHEM 303 is a prerequisite for 304. (LAB)

303L, 304L Physical Chemistry Lab (2 credits) (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 303L and 304L is required for completion of CHEM 303 and 304. Corequisites: CHEM 303, 304.

390 Junior Seminar (1 credit) (1 one-hour meeting weekly) This course is designed to give each student a basis for understanding and beginning the planning process to perform a senior research project. Should be taken before CHEM/BIOC/ENCH 490.

391 Junior Research (3–4 credits) (5 seven-hour labs weekly, January Term) A full time research course. Each student shall work full time on a laboratory research project at the junior level, developed in collaboration with a member of the chemistry faculty, or a person approved by the chemistry faculty, at some outside research agency. The project includes laboratory work, reading and oral reports on papers in the primary chemical literature, oral and written reports on the work done. Prerequisite: permission of the Department of Chemistry. (LAB)

392 Junior Year Research (2 credits) Each student shall work the equivalent of one afternoon per week on a laboratory research project associated with a member of the Chemistry faculty. Prerequisite: permission of the Department of Chemistry.

404 Instrumental Methods of Analysis (3 credits) (3 one-hour lectures weekly) The theory and use of modern instrumentation in analytical chemistry. Topics include

methods based upon absorption of electromagnetic radiation, chromatographic separations and mass spectrometry. Laboratory emphasizes hands-on use of analytical instrumentation. Corequisite: CHEM 404L. Prerequisites: CHEM 203, 303. (LAB)

404L Instrumental Methods of Analysis Lab (2 credits) (1 four-hour laboratory weekly) Students perform weekly laboratory experiments to explore and apply concepts covered in the lecture component of the course. A passing grade in CHEM 404L is required for completion of CHEM 404. Corequisite: CHEM 404

405 Physical Organic Chemistry (5 credits) (3 one-hour lectures, 1 four-hour lab weekly) Methods of determining reaction mechanisms. The principles of thermodynamics, kinetics and quantum mechanics are used to determine the reaction pathways of organic chemicals including concerted electrocyclic reactions, acid and base catalyzed reactions, substitution reactions and elimination reactions. Prerequisites: CHEM 201, 202, 303, 304. Offered on petition of at least three students. (LAB)

410 Advanced Inorganic Chemistry (3 credits) (3 one-hour lectures weekly) Modern theoretical and descriptive inorganic chemistry with emphasis on physical and chemical principles. Prerequisites: CHEM 303, 304.

450 Selected Topics in Advanced Chemistry (3 credits) (3 one-hour lectures weekly) Topics studied selected according to interest and needs of individual students. Topics could be in any field of chemistry covered by our faculty including analytical, biological, environmental, inorganic, organic, or physical chemistry. Possible topics include polymer synthesis, natural compounds, medicinal products, quantum mechanics, chemical applications of group theory, electrochemistry, radiochemistry, contaminant remediation, hazardous waste treatment, toxicology, and atmospheric chemistry. Subjects examined in depth by discussions, reading, and problems with emphasis on current literature. Prerequisites: Based on topic and in consultation with instructor. Offered on petition of at least three students.

490 Senior Thesis Research Fall (1–2 credits) The first part of a year-long research project. The student must develop an original research idea into an oral and written research proposal to be approved by the chemistry department and must begin working on the research project.

490 Senior Thesis Research January (3–4 credits) A full-time research course. Each student shall work full time on a senior-level laboratory research project developed in collaboration with a member of the chemistry faculty.

490 Senior Thesis Research Spring (1–2 credits) The third part of a year-long research project. The student must complete the experimental portion of the project, interpret data collected, and report the findings of the research orally in an open forum and as a written thesis.

## **A.C.S.-Approved Chemistry Major Requirements:**

12\* courses in Chemistry and 4 in Mathematics and Physics, distributed as follows:

*\*Number of courses required is reduced by one if Accelerated General Chemistry is taken instead of General Chemistry I, II.*

### **Introductory courses:**

CHEM 107, 108 General Chemistry I, II (with lab) or 109 Accelerated General Chemistry

### **Six core courses:**

CHEM 201, 202 Organic Chemistry I, II (LAB)

CHEM 203 Analytical Chemistry (LAB)

CHEM 210 Inorganic Chemistry (LAB)

CHEM 303, 304 Physical Chemistry I, II (LAB)

### **Four advanced-level courses:**

CHEM 404 Instrumental Methods (LAB)

CHEM 410 Advanced Inorganic Chemistry

CHEM 490 Senior Thesis Research (Fall, January, Spring) –6 credits total

CHEM 405 Biochemistry I (Biochemistry 405L is optional)

### **Two courses in Mathematics:**

MATH 121, 233 Single Variable and Multiple Variable Calculus

### **Two courses in Physics:**

PHYS 201, 202 General Physics I, II

## **B.A. in Chemistry Major Requirements:**

9\* courses in Chemistry and 4 in Mathematics and Physics, distributed as follows:

*\*Number of courses required is reduced by one if Accelerated General Chemistry is taken instead of General Chemistry I, II.*

### **Introductory courses:**

CHEM 107, 108 General Chemistry I, II (with lab) or 109 Accelerated General Chemistry

### **Five core courses:**

CHEM 201, 202 Organic Chemistry I, II (LAB)

CHEM 203 Analytical Chemistry (LAB)

CHEM 210 Inorganic Chemistry (LAB)

CHEM 303 Physical Chemistry I (LAB)

### **Two senior-level courses:**

BIOC 405 Biochemistry I (Biochemistry 405L is optional)

CHEM 490 Senior Thesis Research (Fall/January, January/Spring, or Fall/Spring) – 4 credits total

### **Two courses in Mathematics:**

MATH 121, 233 Single Variable and 233 Multiple Variable Calculus (MATH)

### **Two courses in Physics:**

PHYS 201, 202 General Physics I, II (PHYS) or 140, 141 Principles of Physics I, II (PHYS)

## **Chemistry Minor Requirements**

9\* courses distributed as follows:

### **Six\* courses in chemistry:**

CHEM 107, 108 General Chemistry I, II (LAB) or 109 Accelerated General Chemistry

CHEM 201 Organic Chemistry I (LAB)

CHEM 202 Organic Chemistry II (LAB) or 210 Inorganic Chemistry I (LAB)

CHEM 203 Analytical Chemistry (LAB)

CHEM 303 Physical Chemistry I (LAB) or 315

Environmental Chemistry or 405 Biochemistry I

### **One course in Mathematics:**

MATH 121 Single Variable Calculus

### **Two courses in Physics:**

PHYS 140, 141 Principles of Physics I, II

# Computer Science

An understanding of computers, as well as of the world in which they are being used, will be essential in the technologically and culturally complex world of the 21st century. As computers become valuable tools in nearly every field, it is important that those involved in their development and use understand not only the technology but the human needs it can serve and the implications for society. The study of computers within the framework of a liberal arts and sciences education can provide this understanding. In addition, students majoring in other disciplines will find a knowledge of computers useful in their future careers—whether they plan to become educators or scientists, artists or economists. And working with computers can strengthen logic and problem-solving skills that will prove valuable in both their personal and professional lives.

The major in computer science emphasizes the scientific and mathematical dimensions of the field. It is for the student who wants to work on the cutting edge in developing the software necessary to run the computers of tomorrow. Students develop proficiency in programming by learning several commonly used programming languages, and they develop a broad and deep understanding of operating systems, computer architecture, programming languages and advanced programming techniques. Electives are chosen from exciting topics such as computer graphics, parallel processing, artificial intelligence, microprocessors, computer networks, and optimization techniques.

The computer science major culminates with a required senior project that involves independent study in a selected area related to the focus of a student's major and future career plans. Courses in the humanities and social and behavioral sciences complement study in both major programs. Students graduate understanding not only computers, but people, and how people and machines can work together to solve problems. Majors are encouraged to do internships that provide experience in the application of theoretical knowledge to real-life situations. (While strongly recommended by the department, internships normally may not be counted as one of the courses required for the major or minor.)

To enhance the study of computer science at Hartwick, students in the major have access to the CISC Resource Center, which contains powerful servers loaded with lots of RAM, large hard drives, fast graphics cards, and the latest operating systems and software. The Resource Center is used for upper level class work and advanced development projects.

Some Hartwick graduates with a major in computer science have gone on to do graduate study in their fields before beginning their careers. Others have begun work immediately in a variety of industries and businesses, in careers such as systems analysis, applications programming, computer security, database management, and project management.

Violation of the College Computer Use and Abuse Policy or misuse of College or Departmental computing resources can result in disciplinary action, including, but not limited to, dismissal from the major.

## Faculty

Robert C. Gann; Howard Lichtman

## Computer Science Courses

**106 Business Computing (3 credits)** A literacy course providing an introduction to the nature and use of computers and software in a business environment. Topics include information processing and the use of computers in problem-solving in the business world. Students learn to use a word processor, a spreadsheet, a database, and presentation software to solve business problems and present their findings. This course is for students not planning to major or minor in computer or information science. (QFR)

**110 Lego Robotics Programming (4 credits)** An introductory course in robotics programming for students with no prior programming background. Covers the fundamentals of programming then moves to the special topic of robotics programming. Robots must adapt their behavior based on input from the environment and simple algorithms. Students will build their own robots and modify them to handle more sophisticated problems as the student progresses in programming ability. This course is not for students planning

to major or minor in computer science or information science. Prerequisites: Attain Level III or above MATH proficiency. (QFR)

**115 Introduction to Web Development (4 credits)** A comprehensive and dynamic introduction to Web programming that assumes no prior programming experience. The course begins with HTML and moves progressively to more complex languages. Topics include Web design technologies, usability, and human computer interaction. Students will be encouraged to use their imagination when developing Web pages, which must also conform to current usability standards. Each student will develop and publish a Web page project. This course is not for students planning to major or minor in computer science or information science. Prerequisite: Attain Level III or above MATH proficiency. (QFR)

118 Game Programming (4 credits) An introductory course in computer programming with an emphasis on game programming. Students will learn to program while creating simple computer games. Structured programming and object-oriented programming will be stressed. Students will learn how to deal with graphics, sound, and handle mouse and keyboard events. There will be a project at the end of the course. Prerequisite: Attain Level III or above MATH proficiency. (QFR)

120 Introduction to Programming (4 credits) An introductory course in computer programming. Emphasis is placed on problem solving, and the implementation of solutions using a modern programming language. Computer programming skills are enhanced through individual and student projects. Topics include the structure of programs; data types; input and output; operators and expressions; control of flow; methods and arrays. Prerequisite: Attain Level III or above MATH proficiency. (QFR)

135 Visual Programming (4 credits) An introduction to visual programming. Programming assignments will utilize object-based, event-driven programming techniques. Emphasis will be placed on program design, form design, file processing, and data validation. Prerequisite: At least a C in CISC 120. (QFR)

180 Survey of Computer Systems (4 credits) An introduction to information processing and the use of computers for algorithmic problem solving. Covers the scope, major contributions, tools, and current status of information science. Topics include computer hardware, operating systems, networks, database systems, and artificial intelligence. Prerequisite or co- requisite: CISC 120.

215 PC Systems (4 credits) An introduction to PC hardware. This course will provide the student with the opportunity to explore the inner workings of a modern PC through lab assignments and lecture presentations. Topics include computer architecture, I/O subsystem, video system, microprocessors, memory, motherboards, secondary storage devices, system resources, networking hardware, as well as a survey of modern operating systems and their role in controlling hardware. Prerequisites: CISC 120 and sophomore standing. Offered alternate years. (QFR)

225 Advanced Programming Techniques (4 credits) An advanced course in programming emphasizing object-oriented programming, data structures, and algorithms. Topics covered include object-oriented programming, stacks, queues, linked lists, searching, sorting, recursion, and binary search trees. Prerequisite: At least a C in CISC 135. (QFR)

240 Computer Organization and Assembly Language (4 credits) An introduction to computer organization, machine language, and assembly language programming. Topics covered include the representation of data and instructions in the computer, processors, memory and input/output devices in current and future computers. Student will write numerous programs in machine and assembly language. Prerequisite: at least a C in CISC 225. Offered alternate years. (QFR)

305 Artificial Intelligence (4 credits) An introduction to machine intelligence. Topics include search techniques, game playing, automating reasoning, problem solving, natural language understanding, knowledge representation, expert systems, pattern recognition, computer vision, robotics, machine learning, and neural networks. Prerequisite: CISC 225. Offered when there is sufficient student interest. (QFR)

310 Systems Analysis and Design (4 credits) An introduction to software engineering and the system development life cycle. Topics include techniques for describing process flows, data flows, file design, input/output design and program specification. Emphasis will be placed on information gathering and reporting activities, on the analysis phase and the interaction of the various participants in the system process. There will be a group project. Prerequisite: CISC 315. Offered alternate years. (QFR)

315 Database Management (4 credits) An overview of database systems particularly relational and object databases. Topics covered will include principles of good database design, query languages, file and system structure, database security and integrity. Programming assignments and projects will use native SQL and SQL embedded in a higher level programming language. Prerequisites: CISC 135, 225 or permission of the instructor. (QFR)

320 Programming Languages (4 credits) Concepts of programming languages. Topics include the history of programming languages, syntax and semantics, data types, and data abstraction, control structures, subprograms, concurrent programming, and object-oriented programming. There will be examples from several programming languages and a major project involving writing a simple compiler. Prerequisite: CISC 225. Offered alternate years. (QFR)

325 Data Structures (4 credits) An advanced course in data structures, algorithm design, and analysis. Data structures covered include stacks, queues, linked lists, binary trees, graphs, heaps, hash tables, and B-trees. Algorithms include searching, sorting, hashing, and other algorithms for information storage and retrieval. Prerequisites: at least a C- in CISC 225, MATH 121. Offered alternate years. (QFR)

330 Computer Networks (4 credits) An overview of data communication and computer networking. Course will provide an introduction to the concepts, terminology, and technology of electronic communications. Local and wide area networks, the Internet, intranets, and extranets, as well as the PSTN will be examined and discussed in detail. Topics include the OSI and TCP/IP models, digital and analog signals, modulation techniques, multiplexing, routing, protocols, network structure and architecture. Prerequisite: CISC 225. Offered alternate years. (QFR)

335 Computer Graphics (4 credits) Concepts of computer graphics. Topics include graphics devices and systems, interactive graphics, ray tracing, raster graphics, three-dimensional viewing and transformation, light and color

theory, and hidden line and surface elimination. Prerequisites: MATH 121 and CISC 225. MATH 220 suggested. Offered when there is sufficient student interest.

340 Microprocessors (4 credits) Software and hardware considerations in using a microprocessor. Machine language, registers, addressing modes, stack manipulations, subroutines, interrupts, computer architecture, types of memory, data buses, and input/output. Prerequisite: CISC 240. Offered when there is sufficient student interest.

345 Computer Security (4 credits) A comprehensive introduction to computer security. Topics covered include network reconnaissance, network scanning, application attacks, operating system attacks, network attacks, denial-of-service attacks, Trojan Horses, backdoor programs, rootkits, computer viruses. Students will learn how vulnerabilities are exploited, and how to prevent, detect, and respond to an attack. Prerequisite: CISC 225 or permission of the instructor. Offered alternate years.

350 Topics in Computer Science (4 credits) Possible topics include computer simulation, automata theory, parallel programming, distributed systems, neural networks, robotics, and expert systems. CISC 225 or permission of the instructor. Offered when there is sufficient student interest.

371 Numerical Analysis (Same as MATH 371) (4 credits) The development of numerical methods and their associated error analysis. Nonlinear equations, systems of linear equations, interpolation, numerical differentiation and integration. Programming of appropriate algorithms with emphasis on accuracy and efficiency. Prerequisites: MATH 220, 223, 235, and CISC 120. Offered alternate years.

375 Optimization Techniques (Same as MATH 375) (4 credits) A survey of the methods used to obtain optimal solutions to linear problems. Emphasis on linear programming, simplex algorithm, duality transportation and assignment problems, shortest route and maximum flow problems, game theory decision trees. Additional topics may include integer programming, dynamic programming, PERT-CPM, graph theory, and queuing theory. Prerequisites: CISC 120 and MATH 220. (QFR)

380 Web Development (4 credits) Addresses programming for the Web as a business tool. Primary emphasis is on learning the tools required to build a professional quality Web site. There are many different technologies available and they

change regularly. Languages for client side and server side programming will be covered. The course builds on knowledge of Systems Analysis & Design, Database systems and traditional programming techniques as a starting point. Prerequisites: CISC 225, CISC 315, CISC 310. Permission of the instructor is required. Offered alternate years. (QFR)

385 Theory of Computation (3 credits) An advanced survey of the theory of computation. Topics include regular languages, context-free languages, the Church-Turing Thesis, decidability, reducibility, time complexity, space complexity, and intractability. Prerequisites: CISC 225, MATH 220 and 221. Offered when there is sufficient student interest.

425 Language Design and Implementation (4 credits) Design and implementation of compilers. Topics covered include lexical analysis, parsing, semantic analysis, code generation, and optimization. Prerequisite: CISC 320. Offered when there is sufficient student interest.

430 Operating Systems (4 credits) An advanced course covering the principles of modern operating systems. Topics covered include history of operating systems, operating system design, resource management, processor scheduling, memory management, and file systems. There will be numerous programming projects. Offered alternate years. Prerequisite: CISC 225. (QFR)

460 Systems Design and Implementation (4 credits) An advanced study of systems design and implementation. Emphasis will be placed on the use of structured analysis and design techniques to produce design specifications. Student projects will focus on the programming and testing of information systems that satisfy user requirements. Prerequisites: CISC 135, 310, and 315 or permission of the instructor. Offered alternate years. (QFR)

490 Senior Project (3 credits) Supervised independent study with oral and written presentations. Provides students the opportunity to complete a major software or research project. Students may select topics from such areas as computer security, programming languages, compilers, systems analysis and design, dynamic Web site creation using JSP or ASP, pocket PC programming, network design and implementation, robotics programming, database systems, server clustering and encryption, and artificial intelligence. May involve a programming project. Prerequisites: CISC 325 for computer science majors, CISC 310 and 315 for information science majors, plus permission of the department.

## **Computer Science Major Requirements:**

14 courses in Computer and Information Sciences and Mathematics, as follows:

### **Four core courses in Computer Science:**

CISC 120 Introduction to Programming

CISC 135 Visual Programming

CISC 225 Advanced Programming Techniques

CISC 315 Database Management

### **Five upper-level courses in Computer Science:**

CISC 240 Computer Organization and Assembly Language

CISC 320 Programming Languages

CISC 325 Data Structures

CISC 430 Operating Systems

### **One additional three or four credit course at or above the 200 level**

### **Four courses in Mathematics:**

CISC 121 Single Variable Calculus

CISC 220 Linear Algebra

CISC 233 Multivariable Calculus

CISC 235 Advanced Single Variable Calculus

CISC 490 Senior Project

## **Computer Science Minor Requirements**

Six courses in Computer Science, distributed as follows:

### **Two core courses in Computer Science:**

CISC 120 Introduction to Programming

CISC 315 Database Management

### **Three of the following courses in Computer Science:**

CISC 240 Computer Organization and Assembly Language

CISC 320 Programming Languages

CISC 325 Data Structures

CISC 330 Computer Networks

CISC 430 Operating Systems

### **One additional 3- or 4-credit course at or above the 200 level**

Violation of the College Computer Use and Abuse Policy or misuse of College computing resources can result in disciplinary action, including but not limited to dismissal from the major.

## Documentary Photography (Minor)

Documentary photographers are explorers. Through their lens, they examine the world around them, pose a thousand questions, and dig up answers. The documentary photography minor is designed for non-art majors, with courses ranging from basic to advanced photography techniques. While the minor is introductory, after graduation, documentary photography minors may go on to advanced study in preparation for careers related to photojournalism, advertising, fashion, news, sports, ecology/conservation, industrial, architectural, theatrical, and portrait photography. Students are encouraged to learn computer/digital imaging and also explore some traditional methods, such as 4×5 camera and color photography. All documentary photography minors complete an internship to further develop their skills. These internships take place on campus, in upstate New York, and around the world. Like all Hartwick students, documentary photography minors learn by doing. They study in small classes with expert faculty. They travel the world. They get ready for meaningful careers and interesting lives. They thrive. Documentary photography minors are employed in wide variety of interesting fields, and many go on to study at the most prestigious graduate schools in the nation.

### Faculty

Katharine Kreisher

### **Documentary Photography Minor Requirements:**

A minimum of 22 credits in Art and Art History, distributed as follows:

ARTH 207 History of Photography  
ART 241 Photography I: Pinholes to Pixels  
ART 343 Intro to Digital Photography

#### **4 additional credits in photography and/or digital medias selected from the following:**

ART 344 Photojournalism	ART 341 Photo IIA Traditional Processes/Digital Methods
ART 213 Digital Art and Design I	ART 342 Photo IIB Manipulated Image
ART 216 Digital Art and Design II	
ART 441 Photography III: Portfolio	

#### **One Internship:**

At magazine, newspaper, publication (print or on-line), public relations office, professional photography studio, etc.

# Economics

Hartwick students who choose to major in Economics learn the technical skills of the discipline and how to apply these skills to a wide range of contemporary issues. A complement to the Hartwick liberal arts education, the economics major develops in students both analytical expertise and a deep appreciation for the diversity of areas in which economic inquiry is relevant.

Departmental offerings promote collegial working and personal relationships among faculty and students through collaborative research and peer-critical learning. Off-campus study, whether via an internship or study-abroad program, is promoted to help students understand economic issues through firsthand experience.

Students who earn the B.A. in Economics are well-prepared for careers in a variety of fields. Recent graduates have put their knowledge to work for employers such as Merrill Lynch, the Urban Institute, and federal and state government agencies such as the Federal Reserve and the Bureau of Labor Statistics. Others have pursued an M.A. or Ph.D. in economics, or advanced study in law, public policy, education, and business administration.

## Faculty

Karl Seeley, Chair; Kristin Roti Jones; Carlena Cochi Ficano; Laurence Malone

## Economics Courses

101 Principles of Microeconomics (3 credits) Introduces students to the theories and principles economists have devised to understand exchange relationships and markets. These principles and theories are applied to analyze economic issues and problems.

102 Principles of Macroeconomics (3 credits) Introduces students to the basic models and concepts used in analyzing the economy as a whole. Core elements include the process of long-run growth, determinants of Gross Domestic Product, and policies for managing the business cycle.

110 The Marketplace (4 credits) In this class, we draw upon national and local data and first-hand experience to examine the nature of exchange in contemporary US society. We then access a variety ethnographic, sociological, historical, and economic principles and interview Oneonta residents to better understand the economic and non-economic value of mainstream global market exchange relative to other more localized forms of exchange. The course culminates in the production of a research project on a topic of student interest and the local dissemination of that research. (FYS)

221 Microeconomic Theory (4 credits) Focuses on the theoretical depiction of decision-making processes of consumers and firms, specifically the models of utility and profit maximization. Topics are considered in a context that includes mathematical and game-theoretic applications and perspectives. Competitive behavior associated with markets is explored in detail. Prerequisite: ECON 101. (QFR)

222 Macroeconomic Theory (4 credits) Investigates the causes and consequences of inflation and unemployment and how these problems are described and theoretically analyzed through national income and product accounts. Monetary and fiscal stabilization policies are emphasized in an international context, with careful consideration given to balance of payments issues, trade deficits and the effect of changes in the

value of the dollar and other currencies. Prerequisite: ECON 102. (QFR)

223 Econometrics (4 credits) The method by which real world data is used to test economic theory and/or to make predictions about future economic events. Presents regression analysis as a tool with which the statistical relationship between economic variables may be rejected or validated. Equal time is devoted to understanding econometric theory and to the direct application of that theory to analysis. The course culminates with students preparing an analytical research paper on a specific question of personal interest. Prerequisites: ECON 101 or 102; MATH 108, MATH 121 or a MATH course at the 200 level. (EL, QFR)

311 Economic History (3 credits) Explores economic causes and consequences pertaining to the development of markets in a research seminar setting. Recent topics for investigation have included: the origins of plantations, the emergence of multinational corporations from 1850 to 1900, and 19th and 20th century labor history. Common readings are initially discussed and then each student undertakes a substantial project to investigate a specialized theme. Prerequisites: ECON 101, 102. (ILS)

312 Financial Economics (3 credits) Provides a critical understanding of choice under uncertainty, portfolio formation, and equilibrium asset pricing (such as the CAPM and APT) with an eye toward financial market efficiency and stability and a reliance on basic mathematical tools. Prerequisites: ECON 221, ECON 222. (ILS)

313 Classical Political Economy (4 credits) Contemplates the economic, political and philosophical "visions" in Adam Smith's Wealth of Nations, Karl Marx's Capital, and John Maynard Keynes' General Theory. The development of the liberal ideal of unrestrained individual freedom is traced through the ways these economists interpreted the social reality of their time. The evolution of neoclassical economics



is also considered, and the contemporary relevance of these works is discussed throughout the course. Prerequisites: ECON 101, 102. (ILS)

314 Development and Transition (3 credits) Considers various explanations for the disparate levels of economic well-being among nations, both historically and currently. Issues include the potential tradeoff between economic growth and societal equity, miracles and failures, the sustainability of certain development plans, the feasibility of “trickle-down” development, and innovative development techniques at both the grassroots and macro levels. The course includes issues of post-communist transition as a subset of causes for current economic difficulty. Prerequisites: ECON 221, 222. (ILS)

315 Government Policy (3 credits) A critical look at contemporary domestic policy issues using the tools of theoretical and empirical economic analysis. Policy analysis focuses on the areas of taxation, healthcare, education, social security and long term care for the elderly, and poverty alleviation. A significant portion of the course will be devoted to independent student assessment of current policy initiatives—specifically their costs and benefits—relative to similar policy offerings in an OECD country. Prerequisites: ECON 221, 223. (ILS)

316 Race and Gender (3 credits) Utilizes economic analysis to shed light on the roles of race and gender in the contemporary United States economy. Potential topics include labor and credit market discrimination, employment and housing segregation, the male-female and minority-majority wage gap, labor market participation, divorce and domestic violence. While neo-classical economic theory will serve as a point of departure for each issue, the assumptions behind the theory will be carefully scrutinized and empirical evidence in support of and/or against the theory will be brought to bear. Prerequisites: ECON 221, 223. (ILS)

317 Labor Economics (3 credits) The tools of theoretical and empirical economic analysis are used to better understand the processes by which businesses determine the quantity, quality and compensation levels of their employees and the processes by which individuals decide whether, how much and where to work. The course begins with the primary building blocks of labor economics: labor supply and labor demand. It then narrows its scope to look more closely at policy-relevant issues such as welfare reform, labor unionism, unemployment and the minimum wage and affirmative action. A significant portion of the class will be devoted to independent student research on a relevant topic of personal interest. Prerequisites: ECON 221, 223. (ILS)

318 Environmental Economics (3 credits) Applies economic logic to an issue of ongoing importance. The analysis includes externalities and market failure, comparison of command-and-control strategies with market-incentive strategies, evaluation of costs and benefits of alternative proposals, consequences of court decisions to resolve environmental disputes, and the

effects of public policies on environment quality. Prerequisites: ECON 221, 222. (ILS)

319 Mathematical Economics and Game Theory (3 credits) Focuses on the application of mathematics and game theory to economics. Topics include unconstrained and constrained maximization, comparative statics, Nash equilibrium, simultaneous and sequential games, and games with asymmetric information. Prerequisites: ECON 221, MATH 120 or equivalent. (ILS)

320 International Economic Policy (3 credits) Evaluates contemporary policy issues and concerns in the international economy. Topics for consideration include; trade relations and managed trade, protectionism, balance of payments disparities, wage inequalities, trading blocs, exchange rate regimes, and the causes and consequences of volatility in financial markets. Students will discuss common readings and undertake a substantial research project on a particular area of interest. Prerequisites: ECON 221, 222. (ILS)

325 Industrial Organization (3 credits) Analyzes firm organization and behavior using microeconomic theory and game theory. Topics include vertical integration, monopoly and natural monopoly, price-discrimination, entry deterrence, mergers, oligopoly, monopolistic competition, limit pricing, and collusion. Prerequisite: ECON 221. (ILS)

326 Monetary Economics (3 credits) Explores the organization of banking and other financial systems, including the operation of central banks such as the U.S. Fed, and their interaction with the macro-economy. During the semester students will examine connections between financial instruments, institutions, and markets and the intent and operation of monetary policy. Prerequisites: ECON 221, 222. (ILS)

328 Agent-Based Modeling (3 credits) Many interesting and important questions in economics resist traditional analytical techniques. Sometimes the math is too complex for analytical solutions. A deeper problem is that many economic phenomena are evolutionary, emergent phenomena arising from the interaction of many independent agents among each other and between them and their environment. This course will teach students how to address such questions using agent-based modeling. Prerequisites: ECON 221 or 222. (EL)

350 Advanced Topics in Economics (3 credits) Advanced topics of current interest. Subjects of these courses will be announced before registration. Prerequisite: ECON 221, 222.

395, 495 Internships in Economics (3-6 credits) Opportunities for career development and applied work for Economics students. Placements are designed to test academic concepts in a work setting and to bring the practical knowledge of a functioning business or institution to the classroom. Prerequisites: Economics major or minor, permission of the department and satisfactory internship qualifications. May be

taken for 3 to 6 credits, but only 3 credits may count toward the major or minor requirements.

490 Senior Thesis in Economic Research (3 credits) The Senior Thesis is the capstone to the major in Economics, and

represents a substantial research project on a topic of interest. Students will meet periodically with faculty to present work in progress. The course is required of all majors and concludes with submission and presentation of the completed thesis.

### **Economics Major Requirements:**

A minimum of 11 courses, distributed as follows:

#### **Two Introductory Topics courses:**

ECON 101 Principles in Microeconomics  
ECON 102 Principles in Macroeconomics

#### **One of the following courses in Mathematics:**

MATH 108 Statistics  
MATH 121 Single Variable Calculus

Or any MATH course at the 200 level

#### **Three core courses in economic theory:**

ECON 221 Microeconomic Theory  
ECON 222 Macroeconomic Theory

ECON 223 Econometrics

#### **ECON 490 Senior Thesis**

#### **Four additional courses from the following:**

ECON 300- or 400-level offerings  
FINA 360 Investment Analysis  
FINA 381 Financial Institutions.

One 3-credit internship in Economics may count toward this requirement.

### **Economics Minor Requirements:**

Seven courses, distributed as follows:

#### **Two Introductory Topics courses:**

101 Principles in Microeconomics  
102 Principles in Macroeconomics

#### **One of the following courses in Mathematics:**

MATH 108 Statistics  
MATH 121 Single Variable Calculus

Or any MATH course at the 200 level

#### **Two core courses in economic theory:**

ECON 221 Microeconomic Theory  
ECON 222 Macroeconomic Theory

#### **Two additional courses from the following:**

ECON 300- or 400-level offerings  
ECON 223 Econometrics  
FINA 360 Investment Analysis

FINA 381 Financial Institutions

One 3-credit internship in Economics may count toward this requirement

# Education

The Hartwick College Teacher Education Program prepares future teachers for certification in Childhood (1st-6th grade), Middle Childhood (5th-9th grade), Adolescence Education (7th-12th grade) in 24 teacher certification content areas, a dual certification program in Special Education/Childhood Education, Students with Disabilities Generalist (7-12), Music Education (K-12), and Visual Arts (K-12). The program is selective, as it aspires to train future leaders in education. Hartwick's education program is based on four axioms: 1) Effective pre-service teachers show competence in their academic major by maintaining a GPA of 3.0 or better, 2) Hartwick's Liberal Arts in Practice curriculum firmly grounds students in the liberal arts, 3) Effective teacher training operates from research-based principles of teaching-learning, and 4) Effective teachers integrate those principles into meaningful experiences in classrooms.

Hands-on teaching experiences are a central part of Hartwick's education program. There are many effective ways of learning and the Department of Education offers a variety of options to education students including: internships, study abroad, the education work-study program, alternative/multicultural/special education mini- practicum, field experience, and directed studies with professors. We encourage students to design, develop, and implement an educational program that is consistent with their interests and preparation, and long-term professional goals.

Our Mission: A commitment to social change.

The Hartwick College Teacher Education Program is committed to training educators who are committed to social change and meeting the educational needs of all students particularly through educational practice and policy. We are committed to enhancing student curiosity, compassion, critical thinking, analytical skills, and life-long love of learning.

Our department takes for granted that education is the primary means to life success. Therefore, schools must mitigate against the conditions that threaten equal opportunity and academic achievement due to irrelevant reasons (ethnicity, class, gender, religion, perceived ability). If schools are to adequately fulfill this responsibility then teacher training programs play an important role in exposing prospective teachers to issues and views relevant to the task.

Beyond developing a commitment to social justice, students are expected to maintain academic excellence, display a passion for teaching, exhibit leadership qualities, and possess high professional standards.

The Education Department aspires to prepare educators who:

1. demonstrate competency in their chosen content area.
2. possess knowledge about the social, political, cultural, psychological, philosophical and moral dimensions of teaching.
3. demonstrate the dispositions of a professional educator, including and the disposition toward lifelong learning, which provide the foundation for competent teaching.
4. are equipped with an initial repertoire of skills for applying research-based teaching and learning strategies, including the ability to integrate new and emerging technologies.
5. are prepared to begin teaching in varied settings, and provide diverse learners with the opportunities to reach their full potential.

## Faculty

Betsy Bloom; Mark Davies; Johanna Mitchell

## Adjunct Faculty

Deb Kiser, Carol Pierce, Carolyn Cooper

## Coordinator of Student Teaching and Field Experience

Jennifer Brislin

### Areas of Certification:

At Hartwick, students do not major in education but complete a program for certification coupled with a content major or major/minor combination. Hartwick offers education programs leading to certification in Childhood (grades 1-6), Middle Childhood (grades 5-9), Adolescence Education (grades 7-12), Students with Disabilities (1-6), Students with Disabilities (Generalist 7-12), Music Education (K-12), and Art Education (K-12) and dual certification in Special Education and Childhood, Middle Childhood or Adolescence education.

### **Approved Childhood Content Area Majors**

- Art
- Biology
- Anthropology
- Chemistry
- English
- Computer Science
- History
- Geology
- Languages
- Math
- Philosophy
- Physics
- Political Science
- Theatre
- Psychology
- Economics
- Sociology

*Special Note: All students seeking Childhood or Dual Childhood/Special Education certification must take 2 math courses, 2 English courses, 2 science courses, and 2 history/political science courses.*

### **Approved Adolescence Content Areas**

- English
- Art (K-12) – Cannot pursue special education dual certification
- Math
- Music (K-12) – Cannot pursue special education dual certification
- Biology, Chemistry, Physics, Earth Science (with Geology/Env. Science)
- French, German, Spanish
- Social Studies (majors in Anthropology, Economics, History, Political Science, Sociology)

Dual certification in content area and special education Generalist is available and requires additional pedagogy and content courses.

*Special Note: All students seeking Students with Disabilities Generalist certification must take 2 math courses, 2 English courses, 2 science courses, and 2 history/political science courses.*

### **Approved Dual Certification Areas**

- Childhood Certification/Students with Disabilities (1-6)
- Adolescent Certification/ Students with Disabilities (Generalist, 7-12)

*Special Note: Students seeking dual certification cannot pursue any other certifications. K-12 in one content area*

### **Admission into the Teacher Education Program**

Admission into the Teacher Education program requires a formal application at the completion of the core education courses (EDUC 101, 102, 201) that will be reviewed by the Department Faculty. Successful applicants must demonstrate a commitment to education and academics, and possess academic and professional integrity.

Specific academic criteria that are used for admission into the program include:

- a cumulative GPA of at least 2.75;
- a minimum GPA of 3.0 in core education courses;
- no grade less than a C in education courses (courses can only be taken twice and extenuating circumstances must be petitioned to the department);
- no grade less than C in any major, minor, or general curriculum courses;
- a review of student's Application for Admission into HCTEP by Department of Education. Students who meet most of the criteria but fall below in some areas may be placed on academic probation by the Department of Education and will have one semester to show growth toward the minimum requirements.

### **Requirements for Mini-Practicum Teaching**

Students seeking to enroll in J-term mini-practicum teaching opportunities must be accepted into the Hartwick College Teacher Education Program and be in good academic standing.

Students wishing to participate in mini-practicum opportunities in locations other than those chosen by the Department of Education must submit a petition the department faculty. Only students accepted into the Hartwick College Teacher Education Program will be considered for mini-practicum opportunities in other locations. All proposals must be submitted electronically to the Chair of the Department of Education.

### **Requirements for continuance in the Program**

In order to be in good standing within the program all HCTEP students must:

- maintain a 3.0 GPA in education courses; and major courses
- maintain an overall GPA of 3.0 (or showing steady improvement toward a 3.0);
- not earn a grade below a C in any major, minor, education or general liberal arts courses. (NYSED rules);
- be actively working toward 100 hours of Field Experience.

Any student who fails to maintain a high academic standing required for continuation within the program will be placed on probation. The Education Faculty will meet and discuss the academic record of the student and will make recommendations for improvement. Students who have been placed on probation will be notified in writing by the Department Chair. Each probationary student will meet with a member of the Department of Education faculty to identify academic weaknesses and create an academic plan to address these weaknesses. Probationary students will have one year to correct their academic weakness. Students who fail to correct the academic weakness will be removed from the program and will not be eligible for student teaching.

### **Student Teaching Requirements**

Admission to the College does not ensure good standing in the program of childhood, middle childhood, or adolescence education, nor does good standing in the education coursework ensure admission to student teaching. Students must maintain the required academic record and must apply for student teaching in accordance with the program guidelines through the Junior Review process. Successful candidates will be recommended to advance to the student teaching practicum.

### **Student teaching requirements include:**

1. Completion of 100 hours of departmentally approved field experience or equivalent school internship;
2. Departmental approved Junior Review Portfolio;
3. Completion of foundational and pedagogical courses (no grade below a C);
4. No grade less than a C in any education, major or LAiP course (NYSED rules);
5. A 3.0 GPA in both content major, education, and overall;
6. A 3.0 GPA in core foundation courses (EDUC 220, 304, 320, 371) and education program; and
7. A written endorsement from department chair of content area.

### **Recommendation for Certification to NYSED**

Upon successful fulfillment of the curricular and service learning requirements of the Teacher Education Program and passing scores on the teacher certification examinations required by New York State, students qualify to be recommended for Childhood (1st-6th grade), SWD (1-6), Middle Childhood (5th-9th grade), or Adolescence (7th-12th grade), SWD Generalist (7-12) Initial Certification.

Reciprocity exists with many states. Students should check with specific state education departments with regard to certification requirements.

Requirements: To qualify for the recommendation for certification in Childhood, Middle Childhood, Adolescence, or Dual Special Education through the Hartwick College Department of Education, an individual must satisfactorily complete the following:

1. Course requirements in approved academic major (and minor for Childhood level) with a cumulative GPA of 3.0
1. Overall GPA of 3.0 or higher
2. No grade in any course less than a C
3. Liberal Arts in Practice curriculum requirements
4. Additional extra-departmental course requirement (vary by major and level)
5. Education course work with a cumulative GPA of 3.0 or above and no single grade below a C
6. Child Abuse Identification Seminar
7. Substance Abuse Seminar
8. Violence Prevention Seminar
9. Passing NYSED battery of tests (see [www.NYSED.gov](http://www.NYSED.gov) for dates and details)
  - a. Educating All Students Test (EAS)
  - b. Academic Literacy Skills Test (ALST)
  - c. Content Specialty Test (CST) (Childhood takes Multi-subject test)
  - d. edTPA

New York State Regulation: Teacher certification programs at Hartwick College are subject to the rules and regulations of the State Legislature, Commissioner of Education, Board of Regents, and State Education Department of New York State. Institutional recommendation for certification is not guaranteed upon completion of the above courses without demonstrating competent teaching and professionalism in the field.

Teacher education general information sessions are held frequently throughout the year. To attend one, or to receive more detailed information on your options for an education program, contact the Department Chair, or Coordinator of Student Teaching and Service Learning, Jennifer Brislin: 314 Clark Hall, 607-431-4841, [brislinj@hartwick.edu](mailto:brislinj@hartwick.edu).

## Education Courses

150 Education in Contemporary American Society (3 credits, elective) This course examines the challenges facing K- 12 schools in America today. The issues and controversies covered in class include: school financing, creationism vs. evolution in the classroom, bilingual education, multicultural education, sexual education, moral education, affirmative action in education, desegregation and school busing, curriculum standards, homosexuality in the classroom, and religion in the classroom. Students are expected to read assigned papers and outline their stances on the controversies/issues. The class centers on structured debates. Student assessment is based on class participation, essays, and a portfolio. Offered Fall Term.

101 Philosophy and Sociology of Education (4 credits, required) The course explores how philosophy and sociology inform educational practice. Critical philosophical and sociological analyses are used to dissect fundamental educational issues of school organization, curricular development, and instructional practice. The course explores the variety of philosophical stances and the sociocultural forces that have shape and constrain K-12 grade education. The course targets three outcomes for students: (1) to gain an understanding of the complex forces that influence contemporary American schools (2) to critically question prevailing notions of teaching and schooling; and 3) to begin to develop and articulate a personal philosophy of education. Offered every semester.

250 Special Topics in Education (2-6 credits, elective) Students take coursework dealing with special topics as arranged with a professor of record.

102 Educational Psychology (4 credits, required) Students examine educational and psychological principles and theories applicable to early childhood, childhood, and adolescence age learning. Particular attention is given to human growth and development, motivation, and theories of learning and instruction. Students apply the major learning theories derived from psychological research and explore their implications for educational practice. This exploration focuses on three areas: (a) development, (b) learning theory, and (c) instructional theory. The course is designed to help pre-service teachers use psychological research to make informed decisions in educational practice. Offered every semester.

201 Interdisciplinary Curriculum and Instruction (4 credits, required) Students investigate curricular and pedagogical issues in 1-12 education. Through an examination of both curriculum and instruction theory and practice, each student will have opportunities to strengthen her/his philosophical base prior to student teaching. Presented in seminar style, this class requires active student participation through reaction

writings and dialogue on assigned readings; debates and discussions; and formal presentations. The overall objectives for this course is to challenge each student to: (1) understand the writings and ideas of various curricular theorists, (2) gain knowledge, comprehension, and application skills to understand traditional and non-traditional education paradigms, (3) analyze and evaluate contemporary curricular and instructional themes related to current educational trends, and (4) understand, analyze and evaluate variables that affect curriculum and instruction, including community, diversity, politics, culture, place, environment, and facilities/materials. Offered every semester.

202 Introduction to Special Education (3 credits) This course provides an orientation to the characteristics and categories of exceptionality, and the Federal and State laws that regulate special education and related services. Emphasis will be placed on the educational, medical, social, emotional, and behavioral considerations of individuals with disabilities and their families. Offered every semester.

3XX Specialty Methods of Instruction for All Learners (3 credits, required) Students are required to enroll in one course that corresponds with their certification field and level. The courses cover the study, development, and implementation of curriculum. Students explore and practice alternative curriculum and instruction models; lesson design; best instructional and assessment practices, integration of cross-curricular planning; and national and state learning standards. The courses have an interdisciplinary orientation and address instructional approaches for culturally, developmentally, and cognitively diverse student populations. Specialized instruction for students with special needs is also covered. At least 10 hours of field practice and observation are required, typically at several levels: childhood education courses requires observations at the 1st-3rd and 4th-6th grade levels; the middle childhood and adolescence courses require observations at the 5th-9th and 10th-12th grade levels. EDUC 331 offered in fall and EDUC 332 offered in spring. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program. Other methods offered spring or fall semesters.

325 Specialty Methods of Instruction for All Learners: English (3 credits) The English Methods course is designed to provide English education students opportunities to more deeply explore and understand the specific skills, strategies, and techniques used by secondary English teachers in the classroom. We will cover effective teaching methods for middle school language arts classes as well as high school English classes and our focus will be on teaching literature and reading, designing and evaluating effective writing assignments, exploring the teaching of critical thinking in the

English classroom, understanding the role of grammar in writing instruction, implementing literature circles, and utilizing various reading and writing strategies to enhance student learning. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

326 Specialty Methods of Instruction for All Learners: Math (3 credits) The course explores fundamental applied issues in methods of math and science education and in the students field of specialty. Readings, one-on-one discussions with the faculty, and visits to the classroom will provide the knowledge necessary to develop a curriculum and lesson plan book. Students are also expected to do a series of classroom observations, make a video of a lesson, and attend to a regional or national professional meeting. By the end of this course students have: developed a philosophy of science/math education; reviewed the history of science/math education; articulated a one-semester curriculum with lesson plans, activities, and assessment methods; coordinated this curriculum with state and national standards; examined state, national, and Advanced Placement curricula; become familiar with the misconception literature; become familiar with the "Best Practice" literature; developed familiarity with computer based instructional resources and software; and become familiar with the professional teacher organizations. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

328 Specialty Methods of Instruction for All Learners Social Studies (3 credits) This seminar style class is designed to promote reflection and broaden the scope of pre-service Social Studies teachers' perspectives on and knowledge of the process of teaching Social Studies at the middle childhood (5-9) and adolescence level (7-12) settings. The field component of the class is designed to give students observation time to be with in-service teachers and to review best practices for teaching Social Studies as demonstrated in actual class settings. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

330 Specialty Methods of Instruction for All Learners: Science (3 credits) The course explores fundamental applied issues in methods of math and science education and in the students field of specialty. Readings, one-on-one discussions with the faculty, and visits to the classroom will provide the knowledge necessary to develop a curriculum and lesson plan book. Students are also expected to do a series of classroom observations, make a video of a lesson, and attend to a regional or national professional meeting. By the end of this course students have: developed a philosophy of science/math education; reviewed the history of science/math education; articulated a one-semester curriculum with lesson plans, activities, and assessment methods; coordinated this curriculum with state and national standards; examined state, national, and Advanced Placement curricula; become familiar with the misconception literature; become familiar with the "Best Practice" literature; developed familiarity with computer based instructional resources and software; and become familiar with the professional teacher organizations.

Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

331, 332 Methods of Teaching Childhood (6 credits for 2-semester sequence) The course explores fundamental issues in methods of instruction and assessment at the elementary level. The course is interdisciplinary covering developmentally appropriate, best practice methods of instruction in the creative arts, math and science, social studies, English language literacy, and non-English languages. The course uses New York State's Learning Standards to organize instructional approaches and curriculum in 7 areas: the Arts; Career Development and Occupational Studies; English Language Arts, Health, Physical Education, & Family and Consumer Sciences; Languages Other than English; Mathematics, Science, and Technology, and Social Studies. Students develop a semester long curriculum with daily lesson plans for a 1-6 grade course that is correlated to the State Learning Standards, and construct a portfolio of instructional activities and assessment instruments.. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program. EDUC 331 offered every fall. EDUC 332 offered every spring.

335 Teaching Middle Childhood and Adolescence Level Foreign Language (3 credits) The course examines language acquisition theories, methods of second language instruction, current best practice teaching methods, lesson plan organization, and curriculum development issues. Students explore a variety of instructional approaches using sample materials derived from a variety of sources including internet based, textbooks, state and national curriculum guides and specialized professional journals. Students become familiar with state and national standards, professional organizations and journals. The course includes 10 hours of classroom observations. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

350 Teaching Methods for Art The course examines art theories, methods and current best practice teaching methods, lesson plan organization, and curriculum development issues. Students explore a variety of instructional approaches using sample materials derived from a variety of sources including internet based, textbooks, state and national curriculum guides and specialized professional journals. Students become familiar with state and national standards, professional organizations and journals. The course includes 10 hours of classroom observations. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

340 Reading, Writing, and Literacy Across the Curriculum (3 credits) This course is a theoretical and practical introduction to literacy instruction for teachers of all grade levels and subject areas. Through examining the social, cultural, political, and personal aspects of literacy, we will explore what it means to be a literate person in our society and why all teachers must consider themselves literacy educators. Issues related to

education and teaching that will be covered in this class include exploring and understanding the various definitions of literacy, how literacy is acquired and developed, academic literacy, elementary literacy, adolescent literacy, family literacies, content literacy, and critical literacy. In addition to these theoretical perspectives, we will reflect on and discuss how each of us can draw on our students' multiple literacies to enhance their learning experiences in all subject areas and grade levels. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program. Offered every semester

**341 Approaching Developmental Literacy Skills (3 credits)**  
This course is designed to give prospective elementary teachers experience in using literacy teaching and learning tools in all content areas in 1st through 6th grade classrooms. We will explore the vital and influential role reading, writing, speaking, and listening skills and strategies play in effective teaching and learning through course readings, discussion, assignments and class activities. Students will engage in several activities and assignments that are both theoretical and practical in nature, thus preparing them for work in real life classrooms and making them more effective new teachers. The course is considered a methods course; therefore, much emphasis will be placed on planning lessons as well as incorporating and utilizing literacy strategies in various contexts to enhance student learning. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program. Offered every spring

**342 Language and Literacy in the Content Areas (3 credits)**  
The course focuses on how and why every teacher is a literacy teacher, no matter what subject is taught. Through examining events, activities, experiences, instructional and curriculum design approaches that affect literacy in middle and high school in the content areas, we will contemplate what it means to be a literate person and what it means to be a literacy teacher – in general and in our individual content areas. The course will address issues in content area literacy and learning such as constructing meaning through reading, using writing to learn, vocabulary instruction, and various ways to help struggling readers. Students will also learn a variety of reading, writing, and discussion/speaking strategies that they can use and/or adapt for their own teaching. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.. Offered every fall.

**375 Including Students with Disabilities (3 credits)** This course explores the effective instructional methods that meet the academic needs of all students in inclusive settings. Students will be provided with an opportunity to utilize practical applications, and address critical issues relating to the inclusive classroom. Emphasis will be placed on the individualized education program (IEP), instructional adaptations, student assessment, teacher collaboration, high-incidence disabilities, and low-incidence disabilities. Offered in fall.

**376 Assessment in Special Education (3 credits)** The purpose of this course is to provide an overview of strategies and techniques designed to aid in the assessment of exceptional learners. Emphasis will be placed on (a) assessment and testing considerations, (b) assessment of academic achievement, (c) assessment of behavior, (d) assessment of intelligence, (e) determination of a disability, and (f) the creation and implementation of an individualized education program (IEP). Offered in the fall.

**372 Lyceum (3 credits, required).** The course covers NYSED requirements as listed below plus sections dealing with classroom management and assessment. Substance Abuse Mini-course (required by NYSED) Violence Prevention Mini-course (required by NYSED) Child Abuse Mini-course (required by NYSED) Dignity for All Students Act (DASA) Training (required by NYSED) Classroom Management Assessment and Evaluation Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

**379 Methods for Teaching Special Education (3 credits)** This course provides students with an understanding of evidence-based methods of instruction in special education. Students will be presented with an opportunity to utilize different methods of effective special education instruction by creating detailed daily, weekly, unit, and thematic lesson plans. Emphasis will be placed on elementary, middle childhood, and secondary skill instruction in inclusive and self-contained educational settings. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

**380 Creating a Positive Learning Environment (3 credits, elective)** This course examines philosophies and methods for creating a healthy learning environment. Issues such as child-abuse, apathy, self-discipline and self-concept, motivation, violence prevention, power struggles, rebellion, and challenges of diverse student populations, are examined from developmental, multicultural, humanistic perspectives. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program.

**381 Assessment and Evaluation (2 credits, elective)** This course explores the theory and practice by which learning is assessed and evaluated. A variety of traditional and alternative assessment and testing practices are reviewed. Students develop an assessment toolbox in their particular subject specialty. The use of computers to facilitate and enhance evaluation and assessment is emphasized. Prerequisite: EDUC 320.

**382 Educational Technology (2 credits)** This course explores the diversity of software and hardware available to teachers for enhancing instruction and facilitating course administration. Students learn to use a variety of software to produce instructional materials, develop multimedia presentations, and facilitate administrative duties. Students become familiar with the use of graphic and presentation (Photoshop, PowerPoint), spreadsheet (Excel), database



(Access) software, and educational software pertinent to their content specialty. Prerequisites: EDUC 220, EDUC 304, and EDUC 320, acceptance into Teacher Education Program. Offered every semester. Prerequisite: EDUC 320 and acceptance into Teacher Education Program.

390 Multicultural/Alternative Educational Experience—Mini-practicum (3 credits, required) This course places students in non-traditional educational settings with students from diverse cultural, socioeconomic and geographic backgrounds. Students are required to observe, interact, supervise and/or teach for a minimum of 20 school days (120 hours). Readings on diversity, multicultural education and the sociological dimensions of schools, students and teachers, provide a formal context for reflecting on the field experience. Writing a brief proposal and approval by Department of Education are required for special requests. Internship may be during summer or January Term. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202 and acceptance into Teacher Education Program. Successful completion of EDUC 390 counts towards the College's Liberal Arts in Practice EL requirement in the Social and Behavioral Division

391 Special Education Mini-practicum (3 credits, required) This course places students in inclusive or special education educational settings with students with a diverse range of educational needs. Students are required to observe, interact, supervise and/or teach for a minimum of 20 school days (120 hours). Readings on special education/inclusive education, students and teachers, provide a formal context for reflecting on the field experience. Writing a brief proposal and approval by Department of Education are required for special requests. Internship may be during summer or January Term. Prerequisite: EDUC 101, EDUC 102, EDUC 201, EDUC 202

and acceptance into Teacher Education Program. Successful completion of EDUC 391 counts towards the College's Liberal Arts in Practice EL requirement in the Social and Behavioral Division

480 Interdisciplinary Reflective Student Teaching Seminar (2 credits, required) Reflective seminar concurrent with 490, 491, 492.

490 Childhood Level Student Teaching Seven weeks in grades 1-3, and seven weeks in grades 4-6. Prerequisites: EDUC 101, 102, 201, 202, 3XX (Specialty Teaching Methods), 340, 341/342, 372, and 390/391 (and any required special education courses), and satisfactory Junior Review with content department and Department of Education approvals.

491 Middle Childhood Student Teaching Seven weeks in grades 5-7, and seven weeks in grades 7-9. Prerequisites: EDUC 101, 102, 201, 202, 3XX (Specialty Teaching Methods), 340, 341/342, 372, and 390/391 (and any required special education courses), and satisfactory Junior Review with content department and Department of Education approvals.

492 Adolescence Level Student Teaching Seven weeks in grades 7-9, and seven weeks in grades 10-12. Successful completion of EDUC 490/491/491 counts towards the College's Liberal Arts in Practice EL requirement in the Social and Behavioral Division Prerequisites: EDUC 101, 102, 201, 202, 3XX (Specialty Teaching Methods), 340, 341/342, 372, and 390/391 (and any required special education courses), and satisfactory Junior Review with content department and Department of Education approvals.

## Education Course Requirements

The education sequence, normally begun in the first year, includes foundation courses, pedagogical courses in which students study the art and science of teaching-learning, and in-school field experiences, culminating in student teaching during the fall or spring semester of one's senior year.

<u>Foundational Course Work</u>	<u>Credits</u>
Education in Contemporary American Society (elective)	3
Philosophy and Sociology of Education (101)	4
Educational Psychology (102)	4
Curriculum and Instruction (201)	4
Introduction to Special Education (202)	3

<u>Pedagogical Course Work</u>	<u>Credits</u>
Reading, Writing and Literacy (340)	3
Approaching Developmental Literacy Skills (341, Childhood)	3
Language and Literacy in the Content Areas (342, Middle Childhood and Adolescence)	3
Specialty Methods of Instruction for All Learners (3xx)	3 (or 6)
Lyceum Series (372)	3
Creating a Positive Learning Environment (380, elective)	3

<u>Special Education Course Work (for SWD Certifications)</u>	<u>Credits</u>
Specialty Methods of Instruction for Students with Disabilities (379)	3
Including Students with Disabilities (375)	3
Behavior Management with Exceptional Learners (376)	3
Special Education Mini-practicum (391)	3

<u>Field Practica</u>	<u>Credits</u>
Alternative/Multicultural/Urban Mini-practicum (390)	3
Supervised Student Teaching—Practicum Childhood (490)	12
Middle Childhood (491)	12
Adolescence (492)	12
Interdisciplinary Reflective Seminar (480)	2

Check with content major department for additional requirements

## Field Experience Requirements

All students must engage in 100 hours of service learning (25 hours in a special needs setting) which is to be completed prior to the start of student teaching. These hours must take place in a school setting and must be approved by the Coordinator of Student Teaching and Service Learning prior to the placement. All students must meet with the Coordinator prior to the start of the placement to fill out a service learning application and a service learning contract.

# English

The mission of the English Department is to develop in our students the abilities to think critically, contextually, and creatively about a broad range of literature and to express these ideas in clear and powerful analytic prose. The creative writing program's mission is to develop in its students the ability to apply such literary knowledge to the practice of the art and craft of writing in the literary genres. We are preparing our graduates for fields of endeavor for which critical thinking, creativity, and effective writing will be essential skills throughout their lifetimes. The love of words and joy in the creative use of language form the basis of literary study. That study emphasizes the rich heritage and diversity of American and British literature and includes works from other cultures. The department teaches a disciplined approach to reading this literature and writing about it, from a wide range of critical perspectives.

Students come to realize that language and the imagination can create worlds which, like ours, delight, disturb, and challenge. The study of literature, therefore, helps students understand the world in which they live and their places in it. Exploring our diverse literary heritage requires students to engage in a sensitive, subtle search for meanings. Through analysis, debate, critique, and dissent, they become better able to formulate and express their own ideas.

The study of literature reminds us that all people have voices and that much of our greatest literature has challenged prevailing cultural norms. The individual's encounter with literature has always been a crucial part of the process of transformation, of self-definition; for poems, stories, novels and plays record our blindness, our follies, and our crimes just as surely as they record our insights, our virtues and, occasionally, our genius. We study literature, literary theory, writing, and culture-history not just to affirm our beliefs and traditions, but to examine them critically.

In keeping with its emphasis on written expression, the department offers a variety of courses in creative and expository writing. Creative writing courses use literary study, workshops, and individual conferences to help student poets, novelists, essayists and playwrights understand the creative process and create afresh imagined worlds. Courses in the Writing Competency Program employ several rhetorical and pedagogical strategies to ensure that students graduate knowing how to write well. The Writing Center works in concert with writing and literature courses and across the disciplines, helping students from all majors achieve skill, precision, and grace in their writing.

Our mission includes maintaining and staffing the following programs:

- Program I Literature Courses for Majors: a wide range of courses, including period surveys, major author courses, and topic-oriented courses.
- Program II Intermediate and Advanced Expository Writing: courses in essay writing, business writing, and journalism for students who aspire to become professional writers. These courses support a writing minor and the English major with emphasis in writing.
- Program III Creative Writing: basic, intermediate, and advanced courses in the writing of fiction and poetry, which meet the Experiential Learning requirements of the general education curriculum. They support the writing minor and English major with a concentration in creative writing or an emphasis in writing. They also prepare students for M.F.A. programs in creative writing.

English majors are strongly advised to attain an intermediate-level competence in a foreign language, especially if they plan to do graduate work in English. Other recommended courses include Introduction to the Bible; courses in art history, music, history, and philosophy; and literature courses in the Department of Modern Languages.

In the spring of junior year, each English major meets with his or her advisor and another department faculty member of the student's choosing to complete the Junior Review, a formal review of the student's course selections, plans for a senior project, and post-graduation aspirations. The Junior Review helps to ensure that majors will complete all College and department requirements on time and will have taken a variety of period and genre courses, as well as the "Approaches" course in critical methodologies prerequisite to writing a Senior Project. These approaches or methodologies might include close reading, textual analysis, scholarly research, and literary criticism and theory. The minimal paper requirement for Approaches courses is a properly documented ten-page essay making use of primary and secondary texts and employing one or more approaches or methods. Enrollment is limited to 15. Majors with a Concentration in Creative Writing will declare that concentration at the Junior Review. English majors must complete a senior project, usually during January Term. The project consists either of a long paper exploring a particular author or subject in depth or an original manuscript of creative writing, and an oral review by the student's study advisor and another department member selected by the student.

English majors who plan to earn teaching certification in secondary English are required to have earned a 3.0 average in their major by the start of the semester before they student teach, with allowance for exceptions in extraordinary circumstances. Such students should obtain a copy of the department's "Policy on Student Teachers" from the Department Chair or Chair of the English Education

Committee no later than their sophomore year. Students must meet the requirements outlined in this policy statement to qualify for student teaching.

The department offers various other opportunities for special study outside the classroom. Students meet and interact with prominent writers through the Visiting Writers Series and up-and-coming writers through the New American Writing Festival. Nobel laureates Joseph Brodsky and Derek Walcott, Pulitzer prize winners Donald Justice, Marilynne Robinson, and N. Scott Momaday, Poet Laureates Robert Pinsky and Billy Collins, and such well-known authors as Jamaica Kincaid and Joyce Carol Oates have given readings and led student workshops. English majors also write for and edit *Word of Mouth*, the College literary magazine, and *Hilltops*, the student newspaper. Recommended students work as tutors at the Writing Center, gaining valuable experience and academic credit, as well.

The department encourages its majors to do internships in fields such as journalism, law and publishing. Hartwick English majors graduate with verbal and analytical skills that serve them well in a wide variety of occupations, including law and medicine, libraries and museums, corporate and government agencies, and publications and communications.

## Faculty

Susan J. Navarette, Chair; Robert R. Bensen; David C. Cody; Lisa Darien; Julia Suarez Hayes; Robert H. Seguin; Thomas J. Travisano; Jacob Wolff

## Adjunct Faculty

Jeanine Barber, Erin Braselmann, Martin Christiansen, Joshua Lewis, Alice Lichtenstein, Brian Madden, Jo Mish, Carol Silverberg, Jeff Simonds, Emily Vogel, Karyn Zapach

## English Courses

101 Writing Tutorial (2 credits) Practice in writing short compositions and review of English grammar. Required of, and open only to, students placed at Level 1 of the Writing Competency Program as preparation for Level 2. Does not count toward majors or minors in English. Offered fall and spring.

110 Composition (3 credits) Basic expository writing taught as a process leading to a product, with ample opportunity for the professor to intervene in, and the student to practice, the stages of the process. Includes assigned readings, conferences with the instructor (at least two per term), peer review and rewriting. Instruction on intensive investigation of a single subject required. Students write a minimum of 20 finished pages, including the investigative paper. Does not count toward majors or minors in English. Offered fall and spring.

111 Composition Workshop (2 credits) Emphasis on the writing and particularly the revision of various short compositions in preparation for successful participation in a Level 3 (W) course. Open to Level 2B students and to transfer students who have taken composition elsewhere but have been placed at Level 1 or 2. Does not count toward major or minor in English. Permission required.

115 Principles of Public Speaking (3 credits) Psychological, physical, and intellectual problems involved in speaking before an audience; classroom experience in various types of formal speaking; constructive criticism from the instructor and fellow students. Does not count toward majors or minors in English. Offered fall and spring.

150 Topics in Literature for Freshmen (3 or 4 credits) These courses, designed especially for the first year student, approach the understanding of literature through topics and

themes such as “Masquerade and Disguise” and “Reading Modern Poetry.” Fundamental skills of reading, writing, and interpreting literature are emphasized. Open to first year students and to others by permission of the instructor.

155 On Being a Man: Representations of the Masculine in Film and Fiction (3 credits) This course takes as its subject the content and import of select representations of “masculine” behavior in contemporary American popular culture, with feature films, documentaries, fiction, and essays constituting course content. The works of writers such as Ernest Hemingway, William Tenn, James Thurber, Margaret Talbot, Judith Butler, and Norah Vincent, and films such as *Tarzan the Ape Man* (Van Dyke, 1932), *Shane* (Stevens, 1953), *On the Waterfront* (Kazan, 1954), *The Graduate* (Nichols, 1967), *Do the Right Thing* (Lee 1989), *Reservoir Dogs* (Tarantino, 1992), and *Fight Club* (Fincher, 1999) serve as so many “opportunities”—disguised as cultural artifacts—to examine the myths, models, and modes of masculine behavior that are circulated through a culture, establishing popular conceptions and constructions of men, their manhood, and the competing masculinities that constitute a contemporary sense of what it means to be “a real man”—or, at least, to act like one.

190 Introduction to Literature and Criticism (3 credits) The course is designed to teach students ways to explore, interpret, and appreciate texts by reading closely, writing critical essays, and applying critical approaches deliberately. Required texts will include poetry, fiction, and drama, and class discussions will familiarize students with critical terms relevant to each genre. English majors must take this course within one semester of declaring their major.

200 Business Writing (3 credits) Extensive practice in writing memos, letters and brief reports as solutions to communication

problems encountered by managers. Study of the strategies of effective, tactful writing and the theory on which they are based. Covers writing within a business, organization or governmental agency as well as external communications with customers, clients or other firms or agencies. Open to students at Level 4, to others by permission of the instructor. Limited to 20. Does not count toward the English major or toward the minor in literature. Offered yearly.

205 Journalism (3 credits) Theory and practice of writing news stories, editorial opinion, feature articles and columns. Comparative study of current newspapers and news magazines. Introduction to copy editing, design, layout and production of news publications. Does not count toward the English major or toward the minor in literature. Prerequisite: Level 4 writing ability. Offered yearly in the fall.

208 The Anatomy of English (3 credits) A systematic, practical, and analytic study of the structure and function of words, phrases, and clauses in the English language with emphasis on the recognition of form and the analysis of function. This basic syntax course is designed for those students who wish to enrich their knowledge of and satisfy their curiosity about the English language through an in-depth study of authentic materials by authors from diverse backgrounds. It is recommended to English majors and minors, those planning to tutor at the Writing Center or student teach, and those serious about writing as a career.

210 Advanced College Writing (3 credits) Emphasis on developing a clear, engaging style through a rigorous study of the elements of college writing. Several papers will be drafted, critiqued, and thoroughly revised to empower students to write cogently and confidently in academic situations. Prerequisite: Level 4 writing ability. Limited to 20. Does not count toward the English major or toward the minor in literature. Required for writing emphasis, and writing minor.

213 Introduction to Creative Writing (3 credits) The course will approach reading as a way to develop the imagination of the writer of both poetry and short fiction. Students will read widely in both genres, write poems and short stories in response to the readings, and participate in workshop discussions of their writing. The class will also consider relations between poetry and fiction, in terms of both their historical development and contemporary practice. Several short analytical essays on the assigned readings as well as the students' original poetry and fiction will be expected. (EL)

221 Classical Mythology (3 credits) An introductory survey of the myths and legends of the Greek and Roman gods and heroes most commonly encountered in the art, architecture, and literature of these two peoples. The vital place which these tales occupied in the fabric of the Greek and Roman societies will be emphasized.

231 British Literature: Romanticism to Realism (3 credits) A survey of major works, figures and movements in English literature from the early 19th century through the 20th including such Romantic authors as Blake, Wordsworth,

Coleridge, and Keats; such Victorians as Tennyson, Browning, and Arnold; and such moderns as Yeats, T.S. Eliot, Joyce, Woolf, and Lessing.

232 The Warrior and the Poet: Gender and Identity in the Middle Ages (3 credits) An introductory course focusing on exploring the complex nature of gender and identity in the Middle Ages through a close examination of two figures found in a number of literary works and genres from the medieval period in Western Europe: the warrior and the poet. In the Middle Ages, both of these figures were more complex and contested than the modern stereotypes imply. Through close reading of a number of major works—including the Celtic epic *The Tain*, the Old English poem *Beowulf*, the Old French *Lais* of Marie de France, the Middle English lai *Sir Orfeo*, and the Icelandic saga *Egil Skallagrimsson's Saga*—students will explore some of the rich and complex cultural diversity of societies in the Middle Ages.

233 The Fury of the Northmen: Outlaws, Gods, Kings, and Other Vikings (3 credits) An introductory survey of one of the great literary traditions of the world, that of medieval Scandinavia and Iceland. The barbarian pagan invaders from the Scandinavian peninsula astonished and terrified the medieval Christian societies of the late 8th and 9th centuries, raiding and settling throughout Western Europe and beyond, from Nova Scotia to Byzantium. After their conversion to Christianity in the 10th and 11th centuries, however, the erstwhile Vikings performed a second astonishing feat: they created a body of vernacular literature that is virtually unparalleled in its imagination, breadth, and beauty. This course examines a small piece of this rich heritage through readings (in translation, of course) of examples of the major genres of Old Norse-Icelandic literature: eddic poetry, skaldic poetry, and saga. Recurrent themes and emphases will include the importance of revenge, the law, the varying roles of women, and the evolving influence of Christian ideology.

235 Issues in British Literature and Culture before 1660 (3 credits) A study of selected issues in British literature and culture through the early modern period. The course will examine the way in which literature is shaped by and, in turn, helps to shape cultural context. May be repeated with different course content.

236 Shakespeare: Page, Stage, and Screen (4 credits) An introductory course studying a range of Shakespeare's plays in his four favored genres: comedy, history, tragedy, and romance. Three modes of the plays' reception will be explored: close reading with attention to what can be interpreted from the page, such as character types, plots, imagery, motifs, and themes as they recur in variations throughout Shakespeare's career; the interpretation in the theatre by actors and directors throughout the plays' stage histories; and film interpretations by which directors, screenwriters, and cinematographers have transformed fundamentally aural works into stories for a primarily visual medium. Plays studied may include *Richard III*, *Henry V*, *The Comedy of Errors*, *A Midsummer Night's Dream*, *Romeo and Juliet*, *Othello*, and *The Winter's Tale*. (EL)

241 American Literature: Civil War to the Present (3 credits) A study of selected works of leading American authors since the Civil War, such as Dickinson, Twain, Gilman, Wharton, Cather, Frost, Hemingway, Faulkner, Hurston, and Wright. Stress is on major cultural and literary movements.

243 Novellas and Short Novels (3 credits) An introductory course focusing on novellas and short novels as forms of fiction that may be distinguished from their cousins, the novel and short story, by subject matter, style, and length. The course may include such authors as Leo Tolstoy, Italo Calvino, Katherine Anne Porter, William Maxwell, Stanley Elkin, George Saunders, Jane Smiley, Gabriel Garcia Marquez, Andrea Barrett, and Laurie Colwin, among others. Students will engage in a series of close readings of the texts and will conclude the course with a larger research project.

245 African American Literature (3 credits) A study of the narrative construction of black identity in major works in key African American literary forms: slave narratives, autobiographies, and fiction. Includes works by such writers as Frederick Douglass, Harriet Jacobs, Richard Wright, Ralph Ellison, and Toni Morrison.

247 Four Modern American Poets (3 credits). This class will focus on how to read, experience and develop an understanding of four of the great American poets of the twentieth century. We will strive to develop an understanding of the art of poetry and how poets create a working style. The course will also focus on developing critical reading and writing skills and on presentation skills, since each student will be expected on a regular basis to introduce specific poems for discussion. In recent years the course has studied poets such as Robert Frost, Emily Dickinson, Wallace Stevens, Marianne Moore, E. E. Cummings, T. S. Eliot, Elizabeth Bishop, Robert Lowell, and John Ashbery. This course is normally offered during January Term.

248 Hitchcock (3 credits) A study of the films of Alfred Hitchcock, this course explores various aspects (cinematic, literary, psychological, and political) of the Hitchcockian metaphysic, with particular emphasis on his literary sources (including works by Poe, Mary Shelley, Stoker, Conrad, Buchan, and Du Maurier) and relationships with contemporaries such as Fritz Lang, Orson Welles, and Preston Sturges. Films include *Blackmail*, *Sabotage*, *The Lady Vanishes*, *Rebecca*, *Mr. and Mrs. Smith*, *Notorious*, *Rope*, *Strangers on a Train*, *Dial M for Murder*, *Rear Window*, *Vertigo*, *North by Northwest*, and *Psycho*.

249 Novel and Film Noir (3 credits) This course explores the dark and vivid world of the classic American novel and film noir—a complex, dangerous, romantic, corrupt, deceptive, ambiguous, and remarkably entertaining realm in which dreams and nightmares, hopes and fears, desire and dread, free will and fate are inextricably intertwined. Literary texts include novels by James M. Cain, Horace McCoy, Patricia Highsmith, and Jim Thompson and short stories by Hemingway, Hammett, and Chandler. Films include *The Asphalt Jungle*, *The Big Sleep*, *Chinatown*, *Double Indemnity*,

*Gilda*, *The Killers*, *The Killing*, *Kiss Me Deadly*, *The Lady From Shanghai*, *Laura*, *Out of the Past*, *Rear Window*, *Shadow of a Doubt*, *Strangers on a Train*, *Sunset Boulevard*, *The Third Man*, *Touch of Evil*, *Vertigo*, *The Wages of Fear*, and *White Heat*.

250 Topics in Literature (3 credits) A study of various authors, themes, movements, genres, with attention to their historical context. May be repeated with different course content.

255 Women and Fiction (3 credits) Close reading of novels and short stories by women writers such as Atwood, Austen, the Brontës, Chopin, Eliot, Gilman, Morrison, Walker, Welty, and Woolf, with a focus on both aesthetic elements and women's issues.

261 Imperial Nightmares (3 credits) This course examines the cultural anxieties embodied in nineteenth- and early twentieth-century literary works (imperialist novels and romances, utopian and dystopian fictions, fantasies, satires, allegories, poems, stories of adventure, science fiction, and horror) by authors such as Robert Browning, Thomas De Quincey, Charlotte Perkins Gilman, Franz Kafka, Rudyard Kipling, Herman Melville, Bram Stoker, Mark Twain, and H. G. Wells.

262 Utopia and Dystopia in Literature (3 credits) This course offers an interdisciplinary engagement with various elements of the Utopian tradition, including its pessimistic alter ego, the dystopia. From the fundamental question of whether it is possible to imagine social forms radically different from our own, we will trace a series of ever widening circles through matters of human nature, money, technology, desire, authority, fear, and much else besides. Authors may include Thomas More, William Morris, Karl Marx, Yevgeny Zamyatin, George Orwell, Ursula LeGuin, Kim Stanley Robinson, Joanna Russ, and Margaret Atwood.

263 Four Fantasists (3 credits) An exploration of the literary fantasy focusing on works by four of the central figures in the history of the genre: William Morris, H. G. Wells, E. R. Eddison, and J. R. R. Tolkien. More fundamentally, this course examines the literary fantasy as a response to some of the issues (industrialization, imperialism, technology, warfare, pollution, alienation, exploitation,

264 Supernatural Horror in Literature (3 credits) A guided tour through the literary Gothic, a castle filled with chambers, crypts, and dungeons, each of them containing a frightful ghoul or spectre (psychological, antiquarian, cosmic, decadent) waiting to pounce upon the innocent and unsuspecting visitor. Readings include works by Horace Walpole, Matthew G. Lewis, Edgar Allan Poe, Bram Stoker, J. S. Le Fanu, M. P. Shiel, Arthur Machen, Charlotte Perkins Gilman, H. G. Wells, H. P. Lovecraft and Stephen King.

268 Issues in British Literature and Culture since 1660 (3 credits) A study of selected issues in British literature such as marginality, gender, sexuality, and colonialism, with emphasis on a text's relation to ideology and British culture. Topics may

include “Imperial Nightmares” and “Unruly Women.” May be repeated with different course content.

**When a 300-level course is offered as an Approaches (A) course, it may carry an additional hour of credit.**

300 Teaching Assistant in Composition (2 credits) Training and practice in the teaching of writing. Students will serve as tutors in the Writing Center under supervision of the coordinator. Open to students of strong writing ability regardless of major. Consent of coordinator required early in term preceding enrollment. May be taken twice. Offered every term. (EL)

305 Advanced Journalism (3 credits) Using the basic skills of reporting and writing, students will progress to a more complex storytelling in individual and group projects. Types of news projects include participatory journalism, interpreting data, features, profiles and localizing U.S. and international news. Students will compile a portfolio of their work and design a resumé for use in future job searches. Does not count as a literature or creative writing course. Prerequisite: ENGL 205 or permission of the instructor. Offered alternate Spring Terms.

310 Creative Writing: Nonfiction (3 credits) Practice in writing a variety of kinds of non-fictional prose. Readings in the New Journalism, study of professional writing in such periodicals as *The Atlantic Monthly*, *The New Yorker*, and *The New York Times*. Prerequisites: Level 4 writing ability and permission of the instructor. Does not count as a literature course. (EL)

311 Creative Writing: Fiction (4 credits) Practice in the writing of fiction; exercises in theme and technique. Workshop and conference. Readings in the short story and the theory of fiction. Prerequisite: ENGL 213 or 214. Does not count as a literature course. (EL)

312 Creative Writing: Poetry (4 credits) Practice in the writing of poetry; exercises in form. Readings in prosody, poetics, and contemporary poetry. Prerequisite: ENGL 213 or 214. Does not count as a literature course. (EL)

321 Drama to 1850 (3 credits) European plays from the late Middle Ages to the beginning of the modern era will be studied either as part of a broad survey or as representative examples of a particular time or place. Shakespeare will not be included, and all plays will be in English.

322 Modern Drama (3 credits) European and American plays written after 1850 and before the last quarter of the 20th century will be studied. Genres and movements such as realism, expressionism, and the Theatre of the Absurd will be considered when reading plays by such writers as Ibsen, Strindberg, Chekhov, Shaw, Giraudoux, O’Neill, Brecht, Ionesco, Beckett, and Williams.

323 Contemporary U.S. Drama (3 credits) This class will cover some of the most important and exciting theatrical

voices of the past fifty years, celebrating the possibilities of America and the American theater. Our studies will send us from coast to coast and in between, revealing American drama as diverse as the peoples that make this nation. Students will come to an understanding of why these living documents are important theatrically (artistically) and socio-historically (culturally).

324 Contemporary British Drama (3 credits) This course explores some of Britain’s key dramatic works of the past fifty years, including works associated with (post-)colonialism. The students will come to an understanding of why these living documents are important theatrically (kitchen-sink realism, post-Brechtian, absurd, *Angry Young Men*, *In Yer Face*, farce, docudrama, state of the nation) and socio-historically (issues related to war, gender roles, sexuality, class, privilege, mental illness, race, religion, government, power, national identity, censorship, jingoism, among others).

325 The British Novel I (3 credits) A study of the evolution of this “novel” form of literary expression, from its emergence in England in the 18th century to its development as the paramount literary genre in the 19th. While focusing on the salient features of the genre, the course also will consider the historical and cultural influences that shaped the works of novelists such as Defoe, Fielding, Sterne, Mary Shelley, Austen, the Brontës, and Dickens.

326 The British Novel II (3 credits) A study of the English novel from the mid-19th century through its later incarnations in the early decades of the 20th century to the present, with particular emphasis on the ways in which it shaped itself in response to the advent of a “modernity” that was historical, literary, and scientific. Readings will include the novels of authors such as Dickens, Eliot, Hardy, Wells, Conrad, Lawrence, Woolf, and Joyce.

329 British Literature: Beginnings through Milton (3 credits) Examines the sweep of British literature from the Anglo-Saxon period through the works of Milton and his contemporaries. Emphasis will be on the characteristics of specific literary works and of the favored forms within an historical period, as well as the interactions between literature and culture during a historical period. Designed for English majors. Offered yearly. Prerequisite: ENGL 190 with a grade of C or above.

330 Old English Literature (4 credits) An exploration of the literature, language, and culture of the Old English period (c. 500-1100). An examination of the complex and multi-linguistic culture of England in the Anglo-Saxon period will be coupled with intensive study of Old English prose and poetic works such as “The Life of St. Edmund,” the Anglo-Saxon Chronicles, “The Dream of the Rood,” “The Wanderer,” “The Seafarer,” and selections from *Beowulf*.

331 Chaucer (4 credits) Intensive study of the works of Chaucer. Special attention will be paid to gaining fluency in reading Chaucer’s Middle English (both silently and aloud), cultural context, and critical reception. Some of Chaucer’s

shorter works may be studied, but the main concentration of the course will be on his two masterpieces, *Canterbury Tales* and *Troilus and Criseyde*.

333 Middle English Literature (4 credits) Intensive study of the literature, language, and culture of the Middle English period (c. 1100-1500). The rich variety of Middle English literature will be explored through readings in different genres—romance, lyric, saints' lives, drama, epic, dream vision—and by practice in reading different dialects.

335 English Renaissance Literature (3 credits) Advanced study of the poetry, drama, prose, fiction, and song of 16th century England, primarily works of the late Elizabethan era. With an eye always to the focal point of all Elizabethan circles, the Queen herself, students examine some notable models for success in court circles, study Elizabethan sonnet cycles, pastoral romance, revenge tragedy, and lyric comedy, and sample the literature of exploration and colonization. Authors include Hoby, Wyatt the Elder, the Sidney circle, Marlowe, Spenser, Kyd, Shakespeare, Elizabeth I, Greene, Raleigh.

336 Shakespeare I: The Early Plays (4 credits) Advanced study of plays from the first half of Shakespeare's career as a dramatist, with attention to the development of Shakespearean comedy, to the playwright's achievement in dramatizing English history, and to the interpenetration of these genres. The plays will be considered as scripts for a particular theatre in a particular place and time, as well as texts of enduring critical controversy, cultural interest, and iconic significance.

337 Shakespeare II: The Later Plays (4 credits) Advanced study of Shakespeare's later works, beginning with *Hamlet*, that is, the major tragedies and romances. Special attention will be paid to cultural context, critical reception, and stage history. Note: students do not need to have taken 336 to enroll in 337.

340 Empire and Revolution in 17th Century British Literature and Culture (3 credits) In this century of revolution, reformation, and imperial expansion, England's writers participated in its political, religious, domestic, and personal upheavals. We will examine these conflicted areas in the work of Shakespeare, Donne, Jonson, and Milton, and in the increasingly important work of women writers, including Wroth, Philips, and Cavendish.

345 18th Century British Literature (3 credits) A concentrated study of the several interlocking cultural contexts—historical, political, literary—that situate such quintessentially "18th century" genres as the epistolary, picaresque, and Gothic novels, travel and crime narratives, the Newgate pastoral, ballad-operas and mock-georgics, satire and the burlesque, and mock-epic poetry. The literary productions of writers such as Defoe, Swift, Sterne, Pope, Johnson, Burney, and Austen will be considered as a response to and an expression of the tremendous social and political transformations marking the period spanning roughly 1660 through 1818, as England lurched toward modernity.

350 Selected Topics (3 or 4 credits) Advanced study of a wide range of literary topics.

355 British Romanticism (3 credits) Although "Romantic" elements can be found both in works dating back to the Middle Ages (*Sir Gawain and the Green Knight* is a medieval "romance") and in many works of contemporary culture (the paintings of Claude Monet, Paul Cézanne, and Julian Freud, the songs of Bob Dylan and the Beatles, and the writings of Franz Kafka, Gabriel Garcia Marquez and Karen Russell also bear, each in its own way, the stigmata of "Romanticism"), this course focuses on British Romanticism, a discrete, intensely radical literary movement the central tenets of which are articulated in the revolutionary 1801 essay, "Preface to the *Lyrical Ballads*" in which the poet William Wordsworth effectively repudiates what he took to be the artificial values and habits of Neoclassical literature, recommending instead an aesthetic of sensation and imagination that both embodies and is intended to provoke a "spontaneous overflow of powerful feelings." Conventionally, the Romantic Movement has been understood to consist of two generations of authors, the first of which includes William Blake, William Wordsworth, and Samuel Taylor Coleridge, and the second Charles Lamb, Percy Bysshe Shelley, George Gordon Byron, and John Keats (of the 1819 "odes" fame). As a genre that leads its readers through more infernal "caverns measureless to man," "Gothic" literature is an expression of the Romantic impulse, with authors such as Ann Radcliffe, Horace Walpole, William Beckford, Matthew Lewis and Mary Shelley also figuring in any serious study of this literary movement, which in the decades spanning the publication of Blake's *Songs of Innocence* in 1789 and the death of Byron in 1824 burned with a hard, gemlike flame that would eventually flare up again in the *Décadent* and *Aesthetic* Movements that flourished in fin de siècle Western Europe.

360 Victorian Literature (3 credits) Typically, the term "British Victorian" has been defined in relation to the monarch, Queen Victoria, who reigned over the British Isles (and in time, over an empire that covered one-quarter of the earth's land mass) from 1837 to 1901. As a descriptor of the work produced over the course of that sixty-year period, however, "Victorian" insufficiently denominates the diversity, breadth, and complexity of a literature whose defining themes were shaped by revolutionary developments in technology, in science (the theories of Charles Darwin and the geologist Sir Charles Lyell come immediately to mind), in economics (the theories of Karl Marx and Herbert Spencer), and in the tense social relations between the classes and the sexes (the woman's suffrage movement has unique origins in nineteenth-century English culture). Victorian literature is also Janus-faced, retaining salient ties to the revolutionary literary movement—"Romanticism"—that preceded it even as it is at times indistinguishable in form and content from the Modernist movement it heralds. Literary lions of the period include—among novelists—Charles Dickens, George Eliot, Anthony Trollope, Lewis Carroll, Arthur Conan Doyle, the Brontës, Thomas Hardy, and H. G. Wells; among poets, Alfred Tennyson, Robert Browning, Gerard Manley Hopkins;



among essayists, Thomas Carlyle and Matthew Arnold; with Aesthetes (Oscar Wilde and W. B. Yeats), Pre-Raphaelites (Dante and Christina Rossetti), and Decadents (Algernon Swinburne) rounding off the literary company. Given its importance, Victorian literature lies at the heart of any reputable literary curriculum.

365 Modern British Literature (3 credits) Major trends and writers of British poetry and prose from 1914-60, including Forster, Joyce, Lawrence, Thomas, Woolf, and Yeats.

367 British Authors (3 credits) Courses under this heading focus on the works of one to three British authors read closely within the context of their lives, culture, and critical reception. Possible authors include John Milton, Jane Austen, Charlotte Brontë, Charles Dickens, Oscar Wilde, Virginia Woolf, and James Joyce. May be repeated with different course content.

368 Issues in British Literature and Culture (3 credits) Advanced study of selected issues in British literature and culture, such as the politics of gender and sexuality; imperialism and post-colonialism; and ideologies of race, class, and gender. May be repeated with different course content.

370 American Literature: Beginnings through Civil War (3 credits) Traces the development of American literature from its roots in the 17th century to the 19th century flowering of the "American Renaissance," with a primary emphasis on major works by authors such as Bradstreet, Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Douglass, and Dickinson. Emphasis throughout is on the development of a distinctively American voice, sense of identity, and awareness of social complexity. Designed for English majors. Offered yearly. Prerequisite: ENGL 190 with a grade of C or above.

372 The American Romantics (3 credits) Concentrated study of such major 19th century American writers as Hawthorne, Poe, Emerson, Thoreau, Melville, Whitman. (Ordinarily no more than three authors are covered.)

373 The Gilded Age (3 credits) Concentrated study of such major American writers of the late 19th and early 20th centuries (1865-1917) as Jewett, Twain, James, Dreiser, Norris, and Cather.

374 Modern American Literature (3 credits) A close study of major American authors of the 20th century to 1945. A balance between poets and novelists is maintained. Includes such major poets as Frost, Eliot, Stevens, Pound, Moore and Williams; and such major novelists as Hemingway, Faulkner, Fitzgerald, Wright, and Welty.

375 Contemporary American Literature (3 credits) A close study of American authors since 1945 including such poets as Lowell, Roethke, Ginsberg, Plath, Bishop, and Rich; and such fiction writers as Nabokov, Bellow, Cheever, Updike, O'Connor, Barth, and Morrison.

378 American Indian Literature (3 credits) American Indian literature has been shaped by ancient tradition and the historical experience of American Indian life. Readings will include such early writers as Eastman, Winnemucca, McNickle and E. Pauline Johnson to help us understand the growth of literature as an Indian expressive art. Works by such writers of the American Indian Renaissance (1969 to the present) as Momaday, Silko, Erdrich, Harjo, Revard, Welch, and Alexie address contemporary problems in reservation and urban life, and the place of traditional cultures in sustaining Indian community and identity.

380 Major American Authors (3 credits) Courses under this heading seek to enhance our understanding of the life and works of one or more important American authors such as Hawthorne, Melville, Whitman, Dickinson, Faulkner, Frost, Stevens, Bishop, Lowell, Oates, and Morrison. In general the emphasis is on the close reading of a body of work within a framework of cultural contexts, theoretical constructs, and critical traditions.

382 Issues in American Literature and Culture (3 credits) Advanced study of selected issues in American literature and culture, exploring the incisive, imaginative responses of American writers to their times, and examining the way literature is shaped by, and helps us to shape, cultural contexts. May be repeated with different course content.

384 Studies in American Poetry (3 credits) Advanced study of an aspect of American poetry. Specific courses will explore an important circle of poets, a period, an artistic form, or a historical issue or cultural problem confronted by American poets. Courses taught under this heading include Four Contemporary Poets, Contemporary Poetry, and American Women Poets. May be repeated with different course content.

385 Nineteenth-Century New England Women Writers (3 credits) This course explores some of the remarkable literary works created by women in nineteenth-century New England. Authors range from the famous (Emily Dickinson, Harriet Beecher Stowe, and Sarah Orne Jewett) to the merely well-known (Julia Ward Howe, Mary Wilkins Freeman, and Charlotte Perkins Gilman) to the undeservedly obscure (Harriet Prescott Spofford, Rose Terry Cooke, Helen Hunt Jackson, Constance Fenimore Woolson, and Carolyn Wells Healey Dall) to the forgotten and/or unpublished (Helen Peabody, Hannah Foster, and the daughters of R. H. Dana).

386 The Modern American Novel (3 credits) An exploration of central issues of American culture, history, and consciousness in the developing American novel, as well as its generic features. Includes works by such writers as Fitzgerald, Hemingway, Hurston, Wharton, Cather, Steinbeck, Faulkner, and Ellison.

390 Using Contemporary Theory (4 credits) An introduction to some recent approaches to literature, such as deconstructive, reader-response, psychological, feminist, cultural, and materialist theories. The course offers

practical experience in using these methodologies in reading and writing about literature. Offered as an Approaches (A) course.

391 Modes and Methods of Scholarship (4 credits) This course serves as an introduction to the art of scholarship, a guided tour of the tools of the scholarly trade, and a prelude to the process of writing a Senior Thesis. Particular emphasis is placed on research methods and technologies that will facilitate critical analysis of a wide range of important texts. Offered as an Approaches (A) course.

411 Fiction Workshop (4 credits) Practice in writing longer forms of fiction and in producing the finished short story. Workshop and conference. Prerequisites: ENGL 311 or permission of instructor. Offered alternate years. (EL)

412 Poetry Workshop (4 credits) Practice in writing poetry. Students will be expected to produce a manuscript of finished poems. Workshop and conference. Prerequisites: ENGL 312 or permission of instructor. Offered alternate years. (EL)

470 Seminar in Selected Topics (4 credits) Concentrated study of a limited literary subject, such as a single author, a particular movement, a theme or, occasionally, a single work. Recent examples: The 1890s; Fitzgerald and Cather; Anglo-Scandinavian England; Creation in Literature and Art; Elizabeth Bishop and Robert Lowell; Melville; Rule and Misrule in the 18th Century; and New England Women Writers. Open to junior and senior English majors. Limited to 15. Offered fall and spring. (ILS)

489 Senior Project Methods (1 credit) Guided group preparation prior to the individual directed study of English

490 Senior Project in English (4 credits) Working from a topic approved in the preceding term, students preparing for literature projects will read their primary works and explore them in informal writing, develop a research question and a working thesis, prepare a full proposal in consultation with their project supervisor, consult with a research librarian to locate secondary sources, and discuss possible critical approaches. Creative writing students will read and annotate models appropriate to their projects, develop a full proposal in consultation with their project supervisor, workshop a preliminary section of the manuscript, and read writers' essays on their craft. Offered Fall Term. Permission is required.

490 Senior Project (4 credits) During January Term of their senior year, majors must complete a directed study resulting in a critical essay of at least 20 to 30 pages on an author or topic or producing a manuscript of poetry, short stories, or a novella prefaced by an essay. Students will arrange for an informal oral review of the paper involving themselves, the study advisor, and one other member of the department. Open only to senior English majors. Prerequisites: Level 4 writing ability, ENGL 489, and one Approaches (A) course with a grade of C or above. Additional prerequisites for a senior project in creative writing: a concentration in creative writing that includes ENGL 311 or 312 with a grade of C or above, and at least one 400-level workshop, preferably in the genre chosen for the senior project.

## **English Major Requirements:**

Minimum of 13 courses, distributed as follows:

### **One gateway course:**

ENGL 190 Introduction to Literature and Criticism\*

*\*English majors must take this course within one semester of declaring their major.*

Nine courses at the 300/400 level, including one Approaches course, distributed as follows:

### **Two foundational courses in literary antecedents:**

ENGL 329 British Literature: Beginnings through Milton

ENGL 370 American Literature: Beginnings through the Civil War

### **Two courses in literature before 1800, selected from:**

ENGL 321 Drama to 1850

ENGL 325 The British Novel I

ENGL 330 Old English Literature

ENGL 331 Chaucer

ENGL 333 Middle English Literature

ENGL 335 English Renaissance

ENGL 336 and 337 Shakespeare I and II

ENGL 340 17th Century British Literature

ENGL 345 18th Century British Literature

ENGL 350 Selected Topics in Literature Before 1800

ENGL 367 British Authors Before 1800 (includes Austen)

ENGL 368 Issues in British Literature and Culture Before 1800

ENGL 378 American Indian Literature

ENGL 470 Seminar in Literature Before 1800

### **Two additional courses in literature at the 300 level:**

ENGL 470 Seminar in Selected Topics

ENGL 489 Senior Project Methods (1 credit)

ENGL 490 Senior Project

### **Three elective literature courses, at least two at or above the 200-level**

## **Concentration in Literature Requirements:**

One creative writing course is allowed

Expository writing and public speaking courses are not allowed\*

*\*Student teachers and students with an Emphasis in Writing may substitute English 210 Advanced College Writing for one literature elective.*

## **Concentration in Creative Writing Requirements:**

Minimum of 14 courses

### **Thirteen courses, distributed in the same fashion as those for the major, except that the electives must be distributed as follows:**

ENGL 213 Introduction to Creative Writing

Two 300-level creative writing courses

One 400-level workshop, either ENGL 411 Fiction Workshop or 412 Poetry Workshop

## **Concentration in Intermediate and Advanced Expository Writing Requirements:**

Minimum of 17 courses distributed as follows:

### **Thirteen courses distributed in the same fashion as those for the major with ENGL 210 Advanced College Writing in place of one literature elective at that level**

### **Four additional courses in writing, at least two at the 300/400 level from the following:**

ENGL 200 Business Writing

ENGL 205 Journalism

ENGL 213 Introduction to Creative Writing

ENGL 250 Topics in Creative Writing

ENGL 300 Teaching Assistant in Composition

ENGL 305 Advanced Journalism

ENGL 310 Creative Writing - Nonfiction

ENGL 311 Creative Writing - Fiction

ENGL 312 Creative Writing - Poetry  
ENGL 411 Fiction Workshop  
ENGL 412 Poetry Workshop

ENGL 295, 395, 495 Internship

Three semester hours of 300 Teaching Assistant in Composition may be counted toward the emphasis

Grades for all courses taken in English above ENGL 111 are used to calculate the average in the major for Departmental Distinction.

### **Minor in Literature Requirements:**

Minimum of six courses, distributed as follows:

#### **One gateway course:**

ENGL 190 Introduction to Literature and Criticism

#### **One 300-level course in Literature before 1800:**

ENGL 321 Drama to 1850  
ENGL 325 The British Novel I  
ENGL 329 British Literature: Beginnings through Milton  
ENGL 330 Old English Literature  
ENGL 331 Chaucer  
ENGL 333 Middle English Literature  
ENGL 335 English Renaissance  
ENGL 336 and 337 Shakespeare I and II

ENGL 340 17th Century British Literature  
ENGL 345 18th Century British Literature  
ENGL 350 Selected Topics in Literature Before 1800  
ENGL 367 British Authors Before 1800 (includes Austen)  
ENGL 368 Issues in British Literature and Culture Before 1800  
ENGL 378 American Indian Literature  
ENGL 470 Seminar in Literature Before 1800

#### **One 300-level course in Literature after 1800, selected from:**

ENGL 322 Modern Drama  
ENGL 323 Contemporary Drama  
ENGL 326 The British Novel II  
ENGL 350 Selected Topics  
ENGL 355 British Romanticism  
ENGL 360 Victorian Literature  
ENGL 365 Modern British Literature  
ENGL 367 British Authors  
ENGL 368 Issues in British Literature and Culture  
ENGL 370 American Literature: Beginnings through Civil War

ENGL 372 The American Romantics  
ENGL 373 The Gilded Age  
ENGL 374 Modern American Literature  
ENGL 375 Contemporary American Literature  
ENGL 380 Major American Authors  
ENGL 382 Issues in American Literature and Culture  
ENGL 384 Studies in American Poetry  
ENGL 385 Nineteenth-Century New England Women Writers  
ENGL 386 The Modern American Novel  
ENGL 470 Seminar in Selected Topics

**Three additional Literature courses to be selected in consultation with student's advisor**

### **Minor in Writing Requirements:**

Minimum of six courses, distributed as follows:

#### **Five courses in Writing:**

ENGL 210 Advanced College Writing

#### **Four additional courses in writing, at least two at the 300/400 level selected from the following:**

ENGL 200 Business Writing  
ENGL 205 Journalism  
ENGL 213 Introduction to Creative Writing  
ENGL 250 Topics in Creative Writing  
ENGL 300 Teaching Assistant in Composition  
ENGL 305 Advanced Journalism  
ENGL 310 Creative Writing - Nonfiction  
ENGL 311 Creative Writing - Fiction  
ENGL 312 Creative Writing - Poetry  
ENGL 411 Fiction Workshop  
ENGL 412 Poetry Workshop  
ENGL 295, 395, 495 Internship

#### **One Literature course above the 100 level**

*\*With the exception of English 489, only courses bearing 3 or more semester hours of credit satisfy requirements in the major, minor, and emphasis.*

# Environmental Chemistry

Hartwick College offers an American Chemical Society (ACS) approved B.S. degree in Environmental Chemistry. The word environment in its broadest sense means an individual's or community's surroundings. Environmental Chemistry is thus the study of the composition and changes in composition of our surroundings. Environmental Chemistry applies chemistry to a wide variety of situations including, but not limited to, the broad categories of natural water, air, and soil chemistry; water, air, and soil pollution; pollution remediation; water, waste water, air, and hazardous waste treatment; pollution prevention (also known as green chemistry); toxicology; and resource availability and use. Some specific issues you may be familiar with that fall under these broad categories include ozone depletion, global warming, indoor air pollution, availability and use of fossil fuels, alternative energy sources, acid rain, and many others.

Requirements for a major in Environmental Chemistry include courses in Biology and/or Geology as well as in chemistry and auxiliary courses in math and physics. A required senior research project involves laboratory, library, and possibly field work, interpretation of data, and oral and written reports of the results.

In addition to the independent research required for their Senior Project, Environmental Chemistry majors often collaborate with faculty on ongoing research and/or complete internships with state and federal agencies, environmental consulting firms, or other universities.

Hartwick's major in Environmental Chemistry prepares students for entry-level positions in consulting firms, industry, state and federal government agencies, and research laboratories or for entry into graduate school to pursue a master's or doctoral degree.

## Faculty

Zsuzsanna Balogh-Brunstad

## Environmental Chemistry Courses

315 Environmental Chemistry (3 credits) (3 one-hour lectures weekly). This course examines the transport, reactions, and effects of chemical species in aquatic, terrestrial and atmospheric environments. Topics will include the application of chemical principles to current environmental problems such as: acid precipitation, water pollution and treatment, hazardous waste treatment, soil chemistry, pesticide behavior, global warming and photochemical smog formation. Prerequisite: CHEM 108 or 109. (LAB)

315L Environmental Chemistry Lab (2 credits) (1 four-hour laboratory weekly). The laboratory introduces basic procedures in environmental monitoring (air, water, and soil sample collection and analysis). The laboratory must be taken concurrently with 315 Environmental Chemistry.

490 Senior Thesis Research Fall (1 credit) The first part of a year-long research project. The student must develop an original research idea into an oral and written research proposal to be approved by the chemistry department and must begin working on the research project.

490 Senior Thesis Research January (4 credits) A full-time research course. Each student shall work full time on a senior-level laboratory research project developed in collaboration with a member of the chemistry faculty.

490 Senior Thesis Research Spring (1 credit) The third part of a year-long research project. The student must complete the experimental portion of the project, interpret data collected, and report the findings of the research orally in an open forum and as a written thesis.

## A.C.S.-Approved Environmental Chemistry Major Requirements:

CHEM 107, 108 General Chemistry I, II (LAB) or 109 Accelerated General Chemistry

### Eight core courses:

CHEM 201, 202 Organic Chemistry I, II (LAB)

CHEM 203 Analytical Chemistry (LAB)

CHEM 210 Inorganic Chemistry (LAB)

CHEM 303, 304 Physical Chemistry I, II (LAB)

CHEM 404 Instrumental Methods (LAB)

### Two courses selected from:

BIOL 303 Ecology

GEOL 305 Hydrology

BIOL 308 Aquatic Ecology

BIOL 415 Microbial Ecology

BIOL 435 Behavioral Ecology

ENCH 315, 315L Environmental Chemistry and Environmental Chemistry Lab

ENCH 490: Senior Thesis Research on an environmental topic  
– 6 credits total

**Two courses in Mathematics**

MATH 121, 233 Single Variable, Multiple Variable Calculus

**Two courses in Physics**

PHYS 201, 202 General Physics I, II

**Minor in Environmental Science and Policy Requirements:**

Please see page 104 for the requirements for this minor.

Grades for all courses taken in Environmental Chemistry, Chemistry, Biochemistry, Biology, and/or Geology are used to calculate the average in the major for Departmental Distinction (MATH 121, 233, and 235 and PHYS 201 and 202 are not included).

## Environmental Science and Policy (Minor)

Sustaining the natural world and the human condition will require an active, engaged, and informed population to address the critical environmental problems we face. Our program of study in Environmental Science and Policy (ES&P) focuses on educating broadly trained professionals who can apply critical, creative, and interdisciplinary thinking to understanding and generating sustainable solutions to local and global problems. ES&P professionals must approach problems from many perspectives, and thus require an educational background that is firmly rooted in Physical and Life Sciences, Economics, Political Science, Social Sciences, and the Arts and Humanities.

Our program is designed to provide students with the theoretical and experiential foundation that prepares them for either graduate school or employment in environmental occupations in both public and private sectors. The program of study begins with an introductory course, followed by a selection of courses chosen from a wide variety of disciplines including Anthropology, Biology, Chemistry, Economics, Geology, History, Physics, Political Science, and Philosophy.

Opportunities for students in the program include internships, off-campus courses, directed and independent studies, conferences, and summer research. Off-campus courses, in particular, offer unique and valuable opportunities for students interested in environmental issues, and include studies in Arizona, Bahamas, Costa Rica, Hawaii, and Madagascar.

In addition to the curriculum, our location on the western edge of the Catskill Mountains near the headwaters of the Susquehanna River is favorable for field-based study of many ecosystems. Students in the program benefit from the Robert R. Smith Environmental Field Station on Hartwick's Pine Lake Environmental Campus, which has access to over 2,000 acres of mixed deciduous forests, lakes, swamps, and streams and is only eight miles from the main campus.

### Coordinators

Zsuzanna Balogh-Brunstad; Amy Forster Rothbart

### Minor in Environmental Science and Policy Requirements:

A total of six courses (minimum of 18 credits) distributed as follows:

#### Required Foundation Course (choose one)

GEOL 110 Environmental Geology

GEOL 109 Global Environment

INTR 150 Introduction to Environmental Studies

#### Three Science Courses:

*\*At least one of the three courses by science majors must be outside the major.*

*\*\*Only one of these three courses may be an off-campus course.*

#### For Science majors (these courses are also accepted for Social Science and Humanities majors):

Some examples are:

BIOL 240: Island Biogeography

BIOL 243/244: Madagascar: Culture, Conservation, and Natural History

BIOL 341: Natural History of Costa Rica

BIOL 303: Ecology

BIOL 308: Aquatic Ecology

BIOL 318: Evolution

BIOL 403: Biodiversity and Conservation

BIOL 415: Microbial Ecology

CHEM 203: Analytical Chemistry

CHEM 303: Physical Chemistry

ENCH 315: Environmental Chemistry

GEOL 200: Oceanography

GEOL 202: Meteorology

GEOL 275: Off-campus Field Studies

GEOL 302: Surficial Geology

GEOL 305: Groundwater Hydrogeology

GEOL 416: Geochemistry

PHYS 314: Thermodynamics

#### For Social Science and Humanities majors: (these courses may or may not be accepted for science majors):

Some examples are:

BIOL 101: Biology in Practice/Biodiversity

BIOL 240: Island Biogeography

BIOL 241: Natural History of Costa Rica

BIOL 243/244: Madagascar: Culture, Conservation, and Natural History

CHEM 100: Chemistry in Today's Society

CHEM 102: Chemistry in Today's Society w/Lab  
GEOL 200: Oceanography  
GEOL 202: Meteorology

GEOL 275: Off-campus Field Studies  
PHYS 125: Energy, Environment and Society

**Two Social Science or Humanities courses:**

*\*Social Science and Humanities majors must take at least one course outside their major.*

Some examples are:

ANTH 341: Cultural Ecology  
ANTH 350: Environmental Anthropology  
ART 250: Land into Landscape  
ECON 101: Economics of Sustainability  
ECON 102: Topics in Macroeconomics  
ECON 318: Environmental Economics  
ECON 350/POSC 350: Sustainable Public Policies in AZ  
HIST 240: American Environmental Relations  
HIST 241: Environmental Injustice  
HIST 271: Changes in the Land

INTR 150: Idea and Practice of Sustainability  
PHIL 271: Values and Society  
PHIL 336: Ethics  
POSC 101: U.S. Government and Politics  
POSC 290: Environmental Politics and Policy  
POSC 380: Regulatory Policy and Administration  
POSC 325: Global Environmental Governance  
RELS 346: Religion and Nature  
SOC 101: Introduction to Sociology

Each semester, many disciplinary Topics courses (150, 250, 350) are offered. Topics courses may substitute for the above requirements if they have an environment-related theme.

Credit for topics courses, independent studies, and internships may be arranged with approval from the co-coordinators of the minor.



## Finance (Minor)

The Finance Minor provides a foundation in the core topics critical to financial management success: Corporate Finance, Investment Management and Financial Institutions. The minor's focus is theory applied to ethical decision making and critical thinking through case analysis and computer simulations of portfolio management, corporate financial operations and business valuation. The minor is the first step to a career in finance as, for example a corporate finance officer, a stockbroker, a portfolio manager, a financial analyst, a banker, or a financial consultant.

### Finance Courses

325 Financial Modeling (4 credits): This course surveys traditional financial theoretical models related to corporate financial planning, modern portfolio theory, and pricing. It includes the use of Excel to structure, manipulate, debug, and present financial models and their results. The course will prepare the student to use Excel and financial modeling effectively and ethically in a business environment. Prerequisites: minimum grade of C in BUSA 280 or Econ 223.

345 Personal Financial Planning (4 credits): This course considers the various financial issues and decisions that confront individuals and the tools and techniques used to support ethical decision making. Issues includes the assessment of family net worth, credit sources and uses, risk management including insurance, and budgeting, with a focus on asset management and retirement planning. Prerequisite: BUSA 280. Offered periodically. Note FINA 345 is equivalent to ACCO 345.

360 Investment Analysis (4 credits): This course focuses on the securities markets and the analytical techniques to value assets including securities. Topics covered include financial

markets, portfolio theory and management, valuation of financial securities, as well as the international and ethical dimensions of these areas. Prerequisite: FINA 325. Offered alternating years.

381 Financial Markets and Institutions (4 credits): This course investigates the intermediary functions that financial institutions provide for savers and borrowers. Financial institutions covered include banks, insurance companies, mutual funds, and pension funds. Securities markets, Interest rates and the role of the Federal Reserve system are examined. Prerequisite: BUSA 280. Offered alternating years.

395, 495 Internship in Finance (3-6 credits): This course provides opportunities to further the professional career development of students. Placements are designed to test academic concepts in a work setting and to bring practical knowledge of a functioning business back to the classroom. Prerequisites: 60 credit hours completed, Business Administration or Accounting major/minor or Finance minor, permission of the department, and satisfactory internship qualifications.

### **Minor in Finance Requirements:**

Minimum of 8 courses/28 credits distributed as follows:

ACCO 101 Financial Accounting  
BUSA 101 Introduction to Business (may substitute ECON 221 or ECON 222)  
BUSA 280 Finance

One ECON course (minimum 3 credits)  
FINA 325 Financial Modeling  
A minimum of 9 additional FINA credits (maximum of 3 FINA 395/495 Internship credits).

# French

To learn a new language is to open a door to the ideas and insights of another culture and to fresh insights into one's own language and culture. Hartwick's French program, offered through the Department of Modern and Classical Languages, introduces students to the rich Francophone world through courses in French literature and civilization as well as in French language. Whether students pursue courses in French as part of their liberal arts and sciences education, or complete a major or a minor program in the language, they gain a breadth of perspective and useful skills that will prove valuable in the coming years.

Students who have never studied French should register for Elementary French 101; French 101, 102 and 201 constitute the introductory sequence. After consulting with the French staff, students majoring in other disciplines may enroll in any French course for which they are qualified.

Students who wish to pursue an in-depth study in French may major solely in French, or combine it with a second major in another discipline. French majors also may earn teacher certification in the language. Students with a strong interest in more than one discipline also might choose to combine a major in that discipline with a minor in French. Requirements for the major as well as the minor in French are designed to assure that students receive a balanced program of courses in language, culture and civilization, and literature. Course choices within these areas, and the need to select additional courses to complete their programs, offer students the flexibility to tailor their studies to their interests and career plans.

Because study abroad enhances and reinforces classroom learning, allowing students to use their language skills and experience the culture firsthand, the French faculty also strongly recommends that all students majoring or minoring in the language participate in at least one study-abroad program. The department conducts a January Term program in France at least every other year; students also may enroll in affiliated study-abroad programs administered by other organizations.

Language graduates are prepared for a range of career opportunities in a variety of fields, as well as for graduate and professional study. Recent Hartwick graduates with a major in French are employed in careers in banking, teaching, international relations, import-export business, government, travel, and translation.

An agreement with the University of Nice-Sophia Antipolis has in recent years allowed one graduating French major per year to spend a year in Nice as a paid lecturer in English.

## Faculty

Mark Wolff, Ph.D. (Associate Professor of French); French Native Adjunct

## French Courses

101, 102 Beginning French I and II (3 credits) The Beginning French I and II sequence is designed to help students develop basic communicative skills in listening, speaking, reading, and writing while introducing students to the culture of France and the francophone world.

Prerequisite: consult with French staff except where student has had absolutely no prior French, in which case there is no prerequisite. (101 LN1, 102 LN2)

105 Intensive Beginning French (4 credits) This course is offered during January Term in a French-speaking community. It is designed to help students develop basic communicative skills in listening, speaking, reading, and writing while introducing students to the culture of the francophone world. Prerequisite: placement test, unless student has had absolutely no prior French. (LN3: this course alone fulfills the LAiP language requirement; no other course is required) (OCL, EL)

160 French Civilization (3 credits) An introduction to the

civilization, history, culture, art, architecture and geography of France. Recommended course for students participating in an off-campus program to France. Taught in English. (LNC)

201 Intermediate French I (3 credits) This course offers students the opportunity to reinforce and expand previous learning in vocabulary, grammar and comprehension. Unlike earlier courses, this one focuses upon giving the student an idiomatic grasp of French. Oral practice, language laboratory. Prerequisite: FREN 102 or equivalent. (LN3)

202 Intermediate French II (3 credits) This course continues the focus upon the fluency and idiomatic use of French. Selected readings will be used to study literary tenses and to increase vocabulary. The course will include conversations, discussions, compositions to improve language skills and comprehension. Prerequisite: FREN

201 is normally taken before 202. NOTE: All courses beginning with 230 and after have the prerequisite of FREN 201, 202 or their equivalent.

205 Intensive Intermediate French (4 credits) This course is offered during January Term in a French-speaking community. Students learn to create ways through oral and written communication to handle a wide variety of topics in social, cultural, and historical contexts. Prerequisite: placement test. (LN3, OCL, EL)

210 Conversation and Composition (3 credits) A beginning conversation course to develop fluency, vocabulary and pronunciation. Where needed, occasional grammar review. Conversation topics will relate to French life and culture. Some use of language laboratory. A useful preparation for off-campus programs in French-speaking locations. Taught in French. Prerequisites: FREN 202 or permission of instructor.

212 Literary Movements (3 credits) An in-depth study of a particular movement, period or school in French literature. Possible topics: the classical theatre, surrealism, existentialism, etc. Taught in English. May be repeated for credit. When repeated, this course bears the numbers 213 or 214.

215 Major Authors (3 credits) A study of representative works by one or more authors. Possible topics: Camus and Sartre, Voltaire and Rousseau, Malraux, Stendhal, Montaigne, etc. Taught in English. May be repeated for credit. When repeated, this course bears the number 216 or 217.

218 Themes or Genres (3 credits) A study of a recurrent theme or specific genre. Possible topics include: Novels of Adventure and Imagination, Psychological Novels, Philosophical Tales, The Short Story, Selected Essayists, The Literature of Commitment, etc. Taught in English. May be repeated for credit. When repeated, this course bears the numbers 219 or 220.

235 French for Business (3 credits) A study of French business practices, commercial writing and terminology. Readings, videos and class discussion will address French commerce and business etiquette, France's role in the European Union and its attempts to face future economic challenges. Taught in French. Prerequisite: FREN 202 or permission of the instructor. Offered on an occasional basis.

285 French Term Abroad (4 credits) The French term abroad is usually offered on alternate years during January

Term.

305 Intensive Advanced French (4 credits) This course is offered during January Term in a French-speaking community. Students will develop skills in manipulating more sophisticated grammar and vocabulary to support opinions on a variety of cultural, social and historical issues. Prerequisite: placement test. (OCL, EL, LN3)

321 The Middle Ages, The Renaissance and the 17th and 18th Centuries (3 credits) A chronological introduction to the major authors, movements, genres and themes in French literature. Taught in French. Prerequisite: FREN 202.

322 The 19th and 20th Centuries (3 credits) A chronological introduction to the major authors, movements, genres and themes in French literature. Taught in French. Prerequisite: FREN 202.

341 Literary Movements (3 credits) An in-depth study of a particular movement, period or school in French literature. Possible topics: the Pléiade, the classical theatre, romanticism, realism and naturalism, symbolism, surrealism, existentialism, etc. Taught in French. May be repeated for credit. When repeated, this course bears the number 342, 343. Prerequisite: FREN 202.

344 Major Authors (3 credits) A study of representative works by one author: Rabelais, Montaigne, Racine, Molière, Voltaire, Diderot, Stendhal, Balzac, Flaubert, Zola, Gide, Claudel, Proust, Sartre, Camus, Beckett, etc. Taught in French. May be repeated for credit. When repeated, this course bears the numbers 345 or 346. Prerequisite: FREN 202.

347 Themes or Genres (3 credits) A study of a recurrent theme or a specific genre. Possible topics are: Novels of Adventure and Imagination, Psychological Novels, Philosophical Tales, The Short Story, Selected Essayists, The Literature of Commitment, Exile and Alienation in 20th Century Fiction, etc. Taught in French. May be repeated for credit. When repeated, this course bears the numbers 348 or 349. Prerequisite: FREN 202.

348 Modern French Theatre (3 credits) This course will explore representative works in French theatre from the end of the 19th century, with an emphasis on the influence of avant-garde movements during the early 20th century. Students will read works by Jarry, Artaud, Sartre, Ionesco, Beckett, Genet, and Arrabal. The course will emphasize skills in close reading and dramatic interpretation of plays.

Students will write several short papers and perform selected scenes. Taught in French.

400 Advanced Literary Studies (3 credits) A reading, discussion and literary analysis course for seniors and other highly qualified students. This course will focus on one or more authors, a topic or period. Taught in French. Prerequisites: FREN 321 and 322. Offered on an occasional basis.

485 French Term Abroad (4 credits) The French term abroad is usually offered on alternate years during January Term. (OCL, LNC)

490 Senior Project (3 credits) Required of all majors. A thesis or other appropriate work that demonstrates the student's proficiency in French.

### **French Major Requirements:**

Students must earn a total of 31 credits from courses at the 200 level or higher.\*

*\*Literature in translation courses (FREN 212, 215, 218) are excluded.*

Any credits earned off-campus as part of an affiliated study abroad program approved by the department will count toward the major, regardless of level.

Students must complete FREN 490, Senior Project in French.

### **French Minor Requirements:**

Students must earn a total of 18 credits from courses at the 200 level or higher.\*

*\*Literature in translation courses (FREN 212, 215, 218) are excluded.*

Any credits earned off-campus as part of an affiliated study abroad program approved by the department will count toward the minor, regardless of level.

# Geology and Environmental Sciences

Geology includes the study of Earth's crust, interior, water, atmosphere, magnetic fields, and gravitational fields. Along with its own unique concepts, geology incorporates and integrates aspects of the physical, chemical and biological sciences. It is also concerned with the Earth's history and the processes operating in and on the Earth, including the formation of its surface features, and the erosion and deformation of this surface. The more that is known about the Earth's materials, formation and structure the better we can appreciate, use and preserve our planet. This understanding is at the heart of many economic, social and environmental issues such as oil and mineral exploration, safe disposal of industrial and municipal wastes, preservation of groundwater supplies, and the choice of sites for dams, nuclear power plants and high-rise buildings. These issues will become more complex as demands on Earth and its resources increase.

In addition, study in the discipline can help students develop reasoning and analytical skills that can prove useful throughout their lives. Geology is an inductive science that requires creativity—geologists develop hypotheses, sort through the available data, and determine the most logical hypothesis supported by that data. As they look at the evolution of Earth (its life and its environments, the formation of microscopic crystals, the global movement of continents) over millions of years—they are constantly asking: What were the conditions when this occurred? Why did it happen? How?

The study of geology as part of a broader liberal arts and sciences education prepares students to become better-informed citizens, able to make reasoned judgments that will guide the regulation, protection and development of our environment in the coming century. In addition, a minor in Geology can complement major study in a variety of other disciplines, from Chemistry to Political Science.

Courses required for a major in Geology are selected to give students a broad background in the field. Introductory courses cover the origin, composition, structure and history of the Earth. In subsequent courses, students study: 1) minerals, 2) igneous and metamorphic rocks, 3) fossils and sedimentary rocks, 3) the deformation of rocks, 4) the flow dynamics and chemistry of surface- and groundwaters, 5) the physical and chemical effects of pollution, and 6) the way in which data are gathered and recorded in the field. An understanding of basic concepts necessary for work in geology is gained through required courses in chemistry, physics, and calculus.

During the junior year, majors present to the department study proposals for the required Senior Thesis project (490). The project typically includes both laboratory and field work. Junior majors are strongly encouraged to develop their Senior Thesis project proposal as part of the Pre-Thesis Research course (489) offered every Spring. Majors are encouraged to go beyond the minimal requirements, taking additional courses in chemistry, computer science and mathematics. Since geology is a field-based science and exposure to diverse field phenomena provides a stronger understanding of these phenomena, students are also encouraged to build their field knowledge in courses with extended off-campus field components (227 and 275). Students interested in teaching secondary school earth science can obtain certification by fulfilling requirements for the Geological Education Track combined with a program of courses from the Education Department.

Careers are available in several areas for students with undergraduate degrees in geology. Graduates of the program are typically employed at the entry level of the energy, mineral, and environmental science industries, as well as some government agencies. However, supervisory- and research-level employment is typically available to individuals with a graduate degree. Consequently, some geology majors at Hartwick go on to attend graduate school in the geosciences.

## Faculty

David Griffing, Chair; Zsuzsanna Balogh-Brunstad; Eric Johnson; Robert Titus

## Geology and Environmental Sciences Courses

107 Physical Geology (4 credits, 3 one-hour lectures weekly plus one 1 two-hour lab weekly) Origin, composition, and structure of Earth. Also covers the rock cycle, identification of common minerals and rocks, formation of igneous, sedimentary, and metamorphic rocks, determination of rock ages, plate tectonics, local geology, earth resources, and climate change. (LAB)

109 The Global Environment (4 credits, 3 one-hour lectures plus 1 two-hour lab weekly) This course focuses on the whole environment, from the center of the Earth's core to the top of its atmosphere. We examine the scientific aspects of processes thought to be responsible for global change, with emphasis on interactions between the lithosphere, hydrosphere, atmosphere and biosphere. Topics include the history of global change from the formation of the Earth to the present, the magnitude and rate of change, the processes of plate tectonics and the physical environment as driving mechanisms for change, global catastrophes as catalysts for change, and human intervention and how it affects the rate and magnitude of change. (LAB)

110 Environmental Geology (3 credits, 3 one-hour classes weekly) This course is a general survey of the role geology plays in the environmental sciences. A description of the major geologic hazards; earthquakes, volcanoes, landslides, flooding, erosion, etc. An introduction to hydrogeology from the point of view of water use problems. A discussion of energy, mineral and soil resources. Problems of air, soil, and water pollution.

200 Oceanography (3 credits, 3 one-hour classes weekly) This non-lab course is intended for both introductory-level science students and science majors. The course covers the complex physical, chemical, and biological interactions involving Earth's oceans using an "Earth Systems" approach. Topics will be covered through a mixture of lecture, in-class exercises, and student presentations. Upon successful completion of this course, students will be able to: 1) develop simple models of Earth systems; 2) evaluate the relationships between physical, chemical, and biological components of the Ocean System; 3) predict how natural disturbances and human impact will affect the system; and 4) be able to evaluate and critique ocean-related news stories from a scientific perspective. No prerequisites.

202 Meteorology (4 credits, 3 one-hour lectures, 1 two-hour lab weekly) This course covers the structure and dynamics of the Earth's atmosphere. Topics include the development and prediction of weather systems, thermodynamics of atmospheric stability, and dynamics of global climate change. Students will learn to use the Hartwick College weather station to collect and analyze atmospheric data and use these data along with forward atmospheric modeling programs (NCAR, NWS) to construct forecasts.

203 Planetology (3 credits, 3 one-hour classes weekly) This course covers the geology, chemistry, and physics of the sun, planets, meteorites and moons of our solar system. The course focuses on the origin and evolution of the solar system and the geologic development of the planets and their moons. Hands-on lab activities (some of them outdoors) explore the size of the solar system, the role of plate tectonics and volcanism in the development of moons and planets, and the possibility of discovering life on other worlds.

205 Paleontology (4 credits, 3 one-hour classes weekly plus 1 2-hour lab weekly) Introduction to the morphology, paleontology, and evolution of fossil organisms with emphasis on the invertebrates. (LAB)

208 Historical Geology (4 credits, 3 one-hour lectures, 1 two-hour lab weekly) A history of Earth since its origin. Topics include the origin and development of the continents, the origin and evolution of life, the appearance of evolution of man, and major climate changes and their effects on man. (LAB)

220 GIS Digital Geologic Mapping (2 credits, 2 one-hour classes weekly) This course is a practical treatment of the application of Geographic Information Science (GIS) to geologic mapping using a variety of software platforms. Students will learn to collect field data and translate that data into the GIS environment. Students will learn to manipulate USGS digital elevation data files to create base maps and overlay geologic data onto these maps. Permission of instructor required.

227 Experiential Field Studies (1 credit, 1 one-hour weekly during pre-trip period, plus one 4-8 day field trip excursion) This course is for those students who attend a yearly department field excursion typically associated with a national geoscience conference. Students will be evaluated on their participation in pre-trip research exercises, a brief presentation, and the quality/content of field journal entries. Permission of instructor or another excursion leader required.

230 Forensic Geology (3 credits, 3 one-hour classes weekly) This non-lab course will cover scientific investigative techniques involving trace evidence collection and analyses of Earth materials. During the duration of the course students will be trained on how to analyze geologic evidence (soil samples, rock fragments, and mineral paint pigments) and maintain a chain of custody in an effort to solve hypothetical criminal cases. Students in this course will use petrographic microscopic, X-ray diffraction and X-ray fluorescence analyses, along with Ground Penetrating Radar to collect evidence and then present this evidence in a courtroom setting. In addition to the hands-on analyses, students will study case files where geologic evidence was used to solve real crimes to learn how these data were applied and the forensic tools used to obtain this evidence. Permission of instructor required.

274 Off-Campus Field Studies Orientation (1 credit, 1 one-hour class weekly) This is a required course for all those students planning to take GEOL 275 – Off-campus Field Studies during a January or June Term. The course will: 1) introduce all students to the basic scientific concepts to be encountered /used during the GEOL 275 course trip, 2) give students a basic understanding of human culture and history as it relates to the region explored, and 3) prepare students for the logistics of course travel and day-to-day life. (Requires permission from instructor).

275 Off-Campus Field Studies (4 credits, January Term) Field courses include study of the geology, geography, and natural history of destinations such as the Bahamas, Hawaii, west Texas, and southern California. All aspects of Earth Science may be covered during these trips including surficial geology, geomorphology, sedimentology, petrology, mineralogy, structural geology, climatology, hydrology, and geochemistry. These trip-based courses offer exceptional opportunities to practice field techniques in all areas of geology. Prerequisite: Permission of instructor and GEOL 274 is strongly recommended.

288 Geomorphology (3 credits, 3 one-hour classes weekly) A study of the classification and development of landforms. The landforms of various climatic belts will be discussed and compared. Particular attention will be paid to glacial geomorphology including a general discussion of glacial and Pleistocene paleoclimatology.

302 Surficial Geology (4 credits, 2 two-hour classes weekly) This course focuses on the modern environmental science of the Earth's surface. Many of the environmental problems faced by a technological society involve surface geological materials. The course addresses the needs of the geology student preparing for a career in the environmental sciences. The course emphasizes major elements of glacial geology and soils science. In addition, there is considerable discussion of geological engineering problems associated with erosion and unstable slopes.

304 Tectonics (3 credits, 3 one-hour classes weekly) This course covers details of plate tectonics; the single most important theory to be established in the geological sciences in the past 50 years. The course will be conducted in a seminar style with limited lecture and maximum individual participation. We will investigate most of the major topics in tectonics by examining specific modern and ancient examples. There will be a strong component of regional geology in this course, yet many of the regions will be unfamiliar to most students. Some of the readings are designed with undergraduates in mind. Other readings are directed at research geologists and will take some extra effort. In the process, students will gain experience in analyzing and critiquing scientific arguments and writing styles. Prerequisites: GEOL 107, GEOL 208.

305 Groundwater Hydrology (4 credits, 3 one-hour lectures weekly, 1 three-hour lab weekly) The course covers the geological and physical aspects of hydrology. Study of the

hydrologic budget, hydraulics and material properties of geologic materials are integrated to develop the concepts of groundwater formation and movement. Groundwater contaminant transport and treatment are introduced. Use of practical problem-solving techniques with quantitative methods is stressed. Offered alternate years. Prerequisites: MATH 233 or permission of instructor. (LAB)

306 Mineralogy (4 credits, 3 one-hour lectures, 1 three-hour lab weekly, one weekend field trip) Physical properties, chemical properties, crystal structure, and geological occurrences of minerals. Introduction to optical properties of minerals and modern techniques of identifying and analyzing mineral chemistry, structure, and surface properties. Offered alternate years. Prerequisites: GEOL 107 and CHEM 107, or permission of instructor.

307 Petrology (4 credits, 3 one-hour lectures, 1 three-hour lab weekly, weekend field trip) The origin, classification and interpretation of igneous and metamorphic rocks. Emphasis on tectonic settings and processes by which various rock types form, and the study of origins and evolution of rock suites through observation, chemical analysis, basic thermodynamics and phase diagrams. Laboratory emphasizes thin section and hand sample petrography. Offered alternate years. Prerequisites: GEOL 206, CHEM 108 or 109. MATH 121 recommended. (LAB)

309 Stratigraphy and Sedimentation (4 credits, 3 one-hour lectures, 1 four-hour field trip each week) Study of sedimentary rocks and their use in correlation and analysis of sedimentary processes. (LAB, WL3)

311 Field Geology (4 credits, 1 three-hour lecture, 1 four-hour lab weekly, 1 four-day field trip) Teaches the field techniques for collecting geologic data using Brunton compass, GPS, and surveying equipment. Covers an introduction to field data management and manipulation. Most lectures and labs will be held outdoors. A complete geologic map and written report are required (LAB).

406 Petroleum Geology (4 credits, 3 one-hour lectures, 1 three-hour lab weekly) This course is intended for Geology majors at the junior or senior level and covers the formation, maturation, and accumulation of petroleum resources, as well as advanced analysis of sedimentary basins that host petroleum resources. Exploration for petroleum (oil and gas) using seismic, gravity, magnetic, petrophysical log interpretation, and geochemical techniques will be explored in depth. In addition, this course will cover petroleum production and the basic economics of a petroleum play. Prerequisites: GEOL 309, 408, CHEM 108.

408 Structural Geology (4 credits, 3 one-hour lectures, 1 three-hour lab weekly, 1 three day field trip) Covers the dynamics and deformation of the Earth with emphasis on Tectonic processes responsible for mountain building. Students learn techniques used to study and interpret deformed rocks both in the field and in the laboratory. Prerequisites: GEOL 107, MATH 121 (LAB).

416 Geochemistry (4 credits, 3 one-hour lectures weekly, 1 three-hour lab weekly) This course samples many aspects of geochemistry including biogeochemical cycles, aqueous geochemistry, carbonate systems (such as surface waters and caves), oxidation-reduction equilibria (such as acid mine drainage), weathering and isotope geochemistry. Emphasis will be placed on the application of thermodynamic principles. Offered alternate years. Prerequisites: MATH 121, CHEM 107, 108, or CHEM 109, or permission of instructor. GEOL 107 and MATH 233 recommended.

450 Topics in Geology (3 credits) Seminars or tutorials in geological topics selected according to the interests and needs of students.

489 Pre-Thesis Research (1 credit, 1 one-hour meeting weekly, Spring Term) This course is intended for junior Geology majors in the process of organizing and beginning their thesis research projects. This course requires independent guided research with one one-hour meeting per week or the equivalent. Student achievement will be evaluated by: 1) weekly progress on the research and by 2) the quality/content of a draft of the project introduction (featuring the problem and purpose of study, geologic background, previous study and methods sections), as well as an initial project bibliography. Permission from the faculty project advisor required.

490 Senior Thesis (4 credits) Required project arranged individually for all majors. Prerequisites: GEOL 489.

### **Geology and Environmental Sciences Major Requirements:**

A minimum of 17\* courses, distributed as follows:

#### **Core Curriculum—Eight courses in Geology:**

GEOL 107 Physical Geology, or 109 The Global GEOL Environment  
GEOL 208 Historical Geology  
GEOL 306 Mineralogy  
GEOL 309 Stratigraphy and Sedimentation

GEOL 311 Field Geology or off-campus Field Camp  
GEOL 408 Structural Geology  
GEOL 489 Pre-Thesis Research  
GEOL 490 Senior Thesis Project

In addition, a student must choose one of the following program tracks, depending on the student's future plans:

#### **Track I Geology Requirements:**

GEOL 307 Petrology  
GEOL 416 Geochemistry

#### **One elective in geology; course must be at the 200 level or higher.**

CHEM 107, 108 General Chemistry or 109 Accelerated General Chemistry \*

PHYS 141, 142 Principles of Physics I, II or 201, 202 General Physics I, II  
MATH 121, 233 Single and Multiple Variable Calculus

#### **Track II Environmental Geology Requirements:**

GEOL 305 Hydrogeology  
GEOL 416 Geochemistry

#### **One elective in geology; course must be at the 200 level or higher.**

CHEM 107, 108 General Chemistry or 109 Accelerated General Chemistry\*

PHYS 141, 142 Principles of Physics I, II or 201, 202 General Physics I, II  
MATH 121, 233 Single and Multiple Variable Calculus

#### **Track III Geological Education † Requirements:**

GEOL 109 The Global Environment, or SCIE100 Introduction to Environmental Science, or BIOL 112 Ecology and the Environment  
GEOL 202 Meteorology  
GEOL 307 Petrology  
PHYS 163 Astronomy

CHEM 107, 108 General Chemistry or 109 Accelerated General Chemistry\*  
PHYS 141 Principles of Physics I or 201 General Physics I  
MATH121 Single Variable Calculus  
One field practicum (student teaching)

\*CHEM 109 Accelerated General Chemistry replaces both General Chemistry 107 & 108.

† The student also must complete the Education program to the satisfaction of the Education Department.



## **Geology and Environmental Sciences Minor Requirements:**

Minimum of seven courses, distributed as follows:

**Five courses in Geology, at least three at 200 level or above**

**One of the following:**

CHEM 107, 108 General Chemistry or 109 Accelerated General Chemistry

PHYS 140, 141 Principles of Physics I, II or 201, 202 General Physics I, II

BIOL 101 Biology in Practice: Biodiversity or 112 Ecology and the Environment

**One course in Mathematics or Computer Science**

MATH 108 Statistics, MATH 120 Pre-Calculus, MATH 121 Single Variable Calculus, or CISC 120 Introduction to Programming

# German

German, Austrian, and Swiss contributions to the various sciences, arts, literature, music, archaeology and philosophy demonstrate the significance of German studies in a liberal arts and sciences curriculum. The German program, offered by the Department of Modern and Classical Languages, provides students with a range of opportunities from general introductory experience in the German language and/or culture, to in-depth concentration in language and literature.

Culture and literature courses are offered in English as well as the regular literature courses taught in German, enabling interested students who have had little or no language preparation to gain some insight into German cultural and literary accomplishments. Students majoring in other disciplines may further enrich their academic programs and expand their career options by completing a minor in German.

Course requirements for the major in German assure that students receive a broad background in German language, literature and culture. The major culminates in the senior project, a thesis or other appropriate work which demonstrates the student's proficiency in the language.

Students are encouraged to go beyond the minimal requirements in German, and to develop an academic program that enriches their knowledge and understanding of the language and culture. Along with additional courses in the discipline, it is suggested that majors begin the study of another foreign language in addition to German, and take a basic course in philosophy and courses on Shakespeare and English literature. In addition, students planning to enter the teaching profession are required to take Composition and Grammar Review (306) as part of their preparation in German, while for students considering a career in business, German in Commerce (235) is highly recommended.

While not mandatory most German majors at Hartwick spend at least a semester, if not an entire year, abroad. The department regularly offers a program in Vienna, Austria, open to other interested students as well as majors, where students become immersed in a German-speaking environment. The College also is a cooperating institution of Central College, which administers a Junior Year Abroad program.

Hartwick graduates with a major in German have gone on to do graduate work at various institutions, including as Fulbright Scholars at universities in Germany and Austria. They are employed as high school teachers, and have entered the world of business and government in such positions as translators and writers, and as employees of import-export firms, banks, travel firms and branches of the German and Austrian government.

## Faculty

Wendell W. Frye; German Native Adjunct

## German Courses

101 Beginning German I (3 credits) This course presupposes no or minimal preparation in the German language. Basic grammatical concepts are introduced, elementary readings are assigned and vocabulary is stressed. Simple conversational patterns are practiced, and aspects of German life and society are treated. No prerequisite. (LN1)

102 Beginning German II (3 credits) This is a continuation of the first semester of basic German. The remainder of the basic grammatical concepts are treated. Readings of increasing difficulty are undertaken and vocabulary building is stressed. More complex conversational patterns are practiced, as well as having further discussions of German life and society. Prerequisite: GERM 101 or its equivalent. (LN2)

160 Austro-German Culture (3 credits) This course is a brief survey of the salient aspect of Austro-German culture. The historical development of both Prussia and the Hapsburg Monarchy are touched upon. The major movements in architecture and music are treated as well as some of the principal literary works. The Nibelungenlied, Adventures of a Simpleton, Faust I, and Indian Summer will be read in their

English translation. No prerequisite. Taught in English. (Regular preparatory course for the Vienna Program.) (LNC)

161 20th Century Germany and Austria (3 credits) This course will provide an overview of the major political, social and artistic developments of 20th century Germany and Austria. Within this framework, the works and lives of four exemplary authors—Kafka, Hesse, Brecht, and Boll—will be examined in their social and political context. The Trial, Mother Courage, and The Lost Honor of Katharine Blum will be read in English translation. Taught in English. (LNC)

214 Intermediate German (3 credits) This is a course designed to bridge the gap between the second semester of Beginning German and several intermediate level courses. The remaining grammatical concepts are covered. Students further increase active and passive vocabularies and develop their ability to communicate both orally and in writing. A considerable amount of time will be given to readings. Issues and problems of German-speaking countries will be taken up again. (LN3)

215 Readings in German (3 credits) This is an intermediate-level course. Selected readings taken up with particular emphasis on vocabulary expansion of idiomatic expressions. Grammatical points will be reviewed as the need arises. Prerequisite: GERM 214 or its equivalent.

220 Introduction to Literature (3 credits) This is the intermediate level course that introduces the student to the periods and genres of German literature. Topics of discussion will be the salient characteristics of the various periods from the Middle Ages to the present, as well as the Roman, Lyrik, Novelle and Drama. Selected readings will be taken from each period. Required for German majors and minors. Prerequisite: GERM 214.

222 Scientific German (3 credits) This course deals with basic readings in the various natural sciences. A reading knowledge and the ability to translate original articles are emphasized. The basic vocabulary of each discipline will be treated, and each student is expected to complete a translation of an original work of about five pages in his or her science. Prerequisite: GERM 214. Offered alternate years.

235 German for Commerce (3 credits) This course deals with readings in the commercial writings in the German language. Practice in writing business documents in German as well as basic conversation will be undertaken. Particular attention will be given to the esoteric vocabulary of commerce. Prerequisite: GERM 214. Offered alternate years.

260 The German Novel in Translation (3 credits) This course treats major works of the German novel in translation such as works by Grimmelshausen, Novalis, Stifter, Mann, Kirst, Remarque, Boll, Grass, Hesse. Particular attention is given to the concept of the Bildungsroman. Taught in English. No prerequisite. Offered alternate years.

261 The Oral Narrative in Germany (3 credits) This course is a treatment of the folktales and legends in German-speaking lands. Primary emphasis is given to the work of the Brothers Grimm and the theories of the origin of the Marchen. The regional role of the legend and its historical significance will also be discussed. Taught in English. No prerequisite. Offered alternate years.

285 German Term Abroad in Vienna (4 credits) This is the on-site experience of German culture for students who have not yet participated in a Hartwick German program. Various places of interest will be visited and discussed in conjunction with a classroom program. Integration into Austrian life through living with families is an important feature. Offered in English and German. Prerequisite: GERM 214 or 160. Offered alternate years. (OCL, LNC, EL)

302 Germanic Cultural Analysis (2 credits) German-language section of Language 301: Introduction to Cultural Analysis. Required for majors and minors.

305 Phonetics and Conversation (3 credits) Conversational practice at an advanced level. Complex spoken patterns are

practiced with emphasis put on the student's ability to express himself in a variety of situations. Included also is an introduction to the phonetic structure of the German language. Taught in German. Prerequisite: GERM 215 or its equivalent. Offered alternate years.

306 Composition and Grammar Review (3 credits) Through a series of compositions, the student is given practice in written German on an advanced level. Classroom discussions will also be concerned with various aspects of German grammar with attention not only to the basics but also the various nuances of the language. Taught in German. Required of majors seeking teacher certification. Prerequisite: GERM 215 or its equivalent.

360 Medieval and Baroque Literature (3 credits) A treatment of the major works of the Medieval and Baroque periods treating the chivalric lyrics and the various Baroque phenomena. Excerpts from such works as Das Nibelungenlied, Parzival, Simplicissimus will also be treated. Taught in German. Required of German majors. Prerequisite: GERM 220. Offered alternate years. (ILS)

361 Rationalism to Romanticism (3 credits) This course embraces what is frequently referred to as the Goethezeit. Works by Lessing, Goethe, Schiller, Kleist as well as some of the Romantic writers will be treated. Taught in German. Required of majors. Prerequisite: GERM 220. Offered alternate years. (ILS)

362 Biedermeier to Naturalism (3 credits) This course treats the various movements of most of the 19th century and includes such authors as Stifter, Keller, Meyer, Storm, Heine, Grillparzer, Raimund, Nestroy, Hauptmann and Holz. Taught in German. Required of German majors. Prerequisite: GERM 220. Offered alternate years. (ILS)

363 The 20th Century (3 credits) Salient movements of the century such as impressionism, expressionism, exile literature and post-war period are treated and includes such authors as Rilke, von Hoffmannsthal, Kafka, Mann, Kayser, Brecht, Durenmatt, Frisch, Boll. Taught in German. Required for majors. Prerequisite: GERM 220. Offered alternate years. (ILS)

450 Topics of German Literature (3 credits) For Seniors Detailed study of a particular author, genre, theme or period in German literature. Topic will be announced in advance. Taught in German. Prerequisite: Permission of instructor.

485 German Term in Vienna (4 credits) This course is designed for the student with a knowledge of German who is participating in a second Vienna program. Various aspects of the culture will be discussed in depth, and each student will be expected to complete a special project mutually agreed upon by the student and instructor. Prerequisite: GERM 220. (OCL, LNC, EL)

490 Senior Project (3 credits) Required of all majors. A thesis or other appropriate work that demonstrates the student's proficiency in German.

### **German Major Requirements:**

31 credits, distributed as follows:

#### **Intermediate Level**

GERM 214 Intermediate German

#### **Preliminary Assessment**

GERM 215 Readings in German

#### **Skills Courses (any of the following):**

GERM 222 Scientific German

GERM 235 German for Commerce

GERM 305 Phonetics and Conversation

GERM 306 Composition and Grammar Review

#### **Common Cultural Studies Course + FLAC Course**

LANG 301 Methods of Cultural Analysis + GERM 302 Germanic Cultural Analysis

#### **Topics in Culture (any of the following):**

GERM 360 Medieval and Baroque Literature

GERM 361 Rationalism to Romanticism

GERM 362 Biedermeier to Naturalism

GERM 363 The 20th Century

GERM 450 Topics of German Literature

#### **Any Language Course and/or FLAC credits above 200**

#### **GERM 490 Senior Project**

### **German Minor Requirements:**

22 credits, distributed as follows:

#### **Intermediate Level**

GERM 214 Intermediate German

#### **Preliminary Assessment**

GERM 215 Readings in German

#### **Skills Courses (any of the following):**

GERM 222 Scientific German

GERM 235 German for Commerce

#### **Common Cultural Studies Course:**

LANG 301 Methods of Cultural Analysis + GERM 302 Germanic Cultural Analysis

#### **Topics in Culture/FLAC Courses (any of the following):**

GERM 360 Medieval and Baroque Literature

GERM 361 Rationalism to Romanticism

GERM 362 Biedermeier to Naturalism

GERM 363 The 20th Century

GERM 450 Topic of German Literature

And/or FLAC courses at the 300 level or higher

#### **Any Language or FLAC Course above 200**

# Graphics Communication Minor

The minor in graphic communications complements study in such areas as art history, management, education, English, museum studies and theatre arts, for which an understanding of mass communication techniques are often needed. The combination of the minor with a major in many of these areas also can prepare students for careers in advertising, printing, publications and public relations. Students pursuing the minor gain a basic foundation in the field of graphic communications through selected courses offered by the Departments of Art and Art History, English, Management, Psychology and Sociology. The specific courses each student chooses to complete the minor will depend on his or her interests and career goals. As part of the minor program, at least one field experience in an area of communications must be completed. The minor in graphic communications is offered through the Committee on Interdisciplinary and Non-Departmental Curricula.

Interested students should contact Joseph Von Stengel.

## **Minor Requirements**

Minimum of 24 credits, distributed as follows:

### **4 core courses:**

ART-113 Drawing I  
ART-116 Digital is Fundamental, 4-D & 5-D Design  
ART-115 2-Dimensional Design  
ART-165 3-Dimensional Design

### **One course selected from:**

ART-213 Digital Art & Design I  
ART-216 Digital Art & Design II  
ART-241 Photography I

### **Writing: Two courses in English, from:**

ENGL-200 Business Writing  
ENGL-205 Journalism (offered yearly)  
ENGL-210 Advanced Composition  
ENGL-310 Creative Writing, Non-Fiction

### **Social and Behavioral Sciences:**

An appropriate course as approved by the program coordinator from one of the following departments: Business Administration, Psychology or Sociology.

### **Field Experience:**

At least three credits of field experience in some area of communications: advertising, public relations, newspaper or other communications media. Can be arranged as an internship or directed study. Consult the program coordinator when selecting a field experience.

# History

The mission of Hartwick's History Department is to teach students how to engage critically with the past. Societies, institutions, technologies, and ideas have changed over time, and to analyze those changes and understand the relationship between past and present, historians need well-developed interpretive and expressive skills. We teach students to "do" history by helping them learn how to analyze written and material evidence, and then use that evidence to test generalizations about the past -- including their own. We strive to ignite in all history majors the joys of historical discovery that starts with meaningful questions about the past.

As students progress through the major, they learn about the history of different eras and world regions, and develop a greater depth of knowledge about a particular topic and region of interest to them. Students build their understanding from two required, thematic introductory surveys in American and in Global histories. They acquire depth of knowledge as they complete two required Concentrations in any of the following four areas of history: American, Latin American, European, or Global. And they refine their knowledge and skills as practicing historians through a required course in historical methods (HIST 322) and through the department's distinctive 300-level seminars. These seminars immerse students in current, thematic and theoretical approaches to historical issues such as why slavery developed in some parts of Latin America and the Caribbean but not in others; how the idea of the "Renaissance" has framed Western perceptions of modernity; why diseases like cholera challenged dominant political and economic ideas in industrial Europe; or how perceptions formed during the Cold War still influence current U.S. foreign relations. Typically small classes of 8-15 students, the seminars foster a stimulating intellectual environment in which students and faculty collaborate closely as colleagues and build a mentoring relationship that culminates in the senior research project. This substantial achievement is celebrated each Fall and Spring, when Capstone and Thesis students present their research in a public defense. For History majors the challenge of this research project is one of the most memorable and satisfying aspects of their Hartwick education.

History courses at Hartwick emphasize active student learning through discussion, group work, peer critiques, individual presentations, and analysis of documents or material remains of past cultures. This active learning extends to self-discovery, as students are encouraged to reflect on their own political commitments and intellectual passions that drive their engagements with the past. History courses, and the history faculty, are deeply integrated with many of Hartwick's interdisciplinary minors, such as Environmental Science and Policy, Women's and Gender Studies, Latin American Studies, Ethnic Studies, and Museum Studies, and provide students with rich opportunities to explore their interests across disciplines.

Our goals for all students in history courses are that they develop the skills that help them achieve meaningful answers to their questions. They learn how to construct a clear, historical argument or thesis statement that is capable of being tested with primary source evidence, and how to analyze that primary source evidence with reference to its appropriate historical context. They analyze differing secondary historical accounts of the past and evaluate what may have influenced historians to interpret the same events differently. And because history is a communal activity that connects the individual to many broader communities, our major prepares students to communicate their ideas effectively in written and spoken forms.

Experiential Learning Opportunities: Students further enrich their academic programs through a variety of learning opportunities offered by the department beyond the classroom. Students can design independent reading and research projects with faculty approval that allow them to delve more deeply into an area of particular interest. The department has offered off-campus January Term programs in France, England, and the Czech Republic. Some majors have pursued semester long programs at universities in France, Wales, Mexico, Ireland, and Spain. Others have taken advantage of Hartwick's Duffy Scholarships to realize their own, independent research projects in Colombia, New Zealand, Italy, and England. Majors also undertake internships in areas that relate to their academic field and future career goals. For example, during January Term, history majors have served as teaching aides, clerks at law firms, or as members of museum staffs. Semester long programs in Washington, DC, Boston, Philadelphia, or New York also mix classroom experience in urban universities with internships in Congress or other institutions in the public and private spheres.

Career preparation: In all, the diverse coursework and other opportunities offered by the history department are designed to meet the needs and intellectual interests of a variety of students, including those who want to become professional historians. The analytical, research, and writing skills acquired through the history major are also excellent preparation for careers in law, administration, marketing and communications, secondary education, government, libraries, records management, museums, and many more fields.

## Faculty

Cherilyn Lacy, Chair; Vicki Howard; Mieko Nishida; Edythe Ann Quinn, Peter G. Wallace

## History Courses

**Perspectives in U.S. History:** These foundational courses examine the full sweep of American history from the perspective of a particular critical lens.

103 American Political History (3 credits) This course examines politics in British North America/United States up to the present day. Topics include: the politics of empire and independence; the emergence of an American political culture; the Confederation era and the drafting of the U.S. Constitution; the origins and workings of the party systems; the changing concept of citizenship especially in regard to race, class, and gender; and the liberal state.

104 Race and Ethnicity in American History (3 credits) This course is a survey of the dynamic of race and ethnicity from the colonial era to the present day. Topics include: Native Americans and the project of colonization; the rise of slavery and the birth of African American culture; race and republican citizenship; the politics of “whiteness,” labor and immigration; the operation of a black/white racial binary in a multiethnic society; the rise of scientific racism; and strategies of opposition and resistance. For their course projects (papers/presentations), students conduct research on their family’s and their community’s ethnic history. (EL)

240 American Environmental Relations (3 credits) This broad overview covers our country’s environmental history from pre-conquest to current, sampling history from each region, and from a diversity of views. Throughout the course, we strive to understand our individual and our nation’s relationship to the environment/nature. We not only examine changing historical interpretations and relationships, but race, ethnicity, class, and gender as well, as they influenced and were influenced by environmental forces. While our focus is the historical record and its analysis, we do not ignore nature writing and art/photography, past and present. Because environmental history is as current as today’s newspaper headlines, we consider current environmental issues. Throughout our readings, we will analyze the historical connection between the degradation of people, e.g., communities of color, and degradation of the environment, that is the link between racism/poverty and pollution. To insure that we each understand that we are part of our country’s, our community’s, our family’s, and our own environmental history, we have two research projects/papers: “Family Environmental History” and “Community Environmental History.” (EL)

**Perspectives in Global History:** These foundational courses examine the eras in global history from the perspective of a particular critical lens. One Global Perspectives course is required for the major and the minor.

161 Pre-Modern Roots of Cultural Diversity (3 credits) This course will introduce students to the diverse cultures of the pre-modern world. The descriptions and analyses of these cultures will highlight their distinct religious and ethical systems and their definitions of political identities. Following a survey of the historical roots of these cultural and political

241 Environmental Injustice (3 credits) This course analyzes the historical connection between the degradation of people, e.g., communities of color, and degradation of the environment, that is the link between racism/poverty and pollution. We begin with an analysis of the conditions of enslaved Blacks and the soil in the tobacco and cotton South. In the modern period, we analyze environmental and social issues in migrant agricultural labor, as well as environmental degradation in communities of color and/or poverty. We utilize the analytical lenses of race, ethnicity, regionalism, gender and class. However, in our analysis we are very careful NOT to portray the community members or agricultural workers as simply “victims.” Thus, we also focus on their diverse responses, e.g., protesting and organizing, for example, forming the United Farm Workers (UFW). Also, more subtle forms of environmental injustice will be discussed, e.g., the economically privileged nature of many environmental “solutions” and campaigns. For our research project (paper/presentation), students conduct research on evidence of environmental injustices and organized responses in their home community/area. (EL)

242 Women in American History (3 credits) This course is a survey of the history of women in America from the colonial period to the modern era. With specific attention to the intersecting analytical categories of gender, race, class, and ethnicity, we will spend time analyzing women’s political, economic, and social role in a developing nation. Topics to be covered include: war, citizenship, slavery, suffrage, labor, industrialization, immigration, gender spheres, consumerism, civil rights, marriage, and family.

246 Popular Culture and the Media: Historical Perspectives (3 credits) (J Term) This course surveys the history of American popular culture from the late nineteenth century through the 1970s. Adopting an historical perspective, we will focus on fiction, film, television, and radio, with some discussion of vaudeville, popular dance, sports, popular architecture, material culture, and music. The course analyzes the concept of “low” and “high” culture and attempts to understand why different popular cultural forms resonated in the past. The course also focuses on the intersecting analytical categories of race, class, ethnicity, and gender in the media.

systems, the course will examine their distinct responses to world- wide crises in political and social order from the third to tenth centuries C.E. The final section of the class will survey the world in the century prior to the era of European overseas expansion.

162 Human Civilization and the Natural World since 1500 (3 credits) A survey of social, political, cultural and economic

developments in world history, focusing on the diversity of cultural perspectives on humanity's relation to the natural world, the use of material resources, and the organization of production. Major themes will include exploration; trade routes and global economy; comparative systems of explaining the place of human beings in the world (science, philosophy, religion); and the relationship between these scientific, philosophical, religious systems, and dominant political and social orders.

165 Free and Unfree Labor (3 credits) This course is a survey of world labor history, focusing on the period 1500-present. The first unit examines the various forms of unfree labor, including serfdom, slavery, servitude, and peonage. The second unit surveys the ways in which laboring people resisted and sought to shape their own worlds. The final unit examines labor during and after the Age of Revolution, focusing on the rise of wage labor and its attendant problems, as well as workers' movements. Special attention will be paid to the connections between class, race, and gender.

261 Indian Ocean World, 1300-1800 (3 credits) An introduction to the history of the peoples and societies of India, Arabia, and East Africa, with an emphasis on the role of trade, religion, and cultural exchange in shaping the civilizations of the Delhi Sultanate, the Mughal Empire, cities of the East African Swahili Coast and the Ottoman Empire. The course will examine the thriving indigenous shipping and other exchange networks before the arrival of Europeans in 1498, with a primary focus on the Indian Ocean as a hub of human exchanges between India, Arabia, and Africa in the era of the classical Islamic world.

262 Politics of Identity: Globalization, Diaspora, and Cultural Diversity (3 credits) In our "global" age identity continues to be an extremely fascinating as well as complicated phenomenon. By utilizing journalistic accounts on contemporary issues, narratives, theoretical readings, feature movies, and documentary films, this course seeks to understand who and what we are, both at individual and collective levels, with special emphasis on globalization, Diaspora, and cultural diversity.

### **General Survey Courses**

201 Colonial Latin America (3 credits) This course is intended to survey the history of Latin America from the Iberian conquest in the early 16th century to the emergence of new states during the nineteenth century. We will discuss historical processes by which both the powerful and the powerless actively participated in making Latin America as a part of the New World. We will also examine how race, ethnicity, gender, and class were interwoven into colonial Latin American history.

202 Modern Latin America (3 credits) This course is structured around the imposing and extraordinary changes that have taken place in Latin America and the Caribbean from independence until the present day. We will increase our knowledge and understanding of Latin America and the

Caribbean. Furthermore, the course will place the region within the economic, political, social, and cultural complex of the entire hemisphere.

208 History of Republican and Imperial Rome (3 credits) This course offers an introduction to the history and culture of the ancient Romans from their origins up to the death of Constantine. The class explores the life, beliefs, and institutions of these people through an examination of their cultural and political achievements.

209 Medieval Europe (3 credits) This course traces the emergence of Europe through the synthesis of Greek, Christian, Roman and Germanic cultures. The survey will begin with the collapse of the Pax Romana in the third century and conclude with the crisis of the 14th century and its immediate aftermath. The survey will focus on Western Europe, but the class will discuss Byzantium and Islam as unique civilizations, which profoundly influenced European culture.

210 Early Modern Europe (3 credits) This course first examines the birth of modern Europe in the Italian Renaissance. It then considers the religious and political forces, which shredded the fabric of Christian unity and ushered in an age of religious and dynastic warfare that produced the modern constitutional and absolutist states. The survey will then examine the cultural, economic and political impact of overseas exploration, the Scientific Revolution and the Enlightenment. The survey culminates with a close examination of the French and Industrial Revolutions.

212 Revolutionary Europe (3 credits) How did Europe make the transition from a collection of hereditary monarchies ruling over predominantly rural societies to a group of nation-states whose systems of representative government were increasingly controlled by urban middle classes? This course will focus on key political, economic, and social revolutions in nineteenth-century Europe, from the French Revolution of 1789 and its introduction of popular sovereignty to European political institutions, through the economic and social transformations of industrialization, to the emergence of nationalism and the modern nation-state. We will consider how contemporaries grappled with the meaning of "liberty" and "equality," and whether all people were included in these radical new concepts. Attention will also be devoted to the prevailing cultural assumptions about race, class, and gender that defined Europeans' sense of identity and that imperial powers like Great Britain and France used to justify their conquest of peoples in Africa and Asia.

213 Major Power Europe (3 credits) This course will trace European society from the peak of its global dominance, when aristocrats waltzed and military parades cultivated a sense of national greatness, to its implosion in war, political extremism, and genocide. It begins in 1870, with emergence of the German Empire and growing tensions between the major European powers (Britain, France, Russia, Germany, and Austria-Hungary) over their regional and global influence. We will examine how national identity was cultivated through



public schools, state-directed campaigns at suppressing ethnic or religious minorities, and even through newspapers, clubs, sports, and holidays. We will consider the paradox in the claim of European imperialists that European civilization was the peak of all human achievement even as European imperial rule in Africa and Asia contributed to famine and disease and factored into Europe's rush to war in 1914. We will explore the First World War in depth for its pivotal changes in international relations, in industrial production, and in the scale of modern warfare, and conclude with the cultural anxiety and political extremism of the 1920s and 1930s that would culminate in fascism, Nazism, and a Second World War that left much of Europe shattered in 1945.

214 Contemporary Europe (3 credits) The Second World War was catastrophic for Europe and produced a level of destruction unparalleled in European history. This has led some historians to describe 1945 as "Year Zero" for a new Europe that had to rebuild not just cities but governments, economies, and cultural mindsets. This course will explore Europe as it emerged from the ruins of 1945 and adapted to new global realities, from the political polarization of the Cold War to the end of Europe's colonial empires in Asia and Africa. We will also consider the challenges of European integration, from the creation of the European Union and the Eurozone to contemporary questions about Islam in Europe.

215 Tudor-Stuart History (3 credits) A survey of Tudor-Stuart English history (ca. 1485-1688), one of the most important periods of Western European history as it shaped much of English society into the present even as it served as a baseline for much of what would be reinforced, continued, or altered as the English confronted the complexities of the "New World."

216 Witchcraft and Witch-Hunting (3 credits) Between 1450 and 1750, European authorities engaged in witch-hunting in Europe and later in their overseas colonies. This class will explore the educated theories and popular beliefs regarding witchcraft, examine individual cases, and explore the actual and imagined practices identified as diabolical witchcraft by the hunters. We will read extensively in the new, contentious, and rich literature on witchcraft and witch-hunting. We also will work with descriptive and prescriptive primary sources. Student work will include review essays of the extant literature, an individual research project, a mid-term, and a final exam.

219 Imagined Communities in France (4 credits) An interactive, cross-cultural study of the historical construction of the French sense of identity and the different forms of "community" (national, historical, cultural, and religious) in which the identity of being "French" is either invented or challenged. France will serve as a test case for some of the broader issues in the formation of community throughout Europe. Although the program will be based in the Loire valley city of Tours, students will visit Paris, the chateaux of the Loire Valley, and other historic and cultural centers. Offered off-campus, in France, in January Term. (EL)

225 History of Brazil (3 credits) Through lecturers, readings, and discussions, together with movies and videos, this course is intended to examine changes and continuities in Brazilian history from "discovery" to the present. Special emphasis will be placed on race, class, gender, and ethnicity. We will discuss how colonial heritages determined the "fate" of modern Brazil; and how various forms of power relationship emerged, evolved, disappeared, and/or transformed in Brazilian history.

244 Baseball in American History (3 credits) This course is not a history of baseball; rather, it uses baseball to examine important issues in American history. Among these themes are industrialization and the rise of leisure time, race and segregation, immigration and ethnicity, gender, labor, and national identity.

245 World War II on the Home Front (3 credits) When students enroll in this course, they enlist "for the duration," in order to "reconstruct" the Home Front from Pearl Harbor to "V-J" Day. This course is normally taught in January Term, giving students the opportunity to solely and totally concentrate their attention on this goal, making it easier to reconstruct the home front. Daily exercises in recreating the home front include music of the period, letters, diary entries, columns by war correspondent Ernie Pyle, excerpts from oral histories, and incorporation of WWII home front artifacts. Besides this "hands-on" approach to history, students critically analyze WWII as "The Good War" and the debate over WWII as a "watershed" in the 20th century, addressing the question, was WWII's impact on society an "example of continuity or change?" For their course projects (papers/presentations), students conduct research on their family's and their community's WWII history. (EL)

247 The Sixties (3 credits) While this course includes tie-dye, counterculture studies and 60s era movies, it also involves the same serious, historical analysis as any history course, being equally READING & WRITING intensive. In studying the Sixties, we study the Cold War, the Vietnam War, Civil Rights and Black Power Movements, and the various other Movements that sprouted from the fertile soil of The Sixties, such as the Women's Movement, Red Power, and Environmentalism. Students engage in a research project (paper/presentation) on their family's history during The Sixties. Class participation is always guaranteed in the "Found Sixties Objects" days (paper/presentation). (EL)

248 Vietnam War (3 credits) Course examines Vietnam War as a Cold War, with a strong emphasis on U.S. foreign relations over the course of the Eisenhower, Kennedy, Johnson, Nixon/Ford administrations. In discussing combat, the emphasis is on the experiences of the "grunts" on the battlefield, including Tim O'Brien's book, *The Things They Carried*. Who fought/who didn't will be considered. The War at Home (i.e., anti-war protests) and the intersection of the Vietnam War and Civil Rights/Black Power Movements will be examined, especially Rev. Martin Luther King's opposition to the war. Students will research their family's history during the Vietnam War Era for a paper and presentation. (EL)

249 Civil Rights Movement (3 credits) After setting the stage in the late 19th and early 20th centuries concerning the social, economic, and political conditions of African Americans in the South and North, we will examine the Civil Rights Movement (CRM) in the mid-20th Century. We will also analyze the Black Power Movement, the complex and changing ideology of Malcolm X, and the radicalization of Martin Luther King, Jr. An ongoing topic is the role of the media in the CRM & Black Power. Other issues include the influence of the CRM on U.S. foreign policy during the Cold War, the intersection of the Vietnam War and Black Power and CRM, and the CRM/Black Power on other '60s-'70s movements, e.g., the Chicano Movement. We will consider the arts—music and graphics arts—in the CRM and Black Power. In order to understand larger issues of discrimination and recognize the presence of discrimination around us, each student will conduct a major research project (paper/presentation) on the history of race relations and the current presence of racism and other forms of discrimination in their home communities. This project is designed to open our eyes to the subtle forms of discrimination in the world around us and inspire us to actively oppose discrimination in all its forms. (EL)

250 Topics in History (3 credits) From time to time the department will offer courses in particular topics in history. Students may elect HIST 250 more than once, provided they do not repeat the same topic.

265 Modern African History (3 credits) This class will cover several topics central to the understanding of modern African history including the Atlantic slave trade, early modern and modern African kingdoms, empires, and states, the impact of the colonial era, and the challenges and successes of the postcolonial era. Students will complete the class with a better appreciation of the historical context in which political and economic developments occur in contemporary Africa. They will also have a greater appreciation for the diversity of the continent and the accomplishments of its peoples. (OL)

270 Revisiting Roots (3 credits) The primary objective of this course, combining historiography and genealogy, is to expose similarities and differences in the portrayal of the slavery system and its impact upon the family structure of the enslaved Africans and their descendants in Great Britain, the British West Indies, and the United States. This is done by critiquing required readings, analyzing an American television series, class discussions, and research labs, including possible off-campus visits. (EL)

273 The American South (3 credits) This course examines that part of the United States bounded by the Edwards Plateau, the Red River, the Ohio River, and the Mason-Dixon Line. Our starting assumption is that Southernness is essentially a historical creation. Course themes include: conceptualizing the South; the place of the Southern colonies in the Atlantic World; the place of the Southern states in the early republic and antebellum period; race, class, and gender in Southern life; the question of change and continuity in Southern history; and the various New Souths.

275 American Indian History to 1700 (3 credits) From the peopling of the New World some 20,000 plus years ago to 1700, the rise of civilizations, the differentiation of cultures and the impact of European civilization on Indian America are mapped out and probed. The first third of the course will emphasize Indians' world views and their relationships with each other and their varying environments. The course will then examine the social, religious, technological, ecological, and political changes that impacted Indian societies between 1492 and 1700.

276 American Indian History Since 1700 (3 credits) The interaction between Native Americans and the United States from 1700 to the present. The topics covered include wars and alliances, trade patterns, revitalization movements, Federal-Indian relations, philanthropic and missionary activities, the reservation period, and the Red Power movement in the U.S. civil rights era.

283 History of Medicine and Public Health (3 credits) Medicine and healing have changed much since the time of Black Death, when contemporaries blamed the disease on God's wrath, planetary alignments, and even on Jews. The quest for evidence of how the healthy body functions and what causes disease intensified after the Renaissance and the anatomist Andreas Vesalius's call to "see for oneself." This course will explore the evolution of medicine and healing since the plague pandemic of 1348-52, with particular emphasis on how political and cultural views have shaped who could practice medicine, who had access to care, and how societies responded to the threat of disease. We will also explore how health evolved from a personal matter to a national priority in modern states and the effect this had on the rights of individual citizens. Drawing upon health-themed short stories, plays, films, documentaries, art, written sources, and case studies, participants in the course will engage with past issues in health and medicine that still resonate in healthcare debates today.

322 Historical Methods (4 credits) This course introduces the students to the fundamental skills of historical research. Students work with primary and secondary source materials in the archives, online, and in print. They learn to distinguish primary from secondary sources, to understand the problems that various sources pose to interpretation, and to identify the types of questions particular sources can answer. They learn to read these sources critically and to think historically. Students learn the identifying characteristics of monographs and are introduced to historiography. They learn how to quote properly, to summarize, and to annotate sources. Finally they apply their skills in both a series of short writing assignments, including review essays, interpretive source critiques, précis, and a substantial research paper based on primary and secondary sources. From the skills acquired in this course, the student should have the methodological foundation needed to conduct research in any course that involves historical analysis, and to be prepared for senior thesis. (NOT offered in January Term.) Prerequisite: History Major or Minor status. We recommend that this course be taken a student's second year, or in the first semester at Hartwick for transfer students.

## Seminars and Capstone Seminars:

300-level seminars are open to sophomores, juniors, and seniors, and typically involve extensive reading, discussion and a research paper. Seniors (and, in exceptional cases, juniors) may register for one of the 400-level Capstone Seminars to complete their Capstone research project in that seminar, if they opt to do the Capstone project instead of HIST 490 Senior Thesis. The Capstone project is an article-length (30 pages) research paper based on original analysis of the primary-source evidence and historical scholarship relevant to the student's chosen topic. Topics for Capstone projects must fall within the scope of the Capstone Seminar. As part of the Capstone project, students are required to present an oral defense of their research before the history faculty and their peers. Pre-requisites for all 400-level Capstone Seminars: Junior-level standing; history major status; a grade of C or better in HIST 322: Historical Methods; and completion of at least 31 credits in the history major (in addition to any pre-requisites listed for the companion 300-level seminar). Note: Students may not earn credit for both a 300-level seminar and its companion 400-level Capstone Seminar.

305/405 The Renaissance (4 credits) This course will not be a chronological survey; instead it will cover the origins of the idea of the "Renaissance" and how this concept has framed Western perceptions of modernity. It will investigate the functional practicality of applying this concept to Italian culture and society between 1350 and 1550. The course has two goals: to provide an understanding of the world of the Italian Renaissance and to critique the values we have associated with that world. Students will be required to complete a major primary source-based research paper on a topic of their choosing. Prerequisites: 209, 210 or instructor's permission. (ILS)

306/406 Reformation Europe 1450-1600 (4 credits) This course examines the dissolution of Medieval European culture as a system of regulated religious beliefs and established political relations between the Roman church and secular powers. It also will consider the economic dislocation and social tensions that animated the Reformation passions, and examine the reintegration of these dynamic factors into new systems of belief and power during the age of confessional struggles. Students will be required to complete a major primary source-based research paper on a topic of their choosing. Prerequisites: HIST 209, 210 or instructor's permission. (ILS)

308/408 Enlightenment and Revolution (4 credits) This course examines the efforts of 18th century intellectuals to rationalize the experiences of the 17th-century European crises. It analyzes the political and social fabric of the Old Regime and the growing friction among the powerful nation-states in Europe and overseas. Finally it considers the social, economic and political pressures that culminated in the French and Industrial revolutions and traces the trajectories of those revolutions. Students will be required to complete a major primary source-based research paper on a topic of their

choosing. Prerequisites: HIST 210, 212, or instructor's permission. (ILS)

313/413 Europe and the World Wars (4 credits) World War I and World War II have long held a morbid fascination for many who have been both amazed and appalled at the scale of devastation that left millions dead and much of the continent in ruins. However, the impact of these wars extended beyond the battles to transform European views about the government, about women, about technology, and even about the nature of good and evil. This upper-level seminar will engage these issues through a critical examination of the historical debates about totalitarian dictatorships in Europe, the "failures" of the Versailles Treaty, anxieties about femininity, masculinity, and identity during the inter-war period, as well as other topics. Although there are no pre-requisites for this seminar, it is strongly recommended that students have some background in 20th century European history. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

314/414 Modern European History (4 credits) This course will undertake an in-depth examination of major social, political, intellectual and cultural developments in modern European history, from the Revolution of 1789 and its origins to the present. The themes and content addressed will vary, and may focus on the Cold War in one year, the Industrial Revolution in another year, and Humor & Satire in European Political Culture in still another year. The seminar may also focus in-depth on one specific country (ex. Great Britain) or on a comparison of two countries (ex. Germany and France). Students will be required to complete a major primary source-based paper on a topic of their choosing. This course may be repeated with different content. If a student repeats the course with different content, it bears the number 315. (ILS)

320/420 Travels to the "Third World" (4 credits) This seminar focuses on diverse Western writings on the "third world" (Latin America, Africa, and Asia) at various historical points for four centuries from the beginning of the sixteenth century to the present. Half of the class meetings treat the following themes: the Old World's encounters with the New World; conversion of the "pagan" population; Western tourism to the "exotic"; professional baseball players in and from the "third world," and Orientalism. The rest of the course deals with specific authors and their writings on the "third world." Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

324/424 Slavery in Latin America and the Caribbean (4 credits) This course examines how the institution of slavery was transplanted in Latin America and the Caribbean during the 16th century, why slavery developed in some parts of Latin America and the Caribbean (and why not in other regions), and how the institution was eventually abolished by the last decades of the 19th century. It also examines other important topics, such as the transatlantic slave trade; gender and ethnicity; family and kinship; uprisings and rebellions; and the historical formation of the Black Atlantic. (ILS)

326/426 Gender and Power in Latin America (4 credits) This course discusses various topics concerning gender and power in Latin American history from the late colonial period to the present time. By reading articles and monographs written by historians, life histories, women's narratives, as well as by viewing four Latin American films, we will be able to relate our own experiences to women and men in Latin America. We also will compare and contrast the experiences of different groups of women according to such factors as race, ethnicity, and class. (ILS)

327/427 Revolutions in Latin America and the Caribbean (4 credits) This course examines four cases of attempts to change fundamentally the social structure and the social basis of political power in Latin America and the Caribbean. They are: Haiti, 1789-1820; Mexico, 1910-34; Bolivia, 1952-60; and Cuba, 1959-95. The four revolutions represented attempts—not always entirely successfully—to alter the fundamental ways the social basis of political power operates. The course attempts to ascertain the degree of indelible change imposed by the revolutionary experience. (ILS)

330/430 North American Slavery (4 credits) This course examines African slavery in British North America/the United States from 1619 to 1865. Topics include the historiography of slavery; the origins of New World slavery; Africa and its relation to the slave trade; the various regional plantation/slave systems; African cultures in North America; resistance and rebellion; slavery and the American Revolution; the 19th century expansion of slavery; the Civil War and emancipation; research methods; and historical writing. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

331/431 Women in American Health Care (4 credits) This course examines the changing roles of women in American health care from the colonial period to the present, emphasizing the roles of women in delivering and reforming health care as professionals and activists; in receiving health care as patients; and as workers in health care occupations. We will strive to analyze the continuity and change in women's roles, the challenges, the progress, and the current problems. A major focus is an analysis of the power relationships that affect women as both recipients and providers of health care. Special emphasis will be given to issues of class, race, ethnicity, culture, sexual orientation, and disability. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

332/432 Colonial America (4 credits) This course examines North America, with an emphasis on the region that became the United States, from the time of Columbus to 1763. Topics include the historiography of early America; encounters between Europeans and native peoples; European settlement; the development of regional economies and societies; gender and women's lives; the emergence of slavery and the roots of racism; imperial politics; resistance and dissident movements; research methods; and historical writing. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

333/433 Revolutionary America (4 credits) This course will examine the American Revolution and the Early Republic, 1763-1815. Topics include the historiography of the American Revolution; the imperial crisis; republicanism(s); the War of the Revolution; the Confederation Era and Constitution; the first party system; slavery and race; women and gender; research methods; and historical writing. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

334/444 Jacksonian America (4 credits) This course examines the United States between 1815 and 1848. Topics include the historiography of the period; Native and white America; the construction of "democracy" and citizenship; transformations in labor; evangelical religion; the emergence of reform movements; expansionism; women's lives and the woman movement; the growth of plantation agriculture; slave resistance; research methods; and historical writing. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

337/437 Civil War and Reconstruction (4 credits) This course examines the United States between 1848 and 1877. Topics include the Civil War historiography; slavery and sectional politics; the major military campaigns; wartime politics; African American resistance and the collapse of slavery; the transformation of household and gender relations; Reconstruction and the realignment of the American political system; and labor in the post-emancipation South. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

341/441 American Consumer Culture, 1900-Present (4 credits) This upper-division seminar analyzes American society from the late nineteenth century to the present, focusing on historical consumption styles and practices. The history of consumer culture encompasses not only the study of advertising and shopping but also, in a broader sense, how most Americans have commodified nearly all of their experiences. We will pay special attention to race, class, gender, and ethnicity as we consider the ways that consumer culture has operated in America. Working through the late 19th and the early 20th century, we will explore the different ways that men and women took part in, and helped shape, the mass culture that flourished in an industrializing nation. As we move into the mid-twentieth century, we will look at how a rising standard of living and a national consumer culture defined American identity, with wide-reaching social, environmental, economic, and political implications that in many cases only became clear in later decades. The course will analyze the intellectual movements and ideologies that resisted materialism and mass culture in American culture. It will also study those groups who worked within the system to use their "buying power" to effect social change. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

342/442 The View from 9/11: U.S. Security before and after 9/11. (4 credits) This seminar is designed around the theme of

national security, especially foreign threats to national security and their ramifications on the domestic scene, from post-World War II to present. Our major question is whether our responses to the 9/11 attacks and our current foreign policy represent continuity or change in American history. In addressing this question, we will examine the Cold War, the Cuban Missile Crisis, and issues in the Vietnam War as examples from our foreign policy. Likewise, we will examine selected issues on the home front, i.e., the domestic scene, especially McCarthyism, the perception of the Reverend Martin Luther King, Jr., Malcolm X, and Black Power as threats to security and the impact of the Civil Rights Movement on foreign policy. We will also consider financial, environmental and medical threats. Students will be required to complete a major primary source-based research paper on a topic of their choosing. Prerequisite: Permission of the instructor. (ILS)

343/443 Issues in 20th Century U.S. Women's History (4 credits) This upper-division seminar focuses on women's changing role in the twentieth century United States. The course looks at women's changing economic, social, cultural, and political role, paying particular attention to the intersection of race, class, gender, ethnicity, and sexuality. Particular topics of study include the modern feminist movement, legal reform, politics, women and business, women's labor, and popular culture. Feminist theory will be a major component in the course. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

344/444 American Business History (4 credits) Starting with the question of whether the nation has always been capitalistic, this course traces the rise of big business in the late nineteenth century through de-industrialization and globalization in the late twentieth century. Course issues or debates may include: public/private, local/national, small/big, regulation/free market, democracy/capitalism, to name just a few. The course evaluates to what degree American culture has given American enterprise its particular national character, and analyzes the ways in which business has shaped American labor systems, its environment, its social relations, and its popular culture. To this end, the course will look at the role of gender, race, class, and ethnicity in business and will examine the often close relation between big business and the state. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

345/445 America Between the Wars, 1919-1941 (4 credits) This course examines the era between World War I and World War II, a time of great cultural, political, and economic change. During this period, the rise of the modern state changed the way Americans thought about and related to their government. Ideas about individual rights, social welfare, racial justice, gender equality, and the role of the nation in world affairs changed rapidly. In part because of this transformation, it was a period of tremendous conflict as well between different cultural groups and classes, and between different belief systems. Students will be required to complete

a major primary source-based research paper on a topic of their choosing (ILS)

350 Advanced Topics in History (4 credits) From time to time the department will offer advanced courses in particular topics in history. Students are required to complete a major primary source-based research paper. Students may elect HIST 350 more than once, provided they do not repeat the same topic. (ILS)

361/461 European Imperialism (4 credits) Examines the interaction between Europeans, Africans and Asians from 1750 to the present. Issues addressed will include the European use of science and religion to justify their rule over other societies; how the culture of imperialism shaped perceptions of gender and race; how certain Indian and African nationalists argued against imperial rule; and the challenges of the post-colonial era. Because of the scope of the subject, a substantial portion of the course will focus on British and French imperialism in Africa and India from 1850 to 1970. Students will be required to complete a major primary source-based research paper on a topic of their choosing. Prerequisites: HIST 212, 213, 261, or permission of the instructor. (ILS)

362/462 Becoming National (4 credits) Students will survey the development of the nation as a modern cultural identity and the foundation for appropriate political association and representation. The course will consider the pre-modern forms of cultural identity and political organization to emphasize the relatively recent historical appearance of the nation in political discourse. The readings will show the problems with juxtaposing this European model on the colonial and post-colonial worlds. Finally, the students will consider the political alternatives for nations as viable political agents in the 21st century world. Students will be required to complete a major primary source-based research paper on a topic of their choosing. Prerequisite: a global history survey (HIST 160-9).

378/478 American Foreign Relations, 1898 to the Present (4 credits) The goal is to better understand the underlying philosophies, concepts, and tensions present in our foreign relations; the domestic and international context of events and policies, and the continuity and change over more than a century. Students analyze patterns, concepts/theories and the historians' changing interpretations of foreign relations, i.e., historiography. Students learn to employ lenses/perspectives to analyze topics: Liberal Commercial World Order and Mission; National Security, Core Values, and Power; Bureaucracy and Politics; World Systems and Hegemony; Race and Ethnicity; Gendering of Peoples and Nations; and Cultural Interactions and Personality. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

383/483 Epidemics in Modern European History (4 credits) Epidemics are more than diseases, they are social phenomena involving populations. As such, they have historical, political, economic, cultural, and religious dimensions. This seminar will delve into the historical context of epidemics in Europe

and its colonies in the nineteenth and twentieth centuries. Industrialization and urbanization increasingly concentrated the population of Europe in cities, raising the specter of water-borne diseases like cholera and communicable respiratory diseases like tuberculosis. At the same time, political democratization within European states and intensified national rivalry between them elevated the health and well-being of their citizens to a national priority. Many European states thus looked to medical science and public health reforms to safeguard their citizens from epidemics and promote political stability and national prowess. Students will be required to complete a major primary source-based research paper on a topic of their choosing. (ILS)

395/495 Internship in History (3-6 credits) Students can apply the theoretical and content knowledge they acquire in their history courses in a professional setting through an internship in history. This is an opportunity to explore potential career paths and creative applications of their individual interests in history. Students should plan the internship with the appropriate faculty supervisor and work closely with the professional staff in the Office of Professional, Service, and Global Engagement (PSGE) to identify a suitable host site.

### **History Major Requirements:**

38 credits distributed as follows:

**1 Perspectives in U. S. History course**  
**1 Perspectives in Global History course**

### **322 Historical Methods**

One 400-level Capstone Seminar OR 490 Senior Thesis\*

*\*The thesis must be on an approved topic on which the student is prepared through at least one relevant 300-level seminar.*

### **7 additional courses:**

Of these, three must be at the 300-level.

**Students must complete two Concentrations within the following four areas: U.S., Europe, Latin America, or Global./**

*\*A Concentration consists of two courses in the same area, at least one of which must be a 300-level Seminar.*

### **History Minor Requirements:**

20 credits distributed as follows:

1 Perspectives in U. S. History course  
1 Perspectives in Global History course

322 Historical Methods

3 additional courses in history with at least one at the 300 level

Some examples of past internship sites include: Hartwick's Paul F. Cooper, Jr. Archives and Yager Museum, the Baseball Hall of Fame, the Farmer's Museum, and many other local and regional archives, historical societies, and museums.

490 Senior Thesis (4 credits) For the senior thesis, students draw upon their knowledge of historical subject areas and research methods, as well as their particular interests and general curiosity about the past, to craft their own piece of original research on a topic of historical significance. This capstone research project and essay entails the development of a hypothesis or argument, which is then supported or revised, based on an analysis of the relevant primary source evidence. It is expected that each student will develop the initial idea for his or her senior thesis out of a 300-level history seminar in the same area, and in regular consultation with a thesis advisor. As part of this crowning achievement of the history major, students are required to present an oral defense of their senior thesis before the history faculty and their peers. Prerequisite: Junior-level standing; history major status; a grade of C or better in HIST 322: Historical Methods; and completion of at least 31 credits in the history major. Offered in Fall and Spring.

# Mathematics

The study of mathematics enables students not only to learn mathematical principles and the application of those principles, but to develop their ability to think logically, solve problems, express themselves precisely and gain a cultural appreciation of the discipline.

Mathematics majors must complete a specified core of courses, beginning with a calculus and linear algebra sequence and an introductory course in abstraction. These courses provide the foundation for upper level courses. To obtain an overview of modern mathematics, majors take courses in two general areas, abstract algebra and real analysis, generally during their junior year. As an introduction to applied mathematics, they must elect one of several courses that stress a modeling/problem-solving approach to using mathematics. During the junior year, majors must participate in a Junior Seminar, which emphasizes supervised seminar study and oral presentations. A required Senior Capstone Seminar involves supervised independent study with written presentations and a final oral presentation. In addition to the required courses, a course in computer programming is strongly recommended.

In addition, mathematics majors are required to complete a term of general physics, which provides them with another problem-solving experience and introduces them to the subject which was one of the primary motivations for the development of the calculus.

Students who wish to pursue a special area of mathematics in greater depth may do so by taking additional courses in that area and by independent study with a faculty member in an area not specifically covered in a course. Among the areas available for such study are numerical methods, mathematical modeling, operations research, statistics, graph theory, combinatorics, and topology. For students who may be interested in engineering, Hartwick offers a Pre-Engineering Program and the opportunity to participate in a combined degree program with Columbia University or Clarkson University in which the student spends three years at Hartwick and two years at one of the engineering schools, earning a bachelor's degree from each in the process.

Students majoring in other disciplines who wish to complete a minor in mathematics should notify the department of their intent as soon as possible, preferably by the junior year.

Incoming students are administered an algebra placement test and, on the basis of the results, are advised which mathematics courses would be most appropriate for their algebra backgrounds. Pre-Calculus Mathematics (120) may be selected by students who need a stronger background in algebra before they begin the calculus sequence. For students with exceptional mathematics backgrounds, advanced placement credit in calculus will be granted on the basis of Advanced Placement Test scores. Advanced placement without credit also may be granted on the basis of consultation with the department faculty.

A Math Center sponsored by the department offers problem sessions and tutoring for students enrolled in any of the department's service courses. Tutoring in math is available through The Loft.

## Faculty

Charles H. Scheim, Min Chung; Gary E. Stevens, L. Gerald Hunsberger

## Mathematics Courses

**100 Algebra Review (2 Credits)** Intended to provide the background necessary for Math 120 Precalculus. Topics covered include properties of real numbers, exponents, and radicals; operations involving polynomials and other algebraic expressions; solving equations and inequalities. Other topics may be included if time permits. The course should be taken only by students who intend to take Math 120 Precalculus. This course cannot be used to satisfy QFR requirement or the Physical & Life Science Division distribution requirement of LAiP, and does not count toward a mathematics major or minor.

**108 Statistics (3 credits)** An introduction to basic methods in exploratory data analysis, experimental design, and statistical inference. Included are graphic displays, numeric measures of center and variation, regression and correlation, normal probabilities, fundamentals of experimental design, and confidence intervals and hypothesis tests for means and proportions. Material covered has application to biology,

economics, nursing, political science, psychology, sociology and other fields. Use of statistical software is integral to much of the course. Cannot be taken for credit if credit has already been received for MATH 308. Prerequisite: At least Level 2 on MATH Placement Exam. (QFR)

**110 Problem Solving with Recreational Mathematics (3 credits)** An introduction to strategies of problem solving using recreational mathematics. Analysis of problems arising from logical puzzles, games, card tricks and geometric puzzles will systematically introduce students to a variety of problem-solving techniques and mathematical topics. Topics may include logic, the pigeon hole principle, applications of algebra, mathematical induction, number theory, graph theory and game theory. Students will be encouraged to solve problems on their own using creative strategies. Prerequisite: Level 4 or 5 on algebra placement test. (QFR)

120 Pre-Calculus Mathematics (3 credits) Intended to provide the background necessary for the calculus sequence. Included are topics from algebra, functions, graphs, linear functions, quadratics, conics, trigonometric functions, exponentials, inverse functions, logarithms, and inverse trigonometric functions. The course should be taken only by students who intend to begin the calculus sequence (however, MATH 120 is not a prerequisite for MATH 121). Prerequisite: Permission of the instructor or Level 3 or 4 on the algebra placement test. (QFR)

121 Single Variable Calculus (4 credits) A course in the basic concepts of single-variable calculus. Included are functions and their graphs, limits, derivatives, applications of the derivative, and an introduction to integration. Use of computer algebra software is integral to the course. Prerequisite: Level 5 on the algebra placement test or at least a C in MATH 120. (QFR)

220 Linear Algebra (3 credits) Systems of linear equations, matrix algebra, dependence and independence, vector spaces, transformations. Applications. Prerequisite: at least a C- in MATH 233 or 235. (QFR)

233 Multivariable Calculus (3 credits) Rectangular, cylindrical, and spherical coordinate systems in three dimensions, vectors, functions of several variables, limits and continuity, partial derivatives, optimization techniques, multiple integrals (including alternate coordinate systems). Prerequisite: at least a C- in MATH 121. (QFR)

235 Advanced Single Variable Calculus (3 credits) The second half of the single-variable calculus. Included are techniques of integration, applications of integration, infinite sequences and series, polar coordinates, and complex numbers. Prerequisite: at least a C- in MATH 121. (QFR)

308 Mathematical Probability and Statistics (3 credits) Probability theory, random variables, binomial, Poisson, normal and other distributions, limit theorems and applications to hypothesis testing, estimation, regression. Prerequisites: MATH 233 and 235. (QFR)

311 Differential Equations (3 credits) Basic theory of ordinary differential equations. Equations of first order and first degree, linear differential equations and linear systems, operational methods, numerical methods, solution in series, existence and uniqueness theorems. Prerequisite: MATH 233; Prerequisite or corequisite: MATH 235. (QFR)

320 Introduction to Abstraction (3 credits) A preparation for the more abstract upper-division courses. Included are sets, logic, mathematical proof, mathematical induction, partial orders, equivalence relations, and functions. Prerequisite: MATH 233, 235, and at least a C in MATH 220. (QFR)

326 Discrete Mathematics (3 credits) Included are elementary set theory and logic, mathematical induction, principles of counting including combinations and permutations, distributions, binomial and multinomial coefficients, pigeon-

hole principle, and Stirling numbers. Other topics selected from generating functions, finite state machines and languages, graph theory, Boolean algebra. Prerequisites: MATH 220, 233, and 235. Offered alternate years. (QFR)

333 Advanced Multivariable Calculus (3 credits) Parameterization of curves and surfaces, curves in 3-space, arc length, surface area, gradient, divergence, curl, line integrals, surface integrals, theorems of Green, Gauss, and Stokes. Prerequisite: MATH 233. Offered alternate years. (QFR)

335 Modern Geometry (3 credits) Structure and flaws of Euclidean geometry as an axiomatic system; development of neutral geometry leading to Euclidean and non-Euclidean geometries. Prerequisites: MATH 220, 233, and 235. Offered when there is sufficient student interest.

337 Number Theory (3 credits) Divisibility, primes, congruences, arithmetic functions, quadratic residues, partitions and generating functions. Prerequisites: MATH 220, 233, and 235. Offered when there is sufficient student interest. (QFR)

341 Complex Variables (3 credits) An introduction to the theory of functions of complex variables, derivatives and integrals, Cauchy's theorem, theory of residues, applications to mathematical physics. Prerequisites: MATH 233 and 235. Offered when there is sufficient student interest. (QFR)

371 Numerical Analysis (same as CISC 371) (3 credits) An introduction to the development of numerical methods and their associated error analysis. Included are non-linear equations, systems of linear equations, interpolation, numerical differentiation and integration. Application of appropriate algorithms via appropriate software. Prerequisites: Math 220, 233, and 235. Offered when there is sufficient student interest.

375 Optimization Techniques (same as CISC 375) (3 credits) A survey of some of the methods used to obtain optimal solutions to linear problems. Emphasis on linear programming, simplex algorithm, duality, transportation and assignment problems, shortest route and maximum flow problems, game theory, and decision trees. Additional topics may include integer programming, dynamic programming, PERT-CPM, graph theory, or queuing theory. Prerequisites: MATH 220, 233, and 235. Offered when there is sufficient student interest. (QFR)

381 Mathematical Modeling (3 credits) Selected topics in modern mathematics and operations research that have application to the social, life and managerial sciences. Emphasis on problem solving through model building. Possible topics include Markov chains, linear programming, optimization, graph theory, combinatorics, game theory, decision theory, queuing theory, simulation. Prerequisites: MATH 220, 233, 235. Offered alternate years. (QFR)

390 Junior Seminar (4 credits) Supervised seminar study with oral and written presentations. Seminar groups are assigned



topics from areas such as geometry, graph theory, number theory, or applied mathematics. Prerequisites: at least a C in MATH 320 and permission of the department. (Must be taken during January Term on campus.) (QFR)

411 Partial Differential Equations (3 credits) Solution of second order linear equations including the heat, potential and wave equations; initial and boundary value problems; Fourier series; numerical methods. Prerequisite: MATH 311. Offered when there is sufficient student interest. (QFR)

420 Abstract Algebra (3 credits) An introduction to fundamental algebraic structures, focused primarily on group theory. Included are groups, subgroups, cyclic groups, permutation groups, isomorphisms, homomorphisms, direct products, normal subgroups, factor groups, and an introduction to rings, integral domains, and fields. Prerequisites: at least a C in MATH 320. (QFR)

431 Introduction to Real Analysis (3 credits) A study of the theoretical underpinnings of the calculus. Included are the

topology of the real line, limits, continuity, differentiation, and Riemann integration. Prerequisites: at least a C in MATH 320. (QFR)

461 Introduction to Topology (3 credits) Continuity compactness, connectedness, separation, metric spaces, topological spaces, topological invariants. Prerequisite: MATH 431. Offered when there is sufficient student interest.

491 Senior Capstone Seminar (4 credits) All senior Math majors are required to enroll in the Senior Capstone Seminar, convened every spring semester. Seminar topics will vary from year to year, depending on which faculty member is supervising the seminar. The capstone course is intended to be conducted in true seminar style, with its participants responsible for class investigations and presentations, as suggested by the faculty supervisor. In addition to the study of the chosen seminar topic, there will be a significant writing component with an emphasis on clear communication of mathematics. Prerequisites: MATH 390, MATH 420; co-requisite: MATH 431.

### **Mathematics Major Requirements:**

Minimum of 12 courses in Mathematics and 1 in Physics, distributed as follows:

#### **Five foundation courses:**

MATH 121, 233 Single Variable and Multivariable Calculus—normally taken freshman year  
MATH 220 Linear Algebra

MATH 235 Advanced Single Variable Calculus  
MATH 320 Introduction to Abstraction

#### **Two overview courses:**

MATH 420 Abstract Algebra  
MATH 431 Introduction to Real Analysis

#### **One course in applied mathematics, selected from:**

MATH 311 Differential Equations  
MATH 375 Optimization Techniques

MATH 381 Mathematical Modeling

#### **Two additional Mathematics courses at the 300 or 400 level**

#### **Two advanced directed studies:**

MATH 390 Junior Seminar  
MATH 491 Senior Capstone Seminar

#### **One course in physics:**

PHYS 201 General Physics I

### **Mathematics Minor Requirements:**

*\*Notify department of intent as soon as possible*

Complete a minimum of seven courses, distributed as follows:

#### **Four foundation courses in calculus-linear algebra:**

MATH 121 Single Variable  
MATH 233 Multivariable Calculus

MATH 235 Advanced Single Variable Calculus  
MATH 220 Linear Algebra

#### **Three additional courses in Mathematics:**

At the 300 or 400 level

# Medical Technology

Although medical laboratories are physically located in hospitals, clinics, and physicians' offices, the real location is on the frontier of scientific medicine. Here, the best qualified men and women are building careers in laboratory medicine by applying their expert knowledge and practical skills. Medical technologists, whose broad background of college and clinical laboratory training provides the necessary ingredients for their professional responsibilities, fulfill a prominent role in these laboratories.

Completion of the Medical Technology major as part of a liberal arts and sciences education offers students the breadth of knowledge and experience to handle the responsibilities and decisions they will face in their careers, and to adapt to changes within their profession. In addition, they will be prepared to lead full and satisfying lives.

Students interested in preparing for a career in medical technology pursue a three-plus-one program leading to a Bachelor of Science degree in medical technology. The program consists of three years of academic work at Hartwick followed by a 12-month clinical internship in the Rochester General Hospital Clinical Laboratory Technology Program in Rochester, NY. Following completion of the internship, students have earned the necessary 120 credits for the B. S. degree in Medical Technology from Hartwick, and a certificate indicating completion of the Clinical Laboratory Technology Program. They are then eligible to take the National Registry Examination, the passage of which earns the professional certification, MT (ASCP). Hartwick's three- plus-one program fulfills the requirements of the National Accrediting Agency for Clinical Laboratory Sciences.

Medical technologists are licensed professionals within New York State. Licensing reflects recognition of the extensive clinical knowledge, subjective judgment, and critical decision-making skills that are required to practice this challenging profession.

Academic work during the first three years at Hartwick involves an interdepartmental concentration of courses in biology, chemistry, and mathematics (see the course list at the end of this section). In addition, analytical chemistry, two courses in physics, and a course in computer science are recommended. Students should maintain a 3.0 grade point average in coursework to be considered for the clinical internship. If the grades are not high enough for admittance to the internship, or if the student changes his or her mind about becoming a medical technologist, he or she can complete the requirements for a major in Biology and graduate with a bachelor's degree in Biology.

The specific requirements of Hartwick's Medical Technology major and the general College requirements for the baccalaureate degree permit sufficient flexibility for students to take advantage of numerous off-campus study programs applicable to the profession. This is in keeping with the multi-faceted responsibilities of professional medical technologists in such areas as computer programming, conducting lab tests, trouble- shooting equipment problems, business and personnel management, teaching, and report writing.

## **Faculty/Coordinator:**

Allen Crooker

## **Medical Technology Major Requirements:**

Minimum of 13 courses in Biology, Biochemistry, Chemistry, and Mathematics, distributed as follows:

### **Seven courses in Biology:**

BIOL 101 Biology in Practice

BIOL 202 Concepts of Biology: Information

BIOL 306 & 306L Microbiology

BIOL 313 & 313L Genetic Analysis

BIOL 314 Immunology

BIOL 319, 320 Human Anatomy & Physiology I, II

### **One course in Biochemistry:**

BIOC 405 & 405L Biochemistry I

### **Four courses in Chemistry:**

CHEM 107 & 107L, 108 & 108L General Chemistry I, II

CHEM 201 & 201L, 202 & 202L Organic Chemistry I, II

### **One course in Mathematics:**

MATH 108 Statistics

## **Completion of a 12-month clinical internship at Rochester General Hospital (30 credits)**

## Museum Studies (Minor)

Hartwick offers undergraduate work in museum studies for students who are interested in museums as visitors, supporters, life-long learners, or are interested in developing a museum-related career. Coursework for this minor is complemented by the use of the College's Yager Museum of Art & Culture and its exhibitions and permanent collections when appropriate. The program provides students with theoretical and practical courses and experiences that enable them to understand and value the role museums play in our society.

Students take museum studies courses in conjunction with a major or minor in an academic field most often associated with museums, such as anthropology, art, art history, English, education, history, business administration, or one of the sciences. Some students may opt to design their own Individual Student Program. Students who are interested in museum work and need advice about possible combinations of a major field with museum studies are encouraged to consult the coordinator of the program.

Students who complete the minor will:

- Understand the many ways museums are used as intellectual resources, preservers and presenters of the world's culture, and places of enjoyment and entertainment
- Have a broader understanding of cultural diversity and the ways that museums reflect positions of power
- Have an intellectual understanding of how museums provide diverse educational opportunities by offering many different modes of learning

Courses: Most museum studies courses will include the following:

- Contemporary museum theory and practice
- Practical experience including hands-on activities using the museums' exhibits, collections and programs
- Field trips
- Community service
- Attendance at the Yager Museum's special events

To complete the program students take a total of six courses that include four required courses and a choice of at least two "hands-on" Yager Museum mini-practica. Because experience is highly valued in museum work, students are strongly encouraged to pursue additional opportunities such as a second internship or volunteer work in another museum. This minor prepares students to be: active supporters of museums; life-long learners who use museums; and possible graduate school attendees. In special cases, the museum studies minor provides opportunities for entry-level museum positions.

### Museum Studies Courses

**203 Controversies and Dilemmas in Museums (3 credits)** This course serves as an introduction to the role of museums in society through the exploration of contemporary issues. Through the use of case studies the course investigates the wide variety of controversies and dilemmas that museums face when working with collections, exhibitions, programs, boards, and administration, etc.

**204 Collections Management (2 credits)** This course introduces the student to the museum's collection and the management of collections information, accessioning and deaccessioning, cataloguing, conservation needs and storage. The student works closely with a museum staff member who coordinates and supervises the practica and determines a project to be completed by the student—this may include rehousing of objects, data entry, research, or the development of an educational component. Prerequisite: MUST 203. Instructor permission required.

**205 Exhibit Preparation and Design (2 credits)** This course introduces the student to the art of exhibit preparation and design. Students work closely with a museum staff member and assist with the design and installation of exhibits either in

the Foreman Gallery or in the Yager Museum proper. Students will be encouraged to propose exhibit design ideas for upcoming exhibits including working with graphics, label design, exhibit furniture, and placement. Prerequisite: MUST 203 and permission of instructor.

**302 Creative Exhibits: The Power of Display (4 credits)** This hands-on course—using the Yager Museum's collections—examines the theory and practice of researching and developing exhibits. Although all aspects of exhibit development are addressed, students, with assistance from the museum's staff, will focus on researching a small exhibit that will be installed in one of the museum's galleries. Teamwork, research, and the writing of interpretive text will be emphasized. (ILS)

**304 Places of Learning: Museums and Education (4 credits)** This hands-on course examines the community-service aspect of the museum's mission. Although education theory regarding diverse audiences is examined, the primary emphasis is on implementing and conducting interpretive programs for learners of all ages using the museum's exhibits and collections.

305 Independent Project (2 credits) For the independent project students are encouraged to discuss with the museum studies coordinator a museum project that they would like to carry out—this may include exhibit development, research, education outreach, marketing, grant writing and other not-for-profit projects. Students must be able to work independently on the project. Instructor permission required.

**Museum Studies Minor Requirements:**

Minimum of six required courses as follows:

**Four courses consisting of the following:**

MUST 203 Controversies and Dilemmas in Museums

MUST 302 Creative Exhibits: The Power of Display

MUST 304 Places of Learning: Museums and Education

An approved Internship in Museum Studies

**At least two courses chosen from the following mini practica:**

MUST 204 Collections Management

MUST 205 Exhibit Preparation and Design

MUST 305 Independent Project

# Music

## *PERFORM, CREATE, THINK, IMPART, TEACH*

The Department of Music develops the musical abilities of students in many ways, including the areas of performance, scholarship, creativity, communication, and where appropriate, teaching ability. We create an atmosphere that is founded on close faculty-student interaction and collaboration and one that aids in the development of self-motivated learners who have the ability to apply and transfer concepts and knowledge.

Because of our commitment to student development and to experiential learning, the Department of Music encourages and often develops special projects that involve student initiative, faculty-student collaboration, and the application of classroom knowledge to real life situations.

In our classrooms, rehearsals, and throughout the department we seek to develop:

- \*Musicians of a high level of performing abilities with a solid command of their performance area and of the rudiments of music.
- \*Intellectuals who think deeply about the music from a range of cultural and geographical regions and throughout historical time in a variety of ways.
- \*Creative individuals who can demonstrate content mastery through creative applications and embody the ideals of the liberal arts in practice.
- \*Communicators who can impart beliefs and knowledge about music to others with clarity and ease.
- \*Teaching abilities through a study of music education methodology and its application to real-world classroom settings through practicum experiences for those who pursue the BS in Music Education.

### **Bachelor of Arts (BA)**

This degree offers students a liberal arts major in music, which encourages musical exploration, collaborative projects, and hands-on learning. It prepares students for graduate work in music as well as affiliated careers in music.

### **Bachelor of Science (BS)**

The major in music education is an intensive and rigorous pre-professional program. Curricular emphasis is placed on critical thinking and creativity, and students gain competency in vocal, instrumental, and general music, K-12. Student teaching practica take place in the junior and senior years.

See Education for specific requirements of that program.

*Note: Because of the significant overlap in requirements for the music education and music majors, no student may be credited with both majors.*

### **Affiliations and Memberships**

The Department of Music is an accredited member of the National Association of Schools of Music (NASM) and is a member of the national music honor society, Pi Kappa Lambda.

**Student organizations include:** NAME, (National Association for Music Education) for music educators, and two music fraternities, Sigma Alpha Iota, for women and Phi Mu Alpha, for men.

### **Full-Time Faculty**

Diane M. Paige, Chair; Andrew Pease, Meghan Sheehy, Lee Wright

### **Resident Artists:**

All private lesson faculty are highly skilled performers who are among the ranks of the Albany Symphony Orchestra, Binghamton Philharmonic, Catskill Symphony Orchestra, the Catskill Klezmerim, Catskill Woodwind Quintet, Catskill Brass Quintet, Catskill Chamber Players, Glimmerglass Opera, Tri-Cities Opera, and the like. Ben Aldridge, Johana Arnold, Paul Blake, Karlinda Caldicott, Fideliz Campbell, MW Degan, Cynthia Donaldson, Ana-Laura González, Daniel Hane, Timothy Horne, Jeremy Kellett, Julie Licata, Robert Lipari, Stephen Markuson, Steven Nanni, Gregg Norris, Kim Paterson, Spencer Phillips, Charles Schneider, Robin Seletsky, Uli Speth, Dennis Turechek, Charles Vatalaro, Ben Whittenburg.

## Music Courses (MUSI)

110 Fundamentals of Guitar (3 credits) A course for the beginning student (including those without any previous musical experience). Designed to provide basic skills in guitar technique and music fundamentals by exploring a diverse repertory that includes classical (course emphasis), folk, country, and popular styles. Offered fall and spring semesters. (EL)

140 Music Theory I (3 credits) An investigation of the basic elements of Western tonal music: major and minor scales, intervals, diatonic triads and seventh chords, cadences, non-harmonic tones, principles of harmonic relationships, fundamentals of part-writing and analysis. Students will also be introduced to the use of various music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. Prerequisite: The ability to read music. To determine each student's ability to read music, an entrance test will be administered on the first day of class. Students must receive a grade of C or higher in order to enroll in the next course of the sequence. Offered every fall semester. (EL)

141 Aural Skills I (2 credits) Sight singing using moveable and fixed "Do" systems, single-voice dictation, interval work on Mm2, Mm3, P4, P5, P8; distinguishing major, minor, diminished, and augmented triads; introduction rhythmic exercises in simple and compound meters; chord progressions using major degrees of the scale. Offered every fall semester. (EL)

142 Music Theory II (3 credits) A continuation of work completed in Music Theory I that includes more advanced part writing and analysis, harmonization of melodies, chord inversions, diatonic seventh chords, non-chord tones, phrase structure, small-scale formal structures, and individual and group projects that focus on various analytical, arranging, and compositional activities. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. Prerequisite: C or better in MUSI 140. Offered every spring semester. (EL) Offered every spring semester.

143 Aural Skills II (2 credits) Continued progressive work in all areas; incorporating alto clef; increasing complexity in sight singing and melodic dictation; strengthening intervals

including Mm6, Mm7; distinguishing triads in inversion; integration of notation of dotted rhythms in compound time and differentiating divisions of 3, 4, 6, 8 to a beat; reading rhythms with a division of 5 or 7 to a beat; the addition of I6, IV6/4, V7, V6, to chord progressions. Prerequisite: MUSI 141. Offered every spring semester. (EL) Offered every spring semester.

150 Topics in Music (3 credits) Offered periodically in special aspects of music, such as Music and American Culture (FYS); Ebony and Ivory: White Society and the Black Musical Experience (FYS).

160 Music of World Wars I and II (3 credits) This course is an exploration of the role that music played in World Wars I and II. Topics covered include: music for and by soldiers, music as propaganda, music in reaction to wartime events, music on the home front and the civilian experience, music made for and by victims of war time atrocities, and the music of remembrance. Experience with music helpful but not necessary. Offered generally every three years. (FYS)

170 Country Music (3 credits) A survey of the history, fundamental ingredients, and structure comprising the American musical genre nicknamed "country." This is, in the most general dimension, the music of the American rural dweller, farmer, mountain inhabitant, and the Great Plains states circumventing the Great Depression to the present day. The course will discuss the influence on American country music by its ancestral styles, incorporating folk music of Brittan and Ireland, 18th century rural American folk and religious / secular music, vaudeville, 1930-1940 swing band, popular vocal and instrumental styles of the 1950s, in its formation into an expressive and recognized entertainment venue. In addition, the course will emphasize the contributions of diverse ethnic cultures and societies (American and European) in formation of the music, structure, and emotional dimensions of this genre. Offered every year.

172 Progressive Rock (3 credits) An exploration of a popular musical genre originating in Britain from approximately 1967-1979, conceptualized in the music of the Beatles and culminating in complex, classically based compositions utilizing traditional orchestral instruments and electronic instrumentation associated with popular musical idioms of the period. Other ingredients of the progressive genre will highlight electronic innovations in instruments and recording techniques, including the use of synthesizers and sound-producing computer-generated synthesized sounds. The influence of youth culture of the mid-20th century will

highlight contributions of the Beat Generation (1950) poets and writers, jazz musicians, mirrored in Hippie culture and thought of the 1960s. Offered every year.

174 History of Radio (3 credits) Provides an introduction to the history of radio and its powerful presence as a provider of news, information, and entertainment. Topics include: history of radio broadcasting from its inception in the early part of the 1920s; important individuals involved in radio technology who became the foundation of early broadcasting; the inter-relative facets of radio, its personalities, and effects on entertainment and information with respect to historical happenings and the constantly changing tastes of the listening public; the continued importance of radio in our lives; and radio's historic role as a mirror of social change and development. Offered every year.

175 Evolution and Mechanics of Broadway (3 credits) Explores the development of American musical theatre from 1840- present, its musical and theatrical elements and those individuals and influences which constitute its characteristics. Contribution of immigrants, ethnic cultures of the late 19th and early 20th centuries, the songs, stories, and stage productions created to express new and ever-changing lifestyles. Offered every year.

176 Rock Music History (3 credits) Surveys American history and its social precepts as viewed through the sound of popular music of the time. Offered every year.

178 History of Jazz (3 credits) An introduction to the principle trends, sounds, and stylistic developments in jazz from ragtime (ca. 1900) to the present. Careful attention is placed on the characteristics and developments within each style and historical era. Major performers, arrangers, and innovators are studied throughout the semester with the emphasis on sound rather than theoretical principles. Offered every spring semester.

240 Music Theory III (3 credits) A continuation of work completed in the first year of Music Theory II. The material includes chromaticism, more advanced elements in part writing, analysis, and melodic harmonization, large-scale formal structures, secondary functions, augmented sixths chords, modulation, and individual and group projects that focus on expanded analytical, compositional and arranging activities. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music

education in general. Prerequisite: C or better in MUSI 142. Offered every fall semester.

241 Aural Skills III (2 credits) Increase in the demands of aural acuity in identifying intervals and triads, in particular, as applied to sight singing, 2-voice dictation and chord progressions that will add I6/4, II6, V, V/V, V7/IV; open score Bach chorales are used to strengthen interval and clef study, including the tenor clef; rhythm exercise covers aural and notation aspects of divisions of 5 and 7 to a beat in simple and compound time. Prerequisite: MUSI 143. (EL) Offered every fall semester.

242 Music Theory IV (3 credits) This course primarily concentrates on the music of the 20th century. It begins with an introduction to late 19th century harmonic practices, and then turns its full attention to the rich and broad array of analytical and compositional features found in 20th century music. Analytical and compositional projects, undertaken in individual and small student groups, are structured toward various 20th century music practices. Instruction will be integrated with music technologies. This will serve: (1) as a means to complement and enhance student learning about music theory, and (2) as an introduction to the extraordinarily wide range of technological applications to composition, improvisation, and music education in general. Prerequisite: C or better in MUSI 240. Offered every spring semester.

243 Aural Skills IV (2 credits) Reinforcement of previous materials with the addition of compound intervals; 4- voice triads; chord progressions including IV6 and inversions of V9; playing one voice and singing another voice simultaneously from open score Bach chorales. Prerequisite: MUSI 241. (EL) Offered every spring semester.

250 Topics in Music (3 credits) Offered periodically in special aspects of music. Generally for majors and non- majors.

264 Music History I: Early Music (3 credits) (Antiquity, Medieval, Renaissance, and early Baroque music, ca. 500 B.C. - 1700 A.D.) Explores the origins and early development of the Western art tradition. The role of the church in the development of musical genres and styles, the origins and flowering of secular vocal forms, musical notation and criticism, and the impact of Renaissance religious reforms on music are among topics explored. Primarily for music majors but interested students who read music may enroll with instructor's approval. Prerequisite: MUSI 140. Offered every fall semester.

265 Music History II: The Common Practice Period (3 credits) (Late Baroque, Classical, and Romanticism, ca. 1700- 1870)



The development of large-scale vocal and instrumental works; the role of patronage and public concert life in music making; the lives and contributions of major composers such as J.S. Bach, F. J. Haydn, W.A. Mozart, and Ludwig von Beethoven; and the connections between literary movements (e.g. Romanticism) and music are among topics explored. Primarily for music majors but interested students who read music may enroll with instructor's approval. Prerequisite: MUSI 264. Offered every spring semester.

280 Music of the World's Cultures (3 credits) Study of music outside of the Western art tradition as both cultural and artistic phenomena. Principles of ethnomusicology will be employed within an interdisciplinary framework. Music cultures explored will include those from Africa, North and South America, the Middle East, Indonesia, and the Far East. (EL, WL3) Offered every spring semester.

295 Sophomore Internship in Music (3 credits) An internship in a music-related field.

320 Conducting: Choral (3 credits) A practical study of choral conducting through class lectures, hands-on conducting experiences, and the study of basic vocal/choral techniques. (EL) Offered every other spring semester.

322 Conducting: Instrumental (3 credits) This is a course intended to develop fundamental skills in baton technique, score analysis, leadership, rehearsal technique, music interpretation, conducting philosophy, and applications of pedagogical knowledge. (EL) Offered every other fall semester.

324 Foreign Language Diction (3 credits) Covers English, Italian, French, German, and Latin diction and song literature. The rules governing the correct pronunciation of each language and the International Phonetic Alphabet are covered as are their application to vocal literature. Students wishing to enroll must be able to read music. Offered every other fall semester. (EL)

350 Topics in Music (3 credits) Offered periodically in special aspects of music. Generally for majors and non- majors.

364 Music History III: Late Romanticism to Neo-Romanticism (3 credits) (Late Romanticism and the 20th Century ca. 1870-1970) The dissolution of diatonic harmony, the emergence of national styles of composition, the styles and influences of modern musical movements such as Impressionism and Serialism, and the growing gulf between composer and audience are among topics explored. Primarily for music majors but interested students who read music may enroll with instructor's approval. Prerequisite: MUSI 265. Offered every fall semester. (WL3)

395 Junior Internship in Music (3 credits) An internship in a music-related field.

440 Orchestration and Arranging (3 credits) Designed to help students acquire competence in writing for orchestra and other instrumental groups. The topics covered include the acoustical properties and musical characteristics of the different instruments of the orchestra, and problems dealing with the combination of instruments, balance, standard practices, and style. The course will draw examples from the orchestral literature and it will include several assignments in orchestration, including projects for small ensembles to be realized in class. Competence in music theory and in score reading/writing is necessary. Offered every other spring. Prerequisite: MUSI 242. (EL)

450 Topics in Music (3 credits) Offered periodically in special aspects of music. Generally for majors and non- majors.

490 Senior Thesis (3 credits). Entails a public recital on the student's primary instrument/voice as well a large- scale project. Topics for the research project can take on a variety of forms. These might include: issues in performance practice, case studies, analysis, composition, musicology, multimedia, lecture/demonstration, or community based projects. Students must propose a thesis topic and have it approved by faculty by the end of the preceding fall term, before beginning work. The research project will culminate in some form of documentation of the research undertaken, (written paper, recording, notated score) as well as a public presentation of the project for faculty and students. (EL)

495 Senior Internship in Music (3 credits) An internship in a music-related field.

## Music Education Courses (MUED)

100 Introduction to Music Education (3 credits) This introductory course to music education will address the social, historical, and philosophical foundations of the discipline. An overview and exploration of methods and approaches to teaching and learning in early childhood, elementary and secondary general music, choral, string, and instrumental music settings will be included. The topics of diversity, lifelong learning, alternative contexts for the teaching and learning of music, world musics, and teaching exceptional learners in music and integrating music technology into the curriculum will be introduced. Students will begin to develop a personal philosophy of music education. Offered every fall semester. (FYS)

221 Keyboard Techniques I (1 credit) Harmonization, transposition, improvisation, part reading from choral works, sight-reading, accompanying, scales, arpeggios, technical exercises. Materials are sequenced to accommodate different backgrounds, but basic keyboard reading skill is required. The course is a four-semester sequence that progresses developmentally through all skill areas. (EL) Offered every fall semester.

222 Keyboard Techniques II (1 credit) Prerequisite: MUED 221. (EL) Offered every spring semester.

223 Keyboard Techniques III (1 credit) Prerequisite: MUED 222. (EL) Offered every fall semester.

224 Keyboard Techniques IV (1 credit) Prerequisite: MUED 223. (EL) Offered every spring semester.

225 Brass Methods (2 credits) Pedagogy, playing, and care of common brass instruments, teaching methods and materials, practice in teaching. Offered alternate years. (EL)

226 Woodwind Methods (2 credits) Pedagogy, playing, and care of common woodwind instruments, teaching methods and materials, practice in teaching. Offered alternate years. (EL)

227 Percussion Methods (2 credits) Pedagogy, playing, and care of commonly used percussion instruments, teaching

methods and materials, practice in teaching. Offered alternate years. (EL)

228 String Methods (2 credits) Pedagogy, playing and care of string instruments of the orchestra; bowing effects, fingering problems, approaches to string pedagogy; practice in teaching. Offered alternate years. (EL)

229 Vocal Methods (2 credits) Basics of the vocal mechanism, vocal hygiene, as well as the principles of singing technique. Important components of this course are class exercises and performances as well as peer-teaching. (EL) Offered every spring semester.

301 Contemporary Trends in Music Education: Elementary Level (3 credits) This course focuses primarily on developing teaching strategies and skills for the elementary/general music classroom (grades K-5/6), including lesson planning, teaching special needs students, classroom management skills, and other current related topics. Several projects involving music technology and its current applications to music education. In addition, this course provides a historical and philosophical background for teaching music to students in K-5/6. Fieldwork in local schools is an important component of this course. Prerequisite: MUED 100. (EL) Offered every spring semester.

302 Contemporary Trends in Music Education: Secondary Level (3 credits) The course focuses primarily on developing teaching strategies and skills for the secondary music classroom in general music choral and instrumental specialties including lesson planning/rehearsal planning, teaching special needs students, classroom management skills, and other current related topics. In addition, this course provides a historical and philosophical background for teaching music to secondary students, including techniques for teaching courses such as music technology, history, and theory. The course will include several projects involving music technology and its current applications to music education. It is highly recommended that a student take MUED 301 prior to this course, but it is not required. Fieldwork in local schools is an important component of this course. Prerequisite: MUED 100. (EL) Offered every fall semester.

## Music Performance Courses (MUPF) (EL)

Students register for subsections of MUPF courses based on their class year for that semester of registration. For example, to register for MUPF 202-Private Lessons in Keyboard use the chart below.

Subsection to Register For	Fall	Spring	January
First-years	202a	202b	202i
Sophomores	202c	202d	202j
Juniors	202e	202f	202k
Seniors	202g	202h	202l

**Private Lessons (MUPF 202-311)** (1 credit) Private lessons are available for majors and non-majors. The fee for lessons is supported in part by the College. Student fees are as follows:

\$299 for ½ lessons for the semester  
 \$598 for hour lessons for the semester

Music and Music Education majors receive College support with a resulting fee of \$299 for hour lessons on their primary instrument, per semester.

*Fees are nonrefundable at the end of the second week of classes if a student chooses to drop lessons.*

MUPF 202-302 Private Lessons: Keyboard  
 MUPF 203-303 Private Lessons: Voice  
 MUPF 204-304 Private Lessons: Strings  
 MUPF 205-305 Private Lessons: Woodwind  
 MUPF 206-306 Private Lessons: Brass  
 MUPF 207-307 Private Lessons: Percussion  
 MUPF 208-308 Private Lessons: Composition  
 MUPF 209-309 Private Lessons: Accompanying  
 MUPF 210-310 Private Lessons: Conducting  
 MUPF 211-311 Private Lessons: World Music

All students, regardless of major, are encouraged to participate in ensembles. Please see the department chair for more information.

313 Chamber Orchestra (1 credit) String ensemble that plays music from the Baroque through modern eras. (Major performance ensemble) (EL)

314 Jazz Ensemble (1 credit) An exploration of contemporary as well as historically important big band literature. (EL)

315 Jazz Combo (1 credit) This ensemble explores the repertoire of the jazz masters - Miles Davis, Charles Mingus, Thelonious Monk, John Coltrane, Horace Silver and others. (EL)

316 Brass Ensemble (1 credit) This small chamber group facilitates the comprehension and appreciation of the finest repertoire available for the medium while providing an artistic experience for both players and audiences. Participants in Brass Ensemble will gain a global understanding of this genre, including repertoire, history, brass evolution/physics, and performance practice. (EL)

320 Chamber Choir (1 credit). Members selected by audition and any qualified student may audition. (EL)

330 College Wind Ensemble/Pride Pep Band (1 credit) Explores the standard and more contemporary band literature. Ensemble members also serve as the pep band at selected athletic events throughout the semester. (Major performance ensemble) (EL)

332 College Choir (1 credit) A mixed choral ensemble of about 60 members. Any student with singing experience may enroll and will undergo a vocal placement with the director. Public performances of a wide variety of choral works, including masses, and oratorios, as well as secular works. (Major performance ensemble) (EL)

334 Catskill Symphony Orchestra (1 credit) Exceptional student musicians may be accepted into the symphony orchestra. Audition required. (EL)

*All music and music education majors must successfully audition for entry into the major.*

## **Music Major Requirements:**

11 courses in theory, aural skills and history:

MUSI 140, 142, 240, 242 Music Theory I-IV

MUSI 141, 143, 241, 243 Aural Skills I-IV

MUSI 264, 265, 364, Music History I-III

*All students have the opportunity to receive credit through examination for Theory I-II and Aural Skills I-II.*

*Neither Theory III-IV and/or Aural Skills III-IV may be fulfilled by exam.*

Any student wishing to transfer AP theory credits towards their degree must supply the department with a copy of the AP exam. Upon review, the faculty will determine if the AP exam is equivalent in scope and rigor to the department's music theory curriculum and if it can therefore, fulfill theory requirement(s).

### **One course in conducting:**

MUSI 322 Conducting: Choral (for vocalists)

MUSI 320 Conducting: Instrumental (for instrumentalists)

### **One course in diction (required for vocalists):**

MUSI 324 Foreign Language Diction for Singing

OR

### **One course in orchestration (required for instrumentalists):**

MUSI 440 Orchestration and Arranging

### **One internship in a music-related field:**

MUSI 395/495 Junior/Senior Internship

### **One capstone experience:**

MUSI 490 Senior Thesis—

Project (to be developed in consultation with full-time music faculty advisor)

Public presentation of project findings at Student Scholar Showcase

Public recital (at least 45 min. of music) Program notes to accompany your recital

### **Two elective courses:**

A minimum of 6 credits from MUSI and/or MUED offerings

### **Performance-based requirements—Private lessons and ensembles:**

8 semesters of the following\*

MUPF 302-308 Private Lessons on primary performance medium

MUPF 313, 330 or 332: Major ensemble

**The required major ensembles for instrumental majors are College Wind Ensemble or Chamber Orchestra**

**The required major ensemble for vocal majors is College Choir.**

*\*No student may double- up on lessons and/or ensembles to graduate early. The BA in Music degree is an eight-semester program.*

### **Lesson Fees**

The fee for lessons is supported in part by the College. Student fees are as follows:

\$299 for ½ lessons for the semester

\$598 for hour lessons for the semester

Music and Music Education majors receive College support with a resulting fee of \$299 for hour lessons on their primary performance medium, per semester.

*Fees are nonrefundable at the end of the second week of classes if a student chooses to drop lessons.*

Private lessons in keyboard for non-keyboard majors (4 credits) MUPF 202 and/or 302 (minimum of four semesters)

**End-of-semester performances in primary performance medium:**

Convocation (fall)

Departmental jury (spring)

**Other graduation requirements:**

Attendance at weekly Friday convocations

Attendance at a minimum of eight concerts each semester, three of which are professional

**Music Education Major Requirements:**

**11 courses in theory, aural skills and history:**

MUSI 140, 142, 240, 242 Music Theory I-IV

MUSI 141, 143, 241, 243 Aural Skills I-IV

MUSI 264, 265, 364, Music History I-III

*\*All students have the opportunity to receive credit through examination for Theory I-II and Aural Skills I-II.*

*\*Neither Theory III-IV and/or Aural Skills III-IV may be fulfilled by exam.*

Any student wishing to transfer AP theory credits towards their degree must supply the department with a copy of the AP exam. Upon review, the faculty will determine if the AP exam is equivalent in scope and rigor to the department's music theory curriculum and if it can, therefore, fulfill theory requirement(s).

**Two courses in conducting:**

MUSI 322 Conducting: Choral

MUSI 320 Conducting: Instrumental

**One course in world music:**

MUSI 280 Music of the World's Cultures

**12 courses in music education**

MUED 100 Introduction to Music Education

MUED 301 Contemporary Trends in Music Education:

Elementary Level

MUED 302 Contemporary Trends in Music Education:  
Secondary Level

MUED 221, 222, 223, 224 Keyboard Techniques I-IV

*\*Music Education majors cannot fulfill keyboard method requirements via private lessons in keyboard.*

The Music Education keyboard proficiency must be attained by the end of the sophomore year. The proficiency exam is administered during finals week of spring semester by the keyboard methods professor and at least one full-time faculty member. An audio recording of the exam is sent to all faculty and once the results are compiled, the Chair notifies the student in writing of their results.

Students who do not meet the proficiency standards may sit one more time for the proficiency exam on or around October 15 of the following fall semester. If the student is unsuccessful for a second time, they will not be recommended for student teaching and thus can no longer continue in the music education major.

**Five courses in instrumental and vocal methods:**

MUED 225 Brass Methods

MUED 226 Woodwind Methods

MUED 227 Percussion Methods

MUED 228 String Methods

MUED 229 Vocal Methods

**One capstone experience:**

MUSI 490 Senior Thesis

Project (to be developed in consultation with full-time music faculty advisor)

Public presentation of project findings at Student Scholar Showcase

Public recital (at least 45 min. of music) Program notes to accompany your recital

**Performance-based requirements\***

Private lessons and ensembles

**7 semesters of the following:**

MUPF 302-308 Private Lessons on primary performance medium

MUPF 313, 330 or 332: Major ensemble

**The required major ensembles for instrumental majors are College Wind Ensemble or Chamber Orchestra**

**The required major ensemble for vocal majors is College Choir.**

*No student may double-up on lessons and/or ensembles to graduate early. The BS in Music Educations degree is an eight-semester program.*

**Lesson Fees**

The fee for lessons is supported in part by the College. Student fees are as follows:

\$299 for ½ lessons for the semester

\$598 for hour lessons for the semester

Music and Music Education majors receive College support with a resulting fee of \$299 for hour lessons on their primary performance medium, per semester.

*Fees are nonrefundable at the end of the second week of classes if a student chooses to drop lessons*

**End-of-semester performances on primary performance medium:**

Convocation (fall)

Departmental jury (spring)

*\*Music Education students are exempt from these requirements during their semester of student teaching but they are highly encouraged to take private lessons in preparation for their spring senior recital.*

**Other graduation requirements\***

Attendance at weekly Friday convocations

Attendance at a minimum of eight concerts each semester, three of which are professional

*\*Music Education students are exempt from these requirements during their semester of student teaching.*

**Music Minor Requirements\*:**

A minimum of 23 credits

2 courses in Music Theory

2 courses in Aural Skills:

2 courses in Musicology or Ethnomusicology

3 semesters of hour-long private lessons

4 semesters of major ensemble (wind ensemble, chamber orchestra, and/or college choir)

Please consult the Department chair to select the appropriate level of courses for your minor.

*\*A music minor may not double-up on lessons and/or ensembles in a semester(s) to fulfill the performance requirement.*

# Nursing

Preparation for a career in nursing requires more than the specialized scientific knowledge necessary for licensure. Nursing is an applied human science; therefore, in order to promote, maintain, or restore health a nurse must be able to apply critical thinking to a broad range of health concerns. The nurse must understand how individuals, families, communities and/or populations experience health or health concerns and the myriad of conditions giving rise to health and health risk. Completion of Hartwick's baccalaureate nursing program, as part of a broader liberal arts and sciences education, enables the graduate to acquire the knowledge, skills, and attitudes needed to make a difference in the lives of others and the health care system.

Unlike most other baccalaureate programs, Hartwick's professional nursing curriculum begins in the first year with a solid foundation in the biological, natural, social, and behavioral sciences. Electives in the humanities, required throughout the four-year academic program, complement the scientific and technical competencies required to apply a humanistic approach to professional practice. The professional component of the program, woven throughout the curriculum, helps students to gain essential knowledge, attitudes, and skills necessary to meet the increasingly complex and diverse needs of patients in today's healthcare environments. Study fosters the ability to communicate effectively, intervene therapeutically, critically think and clinically reason, and act as a responsible member of society and the profession. Clinical practice centers on health promotion, risk reduction, and illness and disease management across the life span and continuum of care. In the senior year the focus is on transitioning into the professional practice role with an emphasis on the development of systems thinking and skill in the management and coordination of care, clinical leadership, and the translation of evidence into practice.

Courses in the freshman and sophomore years are sequential and are focused on the role of the nurse as a medical-surgical generalist. Courses in the junior and senior year focus on nursing care of special populations; course work at the junior level must be completed prior to entry in the senior year. Many courses within the major are prerequisites to other courses; this means the prerequisite course must be successfully completed in order for the student to enter subsequent courses in the curricular sequence.

Because of the relationship between safe professional nursing practice and academic performance, nursing majors must meet departmental progression policies, academic standards within the College, and standards for professional accountability and ethical behavior. Nursing majors must earn a minimum grade of C in all courses required for the major to progress within the major. First year students are required to maintain a minimum cumulative grade point average of 2.0 or better to progress in the major; at the completion of the 200 level clinical courses students must maintain a cumulative GPA of 2.5 or better to progress in the major.

Nursing is an applied science; thus, students must demonstrate mastery of theoretical knowledge and competency in the application of theory to the skillful practice of nursing. Nursing majors must successfully complete both the theoretical and laboratory portion of each nursing course in order to receive credit for the course.

Upon successful completion of Hartwick's major in nursing, students receive a B.S. degree and are qualified to take the NCLEX examination for licensure as a Registered Professional Nurse (RN). The baccalaureate degree in nursing program at Hartwick College is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccneaccreditation>). The baccalaureate degree programs in nursing at Hartwick College are registered by the New York State Education Department.

## Educational Mobility for Registered Nurses

Nurses who have graduated with a minimum GPA of 2.50 from an accredited U.S. institution with an associate's degree in nursing and who possess a license as a Registered Nurse (RN) may be accepted with advanced standing as candidates for a Bachelor of Science degree with a major in nursing. Credit from other accredited colleges is usually given for courses similar to those offered at Hartwick, completed with a grade of C or higher. A maximum number of 80 transferable credits are accepted towards completion of the baccalaureate; this includes 35 nursing credits and 10 science credits. Thus, for the RN Mobility student, a minimum of 40 credits must be taken at Hartwick. Advanced standing course credit cannot be applied toward these 30 credits. Credits taken at another college for transfer to Hartwick must be approved in order for the credits to be accepted. This is done to protect the integrity of the student's program and the Hartwick degree. The transcripts and professional background of nurses who have graduated from a diploma school of nursing or from an institution in another country, and who possess a license as an RN, will be reviewed individually by the Chair, Curricular Chair, or Coordinator of Nursing Opportunities. All external transfer students are required to furnish two letters of recommendation from faculty within their major.

## Partnership for Nursing Opportunities Program (PNOP)

The PNOP is designed to provide education to students employed as Registered Professional Nurses (RNs) by Bassett Healthcare. Typically, participants in this work-study program work three days per week for Bassett Healthcare and take classes face-to-face two days per week or in a hybridized format ( a blend of face-to-face and distance programming). Face-to-face classes are held either on

Hartwick's campus or Bassett's main campus, located in Cooperstown, New York. The PNOP allows the qualified RN to achieve a baccalaureate degree in two calendar years, presuming all prerequisites are met on admission to the program. Through a system of scholarships provided by Hartwick College, Bassett Healthcare, and public and private sources, the entire tuition cost is free to the student. Students enrolled in this program are asked to commit to one year of additional employment at Bassett Healthcare for every year they are supported in the program.

### **Accelerated Summer Program (ASP)**

The ASP is designed for those internal and external transfer students who have completed prerequisite course work expected during the first one-to-two years of the nursing curriculum. Those students completing first year course work are eligible for ASP I and those students completing all nursing prerequisites are eligible for ASP II. At the completion of ASP I students will enter the nursing program at the sophomore level; those students completing ASP II will enter the nursing program at the junior level. Because of the rigor of this program, students must be in good academic standing in a/the College with a cumulative GPA of 2.75 or above. Those who have completed the nursing prerequisites with a grade of B- or better are encouraged to apply. All transfer students are required to furnish two letters of recommendation from faculty within their major.

### **Accelerated Baccalaureate in Nursing Program**

The Accelerated Baccalaureate in Nursing Program is an intensive 18 month hybrid educational program designed for adult students who have completed all of the nursing prerequisites as well as the general education requirements necessary for completion of a Bachelor of Science degree with a major in nursing at Hartwick College. Students with baccalaureate degrees in other disciplines, or those with significant college credits and a calculated cumulative GPA  $\geq 3.0$  may apply; additionally, those who have completed the nursing prerequisites with a grade of B- or better are strongly encouraged to apply. Courses are taught in 3-6 week blocks using a blend of distance and on-site education methods. Classes and clinical/laboratory practicum experiences are generally held in the evenings and/or on weekends; exceptions are made, as necessary, for agencies or experiences that only operate Monday through Friday during the day time. Classes for this program begin in June or (late May). The total number of credits required for the Bachelor of Science degree with a major in nursing is 120 credits. The academic requirements of the Accelerated Baccalaureate in Nursing Program include a 62 credit curriculum. Upon review, transfer work may be determined to be equivalent. All applicants are required to furnish two letters of recommendation.

### **Requirements**

1. Students must hold current Basic Life Support (BLS) Certification for Healthcare Providers (American Heart Association).
2. Professional Liability Insurance Policy (available through the department for pre-licensure students).
3. Health Requirements: each student must complete and submit: (a) a pre-entrance physical examination and subsequent annual physical examination; (b) completed immunization records including documentation of the annual influenza vaccine; (c) specific requirements for the nursing major, e.g., annual Mantoux test for Tb.

The forms that are required can be found on the Hartwick web site.

Health requirements are subject to change at the request of the New York State Department of Health and/or our clinical affiliates; students will be expected to comply with those changes. The Department of Nursing is under no obligation to make special accommodations for those students who cannot comply with the health requirements.

4. Drug testing and criminal background checks, including fingerprinting, may be required by clinical facilities. Findings from such inquiries may preclude the student from practicing in the clinical facility; in such cases, the Department and the College are not responsible for providing the student with an alternate learning experience. Students with previous criminal records must disclose this information at the time of consideration for licensure and should be aware that this may preclude them from being granted a license to practice. Should the student have any questions related to their future eligibility they should consult with the New York State Department of Education, Office of Professions.
5. Licensed RNs who are students must submit a copy of their NY State Nurses License, their professional liability policy, and current CPR card.

### **Transportation**

In most cases, students are responsible for providing their own transportation to a clinical site/experience. In cases where the College provides van service transportation fees may apply.



## Uniforms and Supplies

Uniforms and name pins are ordered in the student's first year in the nursing program. As well, students are required to purchase a variety of laboratory and/or clinical supplies (including such items as stethoscope, blood pressure cuff, scissors, penlight, non-digital watch with second hand) from the Hartwick Bookstore for use in clinical courses. A lab fee of \$50 will be assessed to all clinical nursing courses required in the major (10 courses).

## Disclaimer

While the College and the Department recognize and respect the cultural, spiritual, and religious beliefs and practices of others, nurses and, by extension, nursing students are required by the ANA's Code of Conduct (American Nurses Association, 2015) to provide care to diverse persons and groups. Students will not be excused from participating in the care of any persons and/or groups with diverse needs if it is a required element of the program. WHAT ELSE

## Faculty

Jeanne-Marie Havener, Ph.D., RN, CNS, FNP, Chair; Penny Boyer, Ph.D., RN, CNE, Professor Emeritus; Jacquie Brophy, MS, CCRN; Virginia DelBusto-Cohen, DNP, CNS-BC, PMH; Pamela Gilbert, DNP, CHPN, CMSRN; Patricia Grust, Ph.D., RN, CLNC; Harpreet Kaur, MS, MPHA, RN; Lisa Kettunen, BS/BA, CCRN, EMT III, Clinical and Laboratory Instructor; Wendy Moore PhD-C, RN-C, CNE; Cynthia Ploutz, MS, FNP; Amy Shaver, PhD, RN; Maia Silber MHA, RN-C; Theresa Turick-Gibson, M.A., APRN, PNP-BC; Dana Plank, MS, RN, Learning Lab Coordinator

## Nursing Courses

134 Foundations in Nursing Science (5 credits) Introduces nursing as an art and science distinguished by humanistic caring. Focuses initially on self-assessment and the skills needed to achieve academic, personal, and professional success. Students explore the role of the professional nurse in health and wellness including, self-care and the care of clients. Individual differences, personal and professional values, beliefs, culture, interpersonal communication, the healthcare system, baccalaureate nursing, and the role of the nurse (as a change agent, wellness coach, collaborator, decision maker, and care manager) in the improvement of health are explored. In the laboratory students are introduced to self-assessment tools and techniques of mindful awareness, to determine individual health status. Common nursing interventions, actions, and stress and coping techniques used to meet the healthcare needs of clients across the lifespan and continuum of care are explored and applied. Students apply therapeutic use of self and basic nursing skills in long term care, ambulatory, and community settings. Community service hours are required as part of the course. The course is offered for majors only in the fall semester and ASPI and ASPII Summer Accelerated semester. Prerequisites / Co-requisites BIOL-206

234 Medical-Surgical Nursing I (5 credits) Integrates knowledge from the humanities and sciences into the holistic and informed care of patients with select medical surgical problems. Introduces students to the physical, psychological, and socio-cultural aspects of illness as experienced by the adult client; in particular, the effects of aging are stressed. The use of evidence-based practice, critical thinking and clinical problem solving skills necessary to provide holistic care to adult and aging clients experiencing common health problems are emphasized. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention and the

nursing process are applied in a variety of nursing and acute care medical-surgical settings. Prerequisites: NURS 134, SCIE 144, BIOL 206 & 207, CHEM 105 or 107 or 109. Offered in the fall semester and ASPII Summer.

248 Health Care Quality and Research I (2 credits) Presents the concepts and processes essential for using best evidence to improve the quality of care and patient outcomes. Introduces students to research as the basis of scientific inquiry. Students will learn, at a beginning level, how to critically read and examine the literature and locate the best evidence to guide nursing practice. Students will explore a variety of research methods, the impact of nursing theory on knowledge, as well as, historical, legal, and ethical aspects of nursing research. Students will be introduced to technical writing and American Psychological Association paper formatting requirements as they create Chapter One of an evidence-based change project.

261 RN to B.S. Transition Seminar (3 credits; WL) Focuses on the process of transitioning into baccalaureate education. Emphasis is on refining communication and assessment skills, information literacy, college level writing, critical thinking, professional practice, political advocacy, cultural competency, and therapeutic nursing interventions. Nursing process, nursing research, and nursing theory are addressed. Assessment/intervention skills for the individual and family within the community are included. Physical Assessment skills are reviewed and assessed. In the case of inactive or inexperienced RNs the clinical experience serves to validate the basic acute care abilities expected of an RN and provides an opportunity to use new skills. Offered fall semester. For RNs only.

334 Medical-Surgical Nursing II Theory and Practicum (5 credits) Builds on the knowledge, skills and attitudes gained through the study of Medical-Surgical Nursing I and integrates knowledge from the humanities and sciences into the holistic and informed care of patients with select and co-morbid medical-surgical problems. Skill in critical thinking and clinical problem solving is expanded, practiced, and refined. Evidence-based practice, quality and safety are emphasized. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of acute care medical and surgical settings. Prerequisites: NURS 234, SCIE 245 and BIOL 344, or permission of faculty. Each 300 level nursing clinical course must be successfully completed in order to progress to the subsequent clinical nursing course. Offered in the spring semester and in the fall semester for accelerated students.

336 Rural Health Nursing Theory and Practicum (4 credits; 3 credits for nursing and 1 credit for liberal arts) Assists the student to recognize the myriad of health beliefs and practices that exist among and between different members of a rural upstate New York culture and how those beliefs and practices have an impact upon the health of its members. This four-week experience is designed to expose the student to the social determinants of health and public health and transcultural concepts and theories. Students will be exposed to different empirical frameworks to assist them in providing holistic, culturally competent care to individuals, families, populations and communities living in rural upstate New York. Clinical experiences to meet course objectives occur in diverse rural clinic and community settings with an emphasis on therapeutic interventions, health promotion, disease prevention, risk reduction and health teaching. Prerequisite: NURS 234, 257 and/or NURS 357 or permission of the faculty. Offered J Term.

346 Transcultural Nursing Theory and Practicum (4 credits; 3 credits for nursing and 1 credit for liberal arts) Assists the student to recognize the myriad of health-related beliefs and practices that exist among and between different members of a culture and how those beliefs and practices impact upon the health of its members. This four-week experience is designed to expose the student to the social determinants of health and public health and transcultural concepts and theories. Students are exposed to different empirical frameworks to assist them in providing holistic, culturally competent care to individuals, families, populations and communities living in a foreign setting. Clinical experiences to meet course objectives occur in diverse rural and/or urban clinic and community settings with an emphasis on therapeutic interventions, health promotion, disease prevention, risk reduction and health teaching. Prerequisite: NURS 234, 334, 257 and/or NURS 357 or permission of the faculty. Offered J Term.

333 The Third Age: Gerontologic Nursing (3 credits) Explores the field of gerontological nursing and the unique health care needs of the older adult. Students are introduced to myths, theories, and diverse perspectives related to aging. Demographic, social, cultural, ethical, financial, environmental and housing issues are explored. Therapeutic

communication, evidence-based practice, nursing process, levels of prevention, and end of life care are presented. Prerequisites: NURS 234, 334, SCIE 344, SCIE 345. May be taken concurrent with NURS 334 by accelerated and three year students. Offered in the spring semester. (WL3)

348 Health Care Quality and Research Methods II (2 credits) Presents the concepts and processes essential for using best evidence to improve the quality of care and patient outcomes. With guidance students gain further competence in the analysis and evaluation of research for use in practice. Students critique a variety of studies that employ increasingly complex research designs representing diverse quantitative and qualitative methods. Nursing theory, as well as, historical, legal, and ethical aspects of nursing research are integrated throughout. Strong emphasis is placed on team skills, technical writing skills and American Psychological Association paper formatting requirements as students create an integrative review of the evidence for an evidence-based change project. Prerequisite or co-requisite: MATH 108 or PSYC 291.

356 Women's and Reproductive Health Theory and Practicum (5 credits) Integrates knowledge from the humanities and sciences into the holistic and informed care of patients throughout the reproductive life span. Normal and abnormal variations in biologic, psychological, social, family, and spiritual health during periods of pregnancy, childbirth, and human and sexual growth and development are explored with a particular focus on the nurse's role in application of levels of prevention. The use of evidence-based practice, critical thinking and clinical problem solving skills necessary to provide holistic care to the emerging family and persons with reproduction and genitourinary health needs are emphasized. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of clinical settings. Clientele include the childbearing client, the emerging family, and persons with genitourinary and reproductive health needs. Prerequisites: NURS 234, 334, BIOL 206, BIOL 207, 210, SCIE 144, SCIE 344, and BIOL 344 or permission of the faculty. This course may be taken out of sequence for the summer accelerated students but must be completed prior to enrollment in senior nursing courses. Offered in the spring and fall semester.

357 Pediatric Nursing Theory and Practicum (5 credits) Integrates knowledge from the humanities and sciences into the holistic and informed care of pediatric patients with select developmental and acute and/or chronic medical-surgical problems. Normal growth and development, physiology, common pathophysiology, and special quality and safety considerations in the care of clients from infancy through adolescence are emphasized. Skill in critical thinking and clinical problem solving is expanded, practiced, and refined. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process, are applied in a variety of acute care, ambulatory care, community, and long term care settings. Each 300 level nursing clinical course must be successfully completed in

order to progress to the subsequent clinical nursing course. Offered fall semester.

434 Advanced Medical-Surgical Nursing Theory and Practicum (5 credits) Integrates knowledge from the humanities and sciences into the holistic and informed care of patients with complex, multiple system disorders encountered in critical care settings. Evidence-based practice, quality and safety, and advanced nursing care concepts are emphasized. Students gain insight into the problems of critically ill patients and the management issues that accompany critical illness. Skill in critical thinking and clinical problem solving is further expanded, practiced, and refined. Therapeutic communication skills, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in critical care settings. Prerequisites: 300 level nursing courses or permission of the faculty. Not required for RN Mobility students. Offered fall and spring semester.

441 Psychiatric-Mental Health Nursing Theory and Practicum (5 credits) Integrates knowledge from the humanities and sciences into holistic and informed care of patients with psychiatric and mental health concerns. Focus is placed on health promotion, risk reduction and the alleviation of symptomatology across the lifespan. Theories of mental health and illness as well as the causes, correlates and consequences of specific disease entities are addressed. Practice and refinement of the therapeutic use of self is emphasized. Students gain an understanding of group dynamics and group facilitation skills. Critical thinking and clinical problem solving, therapeutic nursing interventions, levels of prevention, and the nursing process are applied in a variety of crisis, acute care, long term care, and community settings. Prerequisite: 300 level nursing courses or permission of the faculty. Not required for RN Mobility students. Offered fall and spring semester.

443 Community Health Nursing Theory and Practicum (5 credits) Integrates knowledge from the humanities and sciences into holistic and informed care of well and ill individuals, families, populations, and communities. Students gain advanced skill and achieve independence in clinical problem solving. Therapeutic communication, nursing interventions, levels of prevention, and the nursing process are applied in both formal and informal settings. Students engage in the assessment of a community to uncover the healthcare needs of that particular community and develop and implement a problem - focused intervention program in the community. Prerequisites for pre- licensure students: 300 level nursing courses or permission of the faculty; prerequisite for RN students: NURS 261 and 336 or permission of the faculty. Offered fall and spring semester.

446 Transitions into Professional Practice I: Health Policy and Leadership (4 credits) Explores the role of the nurse as manager of care, clinical leader, and patient, public, and professional advocate. Management and leadership theories, principles, and skills are presented as a guide to skillfully managing care and care teams at the "bedside" and in the boardroom. Skill in presenting oneself as a member of the

profession and scientific community is applied. Nursing history, roles, professional trends and issues are explored as a foundation to active engagement in the political process and public advocacy. Students appraise issues relevant to professional practice, research current advocacy efforts and policy solutions, and actively engage in the political process in and outside of the classroom. Prerequisite for majors: For traditional students, completion of all 300 level nursing courses and at least one senior level clinical course or permission of the faculty; for RN-BS students NURS 261, 348, or permission of the faculty. Offered in the fall semester for pre-licensure students and in the spring for RN-BS students.

448 Health Care Quality and Research Methods III (2 credits) Presents the concepts and processes essential for using best evidence to improve the quality of care and patient outcomes. Collegial support is provided to students as they develop Chapter Three, an evidence-based change project in response to an area of concern identified in NURS 248 and evidence identified in NURS 348. The evidence-based change project facilitates the students' ability to critically reason as they integrate theory from multiple disciplines, research, and practice. Strong emphasis is placed on technical writing skills and American Psychological Association paper formatting requirements. Prerequisites: Math 108 or PSYC 291, NURS 261 (RNs only), NURS 248, 348, and 446.

495 Transition into Professional Practice II: Senior Independent Practicum (5 credits; senior capstone) Assists the pre-licensure student in the transition from academe to the realities of professional baccalaureate nursing practice. Students take on the role of the nurse as baccalaureate-generalist through NCLEX preparation and a 200 hour independent practicum planned in collaboration with a faculty member and an on-site supervisor. Integrates knowledge from the humanities and sciences into holistic and informed care of patients-individuals, families, groups, communities, or populations. Prerequisite: Completion of all other nursing degree requirements. Offered spring semester. May be done as a Directed Study.

495 BH Transition into Professional Practice II: Senior Independent Practicum for RN Mobility Students (4 credits; senior capstone) Provides the licensed RN Mobility student with a transitional opportunity to apply formal and informal leadership and followership skills expected of the baccalaureate graduate. Students work side-by-side with a registered nurse serving in a leadership-management position in a healthcare or academic setting. Students gain an understanding of and appreciation for the role of leader-manager as indirect care provider, change agent, role model, and professional and public advocate. Students are expected to fully engage with their preceptors in shaping the practice or practice environment by actively participating and contributing to select projects and processes that contribute to the Triple Aims (IHI, 2007)-improved population health/health outcomes, quality of the patient experience, and cost-effectiveness. Prerequisite: Completion of all other nursing degree requirements.

## Interdisciplinary Courses

INTR 103 Life's Choices: Ethical Issues in Healthcare (3 credits) Explores a wide array of ethical dilemmas from multiple perspectives. Issues to be investigated during the course will be decided upon by the students, but may include autonomy, euthanasia, resource allocation, abortion, smoking, transplants and cloning. Finances, media, laws, policies, individual and family beliefs (cultural and spiritual) will be explored related to their effect on the ethical decision making process. Offered J Term.

INTR 150 The Magic of Human Animal Bond (3 credits) Examines the relationship between humans and non-humans for a better understanding about the ways that animals enrich peoples' lives. Course work includes discussion of the history of human-animal bond, and various contextual theories, as well as cultural and ethical issues concerning animals. Various ways in which animals are used in today's society are discussed. Includes observational and service learning projects involving domestic animals.

INTR 310 Health, Illness and Healing as Reflected through Film (3 credits) Explores various theories and content related to health, illness, and healing through readings, discussion, and film. Various aspects such as culture, economics, values, gender, race, psychological impact, social impact, and ethics

are examined in the context of application to past and present times. Through examination of specific health and illness topics, the student will develop a greater understanding of health/disease entities and demonstrate an appreciation for the multiple components that influence health, illness, and healing. Offered J Term and summer. (EL)

SCIE 144 Health Assessment Theory and Laboratory (4 credits) Offers the student experience in holistic health assessment. Synthesizing knowledge from the biological and behavioral sciences, students develop further skill in therapeutic communication, interviewing, data collection, psychosocial and physical assessment. Using a body systems approach, age related changes, normal and abnormal variations, and racial and cultural consideration are learned and applied in the laboratory and or clinical setting. Prerequisites: BIOL 206, NURS 134, or permission of the instructor. Offered in the spring semester and ASPI &II Summer Accelerated.

SCIE 345 Pharmacology (3 credits) Focuses on the origin, nature, chemistry, effects, and therapeutic use of drugs in health care. Clinical, legal and ethical issues related to drug therapy are explored. Prerequisites for nursing majors: BIOL 206, 207, CHEM 105, SCIE 144, NURS 134. Permission of instructor for non-majors. Offered fall semester.

### **Nursing Major Requirements:**

120 academic credits minimum distributed as follows:

NURS 134 Foundations of Nursing Science - Theory & Lab  
NURS 234 Medical-Surgical Nursing I - Theory & Practicum  
NURS 248 Health Care Quality and Research I-Theory  
NURS 333 Gerontologic Nursing-Theory  
NURS 334 Medical-Surgical Nursing II - Theory & Practicum  
NURS 348 Health Care Quality and Research II-Theory  
NURS 356 Women's & Reproductive Health - Theory & Practicum  
NURS 357 Pediatric Nursing - Theory & Practicum  
NURS 336 Rural Health\* OR NURS 346 Transcultural Nursing\*

NURS 434 Advanced Medical-Surgical Nursing - Theory & Practicum  
NURS 441 Psychiatric Mental Health Nursing - Theory & Practicum  
NURS 443 Community Health Nursing - Theory & Practicum  
NURS 446 Transitions into Professional Practice I: Health Care Policy and Leadership  
NURS 448 Health Care Quality and Research III  
NURS 495 Transitions into Professional Practice II: Senior Independent Practicum

### **Four courses in Biology:**

BIOL 206/207 Human Anatomy and Physiology I and II  
BIOL 210 Microbiology of Disease

BIOL 344 Pathophysiology

### **One lab course in Chemistry:**

CHEM 105 Fundamentals of General, Organic & Biological Chemistry^

*^Alternately may take Chemistry 107 or 109 depending on Math placement scores*

**Two Science courses:**

SCIE 144 Health Assessment - Theory & Lab  
SCIE 345 Pharmacology

**One course in Mathematics:**

MATH 108 Statistics

**One course in Psychology:**

PSYC 301 Life-Span Developmental Psychology

**One elective course in Ethics**

**RN Mobility Requirements in Nursing**

NURS 261 RN to BS Transitions Course  
SCIE-344-BH Advanced Health Assessment-Theory and  
Practicum  
Math 108: Statistics  
NURS 348 Health Care Quality and Research II-Theory  
NURS 336 Rural Health

NURS 443 Community Health Nursing - Theory & Practicum  
NURS 446 Transitions into Professional Practice I: Health  
Care Policy and Leadership  
NURS 448 Health Care Quality and Research III  
NURS 495-BH Transitions into Professional Practice II:  
Senior Independent Practicum

**Ethics elective**

**Minimum of 2 electives: vary but may include Intercultural Communication, Spanish for the Healthcare Professional 1 & 2, Writing Your Spiritual Autobiography, Epidemiology**

## Peace and Conflict Studies (Minor)

The Peace and Conflict Studies Minor serves students interested in the interdisciplinary study of the conflicts that characterize our world and the peace efforts that arise in response to these conflicts. Courses are offered across the major academic divisions of the college, drawing on the expertise of faculty in a number of different disciplines. Students pursuing a Hartwick minor in Peace and Conflict Studies will explore the causes of international and domestic conflict, the results of such conflict, and the various ways available to mediate and prevent conflict. Topics included in the broad range of available courses include pacifism and non-violent protest, domestic violence, war, torture, sex, race, sexual orientation discrimination, and peace movements of various kinds.

The Program also offers a one-credit capstone course on an annual basis. This course focuses on some of the major themes in Peace and Conflict research, with a special emphasis on the place of war and nonviolence in political and ethical thought.

### Peace and Conflict Studies Minor Requirements:

Six 3-4 credit courses from the list approved for the Minor:

ARTH 306: 20th Century Art History	POSC 105: International Relations
ANTH 322: Origins of War and Peace	POSC 107: Freedom, Equality, Justice
ANTH 350: Anthropology of Conflict and Violence	POSC 247: Modern Political Ideas
ECON 102: Hunger and Excess	POSC 215: International Organizations
ECON 156: Economics of War	POSC 218: Central Asian Politics
EDU 150: Savage Inequalities	POSC 248: Middle East Politics
ENGL 150: Imperial Nightmares	POSC 250: Authoritarianisms
ENGL 190: Literature of War	POSC 357: Democratic Ideas, Democratic Politics
ENGL 190: Children in War	POSC 377: Philosophy of Law
ENGL 235: Fury of the Northmen	POSC 335: International Law
HIST 104: Race and Ethnicity in American History	POSC 345: Global Issues, Global Crises
HIST 150: Environmental Injustice	RELS 222: Buddhism
HIST 213: Europe in the 20th Century	RELS 243: Religion and Politics
HIST 251: Civil Rights Movement	RELS 350: Philosophy of Consciousness in India
HIST 251: Vietnam War	RELS 239: Islam
HIST 251: Revisiting Roots	SOC 155: Children's Lives
HIST 252: Intro to the Middle East	SOC 225: Human Rights
HIST 324: Slavery in Latin America and the Caribbean	SOC 230: Poverty and Affluence
HIST 337: Civil War and Reconstruction	SOC 240: Women and Social Change
HIST 342: History after the Bomb	SOC 250: Teens and Families
HIST 351: America between the Wars	SOC 251: Race and Ethnicity
HIST 352: Europe and the World Wars	SOC 310: Classical Social Theory
HIST 324: Slavery in Latin America and the Caribbean	SOC 350: Food and Social Justice
HIST: Environmental Injustice	SOC 350: Global Feminisms
HIST: The Sixties	SOC 350: Transnational Solidarity: Fair Trade, Social Justice, and Human Rights-Chiapas, Mexico
INTR 166: Intro to Women's Studies	SOC 350: Women and Work
INTR 310: Music and War: World War II (CIS)	SOC 350: Social Movements
INTR 310: Art and Pornography (CIS)	SOC 375: Power and Privilege: Social Inequality in Theory and Practice
INTR 310: America's Oil Addiction	SOC 385: Sociological Qualitative Analysis
INTR 310: Dams and the Damned	SOC 397: Contemporary Theory
MUSC 250: Music, Politics, and War	
PHIL 250/POSC 250: The Politics of Torture	
PHIL 271: Values and Society	

A minimum of two courses at the 300 or 400 level

Courses from a minimum of three different disciplines

A one-credit 400-level mini-seminar that will be the capstone for the minor

# Philosophy

“Philosophy” literally means “love of wisdom;” it is an activity rather than a subject matter. As contemporary philosophers use the term, philosophy is a kind of reflection on and analysis of various other human activities. For example, philosophical analysis distinguishes between moral, religious and scientific discourse and reflects on how religion is related to morality on the one hand, and to science on the other.

Philosophy in the western tradition dates back to the ancient Greeks, when Socrates, Plato, Aristotle and other thinkers explored the nature of reality and the means by which people come to know. Later philosophers such as Descartes, Hume and Kant refined and challenged earlier understandings of human existence. The study of philosophy compels students to examine fundamental questions and, in so doing, it better prepares them for life. As they become familiar with the teachings of the world’s great philosophers, students also develop their ability to examine, clarify, analyze—and care for—the natural and human world.

Hartwick’s philosophy program acquaints students with issues of contemporary philosophical inquiry, as well as the thinking of important philosophers of the past. Major areas of study include **epistemology**, the study of how we come to know as well as the limits of what we can know; **metaphysics**, the study of reality; and **ethics**, the study of moral systems and the foundations of value. Departmental offerings include courses in the history of philosophy as well as systematic courses, which introduce students to the chief areas and topics of philosophical investigation. These courses, together with opportunities for directed individual study, permit students to do advanced and specialized work in philosophy and to develop competence in handling philosophical problems.

Students who major in philosophy complete core courses in logic, the history of philosophy, and ethics. Additional courses in philosophy selected to complete the major requirements depend on a student’s interests and future career goals. The major program culminates in a senior capstone research paper in an area of philosophical inquiry.

Graduates with a major in philosophy have many options. Students who have majored in philosophy as undergraduates pursue graduate study in many other fields: law, medicine, social work, business, public administration, and, of course, philosophy. As a discipline that develops critical and creative thinking and writing, philosophy provides a good foundation for graduate study of nearly any sort.

## Faculty

Stefanie Rocknak; J. Jeremy Wisnewski

## Philosophy Courses

150 Topics in Philosophy (3 or 4 credits) A course with varying content aimed to introduce perennial themes and problems in philosophy. The topic will be announced in advance each time the course is offered.

161 The Socratic Project (3 credits) Socrates is one of the most fascinating figures in history. He lived a life that was totally dedicated to answering philosophical questions: What is moral? What is the nature of the good life? Is knowledge possible? His persistent attempt to answer these questions ultimately resulted in his execution. In a very real sense, Socrates died for philosophy. Our aim in this course will be to explore the Socratic project—to examine the point, worth, and form of a life dedicated to intellectual inquiry. We will take particular pains to try to understand the force and significance of the famous imperative, said to characterize the Socratic life: ‘Know thyself’. We will accomplish this by examining a number of important thinkers, all of whom spent their lives attempting to make sense of the world and our place in it. We will begin, of course, with Socrates, but our inquiry will lead us into the present—into a consideration of inquiry as it currently exists in university settings. In addition to Socrates, we will read material from a diverse range of perspectives, all of which, in one way or another, are engaged in the attempt to understand the human condition. Material will include readings from Plato, Freud, Nietzsche, and Marx, as well as from more recent authors in fields such as evolutionary psychology and gender/race studies. (FYS)

201 Classics of Philosophy (3 credits) An introduction to the methods, concepts, and aims of philosophical inquiry through critical study of major philosophers such as Plato, Aristotle, Descartes, and Hume.

227 Classical Political Ideas (4 credits) (same as POSC 227) Students investigate the ideas that shaped and emerged out of pre-modern political life, including arguments about the nature of justice and of political virtue. Authors may include Plato, Aristotle, Cicero, Seneca, Augustine, Aquinas, Machiavelli, and others. Prerequisite: POSC 101 or 111, or 107 or any Philosophy course. Offered alternate years.

228 Philosophy of History (3 credits) Analysis of history as thinking and writing about the past and its influence on the present Hegel, Marx, Nietzsche, and others.

236 Logic (3 credits) Principles of deductive inference; traditional syllogistic and basic modern symbolic logic. (QFR)

247 Modern Political Ideas (3 credits) (same as POSC 247) Students investigate key political ideas of modernity, including arguments over the legitimacy of revolution and over the nature and scope of individual rights. Authors may include Hobbes, Locke, Rousseau, Wollstonecraft, Marx, Nietzsche, Dewey, Arendt, Fanon, Gandhi, and others.

Prerequisite: POSC 101 or 111, or 107 or any Philosophy course. Offered alternate years.

249 Existentialism (3 credits) An exploration of the philosophical movement of existentialism as it has manifested itself in multiple contexts (in Europe, in the Caribbean, in Asia). Questions to be considered will include the nature of the self, the absurdity of existence, and how one might achieve a worthwhile life despite the inevitability of death. Philosophers to be read might include: Kierkegaard, Nietzsche, Sartre, Fanon, Unamuno, Nishitani.

250 Topics in Philosophy (3 or 4 credits) A course concentrating on the thought of a single philosopher or school of philosophy, a major philosophical work or a specific problem in philosophy. The topic and the number of credits will be announced in advance, each time the course is offered. Topics in recent years have included Business Ethics, Bioethics, Death, Epistemology, and Philosophy of Language. No prerequisites.

260 Zen and Philosophy (3 credits) In this course we will explore the writings of some notable figures in the history of Zen and in ‘the Kyoto school’ of Japanese philosophy, examining the specific ways in which they try to articulate the philosophical underpinnings of Zen to a Western audience. (ILS)

261 Philosophy in Literature (3 credits) Philosophical questions concerning the nature of responsibility, the nature of the self, the meaning of a valuable life, and the terror of choice will be explored in selected works of fiction (works by, e.g. Albert Camus, Franz Kafka, J. M Coetzee, Fyodor Dostoevsky).

271 Values and Society (3 credits) An introduction to philosophical ethics, both theoretical and applied. Students are introduced to basic moral theories (deontology, utilitarianism, virtue ethics), as well as how these theories might be used to confront particular ethical issues. Students will analyze a variety of positions, critically assessing the merits and weaknesses of the available arguments. Topics to be considered may include: torture; animal rights; sexism, heterosexism, and racism; genetic engineering; consumerism and environmentalism; economic inequality and world poverty.

273 Relativism (3 credits) Have you ever thought that “everything is relative,” or that “there is no truth” because “everything is a matter of opinion?” If so, believe it or not, you are already doing philosophy. In fact, you have ancient company: some 2,400 years ago, Protagoras championed the view that “knowledge is a perception,” and relatedly, that “man is the measure of all things.” In other words, he was one of the first full-blown relativists. In this class, we will examine just what it means to be a relativist, asking and answering the questions: Is it a good position to hold? Why or why not? To



help us work through this topic, we will read one of Plato's dialogues, some contemporary literature, and watch a number of related films.

332 Philosophy of Religion (3 credits) What is religion? Is there a God? What is the value of religious experience? Is it possible to be religious without being superstitious? Answers to these and related questions will be examined in the analytical manner appropriate to philosophy. (ILS)

336 Ethics (3 credits) Exploration of the major moral theories of the western philosophical tradition (utilitarianism, deontology, virtue ethics), as well as challenges to this tradition. Students will examine questions concerning the possibility of moral knowledge and moral expertise, the relationship between reason and value, and the limits of our best attempts to grapple with the question of how to live. Prerequisite: at least one college course in philosophy.

337 Philosophy of Art (3 credits) Analysis of various points of view on such topics as the definition of art; aesthetic experience; the form, matter and content of art; emotion and expression; the psychological function of art; criticism; and evaluation. (ILS)

339 Philosophy of Science (3 credits) Analysis of scientific method, logic of scientific explanation, relations of science and society. Recommended preparation: two terms of laboratory science. Offered when there is sufficient demand.

350 Topics in Philosophy (3 or 4 credits) A course concentrating on the thought of a single philosopher or school of philosophy, a major philosophical work or a specific problem in philosophy. The topic and the number of credits will be announced in advance, each time the course is offered. Recent topics have included Love and Sexual Morality, Phenomenology, and Naturalism. Recent philosophers covered have included Kant, Nietzsche, Heidegger and Sartre. Permission of the instructor required. (ILS)

360 Freedom and Determinism (4 credits) Is human behavior free or determined? When is a person morally responsible for his conduct? What are the relationships between freedom and responsibility? Recent answers to these age-old questions of moralists, lawyers and theologians are analyzed and assessed.

370 Philosophy of Mind (4 credits) What can a science such as psychology tell us about the workings of the mind? What are the philosophies of some of the major psychological movements? While these topics constitute the broader context of the course, we also will explore issues such as the following: To what extent is one born with one's ideas, skills or talents, and to what extent do these depend on one's environment? How does the mind represent the external world? Do computers "think," are they "conscious?" How does understanding of the brain affect understanding of human psychology? To what extent is human intelligence like that of other animals? (ILS)

372 Phenomenology (3 credits) Phenomenology is the systematic investigation of the structure of lived experience. Our aim in this course is to grapple with this tradition—attempting to understand both its reach and its limitations. Philosophers to be read may include: Edmund Husserl, Martin Heidegger, Maurice Merleau-Ponty, Emmanuel Levinas. (ILS)

381 Ancient Greek Philosophy (4 credits) The Pre-Socratics, Socrates, Plato, and Aristotle. Prerequisite: at least one college course in philosophy; PHIL 201 is recommended.

383 Modern Philosophy: Descartes to Kant (4 credits) As Luther broke with the Catholic Church in the opening years of the sixteenth century, Copernicus dared to proclaim that the earth was not the center of the universe. The stage had been set for an intellectual revolution; in virtue of the burgeoning success of scientific inquiry, paired with a renewed confidence in rationality, human beings began to perceive themselves as the "masters of the universe." "Modernity" was ushered in as a previously unquestioned obedience to Church and God slipped away. In this class, we will carefully examine four philosophers who helped to shape this dramatic and rich moment in history: Descartes, Leibniz, Hume and Kant (as well as a number of relatively unknown women philosophers).

490 Senior Capstone Seminar (3 credits)

491 Honors Thesis (4 credits)

## **Philosophy Major Requirements:**

10 courses in Philosophy to include:

**At least six courses at 250 or above**

**At least four courses at 300 or above**

**One logic course:**

PHIL 236 Logic

**Two of Three History of Philosophy courses\*:**

PHIL 201 Classics of Philosophy

PHIL 381 Ancient Philosophy

PHIL 383 Modern Philosophy

*\*This requirement also can be satisfied by taking courses on particular philosophers within these periods (e.g. a course on Plato, Aristotle, Hume, or Kant)*

**One course in values:**

PHIL 271 Values and Society or 336 Ethics

**Two courses in recent Philosophy covering two of the following:**

- 19th or 20th Century Philosophy
- Contemporary Approaches to Philosophical Issues
- A Major Philosopher of the recent past

**Three elective courses in Philosophy**

**Complete the Senior Seminar.**

PHIL 490 Senior Capstone Seminar

*It is strongly recommended that all majors take at least one course with each member of the department.*

## **Philosophy Minor Requirements:**

Minimum of 6 (3 or 4 credit) courses in Philosophy to include:

**At least 4 courses at 200 or above**

**One of the following History of Philosophy courses:**

PHIL 381 Ancient Philosophy or

PHIL 383 Modern Philosophy

**One course in values:**

PHIL 271 Values and Society or 336 Ethics

**Four additional courses in philosophy**

# Physical Education

The physical education program at Hartwick is designed to develop skills in a variety of physical activities that contribute to the joy of living, to wholesome use of leisure time, and to the development of health and fitness. The program provides each student with an opportunity to develop sufficient physical, mental, social and motor skills to be used in a lifetime of movement related activities.

The physical education program is housed in the Frederick Moore Binder Physical Education Center. The Center houses instructional, recreational, and physical education facilities including the Elting Fitness Center; Moyer Pool, an eight-lane, 25-yard swimming pool and diving complex; handball, racquetball, and squash court; gymnasium; and dance studio. Several off-campus facilities also are utilized for physical education courses: bowling at Holiday Lanes; golf at Wood Haven Golf Course; and horsemanship at Hunter's Rein Stable, home of the College's equestrian team.

## **Physical Education Requirement**

All Hartwick students must complete two 1-credit skill classes from two different physical education (PHED) courses in order to graduate. Those PHED courses worth two credits cannot satisfy the requirement alone. Students are urged to complete the requirement prior to the senior year. The department offers many 1-credit skill courses and athletic participation situations which may be combined in a variety of ways to meet this requirement. No course may be repeated for credit.

Participation in any traditional season of an intercollegiate sport may be used to fulfill one credit. A multi-sport student may only use one team sport credit; the other credit must come from the approved dance theatre courses or an additional activity course. Students may receive physical education credit for participation in a course or related sport, but not both.

## **These combinations cannot together satisfy the requirement:**

PHED 147 Tennis & PHED 423 Tennis Team  
PHED 149 Volleyball & 428 Volleyball Team  
PHED 160 Horsemanship & PHED 425 Equestrian Team  
PHED 110 Swimming or 210 Advanced Swimming & PHED 422 Swim Team  
PHED 312 Water Safety Instructor & PHED 315 Lifeguarding

One Theatre Arts class from the following courses may count toward the skill-course requirement: THEA 110, 111, 112, 115, 212, 312. The second skill-course requirement must come from intercollegiate participation or a PHED course.

## **Coaching Certification:**

Hartwick College seeks to educate and train students who are interested in pursuing a profession in coaching. The curriculum is based on the New York regulations of the Commissioner of Education Section 135.4(c)(7)(i)(c) and Section 135.5 of the State Education Department.

The courses are designed to meet the New York State requirements for interscholastic athletic teams and will also prepare students to coach in a variety of scenarios (other state high schools, youth leagues, college, etc.).

## **Coaching Certification Requirements:**

PE 202 Theory and Techniques of Coaching  
PE 203 The Philosophy, Principles and Organization of Athletics in Education  
PE 302 Sports Health  
PHED 164 Responding to Emergencies and Community CPR

## **Additional Requirements**

New York State requires all applicants for teaching, coaching, counseling and administrative certification (provisional and permanent) to have taken a certified course in Child Abuse Recognition and Reporting and be fingerprinted. The full New York State requirements can be found online at:

[http://www.p12.nysed.gov/cia/pe/toolkitdocs/coachingguidelines\\_07\\_09.pdf](http://www.p12.nysed.gov/cia/pe/toolkitdocs/coachingguidelines_07_09.pdf)

Students seeking to teach outside the state of New York should research the coaching qualifications required for that specific state.

## Skill Courses for Physical Education Requirement (PHED)

Physical education skill courses are graded on a passed-not passed basis. Courses carry one credit and meet for half the term unless otherwise noted. Not all courses are offered every semester. Some skill courses carry an additional fee, which is listed in the course schedule prepared by the Registrar. These fees are non-refundable once the term begins. Courses marked (\$) below require an additional fee, and courses that may require equipment (E) or transportation (T) also are marked.

### Aquatics

PHED 110 Beginning Swimming  
PHED 220 Advanced Swimming  
PHED 312\*Water Safety Instructor (WSI—meets full term—2 credits)  
PHED 315\* Lifeguarding (Permission of Instructor & Prerequisite: First Aid/CPR—meets full term—2 credits)  
*\* only one may count toward the physical education requirement.*

**Dance** (Any 1 Theatre Arts Dance Course may be taken toward the physical education skill course requirement)

TA110 Intro to Movement & Dance for Theatre  
TA111 Modern Dance  
TA112 Ballet I  
TA115 Dance Rehearsal & Performance  
TA212 Ballet II  
PHED 123 Ballroom Dance

### Wellness

PHED 103 Body Boot Camp (\$)  
PHED 120 Spinning (\$)  
PHED 121 Winter Camping (\$)  
PHED 122 Gentle Yoga (\$)  
PHED 125 Fit Yoga (\$)  
PHED 126 Zumba (\$)  
PHED 127 Archery  
PHED 130 Personal Fitness  
PHED 131 Aerobics (\$)  
PHED 133 Weight Training  
PHED 134 Wellness  
PHED 135 Personal Fitness/Relaxation Techniques  
PHED 139 Pilates Mat Work  
PHED 163 Introduction to Martial Arts  
PHED 239 Pilates (E)  
PHED 330 Principles of Personal Fitness Training

### Individual/Team Activities

PHED 142 Bowling (T/\$)  
PHED 143 Golf (T/\$)  
PHED 144 Self Defense (\$)  
PHED 146 Racquetball  
PHED 147 Beginning Tennis  
PHED 153 Recreational Sports  
PHED 160 Beginning Horsemanship (T/\$)

### Outdoor Pursuits

PHED 151 Outdoor Adventure  
PHED 152 Hiking/Snowshoe (E)  
PHED 154 Mountain Biking (E)  
PHED 251 Project Adventure II

### Miscellaneous

PHED 155 Line Dancing  
PHED 164 Responding to Emergencies and Community/CPR (meets full term—2 credits)  
PHED 265 Adapted Physical Education (limited to students with temporary or permanent physical disability)

**Men's & Women's Intercollegiate Athletics** (Credit given based on coaches roster submission at the end of the season. Only 1 Intercollegiate participation course may be taken toward the physical education skill course requirement)

PHED 411 Basketball  
PHED 413 Cross Country  
PHED 414 Field Hockey  
PHED 417 Lacrosse  
PHED 419 Soccer  
PHED 421 Water Polo  
PHED 422 Swimming and Diving  
PHED 423 Tennis  
PHED 425 Equestrian  
PHED 428 Volleyball  
PHED 430 Football

## Academic Courses Offered By The Physical Education Department

PHED 164 Responding to Emergencies and Community CPR (meets full term—1 credit) Course will consist of Responding To Emergencies (RTE) first aid, Adult CPR with AED (Automatic External Defibrillator), along with child and infant CPR. Those completing this course will receive certifications from the American Red Cross for RTE first aid (good for 3 years), Adult CPR with AED, along with child and infant CPR (good for 1 year). Course fee required. Required for NYS coaching certification.

PE 203 The Philosophy, Principles and Organization of Athletics in Education (3 credits) This course covers basic philosophy and principles as integral parts of physical education and general education; state, local, and national regulations and policies related to athletics; legal considerations; function and organization of leagues and athletic associations in New York State; personal standards for the responsibilities of the coach as an educational leader; public relations; general safety procedures; general principles of school budgets, records, purchasing and use of facilities. This is the first course in the coaching certification process. Required for NYS coaching certification.

PE 202 Theory and Techniques of Coaching (3 credits) The course begins with an introductory phase in which the basic

concepts common to all sports are discussed. The objectives, rules, regulations and policies of athletics, as well as performance skills, technical information, and organization and management practices are also covered topics. The special training and conditioning of the athletes in specific sports, the fitting of equipment, specific safety precautions and officiating methods are also examined. Practical experience as a coach in a specific sport and/or periods of observing other approved coaches will also be required. Prerequisite: PE 203. Required for NYS coaching certification.

PE 302 Health Sciences Applied to Coaching (3 credits) The course is a series of interactive exercises and activities designed to study Health Sciences as they apply to coaching sports. Through these activities, exercises and health application to coaching topics, participants will gain information, organize it for professional and personal use, and apply it to their particular programs. Health Sciences as applied to coaching will also help define: selected principles of biology, anatomy, physiology, kinesiology related to coaching; risk minimization; mixed competition; NYSED selection and classification of athletes; age and maturity of athletes. Prerequisite: PE 203. Required for NYS coaching certification.

# Physics

Physics, the most fundamental of the sciences, deals with the laws describing the behavior of matter and energy. From the study of physics, students acquire not only knowledge of the subject itself, but valuable training in analytical thinking and a quantitative approach to problem solving which will be useful in both their professional and personal lives. At the same time, an understanding of the language and analytical methods of science, and of the fundamental principles of physics, offers preparation for life in a future heavily influenced by science and technology. A major or minor in physics can be combined with study in other disciplines to produce particularly strong future employment credentials.

Course requirements for the major in physics provide students with a broad and flexible background in the discipline, and enable them to develop analytical skills necessary to pursue a career in physics or a related field. Students are introduced to the major sub-disciplines within classical and modern physics: optics, relativity, mechanics, electricity and magnetism, thermodynamics, atomic and nuclear physics, quantum mechanics, and electronics. In addition, majors must take courses in general chemistry, calculus, and differential equations.

Beyond the minimum requirements, students can tailor their academic programs to meet their interests and needs. Students considering graduate study in physics, for example, are encouraged to take additional courses in physics and mathematics. In addition to advanced courses in an area of interest, majors can pursue a particular area through directed study with a faculty member. A senior project also is required for the major. Some recent senior projects include measuring the phase transitions in a ferroelectric solid, the drag force on a smooth sphere, and computer-generated holograms.

Those students interested in engineering can earn a B.A. degree in physics from Hartwick and an engineering degree from Clarkson University or Columbia University through the College's "dual degree" program. Arrangements with other institutions are possible as well. Under this program, a student spends three years at Hartwick and two at an engineering school, graduating with a bachelor's degree from each school. In addition, a student may complete four years at Hartwick, earning a bachelor's degree in physics, and then spend two years at the engineering school and earn a master's of science degree in engineering. Students interested in either option should begin their study of physics and mathematics early in their college career in order to fulfill requirements without difficulty.

Freshmen who may be considering a major in physics should take Light & Relativity (PHYS 160) and Single Variable Calculus (MATH 121) in their first term at Hartwick. However, a full physics major may be completed starting as late as the beginning of the sophomore year, providing a student has taken Single Variable Calculus as a freshman.

## Faculty

Lawrence Nienart, Chair; Robert Gann; Kevin Schultz; Parker Troisicht

## Physics Courses

121 Astronomy (4 credits), (3 one-hour lectures, 1 two-hour lab weekly) A survey of modern astronomy. Topics include gravitation, properties of light, optical instruments, spectra, the solar system, stars, nebulae, clusters, galaxies, pulsars, quasars, black holes and the creation of the universe. The laboratory includes study of astronomical measurements, with both daytime and nighttime observing sessions. Credit can be awarded for only one of the following courses: PHYS 121, PHYS 163. (LAB)

125 Energy, Environment and Society (3 credits), (3 one-hour lectures weekly) An investigation into the energy sources that make our modern world possible and the impact of those energy sources on the environment. Fossil fuels, nuclear energy, solar power, hydropower, wind power, and alternative energy sources will be investigated. The class will consider some major issues: What to do when we reach peak oil? What should we do in response to global warming? What changes are the students likely to see during their lifetimes?

127 Space and Time (3 credits), (3 one-hour lectures weekly) An introduction to our understanding of the universe from the

findings of Galileo and Newton to modern theories of the origin of the universe and unification physics. The role of space and time in Einstein's theory of relativity, the uncertainty principle and quantum mechanics, black holes, quarks, anti-matter and entropy will be among the topics discussed.

129 Physics of Everyday Objects (3 credits), (3 one-hour lectures weekly) The "how-and-why" of the working of everyday objects from household appliances and television to the way electricity reaches our homes and how telephone calls are made. The inner workings of cars, ships, airplanes and spacecraft will also be studied. Prerequisite: open only to students with no previous college physics credit.

140 Principles of Physics I (4 credits), (3 one-hour lectures, 1 two-hour lab weekly) An introduction to the basic principles of physics. The first term is devoted to the study of mechanics, the properties of matter, and heat and thermodynamics. Applications of physics to the life sciences are included. Laboratory work is an important component of the course. This course (plus PHYS 141) fulfills the physics requirement

for biology, geology, and medical technology majors. Prerequisite: competence in high school algebra. (LAB)

141 Principles of Physics II (4 credits), (3 one-hour lectures, 1 two-hour lab weekly) A continuation of PHYS 140. This course includes the study of wave phenomena, electricity and magnetism, optics and modern physics. Applications of physics to the life sciences are included. Laboratory work is an important component of the course. This course (plus PHYS 140) fulfills the physics requirement for biology, geology, and medical technology majors. Prerequisite: a grade of C- or better in PHYS 140. (LAB)

150 Topics in Physics (3 credits) Individual courses designed for non-science majors. The topics covered change from term to term. Possible topics include energy, modern physics and introductory electronics. Some topics courses include a laboratory component.

160 Light and Relativity (4 credits), (3 one-hour lectures, 1 three-hour lab weekly) An introduction to optics and Einstein's theory of relativity. Topics include geometric and wave optics, the special theory of relativity, and relativistic mechanics. Laboratory work includes a study of optical instruments, wave motion and computer simulation. The course is designed as a first course for entering freshmen who are considering the possibility of studying physics in some depth during their college career. The course is not designed for a non-science student to meet a LAiP requirement. If such a student is interested in the course they need to consult the instructor first. Competence in high school algebra is required. (LAB)

163 General Astronomy (3 credits), (3 one-hour lectures weekly) An introduction to astronomy and astrophysics primarily for students whose major is in the Division of Physical and Life Sciences. Topics include methods of astronomy, stellar evolution, galactic structures and cosmology. Some observing sessions will be required. Competence in high school algebra is required. Credit can be awarded for only one of the following courses: PHYS 121, PHYS 163.

201 General Physics I (4 credits), (3 one-hour lectures, 1 three-hour lab weekly) Topics in the first term include the description of motion, forces, work and energy, momentum, rotational motion, oscillatory motion and gravitation. Laboratory work is an important component of the course. Calculus is used. This course and PHYS 202 fulfill the physics requirements for biology, biochemistry, chemistry, geology, mathematics (PHYS 201 only) and medical technology majors. Prerequisite: MATH 121 must be taken previous to or concurrent with PHYS 201. (LAB)

202 General Physics II (4 credits), (3 one-hour lectures, 1 three-hour lab weekly) A continuation of PHYS 201. In this course, electricity, magnetism, light and electromagnetic radiation are covered. Laboratory work is an important component of the course. Calculus is used. This course and PHYS 201 fulfill the physics requirements for biology, biochemistry, chemistry, geology, and medical technology

majors. Prerequisite: a grade of C- or better in PHYS 201. MATH 235 must be taken previous to or concurrent with PHYS 202. (LAB)

265 Electronics (4 credits), (3 one-hour lectures, 1 three-hour lab weekly) An introduction to modern electronics. Topics include circuits, amplifiers, signal processing, practical instrumentation and logic circuits. Both discrete components and integrated circuits are discussed and used in laboratory experiments illustrating digital and analog applications. Prerequisite: MATH 121 and PHYS 140 or 201. Offered alternate years. (LAB)

305 Atomic and Nuclear Physics (4 credits), (3 one-hour lectures, 1 three-hour lab weekly) Introductory modern physics and quantum theory. Some of the topics studied are Compton scattering, the hydrogen atom, an introduction to Schrodinger quantum mechanics, nuclear structure, and elementary particles. Laboratory work includes measurement of atomic and nuclear particles, the Franck-Hertz experiment, spectroscopy, and computer simulation of an accelerator. Prerequisites: PHYS 201, 202. Offered alternate years. (LAB)

314 Thermodynamics and Statistical Physics (4 credits), (3 one-hour lectures, 1 three-hour lab weekly) A study of relationships between thermodynamic variables and the statistical interpretation of these relationships. Topics studied include definition of temperature; the first and second laws of thermodynamics; entropy; properties of ideal gases and real substances; and statistical descriptions of systems of particles, including quantum statistics. Laboratory experiments emphasize the methods of measuring various thermodynamic variables. Prerequisites: PHYS 201, 202. Offered alternate years. (LAB)

318 Optics (4 credits), (3 one-hour lectures, 1 three-hour lab weekly) A study of geometrical and physical optics. Topics studied in class and emphasized in laboratory experiments include refraction, lenses and lens systems, interference, Fresnel and Fraunhofer diffraction, polarization, and quantum optics. Prerequisites: PHYS 201, 202. Offered alternate years. (LAB)

344 Astrophysics (3 credits) This course provides an introduction to the ideas and foundations of astrophysics with a focus on cosmology. We first discuss how to use basic observations in astronomy in order to determine stellar properties through physical laws and how to classify stars on the H-R diagram. Topics covered will include blackbody radiation, Bohr atom, Kirchoff's laws, photometry, radiative flux and the H-R diagram. Cosmology will then be covered using a Newtonian treatment, which will allow the introduction of several important concepts without having to discuss relativity. Using this knowledge, we will move on to discuss many aspects of modern cosmology using the full solutions of Einstein's equations. Topics will include: the Friedman equation, geometry of the universe, Hubble's Law, cosmological models, the cosmic microwave background radiation, Big Bang nucleosynthesis, inflation and some

advanced topics. Prerequisites: PHYS 201 & 202, PHYS 121 or 163, and MATH 121, 233 & 235.

361, 362 Classical Mechanics I & II (3 credits), (3 one-hour lectures weekly) A study of the kinematics and dynamics of bodies in motion. The first term is a study of Newtonian mechanics. Topics include the harmonic oscillator, central forces and gravitation. The second term includes Lagrangian dynamics, small oscillations, and the inertia tensor. Prerequisites: PHYS 201 and MATH 311. Offered alternate years.

401, 402 Electricity and Magnetism I & II (3 credits), (3 one-hour lectures weekly) A detailed study of the principles of electricity and magnetism. During the first term topics include electrostatics, dielectrics, electric currents, magnetic fields, and electromagnetic induction. Topics covered during the second term include the magnetic properties of matter,

plasmas, Maxwell's equations, and electrodynamics. Prerequisites: PHYS 201, 202, and MATH 311. Offered alternate years.

410 Quantum Mechanics (3 credits), (3 one-hour lectures weekly) Basic postulates of quantum mechanics and their physical meaning. Topics include potential wells and barriers, the harmonic oscillator, the hydrogen atom, electron spin and perturbation theory. Prerequisites: PHYS 201, 202, 305 and MATH 311. Offered alternate years.

490 Senior Project (3 credits) Experimental or theoretical research project. Students work on a project of their choice under supervision of a faculty member. The results of the work are presented to the department in both written and oral form.



## **Physics Major Requirements:**

Minimum of 16\* courses in physics, chemistry and mathematics, distributed as follows:

### **Ten courses in physics:**

PHYS 160 Light and Relativity  
PHYS 201, 202 General Physics I, II  
PHYS 265 Electronics  
PHYS 305 Atomic and Nuclear Physics  
PHYS 314 Thermodynamics and Statistical Physics or 318 Optics  
PHYS 361 Classical Mechanics I  
PHYS 401 Electricity and Magnetism I  
PHYS 410 Quantum Mechanics  
PHYS 490 Senior Project

### **Four courses in mathematics:**

MATH 121 Single Variable Calculus  
MATH 235 Advanced Single Variable Calculus  
MATH 233 Multivariable Calculus  
MATH 311 Differential Equations (MATH)

### **Two courses in chemistry:**

CHEM 107, 108 General Chemistry I, II (CHEM) or  
CHEM 109 Accelerated General Chemistry (CHEM)

*\*Number of courses required for the major is reduced by one if Accelerated General Chemistry is taken instead of General Chemistry I, II.*

### **Recommended for freshmen interested in using the observatory:**

PHYS 163 General Astronomy

### **Students considering graduate work in physics also should take:**

PHYS 362 Advanced Classical Mechanics  
PHYS 402 Electricity and Magnetism II

### **In addition, the following advanced mathematics courses are suggested:**

MATH 220 Linear Algebra  
MATH 341 Complex Variables  
MATH 411 Partial Differential Equations

## **Physics Minor Requirements:**

Minimum of five courses numbered 160 and above, including:

PHYS 201, 202 General Physics I, II  
PHYS 305 Atomic and Nuclear Physics

Grades for all courses taken in physics are used to calculate the average in the major for Departmental Distinction.

# Political Science

The study of political science acquaints students with the principal concerns of the discipline and allows them to develop a critical outlook on the political universe around them. The political science faculty is committed to graduating well-rounded individuals mindful of their connectedness in this interdependent world. Our curriculum is designed to help students meet the moral and intellectual challenges of citizenship.

Courses in U.S. Government examine important aspects of the U.S. political system including governmental institutions as well as the political behavior of individuals and groups. International Relations involves the study of factors governing relations among state and non-state actors in global politics. Comparative Politics provides an analytical framework for studying states and regions in their rich diversity—economic, cultural, ethnic, and political. Courses in Political Theory examine the evolution of political ideas and concepts.

The department participates in several interdisciplinary programs including: the Women and Gender Studies minor, the Environmental Science and Policy Program, and the Pre-Law program.

From time to time, the department directs off-campus programs. Additionally, the department provides a wide array of internship opportunities to help students deepen their understanding of political institutions and processes through experiential learning.

Many Hartwick Political Science graduates go on for advanced studies and earn graduate degrees in Political Science or allied fields. Some find employment working for government officials and agencies at the local, state, national and international level, and others employ their degree as advocates/organizers for various causes, as history or government teachers, journalists, and research analysts, among many other interesting careers. A substantial number of Political Science majors go on to law school.

## Faculty:

Laurel Elder, Co-Chair; Amy Forster Rothbart Co-Chair; Jim Buthman; Mary Vanderlaan

## Political Science Courses

### A. United States Politics

101 U.S. Government and Politics (3 credits) An examination of American national government and politics. Required of political science majors and minors and recommended for anyone wishing to take upper-level courses in the department.

210 State and Local Government (3 credits) An examination of the structure, functions and problems of contemporary state and local government in the U.S. federal system. Prerequisite: POSC 101 or 107.

220 Congress and the Presidency (3 credits) An examination of the legislative process and the role of presidential leadership in the making of the nation's public policy, with particular attention given to the constitutional and political dimensions to the contest of power between the two branches. Prerequisite: POSC 101 or 107.

230 Courts and Judicial Process (3 credits) Examines the role and structure of the judiciary, the judicial process, and how judicial decisions affect, and are affected by, society. The primary focus is the Supreme Court but the course also covers other federal courts and the state courts. Topics include: the courts and the constitution, models of judicial decision-making, judicial selection, the judicial process, the courts and public opinion, and the courts and democracy. Prerequisite: POSC 101 or 107.

232 Mock Trial (2 credits) Students learn how a trial works. Topics include the fundamentals of case preparation, courtroom procedure, witness questioning, and rules of evidence. Especially appropriate for students in Hartwick's

pre-law program and those preparing to participate in inter-collegiate mock trial competitions. Typically offered fall term. Prerequisite: Any 100-level POSC course.

240 Women, Men, and Politics (3 credits) Explores the different treatment and political behavior of men and women within the American political system. Examines policies that have discriminated against women as well as policies that have attempted to promote equality between the sexes. Other topics include the gender gap in terms of political views, voting behavior, running for office, and legislative behavior. Prerequisite POSC 101 or 107 or any Women's and Gender Studies course.

243 Religion and Politics in America (3 credits) Explores the influence of religion in American politics from the late 18th century through the present. Topics include the views of the founders on religion, the First Amendment and its interpretation, voting patterns of key religious groups, religiously motivated political activism, and the religious views of political elites.

260 Public Opinion and Voting (3 credits) Examines the political ideology, attitudes, and behavior of Americans. Topics include the origins of political attitudes, the influence of public opinion on political elites and policy, voter turnout levels, and voting behavior in congressional and presidential elections. Prerequisite POSC 101 or 107.

270 Constitutional Law and Govt Power (3 credits) An exploration of Supreme Court decisions that have established

the boundaries of legitimate government action in the United States. Special attention is given to decisions that have drawn lines between state and federal power and have expanded or limited the capacity of various levels of government to address important social and political problems, including poverty, racial conflict, and environmental degradation. Prerequisite: POSC 101 or 107 or 280. Typically offered alternate years.

280 Constitutional Law and Civil Rights (3 credits) An exploration of Supreme Court decisions that have established the range of individual rights and the meaning of legal equality in the United States. Topics may include freedom of speech and press, religious freedom, privacy rights, rights of the accused, gay and lesbian rights, racial equality, and gender equality. Prerequisite: POSC 101 or 107. Offered alternate years.

290 Environmental Politics and Policy (3 credits) An introduction to the issues and concepts of environmental policy, to policy analysis and the role of the analyst, to the process of policy making in the U.S., and to current U.S. environmental policy and its implementation. Attention is given to environmental politics in the national and international arenas. Prerequisite: POSC 101 or 107.

292 Public Policy (3 credits) A study of the concepts and methods of public policy analysis, with emphasis on formulating policy problems, developing solutions, and use of analysis in the policy-making process. The cause, consequences, and performance of national public policies and programs are investigated. Prerequisite: POSC 101 or 107.

310 Parties and Elections (4 credits) An investigation of the role of political parties elections in U.S. politics, with heavy reliance upon the empirical research of electoral behavior and of the effects of parties upon the electoral and governmental process. Prerequisite: POSC 101 or 107. (EL)

## **B. International Relations**

105 International Relations (3 credits) An introduction to politics among and across nation-state, non-state and transnational actors. Competing theories on concepts such as power, security, nationalism, nation building, and the emerging international system are examined. Other issues examined include: the uneven global economy, globalization, patterns of cooperation and conflict, conflict resolution, international organization and law, human rights, and political transitions. Some country case studies are used to provide comparative analyses of issues across political settings.

205 U.S. Foreign Policy (3 credits) A study of U.S. foreign policy, the politics of how that policy is formulated and implemented, and the consequences of that policy for other states. Themes and trajectories in U.S. policy history such as isolationism, international activism, intervention, hegemonic presumption, strategic alliances, arms control, and unilateralism, among others, are reviewed with focus upon the sources, goals, and assumptions of U.S. policy. Approaches to U.S. national security (broadly defined) are examined as

320 Public Administration (3 credits) An examination of the principles of public administration: organization and management in the public sector with special emphasis upon personnel, budgeting, taxation, public policy making and administrative accountability. Prerequisite: POSC 101 or 107. (ILS)

330 Politics of Race and Ethnicity (3 credits) Examines the political experiences of African Americans, Hispanics, and other racial/ethnic groups in the United States. Explores the formal and informal barriers to equality that these racial and ethnic groups have faced, as well as the strategies they have employed to bring about political change. Prerequisite: 101 or 107. This course is additionally appropriate for students with an interest in ethnic studies. (ILS)

340 Media and Politics (3 credits) A look at the free media as an essential aspect of a representative democracy. This course explores the American news media in depth, critically examines its contents and politics, and discusses its impact on the attitudes of citizens, election outcomes, the behavior of politicians, and the policies that do and do not get enacted. Prerequisite: Any 100-level POSC course. (ILS)

360 Interpreting the Constitution (3 credits) An investigation of controversies over how the United States Constitution should be read and understood. Readings include theoretical works on Constitutional interpretation along with Supreme Court opinions. Prerequisite: POSC 270 or 280. (ILS)

380 Regulatory Policy and Administration (3 credits) The origins, purposes and operation of regulatory agencies and the programs in the U.S.: theories of regulation, issues and controversies in regulatory policy, and decision-making in such areas as economic regulation, public health, consumer protection workplace safety and environmental quality. Prerequisite: POSC 101

students assess the values underpinning the projection, use, and preservation of U.S. power in the post-Cold War world. Prerequisite: POSC 101 or 105 or 108.

215 International Organizations (3 credits) This course is designed to provide students with a deeper understanding of leading organizations and processes that enable order, stability, and cooperation in the international system. It examines critical approaches to the study of international organizations and the impact these organizations exert on various issues and areas of the contemporary world. It also evaluates the United Nations and the European Union and analyzes the unique functions both perform and the novel challenges both are confronted within an increasingly more complex and interdependent world. Typically, students also will study the work of a nongovernmental organization, so as to understand how such NGOs develop and the philosophical and political challenges they face. Typically offered alternate years. Prerequisite: POSC 105 or 108.

245 The Model UN (1 credit) This course is a one-credit companion to Hartwick's Model United Nations Club. It meets throughout the fall semester in conjunction with the club. The course is tied to participation in an off-campus Model UN Conference. Students are taken through the process of resolution writing, inter-state negotiation, committee work, and are generally prepared to represent the assigned country or countries. Prerequisite: permission of instructor. Students can take this course up to four times for academic credit, however, only 3 of these credits can count towards the Political Science major or minor.

305 Comparative Foreign Policy (3 credits) An examination of foreign policies and policy decision making of major world or regional actors, including an examination of the historical dynamics influencing policy making, the system-level (global) sources facilitating states' strategic opportunities and constraints, and the domestic factors shaping foreign policies in these countries. From a comparative standpoint, the course evaluates foreign policy decision making with regard to each country's regional imperatives and standing in the world, their foreign policy formulation vis-a-vis each other, and their relations with the world's most dominant power, the United States. Examples of states likely to be included: China, Russia, India, Brazil, Egypt, Germany, Israel, South Africa. Prerequisites: POSC 205, or permission of instructor. Typically offered alternate years. (ILS)

315 Rising Powers (3 credits) An examination of significant changes in the diffusion of power across states and the resulting emergence of "rising powers" in global affairs such as Brazil, China, Russia, India, Turkey and others. We will study the expanding influence and presence of 5 or 6 rising powers, the factors contributing to ongoing global power shifts and the effects of recent power shifts on state behavior and international relations. Study will also focus upon a growing list of global challenges that will require wide collaboration among current and rising powers if they are to be addressed successfully. Prerequisite 105 or 108 and 1 course in international/comparative politics at the 200 level or permission. (ILS)

### **C. Comparative Politics**

108 Intro to Comparative Politics (3 credits) An exploration of how history, culture, institutions, economics and interests shape politics in other lands. The course focuses on the political systems and policy processes of at least five different countries from various regions of the globe. In addition to introducing the variety of political systems currently in existence, each country study will allow for a look at various sub-fields of study within comparative politics— for example, state formation, contentious politics, nationalism, democratization, political institutions, and political culture.

208 Russian Politics (3 credits) An evaluation of the history, politics, and economics of Russia and its "near abroad" (the countries of the former Soviet Union). The course will examine the post-Communist transitions that have been taking place in the political, economic and social realms and the different form they have taken in different states. Particular

325 Global Environmental Governance (3 credits) An exploration of how environmental challenges are addressed across state borders. It considers how national institutions, stakeholders and political cultures interact with international actors, norms and institutions to shape both national level and global outcomes. The course looks at power and legitimacy in international environmental governance, and explores the way environmentally crucial states participate in global environmental initiatives. It focuses on the management of several specific environmental issues, which may include efforts to address climate change, protect biodiversity, and manage hazardous wastes. Prerequisite: POSC 105 or 108 and one course in international/comparative politics at the 200 level, or any course in the Environmental Science and Policy minor, or permission. (ILS)

335 International Law (3 credits) An introduction to the role of public international law, including an evaluation of both historical and contemporary perspectives on the operation of international law, the nature and sources of international law, the rights and obligations of states (including why states and non-state actors comply with and violate international law), and issues dealing with sovereignty, international treaties, territoriality, and international adjudications. It also will examine how international law applies to the use of force and human rights and also seek to understand the role international law plays in U.S. foreign policy. Prerequisite: POSC 105 or 108 or permission of instructor. (ILS)

345 Seminar: Global Issues, Global Crises (3 credits) This course examines crisis-level issues in global affairs and analyzes private (nongovernmental) and public responses to them at both the national and international levels. Study of crisis-precipitating factors will be followed by more intense focus on state and non-state actors involved in addressing crises and shaping policy responses. How actors and groups interact, cooperate, or compete, and pursue their own interests as they respond to crises will be explored. Prerequisites: POSC 105 or 108 and a 200-level Comparative Politics or International Politics course, or permission of instructor. (ILS)

attention will be given to questions of democratization and authoritarian consolidation, integration into regional and international organizations, and changes in the political economy. Prerequisite: POSC 105 or 108 or permission.

218 Central Asian Politics (3 credits) A study of the politics of the states of Central Asia, with particular focus on the post-Soviet "stans" - Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan - as well as on Afghanistan. Because the region has historically been a crossroads and a source of competition among powerful states, the course will examine the way this has influenced the region over time and the role played by powers such as Russia, China, the European Union and the United States today. Particular attention will be paid to questions of national identity, political transition, economic change, the role of Islam, and relations among

Central Asian states. Prerequisite: POSC 105 or 108 or permission of instructor.

228 EU Politics (3 credits) A study of the development of the European Union (EU) and the issues it faces as it enlarges and increases the scope of its common policies. The course will consider important EU institutions, the way different European states relate to the EU, and how EU foreign policy is made and carried out. It will also explore concerns that have been raised about the EU including about its bureaucratization and possible “democratic deficit.” Prerequisite: POSC 105 or 108 or permission.

248 Middle East Politics (3 credits) An examination of factors shaping political systems in the Middle East and North Africa, with special focus on global contexts, resource politics, economic change, women’s status, and political transitions. While studying the politics of individual states and sub-regions within the MENA states, students will explore the rich cultural history of the region, and examine the impact on politics of ethnic and racial diversity, regional income gaps, religious diversity, and radical Islam. POSC 105 or 108 is recommended.

268 Latin American-Caribbean Politics (3 credits) A survey of post- World War II politics in Latin America and the Caribbean, with special attention to the changing political and economic policies and prospects of these states. The effects of history, culture and international contacts on local institutions are examined, as is the dynamism of grassroots movements for change in the region. Prerequisite: POSC 105 or 108 would be helpful, or any LACS course.

278 East Asian Politics (3 credits) An examination of the politics of China, Japan, Korea, Taiwan, and several other states in the region. Students will evaluate these states’ politics and economics from the 20th century, particularly in the post-WWII period. The focus will be on transitions to market economies, the transition to and consolidation of democracy, the impact of civil society, and major challenges facing these states in the 21st century. Prerequisite: POSC 105 or 108 or permission.

#### **D. Political Theory**

107 Freedom, Equality, and Power (3 credits) An introduction to political thought. Students explore influential ideas about politics through careful study of important works from earlier eras as well as our own.

227 Justice and Virtue: Classical Political Ideas (3 credits) Students investigate the ideas that shaped and emerged out of pre-modern political life, including arguments about the nature of justice and of political virtue. Authors may include Plato, Aristotle, Cicero, Seneca, Augustine, Aquinas, Machiavelli, and others. Prerequisite: POSC 101 or 107 or any Philosophy course.

247 Rights and Revolution: Modern Political Ideas (3 credits) Students investigate key political ideas of modernity, including arguments over the legitimacy of revolution and

288 African Politics (3 credits) An examination of the governments, politics and policies of African states. Topics to be covered include: colonial legacies; current political and economic models across African states; political transitions toward more open government; ethnic politics and conflict; environmental stress; and other challenges and opportunities confronting African countries as they develop their systems of governance. Africa’s position in global politics and economy will also be examined. African literature and music, group projects, student reports and discussion of current African events will all be employed in learning. Prerequisite: POSC 105 or 108 or permission of instructor. Typically offered alternate years.

308 Seminar in Comparative Politics (3 credits) An examination of the leading topics informing the field of comparative politics, including the utility and efficacy of civil society, democratic transitions and consolidations, authoritarianism, globalization and its impact on developing countries, the challenges stemming from ethnicity and nationalism, and the north-south divide. The seminar includes a significant writing component and requires students to read each other’s research and present their research before their peers in the classroom. Prerequisite: 105 or 108 and one regional politics course at the 200-level, or permission of instructor. (ILS)

328 Women, Politics, and Development (3 credits) An examination of the experiences of and central role played by women in political and economic development in poor countries. Study considers the impact of international institutions and actors and of local development programs and micro-lending on women’s economic and political opportunities. Among the topics studied are women’s roles in formal and informal economies, in the household, and in local and national politics; competing views of feminism; and critiques of mainstream development theory. Case studies are drawn from Latin America, Africa, the Middle East and Asia. Prerequisite: POSC 105 or 108 or permission of instructor.

over the nature and scope of individual rights. Authors may include Hobbes, Locke, Rousseau, Wollstonecraft, Marx, Nietzsche, Dewey, Arendt, Fanon, Gandhi, and others. Prerequisite: POSC 101 or 107 or any Philosophy course.

317 American Political Thought (3 credits) Students investigate significant themes in political thought in the American colonies and the United States. The course focuses on ideas about central conflicts in American political life—including conflicts over race, ethnicity, gender, and the role of government. Readings include both formal theoretical works and works intended to directly shape public opinion. Prerequisite: POSC 101 or POSC 107. (ILS)

327 Politics Through Literature (3 credits) An examination of a number of contemporary writers of various nationalities who

explore concepts of traditional interest to students of politics, e.g., imperialism, colonialism, neocolonialism, revolution, the revolutionary mentality, terrorism, modernization, bureaucracy, war and visions of future world orders.

337 Politics, Law, and Gender (3 credits) Students explore the relationship between gender and legal and political theory and institutions. Readings may include historical and contemporary works of political and legal theory, as well as state and federal court opinions. Prerequisite: POSC 101 or 107 or any Women's and Gender Studies course.

347 Politics, Culture, and the Arts (3 credits) Students investigate the relationship between politics and art. In addition to readings, course materials include works of visual art, film, music, literature, and theatre. Prerequisite: Any 100-level POSC course, or any ART or MUSI course. (ILS)

### **E. General**

150, 250, 350 Topics in Political Science (3 credits) Special topics are considered in depth. Prerequisite depends on the topic.

### **F. Internship**

395 Internship (3 credits) Internships in government and in the non-profit or private sector with significant government involvement. Developed by interested students in consultation with a department faculty advisor and a field supervisor representing the organization that offers the internship. A

### **G. Methods and Senior Thesis**

209 Political Science Research Methods (3 credits) This course, required of all Political Science majors, focuses on how to conduct research in political science and how to interpret and critically assess the research of others. Reviews the scientific method and focuses on the stages of the research process including: how to develop a good research question, how to find and effectively utilize existing research, how to generate plausible hypotheses and measure the variables in hypotheses, when and how to employ different research designs and data collection techniques, and how to statistically analyze data to determine what the data are saying about the political world. Prerequisites: 101 or 107, and 105 or 108. Offered once or twice each year.

489 Thesis Methods (1 credit) This course must be taken the same term as POSC 490, and focuses on how to design and

357 Democratic Theory (3 credits) What is democracy? How much citizen participation does democracy demand? How does a diverse citizenry affect the pursuit of democracy? Does democracy demand free markets? Or does it demand a carefully regulated economy. Through theoretical and empirical works, students examine democratic theory and practice. Prerequisite: POSC 101 or 107. (ILS)

377 Seminar in Philosophy of Law (same as PHIL 377) (3 credits) Philosophical questions about such topics as the nature of law, the function of legal systems, the meaning of legal terms, legal reasoning, justice, law and morality, theory of punishment. Prerequisites: POSC 101 or 107 or relevant Philosophy Course (ILS)

maximum of six credits accepted toward a major and three credits toward a minor. Prerequisite: at least one POSC on campus course, the consent of a member of the Political Science faculty to serve as academic advisor, and the approval of the department chair and the internship coordinator.

carry out the senior thesis research project. Thesis students meet with the Political Science faculty to discuss issues such as the literature review, hypothesis development, research design, data collection, and argument development. Students are assigned to report on aspects of their thesis research throughout the semester. Prerequisite: POSC 209 and registration for POSC 490 the same semester. (Note: Neither POSC 489 nor POSC 490 are offered during January Term.)

490 Senior Thesis (3 credits) Each senior major is required to write, in consultation with a faculty member within the department, a research paper that demonstrates the ability to investigate and analyze a problem in depth and to defend it before fellow students and the political science faculty in a public forum. Prerequisite: POSC 209 and registration for POSC 489 the same semester.

### **Political Science Major Requirements:**

Minimum of 34 credits (12 courses) in Political Science, distributed as follows:

POSC 101 U.S. Government and Politics; or 107 Freedom, Equality, and Power  
POSC 105 International Relations; or 108 Intro to Comparative Politics  
POSC 209 Political Science Research Methods  
POSC 489 Senior Thesis Methods (must be taken the same semester as 490)  
POSC 490 Senior Thesis

**Seven additional courses in the discipline, including at least three classroom courses at the 300 level.**

The department encourages all majors to acquire a broad exposure to the discipline by sampling courses in all four of the principal areas of study.

A model program would include at least one course above the 100 level from each of the following areas:

- (A) U.S. Politics
- (B) International Relations
- (C) Comparative Politics
- (D) Political Theory

*Note: This model is required for departmental distinction.*

Normally, the department will accept no more than three transferred Political Science courses (up to the equivalent of 9 Hartwick credits) toward the Hartwick College Political Science major.

### **Political Science Minor Requirements:**

Minimum of six courses (18 credits) in political science, distributed as follows:

101 U.S. Government and Politics; or 107 Freedom, Equality, and Power  
105 International Relations; or 108 Intro to Comparative Politics

**At least one classroom course at the 300 level**

**Three additional courses in the discipline**

## Pre-Med and Pre-Allied Health Programs

Hartwick College has a Pre-Health Advisory Committee whose members serve as advisors and evaluators for students interested in pursuing a career in the health sciences as a physician, dentist, veterinarian, optometrist, podiatrist, physician assistant, chiropractor, or physical or occupational therapist. Members of this committee assist students with their application to health professional schools by advising and providing workshops on study strategies, standardized test preparation, interview skills, ethical issues, financial aid sources, internship opportunities and careers in medicine. A Pre- Med and Pre-Allied Health Resource Room is also available to students for researching medical fields and schools.

The health sciences need individuals with broad educational backgrounds who will bring a variety of talents and interests to the profession. Therefore, it is important to have a broad liberal arts and sciences education with a strong foundation in the sciences. Although no specific undergraduate major is required to enter the health sciences, the strongest preparation for pre-health students is to follow the pre-med or pre-allied health curriculum with a major in biology, chemistry or biochemistry. The sciences must be studied in the pre-med and pre-allied health curriculum in order to gain a thorough understanding of scientific concepts and vocabulary, to confirm the interest in and the capacity for further study in science, to prepare for the various admission examinations, and to enable medical schools to estimate the student's potential in the practice of medicine.

### **Pre-Medicine and Pre-Allied Health Program Requirements:**

BIOL 101 Biology in Practice

BIOL 203 Concepts of Biology: Information

BIOL 202 Concepts of Biology: Energy

CHEM 107, 108, Or 109 General Chemistry

CHEM 201, 202 Organic Chemistry I, II

PHYS 201 General Physics I

PHYS 202 General Physics II

PHYS 140 Principles of Physics I

PHYS 141 Principles of Physics II

English literature course and ENGL 101 Composition course

Although many of the requirements for entrance into professional programs are the same for each medical field, carefully note that some fields, as well as some schools, have additional or other requirements (e.g. allied health fields require Anatomy and Physiology).

Interested students should contact Dr. Andrew Piefer.



# Psychology

Hartwick's rigorous psychology program emphasizes the scientific method and empirical approach in its study of human behavior and mental processes. Experimental psychologists are committed to the idea that through objective empirical observations, progress can be made in understanding, predicting, and modifying behavior. Students who major in psychology acquire knowledge of major theoretical frameworks and hone research skills in observation, experimental design, data analysis, and scientific report writing.

A major in psychology provides an appropriate background for a variety of professions in which an understanding of the principles of human behavior is important. Graduate study in medicine, law, human factors, neuroscience, or social work, as well as in psychology, might all follow an undergraduate major in psychology. The undergraduate program in psychology, like pre-medical and pre-law programs, does not provide the specialized training needed to be a professional psychologist, which requires a graduate degree as an indication of competence.

## Faculty

Lisa A. Onorato; KinHo Chan, Chair; Jeffrey A. Goldman; Lynn E. Strano; Justin Wellman

## Psychology Courses

### Introductory Courses

110, 111 Psychological Science I, II (3 credits) An introduction to the science of behavior and mental processes. The major psychological systems, theories, methods, and disciplines will be covered. PSYC 110 is offered every fall and covers topics such as neuroscience, learning, and developmental psychology. PSYC 111 is offered every spring and covers topics such as social psychology, perception, cognitive psychology, and clinical/counseling psychology. Neither course has a prerequisite.

273 Health Psychology (3 credits) An examination of how psychological factors influence human health. A variety of sub-disciplines in psychology will be examined to illustrate their impact on both health behavior and health outcomes. Prerequisite: PSYC 110 or PSYC 111; minimum grade B-

### Courses in Psychological Research Skills

290 Psychological Research Methods (3 credits) Quantitative and qualitative research methods of psychology, observation and collection of data, experimental design, APA journal style writing. Prerequisite: at least a B- in either PSYC 110 or 111.

291 Experimental Statistics (3 credits) Statistics, reduction, display and analysis of data, interpretation and reporting of results. Prerequisites: PSYC 110, 111, and at least a C+ in PSYC 290. (QFR)

### Core Courses

301 Developmental Psychology (3 credits) Topics include the genetic foundation of development, the development of brain and body, cognitive development (e.g., perception, thinking, reasoning, language, etc.) and social development (e.g., attachment, aggression, sex and gender). Prerequisites: PSYC 110, 111, and at least a C+ in PSYC 290.

304 Cognitive Psychology (3 credits) The acquisition, storage, retrieval and use of knowledge. Topics include perception, attention, pattern recognition, imagery, memory, problem solving, knowledge, reasoning, and decision making. Prerequisites: PSYC 110, 111, and at least a C+ in PSYC 290.

302 Clinical Psychology: Abnormal (3 credits) Mental and emotional disorders: causes, treatments. Topics such as organic brain syndrome, schizophrenia, the affective disorders and the anxiety-based disorders are discussed. Treatments such as drug therapy, behavior modification, psychoanalysis, and humanist existential approaches also are covered. Prerequisites: PSYC 110, 111, and at least a C+ in PSYC 290.

305 Biopsychology (3 credits) In-depth analysis of how neurobiological factors influence the way we act, think, and feel. What are the biological bases of learning, cognition, sleep, sexual behavior, energy regulation, sensations, movements, and emotions? Prerequisites: PSYC 110, 111, and at least a C+ in PSYC 290.

303 Social Psychology (3 credits) The social influences upon an individual's attitudes and behavior are considered. Prerequisites: PSYC 110, 111, and at least a C+ in PSYC 290.

306 Clinical Psychology: Personality (3 credits) Major theories of personality including psychoanalytic, humanistic, behavioral, cognitive, and trait are discussed in depth. In addition, research on the relationship between personality and human social behavior is covered. Prerequisites: PSYC 110, 111, and at least a C+ in PSYC 290.

### Research Courses

350 Research in TBA (4 credits) Research in special topics (to be announced). Only 350 courses with the title "Research in" can be used to fulfill the Research Course requirement.

Prerequisites will vary, but all sections require at least a C+ in PSYC 290 and 291.

361 Research in Developmental Psychology (4 credits) In this class we will study developmental psychology of children, teens, and adults by way of qualitative research methods. Such methodologies try to explain behavior without quantitative methods by using, for example, case histories, naturalistic observations, stories or citations, and Q0sorts. Students will learn and apply these in a research context. Prerequisites: at least a C+ in PSYC 290, 291, and 301. (EL)

362 Research in Clinical Psychology (4 credits) Principles and procedures of psychological testing. The following tests will be covered in depth: MMPI-2, Rorschach, TAT, CPI, Myers-Briggs, intelligence tests, and neuropsychological assessment. Prerequisites: at least a C+ in PSYC 290, 291, and 302 or 306. (EL)

### **Capstone Experience**

488 Senior Capstone (4 credits) This course is offered fall and spring semesters. Students seek an internship/work placement the semester *prior* to enrolling in the course. Sample placements include local hospitals, Hospice, Job Corps, Springbrook, on-campus work placements, local schools, collaborative faculty research, etc. During the Capstone semester, students spend several hours per week on site at their work placement and several hours in a regularly scheduled class for discussions relating theory to practice. At the end of the semester, students will be expected to demonstrate integrative learning in both written and oral

363 Research in Social Psychology (4 credits) Experimental research in social psychology will be conducted. Prerequisites: at least a C+ in PSYC 290, 291, and 303. (EL)

364 Research in Cognitive Psychology (4 credits) Experimental research in cognition will be conducted. Students will learn to program original experiments on psychology-experiment software and learn advanced SPSS statistical analyses. Prerequisites: at least a C+ in PSYC 290, 291, and 304. (EL)

366 Research in Learning (4 credits) This course will begin with a survey of basic principles of learning, addressing issues such as the conditions necessary for learning to occur. We will then examine a few theories of learning in detail and design and conduct animal experiments to test predictions derived from some of these theories. Prerequisites: at least a C+ in PSYC 290 and 291. (EL)

reports describing how the Capstone experience has contributed to personal growth, recognition of differences and diversity among people, interpersonal relationships, ethics, job skills, and perhaps most important, discussing the underlying principles and theories of psychology that form the basis for the experience. Prerequisites: at least a C+ in PSYC 290 and 291.

490 Senior Thesis (4 credits) Individual study, whereby students, under the close supervision of a thesis advisor, conduct experimental research to test original hypotheses. Prerequisite: departmental approval.

## **Psychology Major Requirements:**

39 credits in Psychology, distributed as follows:

**At least a C+ is required in PSYC 290\* and 291 in order to progress in the major.**

*\*PSYC 290 may be taken only one time for psychology credit.*

*PSYC 110 or 111, 290, 291, and all courses numbered 360 and higher must be taken within the department.*

**PSYC 110, 111 Psychological Science I, II\***

*\*At least a B- is required in either PSYC 110 or 111*

**PSYC 290 Psychological Research Methods**

**PSYC 291 Experimental Statistics**

**Four Core Courses, selected from:**

PSYC 301 Developmental Psychology

\*PSYC 302 or 306 Clinical Psychology: Personality or  
Abnormal

PSYC 303 Social Psychology

PSYC 304 Cognitive Psychology

PSYC 305 Biopsychology

*\*Either PSYC 302 or PSYC 306 (but not both) may be used to satisfy the core course requirement.*

**Two Research Courses, selected from:**

\*PSYC 361 Research in Developmental Psychology or 362

Research in Clinical Psychology

PSYC 363 Research in Social Psychology

PSYC 364 Research in Cognitive Psychology

PSYC 366 Research in Learning

PSYC 350 Research in TBA

*\*Either PSYC 361 or PSYC 362 (but not both) may be used to satisfy the research course requirement.*

**PSYC 488 Senior Capstone or 490 Senior Thesis**

**Three additional credits in Psychology**

## **Psychology Minor Requirements:**

A department-approved program of 22 credits in Psychology, distributed as follows:

**PSYC 110, 111 Psychological Science I, II**

**PSYC 290 Psychological Research Methods**

**PSYC 291 Experimental Statistics**

**One Core Course**

**One Research Course**

**Three additional credits in Psychology**

Departmental Distinction requires at least a 3.50 Psychology GPA, 3.30 cumulative GPA, and A- in either PSYC 488 or PSYC 490.

Grades for all courses taken in Psychology are used to calculate the average in the major, as well as the average for Departmental Distinction.

# Religious Studies

The world's great religions are centered on the quest to find meaning and purpose in human life and existence. Religious beliefs and practices in various ways address not only what it means to be human, but also concepts such as good and evil, right and wrong. These beliefs and practices, in turn, help to shape the character of individual societies and cultures. Therefore, knowledge of religion and its various manifestations is indispensable to a study of the diverse social and cultural phenomena we encounter in the world around us.

Hartwick's curriculum covers three areas. One focuses on the monotheistic traditions. Various courses in biblical studies take a historical approach examining the Bible in terms of its ancient historical and cultural contexts. Other courses in this area focus on Judaism, Christianity and Islam, providing students with an understanding of the impact that these Middle Eastern traditions have had upon the Western cultural heritage.

The second area covers the religious traditions of the Asian world, particularly Buddhism and Hinduism. There are also opportunities for studying other isolated non-Western religions (Sikhism, Zoroastrianism, Confucianism, Taoism, Shinto, Jainism). The primary aim is to provide students with fundamental conceptual frameworks for understanding the major non-Western cultures of the world in which these various religious traditions have been influential.

The third area deals with recent and contemporary religious expression in the West and includes courses on religion in the United States, new religious movements, and the relationship between religion and modern culture, including literature, science, medicine, entertainment, technology, politics, and social change. These courses use historical, literary, philosophical, and social scientific approaches to explore the challenges faced by religious traditions during the modern era, as well as their dynamism and adaptability.

Special study opportunities available through the department include off-campus programs in India, the Middle East, Washington DC, and New York City, usually offered periodically during January Terms in alternate years. Furthermore, because Oneonta is uniquely situated within a few hours drive of various important Buddhist, Christian, Jewish, Muslim, and Hindu monasteries and centers, efforts are made to incorporate field trip experiences into regular course offerings. Courses also visit sacred sites, museums, and memorials in major urban centers such as Washington, DC and New York City.

Each student who wishes to major in Religious Studies must develop a program of study in the discipline in consultation with a faculty advisor. Majors also are encouraged to complement their study with courses in a variety of other disciplines which will enable them to understand more fully the interconnections among religion, history, literature, philosophy, the social sciences, art, and the sciences. Many students majoring in other departments choose to continue their interest in religion and religious phenomena by pursuing a minor in Religious Studies. Guidelines for both major and minor are described below.

Students with a special interest in combining the study of Philosophy with Religious Studies can pursue one of three degree options: 1) an 18-course double major; 2) a ten-course major (with senior thesis) in one program and a six course minor in the other; or 3) a 14-course major in Philosophy and Religious Studies, with one senior thesis bridging both disciplines. Students should meet with members of the Department of Philosophy and Religious Studies to design the degree program that best suits their interests.

The departmental program offers the breadth and depth of study to prepare students to better understand the world, its diverse people and cultures, the challenges of the future, and the resources of the religious imagination that may help inspire us to engage the world and the future more responsibly. In the past, religious studies graduates have been drawn to careers in a diverse range of professions, including law, journalism, medicine, teaching, counseling, public relations, community organization, not-for-profit agencies, and even

government service. Some have gone on to religious vocations, from Christian ministers to Buddhist monks. Others have chosen to continue the academic study of religion at the graduate level.

## Faculty

C.W. (Sandy) Huntington, Chair; Lisle Dalton; Gary Herion

## Religious Studies Courses

### Surveys

101 Understanding Religion (3 credits) An introduction to the structure, forms and functions of religion, with special attention given to the diverse approaches (anthropological, sociological, psychological, historical and philosophical) used to study religious phenomena. (Sometimes offered as FYS)

103 Religious Diversity in America (3 credits) A survey of major and minor religious traditions found in the United States, covering the colonial era to present.

105 The Bible Goes to Hollywood (3 credits) A comparison of well-known OT and NT stories with film depictions of those stories, critically analyzing plot, character, theme, and other aspects of storytelling. (Usually offered periodically during J Term as an FYS)

106 World Religions (3 credits) An introduction to the study of comparative religion, focusing on how such basic concepts as myth, ritual, gods and systems of purity are handled in the great religious traditions of the world.

107 Religion and Popular Culture (3 credits) An exploration of the religious dimensions of American popular culture with emphasis on film, Broadway musicals, television, monster mythology and sports. (Generally offered during J Term.)

110 Introduction to the Bible (3 credits) A survey of the collections of texts comprising the Bible, with the aim of identifying the key themes and concepts developed in these diverse writings.

### Topical Courses

201 Ancient Egypt (1 credit) A six-week mini-course on the history, geography, beliefs, and institutions of ancient Egypt, offered only in the Fall Term as a prerequisite for RELS 360.

206 The Ancient Near East (3 credits) An examination of the history, literature, and religions of the ancient civilizations of Mesopotamia, Egypt, Asia Minor, and Syria-Palestine, up to the arrival of the Greeks in the 4th century BCE.

208 Ancient Egypt (3 credits). An examination of the history, literature, and religion of the ancient Egyptians up through the Greco-Roman period.

210 Hebrew Scriptures/Old Testament (3 credits) An historical examination of the formation of the Hebrew Scriptures in ancient Israel, focusing on the major themes of the historical, prophetic, and other writings in the Old Testament.

211 The New Testament (3 credits) An historical examination of the development of the early Christian tradition reflected in the four Gospels and in the other New Testament writings. Attention will be given to the cultural world in which the New Testament was written.

115 Religious Cults (3 credits) An examination of alternative religions including treatment of historical and contemporary groups. Topics include formation and development of “new religions,” social and psychological motives for joining, leadership, relations with the mainstream, legal issues, and violence.

123 Pluralism and Fundamentalism (3 credits). This course explores the diversification of American religion and the social and intellectual challenges that arise from religious pluralism. It also examines the role of Protestant fundamentalists and evangelicals in American life (FYS).

146 Sacred Space in America (4 credits) A exploration of the concept of sacred space, including an introduction to theories and methods used to study sacred spaces, religious architecture, monuments and memorials, and spiritual beliefs related to American landscapes. Includes various field trips to sacred sites. (Usually offered during J Term.) (EL)

150-450 Topics in Religion (3-4 credits) From time to time, the department offers new courses that examine selected topics in Religious Studies. The subjects of these courses vary, and have included philosophical theology, religious literature, the psychology of religion, social movements, religious architecture, and religious views of the natural world. The content and level of these courses will be announced in advance and all will include “TIR” (topics in religion) in the title.

221 Hinduism (3 credits) An exploration of the world of Hinduism, a religion originating in India that includes not only a multitude of gods and goddesses and powerful techniques of meditation, but also some of the world’s most subtle philosophies.

222 Buddhism (3 credits) An exploration of a religion that grew from the experience of a prince who lived in India 600 years before Jesus, examining how his influential teachings spread throughout South and Southeast Asia.

223 Religions of the Far East (3 credits) A close look at the Buddhism of Tibet, China and Japan, and at the other indigenous religious traditions of the Far East, including Taoism, Confucianism and Shinto. Recommended prerequisite: RELS 222.

235 Judaism (3 credits) An examination of the historical development of the Jewish cultural heritage from antiquity up to the modern day, focusing on the diverse forms in which it has been expressed, and the role that religion has played in its development.

237 Christianity (3 credits) An examination of the Christian tradition from its beginnings as a Jewish movement through its

establishment as a world religion. Attention will be given to the religious, literary, liturgical, and theological trends that have defined Christianity across the centuries.

239 Islam (3 credits) An introduction to the life and career of Muhammad, the Quran, the history of Islamic civilization, Islamic mysticism, the struggles between traditional Islam and modernization, and the resurgence of Islamic fundamentalism, focusing on issues of unity and diversity within the faith.

241 Religion and Science (3 credits) An examination of the key ideas, events, individuals and movements that have shaped the interaction of religion and science from the Scientific Revolution to the present. Emphasis on the varied models of interaction between science and religion, as well as current ethical, educational, and political debates.

243 Religion and Politics in America (3 credits) Explores the influence of religion in American politics from the late 18th

### Special Studies and Seminars

307 Religion and Literature (4 credits) "Who am I?" We take this question as the starting point for religious enquiry into the nature of human identity. What if I'm not really a fixed, unchanging thing, but rather nothing more than a fictional construct, an imaginary character in an unfinished narrative? Through a close reading of several short stories and novellas, we will see how a strong sense of self is both essential to our well-being and, simultaneously, the single largest obstacle to religious experience. (ILS)

311 Hebrew Storytelling (3 credits) A literary- and historical-critical examination of the well-known (and not-so-well-known) stories of the Hebrew Bible/Old Testament that recount the history of Israel up to 586 BC. Recommended: RELS 110 or 210.

312 The Prophets of Israel (3 credits) A historical-critical approach to the prophetic books of the Hebrew Scriptures/Old Testament, focusing upon the socio-political aspects of prophecy and its place and role in the Israelite religious tradition. Recommended: RELS 110 or 210.

313 Jesus in Myth, Tradition and History (3 credits) A historical-critical approach to the various Gospel texts, focusing upon the synoptic tradition and the quest to recover the reality of the historical person (Jesus) behind those texts. Recommended: RELS 110 or 211. (ILS)

332 Philosophy of Religion (3 credits) What is religion? Is there a God? What is the value of religious experience? Is it possible to be religious without being superstitious? Answers to these and related questions will be examined in the analytical manner appropriate to philosophy.

341 Religion and Medicine (3 credits) An interdisciplinary survey of the various dimensions of the relationship between religion and medicine. Topics include healing practices of traditional shamanic societies, healing in major Western religious traditions, alternative healing groups, ritual aspects

century through the present. Topics include the views of the founders on religion, the First Amendment and its interpretation, voting patterns of key religious groups, religiously motivated political activism, and the religious views of political elites.

245 Studying Religion: Vodou/Voodoo (3 credits) An introduction to basic theories and methods used by scholars to study religious phenomena. Emphasis on both classic theories from anthropology, sociology, and psychology, as well as more recent scholarship that focuses on race, class, gender, and popular culture. Includes case studies of vodou in Haiti and voodoo in the United States.

247 The Spirit of the Railroads (1 credit, Honors Mini-Seminar) This research seminar explores the patterns of religious and spiritual interpretation that Americans developed in response to the pervasive influence of the railroads.

of modern medical practice, biomedical ethics, illness narratives, and groups that reject mainstream medicine. (ILS)

345 Religion and Technology (3 credit hours) Examines the relationship between religious beliefs and technological development in various historical and contemporary contexts. Topics include the religious response to the atomic age, artificial intelligence, ethical debate over new technologies, the technological sublime, the use of the internet by religious groups and the religious dimensions of computer games. (ILS)

347 Religion and Nature (4 credits) An interdisciplinary seminar that explores the relationships between human beings, their religious traditions, and the Earth's living systems. (ILS)

360 The Religious Culture of Ancient Egypt (4 credits) An off-campus course offered in Egypt during J Term, exposing students to a more advanced understanding of the religious culture of ancient Egypt by focusing on its expression in its ancient monumental art, artifact, and architecture. Prerequisites: either RELS 201, 206, or 208, and permission of the instructor.

363 The Philosophical Religion of Yoga (4 credits) In this course student go deeply into the South Asian Yoga tradition associated, in particular, with Patanjali's Yoga Sutras. In conjunction with our reading and discussion, students will spend some time each day actually practicing Hatha Yoga and seated meditation under the guidance of qualified teachers. Permission of the instructor is required. (EL)

365 Near Death Experience (4 credits) A sustained investigation into death and dying in contemporary America. Students serve as volunteers with the local Hospice, visiting for an hour every week with a person who has been told that he or she has less than six months to live. Class meetings are used to discuss these visits in the context of various relevant readings, and to receive instruction in basic techniques of "mindfulness meditation" -- a type of contemplative practice

useful in working with anxiety and stress. Permission of the instructor is required. (EL)

490 Senior Project (3 credits) Required of all majors. Students either complete a Capstone Seminar on current issues in the field of Religious Studies, or complete a Senior Thesis advised by one of the Religious Studies faculty.

## **Religious Studies Major Requirements:**

### **Courses:**

A departmentally approved program of nine 3 or 4 credit courses in Religious Studies, plus a senior project (RELS 490) for a minimum of 30 credits.

### **Recommended Sequence:**

Students are strongly encouraged to take at least two of the survey courses (100 level) with two different instructors early in their college careers, certainly by the end of the sophomore year.

### **Distribution:**

Students must complete two courses in each of the following core subject areas:

#### **Monotheistic traditions:**

RELS 101 Understanding Religion

RELS 105 The Bible Goes to Hollywood

RELS 110 Introduction to the Bible

RELS 235 Judaism

RELS 237 Christianity

RELS 239 Islam

RELS 311 Hebrew Storytelling

RELS 312 The Prophets of Israel

RELS 313 Jesus in Myth, Tradition, and History

#### **Asian traditions:**

RELS 106 World Religions

RELS 221 Hinduism

RELS 222 Buddhism

RELS 223 Religions of the Far East

RELS 225

RELS 307 Religion and Literature

#### **Contemporary Western religions:**

RELS 103 Religious Diversity in America

RELS 107 Religion and Popular Culture

RELS 115 Religious Cults

RELS 123 Pluralism and Fundamentalism

RELS 146 Sacred Space in America

RELS 215

RELS 241 Religion and Science

RELS 243 Religion and Politics in America

RELS 245 Studying Religion: Vodou/Voodoo

RELS 341 Religion and Medicine

RELS 345 Religion and Technology

RELS 347 Religion and Nature

With permission of the department, Topics in Religion courses may be used to satisfy distributional requirements.

Students may petition to have one course from another department counted toward the Religious Studies major. Students wishing to explore this possibility should consult with the Religious Studies faculty.

Course levels.

Majors must complete at least five courses at the 200 level or above. Senior Project. All majors must complete RELS 490 during their senior year.

## **Religious Studies Minor Requirements:**

### **Courses:**

A departmentally approved program of six 3 or 4 credit courses in Religious Studies, for a minimum of 18 credits.

### **Distribution:**

Each minor must take at least one course in each of the three core subject areas listed above.

# Sociology

Sociologists investigate human relationships and interaction at interpersonal, organizational, institutional, societal, and global levels.

Sociology provides insight into social relationships among individuals, couples, families, organizations, political institutions, social movements, and globally. It examines social structuring based on race, ethnicity, nationality, sex, religion, age, and class. The study of sociology as part of a liberal education helps students develop a critical understanding of the workings of societal forces.

The department presents a wide range of theoretical perspectives. Research areas include health, demography, social and political history and movements, youth, criminology and criminal justice, rural poverty, social welfare, public policy, third world studies, human rights, domestic violence, indigenous rights, and globalization.

In addition to a rich theoretical mix, the department encompasses a broad range of pedagogical approaches. Faculty utilize videos, participant observation exercises, role playing, ethnography, film analysis, basic and advanced statistical analysis, journal writing, community-based advocacy and service learning, field trips, faculty-student collaborative research, and guest speakers as well as traditional lectures in their teaching.

While most department courses consider issues of race, class and gender, the department also offers specific courses examining issues of race, class, gender, and cultural identity in the U.S. Many of our courses fulfill the requirements for the American Ethnic Studies Program. Race and Ethnicity and Multiculturalism are entry level courses for this minor. We also have a departmental affiliation with the Women's and Gender Studies Program and Latin American-Caribbean Studies.

Special study opportunities available through the department include off-campus programs in Ireland and Charleston, NC. Other opportunities include social advocacy work with agencies and organizations, internships in related careers in the local community and in other locations throughout the country, and community-based service-learning projects. Majors may also participate in the College-affiliated Great Lakes Colleges Association Philadelphia Urban Semester. The Hardy Chair Lecture Program grants students the special opportunity to interact with nationally and internationally recognized scholars and practitioners.

The Sociology major is composed of six required courses, and five electives. Electives may be organized to construct a focused area of study (eg. social work, community advocacy, social and political rights and social movements). In addition, the department offers a minor in Criminal Justice (CJ) that may be taken in addition to sociology or another major. The department recommends the following course sequence for the major:

- 1 year: Introduction to Sociology
- 2 year: Classical Theory, Contemporary Theory
- 3 year: Qualitative; and Quantitative analysis or Quantitative Analysis in Criminal Justice
- 4 year: Senior Capstone Seminar
- And 5 electives. A senior thesis is optional

Please note: If you are in the 3-year or Education Program, you will need to take both Classical Theory and Qualitative Methods in fall and Contemporary Theory and Quantitative Methods in the spring of your sophomore year.

Please note: If you wish to combine a sociology major and criminal justice minor, you must complete all requirement for both including 8 total electives (5 sociology and 3 from CJ minor list) The only course that may count for both the sociology major and CJ minor is SOC 384 – Quantitative Methods in Criminal Justice.

A major in Sociology prepares students for graduate study in the discipline, as well as in a variety of other fields including law, counseling, teaching, social work, public health, education and criminal justice. The understanding of how people interact and behave in groups provides an excellent background for a wide range of careers in such fields as law enforcement, business, education, and government service. In addition, majors have used their background in sociology to pursue careers in communications, community relations, human resources management, and community organizing and advocacy.

## Faculty

Katherine O'Donnell; Reid M. Golden; Cecelia Walsh-Russo; Elena Chernyak; Leona Jochnowitz

## Adjunct Faculty

Justine Woolner-Wise, CSW; Denise Newvine



## Sociology Courses

105 Introduction to Sociology (3 credits) What is sociology? How do sociologists go about their work? Sociology as a distinctive perspective on human behavior. The links between personal experience and wider social forces are explored while covering the main fields of the discipline.

111 Controversial Social Issues (3 credits) This course provides students with an opportunity to be exposed to the controversial social issues of our time. Throughout the term we will examine several controversial issues, such as terrorism, human trafficking, war, health care, and other major areas of social concern. In doing so, we will read the arguments of leading social scientists and then debate the basic assumptions and values of each position.

150 Topics in Sociology (3 credits) Special topics of current interest will be considered in depth, examples include experiences of children, introductions to social psychology.

155 Children's Lives (4 credits) The course analyzes public policy regarding children at local, national, and global levels. It is a goal of this course to raise consciousness about the state of the world's children and to empower us to work effectively, cooperatively, and justly with one another and with children and organizations in our communities. Topics include structural violence, impact of war on children, ; intersection of race, class, gender impact on children; social construction of gender; child labor; poverty in the U.S. and Global South; children's human rights; social justice and public policy. Substantial community-based service learning is required. (EL)

205 Deviance and Social Control (3 credits) This course will introduce you to the central sociological concepts of deviance, self-control, power, identity construction, and identity management. We will use the topic of deviance to explore how groups of people have the power to shape the social definitions of other people's actions and behaviors. We also will examine the consequence, identity formation, and meaning in everyday life for those who are defined as "deviant." Although the primary theoretical orientation of the class is social constructionist, we will examine the other important theoretical contributions of the broader field to the study and understanding of why people deviate or are identified as deviant. Prerequisite: SOCI 105 or 155 or 285. (ILS)

211 Teens and Families (4 credits) Course examines the diversity of families, trends in family change, youth and communities, race, class gender intersection impact on youth; adolescent identity; public policy and youth. Substantial community-based service learning with teens is required. Prerequisite: SOCI 105 or FYS SOCI 155. (EL)

225 Human Rights (3 credits). The course offers a sociological exploration into human right as an idea and as a set of practices, within historical and contemporary settings, we will examine the various social constructions of rights as

individually and collectively based, with attention paid towards critical examination of the United States and its practices at home and abroad. Prerequisite: SOCI 105 or 155.

238 Irish Culture and Society I (3 credits) This course is a dialectic between modern Irish society and Irish history, each examined from the sociological perspective. Early Irish History – This first part sets the context for the course by looking at how history has uniquely shaped modern Irish society. During this section we will explore Ireland up through and including the reformation and Cromwellian invasion. Sociology in Ireland - Next we introduce the discipline of sociology and start to examine Irish society from a sociological perspective. We will spend a significant amount of time examining the specific development of Irish culture. Modern Irish Society – In order to understand modern Irish society we need to look at social institutions and social indices. Irish Culture - The values and beliefs of the Irish are reflected in their culture. For this section we need to return to some history to examine such issues as the Diaspora, the famine, and the revolutionary movements. Modern Irish society – It is here where we look more closely at the puzzle of Northern Ireland as well as the impact of the so-called Celtic Tiger on the Republic. It is also here where we need to examine the modern dimensions of race, class and gender in Ireland.

240 Women and Social Change (4 credits) This course investigates how societies structure gender and how race, class, and gender intersect. It analyzes gender from interpersonal, interactional, institutional, historical, and cross-cultural points of view. The goal of the course is to formulate a theoretical and practical understanding of gender and gender inequality as it exists today and to develop strategies to create more egalitarian systems. Community organizing/ group work component. Specific topics include: feminist theory, women of color, political struggles, reproductive justice, economic justice, body politics. Substantial community-based work is required Prerequisite: SOCI 105 or 155. (EL)

250 Topics in Sociology (3 or 4 credits) See description for SOC 150. Examples of recent 250 topics courses include, criminal justice, social construction of the drug war, and Irish culture and society. More than one topic may be taken for credit. Prerequisite: SOCI 105 or as specified.

251 Race and Ethnicity (3 credits) This course examines racial and ethnic relations in American society. What structural factors allowed for the relative success of some groups while denying the success of others? What roles have racism, prejudice and discrimination played in the American experience? Current issues in U.S. race/ethnic relations also are explored. Prerequisite: SOCI 105 or 155.

260 Food and Social Justice (4 credits) Course investigates food in ecological, community, ideological, social, economic, philosophical, and political terms. Our attention will focus on the right to food as a human right; global and national control

of food production and trade, and emerging alternative food movements including the Fair Trade Movement, Community-Supported Agriculture-Local Foods Movement, Green Belt Movement (Kenya), and Seed Savers-Navdayna (India). Our work takes us into the Oneonta community and across the county to understand local food security issues. Videos and readings are comparative and allow us to travel to India, Kenya, and Chiapas, Mexico. Substantial community-based service learning in local food pantries is required. Prerequisite: SOCI 105 or SOCI 155 (EL)

265 Global Feminisms (4 credits) Course reviews global womanist initiatives and movements in Africa, Latin America, India, and the U.S. rooted in the drive for social justice. Key movement philosophies, strategies, and tactics are reviewed. A goal is to glean strategic insights and apply them to our organizing work. Substantial community-based service learning is required. Prerequisite: SOCI 105 or SOCI 155 (EL)

285 Introduction to Criminal Justice (3 credits) This course is designed to introduce students to the American criminal justice system and the role of the police, the courts, and correctional facilities within that system. It focuses on the history and the primary duties of our justice system in America while briefly introducing conceptions of justice as well as definitions of, measurement of, and causes of crime. Within the detailed discussions of the police, the courts, and corrections particular attention is paid to current debates within each of these criminal justice agencies.

301 Criminology (3 credits) This course examines criminal behavior and the measures intended to control it. Major emphasis is placed upon social factors that contribute to such behavior, and criminal justice system efforts to combat criminal behavior. Attention is also given to current trends in criminal behavior and criminal justice policy, and the evaluation of these from the perspective of different sociological theories. Prerequisite: SOCI 105 and SOCI 285. (ILS)

310 Classical Social Theory (3 credits) This is a course intended to introduce students to the works of early western social theorists. Classical social theory provides the foundation for current sociological thinking and is fundamental to the understanding of ongoing discussions within the discipline. This course will primarily emphasize the works of the Founding Three: Karl Marx, Max Weber, and Emile Durkheim. We will also explore other nineteenth and twentieth century theorists including Charlotte Perkins Gilman, W.E.B. DuBois and others, as the semester allows. In tackling the (primarily) 19th and early 20th century writings, we will analyze the theoretical concepts of these sociological thinkers in relation to current social problems and dilemmas. Our ongoing conversation of these various theorists will include continual application of their theories to “real life” examples found in our 21st century world. Prerequisite: SOCI 105.

311 Juvenile Delinquency (3 credits) This course offers an introductory survey of the study of juvenile delinquency and

the Juvenile Justice system in the U.S. Crucial to this examination is a framework based upon the understanding of two central issues: the social definition of adolescent years in American society, and how the justice system treats behavior which society views as unacceptable or deviant. To this end, this course focuses on: the social status of juveniles of different status positions and the often conflicting expectations and opportunities for those adolescents in contemporary American society, the operation of the juvenile justice system in the formal and informal decision making and processing of that form of juvenile behavior broadly defined as “delinquency,” current dimensions and trends, differing major theoretical perspectives which have been developed to explain juvenile delinquency, and the range of options society has available to help prevent, treat, and/or punish “delinquent” behavior. Prerequisite: SOCI 105 or SOCI 285.

321 Introduction to Social Work (4 credits) Social welfare public policy is undergoing the most significant change since the New Deal. These changes are based upon competing ideas about the nature of individual and community responsibility. This course explores these ideas to uncover their underlying assumptions, value properties and social impacts on the lives of individuals, groups and communities. To aid in this understanding, this course examines major social concerns including poverty, violence, alcohol and other drug use, mental illness, crime, healthcare issues and discrimination. Throughout this course we examine the roles of social workers in addressing these social “problems.” In addition, this course offers an introduction to case management, group work, community organization and social work administration. A field placement requirement is built into the course. Prerequisite: SOCI 105 and permission of instructor. (EL)

322 Population and Ecology (3 credits) A study of the social, cultural and environmental forces that affect population trends: the size, growth, composition, distribution, fertility, mortality and migration of human populations. Current historical and cross-cultural problems in population, food, health and environment will be explored. In particular the impact of post-colonialism is examined in a cultural context. Prerequisite: SOCI 105.

325 Policing and Corrections (3 credits) This course is designed to provide students with an in depth look at policing in America and current correctional systems. The first half of the course focuses on the origins of policing and the current role of police in today’s criminal justice system. The process of becoming a police officer and the daily functions of the police are discussed while paying particular attention to potential problems within policing. The second half of the course focuses on current correctional systems in America, the problems faced within these systems, and alternatives to imprisonment. Prerequisite: SOCI 285 or 105.

331 Sociology of the Media (3 credits) The course explores the historical origins that gave rise to differences between “high,” “mass,” and “popular” culture. The course investigates sociologically significant topics such as the production of mass media and popular culture and the interpretation of

culture. The effects of media and popular culture on contemporary understandings of race, class, and gender as well as contentious politics, including social movements and electoral campaigns are also studied. Prerequisite: SOCI 105 or SOCI 155.

338 Irish Culture and Society II (4 credits) Taking place in the Republic of Ireland. This course will explore Irish cultural and social institutions and how they have been shaped by Ireland's unique history. Students will be exposed to many facets of Irish society including the Irish language, customs and social institutions. Prerequisite: SOCI 238.

340 Socio-Political Movements (3 credits) The course will provide an introduction to theory and research on one form of social movement mobilization: national-level movements organized for political change. Our focus will emphasize how political, organizational, and cultural factors shape social movement emergence and development. We will focus on current activism, including case studies of the American civil rights movement, the student movement of the late 1960s, the feminist movement, the abortion movement (pro-life and pro-choice) gay/lesbian mobilization and the recent emergence of transnational activism. Prerequisite: SOCI 105 or SOCI 155.

350 Topics in Sociology (3 or 4 credits) For description see SOCI 150. Recent examples include, domestic violence seminar and social construction of the drug war. Prerequisite: SOCI 105 or other as required.

355 Weaving Transnational Solidarity-Fair Trade, Human Rights & Social Justice Chiapas, MX. (4 credits) Course examines impact of globalization and its contestation in the global North and South. The course draws on the knowledge and expertise of community members, particularly indigenous Maya in Chiapas, Mexico, involved in creating social justice via alternative development, economic solidarity, health programs, education, human rights, and transnational solidarity. The principle Chiapas groups with whom we work include Jolom Mayaetik, Mayan women's weaving cooperative, and K'inol Antzetik, grassroots NGO. Course acquaints students with the cultural traditions of the Mayan people including their language, weaving, and architecture and addresses Spanish colonization. Community-based service learning component. Prerequisite SOCI 155 or SOCI 240 or permission of instructor. (EL)

380 Labor and Society (3 credits) This course explores work in the context of sociological, cultural, historical and international forces. Specific topics include: gender-race-class systems and labor, paid/unpaid work, international division of labor, government policy, African-American labor history, work and family issues, cross-cultural labor contexts. Prerequisite: SOCI 105.

381 Sociology of Health and Medicine (3 credits) Explores the social structural conditions of health. Topics covered are: the social distribution of wellness and illness, the cultural determinants of health and healing, alternative models of medicine, the impact of social structure and social policy on

health and on the delivery of health services. Prerequisite: SOCI 105. (ILS)

383 Quantitative Analysis (4 credits) This course introduces the central issues and strategies involved in the collection and analysis of quantitative data with an emphasis on survey research, experimental designs, and statistical analysis using SPSS. The course is concerned with demonstrating the logic and meaning of statistical procedures and the conditions under which they are meaningful. This course is the "quantitative" half of the department's two-term requirement in sociological analysis. Both halves give central importance to identifying and developing meaningful research questions, recognizing crucial theory-method linkages, developing research plans, evaluating the credibility of research findings and presenting the results of one's research. Prerequisite: SOCI 105 and 385 or permission of instructor. (QFR, EL)

384 Quantitative Analysis in Criminal Justice (4 credits) Similar to SOCI 383 this course is designed to introduce students to the central issues and strategies involved in the collection and analysis of quantitative data but with an emphasis on survey research, experimental designs, and statistical analysis using SPSS as they pertain to the study of criminology and criminal justice. The course is concerned with demonstrating the logic and meaning of statistical procedures and the conditions under which they are meaningful. This course will qualify as the "quantitative" half of the sociology department's two-term requirement in sociological analysis. Both halves give central importance to identifying and developing meaningful research questions, recognizing crucial theory-method linkages, developing research plans, evaluating the credibility of research findings and presenting the results of one's research. Prerequisite: SOCI 105 and/or SOCI 285 as well as SOCI 301 or permission of instructor. (QFR, EL)

385 Qualitative Analysis (4 credits) This course introduces methods used in the collection and analysis of qualitative data including participant observation, field notes, interviews, discourse analysis, media analysis, ethnography, and community-based research. The rationale and theoretical underpinnings of qualitative analysis are examined together with the ethical issues associated with the use of qualitative methodologies. This course is the "qualitative" half of the department's two-term requirement in methods. Both halves give central importance to identifying and developing meaningful research questions, recognizing crucial theory-method linkages, developing research plans, evaluating the credibility of research findings, presenting the results of one's research, and ethics. Substantial community-based service learning fieldwork is required. Prerequisite: SOCI 105. (EL)

389 Advanced Methods (3 credits) This course focuses on development and testing of sociological models or conduction evaluation research. Appropriate advanced methodological techniques are taught and employed. This course is valuable for students planning on entering graduate programs which include research components. Prerequisites: SOCI 105, SOCI 383 and SOCI 384 or 385 and permission of the instructor.

395 Internship (3 credits) See course catalog on internships. Internships in sociology include but are not limited to placements with local community action, social work, criminal justice, law enforcement, human right and youth advocacy programs or organizations. Prerequisite: SOCI 105, 383, 384 or 385. (EL)

396 Supervised Field Placement (3 credits) The student will work in a supervised field placement. This course's objective is to enhance the student's knowledge and critical understanding of social services delivery systems and of the people involved with them. Prerequisite: SOCI 321.

397 Contemporary Theory (3 credits) The task of this seminar is to critically examine modern social theory. Social theorists include Parsons, Wallerstein, Goffman, Dorothy Smith, Bourdieu, Foucault, Giroux, Freire. Focus is on analysis, critique, evaluation, synthesis, and application. Prerequisite: SOCI 105, 310, or permission of instructor.

### **Sociology Major Requirements:**

Minimum of 12 approved courses, distributed as follows:

#### **Required courses:**

SOCI 105 Introduction to Sociology (first year)  
SOCI 310 Classical Theory (sophomore year)  
SOCI 383 Quantitative Analysis (junior year)

441 Research Projects (4 credits) Individual and collaborative research in sociology. Prerequisites: SOCI 105 and 383, 384, or 385 and permission of instructor (QFR)

485 Senior Seminar (3 credits) Course utilizes studies of exemplary sociological research and individual research to model the integration of theory and methods. Involves applied research project including ethical issue, literature review, research design and analysis, and written and oral presentation of proposals and/or results. Prerequisites: SOCI 310, 383, 385, 397.

490 Senior Thesis (3 credits) Students are expected to develop a thesis based on preliminary coursework and demonstrate the ability to integrate theory and method in sociology. Thesis work is supervised by a faculty member. Prerequisite: a Cor better in SOCI 485.

SOIC 385 Qualitative Analysis (junior year)  
SOCI 397 Contemporary Theory (sophomore year)  
SOCI 485 Senior Seminar

#### **Five additional courses in sociology**

Grades for all courses taken in sociology are used to calculate the average in the major for Departmental Distinction.

### **Sociology Minor Requirements:**

Minimum of seven approved courses, distributed as follows:

#### **Three core courses:**

SOCI 105 Introduction to Sociology  
SOCI 310 Classical Theory (recommended) OR 397  
Contemporary Theory (with Permission of Instructor)

SOCI 383 Quantitative Analysis OR 384 Quantitative  
Analysis in Criminal Justice OR 385 Qualitative Analysis

#### **Four additional courses in sociology**

### **Criminal Justice Minor Requirements:**

SOCI 285 Introduction to Criminal Justice  
SOCI 301 Criminology  
SOCI 384 Quantitative Analysis in Criminal Justice or SOCI 385 Quantitative Analysis

#### **Three additional electives selected from the following list:**

SOCI 311 Juvenile Delinquency  
SOCI 325 Policing and Corrections  
SOCI 205 Deviance and Social Control  
SOCI 251 Race and Ethnicity

SOCI 350 Social Construction of the Drug War  
POSC 270/280 Constitutional Law  
PSYC 302 Abnormal Psychology

# Spanish

The Iberian Peninsula and Latin America occupy a unique place in the realm of Western culture. Both regions blend diverse religious, linguistic, and intellectual traditions: from the Jewish, Muslim, and Christian influences in Spain to the diversity of indigenous cultures in Latin America and Africa. Students majoring in Spanish at Hartwick will gain an appreciation of the linguistic and cultural diversity of the 20 countries in the world where Spanish is spoken through an exploration of their literatures, film, art, music, and other cultural production.

The importance of studying the cultures and literatures of the Spanish-speaking world and learning the Spanish language is underscored by the fact that the United States is the fourth largest Spanish-speaking country in the world. Knowledge of the Spanish language and Hispanic cultural diversity is vital for business, both foreign and domestic, health care and social services, international relations, politics, government, education, and many other fields. In addition, an understanding of Hispanic cultures, civilizations, and language gained through courses offered by the Department of Modern Languages is a valuable component of a liberal arts education designed to prepare students for an increasing global interconnection and the rising importance of Hispanic communities within the U.S. cultural fabric.

The Spanish major at Hartwick is designed to develop fluency in both oral and written language skills as well as broaden each student's global perspective through a critical understanding of multiculturalism in Hispanic countries and the U.S. In addition to the variety of language, culture, and literature courses offered on the Hartwick campus, the program offers an opportunity to prepare for a career in translation and interpretation, as well as the benefits of practical experience through internships and partnerships with local and foreign organizations.

A traditional minor in Spanish is a valuable complement to any major and an important skill in many careers and fields. Students whose major fields orient them toward a career in business, healthcare, law, or social services are encouraged to consider a Spanish for the Professions minor, which focuses more narrowly on the language skills necessary in these contexts. A student interested in completing a minor in the Spanish is encouraged to consult with a member of the Spanish faculty in order to pursue a program that best suits their interests and career goals. Students majoring and minoring in Spanish are encouraged to broaden their understanding in the field by taking related courses in other disciplines and in the Latin American and Caribbean Studies Program.

Spanish faculty regularly organize off-campus study-abroad and service-learning programs. Students minoring in Spanish are encouraged to participate in these January Term or semester-abroad opportunities. Those majoring in Spanish are required to have an immersive study abroad experience in a Spanish-speaking country.

Students interested in earning teacher certification in Spanish may do so by completing the requirements for the major, taking the psychology and education courses required for certification, and student teaching in Spanish. (See Education.)

Spanish majors who have recently graduated from Hartwick have gone on to teach or to graduate schools both here and abroad, and have found employment in banks, insurance companies, social service agencies and many other fields in which knowledge of the Spanish language and Hispanic cultures is becoming increasingly advantageous.

## Faculty

Virginia Arreola, Ph.D. (Assistant Professor of Spanish); Karina Walker, M.A. (Visiting Assistant Professor of Spanish)

## Spanish Courses

101 Beginning Spanish I (3 credits) This is a beginner's course that emphasizes the acquisition of grammatical structures and vocabulary using the communicative method. Spanish will be the language of instruction. The course focuses on listening comprehension, pronunciation, and cultural knowledge. Students are expected to attend class regularly and participate in all class activities. Prerequisite: Course is designed for students who have had no previous experience in Spanish, have had less than two years of Spanish in high school, or score at a 101 level in the placement exam. The course instructor has the discretion to move the student to another course based on initial class performance.

102 Beginning Spanish II (3 credits) A continuation of SPAN 101, which focuses on the active development of listening and reading comprehension, cultural knowledge, and speaking and writing skills taught through the communicative method. Spanish will be the language of instruction. Students will continue to study cultural elements of the Spanish-speaking world. Students are expected to attend regularly and participate in all class activities. Prerequisite: SPAN 101 or students with two or more years of Spanish in high school with Spanish faculty approval and placement exam. The course instructor has the discretion to move the student to another course based on initial class performance. (OCL)

160 Introduction to Regional Hispanic Study (3 credits) What is the first thing that comes to mind when I say "Spanish"? What imagery does Latin America evoke? Who or what do you imagine when you hear the words Latino, Spaniard, and Hispanic? Do you know how many languages are spoken in Spain, or the significance of Al-Andalus? Do you understand how U.S. policies impact immigration and continue to inform our dialogue on the subject? Do you recognize how media has shaped your own assumptions and perceptions? In this course we will endeavor to answer these questions and many more. We will challenge our preconceived notions and gain a better understanding of the heterogeneous cultural landscape of the Spanish-speaking world. Through a general overview of the main socio-political, cultural, and regional topics of today's Latin America and Spain, we will evaluate the historical and cultural influences that shaped these regions. We will examine how the linguistic and political legacies transmitted by the Spaniards during the conquest and colonization shaped Latin America, and how the enterprise of conquest and colonialism in turn shaped Spain. Through an interdisciplinary approach to the history and cultures of Spain and the Americas we will explore how Hispanic cultures have been influenced by common histories, reciprocal relationships, collaboration and conflicts. This exploration will take place through film, literature, current news, history, music and scholarly articles. All students will be encouraged to contribute their unique research interests and perspectives so we can engage in a lively and meaningful conversation. Prerequisite: None  
Curricular Designation: Spanish Culture course can be used towards the Foreign Language requirement OR towards the Humanities divisional requirement.

201 Intermediate Spanish I (3 credits) This course is a continuation of SPAN 102 and offers the student an opportunity to reinforce and expand previous learning in grammar, comprehension, oral and written skills, and vocabulary through the communicative method. This course also focuses on giving the student an idiomatic grasp of the language and continues to expose students to a variety of cultural components related to the Spanish-speaking world. SPAN 201 should be taken the semester immediately following SPAN 102. Prerequisite: SPAN 102 or with Spanish faculty approval and placement exam.

202 Intermediate Spanish II (3 credits) This intermediate level course is the gatekeeper which will determine if students will be invited to pursue advanced studies in Spanish. Grammar and vocabulary will be taught in context through the reading, listening, viewing, and analysis of cultural production of the Spanish-speaking world. This course will go more in depth in grammatical points in order to help students manipulate them with more precision in written and oral assignments related to the historical, social, and cultural contexts of various Spanish-speaking countries and regions. Oral proficiency is strongly emphasized. A final grade of B+ is required in order to continue toward a major. Prerequisite: SPAN 201 or with Spanish faculty approval and placement exam.

203 Advanced Written and Oral Communication in Spanish (3 credits) This course will emphasize written and oral communication in Spanish for academic purposes. Students will learn to conduct textual analysis and literary criticism through a variety of texts and other forms of cultural production in preparation for upper-level Spanish courses. Prerequisite: SPAN 202 or Spanish faculty approval and placement exam.

204 Panoramas del pasado y el presente peninsular y de las américas (3 credits) In this course, students will acquire a general sense of the history and cultures of what today comprises the Spanish-speaking world. Students will learn about important political and social periods that impacted these regions as a whole (such as the Muslim rule of Spain, the conquest, pre-Columbian civilizations, the colonial period and independence movements in Latin America) as well as focusing on the particulars of a select group of countries. Reading, writing, textual analysis, and formal presentation skills will be emphasized. Prerequisite: SPAN 202 or Spanish faculty approval and placement exam.

240 Spanish for the Professions (3 credits) This course is intended to bridge the communication gap between Spanish-speaking populations in the U.S. and the English-speaking individuals that interact with them in various professional fields. The course will focus on developing the oral skills, vocabulary, grammar and cultural knowledge required to better serve Spanish-speaking individuals in one of the following professional settings: healthcare, legal, social services, community or business. The professional field of focus will vary. When possible, this course should be taken in

the semester immediately following SPAN 102. Taught in Spanish. Prerequisite: SPAN 102 or Spanish faculty approval and placement exam. When repeated, this course bears the numbers 241 or 242.

245 Topics in Spanish for the Professions (3 credits) Project-based course in professional Spanish done under the supervision of an instructor in a specialized area according to the student's area of interest. Possible specializations include healthcare, legal, social services, community or business. The student must combine the project with an internship or apprenticeship in an appropriate organization, such as a health center, courthouse, international corporation, government or non-governmental agency, or school. Prerequisite: SPAN 240

250, 350, 450 Seminar in Hispanic Studies (3 credits) A seminar in a selected topic of Spanish language, literature, or civilization. Occasionally the course is taught in English.

285/385/485 Spanish Term Abroad (4 credits) A study-abroad program offered by the Spanish section of the language department. (OCL, LNC, EL).

301 Literary Movements (3 credits) An in-depth study of a particular movement, period or school in peninsular, Latin American or Latino/a literatures and cultures. Peninsular possible topics: Medieval, Golden Age, Baroque, Realism, Naturalism, Romanticism, Generation of 98, Modernism, Post-Modernism, Contemporary. Latin American possible topics: Barroco de Indias, Colonial Literature, Realism, Romanticism, Novela de la tierra, modernismo, vanguardia, negrismo/negritude, el Boom, magical realism, postmodernism. Latino/a possible topics: Chicano/a literature, Nuyorican Poetry, Migration Literature, Afro-Latino Literature. May be repeated for credit with different content. When repeated, this course bears the numbers 302 or 303. Prerequisite: SPAN 203 or Spanish faculty approval.

310 Major Authors (3 credits) A study of representative works by one or more authors from Spain, Latin America or Latino/a authors. Possible authors from Spain: Miguel de Cervantes Saavedra, Lope de Vega, Luis de Góngora, Miguel de Unamuno, Federico García Lorca, Antonio Machado, Ana Rossetti, Gloria Fuertes, Cristina Fernández-Cubas, María de Zayas, Chantal Maillard, Carment Laforet. Possible authors from Latin America: A study of representative works by one or more authors from Latin America. Possible topics: Gabriel García Márquez, Carlos Fuentes, César Vallejo, Mario Vargas Llosa, Rómulo Gallegos, José Martí, Gertrudis Gómez de Avellaneda, Rubén Darío, Sor Juana Inés de la Cruz Octavio Paz, Elena Garro, Juan Rulfo, Rosario Castellanos, Alfonsina Storni, Alejandra Pizarnik, Manuel Puig, Pablo Neruda. Possible Latino/a authors: Gloria Anzaldúa, Sandra Cisneros, Esmeralda Santiago, Rudolfo Anaya, Cristina García, Tato Laviera, Oscar Hijuelos, Junot Díaz. May be repeated for credit. When repeated, this course bears the number 311 or 312. Prerequisite: SPAN 203 Advanced Written and Oral Communication in Spanish or Spanish faculty approval.

319 La cultura popular (3 credits) Through the analysis of telenovelas, music, and film, we will discuss what these modes of popular culture say about a particular society. We will look at how these forms of cultural expressions convey conflicts between classes, gender and ethnic groups, and what these popular cultural productions say about the relationship between a specific society in the Spanish speaking world and the outside world. The texts for this course will be the forms of popular cultures themselves to provide students the opportunity to create with the language. May be repeated for credit. When repeated, this course bears the number 320 or 321. Prerequisite: SPAN 203 or Spanish faculty approval.

327 Themes or Genres (3 credits) A study of a recurrent theme or specific genre. Possible topics include: National identity, Nationalism, Gender and Sexuality, Space and borders. May be repeated for credit. When repeated, this course bears the numbers 328 or 329. Prerequisite: SPAN 203 or Spanish faculty approval.

335 El cine hispánico (3 credits) In this course, students will analyze several representative films from Spain, Latin America, and the U.S. by such directors as Bunuel, Almodovar, Gutierrez Alea, Littin, Bemberg, and Solas. Guillermo del Toro, Alfonso Cuarón, Alejandro González Iñárritu, Robert Rodriguez, Gregory Nava, Pilar Miró, Iciar Bollain. All films will be studied as social, historical, and cultural texts. Taught in Spanish. Prerequisite: SPAN 203 or Spanish faculty approval.

340 Translation Studies (3 credits) In this course students will be introduced to Translation as Profession, Theory and Practice. Students will explore aspects relating to context and negotiating meaning, audience, register and regionalisms. The course will offer an introduction to translating texts in various contexts and of different types including commercial and financial, legal and political, medical, scientific and technical, literary, cultural and marketing texts. Prerequisite: SPAN 203 or Spanish faculty approval.

341 Interpretation Studies (3 credits) In this course students will be introduced to Interpretation as Profession, Theory and Practice. Students will explore aspects relating to context and negotiating meaning, audience, register and regionalisms, consecutive and simultaneous interpretation and professional certifications. The course will offer an introduction to interpreting in various contexts including healthcare, legal, business, community and social services. Native, bilingual and heritage speakers are highly encouraged to consider this course. Prerequisite: SPAN 203 or Spanish faculty approval.

342 Topics in Translation and Interpretation (3 credits) Project-based course in translation or interpretation done under the supervision of an instructor in a specialized area according to the student's area of interest. Possible specializations include literary, technical, commercial, legal, healthcare, community, or new media translation, as well as healthcare, legal, social services, community or business interpretation. The student must combine the project with an internship or apprenticeship in an appropriate organization,

such as a health center, courthouse, international corporation, government or non-governmental agency, publishing house, or school. Prerequisite: SPAN 340 or SPAN 341

400 Literary Theory (3 credits) The objective of this course is to introduce students to the writings of philosophers, scientists, and other theorists of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries whose works have influenced the world of literature and literary criticism. In this course, we will read theoretical texts in order to acquire the tools that may enable us to do literary and cultural criticism through the lens of theory. Theory may include: structuralism/post structuralism, deconstruction, gender and queer theory, Critical Race Theory, etc. Prerequisite: SPAN 203 or Spanish faculty approval.

401 Literary Movements (3 credits) An in-depth study of a particular movement, period or school in peninsular, Latin American or Latino/a literatures and cultures. Peninsular possible topics: Medieval, Golden Age, Baroque, Realism, Naturalism, Romanticism, Generation of 98, Modernism, Post-Modernism, Contemporary. Latin American possible topics: Barroco de Indias, Colonial Literature, Realism, Romanticism, Novela de la tierra, modernismo, vanguardia, negrismo/negritude, el Boom, magical realism, postmodernism. Latino/a possible topics: Chicano/a literature, Nuyorican Poetry, Migration Literature, Afro-Latino Literature. May be repeated for credit with different content. When repeated, this course bears the numbers 402 or 403. Prerequisite: SPAN 203 or Spanish faculty approval.

410 Major Authors (3 credits) A study of representative works by one or more authors from Spain, Latin America or Latino/a authors. Possible authors from Spain: Miguel de Cervantes Saavedra, Lope de Vega, Luis de Góngora, Miguel de Unamuno, Federico García Lorca, Antonio Machado, Ana Rossetti, Gloria Fuertes, Cristina Fernández-Cubas, María de Zayas, Chantal Maillard, Carment Laforet. Possible authors from Latin America: A study of representative works by one or more authors from Latin America. Possible topics: Gabriel García Márquez, Carlos Fuentes, César Vallejo, Mario Vargas Llosa, Rómulo Gallegos, José Martí, Gertrudis Gómez de Avellaneda, Rubén Darío, Sor Juana Inés de la Cruz Octavio Paz, Elena Garro, Juan Rulfo, Rosario Castellanos, Alfonsina Storni, Alejandra Pizarnik, Manuel Puig, Pablo Neruda. Possible Latino/a authors: Gloria Anzaldúa, Sandra Cisneros, Esmeralda Santiago, Rudolfo Anaya, Cristina García, Tato Laviera, Oscar Hijuelos, Junot Díaz. May be repeated for credit. When repeated, this course bears the number 411 or 412. Prerequisite: SPAN 203 or Spanish faculty approval.

### **Spanish Major Requirements:**

31 credits, distributed as follows:

#### **One Intermediate Level Course (including SPAN 203):**

SPAN 201 Intermediate Spanish I  
SPAN 202 Intermediate Spanish II

419 La cultura popular (3 credits) Through the analysis of telenovelas, music, and film, we will discuss what these modes of popular culture say about a particular society. We will look at how these forms of cultural expressions convey conflicts between classes, gender and ethnic groups, and what these popular cultural productions say about the relationship between a specific society in the Spanish speaking world and the outside world. The texts for this course will be the forms of popular cultures themselves to provide students the opportunity to create with the language. May be repeated for credit. When repeated, this course bears the number 420 or 421. Prerequisite: SPAN 203 or Spanish faculty approval.

427 Themes or Genres (3 credits) A study of a recurrent theme or specific genre. Possible topics include: National identity, Nationalism, Gender and Sexuality, Space and borders. May be repeated for credit. When repeated, this course bears the numbers 428 or 429. Prerequisite: SPAN 203 or Spanish faculty approval.

435 El cine hispánico (3 credits) In this course, students will analyze several representative films from Spain, Latin America, and the U.S. by such directors as Bunuel, Almodovar, Gutierrez Alea, Littin, Bemberg, and Solas. Guillermo del Toro, Alfonso Cuarón, Alejandro González Iñárritu, Robert Rodriguez, Gregory Nava, Pilar Miró, Iciar Bollain. All films will be studied as social, historical, and cultural texts. Taught in Spanish. Prerequisite: SPAN 203 or Spanish faculty approval.

440 Topics in Translation and Interpretation (3 credits) Project-based course in translation or interpretation done under the supervision of an instructor in a specialized area according to the student's area of interest. Possible specializations include literary, technical, commercial, legal, medical, community, or new media translation, as well as medical, legal, social services or business interpretation. The student must combine the project with an internship or apprenticeship in an appropriate organization, such as a health center, courthouse, international corporation, government or non-governmental agency, or a publishing house. Prerequisite: SPAN 340 or SPAN 341

490 Senior Project (3 credits) Required of all majors. A thesis or other appropriate work that demonstrates the student's proficiency in Spanish.

SPAN 203 Review of Spanish Grammar  
SPAN 205 Communicative Spanish



**6 credits of 300 level coursework**

**6 credits of 400 level coursework (not including SPAN 490)**

**Any remaining credits can be taken at the 300 or 400-level**

**Senior Thesis:**

SPAN 490 Senior Thesis

**All Spanish majors are required to participate in an immersive study abroad program in a Spanish-speaking country.**

**Spanish Minor Requirements:**

18 credits, distributed as follows:

SPAN 203 Advanced Written and Oral Communication Spanish

SPAN 240 Spanish for the Professions

SPAN 245 Topics in Spanish for the Professions

**Any Spanish course above 203**

*It is encouraged for students who began with SPAN 201 take an additional 3-6 credits of Spanish courses.*

Grades for all courses taken in Spanish are used to calculate the average in the major for Departmental Distinction.

# Theatre Arts

The Theatre Arts offer an ideal stage for experiencing the liberal arts through learning by doing. At Hartwick College our students are actively engaged in the accumulated knowledge and literature of the theatre by creating performances for audiences. This is true for our first year students as well as our sophomores, juniors and seniors. From your first semester in classes and productions at Hartwick you will be engaged in theatre-making. Through this process you learn because you need to know things about history, poetry, science, art, language, philosophy, sociology, and psychology. These and all the other disciplines in the liberal arts are bound up in the dramatic literature and performance arts of our world.

To study the art of performance and production is to sharpen the skills of observation, communication, and critical thinking. Hartwick's Theatre Arts curriculum is specifically designed to be part of a liberal education and to meet the needs of students planning a career in theatre, those interested in using theatre skills to enhance other careers, as well as those who choose theatre merely as a way to enrich their lives. The three core courses—Introduction to Theatre, Play Production, and Senior Project—all deal with the process of analyzing a script, conceiving and designing a production, then rehearsing and presenting a performance. Using a combination of classroom study and practical experience, these courses are intended to develop progressively the producer/director/designer, a person capable of taking a play from an idea to a polished performance. The rest of the curriculum is intended to support and extend the core and covers acting methods, production design, theatre history, and dramatic literature.

A great deal of the learning in Theatre Arts takes place outside the classroom: in the rehearsal hall, in the scene shop, and in our two performance spaces. A typical year will see three major productions and as many as 15 student-directed, faculty-mentored plays. The Theatre Arts program also offers technical support to the Hartwick dance program and to visiting dance, theatre, and musical events. Developing actors, directors, designers, and technicians find plenty of chances to hone their skills at Hartwick.

New-play development is featured at Hartwick. The close relationship with the writing program in English has led to the production of several original plays written by both students and professionals. The most notable of these were *Ghost Dance*, written for Hartwick by Nobel Laureate Derek Walcott—a Region II winner in the American College Theatre Festival XXII, and student Rob Shimko's *Specks*, the co-winner of the Michael Kanin National Short Play Award for the Kennedy Center/American College Theatre Festival XXX.

The student drama club, Cardboard Alley Players, and the drama honorary, Alpha Psi Omega, are very active. They promote theatre trips and host visits by theatre professionals as well as mount their own plays and musicals. January Term off-campus classes are offered in New York City and England. These courses provide more opportunities to see professional productions and to meet the people who produce them. And Theatre students are encouraged to pursue the many internship and apprentice opportunities offered by professional theatre companies in our area and around the Northeast.

Recent Theatre Arts graduates have gone—some directly and some with additional training—into positions at the Smithsonian Discovery Theatre, MSNBC TV, the Vineyard Theatre (NYC), Adirondack Scenic Studios, Manhattan Children's Theatre, Glimmerglass Opera, SeaWorld, the Theatre Development Fund and more. Others have used their theatre training as part of their preparation for work in film, television, and teaching. Equally important, however, are those students who have graduated from Hartwick with majors other than theatre, who will continue to enrich their lives with an informed love of the performing arts developed by learning and doing on Hartwick's stages.

## Faculty

Kenneth Golden, Program Director; Malissa Kano-White; Marc Shaw

## Adjunct Faculty

Gary Burlew, Elizabeth Treadwell

## Theatre Arts Courses

100 Theatre Practicum (1-2 credits) Available to students working on faculty-supervised shows as designers, technicians, actors, or stage managers. One credit will be awarded for 40 to 79 hours and two credits for 80 hours or more of work overseen and evaluated by an appropriate faculty member. May be repeated as often as necessary, but not more than five credits of Theatre Practicum will count toward graduation. Prerequisite: Permission of the instructor. (EL)

105 Musical Theatre Production (4 credits) (same as MUSI 105) Study, rehearsal, and performance of a musical theatre piece. Students will be cast in a role or assigned a production responsibility and will be coached and directed by the staff. An emphasis will be placed on the development through practice of skills in singing, acting, dancing and in the designing, lighting and running of a production. Significant time will also be given to looking at literary, thematic and historical aspects of the piece to be produced with the intent of developing a sensitivity to the special qualities of musical theatre. Whether MUSI or THEA, this course may be taken only twice for credit. Prerequisite: Permission of the instructor. (EL)

110 Introduction to Movement and Dance for the Theatre (1 credit) Body training in movement technique using rhythm dynamics, space and gesture. Learning basic dance skills including jazz, tap, ballet, and modern. Foundation for dance classes. (EL)

111 Modern Dance (1 credit) An introduction to modern dance technique and the use of the body as an instrument of expression. (EL)

112 Ballet I (1 credit) Introduction to the fundamentals of classical ballet consisting of basic barre, center work, and movement through space. (EL)

115 Dance Rehearsal and Performance (1 credit) Open to members of Orchesis, the College dance club, the course requires a significant number of hours in rehearsal to be determined by the Orchesis club advisor. May be taken twice, but only one credit will count toward the Physical Education requirement. (EL)

120 Introduction to Theatre Arts (3 credits) An introduction to playwriting, script analysis, production and performance designed for students interested in gaining more from reading and watching plays as well as for those beginning a serious study of theatre. In addition to reading several short plays and discussing the creative steps required to mount them, students will work in small groups writing and producing their own play, will see and critique a number of local productions and may work on a Hartwick production. (EL)

131 Stagecrafts (3 credits) Stagecraft is the study of the techniques that are used to bring a theatrical design from concept development to the stage. Through a series of class

projects students will learn design concepts and create some of design elements that could be used on stage. In addition time will also be spent on scene painting techniques, lighting design, sound design, and the tools and equipment that are used for each. Students will also learn how the theatrical world is structured and what roles are played by those that work in it. Class time will also be used to teach safe work habits for scene shops and theatres.

140 Fundamentals of Acting (3 credits) A practical investigation of the basic theories of acting as a fine art. Emphasis will be on training the actor in the use of physical and mental abilities as effective tools of dramatic expression. (EL)

205 Theatre in New York City (3 credits) Based in part on campus and in part in New York City. This course will allow students to see a wide variety of theatrical productions and to study the history of Broadway and off-Broadway production since 1910. In New York students will see productions, meet professionals and tour theatres. Prerequisite: permission of the instructor. Offered in January. Fee involved. (EL)

212 Ballet II (1 credit) Concentration on classical ballet technique, barre, center work, and movement through space. Prerequisite: THEA 112 or permission of the instructor. (EL)

220 Play Production (4 credits) Each student in this course will select, analyze, design, cast, rehearse, promote and present a short one-act play—gaining experiential knowledge of the roles of the producer, director and designer. Class discussion and exercises will focus on such matters as selecting the play, budgeting, advertising, organizing the production team and calendar, developing a production concept, casting, blocking, working with actors, creating a prompt book, making a model of the set, planning costumes, props, makeup, lights and sound, setting cues, and polishing the performance. Prerequisite: THEA 120. (EL)

231 Fundamentals of Theatrical Design (4 credits) An introduction to the processes and methods of designing the visual and aural worlds of staged performance based on thematic elements and creative collaboration. Topics include scenery systems, light, costume, sound design, stage crafts, graphic methods, and production organization. (EL)

237 Reconstructing Shakespeare's Company (4 credits) A simulation of the workings of Shakespeare's theatrical company as it prepares to produce one of his comedies for the Elizabethan public theatre. Students take on roles both as characters in the comedy, to be produced in a workshop performance at the end of the course, and as members of the acting company. Activities include script analysis, discussions of Elizabethan culture and theatrical practice, and improvisations based on research into the period. Laboratory sessions are devoted to rehearsal. Counts in the Theatre major as a course in theatre history. (Cross-listed as ENGL 237)

240 Advanced Acting (4 credits) Advanced acting projects such as study of period styles, physical acting, and ensemble development. Prerequisites: THEA 140 and THEA 110, 111, or 112. (EL)

250 Selected Topics (3 or 4 credits) A course at the advanced level, the content of which is determined according to the special interest of the instructor and students.

260 The Art of Cinema (2 credits) An examination of the visual, aural and narrative language systems used to convey meaning in this most popular of art forms. From the most concrete components of cinematic art (story structure, photographic composition, sound, etc.) to the most abstract, the course will provide a foundation for students' personal "cineliteracy."

303 Theatre in England (4 credits) Based in London and Stratford-upon-Avon, the class will attend up to 12 productions offered by the Royal Shakespeare Company, The Royal National Theatre, West End theatres and Fringe companies. Students will also visit theatres, museums and historic sites and will talk with a number of British theatre professionals. There will also be time for students to explore the London area on their own. Prerequisites: Permission of the

instructor and preparatory course. Offered alternate January Terms. Fee involved. (EL)

312 Ballet III (1 credit) A continued concentration in classical ballet technique, barre, and center work, and movement through space. Beginning and advanced pointe work. Prerequisite: THEA 212 or permission of instructor. (EL)

331 Stage Lighting and Advanced Design (4 credits) An intensive study of the role of light as an artistic component of theatrical production as well as related technologies as determined by student interest. Prerequisite: THEA 231. (EL)

350 Topics in Theatre (3 or 4 credits) Advanced study of a topic in theatre production or dramatic literature.

490 Senior Project (4 credits) In consultation with the theatre faculty, each theatre major will in the spring of his or her junior year propose a significant theatre project for completion in the senior year. Normally this will involve directing and designing a play to be included in the department's production season. Major design or research projects will also be considered. Prerequisites: THEA 120, 220, 231, senior standing, and substantial completion of the Theatre Arts major.

### **Theatre Arts Major Requirements:**

A total of 41 credits, distributed as follows:

#### **Five Theatre Arts courses:**

THEA 120 Introduction to Theatre Arts  
THEA 140 Fundamentals of Acting  
THEA 220 Play Production

THEA 231 Fundamentals of Theatrical Design  
THEA 490 Senior Project

#### **One of the following courses:**

THEA 240 Advanced Acting  
THEA 331 Stage Lighting and Advanced Design

Four approved dramatic literature or theatre history courses, at least two at the 300 or 400 level, totaling at least 13 credits.

Approved electives totaling at least 3 credits

Two THEA 100 Theatre Practicums or one practicum and one dance or movement course totaling at least 3 credits. (No more than 5 credits of THEA 100 to count toward graduation.)

### **Theatre Arts Minor Requirements:**

20 credits distributed as follows:

THEA 120 Introduction to Theatre Arts  
THEA 140 Fundamentals of Acting  
THEA 231 Fundamentals of Theatrical Design  
THEA One approved dramatic literature or theatre history class worth at least 3 credits

THEA Two of the following courses totaling at least 7 credits:  
THEA 220 Play Production  
THEA 240 Advanced Acting  
THEA 331 Stage Lighting and Advanced Design  
THEA One additional dramatic literature or theatre history class

## U.S. Ethnic Studies (Minor)

This academic minor focuses on the comparative study of race and ethnicity in the United States as it uniquely intersects with the international context. Those groups that have historically borne the brunt of enslavement, social stigmatization and discrimination, and political and economic deprivation in the process of European expansion in the Americas are granted special emphasis. The comparative focus assumes that there are general processes that underlie the formation of the concept of race, ethnic identity, and national identity in a wide range of social contexts. The program aims to challenge students to critically examine dominant assumptions about individual and collective racial and ethnic identities as well as expose students to the contributions of diverse groups of Americans to U.S. society and culture. To that end, the minor provides access to a range of analytical tools with which to examine the histories, experiences and cultures of America's racial and ethnic groups and their relationships to each other and to the dominant culture. Interested students should contact Jeffrey Pegram.

Objectives of the U.S. Ethnic Studies Minor are:

1. To provide students with an understanding of the socially constructed nature of race and ethnicity.
2. To help students understand the debates about the biological basis of human diversity.
3. To expose the histories, cultures and contributions of U.S. racial and ethnic groups in ways that highlight the distinctiveness and commonality of ethnic experience and expression as well as expose the relationship of racial/ethnic discrimination to other forms of discrimination such as class and gender.
4. To help prepare students to promote a more just society and to participate in an increasingly diverse world.
5. To introduce the disciplinary scholarship of ethnic studies.
6. To provide opportunities for students to experience the cultural nuances of alternative racial and ethnic contexts that differ from their own cultural backgrounds.

### **U.S. Ethnic Studies Minor Requirements:**

Courses, two of which are core to all students in the minor.

No more than two courses in the student's major field may count toward the minor.

The core courses are the Introductory Course and the Capstone Seminar.

**Introductory Course (Theory/History)** All students, regardless of concentration, are required to take an introductory course on ethnicity which prepares them to look at the materials in their area of concentration with reference to current theory in the study of ethnicity. Students are encouraged to take this course as early as possible and before completing the other requirements of the minor.

#### **Students may select as their introductory course one of the following courses:**

ANTH 250 Hispanic and African-American Cultures

SOCI 250 Race and Ethnicity

HIST 279 American Ethnic History

ECON 250 Economics of Race and Gender

POSC 150 FYS: Politics of Race and Gender

**Capstone Seminar** This seminar is designed to explore a set of significant social and ethical issues from several cultural and ethnic perspectives. In the process, students will be encouraged to apply the knowledge and analytical skills they have acquired while pursuing the minor in U.S. Ethnic Studies. This will be carried out through a dialogue with their peers and the faculty seminar leader(s). More specifically, the seminar seeks to:

1. Recognize and examine the complexity of social, political, personal and moral questions involved in addressing U.S. cultural diversity.
2. Develop student's capacity to understand and apply concepts, techniques, and value assessments employed by their peers or the faculty seminar leader(s) to address the issues at hand.

Courses that satisfy the Capstone Seminar requirement will be so identified among the Contemporary Issues

Seminars (CIS) in the Interdisciplinary (INTR) section of the annual schedule of courses.

**Concentrations** Students in the minor, in consultation with an advisor, can choose from three areas of concentration:

### **African American Concentration Requirements:**

Four courses, selected as follows:

#### **At least one course dealing with Africa, selected from the following:**

ANTH 237 Peoples and Cultures/South Africa  
ANTH 237 Peoples and Cultures/West Africa: Roots of American Culture  
ANTH 335 Third World Studies: Africa  
ANTH 335 Third World Studies: African Colonialism  
MUSI 350 World Music: Music of Africa  
POSC 281 African Politics

#### **At least two courses in at least two departments, selected from the following:**

ENGL 250 African-American Literature  
HIST 241 African-American History  
HIST 250 African-Americans in the North  
HIST 250 Civil Rights Movement in the 20th Century  
HIST 325 Comparative Slave Systems  
HIST 330 Slavery and Abolition in America  
HIST 351 Civil Rights Seminar

### **American Indian Concentration Requirements:**

Four courses, selected as follows:

#### **One course, selected from the following:**

ANTH 241 Native North American Prehistory  
HIST 275 The Indians in American History I (HIST)

#### **The following course:**

HIST 276 The Indians in American History II

#### **Two courses, selected from the following:**

ART 250 20th Century Native American Fine Art  
ENGL 350 Native American Literature  
INTR 310 CIS: Indians in Contemporary Literature  
RELS 150 Native American Religions

### **Comparative Concentration Requirements:**

In this concentration students select from a range of courses that deal with race and ethnicity (listed below). These courses are divided into three foci : Theoretical, International and United States. After taking the introductory course in the minor, the student who elects this option must work with the coordinator to create a program of study that, while focused and comparative, examines race and ethnicity both nationally and internationally. In addition to the Introductory Course and the Capstone Seminar, the student will select four courses from the following lists, with at least two courses from the United States focus:

#### **Theory**

ANTH 346 Race and Human Variability  
ANTH 250 Hispanic and African-American Cultures  
ECON 250 Economics of Race and Gender  
ECON 250 Economics of Plantations  
HIST 279 American Ethnic History  
HIST 325 Comparative Slave Systems  
INTR 310 CIS: Human Diversity  
INTR 310 CIS: Philosophy, Race and Gender  
POSC 150 FYS: Politics of Race and Gender  
SOC 230 Poverty and Affluence in American Society  
SOC 240 Women and Social Change  
SOC 250 Race and Ethnicity  
SOC 330 Language and Society

## Women's and Gender Studies (Minor)

Over the past two decades, a distinct body of scholarship on gender has developed in almost every academic field. This scholarship raises basic questions about women, men, and society which transcend disciplines and challenge traditional ways of teaching and conducting research. The feminist framework informing Women's and Gender Studies addresses the following issues with respect to gender:

- 1) It challenges the androcentric bias in thought, language, and social and intellectual systems.
- 2) It rethinks the central western dualisms—e.g., mind/body, subject/object, thinking/doing.
- 3) It involves a critique of all forms of oppression including class, race, sex, sexual-affective preference, developed world and developing world, violence, militarism, ecological destruction, political inequality and hierarchies of power.

### Coordinator

Laurel Elder

### Women's and Gender Studies Courses

INTR 166 Introduction to Women's and Gender Studies (3 credits) This course introduces students to feminist scholarship and acquaints them with the intellectual, ethical, social,

political, historical and cultural forces constructing gender. The class is interdisciplinary and grounded in feminist pedagogy. Required for Women's and Gender Studies Minor

### Women's and Gender Studies Minor Requirements:

18 credit minimum

#### Required courses:

INTR 166 Introduction to Women's and Gender Studies

#### 15 credits selected from the following:

SOCI 111 Controversial Society Issues

SOCI 155 Children's Lives

ART 204 Women and Art

SOCI 208 Gender and Sexuality

SOCI 211 Family and the Life Course

ENGL/CLAS 221 Classical Mythology

SOCI 225 Human Rights

POSC 240 Women, Men, and Politics

SOCI 240 Women and Social Change

HIST 242 U.S. Women's History

HIST 245 WWII and the Home Front

ENGL 250 African-American Women Dramatist

ENGL 250 The Warrior and the Poet

ENGL 250 Screwball Comedy

HIST 252 Dark Satanic Mills: European Labor History –1700

HIST 252 Women in European History

HIST 253 Power and Identity

ENGL 255 Women and Fiction

HIST 270 Revisiting Roots

HIST 283 Western Medicine since 1500

ANTH 307 Sex and Gender Roles

ARTH 308 Contemporary Art

INTR 310 Philosophy of Race and Gender

INTR 310 Breastworks: An Interdisciplinary Analysis

INTR 310 Unruly Women

INTR 310 Issues in Contemporary Photography

ECON 316 Race and Gender

SPAN 319 Latin American Popular Culture

POSC 322 Women, Politics, and Development

ENGL 322 Modern Drama

HIST 327 Gender and Power in Latin America

SPAN 333 20th Century Spanish American Writers

# Academic Policies and Procedures

Students at Hartwick are expected to familiarize themselves with the graduation criteria, major requirements and other applicable academic guidelines as they plan their programs. Failure to read and comply with policies and procedures will not exempt a student from whatever penalties he or she may incur. The policies listed below are associated with the current catalog year.

## Course Registration Policies

### Account Holds

A financial hold may be placed on a student's account preventing course registration changes and release of official transcripts and other credentials if a student has an outstanding financial obligation with the College. Course registration changes and release of transcripts or other credentials are not permitted until a hold has been cleared.

If an enrolled student does not address holds issued by any administrative office prior to the start of a term or within the first seven days of fall or spring term or first three days of January or any Summer term, he or she will be withdrawn from the institution. Specifically, a student who has one or more holds on his or her account and is not attempting to resolve the hold(s) by 5 p.m. on Thursday of the first week of fall or spring terms will have his or her WICKit account frozen the next day (Friday) by 9 a.m. A student whose account has been frozen and has not resolved or attempted to resolve a hold on his or her account by 5 p.m. the following Tuesday will be dropped from his or her courses and placed on a leave of absence for the remainder of the term or withdrawn from the institution completely.

### Adding and Dropping a Course

A student may add and/or drop courses during two distinct add/drop periods: (1) a five day open period following pre-registration and (2) the first two weeks of fall and spring term and the first three days of January term, with certain limitations and exceptions, as follows:

- Classes may not be added after the beginning of the second class meeting of any course unless the instructor grants permission.
- Courses meeting for less than the full term must be registered by the end of the first week of that course's meetings.
- Senior projects/theses must be registered by the end of the second week of Fall and Spring terms, and the end of the first week of January Term.
- Independent/directed studies and internships for 3 or 4 credits must be registered by the end of the second week of Fall or Spring terms.
- Independent/directed studies and internships for 2 credits must be registered by the end of the eighth week of Fall or Spring terms.
- Independent/directed studies and internships for 1 credit must be registered by the end of the 11<sup>th</sup> week of Fall or Spring terms.
- Independent/directed studies must be registered by the end of the first week of January Term, regardless of credit.

### Auditing a Course

A student in good academic standing and with the permission of the instructor may audit a course. The student and the instructor must agree in advance on what the auditor is expected to do. At the end of the course, the instructor shall certify that the student met these obligations by issuing a grade of 'AU'. If the obligations are not met, the student will be dropped from the course roster and the course will be removed from the student's record. A decision to change from credit to audit must be made by the end of the first week of the term in which the course is offered. Not all courses are available for audits: studio art, music performance, physical education, computer laboratory, and off-campus programs are excluded. It is the student's responsibility to notify the Office of the Registrar, in writing, when auditing a course.

### Course Load

A full time academic course load is defined as a minimum of 12 credits in Fall and Spring terms and 3 credits in January term. However, a normal course load for a regular full-time student is 30 credits per year, normally distributed as 13-14 credits in the Fall Term, 3-4 credits in the January Term and 13-14 credits in the Spring Term.



Regular full-time matriculated students are expected to complete at least a 30 credit load for the academic year as they work toward the total of 120 academic credits, plus two physical education credits and one WICK-101 credit required for graduation over a four year period. Students that fail to meet credit completion requirements established by the Academic Standard of Progress policy are subject to academic dismissal.

Students enrolled in the Three Year Bachelor's Degree Program are expected to complete at least 40 academic credits per year to graduate with 120 academic credits, two physical education credits and one WICK-101 credit in three years.

## **Course Overload**

A student with a current cumulative grade point average of 2.00 or higher and no outstanding incompletes may register for up to 20 academic credits in Fall and Spring term and 4 academic credits in January Term. A student may register for up to 5 credits in January term without petitioning if the 5th credit is Physical Education. If a student wishes to register for more credits than are permitted, he or she must petition the Committee on Academic Standards for permission. Any credit registered above the limit will be charged a per credit over-election fee, including the 5th credit in January term.

## **Course Withdrawal**

Following the add/drop period at the start of each term, a student may withdraw from a full term course through the ninth week of fall and spring term and the third week of January term. For fall and spring term first or second half courses, a student may withdraw through the end of the fifth week of the course. A grade of 'W' is issued for all course withdrawals. A student who withdraws from one or more courses may need to repay any state financial aid received. See "Standards of NYS Student Aid Eligibility" under Educational Policies and Procedures. A student who wishes to withdraw from a course must notify the Registrar's Office, in writing, by the deadline.

## **Independent and Directed Studies**

Students wishing to engage in a study for which no course exists but in an area in which an instructor is qualified, may pursue either an independent or directed study pursuant to the following restrictions. Credit for an independent or directed study may be 1, 2, 3, or 4 credits.

Independent Studies permit junior and senior students with a GPA of 2.3 or higher to examine specialized topics with minimal supervision. To qualify for an independent study, a student must have prior academic experience (either a completed course or directed study with at least a C for each course) in the general field or fields in which the study is to be undertaken. Departmental approval shall come only after a formal departmental review and concurrence that the proposal has sound academic merit. To assist in this process, the student must provide a list of the courses that qualify the student for pursuing such a project, a detailed explanation of the goals of the project, and a detailed listing of available resources. Justified exceptions to this policy can be brought to the Committee on Academic Standards for decision.

The following course numbers will be used to indicate independent studies:

398 for Junior Independent Studies  
498 for Senior Independent Studies

Directed Studies are open to all students in good academic standing except first semester freshman. In such projects the student works closely with the instructor on an individual basis. The instructor will provide evaluations and guidance at least one hour per week during the tenure of the project. Departmental approval shall follow the same formula as that for independent studies.

The following course numbers will be used to indicate directed studies:

199 for Second Semester Freshmen Directed Studies  
299 for Sophomore Directed Studies  
399 for Junior Directed Studies  
499 for Senior Directed Studies

A student may take no more than two independent and four directed studies during a four-year career and no more than two independent and two directed studies during a two-year career. No more than four studies of any combination with the above guidelines may be taken with the same instructor unless the Committee on Academic Standards grants special permission.

Registration deadlines are listed with the Adding/Dropping Courses policy elsewhere on this page. Registration forms are available from the Office of the Registrar. Completed forms, including departmental approval, must be on file in the Office of the Registrar.

## Internships

An internship is an integrative experience applying academic study with hands-on learning in a professional setting. The pre-professional learning outcomes include job-specific skill development, career awareness, personal development and professionalism.

Academic learning outcomes are set by the department through which the internship is registered.

Students can gain up to 12 credits, during their time at Hartwick, in increments of 1-6 credits per internship. For every credit given, a student must work 40 hours at the internship. Academic work is also assigned, at the discretion of the faculty supervisor. Students must register for credit before the internship. Any students who wish to seek credit after completion of the internship must complete a Learning Agreement and petition the Committee on Academic Standards for approval.

The following course numbers are used for internships:

195 Freshman  
295 Sophomore  
395 Junior  
495 Senior

Registration for an internship establishes the same commitment as registering for a course and therefore follow a similar add/drop and withdrawal schedule, unless an exception is granted by the Internship Advisor and the Registrar.

Information on the Learning Agreement, and a link to the Agreement, can be found in the Career Services section of the Hartwick website.

Students can secure an internship on their own or they can use the tools offered by Career Services. Securing an internship often involves providing an employer with a cover letter and resume and possibly participating in an interview.

While many internships are unpaid, students can be paid (hourly or stipend) for an internship and gain credit. Note that commission-based opportunities are not considered internships.

It is highly suggested that internships take place on-site, however, consideration will be given to virtual or project-based internships. The Learning Agreement must clearly outline the roles and responsibilities of the intern and the method of communication and supervision of the Site Supervisor. These internships must be approved by the Internship Advisor, in consultation with the Director of Career Services

*The following roles support the student during the internship process:*

- The Faculty Supervisor- must be a full-time professor and anticipated to be on campus during the term of the internship and not on sabbatical. Credit is issued by the faculty supervisor's department and the internship must be approved by that department's chair before the internship is registered.
- The Site Supervisor is someone in a professional position (e.g. a volunteer coordinator, office manager, archivist, etc.) at the internship site who is able to make commitments on behalf of the organization and who will work closely with the student intern as well as College staff/faculty during the course of the internship, providing sound, professional judgment and mentoring in the skill areas assigned. The Site Supervisor provides on-site training, assigns job duties and supervises the work of the student intern. The Site Supervisor must be present during the student's internship hours, or ensure that another staff person will be responsible for the student's supervision during the Site Supervisor's absence.
- Internship Advisor-is a Hartwick Career Services staff member who serves as a liaison between the student intern, the faculty supervisor and the site supervisor. The Internship Advisor, under the guidance of the Director of Career Services approves or denies any Learning Agreements, ensures the internship is registered for credit and supports the student during the internship process.
- Supervision of the intern is the joint responsibility of the Faculty Supervisor and the Site Supervisor. The Internship Advisor serves as a secondary support during the internship.

The Career Services office reserves the right to deny approval or revoke an approved site and their internship opportunity should they feel, at any time, that the professional qualifications of the site supervisor are not sufficient or the internship does not provide learning experiences at a professional level. Student feedback for sites and site supervisors is collected every semester and a review of sites is made as conditions warrant.

### *Conflict of interest*

In the best interest of the student, the following is considered when a student is determining an appropriate site supervisor for an internship.

- To avoid impropriety and conflict of interest, the Site Supervisor and the Faculty Supervisor cannot be the same person.
- The Site Supervisor can't be someone related, by blood or marriage, to the student intern.
- The Faculty Supervisor can't have a stake (business or professional connection) in the internship project or site, or have an affiliated relationship that constitutes a conflict that could compromise the objectivity of the internship evaluation.

Career Services will not approve Learning Agreements in such cases.

### **Non-Credit Study**

In order to provide special educational experiences for individuals in our community, Hartwick offers the opportunity to enroll in many regular courses on a non-credit basis at a very modest cost, provided there are openings in the courses after the pre-registration period has ended. Non-credit courses are not recorded by the Registrar's Office, and no grades are issued. Such study cannot be applied toward a degree at Hartwick or any other institution.

Not all courses at the college may be taken for non-credit. Classes in studio art, music performance, computer science and off-campus courses and programs are not eligible. All pre-requisites or other restrictions on courses apply to non-credit enrollments. For each non-credit enrollment, the approval of the instructor teaching the course is required. Registration as a non-credit student entitles you to classroom attendance only.

Charges must be paid at the Student Accounts office before the beginning of each course. Check with the Student Accounts office for a current fee schedule. Persons 62 years of age or older are eligible for a Senior Citizen Fee Waiver and may enroll at no charge.

### **Pre-Registration**

All enrolled students are required to pre-register for courses in order to maintain their standing as actively enrolled students. Failure to pre-register by the appropriate deadline may affect a student's standing with the institution. Each student is responsible for his or her own pre-registration and must be cleared by an advisor in order to pre-register for courses. Each student is assigned a pre-registration date and time by the Registrar's Office based on his or her Anticipated Completion Date with the exception of Three Year Degree, Nursing, Education and College Honors (these students are assigned a higher priority in their respective class year). Students pre-register for January and spring term courses the preceding November following fall break, and fall term courses the preceding April following spring break.

All students pre-register themselves and make changes to their course schedules online. Senior Thesis/Project, Independent/Directed Studies and courses requiring instructor permission cannot be registered online and must be registered in writing, using the appropriate form, in the Registrar's Office. Pre-registration requests submitted through email will not be processed.

### **Repeating a Course**

A student may retake any course for the purpose of gaining additional knowledge and improving the grade. Retaking a course for which the student has credit (the course was passed) will not add to the student's total number of credits completed for graduation. For courses repeated at Hartwick, the higher grade will be used to calculate the grade point average. For courses repeated elsewhere, if the course is allowed to transfer in, and if the Hartwick grade in the earlier attempt was C- or lower, the Hartwick grade will not be included in the student's grade point average. The transfer grade will not be used in the grade point average either; the student will just have credit for the transfer course rather than the Hartwick course. In either case, the course being repeated remains on the transcript.

Repeating a course in which a student earned a letter grade other than 'F' may impact a student's state and/or federal aid. A student repeating a course should check with the Office of Student Accounts or Financial Aid before choosing to repeat a course.

It is the student's responsibility to notify the Office of the Registrar, in writing, when a course is being repeated.

### **SUNY Oneonta Exchange Program**

Through a cooperative arrangement students from Hartwick College or the SUNY Oneonta may enroll in courses on the other campus without paying tuition and the comprehensive fee. The program is coordinated through the Registrars' Offices at Hartwick and SUNY Oneonta. The following guidelines govern registration:

1. Hartwick students must be matriculated and enrolled full-time in Fall or Spring (12 credits) at Hartwick before registering for a SUNY Oneonta course.
2. Hartwick students may take only one course per academic term at SUNY Oneonta.
3. Hartwick students may not register at SUNY Oneonta for a course available on their own campus, even if that course is not offered in the present term. (There may be an exception for a student whose graduation plans may have to be postponed.)
4. Hartwick students may consult SUNY Oneonta's schedule of classes on-line to select a course and find instructor contact information. When a student selects a course and receives permission from the instructor to enroll, the Registrar's Office will contact SUNY Oneonta, after their students have registered, to see if an opening exists. If so, the registration will be made.

This Exchange Program is not available in January or during the summer. The letter grade earned at SUNY Oneonta through this program will be calculated in Hartwick grade point average. Courses cannot be taken as pass/fail.

## Academic Credit Policies

### Advanced Placement Credit

Hartwick College offers advanced placement credit for most scores of three or better on the Advanced Placement Exams of the College Board. Several Advanced Placement tests have been designated by academic programs as equivalent to one or more Hartwick courses. If an Advanced Placement test is not designated equivalent to a Hartwick course or courses, credits toward the general education curriculum or elective credit may still be offered. AP transcripts must be submitted to the Office of the Registrar so that credit may be awarded.

The following equivalencies are subject to change as periodic reviews of placement exams and credit policies are conducted.

Dept	AP Exam	Required Score	Course Equivalent	#Credits Awarded	General Education Requirement*
ART	Studio Art: 2-D Design, 3-D Design or Drawing	3	ART-AP	4	Humanities
ART	Art History	2	ARTH-AP	3	Humanities
BIOL	Biology	4	See Note Below**	4	Physical&Life Science
CHEM	Chemistry	4	CHEM-AP	3	Physical&Life Science
CISC	Computer Science A	3	CISC-AP	4	Physical&Life Science
ECON	Macroeconomics	4	ECON-102	3	Social&Behavioral Sciences
ECON	Microeconomics	4	ECON-101	3	Social&Behavioral Sciences
ENTA	English Lit and Comp	3	ENGL-AP1	3	Humanities
ENTA	English Lang and Comp	3	ENGL-AP2	3	Humanities
HIST	European History	3	HIST-AP1	3	Social&Behavioral Sciences
HIST	US History	3	HIST-AP2	3	Social&Behavioral Sciences
HIST	World History	3	HIST-AP3	3	Social&Behavioral Sciences
MATH	Calculus AB	3	MATH-121	4	Physical&Life Sciences and QFR
MATH	Calculus BC	3	MATH-121 and MATH-235	7	Physical&Life Sciences and QFR
MATH	Statistics	3	MATH-108	3	Physical&Life Sciences and QFR
MOCL	French Lang and Culture	3	FREN-101	3	FL Requirement
MOCL	French Lang and Culture	4	FREN-101 and FREN-102	6	FL Requirement
MOCL	German Lang and Culture	3	GERM-101	3	FL Requirement
MOCL	German Lang and Culture	4	GERM-101 and GERM-102	6	FL Requirement
MOCL	Spanish Lang	3	SPAN-101	3	FL Requirement
MOCL	Spanish Lang	4	SPAN-101 and SPAN-102	6	FL Requirement
MOCL	Spanish Lit and Culture	3	SPAN-201	3	FL Requirement
MOCL	Spanish Lit and Culture	4	SPAN-201 and SPAN-202	6	FL Requirement
MUSI	Music Theory	3	MUSI-AP	3	Humanities
NDEP	Human Geography	3	GEN-AP	3	Elective Credit
PHYS	Physics B	3	PHYS-140 and PHYS-141	8	Physical&Life Sciences
PHYS	Physics C: Mechanics	3	PHYS-201	4	Physical&Life Sciences
PHYS	Physics C: Electricity and Magnetism	3	PHYS-202	4	Physical&Life Sciences

POSC	Government and Politics: United States	3	POSC-101	3	Social&Behavioral Sciences
POSC	Government and Politics: Comparative	3	POSC-AP	3	Social&Behavioral Sciences
PSYC	Psychology	3	PSYC-AP	3	Social&Behavioral Sciences
PSYC	Psychology	4	PSYC-110	3	Social&Behavioral Sciences
SCIE	Environmental Science	3	SCIE-AP	3	Physical&Life Sciences

\*Credit is applied to the requirement listed in this column. FL = foreign language, QFR = quantitative and formal reasoning. Elective credit = credit not applied to specific general education requirement but does count toward the overall 120 academic credits required for graduation.

\*\*Students with AP credit must still take BIOL101. For a BIOL score of 4 or better, 202 OR 203 are WAIVED if an A is achieved in BIOL 101.

## A-Level and AS Level Exams

Hartwick awards credit for Advanced Level and Advanced Level Subsidiary Exams.

In general, up to 6 academic credits will be granted for each A-level exam with a passing grade. Up to 3 academic credits will be granted for each AS-level exam with a passing grade. No more than 30 academic credits from all A-level and AS-level exams may be applied to a Hartwick degree.

Liberal Arts in Practice divisional and general elective credits will be awarded for each exam. Credit is not directly awarded for specific Hartwick courses unless approved by an academic department Chair.

No grades are posted for A-level or AS-level credit awards.

Advanced credit policies are reviewed on a regular basis and are subject to change without notice.

## College Level Examination Program (CLEP)

Credit is offered through the College Level Examination Program (CLEP) under specified conditions for students who have acquired mastery of a subject through experience or other avenues outside the traditional classroom setting. Approval of a particular exam for credit must be confirmed, in writing, by the Registrar, using the Request for Non-Hartwick Course Approval form. Approval must be obtained prior to completion of a CLEP exam. Credit is only awarded for subject exams, not for general exams. Equivalencies are subject to change as periodic reviews of exams and credit policies are conducted.

Hartwick adheres to ACE scoring guidelines for awarding of credit. [Click here to read more.](#)

## Credit for Prior Experiential Learning

Prior experiential learning is learning acquired outside of a formal academic setting. It provides knowledge, understanding, or intellectual skills expected of students who pursue a baccalaureate degree at a liberal arts and sciences college and takes place prior to admission. Prior experiential learning usually results from independent reading or study from employment, from serving an internship or from some other related activity. To obtain credit for prior experiential learning, students must be able to articulate in some acceptable way what they have learned and must be able to demonstrate that it is equivalent to the academic work done by college students. Credit will only be granted for experiences occurring after the completion of high school.

Students who have been accepted for admission by the College and who desire credit for prior experiential learning must submit an application (available in the Office of the Registrar) to the Chair of the department in which credit is being sought. The Department Chair shall evaluate the application or submit it to other academic departments or to the appropriate faculty committee for further evaluation. The evaluation will include a personal interview and whatever form of demonstration is necessary to determine whether academic credit (without grades) should be awarded. If the application is approved, it will be forwarded to the Office of the Registrar for final approval by the Registrar and processing and to the Office of Student Accounts for collection of the Experiential Credit award fee. If approved, the experiential credit is added to the student's record with a grade of 'CR'.

No more than 30 credits for prior experiential learning may be included in credits required for graduation. No more than 60 credits earned through the combination of transfer credit, equivalency examinations and prior experiential learning may be applied toward a Hartwick degree.

## **Credit for College Courses**

Transfer credit from nationally and regionally accredited colleges is given for courses substantially similar to those offered at Hartwick College, completed with a grade of C or higher, or the equivalent. A student may only transfer in 75 credits toward a Hartwick College degree with the exception of students enrolled in the Nursing Partnership Program (PNOP) who may transfer in up to 90. Grades for courses taken elsewhere are included when determining a student's eligibility for honors at Commencement but are not posted on the transcript. A grade of 'CR' (credit) is entered for all transfer courses. Credit earned for transfer courses is posted on the student's transcript and counts toward the overall number of academic credits required for graduation. The Office of the Registrar is responsible for evaluating all transfer credit for new and current students, and the final decision on whether or not to allow a course to transfer lies with the Registrar.

Hartwick accepts Mathematics credit for transfer courses below the pre-calculus level but does not count those courses (like algebra) toward the Liberal Arts in Practice curriculum. Hartwick does not count transfer courses towards the Writing Requirement (e.g. a Composition Course completed at another institution cannot be used to satisfy ENGL 110 Composition at Hartwick). Courses that are too technical in nature or too dissimilar from courses at Hartwick, like courses for Electrical Engineering or Microsoft Excel for Budgeting, are not eligible for transfer. As previously stated, courses must be similar to those offered at Hartwick to be eligible for transfer.

Hartwick College generally will honor the associate of arts or associate of science degree from accredited colleges by offering the equivalent of two years of credit. Associate degree candidates who are admitted must meet the Hartwick College graduation requirements; it is possible that this may take longer than two years in some cases.

### ***Courses Taken Elsewhere by Current Students***

Any course a student wishes to transfer after he or she has matriculated must be approved by the Registrar. A course intended to count toward a declared major must also be approved by the Chair of the Department in which the credit will apply (these courses must also be approved by the Registrar, however). A course intended to count toward the Liberal Arts in Practice (LAIp) general education curriculum or as an elective must be approved by the Registrar. Approval by a Department Chair is not required for LAiP or elective courses.

All requests for course approval must be submitted to the Office of the Registrar using the Non-Hartwick Course Approval form. Incomplete forms will not be accepted. After submission to the Office of the Registrar please allow a minimum of two business days for a decision.

### ***Process for Requesting Transfer Credit Approval – Current Students***

1. Select courses that will transfer to major, as LAiP requirements or as electives. Do so by finding courses that are similar to those offered at Hartwick.
2. Obtain a Non-Hartwick Course Approval form (available online or in the Registrar's Office). Fill out the form completely and attach detailed course descriptions.
3. Obtain signatures for courses in the major.
4. Return the completed form to the Registrar's Office.
5. Wait two business days for a decision. When a copy of the approved form is received, check to see that ALL courses have been approved. If a course has not been approved, credit will not be awarded for it.
6. If a course was not approved, select another and follow the steps above.

### ***Transfer Credit Approval Process for New Students***

New or incoming students must submit transcripts of courses completed, showing final grades, to the Office of Admissions. Once Admissions receives the transcripts they will be sent to a Transfer Credit Evaluator for review. The Transfer Credit Evaluator will determine which courses are eligible for transfer and contact the student with a final transfer credit equivalency report showing how the transfer credit will apply to the Hartwick degree within five business days. The Transfer Credit Evaluator may contact the student if he or she requires more information to determine how to apply specific courses to the degree program (this is usually accomplished by requesting a course description).

## **International Baccalaureate (IB)**

Hartwick recognizes the International Baccalaureate Diploma for purposes of admission. Course credit will be granted for most higher-level (HL) and standard-level (SL) subjects with grades of 4 or better. Equivalencies are subject to change as periodic reviews of exams and credit policies are conducted. Below is a listing of IB courses with Hartwick equivalencies.

<b>IB Course</b>	<b>Minimum Grade Required</b>	<b>Hartwick Credits Awarded</b>	<b>Hartwick Course Equivalent</b>	<b>General Education Requirement</b>
Anthropology (HL/SL)	4	3	ANTH-10	Social&Behavioral Sciences
Biology (HL Only)	4	3	BIOL-202 and waiver of BIOL-203	Physical&Life Sciences, Biology w/lab
Business (HL/SL)	4	3	BUSA-10	Social&Behavioral Sciences
Chemistry (HL/SL)	4	3	CHEM-10	Physical&Life Sciences, Non-Lab Chemistry
Computer Sci (HL Only)	4	3	CISC-10	Physical&Life Sciences
Dance (HL Only)	4	3	THEA-10	Humanities
Design Tech (HL Only)	4	3	GEN-1	Elective
Economics (HL Only)	4	3	ECON-10	Social&Behavioral Sciences
English A1 (HL Only)	4	3	ENGL-10	Humanities
Environmental Sys & Soc (HL Only)	4	3	GEN-1	Elective
Exercise Physiology (HL/SL)	4	3	BIOL-10L for HL (lab), BIOL-10 for SL (non-lab)	Physical&Life Sciences
Film (HL Only)	4	3	HUMA-10	Humanities
French AB (HL/SL)	4	3	FREN-202 for HL, FREN-201 for SL	Foreign Language
Geography (HL Only)	4	3	GEN-1	Elective
German (HL/SL)	4	3	GERM-215 for HL, GERM-214 for SL	Foreign Language
History Americas (HL Only)	4	3	HIST-10	Social&Behavioral Sciences
History (HL Only)	4	3	HIST-11	Social&Behavioral Sciences
Mathematics (HL/SL)	4	3	MATH-121 for HL, MATH-120 for SL	Physical&Life Sciences
Music (HL/SL)	4	3	MUSI-10	Humanities
Philosophy (HL Only)	4	3	PHIL-10	Humanities
Physics (HL Only)	4	3	PHYS-10 (non-lab)	Social&Behavioral Sciences
Psychology (HL/SL)	4	3	PSYC-10	Social&Behavioral Sciences
Spanish (HL/SL)	4	3	SPAN-202 for HL, SPAN-201 for SL	Foreign Language
Theatre (HL/SL)	4	3	THEA-10	Humanities
Visual Arts (HL Only)	4	3	GEN-1	Elective
World Religions (HL/SL)	4	3	RELS-10	Humanities
Theory of Knowledge	4	3	GEN-1	Elective



# Academic Record Policies

## Academic Honesty

When a faculty member has evidence of dishonest academic behavior, he or she shall immediately speak with the student regarding the evidence. If after this conversation the faculty member has found evidence that the student has knowingly or with culpable negligence committed an act of academic dishonesty, he or she shall first so inform the student and then file a formal charge with the Office of Academic Affairs. In addition to a written explanation of the charge, the faculty member will provide the evidence that substantiates it to the academic honesty officer. Other members of the college community — staff or students — who become aware of dishonest behavior as defined above should consult with the academic honesty officer about whether and/or how to press charges.

When the Office of Academic Affairs has received the formal charge from the faculty member, the academic honesty officer will schedule a meeting with the student and discuss both the charge and the evidence. If the academic honesty officer concurs that the student has committed the offense, he or she shall inform the student of the penalty in writing.

## Academic Residency Requirement

A student must complete the last 30 semester hours of the courses required for graduation while in residence at Hartwick. Residence means enrollment in programs conducted by the College on or off campus. Any student wishing to complete courses elsewhere while in residence must petition the Committee on Academic Standards for a waiver of residency.

## Academic Standards of Progress

The maintenance of good academic standing requires students to meet minimum standards for cumulative Grade Point Average (GPA), term GPA\*, and total credits as defined below. Failure to meet these standards results in academic dismissal (AD) or academic probation (AP).

Standards for Cumulative GPA and Total Credits

<b>Term*</b>	<b>Grade Point Average/Credits Completed</b>	<b>Sanction</b>
First Term	0.000-1.399	Academic Dismissal
First Term	1.400-1.999	Academic Probation
First Term	Completion of fewer than 6 academic credits	Academic Dismissal
Second Term	0.000-1.599	Academic Dismissal
Second Term	1.600-1.999	Academic Probation
Second Term	Completion of fewer than 18 academic credits	Academic Dismissal
Third Term	0.000-1.799	Academic Dismissal
Third Term	1.800-1.999	Academic Probation
Fourth Term	Completion of fewer than 42 academic credits	Academic Dismissal
Fourth Term and Beyond	0.000-1.999	Academic Dismissal
Second Term Juniors	Completion of fewer than 70 academic credits	Academic Dismissal
Second Term Seniors	Completion of fewer than 95 academic credits	Academic Dismissal
Tenth Term and Beyond	Completion of fewer than 120 academic credits	Academic Dismissal

\*By term, we mean either fall or spring semester. J Term credits are included in the Spring Term credit calculations but not the Spring Term GPA.

## Academic Dismissal Appeal

Any student who has been academically dismissed from the College has the right to petition the Committee on Academic Standards to reconsider its decision. Such a request must contain all pertinent information and the information must have a bearing on the student's poor academic performance. The petition should be directed to the Chair of the Committee on Academic Standards, setting forth

clearly all arguments for reconsideration and must be submitted within ten calendar days after the date of the Committee's written notification of dismissal. Decisions on such appeals by the Committee on Academic Standards shall be considered final.

If a student believes that the aforementioned procedure has not been followed or if the student's Hartwick College academic record has materially changed since the Committee made its final decision, then the student may address his/her concerns to the Dean of Academic Affairs, who may then refer the case back to the Committee for reconsideration. Any student who successfully appeals and is retained from an academic dismissal will automatically be placed on close scrutiny probation (an organized and systematic set of programs specifically targeted at providing remediation as well as social and emotional support to assist the student in succeeding at Hartwick College).

After a period of one year a student who has been academically dismissed is eligible to apply for readmission through the Office of the Registrar with acceptance decisions subject to approval by CAS. Should an academically dismissed student successfully complete a minimum of nine credit hours at a regionally accredited college or university, and have a GPA of at least 2.5, and have no grade below a C, that student may apply for early readmission with acceptance decisions subject to approval by CAS.

Students who have been dismissed and readmitted will be academically dismissed and no longer be eligible for any further readmission should they fall below minimum academic standards a second time.

### **January Term Suspension**

Any student who has been academically dismissed at the end of fall term will be academically suspended for the subsequent January term, even if a student petitions the Committee on Academic Standards for an appeal of the academic dismissal. If a student does not petition the Committee on Academic Standards for an appeal of an academic dismissal or if an appeal is denied, he or she will not be suspended; instead, the academic dismissal will be issued after the last date of the fall term in which the academic dismissal was rendered. Even if a student successfully petitions the Committee on Academic Standards for an appeal of an academic dismissal, he or she will be suspended for January term and will be allowed to resume study at Hartwick College the subsequent spring term.

### **Academic Probation**

Students on probation are required to sign an agreement with the Committee on Academic Standards and with the Registrar that demonstrates their seriousness of purpose and provides a specific plan for repairing their deficiencies in a mutually agreeable time. Failure to comply with the terms of the probation agreement may result in dismissal.

As part of academic probation, the Committee may require a student to meet special conditions to continue at the College. Some of the conditions that may be recommended include the following:

1. Student must complete a full load of credits with specified minimum GPA or student must restrict the number of credits to be taken and plan on taking more than the normal time to complete a degree.
2. A change of major.
3. Student must consult or report to specified advisors, mentors, and counselors weekly and/or attend programs or workshops.
4. Student must give up or reduce time-consuming activities such as athletics, fraternity or sorority offices, Hilltops, jobs off campus, theatre, or other co-curricular activities.

Probation programs are administered by the Center for Student Success.

A student on close scrutiny probation may be academically dismissed at any time during the term in which the student is on probation if there is evidence to show that he or she is not progressing academically. The Committee on Academic Standards will consider adherence to conditions of probation in its evaluation of a student's academic progress.

### **Standards for Term GPA**

Any student who has a cumulative GPA above 2.0 but has one term with a term GPA below 2.0 is placed on academic probation. Any student who has a cumulative GPA above 2.0 but two consecutive terms with a term GPA below 2.0 is subject to academic dismissal.

### **Athletic Eligibility**

Hartwick College maintains NCAA membership in both Division I (men's soccer and women's water polo) and Division III (other sports). Student-athletes must comply with the appropriate divisional eligibility requirements necessary to establish and maintain continuous athletics eligibility for practice and/or competition. Eligibility records are maintained in the Athletics Compliance Office located in the Binder Physical Education Center, Room 103. Any student-athlete who falls below a 2.0 term or cumulative GPA

and/or is enrolled in less than a minimum full-time course load (12 semester hours per term) must make an appointment with the College's Athletics Compliance Officer regarding their athletics eligibility status for practice and/or competition.

In order for Division III student-athletes to maintain continuous athletic eligibility beyond the first year, a student athlete must register for and pass a minimum of 24 credits prior to the beginning of each academic year or have passed 24 credits during the two terms previous to competition.

January Term courses and approved courses taken during summer sessions may be counted toward the compilation of courses needed to fulfill this requirement. A student athlete must remain a full-time student (must be enrolled in a minimum of 12 credits for the Fall and Spring terms). Repeating a course for which a passing grade was issued does not count toward the required number of credits for that term or for the academic year. Incomplete courses do not apply toward the required number of credits for that term or for the academic year until all course work has been completed and a passing grade issued.

Student-athletes participating in either of the College's NCAA Division I sports (men's soccer and women's water polo) must meet NCAA Division I minimum term and academic year eligibility requirements for practice and/or competition. Questions regarding initial eligibility (academic and amateur certification through the NCAA Eligibility Center required) and maintaining continuous athletic eligibility at the Division I level should be directed to the College's Athletics Compliance Officer.

All student-athletes must also maintain good academic standing. The Committee on Academic Standards may curtail or suspend athletic participation for student-athletes with a cumulative GPA below 2.0. Student-athletes are held accountable for meeting all institutional (Academic Standards of Progress) and NCAA requirements relative to academics and athletics eligibility. Dismissal or suspension from the College for academic or disciplinary reasons may result in an interruption of continuous athletic eligibility per institutional and NCAA regulations.

NCAA eligibility requirements are subject to change. The above statements are intended as a general guide. All specific questions should be directed to the College's Athletics Compliance Officer.

## **Catalog Year Changes**

A student is normally required to graduate under the provisions of the college catalog in effect at the time of matriculation or since the student began continuous enrollment at Hartwick.

Continuous enrollment is defined as being enrolled in classes without a break of two or more consecutive regular semesters.

However, in certain circumstance, a student may change his or her major catalog year at the discretion of the Registrar or the department in which a student is pursuing a major. A student must indicate this change in writing to the Office of the Registrar when changing a major. If a student does not indicate catalog year when changing a major, his or her catalog year will be retained based on matriculation year. A student should consult with his or her advisor before modifying a catalog year.

Students must use a single catalog and not a combination of catalogs for graduation. In cases when required courses are no longer taught by the college, the appropriate academic department may designate a reasonable substitute.

## **Changes of Name and/or Address**

Current students who change their permanent home address are expected to complete a request in writing and submit it to the Office of the Registrar. Students who have moved and who have not submitted a change of address in writing are not exempt from the consequences of failing to receive official College notices and communications. Delays in notifying the Office of the Registrar of address changes may cause delays in the handling of student records and in notifying students in cases of emergency. Note that official College correspondence is mailed to the permanent home address of record for current students. Students that have not yet matriculated must contact the Office of Admissions to change the permanent home address. Students that have graduated must contact the Office of Institutional Advancement to change the permanent home address.

A legal name change must be accompanied by a copy of a legal document authorizing the change when submitting a request in writing. Once a legal change of name occurs due to marriage, divorce, or other reasons, an information change form should be promptly filed with the Office of the Registrar.

A student may also request a change in *preferred* name if a legal name change is not warranted. Changing the preferred name does not require the same legal documentation – in fact, a student need only submit the request to the Office of the Registrar in writing and, as long as the preferred name is not for purposes of misrepresentation, it will be changed. In addition, students may also indicate a preferred name prefix (Mr., Ms., Miss, etc.). Once a preferred name is changed, it will be reflected on all class and grade rosters. Note

that the legal name of record will still be used on official transcripts, federal and state financial aid reports, enrollment verifications, payroll, and other legally binding documents.

Further descriptions of the type of required documentation, by reason, are as follows:

### ***Divorce***

A student who wishes to change a name because of divorce must present a court order as evidence that the divorce decree has been granted. A woman may resume her maiden name after divorce only if such change has been authorized by the court.

### ***Immigrant Students***

These students may not change to names which do not appear on their passports. Thus, a passport is sufficient documentation for a name change.

### ***All Others***

All other students are permitted to change their names without court order by completing a change of information form and presenting proper verification of the new name. This verification must be one of the following pieces of identification showing that a new name has been legally adopted by the student.

- Driver's License
- DMV Identification Card
- Marriage Certificate
- Passport
- Legal Court Document
- Birth Certificate
- Alien Registration Card

This proof is required for all changes, even if the student is adding or dropping one of the following:

- I, II, III, IV, Jr., Sr. or some other suffix to the name
- Middle name or initial
- Hyphen (i.e. Clearwater to Clear-Water)

A student or former student who has received a bachelor's degree from the College may not have the name changed on that portion of the record preceding the award of any such degree without presenting a court order and paying a processing fee for the printing and mailing of the replacement diploma bearing the new name. New students should contact the Office of Admissions to process any relevant name changes prior to matriculation.

## **Change of Grade**

Once a final grade has been submitted to and verified by the Office of the Registrar, it cannot be changed without authorization from the Committee on Academic Standards. The student is responsible for requesting a grade change from an instructor within 15 days of grade verification. If a grade change is warranted, the instructor of record must submit a Grade Change Request to the Office of the Registrar for consideration by the Committee on Academic Standards. Notice of the Committee's decision is sent, in writing, to the student and instructor.

No grade changes are permitted after a student graduates

## **Class Absences Policy**

At Hartwick, students are responsible for regular class attendance and are accountable for all work missed because of class absences. Instructors normally list attendance policies on course syllabi that are distributed at the beginning of the term. Students should be aware that in some classes there are no excused absences for any reason. Instructors may request students to provide reasons for absences and are under no obligation to make special arrangements for students who are absent. Students are expected to communicate directly with instructors regarding absences except in the following instances:

***Illness:*** Faculty will be notified by the Perrella Wellness Center if a student is admitted to a hospital facility. When a student returns home without prior consultation with the Director of the Perrella Wellness Center, documentation from the attending physician must be received prior to notification of faculty. Absences for illness that does not require admittance to a medical facility are to be reported by the student directly to the instructor who may or may not count them as excused.

**Medical Leave:** Faculty will be notified by the Perrella Wellness Center if a student is granted a medical leave.

**Death:** Faculty will be notified by the Office of Student Affairs if a student is away due to the death of a family member (parent, sibling, grandparent). The student or a member of the family should report this information to the vice president of student affairs prior to departure from campus.

**General Leave:** Advisors will be notified by the Office of the Registrar if a student is granted a general leave.

Other than medical or general leaves, whether or not absences are excused is at the discretion of the faculty member. As noted above, there are some classes where attendance is so critical that it may not be possible to remain in the course even though the absences are legitimate and excused.

**Observance of religious holidays** (as provided in the New York State Education Law Section 224-A): Students who are compelled for religious reasons to be absent on a particular day for registration, class or an examination will be excused and given an equivalent opportunity to make up the requirements, provided that the student notifies the Instructor (or the Office of Academic Affairs) as soon as the student becomes aware of the conflict and no later than one week prior to the absence.

## **Classification of Students**

- Freshman-fewer than 30 academic credits completed
- Sophomore-30 through 59 academic credits completed
- Junior-60 through 89 academic credits completed
- Senior-minimum of 90 academic credits completed

## **College Honors**

To complete the Honors Program, and to be recommended by the Honors Program Committee for College Honors upon graduation, a student must be admitted to the program and successfully complete all Honors Program requirements. Each student must graduate with at least a 3.5 cumulative grade point average to receive College Honors. Successful completion of the College Honors Program is designated on the student's transcript.

## **Commencement Participation**

Students may participate in the May commencement ceremony if they are registered in the Spring Term of their senior year for an approved program of studies, which, if completed with suitable grades, will fulfill all degree requirements. Students completing all degree requirements in December or February of a given academic year may participate in the May ceremony of that academic year, but must notify the Registrar in writing of their intent to do so. Students that have fifteen (15) credit hours or fewer remaining toward completion of their degree(s) may request permission from the Registrar to participate in the May commencement. A student may only participate in one commencement ceremony.

Students that complete all degree requirements in September (e.g. finish over the summer) are eligible to participate in the previous May ceremony, but must submit an application for graduation to the Office of the Registrar indicating their intent.

## **Course Cancellation**

The college does not guarantee offering all or any of the courses listed in the college catalog. When there is inadequate registration for a course (generally less than 8 students), it may be cancelled without notice. The Registrar and/or Department Chair will notify all affected students of course cancellations before the first meeting of the course by email and in writing to the student's campus mailbox.

## **Dean's List**

To be eligible for a Fall Term or Spring Term Dean's List, a student must complete within that term at least 12 academic credits, earning a term grade point average of at least 3.5. Any student with a grade of Incomplete in any course in that term other than Senior Project/Thesis is not eligible for Dean's List. Dean's List is issued only at the end of Fall and Spring terms (not for summer sessions or January Term – note that January Term grades/credits are not included for Spring term Dean's List eligibility).

## **Deletion of Course from Final Grade Point Average**

In order to meet the minimum 2.00 cumulative and major grade point averages required for graduation, a senior may elect during his or her final term to exclude from the final cumulative grade point average any course not needed to meet graduation requirements (including total number of academic credits). Such grades will still be shown on the transcript but will not be calculated within the final cumulative grade point average. Such requests must be submitted, in writing, to the Registrar. If a student does not meet the minimum grade point average for a major, he or she must make arrangements with the Chair of his or her department to achieve a 2.000 and must communicate the arrangement, in writing, to the Registrar. A notation appears next to each excluded course on the student's transcript.

## **Departmental Distinction**

Students are awarded Departmental Distinction upon completion of a degree if they have met all of the following requirements:

1. Earned a cumulative grade point average of at least 3.3;
2. Earned a grade point average of at least 3.5 in the major;
3. Completed a departmental capstone with a grade of at least A-;
4. Met any other requirements as specified in the *Hartwick College Catalog* by individual departments.

Each department will indicate in the *College Catalog* which courses either within or outside the department count toward requirement two above.

Notice of Departmental Distinction is entered on a student's permanent record and appears on the transcript.

## ***Individual Student Program Distinction***

A student who, at the time of graduation, has met the following standards may be awarded a degree with Individual Student Program Distinction upon recommendation of the Interdisciplinary Studies Committee and with the approval of the Committee on Academic Standards:

1. Has the approval of the Program Advisor and Advisory Committee;
2. Has earned an overall GPA of 3.5 or higher in the courses constituting the area of concentration;
3. Completed a senior project with a grade of at least A-; and
4. Has earned a cumulative average of at least 3.0.

## **The Family Educational Rights and Privacy Act of 1974 (FERPA)**

The Family Educational Rights and Privacy Act and its implementing regulations, as amended (collectively, FERPA), afford students certain rights with respect to their education records.

- The right to inspect and review the student's educational records within a reasonable time, not to exceed 45 days, of the day the college receives his/her request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and the place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's educational records that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. A student seeking amendment of his/her education record should write the college official responsible for the record, clearly identify the part of the record he/she wants changed, and specify why it is inaccurate, misleading or otherwise in violation of his/her privacy rights. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he/she requests a hearing, or otherwise upon request. If the hearing results in a final determination not to amend the record, the student is permitted to place a statement with the record commenting on the contested information, stating his/her disagreement with the decision not to amend the record, or both.
- The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. Set forth below is information about circumstances in which

FERPA authorizes such disclosures. The college reserves the right to make disclosures of information from education records without a student's consent in these and other circumstances in which such disclosures are permitted by FERPA. One exception which permits disclosures without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks; or a person volunteering or otherwise performing services for the College. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her responsibilities to the university.

Another exception permits the University to disclose a student's education records without consent to officials of another university, college or school in which a student seeks or intends to enroll, or is already enrolled, for purposes of the student's enrollment or transfer.

Another exception permits the disclosure of "directory information" without a student's consent unless the student has followed the steps described below. "Directory information" includes the student's name, class year, address, telephone listing, e-mail address, date and place of birth, enrollment status (e.g., undergraduate or graduate, full-time or part-time), major field of study, identification number, participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs or other visual images, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by the student, and other information that would not generally be considered harmful or an invasion of privacy if disclosed.

A student has the right to withhold the public release of any or all directory information directly pertaining to him/her by giving reasonable advance written notice to the Registrar by the end of the second week of classes.

- The right to file a complaint concerning alleged failures by the College to comply with the requirements of FERPA. Any questions or concerns pertaining to Hartwick's compliance with FERPA should be referred to the Office of the Registrar. The Registrar will promptly review all such allegations and initiate appropriate actions. In addition, complaints regarding alleged violations by the university of FERPA may be submitted to:

Family Policy Compliance Office  
U.S. Dept. of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-5920

Additional information on FERPA, including specific Hartwick College policies and definitions, is found [here](#).

## **Final Grade Reports**

Final grades are reported electronically at the end of each term. Hartwick College does not mail official grade reports to a student's permanent home address unless instructed, in writing, by the student. Such requests must be made to the Office of the Registrar and are in effect until rescinded by the student. Course Registration

## **Full- and Part-Time Student Status**

A matriculated student is one accepted by the College to work full- or part-time toward a degree. A full-time matriculated student is expected to comply with the Credit Load policy listed elsewhere on this page. All matriculated students must abide by the regulations established by the faculty and enforced by the Chief Academic Officer and the Committee on Academic Standards. All matriculated degree seeking students must provide evidence of high school (or equivalent) completion in order to matriculate into a degree program (Hartwick requires an official high school transcript for this purpose). In addition to a high school transcript, all degree seeking transfer students must provide evidence of matriculation at all previously attended post-secondary institutions by submitting official transcripts from those institutions. Since Hartwick is designed primarily as a residential institution for full-time students, exceptions to the full-time status will be granted only in cases falling within the following categories:

- Students admitted as part-time matriculated students because of an unusual need. An example would be a student who, for financial reasons, cannot afford full-time status or has a documented medical condition that prevents carrying a full time course load. Students in these or similar circumstances may be admitted as part-time students upon approval of the Director of Admissions and Registrar.

- Full-time students who wish to change to part-time matriculated status for one or more terms after enrollment at the College for the following reasons:
  - Continuation of study at the College past the normal four-year period.
  - Enrollment in a final term requiring only part-time load to complete all degree requirements.
  - Special, validated health problems permitting part-time, not full-time, study.
  - Unforeseeable financial emergency.

Full-time students wishing to transition to part-time status for the reasons listed above must request approval for part-time status from the Office of the Registrar. Full-time students who wish to transition to part-time status for reasons not listed above must petition the Committee on Academic Standards for approval. Part-time students wishing to transition to full-time status must request approval for full-time status from the Office of the Registrar.

## Grades

Grades are due 48 hours after the last exam or meeting time and are awarded according to the following scale:

A: indicates original or independent thinking, a command of the interrelationships within the subject, the ability to apply the principles learned, a mastery of the subject matter and clarity of expression. Grade points per credit: A = 4.0, A- = 3.7.

B: indicates a mastery of the subject matter, an understanding of the fundamentals and their interrelationships, the ability to apply that knowledge and to express it clearly. Grade points per credit: B+ = 3.3, B = 3.0, B- = 2.7.

C: indicates an acceptable knowledge of the course content, an understanding of the fundamental principles and a reasonable ability to apply them. Grade points per credit: C+ = 2.3, C = 2.0, C- = 1.7.

D: indicates minimal knowledge and understanding of the course content, with a limited ability to apply the principles learned. Grade points per credit: D+ = 1.3, D = 1.0, D- = 0.7.

F: indicates that the work was not satisfactorily completed. Grade points per credit: F = 0.0.

I: at the discretion of the instructor, a grade of incomplete may be issued. An incomplete grade indicates that the coursework was incomplete at the end of the term and that the instructor granted additional time to complete the work or additional time was required for grading practices. It should be understood that incompletes are issued for a number of reasons and do not necessarily indicate negligence on the part of the student and are issued at the discretion of the instructor. For the student to receive credit for the course, all work must be completed by one of the following dates, or by an earlier date as set by the instructor: Spring and Summer term courses-October 30. Fall and January term courses-March 30. If a grade is not submitted by the appropriate date, a grade of "F" will be recorded. Note that outstanding incomplete grades are immediately converted to "F" upon dismissal or withdrawal from the institution if not resolved prior to the hiatus being issued. The grade of I is not to be awarded in place of a failing grade, to intentionally delay graduation certification or issuance of a hiatus, or when the student is expected to repeat the course; in such cases, a grade other than I must be assigned. A grade of I will only be issued upon submission of an Incomplete Explanation Form to the Office of the Registrar.

P: Pass. Indicates that the work was satisfactorily completed.

N: Not-Pass. Indicates that the work was not satisfactorily completed.

Physical education and Wick 101 courses are graded on a Passed (P), Not Passed (N) basis and do not count toward the 120 academic credits required for a degree.

### Additional grades:

X: indicates non-attendance in a course. The student must show to the satisfaction of the Committee on Academic Standards that he or she never attended the course or stopped attending the course and failed to withdraw with proper administrative processing. "X" does not count in the total credits attempted and does not factor in to the grade point average.

W: indicates that the student withdrew from the course by the end of the ninth week of the term for a Fall or Spring term course or by the end of the third week for a January Term course. Each instructor must provide every student with an evaluation of progress in the course so that the student may evaluate his or her status prior to the deadline for withdrawal. Withdrawals after the deadline are not permitted unless approved by the Committee on Academic Standards. "W" does not count in the total of credits attempted and does not factor in to the grade point average.



PND: used when no grade has been submitted by the instructor. The grade is pending. PND grades are used sparingly and only when extenuating circumstances prevent the instructor from issuing a final grade. A letter grade must be submitted by the instructor within one week of being issued or the PND grade will convert to an F.

AU: indicates a student has audited a course.

In addition to the grades and quality points referred to above, a faculty member may write a commentary concerning the student's work in a class. Such statements must be submitted to the Office of the Registrar in writing; only then will they be incorporated as part of the transcript. Grades receiving comment are indicated with a '\*' on the transcript.

## **January Term Participation**

First year (freshmen) students that matriculate in the fall term are required to register for at least three academic credits in the January Term of their first academic year. Registering for a course in January Term, although not required, is highly recommended for non-first year students. Any student that does not wish to register for a course in January Term must file a leave of absence with the Registrar's Office. A first year student requesting a leave must have it approved by the Registrar. If a student does not file a leave of absence and does not register for a course in January Term, he or she will be withdrawn from the institution in compliance with the policy on Administrative Withdrawal found elsewhere in the catalog. Any student filing a leave of absence for January Term must complete and submit a Request to Return from a Leave of Absence form to the Registrar's Office prior to returning for a future term.

## **Leaves, Withdrawals and Suspensions**

### **Leaves of Absence**

Students who wish to leave the College for a term, after which they intend to return, must file a signed leave of absence request. If a leave of absence is taken while a student is currently enrolled in classes, that term is considered to be one semester of the leave. A student who leaves campus during a term without filing a leave of absence receives grades of F in all courses.

Besides a general leave of absence, students may apply for a leave for medical reasons.

The granting of a leave of absence guarantees readmission to the major in which the student is enrolled when applying for a leave and permits the student to graduate by complying with the degree program requirements in effect when the leave is taken. A student on an approved leave of absence must complete an "intent to return from leave of absence" form at least 10 days prior to the start of the term in which he or she intends to return. The date of leave is the date when the student notifies the Registrar's Office of an intention to take a leave of absence or the last day of academic activity as determined by the Registrar.

Students taking a leave of absence who are recipients of Federal Title IV financial aid should contact the Financial Aid Office to determine the implications of the leave on their financial aid. Students who have on-campus housing when applying for a leave of absence are required to live on campus when they return, unless approved to move off campus by the Office of Residential Life and Housing.

Leaves are granted for only one term. While on a leave of absence a student is not permitted to participate in any academic or social activities on campus without special permission from the Vice President for Student Affairs (or designee). Access to course materials via D2L is not possible once a leave has been issued.

If a student takes a leave of absence and later is placed on probation, suspended, dismissed or expelled, the sanctions take precedence over the leave of absence and stand as a matter of record. Academic probation becomes operative at the end of the leave.

Students on a leave of absence who decide not to return to Hartwick must contact the Registrar's Office to request an official withdrawal. The date of separation for the leave of absence will be used as the date of separation for the withdrawal.

Students on a leave of absence who wish to extend the leave beyond one term must make the request in writing. For general leaves, the request must be sent to registrar@hartwick.edu. For medical leaves, the student must contact the Perrella Health Center. Please note that leaves will not be extended beyond one academic year.

Students who do not return after the specified leave of absence period and who do not apply for an official withdrawal are administratively withdrawn, and the last day of attendance will be considered the date the leave of absence began. Students withdrawn from the College are required to apply for readmission in order to return. In such instances, there is no guarantee of readmission. Recent changes in federal policy regarding approved leaves of absence require the College to report students who do not return to active enrolled status after one term as withdrawn from the institution.

## **General Leave of Absence**

A general leave of absence is granted for one term to students who wish to interrupt their studies at Hartwick College. A general leave of absence is also required for students studying in non-affiliated programs or for military reasons. Application for a general leave of absence is managed by the Registrar's Office.

If the student is enrolled in classes, taking a leave of absence by the withdrawal deadline date published in the academic calendar results in grades of W (withdrawn) in all courses other than completed courses. Taking a general leave of absence after the last date to withdraw as published in the academic calendar results in grades of F in all courses other than completed courses. The leave of absence allows the student on leave the opportunity to register in advance for the semester of return.

## **Medical Leave of Absence**

Students who must leave the College because of medical or psychological conditions that necessitate their absence may request a medical leave of absence.

Documentation of the serious nature of the medical condition must be provided to the Perrella Wellness Center. Approval must be given by the Director of Perrella Wellness Center (in consultation with the Director of Counseling when it is a psychological condition). Application forms for medical leaves of absence are available at the Perrella Wellness Center.

When a medical leave of absence is granted during the course of the term, the course grade is normally a W (withdrawn) in all courses, other than completed courses, unless the student initiates and receives appropriate approval for an incomplete (I) from an instructor within five business days of the date the leave is issued. The Registrar's Office must be notified within the five business day period, in writing, from the instructor, if a grade of incomplete (I) will be issued. If a grade of I is issued, a student must remove it by the first published incomplete grade expiration deadline after their return. If the grade is not removed within the time allowed, it will convert to F.

Applications for medical leave must be submitted by the last date to withdraw from courses as published in the academic calendar. Applications submitted after the withdrawal deadline date will not be considered, except in extraordinary circumstances. In such circumstances, additional documentation and information may be required, and the decision will involve input from the Vice President of Student Affairs.

A student must be cleared through the Perrella Wellness Center before returning from a medical leave of absence and before submitting a "request to return from leave of absence" form to the Registrar's Office. Before clearance can be granted, documentation must be submitted to the Perrella Wellness Center indicating that the medical or psychological condition has been remedied and that the student is capable of resuming study at the College. All information submitted becomes part of the student's health record and will remain confidential. Students on medical leave are not eligible to register for courses until approved to return from medical leave.

## **Administrative Leave of Absence**

(effective July 1, 2014)

This policy is meant to be invoked only in extraordinary circumstances, when a student is unable or unwilling to request a leave of absence or official withdrawal when such a hiatus may be necessary to protect the safety of that student and/or others, or the integrity of the College's learning environment. Before an administrative leave is issued, every effort will be made to encourage the student to take a voluntary leave or withdrawal. Administrative leaves can be issued within or prior to the start of a term.

The policy and procedures for an administrative leave of absence do not take the place of disciplinary actions that are in response to violations of the Student Code of Conduct or the Academic Honesty Policy, nor do they preclude the removal or dismissal of students from the College as a result of such violations.

Placing a Student on Administrative Leave of Absence The Vice President for Student Affairs (or designee) may be alerted to a student's behavior from a variety of sources on campus (Residential Life, 3333/early alert\*, Campus Safety, Wellness Center, a faculty or staff member, the student's adviser, etc.). If the Vice President deems it appropriate, these procedures will be initiated:

1. The Vice President for Student Affairs (or designee) will notify the student that an administrative leave is under consideration.
2. The Vice President for Student Affairs (or designee) will discuss with the student the implications of and procedures relating to an administrative leave of absence. A copy of this policy will be provided to the student. Whenever possible and appropriate, the Vice President for Student Affairs (or designee) will encourage the student to take a voluntary leave or withdraw, thereby eliminating the need to complete the process for an administrative leave.
3. The Vice President for Student Affairs (or designee) will confer as feasible and appropriate with the following individuals or their designees regarding the need for an administrative leave of absence: Dean of Academic Affairs, Dean of Student Life, Director of Perrella Wellness Center, Director of Counseling, Director of Campus Safety

4. During these consultations, these individuals will pay particular attention to the criteria for invoking an administrative leave, especially whether the student engages in, or is judged likely to engage in, behavior that poses a danger of causing harm to himself/herself or others, or that disrupts the learning environment.
5. The Vice President for Student Affairs (or designee) may require a student to undergo a psychological and/or physical evaluation if she/he believes it will facilitate a more informed decision. The student's refusal or failure to undergo such evaluation will not affect the College's right to invoke and apply this policy. In this event, a final decision will be made without benefit of this information.
6. Following these consultations, the Vice President for Student Affairs (or designee) will make a final decision regarding the administrative leave of absence and must provide written notice of this decision to the student.

If an administrative leave is imposed, the Vice President for Student Affairs (or designee) will inform the student of the decision, as well as the specific requirements for reenrollment. If an administrative leave is not imposed, the Vice President for Student Affairs (or designee) may impose other conditions and/or requirements under which the student is allowed to remain at the College.

Administrative leaves are effective immediately and in effect for one term, or until any applied sanctions have been removed. A student on administrative leave is not permitted to visit the campus or have contact with anyone on the campus without special permission. An administrative leave cannot be appealed. Administrative leaves may be issued until the last day of classes in a term. Grades of "W" will be issued for all courses if the leave is issued within a term.

\*Prior to initiating a request to proceed with an administrative leave, the 3333/early alert administrator contacts instructors of courses in which the student is registered to determine the duration of class absence. If the student has missed one week of classes, the 3333/early alert administrator attempts to reach the student by email, phone and formal letter within five days of verifying the absences to discuss his or her options and encourage a leave of absence, if necessary. If the student is non-responsive after the third attempt at contact, contact is made with his or her parent or guardian to intervene. If the student is still not responsive after the parent or guardian has been contacted, the 3333/early alert administrator will contact the vice president of student affairs (or designee) to begin administrative leave proceedings. If the student is responsive at any point during the outreach process but the 3333/early alert administrator believes an administrative leave is necessary, he or she will contact the Vice President of Student Affairs (or designee) to begin proceedings.

#### **Request for Reenrollment from Administrative Leave**

A formal, written request for reenrollment after an administrative leave of absence must be submitted to the Vice President for Student Affairs. The student's reenrollment request will be reviewed by the Vice President for Student Affairs (or designee), who must approve the reenrollment.

When a medical or psychological condition forms the basis of the administrative leave, the student will be notified in writing of the required procedures for reenrollment. In this circumstance the Vice President for Student Affairs (or designee) may consult with the Director of Perrella Wellness Center and/or the Director of the Counseling in deciding whether to approve the student's request to reenroll. Upon approval, a student on administrative leave must complete an "intent to return from leave of absence" form at least 15 days prior to the start of the term in which he or she intends to return and submit it to the Registrar's Office.

#### **Suspensions**

Suspension is a compelled separation from the college for academic or disciplinary reasons. Studies at the college are interrupted for a period not less than through the end of the current academic term. The period of suspension may include the college intersession immediately prior to and after any academic term during which the student is prohibited from the college. The suspension may begin while an appeal or hearing is pending.

During a suspension, the student is excluded from all college activities and locations, as well as from preregistration. A grade of "W" will be entered on the transcript for courses in which the student was enrolled, with the exception that in the case of suspension for academic dishonesty, a grade of "F" will be entered for the course in which the academic dishonesty occurred. For courses in which a grade has been entered prior to the suspension (first half courses, for example), the letter grade will stand.

Any student who is suspended must cease residing in college housing within twenty-four hours of the beginning of the suspension period unless special permission is granted by the Vice-President for Student Affairs or his or her designee. The Vice-President for Student Affairs may reduce the twenty-four-hour period when deemed appropriate. There is no refund of tuition, room, or board. The conditions under which a student is eligible to return are specified in the letter of suspension, as is the date. Return is contingent upon a favorable review by the Dean of Academic Affairs, in the case of suspension for academic dishonesty; by the Committee on Academic Standards, in the case of a pending appeal of academic dismissal; or by the Vice-President for Student Affairs, in the case of disciplinary suspension.

All suspensions are recorded on the student's official academic transcript. Students who do not return at the specified time and whose period of suspension is not extended will be withdrawn. Such students, if they wish to return, must apply for readmission to the College.

### **Academic Leave of Absence**

Academic leaves are granted to students who wish to study at another college for a specified period of time generally not exceeding one academic year. Academic leaves are normally issued when a student participates in an affiliated off-campus program of study. A student desiring an academic leave should contact the off-campus programs office for approval of the leave. The student will be notified of approval in writing. Grades received for courses completed as part of an affiliated off-campus program of study are applied to a student's academic record and count towards GPA and credit completion requirements. Students participating in non-affiliated programs of study are not eligible for an academic leave of absence and must file a general leave of absence to participate.

### **Military Leave of Absence**

Any student who receives orders to report for active military duty should contact the Office of the Registrar and present a copy of military orders (if a copy of military orders is not available, the student may begin the leave process by submitting a personally signed request indicating times and dates of intended call-up). The Office of the Registrar will enter a grade of 'W' for all registered but not completed courses in the current term. If the leave occurs late in the semester, the student may arrange for a final graded evaluation of his/her course work or take Incompletes for all remaining coursework.

Upon completion of active military duty, the student will be automatically readmitted to the College by notifying the Office of the Registrar in writing of his/her intent to resume academic study at Hartwick.

### **Official Withdrawal**

A student who wishes to leave Hartwick and has no plans to return must complete, sign and submit an official withdrawal form to the Office of the Registrar. Students may officially withdraw from the College up to the last day of classes for the term; however, to receive a course grade of "W", a Course Add/Drop Form must be submitted to the Office of the Registrar by the regular term deadline for withdrawal with a "W." Students who withdraw after the regular term deadline for course withdrawal with a "W" may be subject to course grades of "F" for the term in which the withdrawal is being submitted. Students who officially withdraw will have the notation of Official Withdrawal on their record. Students who leave the College without submitting a completed official withdrawal form will be considered to have unofficially withdrawn and will have such a notation posted on their academic record. See the policy on Unofficial Withdrawal for more information. If a student officially withdraws and later wishes to resume study, an Application for Readmission must be made to the Office of the Registrar.

### **Unofficial Withdrawal**

Students are unofficially withdrawn by the college if (1) they have not registered for classes by the end of the add/drop period of Fall, January and Spring terms, (2) they have not returned to the College when the approved period of a leave of absence has expired and have not requested an extension of the leave of absence, (3) they have not returned at the time specified after academic or social conduct suspension and the period of suspension has not been extended. If a student is administratively withdrawn and later wishes to resume study, an Application for Readmission must be made to the Office of the Registrar.

Notice of unofficial withdrawal is posted on a student's academic record. The posted date of an unofficial withdrawal is at the discretion of the College and usually reflects the last date of attendance.

### **Official Transcript**

A permanent transcript for each student is maintained by the Office of the Registrar. Each student is entitled to one certified transcript of college credits without cost upon graduation (this is included with the diploma). A fee is charged for each additional transcript. The Office of the Registrar does not issue unofficial transcripts to students. Students may obtain an unofficial transcript via their WebAdvisor accounts.

No transcript of a student's permanent record will be issued without written authorization from the student. No telephone, fax or third-party requests will be honored. Members of the faculty or administration may have access to the records if they have a legitimate interest in and demonstrate a need for the information.

College policy permits the withholding of a transcript until a student's debts, including library and traffic fines, have been paid.

## Overall Average Honors

Upon degree completion, students are awarded degrees with honor as follows:

- Summa cum laude-3.850 or higher cumulative grade point average
- Magna cum laude-3.650 or higher cumulative grade point average
- Cum laude-3.400 or higher cumulative grade point average

A student who has transferred academic credit to Hartwick College is eligible to graduate with honors only if the grade point average for the student's entire college career, including grades received for transfer courses, falls into one of the categories above. In accordance with the Access to Release Educational Records policy found elsewhere on this page, students may request to view transcripts on file from non-Hartwick institutions at any time.

## Protection Against Prejudicial or Capricious Grading

A student should have protection against prejudicial and capricious grading. The following policy is established for reviewing complaints about end-of-term grades: the student shall first consult the professor and Department Chair; if no agreement is reached, the student may then bring the case to the Committee on Academic Standards. The Committee shall serve as a review board and, if a change seems justified, the Committee shall be empowered to recommend a change of grade to the professor.

## Readmission (from Withdrawal, Academic Dismissal or for a Second Degree)

Any student who has withdrawn, been academically dismissed from the institution or is interested in returning to complete a second degree after graduation is eligible to apply for readmission. A student applying for readmission must submit a readmission application at least 15 business days prior to the start of a term.

To be considered for readmission, a student must complete the following steps prior to the desired term of reentry:

1. Complete and submit the Application for Readmission form to the Office of the Registrar.
2. Request that official transcripts from colleges or universities attended while away from Hartwick College to be sent to the Office of the Registrar at least one week prior to the start of the desired reentry term.
3. If you are applying for readmission from an academic dismissal you must provide an additional essay describing any and all activities in which you have been engaged during your time away from Hartwick that you believe will contribute positively to achieving your academic goals.

The readmission review process begins when all application materials have been received. Readmission applications are reviewed by the Registrar and Dean of Student Life.

Please note: A student who was academically dismissed is eligible to apply readmission through the Office of the Registrar with acceptance decisions subject to approval by CAS.

A student who has graduated from Hartwick and wishes to return to complete a second degree must apply for readmission through the Registrar's Office. Upon readmission the student is considered a transfer and up to 60 of his or her prior Hartwick credits may be applied toward the new degree.

## Second Degree

*effective July 1, 2014*

Students who wish to earn two degrees must satisfy the major requirements of a department in each area and complete an additional 30 credits for a total of at least 150 credits. Performance music credits beyond 12 credits WICK 101, Transfer Transitions, and Physical Education credits do not count toward this requirement. It is assumed that students pursuing this option will complete an extra year of study. Students may only pursue a Bachelor of Arts (BA) with a Bachelor of Science (BS) degree under this policy. Pursuing two Bachelor of Arts or two Bachelor of Science degrees is not permitted.

## Special Students (Non-Degree Seeking, Part-Time Students)

In special cases students who are not matriculated at Hartwick or other institutions may be admitted as part-time students (taking no more than 8 credits in the fall and spring terms, and 4 credits in January term). The standards for admission for special students are comparable to those that govern those who apply for matriculated status.

Students with no Hartwick affiliation desiring special student status must contact the Admissions Office for an application. Students wishing to enroll must contact the Office of Academic Affairs for an application. Students with a Hartwick affiliation (spouse, parent, etc.) desiring special student status must contact the Office of the Registrar for an application. Special students will be required to provide official collegiate transcripts and may be requested to provide official secondary school transcripts with test scores prior to admission. Upon acceptance, students may register in classes on a space-available basis, with instructor approval, assuming they have satisfied course prerequisites.

Special students must submit a special student application each term in order to remain active. If an application is not received for the term immediately following the first term a student registers for a course, he or she is made inactive.

### **Standards of NYS Student Aid Eligibility**

Academic Eligibility for NYS Student Aid (including scholarships and TAP): The following academic eligibility requirements apply for the granting of New York State student aid:

#### ***Enrollment Requirements***

Awards are granted only to full-time matriculated students. According to state guidelines, full-time students must enroll for a minimum of 12 credits for the Fall Term and 12 credits for the January/Spring terms. Repeating a course does not count toward the required number of courses for that term. The State Education Department permits the January Term to be used with the Spring Term only and it cannot be used to make up a Fall Term deficiency. Every recipient must have a major declared or an ISP approved by the end of the sophomore year. Failure to meet enrollment requirements results in loss of the award for that term.

#### ***Program Pursuit***

Satisfactory program pursuit is defined as receiving a passing or failing grade in a certain percentage of full-time course load in each term for which an award is received. The percentage increases from 50 percent of the minimum full-time course load in each term of study in the first year for which an award is received, to 75 percent of the minimum full-time course load in each term of study in the second year for which an award is received, to 100 percent of the minimum full-time course load in each term thereafter. Students must complete (with a grade of A, B, C, D or F) a minimum number of courses each term as follows:

- 6 credits per term in the first year an award is received;
- 9 credits per term in the second year an award is received;
- 12 credits per term each term thereafter.

Incompletes are permitted if the course is finished prior to the end of the next term.

In addition, a certain number of credits must be accrued (successfully completed with grades of A, B, C or D) and a minimum cumulative GPA attained each term as follows:

Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Minimum number of credits accrued	0	3	9	21	33	45	60	75	90	105
Minimum GPA	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

For Students first receiving aid in 2010-11 and thereafter.

Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
Minimum number of credits accrued	0	6	15	27	39	51	66	81	96	111
Minimum GPA	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

Failure to meet program pursuit or satisfactory academic progress requirements results in the loss of the award for the subsequent term. A student may request a waiver of the above standards **ONLY ONE TIME** as an undergraduate. Request will be considered on an individual basis and granted only for exceptional or extraordinary circumstances relating to death of a close relative, serious personal illness or injury, or other personal extenuating circumstances. The request for waiver will be reviewed and determined by the certifying officer and the Registrar.

For information regarding New York State Awards, contact the Higher Education Services Corporation, Office of Grants and Awards, 99 Washington Avenue, Albany, New York 12255, [www.hesc.org](http://www.hesc.org), or your high school guidance counselor.

## **Visiting Students**

Visiting students are matriculated students in good standing at other campuses who wish to pursue coursework at Hartwick that is uniquely relevant to their educational programs. Visiting students may enroll in a normal course load at Hartwick, so long as they have explicit permission from their home colleges. Such students must submit an official statement documenting their status in good standing and the approval of the Dean or other designated authority from the student's home institution to the Office of the Registrar. No other application information is required. If a visiting student subsequently applies for regular admission to Hartwick, full admissions documentation must be presented.

## **Waiver of Academic Requirements**

Requests for waivers of academic requirements must be addressed to the Committee on Academic Standards. Petitions should be addressed to the committee and submitted to the Office of the Registrar. Requests for waiver of Liberal Arts in Practice general education requirements must be addressed to the Dean of Academic Affairs.

## **Waiver of Foreign Language Requirement**

International students whose first language is not English or who spoke at home a language other than English will be waived from the foreign language requirement. This waiver can include students from countries whose official language is English if the preceding conditions are fulfilled.

If a U.S. citizen was born elsewhere, attended secondary school in that country, and studied a language other than English, s/he may be waived from the foreign language requirement based on the secondary school document.

U.S. students are required to fulfill the foreign language requirement. If a student speaks a language other than English at home, s/he may take a proficiency test in that language to fulfill the requirement.

## **Waiver of Physical Education Requirement**

Any student aged 25 or over is eligible for a waiver of the general education Physical Education Requirement. Eligible students wishing to request a waiver must submit their request, in writing, to the Office of the Registrar.