



OCCIDENTAL COLLEGE CATALOG

- [Academic Information](#)
- [Programs of Instruction](#)
- [General Information](#)
- [Previous Catalogs](#)

The Occidental College Catalog is available online, as well as on microfiche or CD-ROM at many schools and libraries. Prospective students are advised not to request a Catalog, but rather to request appropriate literature from the Admission Office (for undergraduates) and from the Graduate Office (for graduate students).

Fees, tuition, programs, courses, course content, instructors, and regulations are subject to change without notice.

Occidental College is an Equal Employment Opportunity employer, and does not discriminate against employees or applicants because of race, color, religion, ancestry, national origin, age, gender, marital status, pregnancy, sexual orientation, or disability. This nondiscrimination policy also covers student access to College programs, including but not limited to academic admissions, financial aid, educational services, and employment.

Occidental College is accredited by the Western Association of Schools and Colleges

985 Atlantic Avenue, Suite 100
Alameda, California 94501
(510) 748-9001

Occidental College
1600 Campus Road
Los Angeles, California 90041-3314
Admission Office (323) 259-2700
Registrar (323) 259-2686
Graduate Office (323) 259-2921
www.oxy.edu

[TOP OF PAGE](#)

- [College Calendar](#)
- [The College](#)
- [Admission](#)
- [Undergraduate Study](#)
- [Graduate Study](#)
- [Academic Policies](#)
- [Off-Campus Programs](#)
- [Special Programs](#)
- [Resource Centers](#)
- [Information Services/Library](#)



Academic Information

[TOP OF PAGE](#)

[College Calendar](#)[The College](#)[Admission](#)[Undergraduate Study](#)[Graduate Study](#)[Academic Policies](#)[Off-Campus Programs](#)[Special Programs](#)[Resource Centers](#)[Information Services/Library](#)

College Calendar

FALL SEMESTER 2009

August 29 - Sept. 1, Saturday-Tuesday	Orientation
September 2, Wednesday	First Day of Classes (Classes start at 11:30 a.m.)
September 2, Wednesday	Convocation (9:00 a.m.)
September 7, Monday	Labor Day Holiday
October 19-20, Monday-Tuesday	Fall Break
November 25-27, Wednesday-Friday	Thanksgiving Recess
December 9, Wednesday	Final Day of Classes
December 10-13, Thursday-Sunday	Reading Days
December 14-18, Monday-Friday	Final Examinations
December 21, Tuesday	Final Grades Due

SPRING SEMESTER 2010

January 19, Tuesday	First Day of Classes
February 15, Monday	Presidents' Day Holiday
March 8-12, Monday-Friday	Spring Break
April 29, Thursday	Final Day of Classes
April 30 - May 2, Friday-Sunday	Reading Days
May 3-7, Monday-Friday	Final Examinations
May 11, Tuesday	Senior Grades Due
May 16, Sunday	Commencement
May 17, Monday	Non-senior Grades Due

Class Periods

The established class periods are listed below. Tuesday and Thursday from 11:30 – 1:30 p.m. are kept free from classes and held open for Convocations and meetings of the Faculty, departments, and committees.

Monday through Friday	8:30 – 9:25 a.m. 1:30 – 2:25 p.m.
-----------------------	--------------------------------------

Monday, Wednesday, and Friday	8:30 – 9:25 a.m. 9:30 – 10:25 a.m. 10:30 – 11:25 a.m. 11:30 – 12:25 p.m. 1:30 – 2:25 p.m. 2:30 – 3:25 p.m. 3:30 – 4:25 p.m.
Tuesday and Thursday	8:30 – 9:55 a.m. 10:00 – 11:25 a.m. 1:30 – 2:55 p.m. 3:00 – 4:25 p.m. 5:00 – 6:25 p.m.
Monday and Wednesday	8:00 – 9:25 a.m. 3:30 – 4:55 p.m. 5:00 – 6:25 p.m. 7:00 – 8:25 p.m. 8:30 – 10:00 p.m.
Monday and Friday	8:00 – 9:25 a.m. 3:30 – 4:55 p.m.
Wednesday and Friday	8:00 – 9:25 a.m. 3:30 – 4:55 p.m.
Tuesday or Wednesday or Thursday	1:30 – 4:25 p.m.
Tuesday or Wednesday or Thursday	7:00 – 10:00 p.m.

LABORATORY PERIODS

Tuesday or Thursday	8:30 – 11:25 a.m.
Tuesday or Wednesday or Thursday or Friday	1:30 – 4:25 p.m.
Monday	2:30 – 5:25 p.m.
Monday or Thursday	7:00 – 10:00 p.m.

[TOP OF PAGE](#)

[College Calendar](#)[The College](#)[Admission](#)[Undergraduate Study](#)[Graduate Study](#)[Academic Policies](#)[Off-Campus Programs](#)[Special Programs](#)[Resource Centers](#)[Information Services/Library](#)

The College

Occidental College is an independent, coeducational college of liberal arts and sciences. Although founded in 1887 by a group of Presbyterian ministers and laymen, Occidental has had no formal religious association since 1910. It is governed by a self-perpetuating Board of Trustees, is accredited by the Accreditation Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges,* and holds membership in a number of regional and national organizations related to higher education. The Delta of California Chapter of Phi Beta Kappa was established at Occidental in 1926.

The first baccalaureate degree was conferred in 1893, and graduate instruction leading to the Master of Arts degree in selected fields was inaugurated in 1922. By authority of the California State Department of Education, Occidental recommends candidates for the Single Subject Level I and Multiple Subject Level I teaching credentials.

Occidental seeks to provide an education of high quality in the best tradition of the liberal arts, emphasizing thorough competence in a chosen field of study together with a broad understanding of our historical and cultural heritage, and the relationships among fields of knowledge.

Students and faculty at Occidental are engaged in an intellectual partnership in which student initiative and responsibility are encouraged. To an unusual degree, students may participate in the construction of their own educational programs. Independent study and interdepartmental programs are encouraged.

Occidental students represent varied intellectual interests, socioeconomic backgrounds, racial and ethnic groups, religious beliefs, nationalities, and social and political convictions. This diversity finds its expression not only in the variety of academic programs and options open to the student, but also through the entire range of student organizations and enterprises, college cultural events, visiting lecturers, and forums, all of which taken together comprise the many facets of life in an invigorating academic community.

The College is committed to a philosophy of total education. Intellectual capability is a dominant component, but is conceived of as one dimension in a process which includes and stresses personal, ethical, social, and political growth toward maturation as well. The high percentage of students in residence at the College works toward the achievement of this objective.

Successful Occidental students are self-motivated, independent-minded and intellectually talented people. They base their judgments upon respect for evidence, ideas, and a deep concern for values, both private and public. They are alert to the possibilities of betterment in themselves, their college, and their society. Above all, they realize that no education is finished, that they are in

college to learn how to learn, so that they may carry on their own education for the rest of their lives.

*Senior Colleges and Universities of the Western Association of Schools and Colleges: 985 Atlantic Avenue, Suite 100, Alameda, CA 94501

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Admission](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)
[Resource Centers](#)
[Information Services/Library](#)

Admission

Occidental is highly selective in the admission of students. The Admission Committee seeks students with strong academic preparation and personal characteristics who demonstrate motivation, accomplishment, involvement, energy, and commitment. Rigor of coursework, grades, writing, recommendations, extracurricular activities and test scores are all taken into consideration in selecting the members of the first-year class.

While there is no specific requirement for the high school course of study, it is recommended that applicants take five academic subjects each year, including advanced or honors courses when available. The emphasis in each academic area will vary with individual interests and goals, but a solid preparation in high school should include four years of English composition and literature, three years of foreign language, three years of mathematics (four years for students interested in science or engineering), three years of social studies, and one year each of biological and physical science. Students interested in science or engineering should include both chemistry and physics.

Application for admission to the first-year class is due by January 10. Students for whom Occidental is their first-choice college may apply under the Early Decision program, for which applications are due November 15, with decisions mailed by mid-December. Transfer applications for fall semester should be submitted by March 15 and for the spring semester, applications should be submitted by October 15. International transfer applications are accepted for fall semester only, and should be submitted by January 10.

Detailed information on the College, its curriculum and programs, and admission and financial assistance is included in published materials available from the Office of Admission and online at www.oxy.edu/admission. First year and transfer candidates may apply to the College using the Common Application and Occidental Supplement. Prospective students are encouraged to experience Occidental firsthand by visiting the College. It is possible to attend an information session, tour the campus, and visit classes. Although interviews are not required, they are strongly recommended. For more information, call 1-800-825-5262, e-mail admission@oxy.edu, or contact: Office of Admission, Occidental College, 1600 Campus Road, Los Angeles, CA 90041.

[TOP OF PAGE](#)

[College Calendar](#)
[The College Admission](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)
[Resource Centers](#)
[Information Services/Library](#)

Undergraduate Study

Bachelor of Arts Degree

Unless modified in individual cases by administrative action, the following requirements must be fulfilled by all students to qualify for formal recommendation by the faculty for the degree of Bachelor of Arts:

1. Completion of a minimum of 128 units.
2. Attainment of a 2.0 grade point average or better for all courses undertaken at Occidental College and for the student's entire course of study.
3. Attainment of a 2.0 grade point average or better for all courses undertaken within a departmental major or minor.
4. Satisfaction of the [writing proficiency](#) requirement.
5. Completion of the [Core Program](#) by the end of the junior year.
6. Language 102-level proficiency in a language other than English by the end of the third year. See below for [Languages Policy](#).
7. Completion of a major or an [Independent Pattern of Study](#). It is possible to have a double major.
8. Passing of a final comprehensive requirement in the senior year in the major subject or area of concentration, or in the case of those studying under an Independent Pattern of Study, as designed by the student's advisory committee.
9. Fulfillment of all degree requirements, other than the comprehensive examination and work in progress in the final semester, at least six weeks prior to graduation.
10. No Incomplete grades, NR grades, or CIP grades on the student's transcript at the time of graduation.

A minimum of 64 units (exclusive of Occidental-sponsored study-abroad programs) of the required number of units for graduation must be taken by the student at Occidental College to receive the Bachelor of Arts degree. Sixteen units of the last 32 must be Occidental College courses taken in residence on the home campus.

Full-time student status is defined by enrollment in twelve or more units; part-time status is defined by enrollment in eleven or fewer units.

The degree of Bachelor of Arts is conferred at the May Commencement upon all candidates who have satisfied degree requirements at any time since the last Commencement.

Languages

All students must achieve Language 102-level proficiency in a language other than English by the end of their third year as part of Occidental's Core requirements. Some majors or minors may have additional language requirements.

Placement Exams

Students who plan to begin an entirely new language at Occidental are not required to take the placement exam.

First-year students may take the Occidental College Placement Exam either on-line for French, German, and Spanish, or during orientation for other languages taught at Occidental if:

- a. they have studied a language for a semester in college or for more than one year of high school (ninth grade does not count);
- b. they have participated in after-school or weekend language programs; or
- c. they have extensive background in but no formal training in a language.

Students can fulfill Occidental's language requirement in one of five ways:

1. By completing a language course numbered 102 at Occidental, or the equivalent course in any foreign language at another accredited institution.
2. Receiving an exemption-level score on Occidental's placement and/or exemption exam given during orientation. (see the [Language Studio](#) site for language specific details).
3. Earning an appropriate Scholastic Aptitude Test (SAT) II score (560 or above on French, Spanish, or Latin; 550 or above on German or Chinese; 540 or above on Japanese; or 560 for any other language).
4. Earning an Advanced Placement test score of 4 or above.
5. For some languages not taught at Occidental, students may opt to take the ACTFL oral proficiency interview (OPI) and the writing proficiency test (WPT) in the languages currently available. Please see the Keck Language and Culture Studio about demonstrating proficiency via ACTFL interviews and tests.

Foreign Language Exemption Policy

International students whose language of education has been in a language other than English and who have completed six years of elementary education or more in a foreign language are exempt from the foreign language requirement. Such students should contact the chair of one of the foreign language departments to confirm their fulfillment of the foreign language requirement.

The Honors Program

The Honors Program at Occidental is designed to allow the superior student's attention to be focused on an independent investigation for a sustained period of time. It is expected that students admitted to the College Honors Program will have established themselves as outstanding prospects for individualized work in the department of their major and also will have established themselves as submitting work of very high quality in all that they have undertaken at Occidental. Student admission to the College Honors Program will be by formal action of the faculty in the student's major department. Ordinarily no student will be admitted to the College Honors Program who does not have an overall grade point average of 3.25. No student will, under any circumstances, receive honors who has not maintained this grade point average by the end of spring semester of the senior year. Individual departments may set a higher minimum grade point average, both overall and within the major.

Students accepted for the College Honors Program are exempt from the eight-unit

limit in Independent Study and may take Advanced Research (499) courses on an independent study basis. The purpose of such research is to prepare a special project to be submitted to the major department for evaluation no later than the 10th week of the spring semester of the student's senior year. Evaluation of the completed project will be made by a committee of department faculty and may include readers from outside the department or College. Students wishing to be considered for participation in the Honors Program should contact the chair of the appropriate department during the spring semester of their sophomore year and, in any event, will be admitted to the program no later than the second week of the fall semester of their senior year.

It should be stressed that completion of an Honors project does not in itself guarantee the conferring of College Honors.

See also [Honors in an "Independent Pattern of Study."](#)

Honors at Graduation

Summa cum Laude: a grade point average of 3.90 or above. *Magna cum Laude*: a grade point average of 3.75 or above. *Cum Laude*: a grade point average of 3.50 or above. Grade point averages for Honors are based on work done at Occidental College only.

Major Concentration

A student is encouraged to declare a major at any point during the freshman year, and is required to do so not later than registration at the end of the sophomore year. Only under exceptional circumstances may a major be changed after the end of the junior year and only by special petition to the Educational Policy and Curriculum Committee. Students are expected to complete those major requirements in effect in the year they declare the major.

Unless different regulations are specified under the departmental requirements for graduation, a student who fails to attain a 2.0 grade point average in introductory and intermediate courses within the major will not be accepted by that department as a major.

The minimum number of units for a major is prescribed by individual departments. The maximum number of units that may be required by a department in courses taken within that department is 48, but a student who wishes to do so may take more than the required number of units in the major subject. At least 64 units of coursework counting toward the A.B. degree, however, must be taken outside the major department. In any single semester, students are strongly discouraged from taking more than 12 units in a single department.

Each department requires of its major students in the senior year a comprehensive examination, the evaluation of which becomes a part of each student's permanent record.

To double major, a student completes all requirements for the major in each of two separate departments. Students must complete a minimum of 32 units for each major (none of which may overlap) as well as separate comprehensive examinations. The same course cannot be used for both majors.

Minor Concentration

A student is allowed to declare an academic minor, consisting of at least 20 units chosen from a list determined by each department. Students who wish to declare

minors must do so no later than the fall semester of the senior year. (Students may not use any of the same courses for minors as for majors and emphases.) Students should consult the appropriate department for a list of courses acceptable for the minor.

Departmental Majors and Minors

Art History and the Visual Arts
Asian Studies
Biology
Chemistry
Chinese (minor only)
Critical Theory and Social Justice
Economics
Education (minor only)
English and Comparative Literary Studies
French Literary Studies
Geology
German Studies (minor only)
Group Language (major only)
History
Japanese (minor only)
Linguistics (minor only)
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Religious Studies
Russian (minor only)
Sociology
Spanish Literary Studies
Theater

Interdepartmental Majors and Minors:

American Studies
Biochemistry (major only)
Chevalier Program in Diplomacy and World Affairs (major only)
Cognitive Science
Kinesiology
Psychobiology (major only)
Urban and Environmental Policy

Interdepartmental Programs:

Classical Studies (minor only)
Latin American Studies (minor only)

Interinstitutional Programs:

3/2 and 4/2 [Combined Plan Programs in Liberal Arts and Engineering with California Institute of Technology and Columbia University](#)
[Cooperative arrangement with Columbia University School of Law](#)
[Cooperative arrangement with the Keck Graduate Institute](#)

Exchanges with [Art Center College of Design](#) and [California Institute of Technology](#)

Independent Pattern of Study

Occidental offers students, with the consultation of faculty members, the opportunity to design an Independent Pattern of Study (IPS) in lieu of a major program. An Independent Pattern of Study is appropriate when a student has a strong and well developed motivation to pursue interdisciplinary study in areas where the College does not have a defined program. Such a program is particularly appropriate in newly emerging areas of study. It must, however, be one which is feasible for both the College and the student. The student must demonstrate to the faculty involved a record of success in completing previous work in courses, independent study, and other programs.

A proposal for an IPS should include (1) a statement of academic purpose; (2) a program of at least 48 units, including 32 numbered 300 or greater; (3) a proposal for the Comprehensive Project; (4) plans for faculty involvement including regular meetings with the entire committee and (5) an overall GPA of 3.25 or better at the time the IPS proposal is submitted for approval. The program of study must be endorsed by an IPS Committee composed of three members of the faculty, with no more than two faculty from the same department.

The procedure for proposing an IPS begins with the submission of a proposal to the Student Progress Committee no later than six weeks before the end of the sophomore year. (Appropriate forms are available in the Registrar's Office.) The proposal, after any necessary revisions, will be presented by the student to the assembled IPS committee in preparation for final submission. Final proposals for IPS must be approved no later than the end of the sophomore year.

The student's transcript will have "Independent Pattern of Study" listed under the heading of "Major." The title chosen for the IPS will be identified on the transcript as an emphasis in the major.

Honors in an Independent Pattern of Study

College Honors may be awarded to graduating seniors who demonstrate excellence in Independent Pattern of Study course work and in an honors thesis/project. To be eligible, students must have a 3.5 or better grade point average in courses taken for their IPS and an overall 3.25 grade point average.

Qualified students who wish to pursue Honors must consult with their IPS committee during their junior year and submit a proposal for honors thesis/project no later than mid-term of the second semester of their junior year.

Pre-Professional Courses

The plan of undergraduate study at Occidental emphasizes a liberal education of the type that is generally recognized as desirable preparation for professional or vocational fields. Opportunity is afforded, however, for flexibility in developing programs suited to students' individual needs and in providing for the subjects which are specified by many professional schools as a basis for graduate study. Suggestions concerning adaptation of majors to preparation for various vocational and professional fields are included in departmental announcements in this catalog. Students are encouraged, beginning in the freshman year, to utilize the services of the [Career Development Center](#), where detailed information concerning vocational opportunities and preparation may be obtained. The Career Development Center offers counseling to help students become aware of their potential and how that

potential may be used productively during and after the college experience.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Admission](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)
[Resource Centers](#)
[Information Services/Library](#)

Graduate Study

Occidental College offers graduate study in academic areas for which the College is able to provide distinctive offerings at the graduate level. Admission to graduate study is competitive, and the number of students admitted is sufficiently small to ensure flexibility in arranging individual programs of study within a general framework of policies that assure high academic standards.

The Master of Arts (M.A.) degree is offered in the Biology department. The Master of Arts in Teaching (M.A.T.) degree is available in Liberal Studies for prospective elementary teacher candidates and in English and Comparative Literary Studies (M.A.T. in Literature), History, Life Science, Mathematics, Physical Science, Social Science, and Spanish for prospective secondary teacher candidates. Refer to the departmental sections of this catalog, or consult department chairs, for details about each of the programs.

By the authority of the California State Commission on Teacher Credentialing, Occidental also recommends candidates for the Single Subject (for middle, junior, and senior high school teaching) and the Multiple Subject (primarily for elementary school teaching and secondary school classrooms where more than one subject is taught by the teacher) Level I teaching credentials. For details on the credential programs and special state requirements, see "[Credentials for Teaching](#)" and contact the Department of Education.

Admission

Graduates of accredited colleges and universities are eligible to apply for graduate study at Occidental. Preference is given to applicants with superior preparation and achievement. Graduate students are admitted subject to the general regulations of the College.

Applications and all admission credentials for graduate study must be received by March 1 for students applying to begin study during the Summer Session or the Fall Semester and by October 1 for students applying to begin study during the Spring Semester.

Applications for the Master of Arts in Biology are available in the Graduate Office. Applications for the Master of Arts in Teaching and the credential program are available from the Department of Education.

Students seeking admission to the M.A. or M.A.T. programs must have significant successful experience in the discipline to be ready for graduate study. Evidence of readiness includes undergraduate grades, completion of an undergraduate major or minor in the discipline, successful completion of a significant amount of course work at or above the advanced undergraduate level, and scores on the Graduate Record Examinations (GRE). The GRE General Test is a requirement for all applicants; the GRE Subject Test is required for M.A. students only. However, an

M.A.T. applicant may submit GRE Subject Test scores as evidence of readiness for master's level work. Consultation with the department chair is recommended before completing the application, particularly for students who have not completed an undergraduate major in the discipline.

Completed applications must include the following:

1. A completed application form, including a statement of objectives for graduate work.
2. Application fee of \$50. (This fee is waived for current and former Occidental students.)
3. Official transcripts of all academic work at the college or university level, including previous graduate work. (Education applicants must submit two official transcripts.)
4. Letters of recommendation from three persons. These should include, if possible, one letter from a professor in the applicant's major field of undergraduate study.
5. (For applicants to the M.A. or M.A.T. programs) An official report of test scores from the Graduate Record Examination General Test.
6. (For applicants to the Biology M.A. program) An official report of test scores for the Graduate Record Examination Subject Test in Biology.
7. (For applicants whose native language is not English) An official report of test scores from the Test of English as a Foreign Language. (This requirement is waived for current and former Occidental students.)

Applications for the M.A. in Biology must be submitted directly to the Graduate Office. Applications for the M.A.T. or credential program must be submitted to the Department of Education.

Financial Aid

Financial aid for graduate study is available from the College on the basis of financial need and academic promise. In order to be eligible for available funds, applicants must submit the Free Application for Federal Student Aid (FAFSA) to the processing center and a separate Financial Aid Application for Graduate Students to the Financial Aid Office by March 2, prior to the academic school year of intended matriculation. All other required supplemental documents (tax returns, W-2s and verification documents) must be submitted to the Financial Aid Office by April 19. Application forms and a list of required supplemental forms may be obtained from the Graduate Office, the Financial Aid Office, or at <http://www.oxy.edu/X5013.xml>.

Candidacy for Advanced Degrees

Candidacy for an advanced degree is granted to a student whose undergraduate preparation provides a thoroughly satisfactory background for the graduate work proposed. In some instances, a student who does not meet all the departmental course requirements for admission may be admitted to graduate standing but not to candidacy for the degree until specified prerequisite courses are completed. When the background courses have been completed at a level of achievement satisfactory to the student's major department, the department will recommend to the Graduate Office that the student be advanced to candidacy for the master's degree.

Candidacy for Teaching Credentials

Students seeking admission to any teaching credential program (either the Single Subject or Multiple Subject Credentials) must schedule a counseling and program formulation session with a member of the Department of Education after consultation with the Credential Analyst. Out-of-area candidates may elect to do this by telephone. A \$300 counseling fee, paid to the College cashier prior to the scheduled appointment, is charged for this service. This fee is waived for current and former Occidental students, and is applied to tuition charges for students who subsequently enroll in a credential program at Occidental.

Students in the teaching credential program are expected to achieve a grade of B (3.0) or higher in all courses.

The granting of candidacy for teaching credentials and the processing of recommendations of candidates to the State Commission on Teacher Credentialing are the responsibility of the Department of Education of the College.

Plan of Study for Candidates for the M.A. and M.A.T. Degrees

At the time of acceptance for graduate study, each degree candidate is assigned a major advisor and, in the case of M.A.T. candidates, an Education advisor. The student and the advisor(s) share the joint responsibility to formulate a consistent plan of study that is within the policies of the College, the major department, and (for M.A.T. candidates) the Education Department. The plan of study should include a schedule for meeting all degree requirements.

Credit for a graduate degree may be given for Occidental courses (including summer offerings) numbered 500 and above, but not for any course taken in fulfillment of requirements for a Bachelor's degree. As a general policy, the College does not accept transfer graduate credit from other institutions; however, students receiving Veterans Benefits should submit documentation of their prior graduate work to the Graduate Office for evaluation of potential credit toward their degree.

Courses numbered 500 and above are ordinarily limited to graduate students. However, advanced and specially qualified undergraduates may be permitted to enroll in such courses by special petition to the instructor, the department chair, and the Director of Graduate Studies. In special circumstances, by additional petition to the Director of Graduate Studies, credit toward the Master of Arts degree also may be granted provided the course is not required to fulfill a Bachelor's degree.

Graduate full-time status is nine or more units.

Degree Requirements – Master of Arts

1. Completion of a minimum of 30 units (six courses) of graduate work at Occidental, achieving a grade of B (3.0) or higher in every course.
 - a. Not less than one-half of the work shall be completed in the student's major department. The remainder shall be chosen, with the approval of the advisor and the major department chair, from related upper-division courses in other departments to form a consistent plan of study.
 - b. M.A. students in Biology must register once for thesis credit by enrolling in Biology 590, Thesis for Master of Arts Degree (5 units). This course may count toward the 30-unit requirement.
2. Satisfactory completion of a thesis. The relevant material shall be presented to the Graduate Office in approved form as specified in the general

instructions issued to degree candidates. The Special Collections Librarian will issue an acknowledgment of receipt to the student. This receipt shall be submitted to the Graduate Office as proof that the thesis has been submitted.

3. Passing of a final examination demonstrating a thorough grasp of the candidate's field of emphasis. The supervising committee for this examination shall consist of three faculty members, with the student's advisor as the chair. The committee shall include at least one faculty member of a department other than the student's major department.
4. Other degree requirements specified by the major department in the College Catalog.
5. All degree requirements must be completed no later than five calendar years after the date of initial enrollment as a graduate student.

Degree Requirements – Master of Arts in Teaching

1. Completion of all requirements to be recommended for a Level I Credential by Occidental. Please consult the Education Department for current requirements.
2. Completion of a minimum of 30 units of graduate work at Occidental, achieving a grade of B (3.0) or higher in every course. These courses must include:
 - a. Three five-unit graduate courses in the major department, each of which is an enhancement of a four-unit upper-division course with the addition of a related teaching-oriented project. For the M.A.T. in Liberal Studies, Life Science, Physical Science, and Social Science, the expectation is that the three subject matter courses will come from three different departments (other than the Education Department). For all M.A.T. students the courses shall be chosen, with the approval of the advisor and the major department chair, to form a consistent plan of study reflecting both the field of specialty in the master's program and the credential. These subject matter courses must be completed with a grade of B (3.0) or higher in every course.
 - b. The M.A.T. Research Seminar (Education 589).
 - c. Additional courses in Education or in courses related to the major subject. (These courses may be among the requirements for a credential recommendation.)
3. Satisfactory completion of a graduate synthesis paper.
4. Passing of a final examination demonstrating a thorough grasp of the candidate's field of emphasis. The supervising committee for this examination shall consist of three faculty members, with the student's advisor as the chair. The committee shall include at least one faculty member of a department other than the student's major department.
5. Other degree requirements specified by the major department in the College catalog.
6. All degree requirements must be completed no later than five calendar years after the date of initial enrollment as a graduate student.

Thesis Candidate Status for M.A. Students

M.A. students who have completed all course work and are continuing thesis work may enroll in Thesis Candidate Status. This status grants student privileges and allows the College to certify enrollment. A student may enroll in this status for a

maximum of two semesters and must be either normally enrolled or in Thesis Candidate Status in the semester in which he or she graduates.

Final Approval of Candidacy for the M.A. or M.A.T. Degree

The degrees of Master of Arts and Master of Arts in Teaching are conferred upon candidates formally recommended by the faculty on the basis of approval by (a) the candidate's supervising committee, and (b) the Director of Graduate Studies. Such approval is contingent upon completing all degree requirements.

In addition, candidates must present to the Graduate Office an application for final approval of candidacy for the degree, including signed recommendations from the members of the supervising committee.

Graduate degrees will be dated as of the end of the semester in which the Registrar certifies that all College and departmental degree requirements have been met. For those candidates who wish to participate in May Commencement ceremonies, all evidence of degree completion must be received in the Graduate Office by April 1.

Probation Policy for Graduate Students (M.A., M.A.T., and Teaching Credential)

Students who do not maintain a grade point average of 3.0 or higher in all coursework after admission to the graduate program will be placed on academic probation.

[TOP OF PAGE](#)

[College Calendar](#)
[The College Admission](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)
[Resource Centers](#)
[Information Services/Library](#)

Academic Policies

The academic year at Occidental College consists of two 15-week semesters, each including one week of final examinations. A student may register each semester for a maximum of 18 units. Students electing to enroll for fewer than 16 units in any semester during their course of study at Occidental must be aware they may not be making normal academic progress and must accept the consequences of a possible delayed graduation date. Only by special petition to the Dean of Students and under the most unusual circumstances may students reduce their academic load to fewer than 12 units. Students may petition to be part time through the last day to drop classes. After that date students may only withdraw from a class and the enrollment status will not change.

Courses

Each four-unit course at Occidental represents about 10 to 12 hours of involvement per week for the average student, including lectures, seminars, laboratory work, and study time.

Courses numbered 1–80 are those in the first-year Cultural Studies component of the Core Program. 100-level courses are introductory, open to first-year students. 200-level courses are designed primarily for second-year students. 300-level courses are intended primarily for juniors and seniors and 400-level courses are advanced courses, usually open only to seniors. 500-level courses are intended for graduate students.

Courses numbered 500 and above are ordinarily limited to graduate students. However, advanced and specially qualified undergraduates may be permitted to enroll in such courses by special petition to the instructor, the department chair, and the Director of Graduate Studies. In special circumstances, by additional petition to the Director of Graduate Studies, credit toward the Master of Arts degree may also be granted provided the course is not required to fulfill a Bachelor's degree.

Occasionally students seek to repeat a course in which they earned a passing grade. Credit is not awarded for the repeated course; both grades are averaged into the grade average, and both courses and grade appear on the transcript.

Changes in course offerings after publication of the catalog for 2009-2010 will be announced before the opening of each semester.

Any undergraduate course in which fewer than 10 students are enrolled at the beginning of a semester may be cancelled.

Registration

Registration procedures are outlined in materials supplied by the Registrar. The Business Office and the Registrar must approve each student's enrollment. Students who clear their registration late will incur a [Business Office](#) fee.

Registration must be completed within the first week of the semester, or the student may be denied credit for the semester's work. Spring semester registration for freshmen is considered final only upon verification in the Office of the Registrar that these students have met their requirements in the Cultural Studies Program for the preceding semester.

Regularly scheduled courses offered for one or two units may be available for registration through the seventh week of the semester (mid-term) with faculty approval. There is a two-unit limit for courses added at this time. The Registrar will announce the exact dates for the deadline.

Course Drops and Withdrawals

Students may drop a course without a recorded grade through the eighth week of the semester. After the eighth week (starting at the ninth week), students may withdraw from a course through the last day of classes and a grade of "W" will appear on the transcript. See the academic calendar for specific drop and withdraw dates. "W" grades are not calculated in the GPA. Students may not drop any freshman courses in the Cultural Studies Program except by special petition to the Core Office. One week is allowed for adding classes; eight weeks are allowed for course drops without transcript notation. Unless a course is officially dropped or withdrawn, a grade of F will be incurred.

Course Load (full-time, part-time, and overloads)

Normally, students are limited to 18 units of enrollment per semester. However, students who have completed at least 32 units at Occidental and whose overall GPA is at least 3.0 may enroll in up to 20 units on a space-available basis (on or after the first day of classes); the deadline for adding classes applies. Other students may seek approval of a petition to enroll in an overload submitted to the Registrar; in general, overload petitions from students in their first year at Occidental or with an overall GPA of less than 2.7 will not be approved. Petitions must be submitted prior to the deadline for adding classes. Undergraduate full-time status is twelve or more units. Part-time status is eleven or fewer units. Graduate full-time status is nine or more units.

Study Plans

Each student is assigned an academic advisor on the basis of expressed interests, and together with the advisor, plans a program of study. All courses for which the student wishes to register for credit must be entered on the computer-assisted registration system. A student is responsible for every course entered. Students will not be allowed to attend classes or participate in College activities until registration has been completed.

After registration, official changes of courses may be made only through official drop/add forms approved by the instructors who teach the courses and by the Registrar. One week is allowed for adding classes; eight weeks are allowed for course drops without transcript notation. Unless a course is officially dropped or withdrawn, a grade of F will be incurred.

Independent Study

Independent Studies are courses designed for self-reliant and motivated students to pursue intellectual inquiry outside of regularly scheduled course offerings. These are to be supervised by faculty members, generally involving substantial, close student-faculty interactions. Each course shall be initiated on an individual basis between a student and a faculty member. Enrollment shall be through courses numbered 197, 297 (lower division), 397 (upper division), or 597 (graduate) in the respective department, and must be accompanied by a completed independent

study contract.

Specifications

1. Advanced planning is essential. There should be some indication that the student's background is adequate for the proposed study.
2. The independent study contract must be completed, signed and submitted to the Office of the Registrar by the "deadline to add" deadline of the appropriate semester.
3. Sophomore, junior and senior students may enroll in one independent study per semester. Freshmen interested in enrolling in an independent study must complete a petition for special consideration and have it approved.
4. Students are required to have a cumulative GPA of 2.0 or better.
5. An independent study course cannot be used to satisfy Core requirements.
6. All independent study courses are two units except those classified under 7 below.

Requirements for a two-unit independent study:

- a. The contract must include a reading list or equivalent, along with the requirements to be met before a grade can be assigned.
 - b. The contract requires the signature of the instructor, and the approval of the Student Progress Committee.
 - c. The course will be graded CR/NC. If used for a major/minor and justified on the Independent Study form, a letter grade may be issued.
 - d. If a major/minor has been declared and the department has accepted the independent study as meeting a requirement within that major/minor, the course will be assigned a letter grade.
 - e. A course already graded CR/NC may not be used to satisfy major/minor requirements. Petitions for retroactively changing CR/NC grades will not be approved.
7. Four-unit independent study courses are to be taken only for fulfillment of approved major/minor requirements.

Requirements for a four-unit independent study:

- a. Application for the course must be submitted prior to the end of the previous semester to allow time for approval.
 - b. The student must have a declared major/minor recorded in the Office of the Registrar prior to enrolling in the independent study.
 - c. The course must be used within the major/minor to meet a requirement approved by the department.
 - d. The contract must include a reading list or equivalent, along with the requirements to be met before a grade can be assigned.
 - e. The contract requires the signature of the instructor and the chair of the department, and the approval of the Student Progress Committee.
 - f. A four-unit independent study will be assigned a letter grade. No CR/NC grades will be allowed.
8. A maximum of eight units of independent study courses may be applied toward graduation.

It is expected that students will satisfy Core, foreign language, and academic major/minor course requirements through regularly scheduled courses.

Internships

Internships for credit must be educational experiential opportunities that meet the criteria established by Occidental. Sophomore, junior, and senior students may

participate in one internship per semester. Students are required to have a cumulative GPA of 2.0 or better at the time of application for an internship. Only CR/NC grades will be given for internships. The Career Development Center (CDC) must approve all internships. All students enrolled in an internship, whether for two units or zero units, must participate in a regular reflective on-campus component coordinated through the CDC. Students desiring to do an internship must be at least part-time, registered in at least six units.

Students are obliged to notify CDC, faculty supervisor, and on-site supervisor before dropping or withdrawing from an internship as well as submit the appropriate paperwork to the Office of the Registrar. Students must be able to complete a minimum of 80 hours of experiential learning in order to enroll in an internship and receive credit. To meet this requirement, students are advised to register within the first two weeks of the semester; however, internships may be approved until mid-semester. Students must register in the appropriate internship course (see below) by the deadline in order to receive credit. Retroactive enrollment will not be approved and credit not be issued even in cases where an internship has been completed. Students enrolling in the Summer Internship Program will be charged at a reduced rate. See the summer website or consult the CDC, the Office of the Registrar, or the Student Accounts Office for fee information.

The College recognizes two categories of internships:

1. Two-unit internship (INT 200) – The maximum credits awarded for an internship will be two units. The total units earned through internships may not exceed four units (students may take additional internships for zero units, which will appear on the transcript). Students will usually be required to participate for eight to 12 hours per week. The faculty supervisor must approve the academic component of the project. All work/projects produced in the reflective component coordinated by the CDC are shared with the faculty supervisor and may be used at the discretion of the faculty supervisor when grading the internship. There is a two-part approval process; first, faculty will approve the academic component of the internship, and second, the CDC will approve the institution where the internship will take place.
2. Zero-unit internship appearing on the transcript (INT 100) — Coordinated and monitored by the CDC; sophomore, junior, and senior students are allowed to participate in one internship per semester. The internship must meet the College's minimum standards for internships. Students failing to participate in the reflective component coordinated by the CDC will be dropped from the internship and the employer will be notified.

Withdrawal, Leave of Absence, and Honorable Dismissal

A student who must withdraw from the College during a semester may do so by completing the withdrawal form provided by the Registrar. The course grade at the time of withdrawal is W. Anyone who discontinues work without official permission receives an F for all courses in which registered, loses the privilege of registration, and forfeits the right to honorable dismissal. Students who elect to take a leave of absence and wish to remain in good standing with the College must inform the Registrar of their intention not to return the next semester. A leave of absence form must be completed to facilitate the student's readmission to the College and to ensure that the student is considered eligible to return. A student who wishes to return to Occidental after an absence must file an application for readmission

through the Office of the Registrar.

Grades

Scholastic standing of both undergraduate and graduate students is indicated by the following grades: A, excellent; B, good; C, satisfactory; D, barely passing; F, failure. A grade of Incomplete (INC) may be used for an undergraduate and Deferred (DEF) for a graduate under conditions outlined below. A grade of Course in Progress (CIP) is given to indicate that a course is still in progress at the end of the semester. A W grade indicates the student withdrew from a course after the eighth week of the semester or has withdrawn from the College at any time during the semester. CR/NC grades, used in certain courses, are described below. When a charge of academic misconduct is pending, a grade of NR is given; it will be changed to a letter grade when the pending judicial or other matter is resolved.

An Incomplete (INC) indicates that although the work completed is of passing grade, some portion of the course remains unfinished because of illness or for some other reason over which the student has no control. A student must petition in advance to receive an INC grade. Except under extraordinary circumstances, any student who has two Incompletes on the record from previous semesters cannot petition for an additional one. This grade, which must be approved by a dean or an associate dean, will be removed and replaced by a letter grade upon completion of the course requirements. The maximum time allowed for completion of course requirements, whether the student is enrolled or not, is one year from the date the Incomplete was incurred. At that time the grade will revert to the default grade submitted by the professor.

A graduate student's grade may be Deferred (DEF) by the instructor who specifies the time limit within which the coursework is to be completed, the limit not to exceed one year except in the case of M.A. theses. If not removed within the specified time limit, a Deferred grade generally becomes an F.

Instructors file written statements of reasons for assigning Incompletes and Failures with their grade reports at the end of each semester. In the case of an Incomplete, the statement indicates the work necessary to attain a final grade. A copy of this statement is given to the student.

Academic Ethics

Students are responsible for meeting a high ethical standard in their academic work. Academic misconduct occurs when a student misrepresents others' work as her/his own or otherwise behaves so as to unfairly advantage her/himself or another student academically. Any member of the Occidental community who believes that a student has engaged in misconduct to any extent in connection with any academic work should promptly report the possible misconduct to the Judicial Examiner. The Judicial Examiner is a disinterested third party who will ensure that procedures designed to respect the rights and responsibilities of all involved are followed. Key concepts, definitions, roles, procedures, and sanctions that constitute the policy by which charges of academic misconduct are handled can be found in the [Student Handbook](#).

Grade Appeal Policy

This policy refers to procedures related to the dispute of a final grade in a class. Individual grades within a class may not be appealed and grade changes for additional work done after the semester has ended will not be approved.

The presumption at Occidental is that the instructor alone is qualified to evaluate the academic work of students in his or her courses and to assign grades to that

work. Consequently, grades are not normally subject to appeal. However, when a student believes that a particular grade was assigned unfairly or in error, students may appeal the assigned grade as follows:

1. A final grade in a class must be appealed by the end of the fourth week of the semester following the semester in which the grade was issued. No grade may be appealed after this period. Students are responsible for reviewing their grades at the conclusion of a semester.
2. The first step in the appeal is for the student to discuss his/her concerns with the instructor.
3. If discussion between the faculty member and the student does not resolve the matter, the student should meet with the department/program chair and provide the chair with a written explanation of the student's concern. The chair will attempt to solve the problem. If the instructor is also the chair, the student should meet with the Associate Dean responsible for the department within which the course was given.
4. If the department/program chair is unable to resolve the situation, the student may present the appeal to the Associate Dean responsible for the department within which the course was given. The Associate Dean will bring the matter to the Student Progress Committee, which will review the appeal and make a recommendation to the Associate Dean. The Associate Dean, who will confer with both the student and the instructor, shall review the appeal and the recommendation by the Student Progress Committee. The Associate Dean shall determine the final resolution. No further appeals are possible after the Associate Dean has issued a decision.

Credit/No Credit

With the exception of required courses, including foreign language, Core, and major and minor requirements, a student may take a course on a Credit/No Credit basis with the consent of the instructor. To do so, a contract for completion of work to be graded CR/NC must be filed with the Registrar not later than the ninth week of the semester, and the decision may not be changed after the CR/NC form is submitted to the Registrar's office.

If the major or minor is changed to one that requires a course that has already been taken on a Credit/No Credit basis, the student may be required to take an examination in that course for a grade.

A grade of Credit (CR) is to be regarded as the equivalent of a C or better only. Grades of CR or NC are excluded from grade averaging.

Physical Activities Credit

Students are awarded one unit of credit for each physical activities course taken, up to a maximum of four units toward graduation. Only one physical activities unit per semester will be allowed. Students may enroll in additional physical activities courses for zero units.

Auditors

Any regularly registered full-time student may Audit one four-unit course each semester, without fee, subject to permission of the instructor. All petitions to Audit must be filed by the add deadline for the appropriate semester. Courses that require extensive student participation (such as studio art) may not be audited. Students not registered for credit may attend courses as auditors subject to formal permission through forms obtainable at the Office of the Registrar and payment of [Auditor's fees](#). An auditor may not participate actively in course work or take final examinations and therefore does not receive credit. A grade of Audit is entered on

the permanent record if requested by the student and if requirements specified by the instructor are met.

Dean's List

Full-time students who complete at least sixteen units for a letter grade in a fall or spring semester and have a semester GPA of 3.5 or better are eligible for the Dean's List. This honor will appear on the student's transcript for each qualifying semester.

Class Attendance

Regular class attendance is expected of all students. Although the recording of attendance is at the discretion of the instructor, students may not enroll for two courses that have any overlap in time. Faculty have the option of administratively dropping from courses any students who fail to attend the first two hours of any class in a given semester. Students are responsible for arranging with the instructor the manner in which work, missed through absence, will be made up.

Scholarship Requirements

A grade point average of 2.0 in all work taken at Occidental and in the major and minor, if any, is required for graduation.

The College uses two criteria to establish the scholastic status of a student: (1) that based on the 2.0 average and (2) that based on the number of courses successfully completed with respect to the total number of courses taken (normal academic progress).

Grade point average (GPA) is computed on a four-point scale: A equals 4.0, A- equals 3.7, B+ equals 3.3, B equals 3.0, B- equals 2.7, C+ equals 2.3, C equals 2.0, C- equals 1.7, D+ equals 1.3, D equals 1.0, and F equals 0.0. Courses graded CR/NC are not computed in the grade point average.

Academic Probation, Suspension, and Dismissal

At the close of each semester the academic status of every student whose semester cumulative record shows a grade point average of less than 2.0 and/or whose record shows at least one grade of F is reviewed by the Student Progress Committee. If, in the judgment of the Committee, the record indicates unsatisfactory progress toward meeting graduation requirements, appropriate action is taken by the Committee. First-year students (not transfers) will be placed on academic probation if their GPAs are below 1.85 at the end of their first semester. A 2.0 GPA is required to maintain "good academic standing" from the second semester on. All other students who earn below the required GPA of 2.0 in a semester will be placed on academic probation and reviewed by the Student Progress Committee. Students who achieve below a 2.0 for two consecutive semesters are subject to suspension. Students on academic probation with three consecutive semesters below 2.0 will be suspended or dismissed, regardless of the student's cumulative GPA. Students receiving financial aid must also meet the satisfactory academic requirements established by the College.

Students who in any semester receive a GPA of 0.75 or less, regardless of the cumulative record, will be suspended for the following semester. Otherwise, a student who has been suspended shall be ineligible to re-register at Occidental College within one full calendar year after the date of the suspension.

No appeals will be accepted after a decision by the Student Progress Committee. Dismissal occurs when the Student Progress Committee determines that a student will not succeed at the College.

To apply for reinstatement after a year of suspension, a student must file with the Student Progress Committee a written petition indicating activities since the date of suspension, a proposed program for the semester after reinstatement, and a proposed plan for removing academic deficiencies. Suspended students must take a full load (minimum of 12 semester hours) of University of California transferable credits at another four-year institution or community college for a minimum of one semester. This petition shall be filed not later than 30 days prior to the beginning of the semester in which the student wishes to be readmitted. An individual written agreement concerning semesters of readmission shall be made between each reinstated student and the Student Progress Committee.

Standards of scholarship in major departments are stated under the [rules](#) governing distribution of work.

Reports on students in academic difficulty are filed at mid-semester. Only the final grades at the end of each semester are permanently recorded. Grade changes, which must be approved by the Dean of the College, must be filed per the [grade change/appeal policy](#). No grade changes will be allowed after the one-year deadline has expired.

Examinations

The decision is left to the instructor whether a final examination is held in a course at the close of the semester. Final examinations may not be administered before the scheduled examination period; take-home examinations may not be issued to students before the final day of classes as published in the College Catalog. With the exception of laboratory practica, no test or examination may be administered in the final week of classes. The time of an examination can be changed within the examination period if there is unanimous agreement from students in the class and if an appropriate room can be found by the Registrar. Examination times are posted on the Final Examination Schedule with the exception of courses offered at an irregular time.

Comprehensive Examinations

Comprehensive examinations, required of all seniors for graduation, have two central and related objectives:

1. To provide an opportunity for senior students to synthesize the essential concepts, content, and methods of their academic field, and, during the course of their review, to establish central relationships among the materials covered in separate courses.
2. To provide an opportunity for students to demonstrate competence in their field by applying their knowledge to central relational problems, questions, or topics.

Since no single type of examination experience will serve all academic fields with equal effectiveness, departments have freedom to set either a single examination or a related group of synthesizing experiences as constituting the Comprehensive. Related experiences may include, but are not limited to, seminars, theses, creative projects, field research projects, and oral examinations. Any collective experience that is evaluated by the department rather than an individual instructor, and that in the opinion of the department works toward the objectives and embodies the characteristics described above, may be construed as meeting the intent of the Comprehensive requirement.

All departments, regardless of the nature and form of the comprehensive examination, are required to provide opportunities for students who fail their

comprehensives to retake them before the end of the academic year in order that they might be given another chance to satisfy departmental expectations before graduation. Departments are granted the autonomy to determine the date and time of the initial examination as well as the re-taking of the examination.

Departments have the right to waive course final examinations during a semester in which the central portion of the comprehensive is administered.

In place of a letter grade for evaluating comprehensive examinations, a three-category system is used: Pass with Distinction, Pass, and Fail.

Course Credit by Examination

In order to stimulate a maximum amount of effort and progress in students of high scholastic achievement and capacity for self-directed study, the faculty provides an opportunity to pass by examination many of the courses offered within the curriculum. It is recognized that not all courses (e.g., independent study) nor all subject matter fields lend themselves equally to such an approach. Students seeking to take specified courses through examination are required to consult with departments and instructors for information as to content and coverage.

Credit by examination may only be undertaken by consent of the instructor in the course. In courses where multiple sections are scheduled during a semester or in different semesters, the approval of the departmental chair is also required. Students seeking Credit by Examination should secure the necessary petition forms from the Registrar.

A student may take one course by examination in any semester either as a substitute for a course or in addition to a normal load, which if passed would count toward the total number of units required for graduation, provided the following standards are met.

1. The student must have received no grade lower than a B in the two previous semesters at Occidental.
2. Preparation for the examination must be undertaken by the student independently and individually, as directed by the instructor involved, and the student will not be allowed to prepare for the examination by class attendance as an auditor in the regular course.
3. A student may not apply for Credit by Examination in a course in which previously enrolled for all or part of a semester, or in a course audited in a previous semester.
4. After a date is set for the examination, the student cannot be excused from taking the examination at that time except for reasons of health or grave emergency. Failure to take the examination will result in a recorded grade of F. With the consent of the instructor, Credit by Examination may be taken on a Credit/No Credit basis.
5. A grade must be submitted to the Registrar for recording as Credit by Examination, which becomes part of the student's permanent record.
6. A fee for Credit by Examination must be paid at the time of filing the petition. In a semester when the student is enrolled for fewer than 11 units, the fee may be waived. See [here](#) for a schedule of fees.

Course Exemption by Examination

It is possible for a student to be exempted from a course by examination, with consent of the instructor. No course credit is earned; however, notice of the exemption is entered on the permanent record to certify that the student has fulfilled a general college requirement or a course prerequisite. Students who wish

to be exempted from a Core course by examination must make arrangements with the Core Office prior to the semester in which the course is offered. The instructor has the privilege of recording a grade of Credit/No Credit rather than a letter grade. A nominal fee is charged. Appropriate forms are available from the Registrar.

Transfer Credit

Transfer courses require prior approval by the department offering similar courses at Occidental College, and by the student's advisor. Transfer courses taken during the fall and spring semesters cannot be courses that are currently offered at Occidental and cannot be used to satisfy a Core requirement. Students desiring to take courses at another college while attending Oxy cannot exceed the maximum allowable units per semester (normally 18, or 20 if the student's GPA is 3.0 or better) combined. Normally, no transfer courses will be allowed in the second semester of the student's senior year. A "Transfer Credit Petition" is available in the Registrar's Office. A minimum grade of "C-" or higher is required for transfer. The College will not accept transfer credit taken by examination from another institution. Courses taken in the fall and spring on non-approved Study Abroad programs will not be accepted.

Transfer units from a semester system will be equal to the number of units taken at the institution where the courses were taken. Transfer units from a quarter system will be multiplied by .66 to convert to the semester system used at Occidental College.

Students who participate in Off-Campus Study programs independently during a leave of absence from the College are ineligible for College financial aid or scholarships and no credit will be transferred toward the Occidental degree.

Advanced Placement Credit and International Baccalaureate Course Credit

Freshmen may be granted credit at the time of entrance for subjects in which they have completed College Entrance Examination Board Advanced Placement examinations with scores of 4 or 5 or International Baccalaureate scores of 6 or 7 in Senior courses only. This credit and resulting placement is subject to review by the appropriate departments.

A student completing an approved Advanced Placement examination in most subjects with a score of 4 or 5 will receive four units of credit toward the degree. These examinations may not be used to fulfill Core requirements.

An applicant who has completed courses at an accredited college prior to graduation from high school also may request consideration for appropriate recognition of credit or placement.

Credit earned either through Advanced Placement examinations, International Baccalaureate courses, or through college courses may make it possible for a student to enter advanced courses and also gain a wider opportunity for choice of electives in the undergraduate program. In general, each student will be expected to carry a normal load during the period of attendance at Occidental.

Summer Study at Other Institutions

Work taken elsewhere during the summer may be accepted for credit toward a degree from Occidental, subject to advance approval from the chair of the department with which the course would be identified, the student's advisor, and the Registrar. It is also possible through petition to the Registrar to have summer study elsewhere accepted without credit to fulfill prerequisites or general college

requirements. A minimum grade of C- is required for transfer.

Classification of Students

The class in which a student is to be ranked is determined as follows: **Freshman:** The meeting in full of all entrance requirements; **Sophomore:** The satisfactory completion of 32 units of credit; **Junior:** The satisfactory completion of 64 units of credit; **Senior:** The satisfactory completion of 96 units of credit.

[TOP OF PAGE](#)

[College Calendar](#)
[The College Admission](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)
[Resource Centers](#)
[Information Services/Library](#)

Off-Campus Study

[International Programs Homepage](#)

Ms. Popko, *Director*

Ms. Mofford, *Assistant Director*

In keeping with Occidental's broader mission, qualified students are encouraged to apply to study off-campus for one semester in a country and academic environment that will enrich their overall college experience, contribute positively to the life of the College, and engender responsible participation in a global, multicultural society. While Occidental values a sustained period of study in another culture and encourages students to pursue available opportunities, Off-Campus Study is neither a requirement nor an entitlement of an Occidental education.

Occidental offers a wide array of study abroad programs throughout Africa, Asia, Europe, Latin America, and Oceania. Students seeking a unique academic opportunity domestically may participate in Oxy's program at the United Nations in New York.

Approved participants receive a total of 16 units for successful completion of approved off-campus courses. Grades are calculated into the Occidental grade point average. Individual courses may count toward major, minor and Core requirements with approval from these departments. The College is committed to offering equal access to off-campus study opportunities and therefore charges the same fees for a semester off-campus as for a semester spent at Oxy, while extending financial aid for the duration of the student's program.

General eligibility for Off-Campus Study includes a 2.7 GPA or higher and junior standing, defined as completion of a minimum of 64 units, at the start of the Off-Campus Study program. Students are reminded that 16 of their last 32 units must be taken at the home campus. Additional criteria may be required for eligibility by individual programs and students are expected to meet both Occidental's requirements and those of their proposed program. For students applying for foreign language programs where the appropriate language is offered at Occidental, it is expected that students enroll in a language course in the semester immediately preceding study abroad, even if they meet or exceed program language requirements. Students on academic or disciplinary probation are ineligible to apply for Off-Campus Study. Students with Incompletes on their transcript are eligible to apply for off-campus study; however, all Incompletes must be cleared from the academic record by the last day of the semester prior to participation in Off-Campus Study. Students who earn a grade of D or F in any course in the semester preceding participation become ineligible for Off-Campus Study.

Cross-cultural study proposals are due in the semester preceding participation. The application process consists of two components: applicants must be approved by both Occidental and the specific program to which the student is applying; a second, program-specific application is required.

Applications are reviewed by the Off-Campus Study Committee. The committee is comprised of faculty members from the different departments and the Director of International Programs. The decisions of the committee are final. The committee reserves the right to redirect students to alternate programs due to institutional considerations. Students who participate in Off-Campus Study programs independently during a leave of absence from the College are ineligible for College financial aid or scholarships and no credit will be transferred toward the Occidental degree.

Detailed information about individual programs, including their eligibility requirements, is available in the International Programs Office (Weingart 101) and on the International Programs Office website: <http://www.oxy.edu/ipo.xml>. Students are urged to consult the website for detailed information about the application and selection processes. All participants are required to attend two mandatory orientation programs. The College will not approve participation in Off-Campus Study programs in countries for which the United States Department of State has issued a Travel Warning. Currently approved Study Abroad programs are listed on the [International Programs website](#).

Note that Occidental may be obliged to alter or eliminate programs from this list at any time. Please consult the International Programs Office for the most current information.

Domestic Off-Campus Study Options

Occidental's prestigious **United Nations Program** offers students a unique opportunity to gain firsthand insight and experience into this significant international political organization. The program is offered each fall semester in New York City. Students complete an academic internship in conjunction with academic seminars for the duration of the semester and receive 16 credits for the semester. In addition to the Academic Internship seminar and practicum (10 units), students take two courses: The United Nations in Transition (3 units) and Development and the United Nations System (3 units). All students undertake a research project in conjunction with their internship. Cultural events organized by the program supplement students' experience in New York City. Students explore the U.N. as an organization through all aspects of the program.

The United Nations in Transition provides a historical overview of the United Nations and, in particular, the evolving peace and security agenda since the end of the Cold War. Current issues discussed include the debate on humanitarian intervention, the development of sanctions, regimes, transitional administrations, partnerships with regional organizations, and the U.N.'s role in the war on terrorism. Development and the United Nations System examines the fundamental task that development work has become within the United Nations. The role of the U.N. system in the promotion of development against the background of its own evolving geo-political environment will be discussed and assessed. Topics include the role of U.N. specialized agencies, U.N. global conferences, policy and analysis, development studies, disaster relief and humanitarianism, and human rights, among others. Academic Internships are at the U.N. Secretariat or with U.N.-affiliated non-governmental organizations for 34 hours each week. In conjunction

with their internship, students complete a significant academic paper related to their experience at the United Nations on which credit for the internship is based.

Students are housed in a residence hall in Manhattan.

Eligibility: 3.0 GPA; Diplomacy and World Affairs 101, and Economics 101, plus a minimum of one additional course on international politics as well as a demonstrated commitment to the study of international issues. Junior applicants preferred; exceptional sophomores may apply. Note that while off-campus study is limited to a single semester, in general, participation in the U.N. program poses an exception to this policy and approximately one-third of the participants in the U.N. program study abroad prior to their senior year. An interview is required as part of the application process. Sixteen places are available each fall.

Richter Traditional Scholarship for Independent Research Abroad

Occidental students may apply to pursue independent research or creative work anywhere in the world, funded by the Paul K. and Evelyn E. Cook Richter Trusts.

Typically, students apply to pursue research during the summer after their sophomore or junior year. Exceptional students may apply to pursue research during the summer after their first year. The scholarship is open to students of all majors and projects range from library archival work to field-based research. Students apply during the fall semester for the subsequent summer.

Both research and creative projects must include a written paper to be submitted to the project supervisor for evaluation upon return from abroad. Scholarship recipients must devote their full time abroad to work on their project.

All scholarship recipients are required to present a report on their project and experiences to the Occidental community during the academic year of their return to the campus. Scholarship recipients are required to fulfill their research obligation to the Richter Trusts and Occidental College. Should a student fail to do so, his/her student account will be charged for the full amount of the scholarship received.

Students should consult the International Programs website for deadlines and an application, and contact the International Programs office with any questions.

[TOP OF PAGE](#)

- [College Calendar](#)
- [The College](#)
- [Undergraduate Study](#)
- [Graduate Study](#)
- [Academic Policies](#)
- [Off-Campus Programs](#)

Special Programs

- [Writing Program](#)
- [Combined Plans in Liberal Arts and Engineering](#)
- [Undergraduate Research Center](#)
- [Exchange Program with the California Institute of Technology](#)
- [Exchange Program with the Art Center College of Design](#)
- [Cooperative Arrangement with Columbia University School of Law](#)
- [Cooperative Arrangement with the Keck Graduate Institute](#)
- [Interinstitutional Cooperation \(SOCCIS\)](#)
- [Reserve Officers Training Corps](#)
- [Veterans Benefits](#)
- [Resource Centers](#)
- [Information Resources/Library](#)



Special Programs

[TOP OF PAGE](#)

College Calendar
The College
Undergraduate Study
Graduate Study
Academic Policies
Off-Campus Programs

Special Programs

[Writing Program](#)
Combined Plans in Liberal Arts
and Engineering
Undergraduate Research Center
Exchange Program with the
California Institute of Technology
Exchange Program with the Art
Center College of Design
Cooperative Arrangement with
Columbia University School of
Law
Cooperative Arrangement with
the Keck Graduate Institute
Interinstitutional Cooperation
(SOCCIS)
Reserve Officers Training Corps
Veterans Benefits
Resource Centers
Information Resources/Library

Writing Program

Associate Professor Martinson, *Director of Writing Programs*

Occidental expects its graduates to demonstrate superior writing ability. The Writing Program prepares students in all disciplines to write effectively: to develop complex concepts clearly and fully, to organize essays and reports logically, and to maintain the conventions of standard written English. This standard of writing performance is upheld in all College courses.

To achieve this goal, the College emphasizes expository writing and research skills in the Core curriculum, in courses emphasizing the methodologies of various disciplines, and in composition courses in the English Writing Department. The foundation of the College's Writing Program is the first-year instructional program in Cultural Studies. First-year students take year-long, sequenced seminars that help students develop college-level writing strategies to further their knowledge and communication of the topics they study.

In addition to the Core curriculum in writing, the English Writing Department offers courses to students who want to concentrate on the most effective strategies for writing in and out of the academy. These include English Writing 201, a class that centers on the processes and skills necessary to fine writing, and the College's advanced composition courses, English Writing 301 and 401. Any student seeking individual instruction in writing or assistance with a particular paper will find support and advice available at the Center for Academic Excellence (CAE), where English Writing professors work as writing specialists, and where student writing advisors collaborate with student writers. The Director of Writing Programs will gladly advise students of all resources available for developing their writing ability.

Proficiency in writing is a requirement for graduation. Students meet this requirement in two stages, the first of which is passing the first-stage Writing Proficiency evaluation in the Cultural Studies Program. Completion of the Cultural Studies courses does not by itself satisfy the writing requirement. Those who do not pass the Cultural Studies Writing evaluation will be asked to pass with a C or better a course in the Department of English Writing (201) or another writing course designated by the Director of Writing Programs in conjunction with the Director of the Core Program. The second stage of the requirement will be met in the student's major department. Each department at the College has specified its own writing requirement in the major; students should consult their department chair.

FIRST STAGE WRITING REQUIREMENT FOR TRANSFER STUDENTS

In order to fulfill the First Stage Writing Requirement, transfer students must: 1) have completed two writing courses (minimum six semester units) with specific writing instruction (not simply a course offered in an English department, nor any literature, creative writing, "writing intensive" courses) prior to transferring to the

College; any courses not approved by the Registrar upon entrance must be appealed through the Writing Program; or 2) complete English Writing 201 or 401 after entering the College; or 3) submit a petition and portfolio before the senior year. Students must contact Writing Programs at the CAE to receive instructions.

Each student should receive, at the time of declaring the major, a description of the particular Second Stage Writing Requirement for the department. However, an overview of the department options follows:

FIRST STAGE WRITING PORTFOLIO OPTION FOR TRANSFER STUDENTS

Generally compiled over the sophomore and junior years, three papers are drawn from departmental work. Revisions are encouraged or may be required. One paper may be a retrospective analysis of the student's writing. A reflective analysis of the portfolio may be required in addition to the three papers. Portfolios are read by more than one faculty member. The requirements for submitting a portfolio are available in the Writing Programs Office. The Writing Programs Department and the Director of the Core Program make every effort to work with an individual student's portfolio submissions.

SECOND STAGE WRITING

Writing-Intensive Seminars: Most departments require a single junior-year seminar that includes a considerable amount of writing. The final product is read by more than one professor. A grade of B- is usually required, depending on the department. Fulfillment of the requirement is met through additional coursework when the grade in the seminar is not satisfactory.

Writing Across the Major: Some departments have deemed all upper-division courses writing intensive. A few departments require more than one writing-intensive course in order to complete the Second Stage Writing Requirement in the major. An average grade of B- is generally required, depending on the department. See department chair for specifics.

Creative Writing: It is recommended that students interested in creative writing choose a major or minor that will provide them background in literature. Of special interest is the Writing Emphasis in the English and Comparative Literary Studies department. The College believes that it is essential to understand a tradition of literature and authorship in order to become a writer oneself. There are also offerings in various creative arts at the College that would support such an emphasis. Students interested in journalistic writing should consider the importance of intellectual background and training available in the different programs in the humanities, arts, sciences, and social sciences. Students also have the opportunity to take independent studies in creative writing, and in special cases, to elect Senior Year Honors Projects in writing. Specific courses that address creative writing include ECLS 380 (Creative Writing), English Writing 286 (Principles of Journalism II), English Writing 301 (Creative Non-Fiction), English Writing 401 (Writing Across the Curriculum), French 343 (Theory and Practice of Translation), Theater 201 (Alternative Voices in American Theater), and Theater 380 (Playwriting). Writers also are invited regularly to ECLS creative writing classes and to the Intercultural Community Center, events that are open to the campus at large.

Additionally, every other year a Remsen Bird Visiting Artist gives classes and/or workshops on campus. In the last few years the ECLS Department has sponsored

several literary conferences with invited guests; the department also sponsors a literary contest with prizes for fiction, poetry, and short drama, and provides support for *The Occidental Review*, a literary magazine edited by students. Students also have the opportunity to work on the student newspaper, to join literary clubs, and to elect an internship course under the direction of a faculty member. Internships, arranged with the help of the Career Development Center, have included work at the Mark Taper Forum, the Getty Art Institute, the Huntington Library, the Minority Training Institute, and Dreamworks.

Students at Occidental also have the opportunity to hear distinguished writers on campus; guests in the last several years have included Alice Walker, bell hooks, Walter Mosley, Toni Morrison, Joyce Carol Oates, Sandra Cisneros, Amy Tan, Anna Deavere Smith, Maya Angelou, Gish Jen, Jesus Treviño, Jervey Tervalon, and Sandra Tsing Loh. The city of Los Angeles also offers opportunities to hear many other writers at Vroman's Bookstore, Beyond Baroque, Skylight Books, and Dawson's Books, among others.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the California Institute of Technology](#)
[Exchange Program with the Art Center College of Design](#)
[Cooperative Arrangement with Columbia University School of Law](#)
[Cooperative Arrangement with the Keck Graduate Institute](#)
[Interinstitutional Cooperation \(SOCCIS\)](#)
[Reserve Officers Training Corps](#)
[Veterans Benefits](#)
[Resource Centers](#)
[Information Resources/Library](#)

Combined Plans in Liberal Arts and Engineering

Liaison and Advisor for Physical Sequence
 Professor Schramm (*Physics*)

Advisor for Chemical Sequence
 Professor Otsuki (*Chemistry*)

Advisor for Computer Science Sequence
 Professor Lengyel (*Mathematics*)

Occidental College cooperates with the California Institute of Technology and the School of Engineering of Columbia University in several programs of engineering education based on a broad foundation in the liberal arts.

These combined plans provide qualified students with an excellent liberal arts background and advanced-level entrance into either of two outstanding engineering schools. The programs are designed specifically for superior students who have strong preparation in English writing skills, mathematics, and science.

The curriculum offers considerable freedom of choice of an eventual major. Students who, by the end of the first two years, find their interests developing in fields outside of science or technology, may still choose most nonscience majors in the College and graduate after the usual additional two years of course work. Similar options also exist through the junior year for choosing majors in mathematics or most other sciences without loss of time. Thus, in contrast to many engineering programs, students choosing the combined plans do not commit themselves in the first year exclusively to an engineering major. This flexibility is particularly advantageous to capable students whose abilities and interests span many fields.

The 3/2 Combined Plan Program requires completion of three years of work in the liberal arts and sciences at Occidental followed by two years of regular session work at Caltech, or the School of Engineering of Columbia University. This leads to the degree of Bachelor of Arts in the Combined Plan from Occidental and the degree of Bachelor of Science in the selected field of engineering from either Caltech or Columbia.

Occidental also offers two alternative patterns with Columbia, known as the 4/2 Plans. In these, a student obtains a regular (four-year) Bachelor's degree in science or mathematics at Occidental, followed by two years of work in engineering at Columbia, leading to either the B.S. or the M.S. degree in the chosen field of engineering. Columbia also offers graduate joint-degree programs leading to two degrees: the M.S. in Mining or Industrial Engineering and the Master's degree in Business Administration (M.B.A.)

Students in the 3/2 and 4/2 programs gain entrance into the engineering school

through a strong academic record and recommendation by the Occidental liaison officer on behalf of the faculty. Those seeking entrance to Caltech must also receive approval from the Caltech Office of Admission. For the 3/2 Plans, at least a B+ grade average in science and mathematics and a grade average of B or higher in other courses is required. Criteria for the 4/2 Plan are somewhat stricter.

Students entering the programs at Occidental should have received excellent grades in high school English (including writing experience), mathematics, physics, and chemistry. Four years of high school mathematics are required, including trigonometry and a course often called Introductory Analysis (or Pre-Calculus).

Students wishing to enter these programs should apply directly to Occidental.

Course Requirements for the Combined Plans: The program of studies for the first three years consists of all of the required courses leading to the degree of Bachelor of Arts as [outlined](#). Unless otherwise exempted, students must begin Mathematics 110 or 114 and either Physics 106, Chemistry 120, or Chemistry 130 (depending on the sequence chosen) in the freshman year. All Occidental requirements must be met by spring semester of the junior year.

MAJOR: Students must complete one or two years of physics, two years of mathematics, and one year of chemistry. The three sequences will require additional courses. See the sequence advisor for details.

The Occidental comprehensive examination is waived for 3/2 Combined Plan students.

Majors in the Combined Plans: The following is a partial list of the fields currently offered at one or both of the engineering institutions.

Physical Sequence

- Aeronautics
- Applied Geophysics
- Applied Mathematics (3/2 only)
- Applied Physics
- Biomechanics
- Civil, Electrical, or Mechanical Engineering
- Communications and Control
- Computer Engineering
- Design Engineering
- Electrical Engineering
- Electronic Circuits
- Engineering Mechanics
- Fluids Engineering and Jet Propulsion
- Industrial Engineering
- Nuclear Engineering
- Operations Research
- Quantum Electronics
- Solid State Electronics

Chemical Sequence

- Applied Chemistry (4/2 only)
- Bioengineering
- Chemical Engineering
- Mineral Engineering

Physical or Chemical Sequence

Environmental Engineering
Materials Science
Metallurgical Engineering
Mining Engineering
Solid State Science (4/2 only)

Computer Science Sequence

Computer Science
Operations Research
Industrial Engineering

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the California Institute of Technology](#)
[Exchange Program with the Art Center College of Design](#)
[Cooperative Arrangement with Columbia University School of Law](#)
[Cooperative Arrangement with the Keck Graduate Institute](#)
[Interinstitutional Cooperation \(SOCCIS\)](#)
[Reserve Officers Training Corps](#)
[Veterans Benefits](#)
[Resource Centers](#)
[Information Resources/Library](#)

Undergraduate Research Center

Professor Dea, *Director of Undergraduate and Sponsored Research*
 Ms. Mazzeo, *Administrator*

ADVISORY COMMITTEE

Professor Dess (*Psychology*), *Chair*
 Professors Baran (*Biology*), Caldwell (*Politics*), Martin (*Biology*), Otsuki (*Chemistry*), Shtulman (*Psychology*), Stocking (*English and Comparative Literary Studies*), Wade (*Sociology*)

Occidental recognizes the importance of undergraduate research in the educational experience of liberal arts and science students and therefore supports student participation in both academic year and summer programs. In addition to an extensive on-campus program, the URC also supports research and research-related travel to domestic and international locations. Through a competitive selection process, Occidental students may receive research stipends, support for research materials, on-campus housing support, and/or conference travel support. Student-generated proposals are reviewed by the URC Advisory Committee, a specific program's advisory committee, or the director. Decisions by the committee are final. Students should review the specific requirements for each program posted on the URC website in preparing their proposals and filing reports on their completed project.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the California Institute of Technology](#)
[Exchange Program with the Art Center College of Design](#)
[Cooperative Arrangement with Columbia University School of Law](#)
[Cooperative Arrangement with the Keck Graduate Institute](#)
[Interinstitutional Cooperation \(SOCCIS\)](#)
[Reserve Officers Training Corps](#)
[Veterans Benefits](#)
[Resource Centers](#)
[Information Resources/Library](#)

Exchange Program with the California Institute of Technology

An exchange program between Occidental and Caltech permits full-time students at either school to receive credit for courses taken at the other institution during the fall or spring semesters but not during the summer. The option does not apply to courses that are equivalent to those offered by the home institution, but is designed to enlarge the range of course offerings a student may take. Thus, Occidental students may enroll in such courses as applied science, astronomy, or engineering.

A student in the exchange program must obtain prior approval from his or her advisor, the instructor of the course, and the Occidental and Caltech registrars. The program is usually not open to freshmen. Additional tuition payments are not required, but the student may have to pay special fees in connection with certain laboratory courses.

At the completion of an exchange course, appropriate information is recorded on the student's Occidental transcript.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the California Institute of Technology](#)
[Exchange Program with the Art Center College of Design](#)
[Cooperative Arrangement with Columbia University School of Law](#)
[Cooperative Arrangement with the Keck Graduate Institute](#)
[Interinstitutional Cooperation \(SOCCIS\)](#)
[Reserve Officers Training Corps](#)
[Veterans Benefits](#)
[Resource Centers](#)
[Information Resources/Library](#)

Exchange Program with the Art Center College of Design

Full-time students at Occidental and Art Center may receive credit for courses taken at the other institution during the fall or spring semesters but not during the summer, with the permission of both institutions. The program is designed for art majors and is not open to first-year students.

A student in this exchange program must obtain prior approval from the chair of the Department of Art History and the Visual Arts at Occidental, his or her advisor, the instructor of the course, and the Occidental and Art Center registrars.

Additional tuition payments are not required, but there may be special laboratory fees.

At the completion of an exchange course, appropriate information is recorded on the student's Occidental transcript.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts
and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the
California Institute of Technology](#)
[Exchange Program with the Art
Center College of Design](#)
[Cooperative Arrangement with
Columbia University School of
Law](#)
[Cooperative Arrangement with
the Keck Graduate Institute](#)
[Interinstitutional Cooperation
\(SOCCIS\)](#)
[Reserve Officers Training Corps](#)
[Veterans Benefits](#)
[Resource Centers](#)
[Information Resources/Library](#)

Cooperative Arrangement with Columbia University School of Law

The Columbia School of Law may admit Occidental students upon completion of their junior year to its Accelerated Interdisciplinary Program in Legal Education, leading to the potential completion of the Bachelor of Arts degree from Occidental and Doctor of Jurisprudence from Columbia at the end of six years. The program is highly competitive in terms of both grade point average and LSAT scores. Contact the Career Development Center for details.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the California Institute of Technology](#)
[Exchange Program with the Art Center College of Design](#)
[Cooperative Arrangement with Columbia University School of Law](#)
[Cooperative Arrangement with the Keck Graduate Institute](#)
[Interinstitutional Cooperation \(SOCCIS\)](#)
[Reserve Officers Training Corps](#)
[Veterans Benefits](#)
[Resource Centers](#)
[Information Resources/Library](#)

Cooperative Arrangement with the Keck Graduate Institute

In collaboration with the Keck Graduate Institute, students interested in biotechnology may qualify for admission to the Master's in Bioscience Program.

Students in the program will complete the four-year Bachelor of Arts degree in biochemistry at Occidental including specified courses for one of three tracks — computational biology, bioengineering, or biosystems — in preparation for study at KGI toward the Master's in Bioscience. Students with at least a 3.2 GPA in their required biochemistry classes will be guaranteed admission to the KGI master's program immediately following their graduation.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts
and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the
California Institute of Technology](#)
[Exchange Program with the Art
Center College of Design](#)
[Cooperative Arrangement with
Columbia University School of
Law](#)
[Cooperative Arrangement with
the Keck Graduate Institute](#)
[Interinstitutional Cooperation
\(SOCCIS\)](#)

[Reserve Officers Training Corps](#)
[Veterans Benefits](#)

[Resource Centers](#)
[Information Resources/Library](#)

Interinstitutional Cooperation (SOCCIS)

The College is a member of the Southern California Consortium on International Studies (SOCCIS). Through this membership Occidental students may enroll in participating institutions in language courses not offered at Occidental. Also, students may enroll in seminars on Latin America, the Middle East, or the European émigré, sponsored by SOCCIS and team-taught by distinguished specialists from member institutions.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts
and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the
California Institute of Technology](#)
[Exchange Program with the Art
Center College of Design](#)
[Cooperative Arrangement with
Columbia University School of
Law](#)
[Cooperative Arrangement with
the Keck Graduate Institute](#)
[Interinstitutional Cooperation
\(SOCCIS\)](#)

[Reserve Officers Training Corps](#)

[Veterans Benefits](#)

[Resource Centers](#)
[Information Resources/Library](#)

Reserve Officers Training Corps

Although there is no ROTC unit at Occidental, qualified Occidental students may be able to participate in Air Force or Army ROTC through programs at UCLA and USC. Appropriate academic credit, not to exceed eight units, may be awarded upon successful completion of transfer work in these programs. Interested applicants should consult the Office of Admission or the Associate Registrar for details.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)

Special Programs

[Writing Program](#)
[Combined Plans in Liberal Arts and Engineering](#)
[Undergraduate Research Center](#)
[Exchange Program with the California Institute of Technology](#)
[Exchange Program with the Art Center College of Design](#)
[Cooperative Arrangement with Columbia University School of Law](#)
[Cooperative Arrangement with the Keck Graduate Institute](#)
[Interinstitutional Cooperation \(SOCCIS\)](#)
[Reserve Officers Training Corps](#)

[Veterans Benefits](#)

[Resource Centers](#)
[Information Resources/Library](#)

Veterans Benefits

There is considerable financial aid available to veterans and their families through the GI Bill, War Orphans Educational Law, and other programs. Widows and children of deceased veterans as well as spouses and children of totally disabled veterans are eligible for educational benefits. Further information can be secured from the local Veterans Administration Office.

Students eligible to receive veterans benefits should contact the Registrar's Office to certify enrollment to the Veterans Administration. Those expecting government checks are reminded that this aid may not be available for two to three months at the beginning of the fall semester. All students receiving benefits through the VA are required to maintain 12 units per semester to receive the maximum monthly benefit.

[TOP OF PAGE](#)

- [College Calendar](#)
- [The College](#)
- [Undergraduate Study](#)
- [Graduate Study](#)
- [Academic Policies](#)
- [Off-Campus Programs](#)
- [Special Programs](#)

Resource Centers

- [Academic Mastery Program](#)
- [Center for Academic Excellence](#)
- [Center For Community Based Learning](#)
- [Intercultural Community Center](#)
- [Career Development Center](#)
- [Health Professions](#)

- [Information Resources/Library](#)



Resource Centers

[TOP OF PAGE](#)

[College Calendar
The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)

Resource Centers

[Academic Mastery Program](#)
[Center for Academic Excellence](#)
[Center For Community
Based Learning](#)
[Intercultural Community Center](#)
[Career Development Center](#)
[Health Professions](#)

[Information Resources/Library](#)

Academic Mastery Program

Adjunct Assistant Professor Lasater (*Chemistry*), Director

Advisory Committee

Professor Craney (*Chemistry*)

The Academic Mastery Program provides challenging workshops for students enrolled in general chemistry, organic chemistry, introductory physics, cellular and molecular biology, and basic calculus courses. These workshops are led by upper-level students and provide an opportunity to test knowledge and skills in the context of new and challenging problems. The workshops provide a time to work intensively and collaboratively with other committed students in an atmosphere that is demanding yet relaxed. Information about these workshops is provided in the targeted courses at the beginning of each semester.

[TOP OF PAGE](#)

College Calendar
The College
Undergraduate Study
Graduate Study
Academic Policies
Off-Campus Programs
Special Programs

Resource Centers

Academic Mastery Program
[Center for Academic Excellence](#)
Center For Community
Based Learning
Intercultural Community Center
Career Development Center
Health Professions

[Information Resources/Library](#)

Center for Academic Excellence

Associate Professor Burkdale, *Director and Writing Specialist*

Associate Professor Martinson, *Writing Specialist*

Assistant Professor Prebel, *Writing Specialist*

Dr. Todd, *Learning Strategies and Disabilities Coordinator*

On Special Appointment:

Adjunct Assistant Professor Tollisen, *Mathematics Specialist*

The [Center for Academic Excellence \(CAE\)](#) offers educational support services for Occidental students who want to develop and sharpen their academic skills. Faculty writing specialists help students improve their capabilities as writers in various contexts, from course assignments to graduate school and fellowship applications. The faculty mathematics specialist provides individual assistance and consultation for students at all levels of mathematics, and for quantitative or mathematics-related aspects of other courses.

Student writing advisors, trained by the Center faculty, are available to assist their peers in conceiving, drafting, and revising papers. Student peer advisors in a range of subject areas are available to clarify concepts and work on skills for various courses, and to suggest useful study techniques.

The Learning Disabilities Coordinator counsels students with documented learning disabilities to assist them in obtaining appropriate academic accommodations and to bolster their study techniques. She also offers consultations to all students working to improve their approach to studying and their time-management skills.

The CAE is located on the ground floor of the Mary Norton Clapp Library. Appointments with the faculty specialists and the Learning Strategies and Disabilities Coordinator may be made online through the Center's [home page](#).

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)

Resource Centers

[Academic Mastery Program](#)
[Center for Academic Excellence](#)
[Center For Community
Based Learning](#)
[Intercultural Community Center](#)
[Career Development Center](#)
[Health Professions](#)

[Information Resources/Library](#)

Center for Community Based Learning

Ms. Avila, *Director*

The mission of the [Center for Community Based Learning \(CCBL\)](#) at Occidental College is to institutionalize civic engagement in order to enrich student learning, enhance student/faculty relationships, and to make tangible contributions toward solving social-economic problems through community partnerships.

The CCBL creates opportunities for students, faculty, and community partners by linking community needs and interests with academic courses, bringing together theory and practice in order to generate new knowledge while promoting leadership and an engaged citizenry at the local, national, and global levels.

- CCBL supports students by offering academic courses that develop critical thinking and research skills, and community projects that deepen their understanding of social-economic issues through interpersonal relationships with community members.
- CCBL supports faculty by assisting in the design, implementation, and evaluation of community based learning sections, and by establishing a network that encourages mentorship and intellectual exchange regarding pedagogy, curriculum, and assessment.
- CCBL supports community partners by serving as an effective and reliable collaborator in community efforts, by facilitating partnerships with Occidental faculty and students, and by involving community partners in CBL classroom and other college presentations.

Guiding Principles

In alignment with our mission, and within the context of the four cornerstones of the college mission (Excellence, Equity, Community, and Service), CCBL:

- collaborates with local, regional, national, and global partners for the mutually beneficial exchange of knowledge and resources.
- addresses genuine community needs as defined by the community partners themselves.
- values community expertise as essential by involving them in the education of students, and by encouraging them to articulate desired outcomes and potential strategies.

- promotes ethical behavior in all components of instruction, service provision, assessment, evaluation, research, and presentation.
- establishes community-based learning across the curriculum and co-curriculum with clearly articulated connections to learning outcomes and the overall college experience.
- encourages faculty to develop innovative methods for incorporating community-based learning, while ensuring the development of critical thinking and structured reflection.

The following are examples of Community Based Learning courses:

[Asian Studies 360](#): Japanophilia: Orientalism, Nationalism, Transnationalism

[Core Studies Program 195](#): Academic Community Engagement

[Critical Theory and Social Justice 259](#): Trafficking Persons

[Economics 328](#): Economics of Race and Gender

[Education 140](#): Tutoring and Guided Learning

[Math 201](#): Mathematics, Education, and Access to Power

[Physics 168](#): Energy Conversion and Resources

[Politics 295](#): Disaster Politics

[Psychology 340](#): Organizational Psychology

[Theater 309](#): Children's Theater

[Urban and Environmental Policy 301](#): Urban Policy and Politics

Student-Run Projects include: Arts for Appreciation and Achievement, Education in Action, and the Asian American Tutorial Project.

For further information regarding other courses and about the Center for Community Based Learning go to

<http://departments.oxy.edu/ccbl>, e-mail ccbl@oxy.edu, or call 323-259-2904.

[TOP OF PAGE](#)

College Calendar
The College
Undergraduate Study
Graduate Study
Academic Policies
Off-Campus Programs
Special Programs

Resource Centers

Academic Mastery Program
Center for Academic Excellence
Center For Community
Based Learning
[Intercultural Community Center](#)
Career Development Center
Health Professions

[Information Resources/Library](#)

Intercultural Community Center

Ms. Jones, *Assistant Dean of Students for Community Life and Director of the ICC*

Ms. Palacios, *Associate Director of Intercultural Affairs*

The Intercultural Community Center serves as the College's primary co-curricular resource for diversity education and social justice programming. Guided by a vision of an inclusive, democratic community that reaches beyond campus borders, the ICC works to educate interculturally aware, socially responsible, and diverse leaders within an environment that supports all students.

The ICC collaborates with student cultural organizations, academic departments, residence halls and members of the surrounding community to sponsor programs that celebrate or examine issues surrounding identity, pluralism, and democracy. The ICC trains student leaders in the art of informed dialogue and diversity research with the intent of raising awareness on campus and sparking discussion, as well as participation, amongst fellow students. The ICC is a tremendous resource for any student with an interest in social justice and a desire to get involved.

Visit us on line at <http://departments.oxy.edu/ICC> or in person at 1501 Campus Road.

[TOP OF PAGE](#)

[College Calendar](#)
[The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)

Resource Centers

[Academic Mastery Program](#)
[Center for Academic Excellence](#)
[Center For Community
Based Learning](#)
[Intercultural Community Center](#)
[Career Development Center](#)
[Health Professions](#)

[Information Resources/Library](#)

Career Development Center

The Career Development Center (CDC) supports students to consider, dream and connect so that they may achieve excellence in their career development and graduate school aspirations. The CDC encourages students to set short- and long-term goals to explore different career options before making decisions. Students may participate in counseling, workshops, assessment instruments, mock interviews, and other events during their years on campus.

The CDC provides resources in a supportive environment that complements students' academic and co-curricular exploration. Resources include: pre-law advising, workshops, and industry-focused panels throughout the year; a professional etiquette dinner to learn networking and etiquette skills; the Nationwide Internships Consortium (NIC), which provides more than 5,000 internships nationwide; a Community Arts and Public Service (CAPS) Internship program, which is a paid summer internship program exclusive to Occidental; access and training on TigerWIRE, our alumni database; and Walk in My Shoes, a job-shadowing program with alumni and local community leaders. The CDC offers an extensive website of career-related information and a Career Resource Library with internet search tools, books and media on career topics.

The CDC brings employers and graduate schools to campus who provide opportunities as well as general information on securing employment and applying to and attending graduate school. Additionally, the CDC provides part-time, full-time, summer, term-of-service and fellowship listings.

[TOP OF PAGE](#)

[College Calendar
The College](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)

Resource Centers

[Academic Mastery Program](#)
[Center for Academic Excellence](#)
[Center For Community
Based Learning](#)
[Intercultural Community Center](#)
[Career Development Center](#)
[Health Professions](#)

[Information Resources/Library](#)

Health Professions

Ms. Fox, *Director, Health Professions Advising*

The liberal arts curriculum provides an excellent foundation for graduate study in the health professions, and while many students interested in medicine, dentistry, pharmacy, veterinary medicine, or other health fields pursue a major in the sciences, students are encouraged to choose a major in any field of study they find challenging and interesting and that draws on their talents and abilities. Students in all majors are equally competitive for health professions graduate study.

However, students who intend to apply to graduate and professional programs in health fields must also complete specific science and other course requirements for admission. These generally include one year each of biology, chemistry, organic chemistry, physics, and English. These courses are available within the framework of a number of academic majors or may be taken as electives. Additional course requirements will be discipline-, school-, or program-specific, and students should carefully research this in collaboration with their faculty advisor and the health professions advisor, who will assist in planning a program of study.

Students interested in health professions should contact the Health Professions Advising Office as early as their first year to learn more about specific careers and career requirements and to develop a plan to meet both academic and other requirements — e.g., clinical and research experience — for admission to graduate and professional programs.

[TOP OF PAGE](#)

[College Calendar](#)
[The College Admission](#)
[Undergraduate Study](#)
[Graduate Study](#)
[Academic Policies](#)
[Off-Campus Programs](#)
[Special Programs](#)
[Resource Centers](#)
[Information Services/Library](#)

Information Resources

College Library, Center for Digital Learning and Research, and Information Technology Services

Ms. McQuesten, *Vice President and Chief Information Officer*

Dr. Kieft, *College Librarian*

Ms. Schnirring, *Director, CDLR*

Mr. Grappone, *Deputy Chief Information Officer, ITS*

At Occidental, the three units of Information Resources provide the College community with a rich environment of people, texts, technologies, and learning spaces designed to enable discovery, creation, and scholarship. The Library, CDLR, and ITS provide resources and services in support of the College's academic mission of building student competence in learning and scholarship through access to materials, computational tools and spaces for work, and committed, knowledgeable staff. In addition, ITS technology systems and staff provide reliable access to information and services needed to support operational decision-making and College business transactions.

College Library

The Occidental Library, like college and university libraries around the country, is undergoing the most exciting transformation in library history since the late nineteenth century when modern libraries and librarianship emerged in the United States. The advent of the Web browser in the mid-1990s and subsequent development of the Internet as a medium for communication, social interaction, publication, and commerce have fundamentally altered the role of libraries as repositories of information in slightly over a decade, challenging them to reinvent themselves within an entirely new framework.

Libraries have been quick to take advantage of the communication and publication capacities of the Web to provide new services to their users, make their collections more readily available locally as well as globally, and foreground the library's role as a space for work and as an access point for quality resources. The Web has meant new tools for search and discovery, yielding relevant and easily accessed materials for student and faculty study and research.

In addition to providing collections of printed, audio-visual, and electronic materials in all the disciplines taught at the College, the Library extends its reach through participation in consortial arrangements that deliver or otherwise give campus readers access to resources held beyond Oxy. Librarians provide individual research assistance on-site and electronically and offer a range of instruction programs. Throughout the building, there are specialized rooms for group study, video viewing, classroom lectures, and seminars. Wireless access to the College network facilitates use of Library resources across the campus.

The Mary Norton Clapp Library, also the home of Information Technology Services,

the Center for Digital Learning and Research, and the Center for Academic Excellence, is open 24 hours a day Sunday through Thursday, with more limited hours on Friday and Saturday. While most of the Library's materials, services, and staff are housed in this building, departmental reading rooms in Hameetman Science Center and Norris Hall of Chemistry house small collections in close proximity to science laboratories. Musical scores, recordings, listening facilities, and selected reference books are located in the Music Library in Booth Hall.

The Library's Special Collections Department continues to receive important and valuable gifts from many generous donors. Noteworthy among the special collections are the Braun Collection dedicated to the book arts and the history of printing, housed in a room designed to resemble an 18th-century English home library; the Robinson Jeffers 1905 Collection, composed of first editions, letters, manuscripts, and critical writings about this distinguished poet; the Guymon Mystery and Detective Fiction Collection; the Occidentalia Collection of faculty and alumni publications, and the College Archives.

Over the years, the Library has received grants to enhance its holdings from such foundations as the Carnegie Corporation, the Ford Foundation, and the Rockefeller Foundation. A grant from the John Randolph Haynes and Dora Haynes Foundation provided support for a digital archiving project involving materials in the Library's Japanese American Relocation Collection. The Ahmanson Foundation recently funded the renovation of reading rooms, the Galarza seminar room, and the Library gallery, returning those spaces to their 1924 look. The Library is also a participant in a five-year grant from the Andrew W. Mellon Foundation which encourages undergraduate students to consider careers in library and information science. Two recent NEH Preservation and Access grants allow monitoring and assessment of the library's environment, and a National Endowment for the Arts grant will enable the College to participate in the 2009/2010 "Big Read" program with the work of alumnus Robinson Jeffers.

Center for Digital Learning and Research

Recognizing the impact of digital technology on content and scholarly practices, the College created the Center for Digital Learning and Research (CDLR) in 2009, comprised of professional staff from the Library and ITS. The Center seeks to provide learning environments that empower faculty and engage students while integrating information resources, technologies, and services in ways that more closely align with how students and faculty work. It assists students in making the transition from the recreational use of technology and online content to academic use, and promotes the creative exploration of technologies for study and scholarship.

One of the CDLR's first digital scholarship initiatives is OxyScholar, a platform for publishing locally-produced open access electronic journals. Beginning in the summer of 2009, the CDLR will host a Council on Library and Information Resources (CLIR) Postdoctoral Fellow in the Humanities to help build its program over the next two years. Digital scholarship will also be the focus of a series of CDLR presentations and workshops for the college community in Fall 2009.

Information Technology Services

ITS provides technologies and services that enhance how the Oxy community learns, teaches, creates, administers, communicates and shares ideas and information, ensuring the College continues to be strong, competitive and flexible, that students, faculty and staff accomplish their academic, administrative and

creative endeavors.

The team of professional staff provides the technological planning, support, and infrastructure needed for services that are essential to the success of the Occidental community. ITS explores current and emerging technologies, identifying those that will enhance the learning environment for faculty and students as well as the effectiveness of the administration and staff. ITS acts as a leader and responsive partner in delivering appropriate technology solutions to meet the ever-changing needs of the campus community, continually striving to deliver the highest quality of service experience through professionalism, courtesy, and commitment to campus needs.

ITS' strategic goals are:

- Empower and Enhance Learning, Teaching and Research
- Develop and deploy technologies and services that focus on meeting the changing needs of students and faculty as digital technologies transform educational processes in scholarly inquiry, content production, information distribution and communication.
- Establish Sustainability, Planning and Management
- Create and maintain best practices, governance processes, budget models, staff development and policies that enable predictable, well-managed IT operations.
- Build and Expand Mobility, Collaboration and Creation Services
- Increase the ability of individuals and groups to access information and services from a variety of devices, places and times.
- Strengthen Information Access and Enterprise Services
- Provide the campus community with data and information to support decision-making and scholarly inquiry, along with the technology services needed to support broad learning and business functions.
- Institute Security and Identity Management Practices
- Develop and deploy deeply integrated security and identity practices and broadly understood security and identity policies designed to protect institutional assets and individual privacy.
- Ensure Support, Training and Communication
- Deploy documentation, workshops, and consulting services for faculty, staff and students with the goal of increasing their effective use and understanding of technology.

[TOP OF PAGE](#)

Programs of Instruction

- American Studies
- Area Studies
- Art History & the Visual Arts
- Asian Studies
- Athletics & Physical Activities
- Biochemistry
- Biology
- Chemistry
- Classical Studies
- Cognitive Science
- Computer Science
- Core Program
- Critical Theory and Social Justice
- Diplomacy & World Affairs
- Economics
- Education
- English & Comparative Literary Studies
- English Writing
- Geology
- German, Russian, & Classical Studies
- History
- Kinesiology
- Mathematics
- Music
- Philosophy
- Physics
- Politics
- Psychobiology
- Psychology
- Religious Studies
- Sociology
- Spanish & French Studies
- Theater
- Urban & Environmental Policy



Programs of Instruction

[TOP OF PAGE](#)

Programs of Instruction

[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

American Studies

Professor Anthony, *Chair*

Professor Yin (on leave)

On Special Appointment: Professors Tien, Axeen

ADVISORY COMMITTEE

Professors Dumenil (*History*), Foreman (*ECLS*), Naylor (*Religious Studies*), Newhall (*ECLS*), Rodríguez (*Psychology*), Villa (*ECLS*); Associate Professor Fett (*History*)

American Studies is an interdisciplinary exploration—with an emphasis on history and literature—of the voices and visions that interpret and in turn shape the American experience. The search for a distinctive American culture has a long-standing tradition. How that experience is represented is influenced by the changing dynamics of domestic affairs and the geopolitics of United States foreign policy. The study of what it means to be “American” both at home and abroad is to understand the often conflicting voices and visions of Americans over time. Therefore, we encourage our majors to apply for international and domestic off-campus study.

The field is concerned with questions such as whether or not there is a national culture. Can we, for example, reconcile the tension between traditional narratives of individualism and self-reliance, and the counter-narratives of community and oppression? This discussion is particularly appropriate as we enter a new century of challenges in a post-Cold War world. The strengths of our department include courses offering multiple perspectives on American history, literature, culture, art, and politics.

MAJOR: The American Studies major consists of a minimum of 10 courses (40 units) to include History 101 and 102 (or their equivalent), ECLS 110 or 210 (or their equivalent), AMST 290, 390, and 490, and at least four other courses selected in consultation with an advisor from the American Studies faculty. Two of the four courses are required to be in American Studies. Consulting with an advisor is essential for successful completion of the major.

ACCEPTABLE COURSES FROM OTHER DEPARTMENTS INCLUDE: English and Comparative Literary Studies: 189, 289, 377. History: 206, 304, 306, 307. Music 111. Politics: 101, 206, 208, 209. Psychology 110. Religious Studies: 240, 245, 340, 347. Sociology: 350.

MINOR: Five courses (20 units) to include AMST 290 or 390, History 101 or 102, ECLS 189 or 289 and two courses selected in consultation with an American Studies advisor. These courses may be from any department but must include at least one course in either literature or the history of the United States.

WRITING REQUIREMENT: Students majoring in American Studies will satisfy the

final component of Occidental College's college-wide writing requirement by successfully completing American Studies 290 and 390 (or their equivalent) with a grade of B- or higher. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [college writing requirement](#) and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: Completion of a paper and a presentation on a topic in the student's area of emphasis as partial fulfillment of the requirements for the senior seminar (AMST 490). Research proposals for the senior project are due October 1 of the senior year.

HONORS: Students meeting college requirements for honors may apply for admission to the program by submitting a written proposal for an honors thesis by October 1 of their senior year. Those accepted may register for American Studies 499 during the fall or spring semester of the senior year; the thesis should be completed by the end of the senior year. In general it is expected that honors students will also take American Studies 490. For further information see the [Honors Program](#) and the department chair.

S111. AMERICAN MIGRATIONS.

The course studies the cultural, social and political impact of migrations in America. Our focus is the study of multiple communities whose spaces and places are defined by internal and external migrations to show the ways in which they are transformed and re-formed as people cross borders and negotiate globalized terrains. By examining the importance of the New Orleans diaspora, the writings of Toni Morrison as exemplified by her novel *Song of Solomon*, and specific examples of migrations from the Americas, we will critically examine some of the many fragile, permeable and shifting notions that inform the conceptions, "communities," and identities in diasporic populations. *Offered during the Summer as part of the Multicultural Summer Institute.*

CORE REQUIREMENT MET: [UNITED STATES](#)

197. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

240. AFRICAN AMERICAN WOMEN WRITERS.

This course examines the constructions of black women's identities as represented in twentieth century fiction by U.S. black women writers whose themes include the impact of slavery, migration, class, and family on sexuality, "sisterhood" and racial solidarity. Typical texts include works by writers as varied as Octavia Butler, Lorraine Hansberry, Andrea Lee, Paule Marshall, Toni Morrison, Ntozake Shange, and Paula Woods.

CORE REQUIREMENT MET: [UNITED STATES](#)

246. THE AFRICAN AMERICAN LITERARY TRADITION.

A socio-historical analysis of narratives and novels by African American writers. The course will examine the intellectual, political, and cultural influences on writers such as Frederick Douglass, Harriet Jacobs, Charles Chesnutt, Nella Larsen, Zora

Neale Hurston, Ann Petry, James Baldwin, Toni Morrison, and Charles Johnson.

CORE REQUIREMENT MET: **UNITED STATES**

270. ASIAN AMERICAN LITERATURE.

This course analyzes the social experience and cultural heritage of Asian Americans through their writing and places them in a broader comparative context of multi-racial/ethnic American society. We will examine the development of Asian American literature, its social implications and historical context, and the diversity of subject matter which makes up the literary scene of Asian American communities since the mid-19th century.

CORE REQUIREMENT MET: **UNITED STATES**

272. ASIAN IMMIGRANTS IN AMERICAN SOCIETY.

This course examines the experiences of Asian immigrants and their descendants in American society since the mid-19th century. Topics include "push" and "pull" factors that have led various Asian groups to the United States, the problems they faced as they adapted to their new homeland, changes in Asian American communities since the 1960s, the influence of U.S. policies toward Asia on Asian immigration, and the impact of globalization and transnational networks on Asian Americans in our rapidly changing era.

CORE REQUIREMENT MET: **UNITED STATES**

280. THE AMERICAN EXPERIENCE IN EAST ASIA.

This course explores the history of the United States' involvement with and policy toward countries in East Asia, including China, Japan, Korea, Vietnam and the Philippines, from the early 19th century to the present. Topics include the changing roles of the United States in East Asia, the process of economic development in an international context, cross-cultural misperceptions, and power rivalries in the Pacific Rim.

CORE REQUIREMENT MET: **INTERCULTURAL**

290. AMERICAN STUDIES: THEORY AND METHODOLOGY.

An introduction to the critical theories and methods of American Studies for students majoring in American Studies or for others with interests in the history and culture of the United States. This course will examine key issues in recent scholarship connecting gender, race, class, and ethnicity in the United States. We will also situate the United States in a global context, considering the many migrations that have shaped its population along with the ways the U.S. has wielded power in the world. *Prerequisites: History 101 or 102; and ECLS 189 or 289; or, permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

295. TOPICS IN AMERICAN STUDIES.

Exploring American Utopian Communities. Since the 19th century, communities of people in America, both secular and religious, have attempted to bring their vision of a perfect society into practice. In this course, students will

study both historic writing and American literature that will bring to life the struggles, triumphs, rise, and demise of several of these fascinating experiments in communal living.

CORE REQUIREMENT MET: **UNITED STATES**

Race and Gender in Asian American Films. This course will begin with a look at the creation of stereotypes of Asians as revealed in early Hollywood films. We will see graphic examples of racism and stereotyping as well as fascinating work by actors, actresses, and directors who were pioneering for their times. With this informed historical perspective, we will then look at a selection of feature length dramas made by and about Asian Americans. In addition to identifying key themes in the Asian American experience, we will examine how ideas about gender influence the spectrum of relationships; intimate, familial, and societal as portrayed in the selected films.

CORE REQUIREMENT MET: **UNITED STATES**

Latino/a Experience. This course will explore the history and experience of Latino/a immigrants in the United States, paying particular attention to how race, ethnicity, identity, politics, class, and gender influence the lives of Latino/a immigrants. We will also examine how they have influenced historical developments in different regions of the country, especially in terms of U.S. demographics.

CORE REQUIREMENT MET: **UNITED STATES**

310. THE AMERICAN SOUTH.

This interdisciplinary seminar examines representations of the American South in literature and film as well as material and popular culture from Aunt Jemima collectibles, D.W. Griffith's "Birth of a Nation," to CNN's 2005 coverage of "Hurricane Katrina." We will also discuss the impact of Asian and Latino immigration on a region traditionally characterized as "black and white."
Prerequisites: one American Studies or American History course.

CORE REQUIREMENT MET: **INTERCULTURAL**

342. THE HARLEM RENAISSANCE: THE EMERGENCE OF "NEW NEGROES" IN POST-WORLD WAR I AMERICA.

This interdisciplinary course examines the art, literature, photography, and politics of the Harlem Renaissance, a period in which urban African American elites in particular struggled to redefine "the race." As the home of political organizations such as the NAACP, Urban League, and Marcus Garvey's UNIA, Harlem symbolized the optimistic — and often conflict-ridden — spirit of "New Negro" women and men. We will also discuss the impact of the "Great Migration" on the New Negro Movement as well as working-class African Americans in the North and South.
Prerequisite: Sophomore standing or higher.

CORE REQUIREMENT MET: **UNITED STATES**

390. JUNIOR SEMINAR: THE 1960s.

A close examination of the significant social movements of the 1960s and their ongoing relevance in the 21st century. *Prerequisite: American Studies major or permission of instructor.*

CORE REQUIREMENT MET: [UNITED STATES](#)

397. ADVANCED INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR.

This course is designed to assist students with the completion of their research papers on topics that reflect their areas of emphasis in American Studies. It will provide an opportunity for seniors to synthesize their area of specialization with an analysis of critical issues in the study of American culture and society.

499. HONORS.

Prerequisite: permission of instructor.

2 or 4 units

[TOP OF PAGE](#)

Programs of Instruction

American Studies

Area Studies

Art History & the Visual Arts

Asian Studies

Athletics & Physical Activities

Biochemistry

Biology

Chemistry

Classical Studies

Cognitive Science

Computer Science

Core Program

Critical Theory and Social Justice

Diplomacy & World Affairs

Economics

Education

English & Comparative Literary

Studies

English Writing

Geology

German, Russian, & Classical

Studies

History

Kinesiology

Mathematics

Music

Philosophy

Physics

Politics

Psychobiology

Psychology

Religious Studies

Sociology

Spanish & French Studies

Theater

Urban & Environmental Policy

Area Studies

Foreign area study provides an interesting and rewarding way to organize learning in the social sciences and humanities, challenging students to immerse themselves in the study of unfamiliar cultures. This kind of study provides two important satisfactions:

1. Students find it exciting to acquire an understanding of human experiences for which they do not have an intuitive sensitivity.
2. Students are challenged by the opportunity to confront the conceptual framework of historical, cultural, and political study within the context of concrete data, which by its sheer volume and its remoteness from their experience stretches their minds.

Offerings in Area Studies include a major in Asian Studies, a minor in Latin American Studies, and a number of other regional studies available to Diplomacy and World Affairs majors. Area Study at Occidental is based on a multidisciplinary approach to learning and covers the history, politics, government, international relations, and culture of an area. The general goal is to provide a broad educational program in the study of a geographical area and to facilitate advanced research under the supervision of qualified faculty.

Latin American Studies Minor

Associate Professor López (*Spanish and French Studies*), *Chair*
 Professor Emerita Jane Jaquette (*Politics*); Professors Chin (*Critical Theory and Social Justice*), Ellis (*Spanish and French Studies*), Fernández (*Spanish and French Studies*), Foreman (*English and Comparative Literary Studies*), Rodríguez (*Psychology*), Saint-Aubin (*Spanish and French Studies*); Associate Professors Braker (*Biology*), Sousa (*History*), Tobin (*Critical Theory and Social Justice*), Trevizo (*Sociology*); Assistant Professors Chu (*Diplomacy and World Affairs*), M. López (*Economics*), Mora (*Sociology*), Puerto (*History*), Shelton (*Spanish and French Studies*)

The Latin American Studies minor is open to majors from any discipline. The minor consists of 20 units from the list of approved courses. Students not majoring in Spanish should take at least eight units in the Spanish Department at the 201 level or above; comparable courses in Portuguese at other institutions will be accepted as well. Spanish majors should take at least 12 units of their Latin American Studies minor courses outside the Spanish Department. Courses in Latino or Border Studies are accepted for credit in the Latin American Studies minor, in consultation with the chair of the program.

The following courses are among the offerings at Occidental that may be included in a Latin American Studies minor:

American Studies:

- 295 Topic: Latino/a Experience

Critical Theory and Social Justice:

- 247 Machos: Forms of Latin American Manliness

Diplomacy and World Affairs:

- 236 The Cuban Revolution: Past, Present, and Future
- 237 Cuba, Vietnam, China: Communism in a Post-Communist World

Economics:

- 324 The Economics of Immigration

Education:

- 213 Chicano Education

English and Comparative Literary Studies:

- 341 Slavery in the Americas: The Politics of Representation
- 354 Chicano Literature

History:

- 250 Colonial Latin America
- 251 Modern Latin America
- 258 Mexican Politics in the Twentieth Century
- 355 Indians of Mexico
- 358 Latin America-United States Relations
- 359 Mexico-United States Borderlands

Music:

- 102 Music of Latin America

Politics:

- 210 Latin American Politics

Sociology:

- 420 Immigration to the United States from Mexico and Central America

Spanish:

- 201 Intermediate Spanish
- 202 Advanced Spanish
- 211 Advanced Spanish for Native Speakers
- 251 Advanced Conversation I (1 unit)
- 252 Advanced Conversation II (1 unit)
- 301 Introduction to Pre-Columbian and Colonial Latin American Literature

and Civilization

- 303 Introduction to Modern Latin American Literature and Civilization
- 310 Literary and Cultural Themes of Mexico
- 363 Hispanic Autobiography
- 382 Contemporary Mexican Novel
- 383 Survey of Chicano Literature

Theater:

- 136 Dunham Technique (1 unit)
- 140 Afro-Caribbean Dance Workshop (1 unit)

[TOP OF PAGE](#)

Programs of Instruction

American Studies

Area Studies

[Art History & the Visual Arts](#)

Asian Studies

Athletics & Physical Activities

Biochemistry

Biology

Chemistry

Classical Studies

Cognitive Science

Computer Science

Core Program

Critical Theory and Social Justice

Diplomacy & World Affairs

Economics

Education

English & Comparative Literary

Studies

English Writing

Geology

German, Russian, & Classical

Studies

History

Kinesiology

Mathematics

Music

Philosophy

Physics

Politics

Psychobiology

Psychology

Religious Studies

Sociology

Spanish & French Studies

Theater

Urban & Environmental Policy

Art History and the Visual Arts

Professor Yuhas, *Chair*

Professors Besemer, Frank, Lyke, Yau; Associate Professors Heffernan, Lyford; Assistant Professor Fox

On Special Appointment: Adjunct Assistant Professors Bolton, Folland, Madsen, Mills, Rowe; Adjunct Instructors Dutcher, Stark

The mission of the department of Art History and Visual Arts (AHVA) is to educate students in the richness and complexity of the visual arts. Visual literacy is essential for informed participation and innovation within local and global cultures. Combining the disciplines of film/media theory and production, studio art, and art history, AHVA equips students to explore critically the interplay of culture, history, theory, analysis, and practice.

We offer a broad range of courses in the history of Asian and Western art, visual culture, architecture, photography, and film, and studio classes in drawing, painting, sculpture, printmaking, book arts, video, and digital media. The curriculum prepares students to become professional artists, art historians, filmmakers, media practitioners, scholars, and educators. Graduates have pursued a variety of professional activities, including: exhibitions and screenings in museums, galleries and film festivals; curatorial work and education in museums, libraries, archives, and other non-profit institutions. Students regularly attend graduate programs in fine arts, film and media studies and art history. By the nature of the subject, study of the visual arts requires close personal collaboration between students and faculty. Students should consult with their advisors frequently to determine their individual interests and goals, to assess the level of their artistic or scholarly abilities, and to plan individual programs of study designed to develop the aesthetic questions, technical skills, and research agendas required for the comprehensive project in the senior year. Because the maturation of creative ability requires time as well as effort, students who may desire a major in studio art should consult with departmental advisors and begin taking studio courses as early as possible in their first year, and should declare a major early in the sophomore year. Students wishing to go abroad should plan to do so in the junior year.

Students may pursue coursework in the Art Center at Night Program at the Art Center College of Design in Pasadena.

MAJOR: Eleven or twelve courses (44 or 48 units, depending on the emphasis) chosen in consultation with the major advisor.

Emphasis in Studio Art: Minimum of 48 units, chosen in consultation with the major advisor. Students wishing to go abroad must plan to do so in the fall of junior year so they can participate in spring Junior Seminar.

Three beginning courses: [S102](#), [S103](#) and [S105](#); Three intermediate courses: [S203](#), [S210](#), and [S216](#) or [217](#); Three advanced courses: [S320](#) Advanced Projects (Interdisciplinary/Topical), [S390](#) Junior Seminar, [S490](#) Senior Seminar; One course, in Film and Media Studies (Criticism or Production); Two Art History courses - [H180](#) and [H389](#). The sequencing of courses is crucial: students should take beginning and intermediate courses in the Fresh and Sophomore years; 300 level courses (Advanced Projects and Junior seminar) in their junior year, and [S490](#) (Senior Seminar) and any elective studio courses in the senior year. You may not take a required 100 level course as a Senior, and the two Art History courses must be completed before the start of the Senior year. Studio majors planning to study abroad in the fall of the junior year should plan to take [H389](#) in the fall of their sophomore year.

Emphasis in Film and Media Studies: Minimum of 48 units. This emphasis balances the making of moving images with engagement in historical, critical, and analytical studies of existing works. Students will learn the technical skills necessary to shoot and edit their work and the critical skills necessary to understand the role of media in contemporary visual culture. Students may choose to create a video/digital media project for their Senior comprehensive or write a critical senior thesis of 25 pages.

There are a number of required courses for the major, but beyond these, students can move fairly freely between courses that emphasize production and those more focused on critical and media studies. The required courses are ARTF courses except where indicated otherwise: [146](#), [140](#), [243](#), ARTH [287](#), [395](#), [490](#) (either the critical research section or the media production section based on primary nature of comprehensive project). One from the following: [245](#), [246](#), [248](#), [295](#). One from: [220](#), [240](#), [242](#), [290](#). Two from: [320](#), [343](#), [348](#), [355](#), [390](#). One ARTS (studio) course. One additional ARTH (history) course.

Eligible students may apply to study abroad in the Fall semester of Junior Year. Students may enroll for 2-unit internships through the Career Development Center. Occidental College also has a cross-registration agreement with Art Center College of Design, which offers various technical courses in media software. Students are also encouraged to take one or more electives in ECLS, Music, Theater, or CTSJ.

Emphasis in History of Art: A minimum of 48 units, including three surveys ([H160](#) or [H261](#), [H170](#), and [H180](#)) or equivalent; at least one course above 300 in Asian, Early Western, and twentieth century (either [H387](#) or [H389](#)); the Junior Seminar ([H395](#)) and Senior Seminar ([H495](#)); two additional art history courses, at least one at the 300 level; one course each in studio art and film history/theory/production. In consultation with the advisor, a student may substitute a course outside the department (such as history, literature, politics, or philosophy, preferably related to the topic area of the senior thesis) for one of the art history electives.

MINOR:

Emphasis in Studio Art: Five courses (20 units) in the department including any four studio courses and one art history course. Studio courses must be selected from more than one professor.

Emphasis in Film and Media Studies: Five courses (20 units) among those listed as ART or ARTF.

Emphasis in History of Art: Five art history courses (20 units) including at least one from Western art and one from Asian art; at least three must be 200-level courses or above.

WRITING REQUIREMENT: All students majoring in the department must successfully complete discipline-relevant writing within the context of the Junior Seminar for their specific area of emphasis (Studio Art - Art [S390](#), Art History - Art [H395](#), Film and Media Studies - Art [F395](#)). For further information see page 40 and consult the department chair or your major advisor.

HONORS: A student with an overall GPA of at least 3.2 overall and 3.5 in the major who has demonstrated excellence in departmental courses must submit a proposal for an honors project for consideration before April 1 of the junior year. For further information, please see the [Honors](#) section of the catalog and consult the department chair.

220. NARRATIVE PRACTICES.

This course focuses on theory, form, and practice of audiovisual, time-based storytelling. Students will become versed in the format and syntax of screenwriting and will explore the potentials of storytelling, manipulation of time, space, and point of view, character development, and narrative theory through a series of writing exercises and the crafting of short screenplays. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

233. PHOTOGRAPHY AGAINST THE GRAIN.

This is a multi-disciplinary hybrid theory/studio course introducing the cultural meanings and uses of photography. Using a wide range of photographs, from found images and snapshots to digital images, the class will consider how photographs are instrumental in forming our notions of self, family, work, and nation. The class will read key photography essays that will challenge you to think critically about the role of photography in modernity and historiography. We will use a broad range of art techniques like drawing, painting, printmaking, sculpture, performance, video, digital alteration, and even craft techniques to remake and rework photographs to reveal hidden truths, or create new meanings. *Prerequisite: an Occidental Studio Art course, or Art [F140](#), or Art [142](#).*

320. ADVANCED NARRATIVE PRACTICES.

This course emphasizes the advanced design and writing of innovative narratives for various audiovisual time-based media. Students will become conversant in the tools and propensities of audiovisual narratives in fiction and documentary modes

through screenwriting exercises, group video exercises, and the completion of a written script of significant length along with a preproduction plan involving visual, sound and music design. *Prerequisites: Art 220 and permission of instructor.*

STUDIO ART

S101. DRAWING FUNDAMENTALS.

Working with a variety of drawing materials—charcoal, pencil, ink, gouache, and acrylic paint—students investigate a fundamental aesthetic and visual vocabulary. Beginning with exercises in mark-making, then working through a formal study of basic visual elements and simple subject matter, students develop a working understanding of two-dimensional composition.

CORE REQUIREMENT MET: **FINE ARTS**

S102. PAINTING FUNDAMENTALS.

Beginning with a familiarization of paint, gesture and mark, then working through a formal study of basic visual elements (line, shape, form, light, space, and color) and simple subject matter (still life, landscape, the figure, abstraction), students develop a basic understanding of image construction and two-dimensional composition.

CORE REQUIREMENT MET: **FINE ARTS**

S103. SCULPTURE I.

The aim of this course is to introduce the conceptual, technical and critical tools necessary to begin a vibrant contemporary sculpture practice. The class consists of a combination of technical seminars, in-class fabrication, critiques, field trips, informal lectures in contemporary art history, readings, and a series of short papers. Emphasis will be placed on the student's ability to make, understand, discuss and write about sculpture in a substantive way.

CORE REQUIREMENT MET: **FINE ARTS**

S104. LIFE STUDY.

Working with a variety of drawing materials, through direct observation of the human figure, students will explore and compare traditional and contemporary approaches to the study of the human figure. Emphasis will be on the believability of form in space.

CORE REQUIREMENT MET: **FINE ARTS**

S105. BASIC PRINTMAKING: Relief and Intaglio.

Through a series of projects, students develop an understanding of the unique properties of relief and intaglio printmaking. Students are introduced to different print media to gain awareness of how process influences changes in visual communication.

CORE REQUIREMENT MET: **FINE ARTS**

S106. COLOR AND COMPOSITION.

An introduction to the understanding of visual composition, design concepts, and color theory. Students complete a series of visual problems which focus on creative thinking in a variety of wet and dry media.

CORE REQUIREMENT MET: **FINE ARTS**

S109. LAND/BODY/BUILDING/MACHINE: MAKING AND UNMAKING LANDSCAPE.

This is a multi-disciplinary art making course that explores the complex ways that artists understand and create landscapes. We will take a critical look at the relationship between "nature" and the built environment, and metaphors of land, architecture, exploration, and mapping. The class will use a wide range of art practices including traditional art techniques like drawing, sculpture, and photography. We will also use conceptual art strategies that appropriate mundane visualizations like mapping, surveying, and graphing to poetically and critically alter our accepted notions of landscape. *This course will count as a studio elective toward the AHVA major. Enrollment is limited to students enrolled in the California Arts and Culture Semester.*

CORE REQUIREMENT MET: **FINE ARTS**

S110. CERAMICS.

Introduction to wheel and building methods of ceramic production. To be taught in collaboration with Xiem Clay Center in Pasadena. Access to studio, materials fully supplied.

2 units

CORE REQUIREMENT MET: **FINE ARTS**

S203. INTERMEDIATE SCULPTURE.

Intermediate study in sculpture, including developing theoretical, historical, and critical understanding of materials and media. Emphasis may change from year to year. *Prerequisite: Art S103 or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

S210. INTERMEDIATE PAINTING.

Intermediate study in painting, including developing theoretical, historical, and critical understanding of materials and media. Emphasis may change from year to year. *Prerequisite: Art S102.*

CORE REQUIREMENT MET: **FINE ARTS**

S215. SILKSCREEN PRINTMAKING.

This is an introduction to the fine art of silkscreen printmaking. Students learn the historical, theoretical and critical understanding of the process with an emphasis on developing their artistic voice by completing specific assignments.

CORE REQUIREMENT MET: **FINE ARTS**

S216. LITHOGRAPHY.

An introduction to the process of lithography, which entails the printing from a drawn image on limestone. Course emphasis will be on the drawing and how the medium allows for evolving the visual image over time. *Prerequisite: one course in studio art.*

CORE REQUIREMENT MET: **FINE ARTS**

S217. PHOTO PROCESSES IN PRINTMAKING.

An introduction to new combined photo and drawing processes in printmaking including photo-sensitive emulsion on copper plates, solar etching and paper plate lithography. This course will explore how photography can influence the many approaches to contemporary printmaking. Students should have an interest in creating photo images and some familiarity with Photoshop software. *Prerequisite: Art S105.*

CORE REQUIREMENT MET: **FINE ARTS**

S310. ADVANCED PROJECTS IN PAINTING AND DRAWING.

Advanced study in painting and drawing, including developing a theoretical, historical and critical understanding of materials and media. Specific focus may vary from year to year. *Prerequisite: Art S102 and Art S210, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

S320. ADVANCED PROJECTS IN INTERDISCIPLINARY ARTS.

This course invites students with art experience from across the College, including visual arts, music, theater, creative writing, etc., to pursue self-directed interdisciplinary art projects. Video installation, sound art, performance art, site-specific art, and collaborative projects will be the focus of the class. The class meets once a week for seminars and critical feedback, along with out of class visits to contemporary art and performance venues. *Prerequisite: any two AHVA, Music, Theater, or Creative Writing courses, and permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

S325. PAPERMAKING/ARTISTS' BOOKS.

Advanced course in papermaking with emphasis on the creative potential of handmade paper. Projects include colored pulp painting, cast paper and sheet forming, with a major focus on making three handmade paper artists' books. *Prerequisite: one course in studio art.*

CORE REQUIREMENT MET: **FINE ARTS**

S330. ADVANCED PRINTMAKING.

Advanced study in printmaking, including developing a theoretical, historical and critical understanding of photo-based materials and media including images on pronto plates and monotypes. *Prerequisite: Art S105.*

CORE REQUIREMENT MET: **FINE ARTS**

S390. JUNIOR SEMINAR.

Prerequisites: Junior standing and at least two of the three required 200 level studio courses for Art History and the Visual Arts majors with an emphasis in Studio Art, or permission of instructor. Class includes gallery visits with the intent to produce work for a group show. Students do a research paper on various artists and produce a body of work developing their own voice as an artist.

S397. INDEPENDENT STUDY.

Prerequisite: permission of department.

S490. STUDIO SENIOR SEMINAR.

Group critiques of individual projects in student's choice of medium. Discussion of techniques, exhibition problems, self-evaluation, and current art movements, in the context of the history of art. *Prerequisites: at least junior standing; Art S101, Art S104, or Art S106; and two additional studio courses, or permission of instructor. Studio work will be augmented with museum and gallery visits.*

S499. HONORS RESEARCH.

Prerequisite: permission of department.

FILM AND MEDIA STUDIES

F140. INTRODUCTION TO FILM AND NEW MEDIA.

Basics in film and video making. Students explore and compare traditional and contemporary approaches to the motion picture, experimental film, and video art through the development of a series of production assignments and a final project. Class will be comprised of discussions of theoretical readings, screenings, technical demonstrations and critiques. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

F146. AESTHETICS OF THE CINEMA.

This course breaks down the aesthetic components of film and examines each element's function in the production of meaning in a text. The course underscores the fact that cinema's aesthetic language is not solely generated by Hollywood. It is a fluid system, highly contingent upon cultural, temporal, technological, and economic considerations. Selected international and alternative cinema movements will be examined for their enduring influences upon the global audiovisual aesthetic lexicon. *Should be completed by the end of the sophomore year for AHVA Film/Media Studies majors.*

CORE REQUIREMENT MET: **FINE ARTS**

F240. SOUND THEORY AND DESIGN.

Despite a preoccupation with visual analysis of film, video, and new media, these forms are in fact audiovisual, with sound exerting enormous influence on our perceptions of content, story, and reality. This course will historically, critically, and practically explore the emergence and evolution of audiovisual, time-based

media. Sample topics will include early global aesthetic debates on the arrival of synchronized sound in cinema; sound and genre films; sound design and documentary; soundscapes and immersive new media; music and the moving image; as well as and techniques in sound recording and editing. Weekly readings and screenings will be complemented by short audio-visual projects, critical writing, and a final paper/project. *Prerequisite: Art F140.*

CORE REQUIREMENT MET: **FINE ARTS**

F242. PROJECTS IN DOCUMENTARY VIDEO.

The course will explore a variety of approaches to documentary video, including both narrative and experimental forms. Hands-on projects will be supplemented by discussions of theoretical readings, screenings, and technical issues. *Prerequisite: Art F140 or Art 142 and permission of instructor. ArtF 343 strongly recommended.*

CORE REQUIREMENT MET: **FINE ARTS**

F243. INTRODUCTION TO MEDIA STUDIES.

This course will introduce students to the critical social theories of media and culture. Topics covered by theories include the Internet and "Media 2.0", the culture industry and hegemony, society of the spectacle, the political economy of mass media; identity and the politics of representation, the simulacrum, postmodernism, and media globalization. The emphasis is on critical reading, discussion, writing, and using concepts to view media and culture. *Should be completed by end of the sophomore year for AHVA Film/Media Studies Majors.*

CORE REQUIREMENT MET: **FINE ARTS**

F245. NEW MEDIA AND THE LIBERAL ARTS.

The forms and cultural functions of "media" are rapidly evolving in the digital age. The notion of who may call themselves a media "producer" is similarly expanding, with production, manipulation, and transmission of image, sound, video, and hybrid text forms becoming inescapable components of every discipline. This course will explore possibilities of conducting research and producing creative and scholarly work across the liberal arts that fully exploit the possibilities of a 2.0 world. The course will historicize seemingly new concepts such as interactivity, community formation, and virtuality. Readings and discussions will theorize new media potentials for storytelling, writing, real-time communication, and time-based media production. Screenings and laboratory sessions will view and analyze existing new media work across the humanities, social sciences, and hard sciences. Class projects will permit student to explore and gain practical experience applying a range of new media! technologies, software, and practices to their own academic work. Includes weekly screening sessions.

CORE REQUIREMENT MET: **FINE ARTS**

F246. TOPICS IN FILM HISTORY.

American Cinema (1970s to the Present). A survey course on American independent cinema and Hollywood studio productions from the late 1970s to the present. Topics include the response of independent and experimental cinemas to Hollywood's hegemony; the cultural significance of American cinema; the global success of American films and their impact upon production, stardom, distribution,

and exhibition; the aesthetics of film image, sound, and narration; and the effects of new digital technologies on spectacle, and spectatorship.

CORE REQUIREMENT MET: **FINE ARTS**

Trauma, Memory, Cinema. The 20th century was celebrated for achievements in technological progress, rapid urbanization, and massive production. It was remembered also for the world wars, several holocausts, dehumanization, and authoritarianism that put an end to promises of utopia, the reign of reason, and the prospect of infinite progress. The traumatic events already reported in news and written in memoirs have motivated filmmakers to turn the movie-screen into another site of collective memory and popular memory. Films become innovative and reflexive in their search for forms to represent the traumatic experiences of modernity and to give shape/voice to disturbing memories. This course will explore the representation and representability of trauma and memory in cinema through a range of films taking from European, American, and Asian cinemas in the last half century. Textual analysis of films require an intermediate level of knowledge of film language and film culture. *Prerequisite: Art F146.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

F248. EAST ASIAN CINEMAS AND CITIES IN A GLOBAL FRAME.

The cities of Seoul, Tokyo, Beijing, Shanghai, Taipei, and Hong Kong are metropolitan centers of global capital. Highly dependent on visual signs and simulacrum, these cities appear as centers of urban narratives and spectacles of modernity in East Asian cinemas. This course will look into urban modernity visualized through the lens of film. It will study the independent and mainstream features by directors Park Kwang-su, Takashi Kitano, Wang Xiaoshuai, Tsai Ming-liang, and Fruit Chan. Readings on theories of film, globalization, modernity, and visual culture will provide a context to analyze and situate their significance in the national and intercultural contexts. Theoretical discussions to be read will include national cinema, alternative cinema, Third world cinema, realism, colonial modernity, and postcoloniality.

F290. INTERMEDIATE PRODUCTIONS — CINEMATOGRAPHY/PRODUCING.

This course provides the opportunity for specialized production training at the intermediate level, serving as a producer or cinematographer on a senior comprehensive film project. Producers and cinematographers attend class at the same time as ART F490: Senior Comprehensives. *Course may be taken up to two times for credit within the major. Prerequisites: ART F140 and permission of instructor.*

F295. TOPICS IN FILM AND MEDIA STUDIES.

The study of film and media has involved disciplinary and interdisciplinary approaches for about half a century. This intermediate course studies the key critical terms, issues, and debates in popular media cultural study, including genre study, in relation to specific topics. Readings of film and media examples illustrate how different theories or perspectives can be applied to contemporary pop culture.

The Road Genre in Postwar Film and Postmodern Media. The road film typifies America's post-World War II genres that became popular thanks to drive-

in movie theaters, new markets for youth films, and the crossover of such narratives into television, music, and other postwar and post modern media. By examining the road genre through the 20th century to the present, this course offers interdisciplinary methods for studying genre in our age of "convergence culture," that is, when genres appear not only in films but also on television, the internet, and video games. From *Easy Rider* to *Little Miss Sunshine*, from *Road Rules* to *Grand Theft Auto: San Andreas*, this course on the road genre addresses film aesthetics and history as well as key concepts from media and gaming studies. *Prerequisite: ART F146 or ART F243, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

F320. ADVANCED NARRATIVE PRACTICES.

This course emphasizes the advanced design and writing of innovative narratives for various audiovisual time-based media. Students will become conversant in the tools and propensities of audiovisual narratives in fiction and documentary modes through screenwriting exercises, group video exercises, and the completion of a written script of significant length along with a preproduction plan involving visual, sound, and music design. *Prerequisites: Art F220 and permission of instructor.*

F343. THE POLITICS AND POETICS OF DOCUMENTARY FILM.

What are the ethical responsibilities of a documentary filmmaker in relation to the history of atrocity such as the Holocaust and the Rape of Nanjing in WWII? What gives documentary films their unique voice in representing undocumented and underrepresented social groups including migrant laborers, racialized sexual minorities, and war widows? What are the types of documentaries that forge interethnic, intercultural, and intergenerational understanding? How can the blurring of boundaries between fiction and nonfiction inquiry serve progressive purposes in the public sphere? This course studies the history of the documentary film and its various modes through the key issues in social and political representation. *Prerequisite: Art F146 or Art F243, or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL**

F348. TRANSNATIONAL CHINESE CINEMAS.

The films of the People's Republic of China, Hong Kong (Special Administrative Region), and Taiwan in the past two decades are notable for their reinvention of the language of cinematic modernism. Working with concepts of "alternative modernities," "hybridity," and "global cultural economy," this course approaches Chinese films as cultural commodities, as allegories, as self-writing, and as social fantasies. Topics to be discussed include myths of community, melodrama, history and memory, desire and sexuality, and cities and urbanity. *No prerequisite, however students are recommended to take Art F146 or Art F243 before taking Art F348.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • FINE ARTS**

F355. ADVANCED PROJECTS IN VIDEO AND DIGITAL MEDIA.

Advanced study in video and digital media, including developing a theoretical, historical and critical understanding of methods and media. Specific focus may vary from year to year. *Prerequisites: Art F140 or Art 142 and junior status or*

permission of instructor.

F390. EDITING THEORY AND PRACTICE.

This course will combine theoretical readings, critical analysis, media screenings, and production projects to explore the propensities of image editing and sound design. Students will explore the history of various schools of editing, contend with notions of realism and formalism as they pertain to the editorial process, and examine both the practical and ideological effects of non-linear editing platforms upon the global and virtual media landscape. Students will also historicize and theorize the use of sound as a means of conveying meaning, world, and subjective states. Course projects will model the rigor, depth, and power of the post-production process often curtailed by time constraints in other production courses.

Prerequisites: ART F140 and permission of instructor.

F395. JUNIOR SEMINAR IN FILM THEORY AND CRITICISM.

The Body in Media. What bodies have been allowed to "matter" in mainstream media's representation of history and society? How and why have "other" bodies been marginalized? Through weekly readings, screenings, research, and writing, students will engage theories of race, gender, sexuality, counter-ethnography, historiography, and spectatorship to lay a critical and historical foundation for their senior comprehensive projects. *Prerequisite: Art History and the Visual Arts major or permission of instructor.*

F397. INDEPENDENT STUDY.

Prerequisite: permission of department. Laboratory fee: \$55 for projects in production.

2 or 4 units

F490. SENIOR SEMINAR.

Critical. Advanced course in Film and Media Critical Studies designed to provide guidance and intellectual community around the completion of a critical studies comprehensives project. Students pursuing Honors are also encouraged to enroll in this course. *Prerequisite: open only to senior AHVA majors who have a Film emphasis.*

Production. Advanced course in Film and Media Studies designed to provide guidance towards the development of a comprehensive project. *Prerequisite: open only to senior AHVA majors who have a Film emphasis.*

F499. HONORS RESEARCH.

Prerequisite: permission of department.

ART HISTORY

H160. INTRODUCTION TO ASIAN ART.

Selected periods and monuments of Asian art from India, China, and Japan, and

an introduction to the methods of art-historical analysis. Emphasis will be placed on the understanding of works of art in their original religious, intellectual, political, and social contexts, with particular attention to the ways each developed characteristics appropriate to these contexts. Among the topics to be explored are ritual arts, Buddhist art (painting, sculpture, and architecture), secular painting, and garden architecture. Museum visits required. *Not open to seniors. Not open to students who have taken Art H261*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • FINE ARTS • PRE-1800**

H170. INTRODUCTION TO EARLY EUROPEAN ART.

European painting, sculpture and architecture from the Prehistoric Aegean to Renaissance Italy. Although the course will proceed chronologically, its goals are to introduce the student to a range of art historical skills and issues including stylistic analysis, iconography, the relationship between image and the artist's biography, and the relationship between the image and its historical context. Museum visits required. *Not open to seniors.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H180. INTRODUCTION TO LATER WESTERN ART.

A selective survey of Western European painting, sculpture, and architecture from the Renaissance to the 20th century. Lectures and readings are designed to provide an overview of artistic developments, as well as how to articulate the ways in which forms of expression and modes of representation were affected by unfolding political, religious, social, cultural, and economic conditions. Major themes will include: patterns of narrative and description, strategies of realism and abstraction, the changing status of the artist, patronage and audience, and the rise of the avant-garde. Museum visits required. *Not open to seniors.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

H260. ARTS OF MESOPOTAMIA AND EGYPT.

This course will explore the works of two ancient civilizations (beginning c. 3,000 BCE) which were independent and at the same time connected through territorial proximity as well as cultural ideals and artistic intentions; the Ancient Near East and Ancient Egypt manifest complex societies with distinct administrations, religious practices and social interests, and yet in both we note (among other elements) monumental ceremonial architecture, images of divinity, and portraits of rulers as well as the documentation of both historical and mythological narratives.

CORE REQUIREMENT MET: **FINE ARTS • PRE-1800**

H261. BUDDHIST ART IN SOUTH AND EAST ASIA.

A survey of Buddhist art as it originated in India and spread across Central Asia to China, Japan, and Tibet. We will devote special emphasis to the ways Buddhism and Buddhist art both changed and were changed by the various cultural traditions they encountered. We will also examine the history of "Western" encounters with Buddhism and how these have shaped – or biased – our understanding of Buddhist art and culture. *Not open to students who have taken Art H160.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

H266. THE ARTS OF JAPAN.

An introduction to Japanese painting, sculpture, and architecture from antiquity through the Tokugawa Period. Emphasis will be placed on the formation of an indigenous artistic tradition and its transformation under Chinese influence. The arts produced for patrons in Shinto, Buddhist, Zen, courtly, and samurai contexts will be examined. Museum visits required.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • FINE ARTS • PRE-1800**

H270. GREEK ART.

An investigation of the art and architecture of ancient Greece, from the Bronze Age (c. 3000 BCE) to the colonialization of Greek culture by Rome (c. 100 BCE). Sculpture, metalwork, mural painting, vase painting, and architecture will be considered, with particular interest in how these forms are reflective of the fundamental political, spiritual, and philosophical developments that evolved during this era — as well as how these artistic forms serve as the foundation elements for European art history.

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H274. ROMAN ART.

Roman art and architecture develop in response to increasingly complex issues of individual identity, cosmopolitanism, personal and state propaganda, and the social and political pressures inspired by managing large and varied population concentrations. Roman visual culture addresses these challenges by adapting to new ideas and subject matter while at the same time maintaining traditional notions of personality, organization, and imperial supremacy.

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H275. EARLY CHRISTIAN AND MEDIEVAL ART.

An introduction to the major works and issues of the period through an examination of key moments in the British Isles, France, Germany, Byzantium, and Italy from c. 300 CE to 1500 CE. A study of the forms, language and uses of medieval visual culture will be related to the circumstances associated with the demise of the Roman Empire, migrations of Northern European peoples, the increasing power of secular rulers, the development of monasticism, and the theological perspective of the Roman Christian Church. Art and architecture associated with contemporary monotheistic religions (Judaism, Islam) will also be considered.

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H285. NINETEENTH CENTURY ART.

This course will examine European art from 1789-1900 with a focus on French painting, but will also consider the art of Spain, England, and Germany. Lectures and readings are designed to provide an overview of artistic developments, as well as to articulate how forms of expression and modes of representation were

affected by the unfolding political, social, cultural, and economic conditions of the long nineteenth century. Major themes include the development and disarticulation of history painting, the rise of landscape painting in the face of growing urbanization and industrialization, changing conceptions of portraiture and the construction of gendered, raced, and classed identities. Museum visit required.

CORE REQUIREMENT MET: **EUROPE • FINE ARTS**

H287. HISTORY OF PHOTOGRAPHY.

What is a photograph? Is it a “document” or a “work of art?” Who makes a photograph, and for whom does s/he make it? How and where do photographs circulate? What effect does the context in which a photograph is viewed have on its meaning(s)? Designed as a selective history of photography in the 19th and 20th centuries, this course revolves around questions like these (although these are not the only issues we will explore) regarding the nature and function of photography in modern culture. Through thematic lectures, a wide-ranging list of readings and in-class discussion, we will explore the medium from multiple perspectives. Students will develop the critical skills they need to read and critically analyze the visual rhetoric that shapes photographic representations. In addition to learning about the different photographic genres — exploration and travel photography; studio and portrait work; medical and legal documentation; fine art prints; photojournalism — this class will push students to investigate photography’s position within a broader cultural field: the medium’s shifting relations to the artistic avant-gardes; advertising and consumer culture; constructions of race, gender, and national identity; and photography’s role in producing history itself. Readings will include primary source materials and theories of photographic meaning; students will be asked to grasp not only the medium’s technological and rhetorical functions, but also to develop their own critical perspectives on photography’s shifting relations to intellectual, social and political ideologies. Coursework will require one hands-on photographic project and a museum visit.

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

H289. MODERN ARCHITECTURE.

A thematic approach to the history, theory, and practice of Modern Architecture in Europe and the United States from the 1780s to the late 20th century. Readings will be drawn from art and architectural history, theory, and criticism; urban planning; philosophy; design history and theory; literature and film. We will explore changing ideas about public and private space and experience; collectivism and individuality in architectural theory and practice; modernist architecture and the historical avant-gardes; urban planning, urban renewal and the creation of urban identities; residential design and the notion of the “master builder”: green design, ecological restoration and urban redevelopment; the gendering of architectural practice and history. Coursework will include a unit on architecture in Los Angeles. Field trips will include sites in Los Angeles and the greater Southern California area.

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

H362. ART IN EARLY CHINA.

Chinese art and archaeology from the neolithic period through the Tang Dynasty.

Readings in historical, literary, and religio-philosophical texts will contextualize the study of the formative period of Chinese art history. We will trace the emergence, florescence, and decline of ritual art in ancient China; the birth and ascent to dominance of the Confucian scholar-elite as consumers (and ultimately producers) of art; and the impact of the introduction of Buddhism on the history of Chinese art. Archaeological discoveries continue to deepen our understanding of ancient China, and we will examine the most important excavations of the past 30 years. *Prerequisite: Art H160 or Asian history course, or permission of instructor.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • FINE ARTS • PRE-1800**

H364. ART IN LATER CHINA.

Chinese art of the last millennium. Primary attention will be paid to the arts of painting, calligraphy, and architecture (palaces and gardens), seen in the context of patronage groups and other intellectual, social, and political factors. The role of the scholar-gentry class in the consumption and production of art is particularly important, but we will also examine the impacts of the imperial court, the religious establishment (Chan or Zen Buddhist), and the merchant class on the art of imperial China. The course will conclude with a consideration of art in contemporary China and its relationship to pre-revolutionary Chinese traditions. *Prerequisite: Art H160 or Chinese history course, or permission of instructor.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • FINE ARTS**

H368. JAPANESE PAINTING.

A survey of Japanese painting with emphasis on the Heian through Tokugawa periods (10th–19th centuries). The transformative influences of Chinese culture and changing patronage groups (from courtly to zen/samurai to the merchant class) will inform our analysis of monochrome ink scrolls, gold-leaf screens, and ukiyo-e woodblock prints. Where possible, we will consider the works in the architectural settings for which they were intended. Field trips to the L.A. County Museum of Art and other collections will be arranged. *Prerequisite: Art H160 or Art H266, or Japanese history course.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • FINE ARTS**

H373. MAJOR FIGURES IN THE ITALIAN RENAISSANCE.

This course examines the career of a major artist of the Italian Renaissance in historical context. The artist's entire oeuvre will be considered, attending to issues of biography, historical circumstance, social context and intellectual and artistic impact. Artist focus changes year to year. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H374. ART OF THE EARLY ITALIAN RENAISSANCE.

A survey of the painting, sculpture and architecture of Italy from about 1300 to 1500. All major figures, including Giotto, Ghiberti, Donatello and Botticelli will be considered. Works will be examined in terms of setting, patronage, and cultural context in addition to questions of style and meaning. *Prerequisite: Art H170 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H376. SIXTEENTH CENTURY ITALIAN ART.

High Renaissance and Mannerism. Among those artists considered are Leonardo da Vinci, Michelangelo, Titian and Raphael. Of special consideration is the nature of the Papacy as a patron of art and the city of Rome as a context for artistic activity. The course will also consider the reasons for the dissolution of the classical tradition during this time by artists such as Pontormo, Parmigianino and Giulio Romano. *Prerequisite: Art H170 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H378. ART OF THE NORTHERN RENAISSANCE.

An examination of the artistic traditions of Northern Europe from c. 1400 to 1600 CE. Points of consideration include significant artistic personalities and individual works, the relationship between patron and image, territorial distinctions, in addition to the connection between northern and southern (Italian) visual developments during this period. *Prerequisite: Art H170 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

H385. TOPICS IN THE HISTORY OF ART.

Art Since 1975. Beginning with conceptual art of the 1970s, this course will cover a variety of work in various media: photography, text, video, body and performance art, painting, installation. In moving from the photo-based practices that defined 1970s conceptual art, through postmodernism of the 1980s, art in a digital age, and issues of globalism in the 1990s and 2000s, the course will focus on key themes that seem to define the visual arts of the last 30 years: issues of subjectivity, the body, and technology. *Prerequisite: one Art History course or permission of instructor; Art H180 or H389 recommended.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

American Visual Culture. This course will cover the history of American Art from the sixteenth to the mid-twentieth century. Paying special attention to the role that visual media played in shaping the popular imagination of the nation, we will explore the ways in which forms such as photography, sculpture, architecture, painting, printed media, fairs, and exhibitions contributed to popular discourse regarding race, class, gender, and regional identity. At the same time we will consider what effect these subjects continue to have upon our conception of national identity. By tracing the emergence of cultural forms such as the public museum, modern corporation, national park, and celebrity image, we will work to understand sources fundamental to contemporary thought and visual culture. *Prerequisite: Art H180 or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES • FINE ARTS**

H387. EUROPEAN VISUAL CULTURE, 1900-1945.

This course will focus on European visual culture from 1900–1945. We will consider the nature and transformation of the avant-gardes during this period through lectures and discussions about Cubism, the Russian Avant-Garde, the Bauhaus, Dada, and Surrealism. Yet we will also try to make sense of practices

that do not usually figure in histories of this period, paying particular attention to the ways in which a "return to order" emerged in artistic practices during the years after World War I. Media to be explored include painting, sculpture, photography, film, and architecture; we will also investigate the increasingly important role played by art exhibitions in shaping contemporary ideas about art, artistic identity and art's connection to politics. Readings will be drawn from art history, art theory, literature, history and philosophy. Coursework will require one formal oral presentation and a museum visit. *Prerequisite: Art H180 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS**

H389. CONTEMPORARY ART.

This course will explore the diverse forms of visual culture — painting, sculpture, photography, architecture, performance, film — produced after 1950. Through clusters of thematic and monographic lectures, we will investigate some of the strategies artists deployed in order to ask questions about how form and content in the visual arts intersect with other kinds of cultural representation in the years after World War II. In what ways did advertising, industrial production and the hegemony of consumer culture inflect visual culture in the 1960s and 1970s? How might the rhetoric and experiences of social and political life in the later 20th century — the civil rights movement, feminism, environmentalism, the anti-war movement, postmodernism, globalization, etc. — have intersected with the practices of visual artists? In addition to presenting a selective history of visual culture after 1950, this course will explore how changing ideas about race, ethnicity, gender, sexuality, and cultural identity have impacted the art and criticism of the last 50 years. At least one field trip to a gallery or museum will be required. *Prerequisite: Art H180 or permission of instructor. Course required for Studio Art Emphasis.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

H390. SEMINAR IN ASIAN ART.

Prerequisite: Art H160 or permission of instructor.

H391. SEMINAR IN EARLY WESTERN ART.

A seminar focusing on a topic in the history of Western art through the Renaissance. Emphasis on research methods and writing research papers. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

H392. SEMINAR IN NINETEENTH-TWENTIETH CENTURY ART.

Prerequisite: Art H180 or permission of instructor.

CORE REQUIREMENT MET: **FINE ARTS**

H395. JUNIOR SEMINAR IN ART HISTORY.

Topic for 2009-2010: "Monuments, Memorials, and Memory." *Prerequisite: Art History major or permission of instructor.*

H397. INDEPENDENT STUDY.

Prerequisite: permission of department.

2 or 4 units

H490. SENIOR SEMINAR.

Prerequisite: senior Art History majors only.

H499. HONORS RESEARCH.

Prerequisite: permission of department.

[TOP OF PAGE](#)

Programs of Instruction

American Studies

Area Studies

Art History & the Visual Arts

Asian Studies

Athletics & Physical Activities

Biochemistry

Biology

Chemistry

Classical Studies

Cognitive Science

Computer Science

Core Program

Critical Theory and Social Justice

Diplomacy & World Affairs

Economics

Education

English & Comparative Literary

Studies

English Writing

Geology

German, Russian, & Classical

Studies

History

Kinesiology

Mathematics

Music

Philosophy

Physics

Politics

Psychobiology

Psychology

Religious Studies

Sociology

Spanish & French Studies

Theater

Urban & Environmental Policy

Asian Studies

Associate Professor Pitelka, *Chair*

Professor Chen; Assistant Professor Ezaki

On Special Appointment: Adjunct Assistant Professor Wang; Adjunct Instructors Taylor, Xu

Affiliated Faculty

Professors Chan (*History*), Chi (*Politics*), Wright (*Religious Studies*), Yau (*Art History and the Visual Arts*), Yin (*American Studies*), Yuhas (*Art History and the Visual Arts*); Associate Professor Reddy (*Diplomacy and World Affairs*); Assistant Professors Chu (*Diplomacy and World Affairs*), Hebert (*Diplomacy and World Affairs*)

Asia is a vast, complex, and diverse region that lies at the cusp of contemporary change and traditional culture. The Asian Studies department seeks to introduce students to the broad set of issues and methods important in the study of Asia, with particular emphasis on East Asia. Students can study the influential international languages of Chinese and Japanese at the elementary through advanced levels. Literature in translation courses cover the pre-modern and modern literature of China and Japan, ranging from the world's first novel (*The Tale of Genji*) to modern Chinese crime fiction. History and art history courses range from the samurai of medieval Japan, the politics of the Korean court, and the Chinese Confucian world order to the legacy of World War II. Students have the chance to explore Chinese and Japanese landscape painting, Hong Kong cinema, Taiwanese politics, Japanese anime, Zen meditation, nationalism and ethnicity in Asia, or Asia-Pacific community networks in their courses. We also encourage students to choose from a number of study-abroad options, providing the opportunity to experience Asian languages and cultures first-hand.

The major has several distinguishing features: it is intercultural, requiring students to take courses in more than one area or region; it is interdisciplinary, as courses must come from at least three disciplines; but it is also specialized, with concentrations offered in Chinese, Japanese, or comparative Asian culture; finally, it contains a strong emphasis on language and direct encounter with the culture under study. We expect majors to develop a broad knowledge in the field of Asian Studies, and specialized expertise in a specific language, nation, or cultural issue.

MAJOR: A minimum of eleven courses (44 units) chosen in consultation with the major advisor. Majors taking the comparative emphasis will work with two faculty advisors including the major advisor.

CHINA EMPHASIS: [ASN101](#); [CHIN201](#); [CHIN202](#); [ASN490](#); one Asian studies course with comparative content; one course on pre-modern China; one course on modern China; one Asian Studies course on a country other than China; three additional courses

including one seminar chosen in consultation with the advisor.

JAPAN EMPHASIS: [ASN101](#); [JAPN201](#); [JAPN202](#); [ASN490](#); one Asian studies course with comparative content; one course on pre-modern Japan; one course on modern Japan; one Asian Studies course on a country other than Japan; three additional courses including one seminar chosen in consultation with the advisor.

COMPARATIVE EMPHASIS: [ASN101](#); two Asian Language courses (200 level and above); [ASN490](#); one Asian studies course with comparative content; one Asian Studies course with pre-modern content; five additional courses related to a comparative focus including one seminar chosen in consultation with two faculty advisors. Majors at the time of declaration must submit a statement of purpose and have the comparative focus in Asian Studies approved by faculty advisors.

Note that Chinese and Japanese are two of the languages that can be utilized in the Group Languages major. See the [Group Languages](#) information below for details.

CHINESE LANGUAGE EMPHASIS: [ASN101](#); [CHIN201](#); [CHIN202](#); four courses numbered CHIN 301 and above; [ASN490](#); [LING301](#) or [CHIN273](#); one course on pre-modern China; one Asian Studies course on a country other than China.

JAPANESE LANGUAGE EMPHASIS: [ASN101](#); [JAPN201](#); [JAPN202](#); four courses numbered JAPN 301 and above; [ASN490](#); [LING301](#) or [JAPN273](#); one course on pre-modern Japan; one Asian Studies course on a country other than Japan.

MINOR: A minimum requirement of 24 semester units including [ASN101](#) and courses in the Asian Studies course list. [CHIN201](#) and [JAPN201](#) or above may be counted toward the minor. At least two of these courses must be taken at Occidental.

WRITING REQUIREMENT: Students majoring in Asian Studies will satisfy the final component of Occidental College-wide writing requirement by submitting a paper from a seminar course chosen in consultation with the advisor. The paper is to be submitted to the chair of the department, no later than the end of the second week of class of the senior year. See the [Writing Program](#) for details and consult the department Chair.

HONORS: Students maintaining a 3.25 overall academic average who wish to pursue College Honors must present a project proposal in the following two step process: (1) submit to the chair, by mid-April of the junior year, a two-page proposal supported by one Asian Studies faculty; and (2) submit to the chair, by the first week of class in the fall semester of the senior year, a more detailed proposal with annotated bibliography and demonstration of research conducted in the summer. If this final proposal is supported by a committee of three Asian Studies faculty, the student may enroll in [ASN499](#) Honors Independent Study in the fall semester and/or the spring semester. The project will culminate in a thesis to be supervised and evaluated by the Honors Committee of three Asian Studies faculty. Honors candidates will participate in the Senior Seminar, but the Honors Thesis replaces the senior research paper. The candidate will present the results of

his or her research in a public presentation in the spring semester.

Students interested in any of the above possibilities should see the [Honors Program](#) and consult the chair for details.

101. INTRODUCTION TO ASIAN STUDIES.

This course has two main goals: to investigate Asia as a regional unit, and to critically examine the discipline of Asian Studies. We will begin by reviewing the regions and nations in contemporary Asia. In the remainder of the course, we will examine five major themes and related methodologies that are key to the study of Asia. In section one, we will discuss the insights of history and literary analysis into language, writing, and culture. In section two, sociology, anthropology, and history will help us navigate the complex relationships between the individual, the family, and the state. In section three, we will see how economic history, religious studies, and art history shed light on the flow of things and ideas. In section four, we will explore nationalism and international relations through the lenses of politics and postcolonial studies. In the final section of the course, we will use media and cultural studies to examine the connections between politics and popular culture.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

150. MEDIEVAL AND EARLY MODERN JAPAN.

This survey will examine Japanese history from the emergence of the samurai class in the twelfth century to the Meiji Restoration of 1868. We will begin by considering the origins and rise to power of warriors as a discrete social group. Next we will look at the balance of power between the Kyoto court, the new warrior government in Kamakura, and the powerful Buddhist institutions that defined the culture of the medieval period. We will then examine the disintegration of central authority under the rule of the Ashikaga shoguns, leagues and other local attempts to organize independently, and the concomitant cultural efflorescence of the fifteenth and sixteenth centuries. The course will conclude by examining the political structures, popular culture, and social stratification of the early modern (Edo or Tokugawa) period.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

250. MODERN JAPAN.

This course covers the history of Japan from the 1868 Meiji Restoration to the present, with particular focus on the emergence of modernity, the Pacific War, and popular culture. The first section of the course will examine Japan's modern revolution in the Meiji Restoration; industrialization and modernization in the Meiji Period; and the development of Japanese colonialism. The second section of the course will focus on the Pacific War, the bombing of Hiroshima and Nagasaki, and the American Occupation, with particular focus on the politics of gender and race. The third section of the course will look at Japan's explosive postwar economic recovery and the consumer and popular culture it produced.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

360. JAPANOPHILIA: ORIENTALISM, NATIONALISM, TRANSNATIONALISM.

This course examines the relationship between identity and infatuation with Japan

in historical and contemporary contexts. We look at native and global representations of Japan, including the work of 16th-century Jesuits, early modern European travelers, Japanese nativists, modern Orientalists, and Japanese nationalists. We also consider the transnational flow of Japanese culture leading to local explorations of Japanophilia in Los Angeles. *Prerequisite: Asian Studies 101.*

CORE REQUIREMENT MET: **INTERCULTURAL**

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR.

A research and methods course designed to help senior Asian Studies majors produce the required thesis. Our objectives are to review critical issues in each student's area of specialty, to investigate how each research topic fits into the larger field of Asian Studies, and to write an innovative, insightful, and articulate research essay. *Open only to senior Asian Studies majors.*

499. HONORS.

Prerequisite: permission of chair.

ARABIC

101. ELEMENTARY ARABIC I.

Introduction to Modern Standard Arabic and pronunciation, alphabet, simple oral communication, reading simple prose and other basic language skills. The fundamentals of Arabic grammar are reviewed. *May not be taken for credit by those with more than one year of previous high school (grades 10, 11, 12) study or one semester of college study of Arabic. Consult instructor for details.*

102. ELEMENTARY ARABIC II.

Continuation of Arabic 101. *Prerequisite: Arabic 101 or permission of instructor.*

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

CHINESE LANGUAGE AND LITERATURE

MINOR: Five courses (20 units) numbered Chinese 202 and above. Linguistics 301 may fulfill one of these courses. Three of the five courses must be completed as Occidental courses (one of the three MUST be taken at the Eagle Rock campus. The other two may be taken at an Occidental-in-China campus).

GROUP LANGUAGE MAJOR: Students may combine Chinese with another language (Japanese, French, German, Russian, Spanish) or Linguistics into a Group Language major by taking at least five courses (20 units) numbered 202 and

above in Chinese (only one may be course taught in English) and five courses (20 units) as specified in the other language, and one methods course (4 units): Linguistics 301 or a literary theory/criticism or literature seminar course. Students planning a Group Language major are encouraged to participate in Occidental's abroad programs as part of their plan of study. Interested students should consult with faculty in both languages before entering the group program.

COMPREHENSIVE REQUIREMENT: Students majoring in Group Language will enroll in a 2 unit Independent Study in the fall to prepare for: a 10 page research paper on Chinese linguistics or literature, written in English (in addition to a 10 page research paper for the other language); or a 20 page research paper combining the Chinese half of the major and the other half, in English. Oral presentation of the research paper, in English, will be conducted in the spring. Oral presentation in a 300 level Chinese course in student's senior year is also required.

HONORS: Group Language majors with an overall GPA of 3.25 and a 3.5 GPA for major courses may submit an honors research proposal at the end of the 2 unit Independent Study in the fall. If the proposal is supported by faculty from both languages, the student will enroll in a 2 unit Independent Study in the spring to qualify for College Honors at graduation in one of the following ways: completion of two separate distinguished papers (20 page each) on both languages; or one distinguished 40 page paper on both halves of the major, in English. Oral presentation(s) of the research paper(s) will be conducted in the spring. Oral presentation in a 300 level Chinese course in student's senior year is also required.

WRITING REQUIREMENT: Students majoring in Group Language will satisfy the final component of Occidental College-wide writing requirement by submitting a paper in English from a 300 level or seminar course no later than the end of the second week of class of the senior year.

101. ELEMENTARY CHINESE I.

Introduction to spoken standard Chinese (Mandarin), the pinyin romanization system, and the reading and writing of Chinese characters. *May not be taken for credit by those with more than one year of previous high school (grades 10, 11, 12) study or one semester of college study of Chinese. Consult instructor for details.*

5 units

102. ELEMENTARY CHINESE II.

Continuation of Chinese I. Conversation, reading, elementary composition; completion of basic grammar. *Prerequisite: Chinese 101 or equivalent.*

5 units

201. INTERMEDIATE CHINESE I.

A review of basic grammar. Reading and discussion of texts dealing with contemporary Chinese society and culture. Viewing and discussion of video programs. Composition writing and oral presentations. *Prerequisite: Chinese 102 or equivalent.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

202. INTERMEDIATE CHINESE II.

Continuation of Chinese 201. *Prerequisite: Chinese 201 or equivalent.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

271. CLASSICAL CHINESE LITERATURE IN TRANSLATION.

This course is a survey of Chinese literature — written in the classical language — from its earliest beginnings to the tenth century. What are some recurrent themes, aesthetic and ideological issues in the classical literary tradition? What were the views toward life, death, family, friendship, love, state and society, the role of the hero/heroine as found in poetry, philosophical texts, historical biographies, tales of the marvelous and accounts of the strange? What are some of the major assumptions behind such views? How did the scope, definition, use and function of literature and the interpretation of major texts in the tradition change over time? How do we, as contemporary readers of classical Chinese literature in translation, interpret Chinese literature and culture? What do the translations of Chinese works reveal about the historical context, worldviews, values, and cultural assumptions of the translators themselves? *No prerequisites. Given in alternate years.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

273. CONTEMPORARY CHINESE WRITERS IN EXILE.

This course examines contemporary Chinese fiction since the 1990s, with a special focus on the growing number of works written in exile and in the author's native or second language. We will explore the works of Nobel laureate Gao Xingjian writing in Chinese as a French citizen, Dai Sijie writing in French in France, Ha Jin and Qiu Xiaolong writing in English in the U.S., and woman novelist Liu Sola writing in Chinese in London and New York. What are the national, transnational, cultural, gendered, and aesthetic contexts and issues surrounding the writing and reading of fiction written "out-of-country" and "out-of-language"? How do the writers, in a variety of languages, genres, and political stances, return to memories of their homeland, in particular to national traumas such as the Cultural Revolution, and re-write official versions of the nation and re-member their selves? *No prerequisites. Given in alternate years.*

CORE REQUIREMENT MET: **INTERCULTURAL**

301. ADVANCED CHINESE I.

Reading and discussion of essays on Chinese society, culture, and current topics. Viewing of video programs. Composition writing and oral presentations.
Prerequisite: Chinese 202 or permission of instructor.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

302. ADVANCED CHINESE II: NEWS ARTICLES AND MEDIA.

Introduction to the vocabulary, literary style, and format of news articles and live news, with emphasis on developing tactics and skills in reading and listening comprehension. Selections from mainland Chinese and Taiwan newspaper articles and live news on television and the internet will cover topics such as China-U.S. relations, China-Taiwan relations, Chinese law, science and economic development, women's issues, sports, newspaper ads and announcements.

Students will be expected to read in both traditional and simplified characters.
Prerequisite: CHIN 301 or permission of instructor.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

303. EXPOSITORY AND FAMILIAR ESSAYS.

Reading and discussion of expository and familiar essays by major twentieth-century literary and political figures. Students will gain oral-aural skills, using an interactive multimedia program featuring interviews with writers, and through class discussion and oral presentations on literary and cultural topics. Students will develop skills in reading authentic texts in both traditional characters and simplified characters. Students will also practice writing expository and familiar essays. *Prerequisite: CHIN 301 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

330. FICTION AND FILM.

Reading and discussion of short fiction by twentieth-century May Fourth era writers and contemporary writers from mainland China, Taiwan, Hong Kong, and the Chinese diaspora. Students will conduct close reading and literary analysis of original works written in traditional or simplified characters, and practice oral and written discussion of the historical, political, and cultural content of the readings. Students will also view and discuss films based on modern and contemporary literary texts. Stories and films will focus on the themes of family, friendship, love, and the state. *Prerequisite: CHIN 301 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

350. CLASSICAL CHINESE THOUGHTS AND SAYINGS.

Readings in short classical Chinese texts from pre-Qin historical, philosophical, and literary works that are the sources of sayings still common in modern vernacular Chinese. Students will learn the grammar, structure, and vocabulary of classical Chinese (wenyan) and gain advanced proficiency in modern spoken (baihua) and literary (shumianyu) Chinese through exercises in oral and written discussion and analysis of the use of classical Chinese thought and sayings in contemporary Chinese language and culture. *Prerequisite: CHIN 301 or permission of instructor.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

JAPANESE LANGUAGE AND LITERATURE

MINOR: Five courses (20 units) numbered Japanese 202 and above. Three out of the four courses must be completed as Occidental courses, and one of the three must be taken at the Eagle Rock campus. The other two may be taken at an Occidental-in-Japan campus.

GROUP LANGUAGE MAJOR: Students may combine Japanese with another language (Chinese, French, German, Russian, Spanish) or Linguistics into a Group Language major by taking at least five courses (20 units) numbered 202 and above in Japanese (only one may be course taught in English) and five courses (20 units) as specified in the other language, and one methods course (4 units): Linguistics 301 or a literary theory/criticism or literature seminar course). Students planning a Group Language major are encouraged to participate in Occidental's abroad programs as part of their plan of study. Interested students should consult with faculty in both languages before entering the group program.

COMPREHENSIVE REQUIREMENT: Students majoring in Group Language will enroll in a 2 unit Independent Study in the fall to prepare for: a 10 page research paper on Japanese linguistics or literature, written in English (in addition to a 10 page research paper for the other language); or a 20 page research paper combining the Japanese half of the major and the other half, in English. Oral presentation of the research paper, in English, will be conducted in the spring. Oral presentation in a 300 level Japanese course in student's senior year is also required.

HONORS: Group Language majors with an overall GPA of 3.25 and a 3.5 GPA for major courses may submit an honors research proposal at the end of the 2 unit Independent Study in the fall. If the proposal is supported by faculty from both languages, the student will enroll in a 2 unit Independent Study in the spring to qualify for College Honors at graduation in one of the following ways: completion of two separate distinguished papers (20 page each) on both languages; or one distinguished 40 page paper on both halves of the major, in English. Oral presentation(s) of the research paper(s) will be conducted in the spring. Oral presentation in a 300 level Japanese course in student's senior year is also required.

WRITING REQUIREMENT: Students majoring in Group Language will satisfy the final component of Occidental College-wide writing requirement by submitting a paper in English from a 300 level or seminar course no later than the end of the second week of class of the senior year.

101. ELEMENTARY JAPANESE I.

Introduction to the language in all its aspects—basics in grammar and in oral communication, reading and writing of hiragana & katakana—through intensive drills and exercises in class and in the language laboratory. Students will also learn both linguistic and extra-linguistic communication styles through the viewing of a series of educational language programs. *May not be taken for credit by those with more than one year of previous high school (grades 10, 11, 12) study or one semester of college study of Japanese. Consult instructor for details.*

5 units

102. ELEMENTARY JAPANESE II.

Continuation of Japanese 101. Further development of communication skills, both oral and written. *Prerequisite: Japanese 101 or equivalent.*

5 units

201. INTERMEDIATE JAPANESE I.

Continuation of Japanese 102. Increased emphasis on conversational skills. Formal introduction of kanji (approximately 250 throughout the two semesters of the intermediate level). *Prerequisite: Japanese 102 or equivalent.*

5 units

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

202. INTERMEDIATE JAPANESE II.

Completion of the essentials of the structure of Japanese. Further development of aural-oral skills and reading comprehension. Introduction of the formal style of composition writing. *Prerequisite: Japanese 201 or equivalent.*

5 units

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

271. FICTION IN JAPANESE LITERATURE AND FILM.

This course examines the art of storytelling via selected works of prose fiction and film which were originally written/produced in the Japanese language in the early modern through contemporary periods. Through the close reading of texts and visual images, the student will not only learn to appreciate individual works but gain insights into aspects of Japanese culture, both in its specificity and universality. The course is given in English but those whose language proficiency permits may choose to read the texts in the original Japanese. *No prerequisites. Given in alternate years.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

273. WOMEN'S TRAVEL DIARIES AND PRE-MODERN SOCIETY (IN TRANSLATION).

Women's travel diaries in Tokugawa Japan (the feudal era of the 17th through mid-19th centuries) are a relatively newly-discovered genre, which is little-known in the West and is absent from many standard texts on Japanese literary history. Mainly relying on recent scholarship published in Japan (with materials excerpted and translated by the instructor for the course), the student will investigate the lives of people of the time and how literary activities served as a mechanism for integrating people of different classes, gender, and regions. The theme will also be explored for the historical perspective with additional texts selected from among *Man'yoshu* (The Ten Thousand Leaves), a collection of poems compiled even before the formal Japanese writing system was established, *Kokinshu* (A Collection of Poems Ancient and Modern), the first imperially-sponsored anthology, *Makura no Soshi* (The Pillow book) and *Genji monogatari* (The Tale of Genji), these latter two written by court ladies in the 10th and 11th centuries. The course is given in English but those whose language proficiency permits may choose to read the texts in the original Japanese. *No prerequisite. Given in alternate years.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

301. ADVANCED JAPANESE I.

Intensive training in listening, speaking, reading and writing, based upon the current topic provided every week. More emphasis on the actual use of the language than on grammar. Further learning of kanji (approximately 250) throughout the two semesters of the advanced level. Students are expected to

learn 500 kanji in total while enrolled in courses 201 to 302. *Prerequisite: Japanese 202 or equivalent.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

302. ADVANCED JAPANESE II.

Continuation of Japanese 301. *Prerequisite: Japanese 301 or equivalent.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

310. READING AND DISCUSSION OF ESSAYS.

In this course, the student will be exposed to original source materials, in particular short essays on a variety of topics published in popular magazines and literary/academic journals. Via the study of these materials, the student will learn to write compositions making use of narratives and descriptions of a factual nature, while perfecting his/her knowledge and skill in appropriately utilizing the three writing systems; hiragana, katakana, and the 500 basic kanji (including multiple readings of each character). New kanji characters and their variant readings will be introduced as required. Through discussions and presentations, the student will further improve his/her skills in handling a variety of communication tasks, choosing the speech style that is appropriate to the situation and the speaker's relationship with his/her interlocutor. *Prerequisite: Japanese 302 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

340. LANGUAGE IN NEWS MEDIA AND ADVERTISING.

This course focuses on current trends in Japanese language and society. By reading newspaper articles, listening to TV/radio news, and intensively studying vocabulary related to world affairs, social issues, and government, the student will be trained to grasp the critical information conveyed by these sources, and to accurately report various facts, events, and thoughts orally and in writing. The student will also be introduced to the common practice of unorthodox usage of the language in advertisement copy and comic strips to further develop their comprehensive language skills. *Prerequisite: Japanese 302 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

350. LITERARY STYLES AND ORAL NARRATIVE.

This course introduces a variety of literary and oral narrative styles, which have been integral to both the high and popular cultures of Japan throughout history. The student will read short stories, epistles, zuihitsu journals, and tanka/haiku/senryu poems, and will become acquainted with the humorous storytelling form rakugo, with the intention of learning not only the form and content of each work but also the significant roles these linguistic activities have played in the lives and thinking of the Japanese people. Through discussions and intensive writing assignments with a focus on good organization and cohesive argument, the student will be trained to summarize and describe with ease and confidence topics relating to the course material. *Prerequisite: Japanese 302 or permission of instructor.*

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

COURSES THAT COUNT TOWARD A MAJOR OR MINOR IN ASIAN STUDIES

(courses with pre-modern content are marked with an *)

COURSES RELATED TO CHINA

[Art History and the Visual Arts F348](#). Transnational Chinese Cinemas

*[Art History and the Visual Arts H362](#). Art In Early China

[Art History and the Visual Arts H364](#). Art In Later China

[Chinese 201](#). Intermediate Chinese I

[Chinese 202](#). Intermediate Chinese II

*[Chinese 271](#). Classical Chinese Literature in Translation

[Chinese 273](#). Contemporary Chinese Writers in Exile

[Chinese 301](#). Advanced Chinese I

[Chinese 302](#). Advanced Modern Chinese II: News Articles and Media

[Chinese 303](#). Expository and Familiar Essays

[Chinese 330](#). Fiction and Film

*[Chinese 350](#). Classical Chinese Thought and Sayings

*[History 242](#). Imperial China

[History 243](#). Modern and Contemporary China

[History 348](#). The Cultural Revolution in China

[Politics 226](#). Contemporary Chinese Politics

COURSES RELATED TO JAPAN

*[Art History and the Visual Arts H266](#). The Arts of Japan

*[Art History and the Visual Arts H368](#). Japanese Painting

*[Asian Studies 150](#). Medieval and Early Modern Japan

[Asian Studies 250](#). Modern Japan

[Asian Studies 360](#). Japanophilia: Orientalism, Nationalism, Transnationalism

[History 246](#). Traditional Japan

[Japanese 201](#). Intermediate Japanese I

[Japanese 202](#). Intermediate Japanese II

[Japanese 271](#). Modern Japanese Literature in Translation

*[Japanese 273](#). Women's Travel Journals in the Pre- and Early Modern Eras

[Japanese 301](#). Advanced Japanese I

[Japanese 302](#). Advanced Japanese II

[Japanese 310](#). Reading and Discussion of Essays

[Japanese 340](#). Language in News Media and Advertising

[Japanese 350](#). Literary Styles and Oral Narrative

COMPARATIVE COURSES

[American Studies 270](#). Asian-American Literature

[American Studies 272](#). Asian Immigrants in American Society

[American Studies 280](#). The American Experience in East Asia

*[Art History and the Visual Arts H160](#). Introduction to Asian Art

[Art History and the Visual Arts F248](#). East Asian Cinemas and Cities in a Global

Frame

- *[Asian Studies 180](#). Korean History and Culture
- [Chinese 273](#). Contemporary Chinese Writers in Exile
- [Diplomacy and World Affairs 233](#). Development and Human Rights in Southeast Asia
- [Diplomacy and World Affairs 237](#). Cuba, Vietnam, China: Communism in a Post-Communist World
- [Diplomacy and World Affairs 238](#). Identity and Citizenship: The South Asian Diaspora
- *[History 241](#). East Asian Survey Since 1600
- [History 340](#). Topics in Asia Pacific as a Cultural and Economic Crossroads
- [Music 103](#). Music of Asia and the Pacific Islands
- [Politics 227](#). East Asian Politics: China, Japan, Korea, and Taiwan
- *[Politics 259](#). Political Thought In The Ancient World: Greece, India, and China
- *[Religious Studies 160](#). Introduction to Asian Religions
- *[Religious Studies 260](#). Buddhist Thought From India to Japan

SEMINARS/METHODS COURSES AVAILABLE FOR ALL THREE EMPHASES

- [Art History and the Visual Arts F395](#). Junior Seminar in Film Theory and Criticism
- *[Art History and the Visual Arts H362](#). Art in Early China
- [Art History and the Visual Arts H364](#). Art in Later China
- [Art History and the Visual Arts H395](#). Seminar in Asian Art
- [Asian Studies 360](#). Japanophilia: Orientalism, Nationalism, Transnationalism
- [Chinese 273](#). Contemporary Chinese Writers in Exile
- [Diplomacy and World Affairs 235](#). Nationalism and Ethnicity
- [Diplomacy and World Affairs 238](#). Identity and Citizenship: The South Asian Diaspora
- [Diplomacy and World Affairs 337](#). International Relations Theory
- [History 300](#). History Colloquium
- [History 348](#). The Cultural Revolution in China
- *[Japanese 273](#). Women's Travel Journals in the Pre- and Early Modern Eras
- [Linguistics 301](#). Introduction to Linguistic Structure
- [Politics 211](#). Comparative Politics
- *[Religious Studies 365](#). Buddhist Ethics

[TOP OF PAGE](#)

Programs of Instruction

American Studies

Area Studies

Art History & the Visual Arts

Asian Studies

[Athletics & Physical Activities](#)

Biochemistry

Biology

Chemistry

Classical Studies

Cognitive Science

Computer Science

Core Program

Critical Theory and Social Justice

Diplomacy & World Affairs

Economics

Education

English & Comparative Literary

Studies

English Writing

Geology

German, Russian, & Classical

Studies

History

Kinesiology

Mathematics

Music

Philosophy

Physics

Politics

Psychobiology

Psychology

Religious Studies

Sociology

Spanish & French Studies

Theater

Urban & Environmental Policy

Athletics and Physical Activities

Jaime Hoffman, Director of Athletics

Brian Newhall, Associate Director of Athletics and Head Coach, Men's Basketball

John Sweet, Assistant Director of Athletics and Head Athletic Trainer

Rob Bartlett, Head Coach, Cross Country and Track and Field

Eric Bergstrom, Assistant Football Coach, Offense Coordinator

Andrew Chau, Assistant Football Coach, Football Strength Coach

Jodie Cox, Head Coach, Softball

Laura Friess, Assistant Athletic Trainer

Jason Hawkins, Head Coach, Baseball

Sae Woon Jo, Recreation Sports Manager

Erik Johnson, Assistant Football Coach, Defense Coordinator; Head Coach, Men's and Women's Golf

Tak Kubota, Karate Instructor

Alex Kuhn, Head Coach, Men's and Women's Swimming and Diving

Tracy Maple, Sports Information Director

Julio Alberto Martin, Head Coach, Men's Tennis

Colm McFeely, Head Coach, Women's Soccer; Men's and Women's Soccer Coordinator

Kelly McMullen, Assistant Athletic Trainer

Linda Park, Head Coach, Women's Tennis; Men's and Women's Tennis Coordinator

Mike Talamantes, Head Coach, Volleyball

Heidi VanDeerver, Head Coach, Women's Basketball

D.J. Waddington, Head Coach, Men's Soccer

Dale Widolff, Head Coach, Football

Larry Zubrin, Head Coach, Men's and Women's Water Polo

INTERCOLLEGIATE ATHLETICS: Occidental College holds membership in the National Collegiate Athletic Association (NCAA), Division III, and the Southern California Intercollegiate Athletic Conference (SCIAC). Occidental believes that our students exemplify the true meaning of the term "student-athlete" by successfully blending these two experiences. The College offers twenty-one intercollegiate sports, 10 for men and 11 for women

Men's	Women's
Baseball (S)	Basketball (F,S)
Basketball (F,S)	Cross-Country (F)
Cross-Country (F)	Golf (S)
Football (F)	Lacrosse (S)
Golf (S)	Soccer (F)
Soccer (F)	Softball (S)
Swimming and Diving (F,S)	Swimming and Diving (F,S)

Tennis (S)	Tennis (S)	(F) = Fall
Track and Field (S)	Track and Field (S)	(S) = Spring
Water Polo (F)	Volleyball (F)	
	Water Polo (F)	

INTRAMURAL ACTIVITIES: In addition to offering competitive intercollegiate athletics, the College has a wide variety of intramural activities. Many additional activities are offered for students whose interests are largely recreational.

Intramural sports range from flag football and basketball to volleyball. Both league competition and special tournaments are offered throughout the year. League sports are mixed and all students are encouraged to participate.

PHYSICAL ACTIVITIES: A full range of instructional activity classes is offered to Occidental students. Although Occidental College does not have a physical activity requirement, students are encouraged to take advantage of the courses offered to achieve the goal of lifetime involvement in physical activity. The aim of the activity program is to provide instruction, develop an understanding of the relationship of fitness and long-term health and to encourage the development of lifetime social skills. The essence of a liberal arts education is truly manifested in the philosophy of a "sound mind in a sound body." Students may take as many Athletic and Physical Activities courses as they like, but a maximum of four may be applied to graduation. These courses are graded Credit/No Credit only. All Athletic and Physical Activities courses, as well as Intercollegiate Sports participation, have one unit course credit.

CLUB SPORTS: Recognized as a valuable part of the Occidental experience, club sports offer a recreational outlet for students in an informal setting while providing them with experience in structuring and running an organization.

COURSE FEES: There is no charge for most of the Physical Activity courses. Some courses do have equipment rental or instructor fees. These are noted below. Students may sign up for courses in advance during normal registration or may wait until the first day of the class. Check the college catalog supplement for instructor and meeting time/place.

RECREATION: Occidental College has excellent recreational facilities. They include a weight training area, Olympic all-weather track, outdoor swimming pool, seven tennis courts, and complete intercollegiate and intramural fields and facilities for all major intercollegiate athletic teams, club sports, intramurals and recreation.

Facilities may be reserved through the Department of Athletics.

All courses are given on a Credit/No Credit basis.

104. FITNESS.

This particular section is for serious trainers who want to concentrate on the development of the physique through a strenuous strength and plyometric program. We will execute specific exercises designed to develop explosive muscle mass and definition. *Prior powerlifting experience is required.*

1 unit

110. FALL INTERCOLLEGIATE ATHLETICS.

Men's Basketball, Women's Basketball, Men's and Women's Cross Country, Football, Men's and Women's Soccer, Men's and Women's Swimming and Diving, Volleyball, Men's Water Polo. *Prerequisite: permission of the coach during season of competition.*

1 unit

111. SPRING INTERCOLLEGIATE ATHLETICS.

Baseball, Men's Golf, Women's Golf, Women's Lacrosse, Softball, Men's Tennis, Women's Tennis, Men's and Women's Track and Field, Women's Water Polo. *Prerequisite: permission of coach during season of competition.*

1 unit

121. LACROSSE – MEN.

Instruction in regularly scheduled practices with competitive intercollegiate club opportunities. *Open to all students.*

1 unit

123. RUGBY – MEN.

Instruction in regularly scheduled practices with competitive intercollegiate club opportunities. *Open to all students.*

1 unit

124. RUGBY – WOMEN.

Instruction in regularly scheduled practices with competitive intercollegiate club opportunities. *Open to all students.*

1 unit

125. DANCE TEAM.

Includes performing at football and basketball games as well as at on-campus events, and off-campus dance competition in the spring. *Open to all students. Auditions held at the end of spring semester for the following year's team (freshmen and transfers audition in the fall). Full year commitment required.*

1 unit

126. CHEERLEADING.

Includes performing at football and basketball games, spirit rallies, and other on-campus events. *Open to all students. Auditions will be held in spring semester for the following year's squad (freshmen and transfers audition in the fall). Full year commitment required.*

1 unit

127. CARDIO TENNIS.

The United States Tennis Association (USTA) promotes cardio tennis as a group activity featuring a circuit of drills that consistently elevate the heart rate into the aerobic training zone. Short cycles of high-intensity workouts and periods of rest similar to interval training. *Course Fee \$100.*

1 unit

128. SPIN CLASS.

Instructor guides participants through workout phases. Warm-up, steady uptempo, cadences, sprints, slims and cool-downs Great for all ability levels. *Course Fee \$100.*

1 unit

129. INTRODUCTORY HIP HOP.

Students will learn the fundamentals of hip hop dance and will gain experience in learning hip hop choreography. *Course Fee \$100.*

1 unit

130. BOOT CAMP.

Instructor will guide students through numerous physical and mental challenges which will build inner and outer strength. Course will help build leadership skills for every individual in different scenarios. Students will participate in different cardiovascular, strength, and conditioning exercises. We will build toward the Marine Corps physical fitness test (PFT) which consists of a 3-mile run, maximum of 20 pull-ups (men)/60-second hold on pull-up bar (women), and a maximum of 100 sit-ups. *Course Fee \$150.*

1 unit

148. ULTIMATE FRISBEE.

With similarities to soccer, basketball, and football, this class will provide instruction in throwing and running skills, rules, and tactics of the sport. *Open to all students.*

1 unit

149. KARATE.

Analysis of basic offensive and defensive techniques used in Karate, including time, speed, and knowledge of body leverage. Cognitive knowledge of defense methods and their employment are also learned. Special emphasis on Shotokan Karate. *Course fee \$58.*

1 unit

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Biochemistry

ADVISORY COMMITTEE

Professor Craney (*Chemistry*), *Chair*

Professors Otsuki (*Chemistry*), Pollock (*Biology*); Assistant Professors Baran (*Biology*), Nersissian (*Chemistry*), Schulz (*Biology*), Thompson (*Biology*), Udit (*Chemistry*)

On Special Appointment: Associate Professor Lasater (*Chemistry*)

Biochemistry explores the cell's molecular components and the chemical changes characteristic of living organisms. A thorough foundation in both biology and chemistry forms the core of biochemistry. Occidental's biochemists seek to use their scientific knowledge and broad education in the liberal arts to advance the public good and improve health care, economic opportunities, environmental stewardship, national security, as well as expanding human understanding through their teaching and research.

The interdisciplinary portion of the major includes Biology 130, Molecular Biology 221, two biochemistry classes, Biology 322, and Chemistry 350, plus the comprehensive examination in biochemistry. Classroom activities are supplemented by extensive laboratory experience involving the design, execution, and interpretation of experimental results. Biochemistry graduates generally elect to pursue graduate training toward a Ph.D. in Biochemistry, a doctorate in the health professions, employment in the biotechnology field, or a career in education. Students planning on pursuing a Ph.D. in Biochemistry are advised to take several more courses including the advanced Cell and Molecular offerings in Biology, and the Bioanalytical, Inorganic, or Physical Chemistry offerings in Chemistry, to broaden their education. Biochemistry students are strongly encouraged to pursue their particular interests through an independent study-research project (Biology 395 or Chemistry 395). The Biochemistry program is eager to accommodate the foreign study aspirations of its majors; however, due to the curriculum's sequential nature, careful advanced planning is required.

Students wishing to declare a Biochemistry major should have completed two Biology and two Chemistry classes with at least a 2.7 GPA in these classes and arrange for the discussion of their schedule with one of the Program's advisors.

MAJOR: Consists of: Biochemistry 490; Biology 115, 130, 221, 322 and one additional upper level Biology course (with lab) in the area of cell and molecular biology; Chemistry 120 or 130, 220, 221, 240, 300, 300L, 350, and 350L; Mathematics 110 and 120; Physics 110 and 120, or Physics 115 and 125.

WRITING REQUIREMENT: Students majoring in Biochemistry will satisfy the final component of Occidental College's writing requirement by completing a portfolio of five specified papers or the appropriate English Writing class. Students should familiarize themselves with the departmental requirement at the time of

declaring the major. See the [Writing Program](#) and consult the Program chair for additional information.

COMPREHENSIVE REQUIREMENT: The student must pass the Graduate Record Examination in Biochemistry at the 50 percentile rank or the American Chemical Society undergraduate examination in Biochemistry at the 50 percentile rank. The student will also satisfactorily present a seminar during the Senior year on an area of current research in the field of Biochemistry to an audience of Occidental students and faculty. A student can earn distinction in Biochemistry with a 75th percentile rank and a distinguished seminar presentation.

HONORS: In addition to the requirements for College honors, the student will successfully defend a written thesis based upon the outcome of his or her laboratory research effort as an undergraduate. See the [Honors Program](#) for more information.

490. SENIOR SEMINAR.

The preparation, presentation and participation in a seminar series as a part of the senior comprehensive examination. *Open only to senior chemistry or biochemistry majors, to be repeated both semesters.*

2 units

499. HONORS.

Independent study under the supervision of a member of the faculty. *Prerequisite: permission of department, may be repeated both semesters.*

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Biology

Associate Professor Braker, *Chair*

Professors Hafner, Martin, Pollock; Associate Professor North; Assistant Professors Baran, Goffredi, Pondella, Schulz, Thompson

On Special Appointment: Adjunct Assistant Professor Schindelman; Adjunct Instructor Tydell

Biology is a rapidly expanding, multifaceted discipline, full of possibilities for undergraduate research and for stimulating graduate study and employment after Occidental. Within an evolutionary framework, our program investigates the interactions between molecules, cells, organisms, populations, and ecosystems that constitute life on earth. Interdisciplinary and integrative by nature, the biology program at Occidental engages both majors and non-majors in a curriculum that emphasizes laboratory and field investigations. Our students are encouraged to collaborate with faculty mentors, whose research employs current methods in addressing questions from the molecular to the global in scale. Students acquire skills from careful observation through hypothesis formulation and experimental design to formal oral and written presentations of results. After participating in the biology program at Occidental, students are prepared for rewarding work and life-long learning, armed with the tools necessary to understand and help explain the complexity of living systems. After completing the major, many students elect to take graduate training toward the Ph.D. in biology or doctorates of medicine or dentistry. Others enter into careers such as biomedical research, teaching, law, or government service.

The Department of Biology is housed within the Bioscience building which is contiguous with the Moore Laboratory of Zoology. Facilities include the bird and mammal collections (70,000 specimens) of Moore Laboratory, greenhouses, facilities for microscopy (scanning and transmission electron and fluorescence), a tissue culture suite and fluorescence-activated cell sorter, fully-equipped molecular biology laboratories, field vehicles, and three research vessels for nearshore marine studies and SCUBA diving. Because of its proximity to the Mojave Desert, the Santa Monica, San Gabriel, and San Bernardino Mountains, and seacoast, Occidental College is ideally suited for field and laboratory studies of environmental biology.

MAJOR: The major consists of nine Biology courses (36 units) plus Senior Comprehensive Seminar (Biology 490, 2 units), and five supporting courses (20 units). Required Biology classes are Bio 105 or Bio 115, Bio 130, Bio 490, and seven additional 200- and 300- level Biology classes that satisfy the breadth and depth requirements defined below.

Two semesters of introductory biology are required. In these courses, students are exposed to basic biological principles and the diversity of life.

The introductory courses may be taken in any order, but at least one should be taken during the first year. One course must be in organismal biology, stressing diversity and the relationship between structure and function (Bio 105 or 115). The second course must be in cellular and molecular biology (Bio 130) and provide a broad introduction to the biochemistry, physiology, and molecular biology of prokaryotic and eukaryotic cells. 100-level Biology courses are not open to senior Biology majors.

To meet the requirement for breadth within Biology, majors will take four classes, one from each of four biology subject areas: Cellular and Molecular Biology (Bio 221 or 224), Environmental Biology (Bio 106, 260, or 270), Evolutionary Biology (Bio 279), and Organismal Biology (Bio 240 or 250). An appropriate 300-level class may substitute for one of the required 200-level classes with approval of Biology chair. In 300-level courses, students engage deeply with a particular specialized subject. Three 300-level courses (at least two of which must be laboratory courses) are required.

One seminar course (Biology 490) is required to fulfill senior comprehensive requirements.

Five supporting classes are required for the major: Two semesters of chemistry (Chemistry 120 or 130, and 220); Calculus I and one other course with a strong quantitative component (this requirement can be filled by Calculus II, Math 146 or 150; Bio 260 or Bio 368; Physics 110, 115, 120 or 125; Psychology 201; or another course with approval of Biology Chair); and one other course within the sciences at the 200 or 300 level.

A course used to fulfill one requirement cannot fulfill another major requirement.

Students intending to apply to health professional programs or graduate programs in Biology should include four semesters of Chemistry, two semesters of Physics, and two semesters of Calculus in their course plan. Pre-professional students are strongly encouraged to consult with the Health Professions Office early in their career. Students planning to apply to graduate programs in Biology are also advised to include research (Biology 395) in their program of study, and may wish to select an emphasis (see below).

Students intending to obtain a teaching certification in biology should contact the Education Department as early as possible for advice on course selection. Additional advice concerning courses and career planning may be obtained from the major advisor.

The Biology Department encourages international study for Biology majors. Among the semester options available are programs in Tropical Biology in Costa Rica, Global Medicine and Public Health in Costa Rica, and direct enrollment at James Cook University in Australia (with strengths in Marine Biology and Tropical Biology). Students may receive credit towards the Biology major and to meet Core distribution requirements. See the [International Programs Office](#) and Professor Braker for more information.

EMPHASIS WITHIN THE MAJOR: Students may construct an individual program to meet the Biology major requirements, or they may choose an emphasis in Cell and Molecular Biology, Environmental Biology, or Marine Biology.

Cell and Molecular Biology Emphasis: This emphasis is designed for students who are interested in pursuing a career in the health

professions or graduate school in cellular or molecular biosciences. Cell and Molecular Biology encompasses a wide range of studies, including: gene expression and regulation, transmission of genes between generations, cell-to-cell communication, cell physiology, the biochemistry of DNA and RNA, the development of a fertilized egg into a multi-cellular organism, the biology of microbes, the cellular and molecular mechanisms that drive the specialized functions of the immune system, the nervous system and other organs and tissues. All requirements for the Biology major apply, with the addition that students must take both Bio 221 and Bio 224 as part of their program of study. At least two of the required three courses at the 300 level must be chosen from the following list: Bio 320, 322, 323, 325, 326, 330, 333 and 340. Students are strongly encouraged to participate in research with faculty (Biology 395). Courses in organic chemistry and physics are strongly recommended for students planning to attend graduate and professional schools.

Environmental Biology Emphasis: This emphasis is designed for those who desire a course of study leading to an enhanced level of understanding in basic and applied aspects of ecology and evolution. Course work required for this emphasis provides the basic theoretical and empirical background for understanding the origin and maintenance of biological diversity, the interactions among organisms, and the functioning of ecosystems, as well as practical approaches to the conservation and management of natural resources. All requirements for the Biology major apply. Students are required to take Bio 224, 260 or 270, and 279 or 280. At least two of the three required 300--level courses for the biology major should be chosen from the following list: Bio 325, 340, 369, 378, 380, or another course by approval of the department chair. At least one of the 200 or 300 level classes chosen for the emphasis must be a course in plant biology (250 or 380). All Environmental Biology students are encouraged to participate in field and laboratory research activities through enrollment in Biology 395 and/or 310. Students are encouraged to take a course in statistics (e.g. Bio 368, Math 150, Psychology 201) and one or more Geology courses (e.g. 105, 215, 245, 345, 365). International study is recommended. Students intending to select this emphasis should consult the appropriate faculty for course selection early in their sophomore year.

Marine Biology Emphasis: The marine emphasis is designed for biology majors who are interested in pursuing careers or graduate school in the marine sciences. Marine science is one of the most integrative fields in biology with research topics ranging from molecular methods for the classification of marine bacteria to the effects of global warming on fisheries. Students are required to satisfy all the requirements for the biology major and must take four of the following upper-division courses: Biology 260, 344, 356, 368, 369, or Geology 245. These courses may also satisfy biology major requirements. In addition to the coursework, students are encouraged to participate in as many of the following activities as their schedules allow: 1) independent or collaborative research with faculty (Bio 395), 2) scuba diving as part of a club or research team, 3) participation in programs (academic year and/or summer) at

marine science institutions, 4) participation in faculty led field trips, and/or 5) attendance at seminars on marine topics at Oxy and other nearby campuses. Students graduating with a marine emphasis will have strong lab/field research experience, know the common local marine organisms (plankton to mammals), and be able to discuss the pertinent physical and biological processes affecting the southern California marine area. Students interested in joining this emphasis should monitor our web site at www.oxy.edu/oxy/marinebio and contact one of the marine faculty to discuss their course of study.

MINOR: Six courses (24 units) are required for the minor. These include any three of our introductory courses (Biology [105](#), [106](#), [107](#), [115](#) and [130](#)) and any three additional courses at the 200 or 300 level. Independent Studies and Advanced Placement credit may not count toward the minor.

WRITING REQUIREMENT: Students majoring in Biology will satisfy the final component of Occidental College's campus-wide writing requirement by successfully completing two courses at the 300-level (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

HONORS: Honors in Biology may be awarded at graduation to qualified students for completing research in one of the broad fields of biology listed under Graduate Study, and preparation of a thesis within the selected area. See the [Honors Program](#) and consult the department chair for details. Students intending to apply for Honors should declare their intent in writing to their research advisor and department chair by midway through the junior year.

GRADUATE STUDY: Graduate study toward the degree of Master of Arts under the thesis plan may be undertaken in Biology by properly qualified students. Thesis projects may be elected in any of the following fields: cellular biology, developmental biology, immunology, microbiology, molecular biology, neurobiology, biochemistry, comparative physiology, animal behavior, environmental biology, ecology, systematics and evolutionary biology, and marine biology. Graduate courses, numbered 500 and above, are valued at five units unless otherwise noted. Consult the department chair for further information on graduate studies.

102. BIOLOGY ON THE EDGE.

"Extreme" is in the eye of the beholder. From the deepest depths of the oceans, to the edges of our atmosphere, from the coldest driest valley on Antarctica to underwater volcanoes four times hotter than boiling water, from streams like battery acid to the African soda lakes used in mummification, microbes, plants, and animals call these environments home. The study of extremes, and those organisms that can inhabit them, has challenged our concept of the limits of life. This class will explore the various types of extreme environments, how has life adapted to these extremes, and the possible economic potential of extreme biology. *This course does not apply to the Biology major and is not available to students who have had more than one Biology course.*

CORE REQUIREMENT MET: **MATH/SCI**

103. TOPICS IN BIOLOGY.

Topics vary. Not applicable to the Biology major. Not open to students who have previously taken more than one 100-level Biology course.

Strange Biology. Fascinating and extreme organisms are used to elucidate basic concepts of biology. Topics will include the biochemistry of life, the cell, genetics, reproduction, development, diversity of organisms, evolution and environmental biology. For example, discussion of the role of water in the living cell will focus on tardigrades (water bears); a section on reproduction will feature the Silver Salamander, an all female (not hermaphroditic) species; study of digestive processes will consider the Tarantula Hawk, a vegetarian serial killer.

CORE REQUIREMENT MET: **MATH/SCI**

104. INTRODUCTION TO THE BIOLOGY OF STEM CELL THERAPEUTICS.

An introduction to the basic research of stem cells, potential sources, stem cell characterization, and stem cell development for therapeutic applications. The student will also gain an understanding in aspects of developmental biology, and the progression of translational research from basic science to clinical utility. *Designed for non-science majors.*

105. MARINE BIOLOGY.

This course will be an introductory survey of marine organisms and their environment. It will cover fishes, invertebrates, mammals, reptiles and algae. Included will be an investigation of behavior, ecology, adaptations, and environmental relationships to humans. An emphasis will be placed on forms common to California. *Includes one 3-hour lab period per week and field trips will be included during the laboratory period. (Labs may take longer than the scheduled laboratory period to accommodate field trips.)*

CORE REQUIREMENT MET: **LAB-SCI**

106. BIOLOGY OF CALIFORNIA.

A component of the California Environment Semester. *Enrollment limited to first-year students enrolled in the California Environmental Science Semester.*

CORE REQUIREMENT MET: **LAB-SCI**

107. BIODIVERSITY.

Biodiversity, and threats to biodiversity throughout the world, but most especially in Southern California, will be explored through lecture, laboratory, and field study. Examples will be drawn from terrestrial and marine systems. *Includes one three-hour laboratory per week and possible Saturday field trips to be arranged. Not applicable to the Biology major.*

CORE REQUIREMENT MET: **LAB-SCI**

115. GENERAL ZOOLOGY.

An introduction to the diversity, comparative anatomy and physiology of animals. Emphasis is placed on the classification of animals, how animals are adapted to the

environment, and the evolutionary relationships between the phyla. This class is designed for science majors. *Includes one three-hour laboratory per week.*

CORE REQUIREMENT MET: **LAB-SCI**

130. INTRODUCTION TO CELL AND MOLECULAR BIOCHEMISTRY.

A concept-driven survey course designed to provide broad introduction to the biochemistry, physiology, and molecular biology of prokaryotic and eukaryotic cells. Topics include structure/function relationships of biological macromolecules; the roles of such molecules in cellular metabolism and membrane biology; molecular biology of DNA, RNA, and protein synthesis; the cell cycle; elementary genetics; and cellular communication. *Includes one three-hour laboratory per week. Prerequisite: Chemistry 120 or 130 or permission of instructor. Prerequisites may be taken concurrently with 130.*

CORE REQUIREMENT MET: **LAB-SCI**

197. INDEPENDENT STUDY.

Research in biology, for students who do not have advanced competence in biology (see Biology 397). *Prerequisites: permission of instructor and approval of department.*

2 units

221. MOLECULAR BIOLOGY.

The study of DNA replication; transcription, processing and translation of gene products; molecular mapping of genes; chromosomal organization; molecular regulation mechanisms in prokaryotes and eukaryotes; mutation and repair processes; recombination mechanisms; and the techniques to study these processes. *Includes one three-hour laboratory per week plus two hours arranged. Prerequisites: Biology 130 and Chemistry 220; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

224-524. GENETIC ANALYSIS.

Intensive, concept-driven exploration of genetic information transfer between generations. Topics include: coverage of Mendelian principles, sex-linkage, chromosomal mapping, parasexual genetics, fine structure genetic mapping, and cytoplasmic inheritance in eukaryotes. Genetic systems of bacteria and viruses, including gene regulation and special topics in prokaryotic genetics. Allelic and genetic interactions at the phenotypic level will be studied along with developmental genetics, quantitative characters, multiple alleles, population and evolutionary genetics, and modern aspects of molecular genetics. *Includes one three-hour laboratory session per week plus two hours arranged. Prerequisites: Chemistry 120 or 130, and Biology 130, or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

240-540. VERTEBRATE PHYSIOLOGY.

Physical and metabolic activities of cells and tissues; properties of the cellular environment; regulatory and homeostatic functions of organ systems. *Includes one*

three-hour laboratory per week plus two hours arranged. Prerequisites: Biology 115 and 130 or permission of instructor (Bio 130 may be taken concurrently).

CORE REQUIREMENT MET: **LAB-SCI**

250. PLANT FORM AND FUNCTION.

All aspects of plant biology, including biochemistry, anatomy, physiology, evolution, and ecology. Laboratories will emphasize experimental approaches to answering questions of form and function. *Includes one three-hour laboratory per week. Prerequisite: Biology 115 or 120.*

CORE REQUIREMENT MET: **LAB-SCI**

260. BIODIVERSITY AND ORGANIZATION OF MARINE AND TERRESTRIAL ECOSYSTEMS.

Introduction to marine and terrestrial ecosystems and the physical and biological attributes contributing to their organization. This course will focus in alternating years on either the marine environment of the Southern California Bight or the terrestrial environment of Southern California. It will introduce basic physical attributes and the organisms of these dynamic ecosystems. Students will learn how to collect data in field and laboratory settings, conduct basic analyses and produce graphics. This course will serve to prepare students for focused upper division courses and independent research. Labs may take longer than the scheduled lab period to accommodate field trips. *Includes one three-hour laboratory session per week. Prerequisites: Biology 105 or 115, or permission of the instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

270. ECOLOGY.

Ecology explores the interactions between organisms and their biotic and abiotic environments at a variety of spatial and temporal scales. Topics include factors affecting organisms at the population, community, and ecosystem levels, and the effect of human actions on natural systems. Practical aspects of studying ecology involve work in the laboratory, computer simulations and modeling, and field work. This course emphasizes the fundamentals of study design, sampling, field techniques, data analysis, and written and oral presentation of results. *Includes one three-hour laboratory per week and weekend field trips to be arranged. Not open to first-year students fall semester without permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

279. EVOLUTIONARY BIOLOGY.

A detailed analysis of the causes and consequences of biological evolution. The focus here is on understanding basic evolutionary mechanisms, with plant and animal examples used to illustrate and clarify the fundamentals of the evolutionary process. Classical and recent contributions to our understanding of evolutionary biology are examined, including population genetics, theoretical models, geographical variation, speciation, biogeography, phylogeny reconstruction, molecular evolution, macroevolution, and the evolution of *Homo sapiens*. *Includes one three-hour laboratory per week. Prerequisite: One previous biology course with laboratory, or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

280. EVOLUTIONARY BIOLOGY.

A detailed analysis of the causes and consequences of biological evolution. The focus here is on understanding basic evolutionary mechanisms, with plant and animal examples used to illustrate and clarify the fundamentals of the evolutionary process. Classical and recent contributions to our understanding of evolutionary biology are examined, including population genetics, theoretical models, geographical variation, speciation, biogeography, phylogeny reconstruction, molecular evolution, macroevolution, and the evolution of Homo sapiens.

CORE REQUIREMENT MET: **MATH/SCI**

310-510. MUSEUM SCIENCE.

Introduction to the principles and practice of museology and the functioning of a research natural history museum. Emphasis will be on the development of the "museum conscience" and attendant curatorial skills through extensive training as a curatorial assistant in the bird and mammal collections of the Moore Laboratory of Zoology (world's largest collection of Mexican birds). *Prerequisite: permission of instructor. May be repeated for credit.*

2 units

320. DEVELOPMENTAL BIOLOGY.

Animal development with an emphasis on the molecular mechanisms that regulate cell fate, cell adhesion and motility, and the formation of different tissue types. Cell signaling pathways and gene regulatory mechanisms that control development and are relevant to adult stem cell biology and cancer biology are stressed throughout the course. The laboratory focuses on major invertebrate and vertebrate model organisms and both classical and molecular genetic approaches used to study animal development. *Includes one three-hour laboratory per week plus 1-2 hours arranged. Prerequisites: Biology 115, 130, and 221 or 224 (Biology 224 is strongly recommended). Co-requisite: Biology 320L.*

CORE REQUIREMENT MET: **LAB-SCI**

320L. DEVELOPMENTAL BIOLOGY LABORATORY.

An introduction to classical and molecular methodologies used to study animal development. The laboratory focuses on early embryonic development of major invertebrate and vertebrate model organisms: sea urchins, *C. elegans*, zebrafish and chick. *Co-requisite: Biology 320. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

322. BIOCHEMISTRY.

Survey of the basic principles that power biological processes in all living organisms. Includes introduction to biochemical techniques, enzyme structure and function, intermediary metabolism, synthesis and degradation of biological macromolecules, information transfer, and a concept-driven integration of these subjects into a biological context. *Includes one three-hour laboratory per week.*

Prerequisites: Biology 130 and Chemistry 221; Chemistry 221 may be taken concurrently with Biology 322. Co-requisite: Biology 322L.

CORE REQUIREMENT MET: **LAB-SCI**

322L. BIOCHEMISTRY LABORATORY.

Laboratory techniques in biochemistry including protein purification, chromatography, crystallography, enzyme kinetics, and computer-aided structural analysis. *Co-requisite: Biology 322. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

323-523. HISTOLOGY.

An introduction to histology. Lectures present the structure and function of cells, tissues, and organs in healthy and diseased conditions. The laboratory introduces students to preparation of tissue for paraffin, plastic and cryostat sectioning and examination by light and electron microscopy. Students work on projects of their own choice. *Includes one three-hour laboratory per week plus two hours arranged. Prerequisites: Biology 105 or 115 and 130.*

CORE REQUIREMENT MET: **LAB-SCI**

323L. HISTOLOGY LABORATORY.

Laboratory techniques in histology. *Co-requisite: Biology 323. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

325-525. MICROBIAL DIVERSITY.

An introduction to the world of microbes, including viruses, archaea, bacteria, and simple eukaryotes, and their role in shaping and sustaining life on Earth. Emphases will be placed on structure, metabolism and bioenergetics, physiological and biochemical adaptations to unusual environments, phylogenetic analysis, biotechnology, microbial ecology and biological interactions, including plant and animal symbioses. Laboratory exercises will include an exploration of microscopy, cultivation, biochemical techniques, and molecular tools for studying microorganisms. Includes one three-hour laboratory per week. *Prerequisites: Biology 130 or permission of the instructor, Biology 221 or 224 strongly recommended.*

CORE REQUIREMENT MET: **LAB-SCI**

325L. MICROBIAL DIVERSITY LABORATORY.

Laboratory techniques in microbial diversity. *Co-requisite: Biology 325. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

330-530. IMMUNOLOGY.

Introduction to current concepts of immunology, including immunoglobulin structure and function, T cells and B cells, cell-cell cooperation in the immune response and the role of the major histocompatibility complex. Includes one three-hour laboratory per week plus two hours arranged. *Prerequisites: Biology 221 (which may be taken concurrently) or permission of instructor. Co-requisite: Biology 330L.*

330L. IMMUNOLOGY LABORATORY.

Introduction to essential immunological techniques including immunization and immunoassay such as ELISA; generation of hybridomas and screening and characterizing monoclonal antibodies; and introduction to other techniques such as FACS. *Co-requisite: Biology 330. Graded on a Credit/No Credit basis only.*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

333-533. NEUROBIOLOGY.

Emphasis on cell biology and physiology of neurons. Development and plasticity of the nervous system in invertebrates and vertebrates. Overview of selected central nervous system structures and their function and the cellular and molecular basis of selected nervous system diseases and disorders. Includes one three-hour laboratory per week plus 1-2 hours arranged. *Prerequisites: Biology 130 and Biology 240.*

333L. NEUROBIOLOGY LABORATORY.

Laboratory techniques in neurobiology. *Co-requisite: Biology 323. Graded on a Credit/No Credit basis only.*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

340-540. ADVANCED ANIMAL PHYSIOLOGY.

Dynamic physiological properties will be examined in single cells, tissues, and whole organisms. Emphasis will be placed on the physiology of excitable cells and their integration in the whole animal. Laboratories will utilize advanced recording techniques including microelectrodes, isometric tension measurements, semi-intact preparations and modern electronics. *Prerequisite: Biology 240.*

CORE REQUIREMENT MET: **LAB-SCI**

340L. ADVANCED ANIMAL PHYSIOLOGY LABORATORY.

Fundamental physiological processes will be investigated using advanced recording techniques including microelectrodes, isometric tension measurements, semi-intact preparations and modern electronics. *Co-requisite: Biology 340. Graded on a Credit/No Credit basis only.*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

344. INVERTEBRATE MORPHOLOGY AND PHYSIOLOGY.

The structure and functional organization of animal-like protists and invertebrates

are examined as adaptations to life in specific habitats. The current use of these organisms in applied systems such as aquaculture and as models to study basic biological processes are discussed. Marine organisms and parasites are emphasized. The phylogenetic relationships between taxa are also debated. Includes one three-hour laboratory per week plus two hours arranged. *Prerequisites: Biology 105 or 115, and 130 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

344L. INVERTEBRATE MORPHOLOGY LABORATORY.

Field and laboratory exercises designed to 1) further expose students to invertebrate diversity, 2) examine and experiment with physiological processes such as locomotion, nutrient allocation, excretion, sensory function, and reproduction, 3) introduce parasite life cycles and parasite-host interactions, and 4) understand animal relationships based on morphological and molecular evidence. *Co-requisite: Biology 323. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

356-556. THE BIOLOGY OF MARINE FISHES.

The biology of marine fishes begins with a study of the phylogenetic evolution of fishes. Within this context it discusses the physiology, ecology and behavior of marine fishes utilizing examples from our local fauna. Advanced methods of studying marine fishes will be covered with an emphasis on field research in which the class will visit various marine habitats throughout southern California. Includes one three-hour laboratory per week. (Labs may take longer than the scheduled laboratory period to accommodate field trips.) *Prerequisite: Biology 115 or 120 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

356L. MARINE FISHES LABORATORY.

Laboratory techniques in marine fishes. *Co-requisite: Biology 356. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

369-569. BIOLOGICAL OCEANOGRAPHY.

Biological oceanography will focus on the biology of the open ocean with emphasis placed on relating parameters of the physical-chemical ocean to the distribution and abundance of marine organisms. We will focus on understanding the physical and biological processes of the southern California marine area using field and laboratory techniques. Using examples from our local ecosystem, students will explore the intricacies of macro scale oceanographic processes. Includes one three-hour laboratory per week. (Labs may take longer than the scheduled laboratory period to accommodate field trips.) *Prerequisite: Biology 260 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

369L. OCEANOGRAPHY LABORATORY.

Laboratory techniques in oceanography. *Co-requisite: Biology 369. Graded on a Credit/No Credit basis only.*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

378-578. ANIMAL BEHAVIOR.

Emphasizes the evolutionary approach to the study of animal behavior, drawing broadly from the various disciplines within biology concerned with the factors that determine which organisms survive and reproduce. The course material will be divided into four broad categories: sensory capabilities, feeding patterns, spacing patterns, and reproduction. For each topic, theory and application will be presented. Students will analyze research papers and lead discussions on an aspect of each major topic. The laboratory portion of the course will focus on observational and experimental approaches to studying animal behavior in the lab and in the field. We will make use of local resources such as zoos, aquaria, wildlife conservation areas, veterinarians, and animal rehabilitation facilities. An independent research project is required. This course is designed for biology majors, although it would be appropriate for students from other majors. Includes one three-hour laboratory per week and weekend field trips to be announced. Prerequisite: Biology 115. Biology 270 and/or 279 are recommended.

CORE REQUIREMENT MET: **LAB-SCI**

378L. ANIMAL BEHAVIOR LABORATORY.

Laboratory techniques in animal behavior. *Co-requisite: Biology 378. Graded on a Credit/No Credit basis only.*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

380. PLANT PHYSIOLOGICAL ECOLOGY.

An examination of physiological processes in plants, including energy conversion, gas exchange, nutrient uptake, and water relations, and how they are affected by environmental conditions. The emphasis will be on how to quantify and predict plant physiological responses to the particular ecological pressures of Southern California. Includes one three-hour laboratory per week. *Prerequisite: Biology 250 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

380L. PLANT PHYSIOLOGICAL ECOLOGY LABORATORY.

Instruction in contemporary physiological and environmental diagnostic instrumentation and analytical methods will be followed by directed and independent investigations in the laboratory and field. Day-long and overnight field trips will be scheduled. *Co-requisite: Biology 380. Graded on a Credit/No Credit basis only.*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

390. SPECIAL TOPICS IN BIOLOGY.

This seminar course will teach students skills needed to read and critically analyze original journal articles. Some lectures will be given, but the bulk of the course will consist of student-led discussions and analysis of scientific papers. Students will improve their communication skills by discussing papers and leading discussions, by writing a research paper and editing each others' papers, and by preparing PowerPoint presentations as an aid for leading discussions. *May be taken more than once for credit, as the topics will differ each semester, but can only be used to fulfill one of the requirements for the Biology major. Cannot be used to fill the Biology requirement of the Biochemistry major.*

CORE REQUIREMENT MET: **MATH/SCI**

395. RESEARCH.

Research for approximately five hours per week for students to study in an area not otherwise included in the departmental curriculum. *Prerequisite: permission of instructor and approval of department.*

2 or 4 units

397-597. INDEPENDENT STUDY.

Directed research with individual faculty members for students with advanced competency to study in an area not otherwise included in the departmental curriculum. In addition to topics that may be studied on the Occidental campus, courses offered at the marine station of the Wrigley Institute for Environmental Studies may be taken for credit under this course number. *Prerequisite: permission of instructor and approval of department.*

2, 4, or 5 units

490. SENIOR SEMINAR.

Topics of these seminars will be announced at spring pre-registration. Each senior must pass one seminar for the comprehensive requirement. Each meets two hours per week, with extensive reading, discussion, and a major oral presentation by each student.

2 units

499. HONORS.

Prerequisite: permission of department.

501. GRADUATE RESEARCH.

Supervised investigation by properly qualified graduate students working toward a Master's degree. *Students may not register for more than two courses of Research during any semester.*

5 units

590. THESIS FOR MASTER OF ARTS DEGREE.

Preparation of the Master's thesis in consultation with the advisor and committee

members. *Prerequisites: at least two courses of Biology 501 and permission of the department.*

5 units

595. GRADUATE SEMINAR.

This special-topics seminar course will be offered as needed to graduate students in the department. *May be repeated once for credit.*

2 units

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Chemistry

Professor Deardorff, *Chair*

Professors Craney, Dea, Hill, Otsuki, Spain; Assistant Professors Nersissian, Udit
On Special Appointment: Associate Professor Lasater; Adjunct Professor Gray;
 Adjunct Instructor Drummond; Postdoctoral Fellow Landry

The curriculum of the Chemistry Department is designed to provide the student with a sound and comprehensive grasp of the principles of chemistry, including the laboratory experience necessary for basic research, teaching, and industrial research and development. Each student is expected to participate in a research program. Research facilities and instrumentation are excellent and qualified students may begin research projects as early as their first year. Faculty research grants augmented with support from major corporations and foundations have enabled the department to offer 30-40 research stipends to qualified students each summer.

To the student preparing for medicine or related professions, training is offered in the fundamental and applied branches of chemistry. In addition, chemistry offers to the liberal arts student an appreciation and understanding of the discoveries, methods, and place of this subject in our society.

The program for majors also prepares them for entrance into the School of Engineering at Columbia University and the Applied Chemistry Program of the California Institute of Technology under the [Combined Plan Program](#). Students interested in engineering should consult the [Combined Plan Program](#) for details.

MAJOR: Chemistry 120 and 150, or Chemistry 130; Chemistry 220, Chemistry 221, and Chemistry 240; Chemistry 300, 300L, 305, 305L, 340, a minimum of four units of Chemistry 295 or 395; and, four units of Chemistry 490. At least one elective course is to be selected from the following: Chemistry 280, 330, 332, 332L, 340L, 350, 350L, 355, 360, 370, 380, or Physics 368. Also required are Calculus 2 in Mathematics and two courses in Physics: 110 or 115, and 120 or 125. In order to graduate with American Chemical Society certification, it is necessary to take both Chemistry 332 and Chemistry 350. Chemistry 120 (or 130), 220, 221, and 240 satisfy the general and organic chemistry distribution requirements for the health professions.

MINOR: Chemistry 120 and 150, or Chemistry 130; Chemistry 220, Chemistry 221, and Chemistry 240 with eight units of elective courses. Chemistry 100, 104, 195, 295, 395, 396, and 397 may not be included as electives.

WRITING REQUIREMENT: Students majoring in Chemistry will satisfy the final component of Occidental College's campus-wide writing requirement by submitting a portfolio of four special reports, drawn from Chemistry 240, 300L, 305L, 340 (or appropriate course work) in the fall semester of their senior year. Students should

familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: The student will satisfactorily present a seminar during the senior year on an area of current research in the field of chemistry to an audience of Occidental students, faculty, and guests. The student will also take a comprehensive examination in Chemistry. A student with an overall grade point average of 3.25 can earn distinction with a 75th percentile rank on the examination.

HONORS: Senior chemistry students with an overall grade point average of 3.25 are permitted to present a written thesis on their research for College Honors consideration at graduation. See the [Honors Program](#) and consult the department chair for additional information.

GRADUATE STUDY: The Department of Chemistry, together with the Departments of Education, Geology, and Physics, participates in offering a Master of Arts in Teaching (M.A.T.) in Physical Science. This program is available to students in the teaching credential program who have a significant background in the physical sciences and who wish to deepen their scientific level beyond the level required for a single-subject credential in one of the physical sciences. General M.A.T. degree requirements are listed in the Graduate Study section of this catalog. Students seeking the Physical Sciences degree are required to complete three five-unit graduate level courses, each of which is an enhancement of a four-unit upper-division course with the addition of a related teaching-oriented project. For additional information, please refer to the [Graduate Study](#) section of this catalog or the Chair of one of the offering departments.

SPECIAL FEATURES: The Department of Chemistry is approved by the American Chemical Society for the professional education of chemists. Completion of the suggested graduate school option admits students to full membership in the American Chemical Society upon graduation. Outlines of suggested four-year programs with emphasis in environmental chemistry, biochemistry, chemical physics, engineering, pre-medicine, and teaching may be obtained from the department chair.

INDUSTRIAL INTERNSHIPS: Off-campus internships are possible; please consult the department chair and the [Academic Policies](#) of the College for details.

100. INTRODUCTION TO CHEMISTRY.

Develop the skills necessary for a satisfactory introduction to general chemistry. Requirement may be demonstrated by successful completion of a placement examination. *Prerequisite: permission of instructor.*

104. FROM FUNDAMENTAL CHEMISTRY TO THE HUMAN GENOME.

This is a course suitable for non-majors and covers the chemical bases of life. The course will be structured around the chemistry of the fundamental building blocks of life — nucleic acids, proteins, polysaccharides, etc. — and how they interact to support the cellular life. Examples of the specific topics include the evolution of human genome and the chemical origin of cancer. *Prerequisite: a high school science course.*

CORE REQUIREMENT MET: **MATH/SCI**

120. FOUNDATIONS OF GENERAL CHEMISTRY.

An introduction to the primary chemical concepts of atomic structure and quantum theory, periodic trends, molecular structure, chemical kinetics, equilibrium, thermodynamics, and acids and bases. *Includes one three-hour laboratory per week. Prerequisite: satisfactory performance on the Chemistry Placement Examination or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

130. ADVANCED PLACEMENT GENERAL CHEMISTRY.

An advanced presentation of topics in atomic structure, periodic trends, molecular structure, molecular symmetry, and vibrational spectroscopy. *Includes one three-hour laboratory per week. Prerequisite: AP Chemistry score of 4 or 5, or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

150. MOLECULAR SYMMETRY AND STRUCTURE.

Symmetry is a fundamental, unifying aspect of nature and is found in many human creations from art, music, and architecture, to mathematics and science. In chemistry, symmetry is central to understanding the interplay of molecular architecture and function. This course provides the student with a qualitative and formal conceptual framework for categorizing molecular structures. *Prerequisite: Chemistry 100 or 120, or permission of instructor.*

1 unit

195. DIRECTED RESEARCH.

Intensive study in an area of chemistry or biochemistry of the student's choosing under the direct supervision of a member of the faculty. *Prerequisite: permission of supervising instructor.*

1 unit

220. ORGANIC CHEMISTRY I.

An introduction to the theory and practice of organic chemistry. *Includes one three-hour laboratory per week. Prerequisite: Chemistry 120 or 130 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

221. ORGANIC CHEMISTRY II.

A continuation of [Organic Chemistry I](#). *Includes one three-hour laboratory per week. Prerequisite: Chemistry 220.*

CORE REQUIREMENT MET: **LAB-SCI**

240. INTEGRATED CONCEPTS IN GENERAL CHEMISTRY.

This course builds on the essential foundations in inorganic and organic chemistry by presenting electrochemistry, advanced equilibria, separations, spectroscopy, elementary statistical thermodynamics, chemical kinetics, and a substantive analytical component in the laboratory. *Includes one three-hour laboratory per week. Prerequisite: Chemistry 221.*

CORE REQUIREMENT MET: **LAB-SCI**

280. INSTRUMENTAL AND SEPARATION TECHNIQUES IN ORGANIC CHEMISTRY.

The course will explore the application of ¹H, ¹³C, and two-dimensional NMR spectroscopy to the organic laboratory as well as the important separation protocols such as column chromatography, gas chromatography, and chiral HPLC. *Includes one three hour laboratory per week. Prerequisite: Chemistry 221.*

2 units

295. DIRECTED RESEARCH.

Intensive study in an area of chemistry or biochemistry of the student's choosing under the direct supervision of a member of the faculty. *Prerequisite: permission of the supervising instructor. May be repeated for credit.*

2 units

300. PHYSICAL CHEMISTRY I.

An introduction to the principles of chemical thermodynamics and kinetics, and their application to chemical systems. *Prerequisites: Calculus 2 and Physics 120 or 125 or permission of instructor.*

300L. THERMODYNAMICS AND KINETICS LABORATORY.

Applications of chemical thermodynamics and kinetics. *One three-hour laboratory per week. Prerequisite: Chemistry 300 (may be taken concurrently).*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

305. PHYSICAL CHEMISTRY II.

An introduction to quantum mechanics, atomic and molecular structure, spectroscopy, statistical thermodynamics, kinetic molecular theory, and chemical applications of group theory. *Prerequisites: Chemistry 130 or 150, Calculus 2, and Physics 120 or 125; or permission of instructor. Mathematics 212 and 214 are strongly recommended.*

305L. SPECTROSCOPY AND STRUCTURE LABORATORY.

Atomic and molecular spectroscopy and modern techniques in physical chemistry. *One three-hour laboratory per week. Co-requisite: Chemistry 305.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

330. BIOCATALYSIS AND BIOTECHNOLOGY.

While the revolutionary contributions of the chemical industry to society are undeniable, alternatives to traditional approaches in synthesis and catalysis are being demanded as concerns over pollution, toxicity, and sustainability are increasingly being recognized. As such, chemists have turned to the biological world for "green" solutions to these problems. The course will explore how microbes and enzymes are being exploited by the chemical industry for myriad processes, ranging from the synthesis of pharmaceutical compounds, water treatment and purification, and for the generation of hydrogen as a source of clean fuels. The first part of the course will examine several industrial processes that have been using enzymes for decades to produce the final commercial product. Emphasis will be placed on the technical challenges required for large-scale production of the compound. Course content will then shift to the academic arena, exploring current processes the chemical industry wishes to replace with a biologically-based system. The challenges associated with scaling-up these processes will be emphasized, drawing on the foundation laid in the first part of the course. Finally, based on these lectures, students will be asked to take a "dirty" chemical process and propose a "green" solution, and identify the technical challenges that must be surmounted. An important aspect of the project will be exploring the economical feasibility, and potential obstacles related to governmental policies. *Prerequisite: Chemistry 300 or permission of instructor.*

332. INSTRUMENTAL CHEMISTRY.

Recent developments on the frontiers of instrumental chemistry. *Prerequisite: Chemistry 300 or permission of instructor.*

332L. INSTRUMENTAL CHEMISTRY LABORATORY.

Instrumental Techniques. *One three-hour laboratory per week. Prerequisites: Chemistry 300 and 332 (concurrently).*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

340. INORGANIC CHEMISTRY.

Application of modern theories of physics and chemistry to the synthesis, bonding, and reactivity patterns of inorganic compounds. Special emphasis on the role of metal ions in biological systems. *Prerequisites: Chemistry 130 or 150, and 240; Chemistry 305 is recommended.*

340L. INORGANIC CHEMISTRY LABORATORY.

Inorganic synthesis and structure confirmation. *One three-hour laboratory per week. Prerequisites: Chemistry 340 (concurrently).*

1 unit
CORE REQUIREMENT MET: **LAB-SCI**

350. BIOCHEMISTRY.

Biochemistry of macromolecules with an emphasis on protein structure and function. *Prerequisite: Chemistry 300 or permission of instructor.*

350L. BIOCHEMISTRY LABORATORY.

Biochemistry. *One three-hour laboratory per week. Prerequisites: Chemistry 300 and 350 (concurrently).*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

355. BIOINFORMATICS.

The main focus of this course is utilizing biological and chemical databases for research. The course will investigate: (1) tools that are used to extract and analyze data on small molecule drugs and biological sequences from these databases (2) algorithms and scoring schemes used in sequence alignment and homology searches, (3) the significance of this information in modern chemical and molecular biology, medicine, pharmaceutical development, protein engineering and drug design, genetics and molecular evolution. *Prerequisites: Chemistry 221 and Biology 130.*

2 units

360. PHYSICAL ORGANIC CHEMISTRY.

An introduction to the study of physical organic chemistry, with special emphasis on bioorganic chemistry, bio-macromolecular structure, and biological sequence analysis. *Prerequisite: Chemistry 300 or permission of instructor.*

2 units

370. ORGANOMETALLIC CHEMISTRY.

A continuation of Chemistry 340, focusing on the interface between organic and inorganic chemistry. *Prerequisite: Chemistry 300, 340, or permission of instructor.*

2 units

380. ORGANIC SYNTHESIS.

An introduction to the study of organic synthesis. *Prerequisite: Chemistry 300 or permission of instructor.*

2 units

395. DIRECTED RESEARCH.

Intensive study in an area of chemistry or biochemistry of the student's choosing under the direct supervision of a member of the faculty. *Prerequisite: permission of instructor. May be repeated for credit.*

397. INDEPENDENT STUDY.

Individual study of an area of special interest in a field of chemistry of the student's choosing under the direct supervision of a member of the faculty. *Prerequisite: permission of instructor.*

490. SENIOR SEMINAR.

The preparation, presentation and participation in a seminar series as a part of the senior comprehensive examination. *Open only to senior chemistry majors, to be repeated both semesters.*

2 units

499. HONORS.

Independent study under the supervision of a member of the faculty. *Prerequisite: permission of department, may be repeated both semesters.*

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Classical Studies

Advisory Committee

Professor Near (*English and Comparative Literary Studies*), *Chair*
 Professors Boesche (*Politics*), Frank (*Art History and the Visual Arts*), Homiak (*Philosophy*), Horowitz (*History*); Assistant Professors Puckett-Stroh (*German, Russian, and Classical Studies*), Stocking (*English and Comparative Literary Studies*)

Occidental offers a minor in classical studies consisting of five courses taken in at least three different departments. Some of the courses with classical emphasis are listed below. These courses offer Occidental students the opportunity to study the literature, art, philosophy, history, and cultures of Greece and Rome in a multicultural context. Taken together, the courses address the impact of ancient cultures on later civilizations and make parallels with non-Western cultures.

To share the resources of faculty and students interested in classical studies, the committee sponsors interdisciplinary colloquia. Students who are interested in creating an Independent Pattern of Study in a topic related to the ancient world should consult with the chair of the committee for advice in constructing a program tailored to their needs.

Among the courses offered at Occidental of interest to the student of the ancient and medieval world are the following:

Art History and the Visual Arts:

- [H170](#) Introduction to Early European Art

English and Comparative Literary Studies:

- [286](#) European Literary Tradition
- [397](#) Independent Study: Greek Reading
- [397](#) Independent Study: Latin Reading

Greek:

- [101](#) Elementary Greek
- [102](#) Elementary Greek

History:

- [121](#) Europe to 1700
- [274](#) Medicine and Disease in Western Society
- [320](#) Ancient Athens
- [324](#) Italian Renaissance

Latin:

- [101](#) Elementary Latin
- [102](#) Elementary and Intermediate Latin

Philosophy:

- [205](#) Introduction to Ancient Thought
- [300](#) Topics in Classical Philosophy

Politics:

- [251](#) European Political Thought: From Plato to Machiavelli

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Cognitive Science

Professor Traiger (*Philosophy*), *Chair*

ADVISORY COMMITTEE

Professors Linden, Traiger (*Philosophy*); Associate Professors Knoerr (*Mathematics*), Brighthouse (*Philosophy*); Assistant Professor Shtulman (*Psychology*); Adjunct Assistant Professor Louchouart (*Music*)

Cognitive Science is the science of the mind. Drawing on the fields of mathematics, philosophy, psychology, neurobiology, computer science and linguistics, Cognitive Science studies the nature of consciousness, the interaction of mind and matter, and the relationship between thought and language. Cognitive Science addresses long-standing questions about the nature of thought, intelligence, perception, emotion, and other aspects of our mental life by employing the methodologies of the contributing disciplines mentioned above, including philosophical reflection and argument, experimental psychology, the modeling of intelligence with machines, and the investigation of the biological basis of cognition.

The Cognitive Science Program includes courses in biology, linguistics, mathematics, philosophy, and psychology, as well as introductory and advanced courses in Cognitive Science. The Cognitive Science major has three parts: first, a basic course requirement which introduces the student to the field and its contributing subfields, and second, an emphasis requirement where students begin to focus on the aspect of cognitive science which interests them most. Finally, students complete a senior comprehensive project within their cognitive science emphasis.

MAJOR: All cognitive science majors take the following five fundamental courses: Cognitive Science 101: Introduction to Cognitive Science; Cognitive Science 110: Computers and Reality; Cognitive Science 310: Human Information Processing; Cognitive Science 330: Linguistics for Cognitive Science or Linguistics 301: Introduction to Linguistic Structure; and Cognitive Science 490: Senior Seminar.

By the spring semester of the junior year, the cognitive science major declares an emphasis in one of the tracks listed below, and then completes six courses (24 units) in the chosen emphasis. Each emphasis has two electives. The electives must be chosen from courses in a single emphasis outside one's emphasis. For example, in the philosophy emphasis, the electives may be chosen from one of the following emphases: Bioscience, Computation, or Psychology.

Bioscience Emphasis: Two courses in introductory biology (Biology 115 and 130) or one course in introductory biology and one 200 or 300 level Biology course; Neurobiology, Biology 333; Cognitive Neuroscience, CogSci 320; and two electives.

Computation Emphasis: Discrete Mathematics, Mathematics 210;

Mathematical Logic, Mathematics [350](#); or Metalogic, Philosophy [325](#); Data Structures and Algorithms, Computer Science [311](#); and two electives.

Philosophy Emphasis: Formal Logic, Philosophy [225](#); Philosophy of Mind, Philosophy [360](#); One of: Philosophy of Science, Philosophy [365](#); Philosophy of Language, Philosophy [370](#); Theory of Knowledge, Philosophy [375](#); one course in the history of philosophy, Philosophy [205](#), [210](#), [305](#) or [380](#); and two electives.

Psychology Emphasis: Psychological Methods, Psychology [200](#); Cognitive Psychology, Psychology [306](#); Two of: Applied Cognitive Science and Education, CogSci [301](#); Learning, Psychology [301](#); Perception, Psychology [302](#); Psychophysiology, Psychology [303](#); Physiological Psychology, Psychology [322](#); and two electives.

WRITING REQUIREMENT: Students majoring in Cognitive Science will satisfy the final component of Occidental College's campus-wide writing requirement by achieving a B or better in Cognitive Science [310](#) or [330](#), or with a portfolio, as determined by the emphasis. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the program chair for additional information.

COMPREHENSIVE REQUIREMENT: In the senior year the student carries out a project or writes a thesis on a topic in Cognitive Science of their choosing. The project or thesis is coordinated with the work of the Cognitive Science Senior Seminar. All majors take the Senior Seminar in the fall semester of the senior year.

MINOR: A minor in Cognitive Science consists of the five fundamental courses for the major, the senior seminar, and one other course (4 units) from one of the courses listed in the emphases.

HONORS: Honors in Cognitive Science may be awarded to graduating seniors who demonstrate excellence in their course work and distinction in their senior comprehensive project. To be eligible, students must have a 3.5 grade point average in the major and a 3.25 overall grade point average. In addition, the comprehensive project or thesis must be judged as a "pass with distinction." See the [Honors Program](#) and consult the program chair for further details.

101. INTRODUCTION TO COGNITIVE SCIENCE.

An interdisciplinary introduction to the discovery of the mind through philosophical texts, psychological experiments, artificial intelligence, the study of nerve cells and neural networks and investigations into language. The purpose of the course is to foster an appreciation of the wonder and complexity of minds and brains, both human and otherwise. Not open to seniors in spring semester.

110. COMPUTATION AND COGNITION.

This class will examine the notion that the mind/brain is a computer. We will consider what is a computer and what is computable. We will study formal models of computation including Turing Machines, functional, and logic-based computing. We will also review findings in the psychological study of higher level mental abilities including reasoning, problem solving, memory, and learning, and examine

computer models of these processes to see how well they can model human thinking.

CORE REQUIREMENT MET: **MATH/SCI**

210. INTRODUCTION TO ARTIFICIAL INTELLIGENCE.

Can one create intelligent machines—machines capable of posing and solving problems and of interacting effectively with a complex and dynamic environment? If so, how? And what insights into natural cognition do we gain through efforts to create artificial intelligence? Fundamental principles, architectures, and algorithms for machine perception, control, and problem-solving will be addressed. We will also look in detail at strategies for developing intelligent machines, including traditional Artificial Intelligence and the more recent perspectives of situated and embodied cognition. The laboratory component of the course will involve computing and simple robotic devices. *Prerequisite: Cognitive Science 110 or permission of instructor. Some computing experience is recommended.*

CORE REQUIREMENT MET: **LAB-SCI**

230. MIND, BRAIN, AND BEHAVIOR.

The course will examine questions from cognitive science at the levels of the mind, the brain, and behavior. By bringing together these different perspectives, the course will explore how the nervous system can give rise to the diversity of human cognition and behavior, both normal and abnormal. We also will apply these perspectives to inform relevant issues in today's world such as medications for cognitive enhancement, neuroimaging for lie detection, and the use of cell phones while driving.

CORE REQUIREMENT MET: **MATH/SCI**

295. TOPICS IN COGNITIVE SCIENCE.

Intelligent Agents. This course explores the issues involved in the design of intelligent software agents including: domain-specific and domain-independent agents and problem solving agents that can inhabit environments of varying complexity ranging from single agent computer games to complex real world multiagent environments. *Prerequisite: Cognitive Science 110 or permission of instructor. Some computing experience is recommended.*

301. APPLIED COGNITIVE SCIENCE AND EDUCATION.

This course will address current cognitive science research as applied to learning and education. The concept of multiple intelligences, as well as strengths and weaknesses of individuals in acquisition of information will be emphasized. We will also cover specific learning disabilities/differences and cognitive styles. *Prerequisite: Cognitive Science 101, declared minor in Education, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

310. HUMAN INFORMATION PROCESSING.

This course canvasses the main models used in cognitive science in the study of attention, memory, deductive and causal reasoning, belief formation and

conceptual change. The models, derived from work in philosophy, mathematics, computer science and biology, include the theory of information, analog and digital computation, natural and artificial neural networks and dynamical systems theory. *Prerequisite: Cognitive Science 101 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

320. COGNITIVE NEUROSCIENCE.

This course is an introduction to the biology and physiology of the nervous system from the perspective of cognition. The material that the course covers will start with membrane biophysics and the production of electrical signals by nerve cells. Then studies of synapses, learning, memory, and plasticity of neural connections will be covered. Finally, the course will conclude examining models of simple nervous systems (non-human and computer-generated). *Prerequisite: Cognitive Science 101, Biology 130, or Psychology 322, or permission of the instructor. Familiarity with high school or college physics is beneficial.*

CORE REQUIREMENT MET: **MATH/SCI**

330. LINGUISTICS FOR COGNITIVE SCIENCE.

Language and cognition are intimately related. For this reason Linguistics has had an extremely strong influence on Cognitive Science. This course studies language and linguistics in the context of Cognitive Science. We will address such questions as how are language and thought related? How is language represented in the brain? How do we process language? To what extent is the human capacity for language innate? Is there a language of thought? What are the best ways to model language acquisition and language processing? We will cover some topics in traditional linguistics, and we will look at current research on connectionist and traditional artificial intelligence approaches to modeling language. Reading will include work by Chomsky, Pinker, McClelland, Rumelhart, Fodor and Elman. *Prerequisite: Cognitive Science 101 or 110.*

CORE REQUIREMENT MET: **MATH/SCI**

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR IN COGNITIVE SCIENCE.

The seminar will cover special topics in cognitive science. Senior cognitive science majors will integrate their senior thesis/project into the work of the seminar. *Prerequisite: Cognitive Science 101, Cognitive Science 110 and senior standing in Cognitive Science; or permission of instructor.*

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Computer Science

Professor Lengyel (*Mathematics*), Associate Professor Naimi (*Mathematics*)
On Special Appointment: Adjunct Assistant Professor Hoffman (*Mathematics*)

Computer Science is a rapidly developing field, rooted in mathematics but playing an increasingly important role in a wide range of human endeavors. Undergraduate study of computer science can lead to a variety of opportunities for employment or graduate work, as well as giving one insight into the greatest revolution in information technology since the invention of printing.

STUDYING COMPUTER SCIENCE AT OCCIDENTAL: Although Occidental does not offer a major or minor in computer science, students interested in this field have several majors and programs of study from which they may choose. Majoring in Mathematics with an emphasis in Computer Science can provide a good foundation for employment or graduate study. A major in Cognitive Science with a Computation emphasis affords an entry into computer science through a field that is an important source of ideas and applications. Students in either of these majors may avail themselves of additional courses offered at the California Institute of Technology through Occidental's [Exchange Program](#) with that institution. Internships can often be arranged for students who have completed introductory courses in computer science. Finally, qualified students may pursue the Computer Science Sequence of the 3/2 [Combined Plan](#) Program in Engineering. Students in this program earn a Bachelor of Arts in the Combined Plan in three years at Occidental, then study two more years to earn a Bachelor of Science in Computer Engineering from either Caltech or the School of Engineering of Columbia University.

COMPUTER SCIENCE PLACEMENT: Advanced placement is available to students with qualifying scores on the College Board Advanced Placement Examinations in Computer Science. Those scoring 4 or 5 on the A Examination or 4 on the AB Examination may enroll in Computer Science 211 without the Computer Science 161 prerequisite. Students scoring 5 on the AB Examination do not have to take Computer Science 211.

COMPUTER SCIENCE COURSES: Courses in computer science and computer programming offered by the Mathematics Department are listed below. Additional mathematics courses relevant to computer science include Mathematics 150, 210, 320, 322, 350, 352, 370, and 380.

151. PROGRAMMING IN BASIC.

Introductory computer programming in BASIC, for students with no prior knowledge of programming. Examples and exercises require no mathematics beyond high school algebra. *Graded on a Credit/No Credit basis only.*

2 units

161. PROGRAMMING IN JAVA.

Programming in Java, including classes and objects, applets, simple graphics and animation. *Graded on a Credit/No Credit basis only.*

2 units

165. MATHEMATICA.

Introduction to using Mathematica for mathematical calculation and programming. *Prerequisite: Calculus 1 or prior programming experience in any language. Graded on a Credit/No Credit basis only.*

2 units

197. INDEPENDENT STUDY.

Directed individual study. *Prerequisite: permission of instructor. Graded on a Credit/No Credit basis only.*

2 units

211. INTRODUCTION TO COMPUTER SCIENCE.

Programming with linked data structures, including stacks, queues, trees and linked lists. Object-oriented programming. Programming methodology. Computer systems. Ethics in computing. *Weekly lab. Prerequisite: CS 161.*

CORE REQUIREMENT MET: **MATH/SCI**

311. DATA STRUCTURES AND ALGORITHMS.

Comparative data structures and analysis of algorithms. Abstract data types. Uses of object-oriented classes. Structures and techniques for programming applications. Introduction to computational complexity. *Weekly lab. Prerequisite: CS 211.*

CORE REQUIREMENT MET: **MATH/SCI**

397. INDEPENDENT STUDY.

Directed individual study of advanced topics. *Prerequisite: permission of instructor. Graded on a Credit/No Credit basis only.*

2 units

[TOP OF PAGE](#)

Programs of Instruction

American Studies

Area Studies

Art History & the Visual Arts

Asian Studies

Athletics & Physical Activities

Biochemistry

Biology

Chemistry

Classical Studies

Cognitive Science

Computer Science

Core Program

Critical Theory and Social Justice

Diplomacy & World Affairs

Economics

Education

English & Comparative Literary

Studies

English Writing

Geology

German, Russian, & Classical

Studies

History

Kinesiology

Mathematics

Music

Philosophy

Physics

Politics

Psychobiology

Psychology

Religious Studies

Sociology

Spanish & French Studies

Theater

Urban & Environmental Policy

Core Studies Program

Associate Professor Trevizo (*Sociology*), *Director*

On Special Appointment: Adjunct Assistant Professors Axelrod, Casey, Folland, Holder, Lachtman, Madsen, Logan, Miller, Osborn, Pillich, Richmond, Sadoff, Schorlemmer, Sternlicht, Tymoczko; Adjunct Instructors Tien, Meade

The Core Program provides the intellectual foundation for Occidental's commitment to excellence, equity, service, and community. Core classes ask students to engage as thoroughly as possible in analytic and creative thinking: posing questions from various points of view, solving problems, formulating hypotheses, gathering evidence to support claims and arguments, drawing appropriate conclusions, and expressing ideas clearly. These classes are designed to ask the large liberal arts questions which we believe all students must address in order to participate fully in their academic careers, their vocations, and their lives. Questions such as, "How do different societies at different historical times define and represent justice, beauty, the natural world, the self, the sacred, and truth?" Students are asked to examine previously held ideas in the context of new and challenging ones, to experiment as imaginatively as possible, to articulate similarities and differences, and to revise both ideas and written work. Methods and materials are often different in disciplines ranging from the humanities to the social sciences, to science, mathematics, and art; and analytic thinking may take place in the context of a lab, in the close reading of a text, on a stage, in a lecture hall, on a computer screen, in a screening room, or in the field. Assignments will also vary from papers, to arguing a thesis, to problem sets, to research term papers, to lab reports, to paintings. Nonetheless, all of the Core classes address themselves to rigorous analysis and probing: to the further refinement of knowledge and understanding in order to foster future citizens of the world.

The first-year Cultural Studies Program Seminars comprise the centerpiece of the Core Program. Successful performance in Cultural Studies Seminars, along with a satisfactory writing evaluation, satisfies the college's first-stage writing requirement (see the College [writing requirement](#)) and is equivalent to two semesters of English composition. These courses count for 8 units of credit (four in the fall and four in the spring). In the fall seminars, faculty and students jointly explore human culture from a variety of disciplinary as well as cultural perspectives. These are small seminars in which the lecture and reading material provide the focus for discussion, critical analysis, and intensive instruction in writing. Spring Seminars approach topics from a global perspective, incorporate the writing of research-based essays, mastering the skills necessary for the location of relevant materials (in both print and electronic media), constructing evidence-based arguments, and utilizing the conventions of academic discourse. The Seminars for the coming year are described below. Students may not drop a Cultural Studies Program Seminar.

In addition, students participate in the study of culture as embodied in the arts and sciences as well as in the humanities and social sciences. We require a minimum of three departmental courses (12 units) which touch on aspects in the study of culture from at least three of the following geographical areas: Africa and the Middle East; Asia and the Pacific; Europe; Latin America; the United States; and Intercultural (where the study of culture substantially crosses geographical boundaries). One of these (or an additional course) must focus on a period prior to 1800, and one (or an additional course) must treat the theory or practice of the fine arts. Unlike most programs that include a range of discipline-based distribution requirements, our program emphasizes the attainment of "global literacy" through the study of different cultures around the world. Individual courses can meet a maximum of two Core requirements.

Lifelong learning requires a basic understanding of the theory and methods of the sciences. Accordingly, students are required to take a total of three courses (12 units) in the sciences and mathematics. Of the three, at least one must be a laboratory science.

Finally, graduates of the College must demonstrate proficiency in a language other than English. The various ways of satisfying this requirement are detailed in the [requirements for Undergraduate Study](#).

All of these Core requirements should be completed as quickly as possible, and certainly no later than the end of the junior year.

CULTURAL STUDIES PROGRAM FALL WRITING SEMINARS

1. CONTESTED THEORIES OF THE MODERN AND THE MASCULINE IN 1950s AMERICAN ART.

How was Modern art defined in the 1950s in American culture? Generally viewed through the critical writings of Clement Greenberg and Harold Rosenberg, modernism has undergone much revisionism in recent years by studies that focus on artists whose work presents a challenge to dominant theories of modernism. Looking particularly at the construction of masculinity and its connection to a heroic modern art movement, this seminar will examine different approaches and accounts of mid-century modernism. Artists will include Lee Krasner, Helen Frankenthaler, Cy Twombly, Jasper Johns, Robert Rauschenberg, Larry Rivers, Maya Deren.

2. ARTISTIC EXCHANGE IN THE ANCIENT MEDITERRANEAN (C.3000 BCE - 300 CE).

This seminar will examine the art and architecture of distinct civilizations in the ancient Mediterranean region: Egypt, Mesopotamia, the Aegean (including Greece), and the Roman Empire. We will analyze indigenous developments along with shared intentions made manifest through international travel, exploration, and political expansion. Art and architecture will be studied as the products of varied interests on the part of these civilizations, and yet our interpretations of these works will acknowledge certain common themes including: monumental ceremonial architecture, social hierarchies and the promotion of individual identities (portraiture), and concepts of divinity (including human and divine interactions). We will integrate our analysis of the artworks with examinations of both primary and secondary literature related to each civilization. Ultimately students will be encouraged to appreciate the visual products of these societies as true reflections

of unique periods in ancient history.

3. INTO THE HIDDEN FORTRESS: EXPLORING THE FILMS OF AKIRA KUROSAWA.

Akira Kurosawa (1910-1998) is widely recognized as one of the most influential filmmakers of the twentieth century. He is unquestionably the most famous Japanese director among critics and audiences around the world, but in his home country he was frequently accused of being "too Western" in his style and storytelling. This class will examine five Kurosawa movies to explore issues of cultural authenticity, community, and modernity in film and film scholarship.

4. SCIENCE AND YOU: A NEEDLESSLY COMPLICATED RELATIONSHIP.

Who should you believe: the sculpted Adonis who attributes his heavenly body solely to Product A, or your middle-aged doctor as he looks over horn-rimmed glasses and preaches to you his mantra of fruits and vegetables? By its very nature true Science is unbiased, yet misinterpreted facts and one-sided representations by those looking to further personal agendas leave the general public in a dire state of seemingly endless confusion. This course will focus on how science is portrayed in the media and the consequences of public and popular individuals construing facts for their own benefit. Controversial subjects will be discussed with the aim of removing popular hype and fundamentally deconstructing the issue objectively to evaluate the merit of the arguments. Initially the perpetual self-correction process of the scientific method will be examined in order to demonstrate the necessity of debate and contradictory viewpoints. The focus will then shift towards examining topics that include, among others, climate change, health/fitness, biotech (e.g. GM foods), etc. In addition to the rigorous writing component, this course will require intensive group work both within the classroom (e.g., presentations) and beyond (e.g., community surveys), and will emphasize development of oral presentation skills. Note: Students enrolling in this course must have a solid and current background in high school chemistry and biology.

5. SCIENCE AND ETHICS IN THE HUMAN BUILT WORLD.

Throughout human history scientific discoveries and technological advances have profoundly transformed society. But along with advances, changing technology forces society to confront ethical dilemmas and assess moral standards. This course explores the way science and technology shape society and provides the tools for evaluating the benefits and risk associated with scientific and technological advances. Topics cross several scientific fields and include nuclear technology, global climate change, nanotechnology, biotechnology and genetic engineering. A combination of reading assignments, lecture, class discussion and writing assignments provide the format for critical thinking about these complex topics.

6. EXPLORATIONS OF THE BRAIN: MEMORY.

We will be reading about memory both in popular literature and in selected journal articles. Case studies will be used to illustrate specific concepts. How are memories created, what are false memories, which is more important: short-term or long-

term memory, can Alzheimer's be reversed, what is the difference between senile dementia and Alzheimer's disorder? These are among the topics that will be studied in this class. The objective of the class is writing, as well as identifying and analyzing key ideas within the assigned reading.

7. TRANSAMERICA: GENDER, MOBILITY, AND AMERICAN EXCEPTIONALISM.

This course will examine "American Exceptionalism" through twentieth-century portrayals of travel, migration, and wanderlust. After historian Frederick Jackson Turner declared the U.S. frontier "closed" in 1893, cultural representations of mobility became a unique marker of racial, class, and sexual identity. We will examine a range of texts, from 1930s blues songs' affective expressions about African American "Great Migration" to constructions of 1950s white hipster masculinity in Beat writings to the emergent genre of the transgender road movie. Because Hollywood film was historically the U.S.'s first major international export, this class will focus in particular on cinematic representations, both foreign and domestic, of how traveling gender supports or interrogates American nationalisms. Materials will include fiction, memoir, and critical theory from Jack Kerouac, Marilynne Robinson, and Inderpal Grewal; music from Ma Rainey, Memphis Minnie, and Led Zeppelin; and movies such as *Bonnie and Clyde*, *Badlands*, *Thelma and Louise*, *My Own Private Idaho*, *Brokeback Mountain*, and *Transamerica*.

8. COLLEGIATE SEXUALITIES.

The objective in this class is to learn about U.S. college students' sexualities. Is campus culture heterosexist, homophobic, or misogynistic? What are the personal and political consequences of identifying as gay, lesbian, straight, bi, queer, transgendered, intersexed, or something else? Do students conflate sexuality with Blackness (e.g., "Pimps and Ho's" parties)? What constitutes a hook-up? Is hooking up emotionally damaging or sexually unsatisfying for women, as older critics have claimed? Is there a double standard for men and women (e.g., "He's a player" but "She's a slut")? Do hook-ups usually involve drunkenness? Can drunk students give each other consent to engage in a sexual activity? To answer such questions we will read works by scholars from a variety of disciplines as well as works by journalists and college students. Texts include Peggy Sanday's *Fraternity Gang Rape*, Laura Bogle's *Hooking Up*, and Ariel Levy's *Female Chauvinist Pigs*.

9. PLACE AND PLACE: IDENTIFY AND LOCATION IN AMERICAN FICTION.

One popular view of personhood is that of the self-made individual, but narratives often present us with an opposing picture in which the environment alters or determines the self more than the reverse. In this class, we will read short stories and brief novels that present protagonists whose character is permeable, where one's social and physical position are mutually constitutive. Readings will include Poe, Cisneros, Momaday, and others.

10. SHAKESPEARE AT THE MOVIES.

Shakespeare's plays are wonderfully, beautifully wordy, but wordy movies can be tedious and often quite unwatchable. To translate Shakespeare to the screen requires a film maker who can see what Shakespeare is saying and then present

that vision to us in moving images that retain and even amplify the subtlety, insight, and imagination of the Shakespearean text. Some great film makers--Wells, Olivier, Kurosawa, and Branagh among others--have been able to do this very well and the works they have produced are both profoundly Shakespearean and profoundly their own. How film makers see Shakespeare and translate this vision to the screen will be the central focus of this course. We will read Shakespeare and we will watch a lot of films. We will learn how to talk about Shakespeare and about film and, of course, about Shakespeare on film.

11. AFRICANISMS IN THE MUSICS OF THE WESTERN HEMISPHERE.

This course surveys African musical elements as they exist in North, South and Central America as well as in the Caribbean Islands. Through readings, lectures, videos and sound recordings, we will trace the historical origins of some traditional aspects found in Africa and relate them to the development of many musical genres found in the Western Hemisphere.

12. HOOD SCIENCE 101: SCHOLARS, SCHOOLS AND RULES IN SOUTHCENTRAL LOS ANGELES.

Hood Science 101 introduces students to Critical Literacy as a mode of knowledge pursuit and production among local urban youth. In this course, we examine the social and political economic forces that have come to shape 'Southcentral' and connected communities as a backdrop for understanding urban schooling in Los Angeles. In order to understand the relationships that urban youth have with schools as institutions, we explore the tensions between various notions of literacy, how schools assess that literacy, and students' own desire/ability to "read and write" the world. In particular, we focus on participatory action research (PAR) as a methodology for empowering urban youth in the service of their own education.

13. HARRY POTTER AND THE ACADEMIC CONVERSATION.

Paganism. Censorship. Gender roles. Justice. Discrimination. All these issues have been raised in connection with J. K. Rowling's *Harry Potter* series. We will examine these best-selling novels and their film adaptations, analyzing and assessing the numerous approaches that scholars have taken in their studies of them. We will enter the conversation that academics have begun, investigating these well-loved books, movies, and the rest of the Harry Potter industry, and examining our own social issues as reflected by the magical world.

14. REMAPPING FRONTIERS: THE MEXICO-U.S. BORDERLANDS SINCE 1800.

This seminar uses primary documents as well as works of fiction, film, and history to examine the social, political, economic and cultural organization and representation of the Mexico-U.S. borderlands since 1800. In the last 200 years, this region changed from a periphery of the Spanish empire, to provinces of northern Mexico, and finally, to the southwestern region of the United States. The area is a site of complicated and overlapping histories marked by processes of colonialism, nationalism and diaspora. With particular attention to issues of gender, race, place and power, students will examine various approaches to Mexico-U.S. borderlands studies within the fields of Chicana/o, Mexican, U.S.

Western, and transnational histories. Ultimately, the course explores the historical processes that have produced a dynamic contact zone and the interdependency of Mexico and the United States while engaging the concepts and issues that have shaped the master narrative of borderlands studies, in general.

15. CALIFORNIA ENVIRONMENT SEMESTER.

This part of the California Environment Semester will concentrate on improving your writing and presentation skills, and will enhance the learning you will do throughout CES. We will explore the California environment and our relationship through readings, discussions, oral presentations, and written assignments.

16. REMEMBERING SLAVERY.

In last year's historic speech on race and the American nation, Barack Obama called slavery "this nation's original sin." Despite much recent talk of racial reconciliation, the United States and its peoples have only just begun to confront the brutal legacies of chattel slavery. This course explores how various Americans have remembered slavery at three important junctures in the nation's history: the era of Jim Crow segregation; the decades of mass Civil Rights and Black Power movements; and the 2008 bicentennial of the Atlantic slave trade abolition. Participants will explore the question of slavery's remembrance while gaining insight into the racial politics of these three eras. How has the memory of African enslavement continued to play a role in national politics and culture? How is the historical memory of slavery linked to contemporary movements for social justice? What is the legacy of American enslavement and what, if any, are the appropriate forms of redress and commemoration? We will investigate these questions by looking at early twentieth-century oral history, Civil Rights and Black Power documents, the 1970s mass media phenomenon of *Roots*, and recent international memorials of the Atlantic slave trade, as well as contemporary films that wrestle with this difficult past.

17. THE UNEXAMINED DIGITAL LIFE.

Taking guidance from Socrates, the course will engage students in examining the impact of digital technologies on the social and cultural practices of the world in which we live and interact. Readings, discussion and writing will focus on how certain technologies frame our world view, privilege certain structures and relationships, and alter previously developed balances in social, legal and ethical arenas.

18. NUTRITION AND DISEASE.

The course focuses on the etiology of the major degenerative diseases in our society and the role genetics, diet, and exercise play in their development and treatment. Diseases covered include heart disease, cancer, type-2 diabetes, osteoporosis, and hypertension. Treatment and prevention will focus on how dietary modifications along with exercise can be utilized to treat disease. The current scientific research covering the metabolic, cellular and systemic changes involved in their progression will be of particular focus. This course will cover nutrition and its relationship to health and disease. The physiology and biochemistry of nutrient utilization, from ingestion to use and excretion, will be discussed in relation to their roles in health and disease.

19. GENDER, RACE AND GAY RIGHTS IN THE OBAMA ERA.

This course is an introduction to the concept that gender, race, sex and sexuality (among other aspects of one's identity) are social constructions. We shall examine the fight for equal citizenship for lesbian, gay, bisexual and transgendered Americans, commonly known as the "gay rights movement." Using the period beginning with the birth of Barack Obama in August 1961 we will focus specifically on how notions of who can marry as well as the cultural, religious, legal and societal significance of marriage have changed as the country enters the era of President Obama. Our texts will be academic articles, court cases, popular media pieces and moving images. All students in this class will be using Web 2.0 tools such as blogging, twitter and web publishing to facilitate their development as both consumers and producers of intellectual content. No previous knowledge is required and technological support will be provided.

20. 20TH CENTURY MUSICIANS: IN THEIR OWN WORDS.

What insights into the musical life of the American 20th century can be gleaned from the writings of leaders who helped shape its course? This class endeavors to find out. Through selected readings of work by 20th century American composers and musicians, this course examines, in memoirs and musical essays, the stories American musicians tell about their artistic journeys. At times joyful, at times painful, their narratives are always compelling, and provide deeper and more abiding insights into the music of our recent past. Our reading list includes memoirs by singer Celia Cruz and composer John Adams, and musical essays by composer Ned Rorem and composer/trumpeter Wynton Marsalis. No prior musical knowledge required.

21. WHAT DOES IT MEAN TO SING?—SINGING IN THE LITERARY IMAGINATION.

At some point in all of our lives, we find ourselves singing, alone or with others, in formal or informal settings, songs we want others to hear, and songs to and for ourselves. What inspires us to sing? How is singing different from speaking? What kinds of singing are there, and what do those different kinds of singing mean? These are a few of the questions that will guide us as we analyze and develop arguments about a rich array of English-language literary works (from Edgar Allan Poe to Willa Cather to Toni Morrison) that take singing as their focus. Students will not need to read music, for our investigation will be the way that singing, as both a literal and metaphorical activity, speaks to what it means to be human.

22. SEX, GENDER AND LOVE: PSYCHOLOGICAL AND LITERARY PERSPECTIVES.

This course explores sexuality, gender and intimate relationships in humans and other animals. Primary psychological texts, reviews, and fiction will inform a survey of evolutionary, neurohormonal, behavioral, developmental, social, interpersonal, and symbolic processes. *The two sections of this course will be taught by different instructors with overlapping and complementary expertise; they will have a common syllabus and the two sections will occasionally meet together.*

23. NATURE WRITING AND THE ENVIRONMENT.

This course will examine classic and contemporary texts considered as nature writing in the U.S. We will explore three themes in depth: 1) nature writing as literary genre, 2) nature writing as development of spiritual awareness, and 3) nature writing as expression of ecological/environmental concern. Students will write essays that analyze nature writing texts in light of these three themes.

24. REEL LIVES: READING AND WRITING ABOUT DOCUMENTARY.

"Reel Lives" will explore documentary with an eye toward understanding the ways non-fictional films "tell the truth." We will write about a variety of films from different traditions within documentary history. Our themes include "Documentary Muckrakers," "Noble Savages: Documenting the Other," "New Realisms and the Promise of Direct Cinema," and "Please Allow Me to Introduce Myself: Rockumentary Revelations." Within these themes are films such as Flaherty's *Nanook of the North*, Moore's *Fahrenheit 9/11*, Jean Rouch's *Chronicle of a Summer*, and the Maysles brothers' *Gimme Shelter*. The goal of the course is to understand film representation in new ways that take into consideration the rhetorical, ethical, and philosophical implications of the genre. By the end of the course students will have knowledge of a number of key titles in documentary and a better understanding of the term "film truth."

25. VIRTUE AND IRONY IN THE FIGURE OF SOCRATES.

The figure of Socrates, both historical and fictional, is riddled with contradictions. Ironically, he is at once both ugly and beautiful, wise and ignorant, philosopher and artisan, male and female. By looking at his trial and death, we can see the character of his life and the virtues he embodied: self-restraint, courage, wisdom and justice. It is the distinctive mark of Socratic education that at once defuses a kind of metaphysical arrogance and generates a kind of grace. Readings will include primarily Plato, but also Aristophanes, Xenophon and Aristotle. In addition to a variety of writing exercises, students will compose a character to perform in a class play.

26. THE PRISON INDUSTRIAL COMPLEX.

Americans are simultaneously fascinated and repulsed by prisons, prisoners, and prison life. A consistent reminder of this fascination is the proliferation of an array of reality TV programs exposing life behind prison walls and the popularity of fictional programs and movies about prison life. This course transcends the voyeuristic obsession with prisons and takes a meaningful look at the reality of imprisonment. My personal contact with prisons and prisoners during my years as a public defender and prisoners' rights advocate has taught me that the prison population exists outside of the democratic sphere. This experience has afforded me a deeper appreciation and understanding of core democratic principles of freedom, civil liberties, human rights and equal protection and has energized me to advocate for those principles on behalf of disenfranchised individuals and communities. I believe that students who study incarceration will develop a greater appreciation for and understanding of broad democratic principles.

27. MAKING A DIFFERENCE.

Many people aspire to live in ethically responsible ways and make the world a better place through purposeful action. This course will examine a variety of social problems alongside how local and regional social actors, academics, artists, social movements, non-governmental organizations, community-based organizations, voluntary organizations and citizens try to generate change. We will also learn how to view social, economic, and political problems from academic and organizing perspectives as well as how to act on them.

28. THEATER AND HISTORY.

When theater meets history great artistic moments may occur. Often artworks shock the public and/or challenge the authorities. We can thus learn about history from plays and performances. For example, Bertolt Brecht wrote his play "The Resistible Rise of Arturo Ui" about a Chicago mobster who satirically represented Adolf Hitler's political rise in Germany. Arthur Miller wrote "The Crucible" about the 17th century's witch trials to talk about McCarthyism in the United States in the 1950s. Similarly, the East German writer and poet Heiner Müller wrote his play "Hamlet Machine" in the 1970s, but the meaning of his play was only realized during the mass protests in East Germany in 1989. Our class will explore several plays of 20th century and contemporary theater, their dramaturgy, their productions (mostly on DVD), and their historical context.

29. DEMON DRUGS: INTOXICATION IN AMERICAN CULTURE.

This seminar will investigate historical transformations in how American society has defined and responded to problematic drinking and drug use, from the seventeenth-century sermons of Puritan minister Cotton Mather to the news coverage of the crack epidemic of the late 1980s. We will not ask whether addiction constitutes a disease or a moral failing, nor will we define what constitutes healthy or unhealthy drinking and drug use. Rather, students will trace the history of changing consumption patterns of alcohol, opiates, cannabis, cocaine, hallucinogenics, and other drugs in the United States. And we will consider the evolving meaning of drugs in American culture by tracing the historical development of multiple and often conflicting responses to problematic drug use. Major questions we will explore include, why are intoxication and addiction particularly pressing problems in a democratic society? How has the line between licit and illicit drug use been defined and enforced? How do wealth and class shape perceptions of drug use? How and why have alcohol and drug use been used to stigmatize various racial groups? To what extent are perceptions of alcohol and drug use governed by gender?

30. THE POLITICS OF EROS: PHILOSOPHIES OF LOVE AND LITERARY EXPRESSION IN THE WESTERN TRADITION.

What is eros? A feeling? A philosophy? A social contract or bond? Why are many of the major works of literature in western culture dominated by debates about love and its most ideal expression? This course examines how concepts of sexual and romantic love have evolved and changed from Plato to the present day. Paying particular attention to key classical texts that have influenced the expression of amorous themes, this course will focus on representations of love across a diverse range of narrative forms of literature. This course will also investigate how the language of love and desire that characterizes the private grievances of the suffering lover is often the primary vehicle for the expression of

political discontent. What is the relationship between desire and persuasion? How is love a metaphor for the individual's relationship to authority? We will take up these critical questions and others as we explore how literary texts both reflect the social norms of their times and contribute to the creation of new ideals of sexual and romantic union.

CULTURAL STUDIES PROGRAM SPRING "GLOBAL ISSUES" RESEARCH SEMINARS

50. FROM THE TEN COMMANDMENTS TO THE "DEATH OF GOD".

This interdisciplinary study of European culture will examine and analyze material from literature, philosophy, science, medicine, religion, the arts, and political theory. We will consider, in their historical context, such figures as the authors of the Hebrew Bible, Homer, Sappho, Hippocrates, Sophocles, Thucydides, Socrates, Plato, Aristotle, Cicero, the authors of The New Testament, St. Augustine, figures in medieval Islamic science and medicine, Machiavelli, Luther, Calvin, Copernicus, Kepler, Queen Elizabeth, Galileo, Descartes, Locke, Newton, Defoe, Voltaire, Rousseau, Mozart, Wollstonecraft, Napoleon, Charlotte Corday (bathtub murderess of the French Revolutionary leader Marat), Mary Shelley (author of the original Frankenstein), Bram Stoker (author of the original Dracula), Balzac, Marx, Darwin, Florence Nightingale, Nietzsche (and his claim that "God is dead") Freud, Woolf, Sartre, de Beauvoir, and Gandhi. *This is an 8-unit colloquium and seminar course. Students enrolled in this colloquium will not only receive credit for the first year spring seminar requirement, but also will meet the Core Program's Cultural Studies Distribution requirement for Europe.*

51. IMMIGRATION AND RACE IN AMERICAN POPULAR CULTURE.

Hollywood movies will be the starting point of an exploration of how our nation of immigrants has influenced and produced American popular culture, while navigating and interrupting historic racial divisions. Our texts will be movies, music, and critical essays, fueling discussions of how race, gender, law, and global politics converge on the immigrant subject and emerge in the production of popular culture, ultimately creating new ideas of what it means to be an American.

52. SCIENCE OF HAPPINESS.

Would you rather win the lottery or become a paraplegic? Surprisingly, scientists have found that a year later, both groups of people are similarly happy. Doing good can be more rewarding than pursuing hedonic pleasure, and more choices can actually make us less happy. This course will look at the research about happiness to better understand which factors really do improve well-being, and experiment with applying these principles to our own lives. We also will examine how happiness varies as a function of cultural context, both across countries and within a culture (such as by age, marital status, social class, and more). This course will challenge you to take a close look at your values, goals, and decisions through examination of happiness from a scientific perspective.

53. THE UNBEARABLE WHITENESS OF BARBIE: RACE AND POPULAR CULTURE IN THE UNITED STATES.

Have you ever said or thought "I don't look like a Barbie!?" Join the crowd. However, the problem that Barbie presents is infinitely more complex than her

supposed life-sized measurements. As the embodiment of complex discourses on race, sex and gender Barbie provides a central figure for this course in exploring broader themes, particularly those of race and social justice. Thus, we will cover a wide territory that ranges from an exploration of the ways in which scientific racism has been put to use in the making of Barbie to an interpretation of the film *The Matrix* as a Marxist critique of capitalism. You'll never play with your toys the same way again.

54. TRANSNATIONAL SUBJECTS.

This course will explore the impact of lives lived across national borders. Critically examining traditional concepts such as "citizen" and "immigrant," we will look at communities, cultures, and ideas that are shaped by people moving back and forth across national borderlines. We will consider new ways of understanding social issues, such as trafficking in persons, crime and criminalization, and political "belonging," as these are affected by cross-border movements of people, ideas, capital, and technologies between the U.S. and "elsewhere." The course will draw from a variety of academic disciplines; materials will include first-person narratives, theoretical articles and fictional works.

55. COWBOYS, SAMURAI, MANLY MEN: IMAGES OF MASCULINITY.

What does it take to be a "man"? What does it mean to be "manly"? How is manhood depicted in literature and popular media? This class will explore answers to these questions (and more) through a consideration of various literary and filmic texts. We will examine many representations of masculinity to help us understand how and why constructions of manhood change over time, cultures, landscapes, and in relation to events or experiences. We will also consider stereotypes of manhood and the symbols, myths, and practices that give a sense of order and perhaps even "naturalness" to representations of masculinity. Finally, we will explore the intersections of race, class, and ethnicity in the constitution of masculine identity. Texts may include films by Sergio Leone (such as *Fistful of Dollars* or *The Good, the Bad, and the Ugly*), Akira Kurosawa's *Yojimbo*, among a selection of contemporary films, along with literary texts by Jack Kerouac, Chester Himes, and Ernest Hemingway.

56. US-MEXICAN RELATIONS: COOPERATION AND CONFLICT.

Two neighbors with very different pasts, legal traditions, interests and needs, the United States and Mexico have clashed repeatedly but have also learned to cooperate on many issues. This course studies U.S.-Mexican relations at three levels: governments, groups, and individuals. It also explores the impact that changes at one level have on the others — for example, whether changes in U.S. economic and migration policy can alter the incentives for undocumented migration, how the U.S. and Mexican governments have responded to increased cross-border drug traffic, and how Mexican towns have changed with the influx of remittances sent by migrants living in the United States. This course gives students a chance to discuss and understand the complexity of current events in areas such as the life of Mexican-Americans in the United States, border control, drug traffic, and regional trade. Students will perfect their writing skills, generate questions on relevant policy and ethical issues, and reflect on the past, the present and the future of the bilateral relationship.

57. UNDERSTANDING HUMAN RIGHTS THROUGH LITERATURE & FILM.

In this course, we will explore the themes of social justice and human rights through the lens of poetry, non-fiction, documentaries, and feature films. The course offers a broad introduction to international human rights norms and instruments, with a primary focus on the problem of genocide and crimes against humanity in the post-World War II period. Through examining rights violations in countries such as Cambodia, Rwanda, and South Africa, we will engage in critical thinking and debate on issues such as the obligation of the "international community" to prevent and respond to grievous rights violations, the challenge to peace posed by the memory of violence and oppression, and the relationship between justice and reconciliation.

58. MUSIC AND TRANCE: HOW MUSIC INFLUENCES THE ECSTATIC STATE THROUGHOUT THE GLOBE.

This course explores the relationship between music and consciousness in different world cultures with the intention of developing an understanding of the role that music plays in ecstatic experiences. This course draws on ethnomusicology, psychology, anthropology, dance ethnology, and religious studies.

59. FROM THE UNDEAD TO THE ALREADY DEAD: VAMPIRES, ZOMBIES AND MONSTERS IN LITERATURE AND FILM.

The course will consider the ways in which such books as *Frankenstein* and *Dracula* and such films as *Night of the Living Dead*, *28 Days* and *I Am Legend* complicate the distinction between the living and the dead, and the human and the inhuman. What are the consequences when certain individuals or, increasingly, groups (or even populations) are declared, despite appearances, undead or already dead rather than living? In what ways are such declarations tied to the use of violence and deadly force? We will take as our starting point philosopher Giorgio Agamben's assertion that one of the central political categories of modernity is that of *homo sacer*, the individual who can be killed with impunity.

60. TOO SOON?...A COMEDIC APOLOGY.

Comedians — sometimes they go too far. And the really shameful thing is that even as we attempt to rouse indignation at comedy's habitual improprieties, we often find that we ourselves can scarcely resist the temptation to laugh. Surely, comedy's outrageous and insulting behavior demands some kind of apology. In this class, an apology is what we shall aim at (and don't call me "Shirley"). The sort of "apology" we shall attempt to develop for comedy in this class, however (in case you had not already guessed), is not the modern kind, the one synonymous with "being sorry," but rather the ancient kind of "apology," the one that meant giving a formal account (a "logos") of one's behavior so as to defend to oneself from legal prosecution ("apo-" in Greek means "away from"). Such an Apology is of course what Socrates offered the Athenians in defense of philosophy, even as he attacked the Greek comedian, Aristophanes. In this course, then, we shall attempt to turn the tables on Socrates, and defend comedy from philosophy (and from whatever other institutions that try to get in comedy's way). The course will divide its attention between the ancient and the modern: we shall trace comedy's literary origin all the way back to archaic Dionysiac worship; yet we shall listen carefully

as well to the testimony of a number of important, contemporary witnesses for the defense: a cultural ambassador (reputedly) from Kazakhstan, a group of cartoon school children from Colorado, a family of dysfunctional, corporate criminals from Orange County, and many, many more.

61. THE RUSSIAN EXPERIENCE.

The Russian Experience focuses on the enigma and riddle known as "Rus", "Russia", "The Russian Empire", "The Soviet Union" and "The Russian Federation". This strange land has been a combination of great extremes: West and East, blinding poverty and dazzling wealth, great talent and shocking brutality. The course focuses on the period of Russia's explosion onto the world stage both politically and artistically, beginning with the reign of Alexander I, the Napoleonic Wars and the Decembrist Revolt, and following the development of Russian society and the Russian/Soviet State through the 19th and 20th Centuries, up to the current post-Soviet Russian Federation. There will be equal emphasis on internal politics, the arts, and international relations.

62. EDUCATION AND THE GOOD LIFE FROM RENAISSANCE THROUGH ENLIGHTENMENT.

An opportunity to enter into the culture of Europe during the ages of the Renaissance and Enlightenment. Meet the writers: Christine de Pizan, Machiavelli, Castiglione, More, Montaigne, Bacon, Locke, Voltaire, Rousseau, and Wollstonecraft. Meet the artists: Michelangelo, Rembrandt, Gentilleschi, Bernini, Poussin, Boucher, and David. The goal is to improve your thinking and writing skills on subjects overlapping the humanities, social sciences, and fine arts.

63. GETTING HIGH: ALCOHOL AND DRUG USE IN AMERICA AND THE WORLD.

Both controversial and ubiquitous, alcohol consumption and drug use have been contentious social issues throughout human history. The study of alcohol and drugs can thus open a fascinating window into society and culture. This class will consider the wide variety of drugs consumed through history, and the multiple, changing, and contradictory ways in which societies have defined acceptable and problematic drug consumption. This class will not seek to define what constitutes healthy or unhealthy drinking and drug use. Rather, the class will consider the changing place and meaning of drugs in various historical contexts. Major questions the course will investigate include, How did alcohol and drugs shape colonialism and globalization? How have alcohol and drug use been used to stigmatize racial minorities and the poor? How do perceptions of intoxication reflect and shape cultural understandings of gender differences? Lectures, readings, and assignments will place the history of American drug and alcohol use in a broad international and multicultural context, asking such questions as, why did laborers in 19th century China smoke opium while American laborers preferred whiskey? And how did Native American religious beliefs about mescaline shape perceptions of LSD on American college campuses? Students will be given broad freedom to develop a research topic on most any aspect of the history of alcohol and drug use.

64. THE ENDS AND MEANS TO THE LIBERATION OF SOUND.

This course reviews the 20th-century origins of today's sound landscapes, covering the aesthetics of noise, silence, space, and sound mass, the development of new instruments (new acoustic and electronic instruments, re-invented classical instruments, the electronic music studio, the computer), the international development of creation studios, and the dissemination of sound (radio, recording, the World Wide Web with the MP3, etc.). Sound recordings, films, and articles reviewed will include works by some of the most important music creators of modern times.

65. BIOLOGY, LAW, AND SEXUAL ORIENTATION.

This course is designed to investigate and evaluate current scientific data on the role of biology in determining sexual orientation. We shall investigate and evaluate these data in order to pursue the social and legal implications of their interpretation. While biological findings on sexual orientation will be presented and explained, the level of instruction will be geared for non-biology majors with special guest lectures by Prof. Kerry Thompson, Department of Biology. Furthermore, no prior familiarity with social policy and law on this topic will be presupposed. Some questions that will guide our inquiry include: What is the data that supports biological predisposition? Is sexual orientation genetic? Is it epigenetic? Is it immutable or a matter of choice? How should the law treat sexual orientation as a matter of classification? How should the benefits and burdens of the law be distributed according to this classification? What effect do stereotypes of sexual orientation have on science and social policy, for example, in AIDS research? This course aims to promote an understanding of the biological impact on complex behaviors such as sexual orientation, and to discuss the social and legal implications of that relationship as engaged citizens.

66. THE SCIENCE OF MORALITY.

What distinguishes right from wrong? What distinguishes fair from unfair? What creatures are capable of moral reasoning? What creatures are worthy of moral consideration? How do our moral intuitions change over time? How do our moral intuitions vary across cultures? This course will explore contemporary research on the nature and origin of moral appraisal, with an emphasis on psychological, biological, and philosophical perspectives. Differences in the methods and assumptions of each perspective will be explored through the analysis of primary source materials.

67. EXISTENTIALISM.

Existentialism is a philosophy that grapples with the problem of human freedom and moral choice in a world that often seems devoid of transcendental meaning or purpose. In this course we will read literary and philosophical texts from the Argentine, French, German, Russian, and Spanish existentialist traditions, and will explore the structures and possibilities of consciousness, knowledge, desire, imagination, aesthetics, ethics, and political commitment. Authors studied will include Albert Camus, Fyodor Dostoevsky, Franz Kafka, Eduardo Mallea, Ernesto Sábato, Jean-Paul Sartre, and Miguel de Unamuno.

68. BRECHTIAN PERFORMANCE.

Breaking the fourth wall, breaking character, breaking out in song — when an

actor, writer or director breaks the standard "rules" of performance his or her actions can be traced time and again to the staging techniques of revolutionary German theater artist Bertolt Brecht. This class will examine the roots of Brecht's alienation affect and how its basic aim to emotionally distance the audience from the art can be seen in myriad contemporary American artistic settings: from Broadway to performance art to *Buffy the Vampire Slayer*. Students will study and interpret various texts, creating original Brechtian performances of their own.

69. JOBS & JUSTICE: THE LABOR MOVEMENT AND AMERICAN CULTURE.

Work is not only a means for survival, but also a way for people to establish identity, meaning, and social relationships. Work is also about power and the ability to shape one's working and living conditions. This course focuses on workers — poor and middle class, employed and unemployed, legal and illegal — and their strategies to improve their employment and political conditions, especially through labor unions. It examines the history and contemporary condition of work, workers' rights, and unions in the context of changes in American society, culture, and politics. This course traces the history of work and the labor movement from the rise of corporate capitalism in the late nineteenth century to the challenges of globalization (and economic crisis) today. We will explore the debates over unions and their role in the economy, society, and political system. We will explore changing and contested ideas about worker rights and human rights, debates over the corporate power and government regulation, and comparisons between the U.S. and other societies. We will look at the issue of "sweatshops" in history, overseas, and in the contemporary United States. We will look at how work, workers, unions, and employers have been portrayed in popular culture, including newspapers, films, and literature. We will examine the connection between work, class, gender, race, families, and immigrant status. We will also consider the link between political democracy and economic democracy. We will explore current challenges facing unions and their future. We will look at current controversies between business, labor, and citizen groups over reforming laws regulating the relationship between management and employees. We will explore the question: does the labor movement have a future? The course will pay special attention to the condition of workers and their unions in Los Angeles. Finally, we will discuss why (and if) college students should care about unions. We will explore these issues through readings, films, songs, poems, plays, guest speakers, field trips, class discussions, and writing assignments.

70. WOMEN AND THE FEMININE IN PLATO'S PHILOSOPHY.

Western philosophy, beginning with Plato, was primarily by, for, and about men. Women were not invited to participate in the public or political arena. Instead, they maintained the private sphere, necessity, thus affording men the leisure and freedom to pursue philosophy. And yet, the same culture that excluded and oppressed the women also appropriated the feminine, and particularly the maternal feminine, as a construct for their philosophical speculation. Indeed, it was Plato's Socrates, the consummate male philosopher, whose philosophical effectiveness occurred while he was operating with female power. Readings will include primarily Plato, but also Hippocrates, Xenophon and Aristotle.

71. DISNEYLAND AND URBANISM.

From Shanghai to Celebration, Florida, to the new LA Live complex, all around the world real urban areas are increasingly being redesigned to mimic theme parks, driven by dreams of modernity and mass mediated culture. And it all began with Southern California's own Disneyland Park. In this course, we will trace the complex historical dialogue between the iconic amusement park and its urban environment in Southern California over the past half-century, carefully analyzing urban and social history, film, and literature to discover what Disneyland can teach us about the strange, often sprawling geography and culture of modern global urbanism and particularly the peculiar urban environment all around us.

72. HOW TO SAVE THE EARTH.

Recent scholarship has portrayed an intimate connection between a variety of problems around the world, ranging from education, health, hunger, disease, the environment and even war, and the citizens of rich and influential countries like the United States. Much of this literature describes the United States and its people as part of both the origins of varying problems as well as their possible solutions. We will compare the ways in which Americans and the international community attempt to collaborate and intervene in societies and social problems across the globe. Drawing on multiple disciplines and case studies, we will ask critical questions, engage in cross-national analysis and develop as writers and researchers.

73. MISSION OF THE ARTS.

What is "art"? What are visual art, performing art, music, or literature good for? What can art say? How can we describe, interpret, and analyze it? We discuss these questions at the level of individual perception and of aesthetics as well as in regard to the prevailing political system and to the place of art in education. We will focus on performing arts but incorporate visual art, music, and literature as well. We will not only read selections from philosophical and theoretical texts by Aristotle, Sigmund Freud, Theodor W. Adorno, but we will also read texts by artists on art and anti-art (for example texts by Friedrich Schiller, the Dadaists, Bertolt Brecht, and Tadeusz Kantor). Our readings will give us an idea of the history of the West's understanding of "art". A liberal arts college's mission refers to the ancient idea that art and science are not separated. In view of this background we will question notions of beauty, taste, truth, authenticity, perception, and, last but not least, knowledge. All analysis and writing will be related to particular art works or artistic concepts. We will not only explore the meaning of art but we will engage in field trips to a few current art events in the Los Angeles area and in in-class performances. We will explore the political impact and restrictions of the arts and their value in education.

74. IDEOLOGY AND SOCIAL UNREST IN AMERICAN HISTORY.

In the early years of the twentieth century, the United States experienced a series of violent labor strikes, lynchings, bombings, and assassinations that culminated in 1919 with a terrorist attack on Wall Street that left thirty-eight people dead and scores of wounded men, women and children. The response to this terrorist act was not unlike the reaction to 9/11 in our own time. American democratic institutions seemed threatened by foreign terrorists and ideologies: anarchism, Marxism, fascism. This seminar will study the relationship between varying ideologies and social unrest in our history, using the year 1919 as a case study,

and then examining similar themes in the 1960s and present day society.

75. FROM BOYS TO MEN: MODERN MASCULINITIES IN LITERATURE AND FILM.

In examining what it means to be a man today, this course will focus on moments of transition in which multiple definitions of masculinity intersect, conflict, or transform. When does the boy become a man? What rituals and rites of passage inform modern and postmodern conceptions of masculinity? How do relationships between family members, friends, and lovers influence ideas about masculinity? Finally, how do moral conventions, violence, and war change or reinforce these definitions? Each writer we will encounter in this course depicts a struggle to grow up and into an identity that can be seen as separate and distinct from versions of manhood that, at times, seem imposed from the outside (by family, society, religion, and nation). Writing about these varied experiences poses another problem as the authors attempt to articulate the personal, which may often also be the unspeakable. As a consequence, we will see a blurring of fact and fiction and witness acts of memory that serve both the personal and the political. We will seek to understand how boys are called or interpolated into manhood by the nation and the family; how war's violence and aggression shapes masculinity and conceptions of fear and bravery; and how art, literature, and imagination influence the development of sexual and racial consciousness. Does becoming a man mean leaving home to seek unknown adventure and peril in an exotic locale? How does the boy-becoming-a-man balance allegiances to family, friends, and self with his own desires and ambitions? We will explore these questions and others as we look critically at how boys become men.

OTHER COURSES

89. INFORMATION LITERACY/LIBRARY RESEARCH.

This course is designed to provide students with step-by-step information mentoring in conjunction with their spring CSP research paper. Students explore information organization and resources (print and digital), as provided by and accessed through the library. Students develop fluency in identifying, locating, evaluating, selecting, and using appropriate information resources. Information ethics and presentation skills are also addressed. *This course is graded CR/NC only and will not meet specific Major or Core requirements. Open to freshmen only.*

1 unit

99. EXPERIENCING THE ARTS.

This course is designed to expose students to the arts, to broaden their cultural horizons, and to instill in them a desire to expand their knowledge of and attention to the arts. In addition, the course is designed to prepare students for life-long learning, for engaging in their communities, and for having the basis for further exploration in the field of the arts. Students may acquire one semester unit of credit for attending eight on-campus events during a semester. Students will select these events from a list of events compiled each year by the Arts Committee; at least two of the events attended must combine an arts presentation with a lecture or discussion by the artist or a faculty member. A short two-page paper is due on the last day of class. *This course is graded CR/NC only and will not meet specific Major/Minor or Core requirements. Students may take this course*

twice, for a maximum of two units being applied toward graduation.

1 unit

195. ACADEMIC COMMUNITY ENGAGEMENT.

The overall purpose of this seminar is to provide students with an overview of university-community engagement philosophy, historical and academic context, as well as various models of engagement. Students will read and discuss various definitions of Service Learning (Community Based Learning at Occidental), and will compare them with definitions of other service related programs such as volunteerism, community service, internships, and field education. Students will learn about the various ways in which Occidental engages with community. This is a Community Based Learning seminar. Students will be required to already be engaged with community organizations or schools for a minimum of 6 hours per week in order to be admitted in the seminar. Only community service not connected to a class, internship, or independent credit, will comply with this requirement. [Students will be expected to provide written confirmation from the community partner about the project in which they are engaged.] Community partners will be invited to talk about their organizations and to co-facilitate discussion. *The seminar may be repeated once for credit. Not open to frosh.*

2 units

CORE DISTRIBUTION REQUIREMENTS (to be completed before the end of the junior year). In addition to the first-year seminars, Occidental requires courses in various departments selected to provide a broad background in cultural and disciplinary studies. These include at least 12 units in culture and fine arts; 12 units in science and/or mathematics; and the equivalent of language 102 in a language other than English, as detailed below. Note that some courses have prerequisites. Without exception, courses not on this list must be petitioned before you enroll in the course in order to be counted toward the requirement.

1) **Culture and Fine Arts:** A minimum of 12 units (16 or 20 units are recommended) continue and expand on the seminars by situating the study of culture and the arts in specific disciplinary and geographical contexts. Students must enroll in a minimum of four units in each of three different geographical groupings. **Pre-1800:** Four units must represent study of the period prior to 1800, and four must be devoted to the fine arts. Pre-1800 courses can also satisfy one of the geographical categories, while courses devoted to studio art and theater and music performance do not usually carry a geographical emphasis. Advanced Placement or International Baccalaureate examinations may not be used to satisfy any of these requirements.

The geographical groups are as follows:

- Group 1: **Africa and The Middle East**
- Group 2: **Central, South, and East Asia**
- Group 3: **Europe**
- Group 4: **Latin America**
- Group 5: **The United States**
- Group 6: **Intercultural**

2) **Science/Mathematics** Requirement. The requirements listed here are for students who matriculated at Occidental College in or after Fall 2007. A minimum of 12 units in science and mathematics. Four units must be in a science course

with a laboratory component. The remaining 8 units may be taken from among any of the courses that satisfy the Science/Mathematics requirement. Advanced Placement or International Baccalaureate examinations may not be used to satisfy any of these requirements.

Students who matriculated at Occidental College prior to Fall 2007 have a slightly different Science and Mathematics (Formal Methods of Reasoning) requirement, and they should consult their entering catalog for the description of those requirements.

CORE PROGRAM REQUIREMENTS FOR TRANSFER STUDENTS:

To meet the Core Requirements, transfer students must have taken the equivalents of a Cultural Studies Seminar (4 units), a minimum of 20 additional units in distribution courses in culture and fine arts, 12 units in science and mathematics, and must complete the language requirement. Transfer students are not enrolled in Occidental's Cultural Studies Program Seminars, which are designed for first-year students. Transfer students ordinarily meet many of these requirements — including the seminar — on the basis of work done at other colleges and universities. Appropriate equivalents are determined in consultation with the Core Program Office and the Registrar.

Cultural Studies Seminar (4 units). A conventional English composition class, or a course specified as "writing-intensive," will ordinarily satisfy this requirement. Any four-unit course in Occidental's Department of English Writing will meet the seminar requirement. The first stage of the writing requirement is a different requirement, and is explained [here](#).

Culture and Fine Arts Distribution Courses (20 units). Transfer students must take a minimum of four units from each of three groups listed above, and must take four units in courses designated "pre-1800" and four units in courses designated as "fine arts." All "pre-1800" and many "fine arts" courses also satisfy an area studies requirement, (separate courses in studio art, theater, and music performance often satisfy only the fine arts requirement, but we strongly recommend taking one such course).

Mathematics and Science (12 units). Most transfer students have met at least some of these upon entry. Of the 12 units, at least four must be in a science with laboratory.

All of these Core requirements should be completed as quickly as possible, and certainly no later than the end of the junior year.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Critical Theory and Social Justice

Professor Maeda, *Chair*

Professors Chin, Griffin; Associate Professor Tobin; Assistant Professor Lukes

Critical Theory – Social Justice (CTSJ) is fundamentally interdisciplinary, drawing on ideas from across traditional academic disciplines. “Critical” refers to various bodies of theory and method—Marxism, psychoanalysis, the Frankfurt School, deconstruction, critical race studies, queer theory, feminist theory, postcolonial theory, and intersectionality—that interrogate the essentialist assumptions that underlie social identities. “Social justice” refers to an extrajudicial concept of fairness that is focused on exposing and ending social inequalities. The aim of the Critical Theory – Social Justice department is to promote understanding of how categories such as “race”, “sexual orientation,” and “nationality” help people recognize and combat some injustices and hinder them from recognizing and combating others.

The department’s course offerings are divided into three levels:

100-level classes teach students how to think critically about a wide range of topics, including race, gender, sexuality, and nationality.

200-level classes teach students how to participate in a seminar, including how to contribute to class discussion and how to research and write a scholarly paper.

300-level classes teach students a major body of critical theory or a research methodology.

MAJOR: The major in Critical Theory – Social Justice requires ten classes (40 units) selected in consultation with the student’s departmental advisor and including at least one at the 100 level, one at the 200 level, two at the 300 level, and the Senior Seminar (CTSJ 490). At least four of the units must be in experiential learning.

ACCEPTABLE COURSES FROM OTHER DEPARTMENTS: The department occasionally accepts for CTSJ credit courses from such other departments as American Studies, Art History and the Visual Arts, Diplomacy and World Affairs, Education, English and Comparative Literary Studies, French, History, Mathematics, Philosophy, Politics, Psychology, Religious Studies, and Sociology. These decisions are made on an individual basis in consultation with the student’s advisor, and/or the department chair.

MAJOR WITH TOPICAL EMPHASIS: A student may choose to major in Critical Theory – Social Justice with an emphasis in one of three areas—Critical Race Studies, Postcolonial Theory, and Feminist and Queer Studies. Choosing an emphasis is not required.

To graduate with an emphasis, a student must fulfill the requirements of the major (see above) and at least five of the student's ten major classes must be recognized by the Department as counting toward one particular emphasis. These five classes are chosen in consultation with the student's advisor, and/or the department chair. Courses from other departments, such as those listed above, may be included in the student's educational plan.

MINOR: The minor in Critical Theory – Social Justice requires five classes (20 units), including at least one at the 100 level, one at the 200 level, and one at the 300 level.

WRITING REQUIREMENT: Students majoring in Critical Theory – Social Justice satisfy the final component of Occidental College's college-wide **writing requirement** by submitting a portfolio by the eighth week of spring semester of the junior year. A portfolio consists of two essays, one a research paper (typically written for a 200-level CTSJ class) and one an analytical essay (typically written for a 300-level CTSJ class). See page 40 and the department chair for additional information.

EXPERIENTIAL LEARNING REQUIREMENT (4 units): Credit for this component may be earned through participation in departmentally (or advisor-) approved internships or community-based learning courses and projects. Students will work with their advisor to determine how to fulfill this requirement in the context of their own course of study.

SENIOR COMPREHENSIVE REQUIREMENT: In their senior year, students majoring in CTSJ are required to complete a comprehensive research/writing project concerning a topic of the student's own particular interest. Each student works with an advisor from CTSJ; a student may also work with affiliates or other faculty as arranged with his or her advisor. Students are guided individually by these faculty in both the formulation and completion of the project. Typically, a project culminates in a 20-page paper, due in the 8th week of the student's final semester. An especially successful comprehensive paper will qualify a student to graduate with distinction.

HONORS: Students who have met College requirements for honors may undertake a more ambitious comprehensive project. Interested students should consult with the department chair for details. If a student meets the College and Department requirements, he or she may submit a proposal to conduct an honors research/writing project. If the department approves the proposal, the student will be allowed to register for CTSJ 499: Honors Thesis during the student's final semester. The student uses CTSJ 499 to write a complete draft of an honors thesis. The final version, typically a 40-50 page paper, is due in the 8th week of the student's final semester. An especially successful honors thesis will earn a student the grade of distinction, as well as to graduate with honors.

140. CRITICAL THEORIES OF SEXUALITY.

This course introduces students to critical theories concerning human sexuality. We read feminist, Marxist, psychoanalytic, structuralist, and poststructuralist theories of sexuality and discuss what makes each of these theories "critical." Topics include the political economy of marriage, the relation between sexuality and procreation, uses of the erotic, homosociality, and the incitement to discourse. The authors we read include Engels, Freud, de Beauvoir, Lévi-Strauss, Gayle

Rubin, Andrea Dworkin, Foucault, and Judith Butler. *Emphasis Topic: Queer Studies*.

CORE REQUIREMENT MET: **UNITED STATES**

150. RACE, GENDER, CULTURE: RE-IMAGINING "JUSTICE" IN THE UNITED STATES.

This course will examine ways that race, gender, and culture shape perspectives on justice in the U.S. Rather than considering these concepts as unchanging aspects of personal identities, we will consider the complexity of intersecting social categories (race, culture, gender, sexuality, and class) that challenge assumptions about both individualism and sameness within any group. By reading works in literature, law, and theory, we will explore multiple strategies of resistance and social change that develop from analyses of these factors of social experience. While race, gender, sexuality, class and culture will be critically analyzed as categories of experience for all people, the course will pay particular attention to voices often marginalized as "other" in the context of U.S. discourses on justice. *Emphasis topic: Critical Race Studies or Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES**

170. RACE AND ITS DISCONTENTS.

Engages with history, theory and cultural construction of race in the US and globally. Biological theories of race, eugenics, and institutionalized racism are interrogated, with an emphasis on varying constructions of blackness, whiteness and Latinidad in colonial and post-colonial contexts. Case studies from the US are augmented with attention to Australia, South Africa, South America, Asia and the Caribbean. *Emphasis topic: Critical Race Studies.*

CORE REQUIREMENT MET: **UNITED STATES**

180. STUPIDITY.

Stupidity is neither ignorance nor organicity, but rather, a corollary of knowing and an element of normalcy, the double of intelligence rather than its opposite. It is an artifact of our nature as finite beings and one of the most powerful determinants of human destiny. Stupidity is always the name of the Other, and it is the sign of the feminine. This course in Critical Psychology follows the work of Friedrich Nietzsche, Gilles Deleuze, and most recently, Avital Ronell, in a philosophical examination of those operations and technologies that we conduct in order to render ourselves uncomprehending. Stupidity, which has been evicted from the philosophical premises and dumbed down by psychometric psychology, has returned in the postmodern discourse against Nation, Self, and Truth and makes itself felt in political life ranging from the presidency to Beavis and Butthead. This course examines stupidity.

CORE REQUIREMENT MET: **UNITED STATES**

186. INTRODUCTION TO CRITICAL THEORY.

This course introduces critical theory in the context of the problem of social justice. Introductions will be made to psychoanalytic, Marxist, Feminist, Structuralist, Deconstructive, and Postcolonial criticism. Reader-responses, New criticism, lesbian, gay, and queer criticism will also be surveyed. There will be close readings

of the work of Louis Althusser, Georges Bataille, Michel Foucault, and Jacques Derrida as well as in depth readings of essays by Guy Hocquenghem, Julia Kristeva, and Trinh T. Minh-ha.

201. CRITICAL THEORY – SOCIAL JUSTICE COLLOQUIUM.

The Colloquium will engage in important topics and issues in Critical Theory-Social Justice. All CTSJ faculty will participate in order to facilitate an interdisciplinary engagement with complexities and nuances of these topics. Topics might include Whiteness-Race, Theory-Practice, and Representation-Embodiment.

CORE REQUIREMENT MET: **INTERCULTURAL**

222. BODY POLITICS.

The course offers an interdisciplinary analysis of gender, power, and the body. The theoretical center of the course will be Foucault's work on biopower, including *Discipline and Punish* and *Foucault 2.0*. Topics include: class and the body (Atwood, *Bodily Harm*, and Larsen, *Passing*); law and the female body (Wendy Williams, *Mary Poovey*); science and gender (Emily Martin, *Thomas Laqueur*); pornography (Catherine McKinnon, *Laura Kipnis*); race, body, and gender (Morrison, *Beloved*; Lauren Berlant, *Judith Butler*); multiculturalism and cross-race identifications (John Stahl, *Imitation of Life*, Wyatt, "The Hazards of Idealization"); and, Latin American perspectives on gender, torture, and memory. *Prerequisite: at least sophomore standing.*

CORE REQUIREMENT MET: **INTERCULTURAL**

230. FUNDAMENTALS OF QUEER THEORY.

This class is designed to introduce the classical texts of Anglo-American queer theory as well as explore recent trends in the field. While situating queer theory's 1990s academic advent in its historical context of identity politics, the emergence of the AIDS pandemic, and the U.S. "culture wars," the course will begin by reviewing crucial antecedents in gay and lesbian studies, psychoanalysis, and the interventions of Michel Foucault. Readings will include works by Judith Butler, Eve Sedgwick, Leo Bersani, Lee Edelman, and Teresa de Lauretis. Additional readings will trace recent debates about "what is still queer in queer theory?" as critics engage ongoing questions about neoliberalism, homonormativity, and politics in the 21st century. *Emphasis topic: feminist and queer studies.*

CORE REQUIREMENT MET: **UNITED STATES**

247. MACHOS: FORMS OF LATIN AMERICAN MANLINESS.

This course encourages students to think critically about the concept of machismo by reviewing a variety of ways of being manly throughout Latin America. Case studies include Octavio Paz' classic essay on Mexican machismo and recent responses to Paz, sexual joking among working-class Mexican-American men in South Texas, same-sex sexual behavior in Nicaragua, transvestite prostitutes in Brazil, and sexual accusations traded among Argentine soccer fans. *Emphasis topic: Critical Race Studies, Postcolonial Theory, or Queer Studies.*

CORE REQUIREMENT MET: **LATIN AMERICA**

248. JEWISHNESS, GENDERS, AND SEXUALITIES.

This course is focused on the intersection of race, gender, and sexuality in Jewish Cultural Studies. Topics include Biblical, Talmudic, and Diasporic models of masculinity and femininity; Freud's Jewishness and its effect on psychoanalytic theories of gender and sexuality; and representations of Jewish men and women in U.S., European, and Latin American societies. *Prerequisite: a 100-level CTSJ class. Emphasis topic: Critical Race Studies, Postcolonial Theory, or Queer Studies.*

CORE REQUIREMENT MET: **INTERCULTURAL**

255. WOMEN OF COLOR.

This course will examine intersecting and overlapping categories of "difference" by focusing on the lives of women of color. By looking at conditions that shape race, sexuality, gender, class, and cultural differences, this class will critically examine multiple discourses surrounding feminism, anti-racism, heteronormativity, and critiques of imperialism. We will consider contexts of individual and collective work for social change. Using personal essays, stories, scholarly writings, artistic works, music, film, and other media, the course will look at sources that women of color draw from to ground themselves and their activist work. *Prerequisite: a 100-level CTSJ class. Emphasis topic: Critical Race Studies or Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES**

257. CRITICAL PRAXIS: VOICE, MEMORY, AND COMMUNITY TRANSFORMATION.

This course will employ community-based research strategies to engage students with questions of "voice;" dynamics of race, gender and class; and multiple perspectives that shape understandings of community transformation. Students in the course will work with community partners to develop and implement a research project. For the Spring 2010 course, students will work with community partners at the Nueva Maravilla Public Housing Community in East Los Angeles. Course materials will include readings on public housing, eastside Los Angeles, and the politics of cultural transformation. Students will participate in research on transformations of this public housing community and the broader community around it through interviews, community mappings, and more traditional academic research. *Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: **UNITED STATES**

259. TRAFFICKING IN PERSONS.

This course will examine the contexts that shape conditions of work and labor in globalized economies—and that create conditions of vulnerability to the practice of trafficking in persons. We will look at the commodification of work and the conditions created by globalization that structure work according to factors of social position, including gender, race, wealth/class status, immigration status, and transnational connections of families and communities. The course will look at trafficking in persons and contemporary forms of slavery, not simply to focus on the extremities of exploitative practices, but to examine the conditions that structure these relations. The problem of trafficking in persons will be situated within global economic structures that privilege flows of capital and commodify vulnerable persons. The course will look at the relationship of this vulnerability to histories of colonialism and other forms of economic exploitation. *Prerequisite: a*

100-level CTSJ class. *Emphasis topic: Critical Race Studies or Postcolonial Theory.*

CORE REQUIREMENT MET: **INTERCULTURAL**

270. CHILDREN AND CHILDHOOD.

This course looks cross-culturally at children and childhood and uses ethnographic case studies as a basis for examining the ways in which the very young participate in the social lives of their communities. The focus is on those between the ages of 5-12 and the primary topics include children's play, socialization, learning, political action, and productive work. We will explore the lives of children in horticultural, pastoral, rural, and urban societies in Africa, Asia, Polynesia, and the contemporary United States. *Prerequisite: a 100-level CTSJ class. Emphasis topic: Critical Race Studies, Postcolonial Theory, or Queer Studies.*

CORE REQUIREMENT MET: **INTERCULTURAL**

273. SCHOOLING FOR CONFORMITY/LEARNING AS CULTURAL CRITIQUE.

What purposes have been served by schooling and learning in past and contemporary societies? In the United States, state models of schooling have long been connected overtly and covertly to economic imperatives. This course examines the complex relationships between schooling, economy and cultural politics through ethnographic documentations of American Schools. Schooling has been used both to support and supplant fundamental American values in the U.S. Critical examination will include attention to early 19th century activism on behalf of working class children, Native American Schools, schooling in prison, and the No Child Left Behind Act. *This course requires enrollment in a CBL lab and satisfies experiential learning requirement. Prerequisite: a 100-level CTSJ class. Emphasis topic: Critical Race Studies.*

CORE REQUIREMENT MET: **UNITED STATES**

279. EMBODIED HISTORIES OF THE AFRICAN DIASPORA.

Examination of complex histories and politics of the African Diaspora via dance practices and traditions. Emphasis is upon the way race and gender have been variously expressed, exploited, hidden and revealed in these settings. Case studies include Haitian Vodou, Brazilian Capoeira, Jook and Hip Hop in the United States. The class includes a significant practical component: students need not be dancers but should be prepared to try dancing during class time. *Prerequisite: a 100-level CTSJ class. Emphasis topic: Critical Race Studies, Postcolonial Theory, or Queer Studies. Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

280. RASTAFARI, REGGAE, AND THE AFRICAN DIASPORA.

This course will examine Rastafari as a religio-political protest movement. We will analyze its evolution in the context of the dispersal of Africans to the Caribbean, Great Britain, and the United States. Particular attention will be paid to the West Indian intellectual tradition of C.L.R. James, Walter Rodney and Franz Fanon which contextualizes Rastafari as a resistance movement. We will chart the musicological development of Reggae, Dub Poetry, and Rap as distinctive expressions of Rasta. *Prerequisite: a 100-level CTSJ class. Emphasis topic: Postcolonial Theory.*

CORE REQUIREMENT MET: **INTERCULTURAL**

286. WHITENESS.

This course seeks to engage the emergent body of scholarship designated to deconstruct whiteness. It will examine the construction of whiteness in the historic, legal, and economic contexts which have allowed it to function as an enabling condition for privilege and race-based prejudice. Particular attention will be paid to the role of religion and psychology in the construction of whiteness. Texts will include *Race Traitor*, *Critical White Studies*, *The Invention of the White Race*, *The Abolition of Whiteness*, *White Trash*, and *Even the Rat was White*. *Prerequisite: a 100-level CTSJ class. Emphasis topic: Critical Race Theory.*

289. THE SELF.

The self, or subject, has become a central problem in contemporary intellectual deliberations. The notion of the human subject as a fully self-conscious, self-contained entity is now said to be "under erasure." Radical re-conceptualization of the self is afoot, it casts aside the notion of a "true" self and opens new intellectual and psychological possibilities. The object of this course is to explore the critiques and to examine the possibilities for a new self. *Prerequisite: a 100-level CTSJ class.*

295. TOPICS IN CRITICAL THEORY – SOCIAL JUSTICE.

This seminar will engage important topics and issues in Critical Theory – Social Justice. All CTSJ faculty will participate in order to facilitate an interdisciplinary engagement with complexities and nuances of these topics. Students from other CTSJ courses will be invited to participate in the construction of discourse around the topics. Topics might include Whiteness, Theory-Practice (Critical Theory – Social Justice), and Representation-Embodiment. *Prerequisite: a 100-level CTSJ course or permission of instructor.*

320. CULTURE AND COMMUNITY.

This class provides an opportunity for students who wish to continue and deepen their intellectual and community work to interact with a highly-motivated small group of students and community activists and organizations. Topics we will examine will be determined in consultation with community partners. Students will work together on a significant final project that links academic learning and community praxis and engagement. Note that there is a required weekly lab session. *Prerequisite: Permission of instructor. Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: **UNITED STATES**

335. QUEER OF COLOR CRITIQUE.

This course examines the emergent field of queer of color critique. Combining woman of color feminism with queer theory, queer of color critique analyzes intersections of race, gender, sexuality, and class through interdisciplinary methodologies. This course will engage essential background and formative essays including the texts of Kimberlé Crenshaw, Gloria Anzaldúa, and Chandra Mohanty; cultural instances of race and sexuality's crossings in work by James Baldwin,

Cheryl Dunye, and Issac Julien; and recent critical work by such contemporary theorists as Roderick Ferguson, Jasbir Puar, and José Esteban Muñoz. *Prerequisite: any 100- or 200-level CTSJ course. Emphasis topic: Feminist and Queer Studies.*

CORE REQUIREMENT MET: **INTERCULTURAL**

337. QUEER LOS ANGELES.

This seminar is designed to uncover genealogies of sexuality in Los Angeles and Southern California by examining diverse archives and cultural sites. We will study histories of gays and lesbians in the film industry; connections and conflicts around local bar scenes; leftist homophile organizing and the mainstreaming of homosexual identities; the economic and social worlds of queer sex workers; and sociologies of queer demographics and architectures. Students will be encouraged to conduct primary research in archives and engage in community organizing around the city while honing skills in their chosen critical methodologies.

Prerequisite: any 100- or 200-level CTSJ course. Emphasis topic: Feminist and Queer Studies.

CORE REQUIREMENT MET: **UNITED STATES**

340. CRITICAL ETHNOGRAPHY.

In this course students learn how to do ethnographic research and writing by conducting exercises in participant-observation on or near campus. We review the history of the ethnographic method and its relation to anthropology and the colonial encounter. We also discuss what makes an ethnography critical and the tensions between ethnography sympathy and critical theory. Authors we read include Malinowski, Geertz, Delmos Jones, Dorinne Kondo, Renato Rosaldo, Ruth Behar, Jim Thomas, and Kamala Visweswaran. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Postcolonial Theory.*

CORE REQUIREMENT MET: **INTERCULTURAL**

342. THE PHALLUS.

A survey of psychoanalytic theories of gender and sexuality. Topics include the signification of the phallus, the relation of the phallus to masculinity, femininity, genital organs and the fetish, the whiteness of the phallus, and the lesbian phallus. The authors we read include Freud, Riviere, Lacan, Irigaray, Kristeva, Grosz, Gallop, Silverman, de Laurentis, and Butler. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Queer Studies.*

CORE REQUIREMENT MET: **INTERCULTURAL**

355. BOUNDARIES AND BORDERLANDS.

This course employs postcolonial theory to consider transformations of religions and cultures that occur when physical, experiential, geographic, and intellectual borders are crossed and blurred. How are cultures and "differences" named? From what locations? We consider cultural hybridities, re-mapped borders of culture and difference, postcoloniality, transnational migrations, and other postmodern conditions as sources for reconceiving identities, relationships between religions and cultures, and social transformations. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Postcolonial theory.*

CORE REQUIREMENT MET: **INTERCULTURAL**

357. LAW AND EMPIRE.

This course employs interpretive tactics from critical legal theory and critical race theory in order to examine the use of law to justify and sustain U.S. colonial/imperial projects. We will look at how these projects are connected to the control of domestic populations (especially indigenous and racialized groups) and the expanding desire for territory. We will look at questions about nation, state, and sovereignty; law and hegemony; and relationships between "change" and maintenance of the same in legal discourse. The course will also investigate relationships between globalization, international legal regimes, and new forms of Empire. We will consider specific topics that raise questions about ongoing operations of and resistances to imperialism, including trafficking in persons, sovereignty and indigenous people's rights, the legal status of territories and protectorates and the selective use of the U.S. Constitution in those locations, and issues rising from the "war on terror." *Prerequisite: a 200-level CTSJ class. Emphasis topic: Critical Race Theory or Postcolonial Theory.*

CORE REQUIREMENT MET: **UNITED STATES**

369. CLINICAL PSYCHOLOGY LABORATORY.

The Clinical Psychology Laboratory (CPL) provides experiential opportunities for students interested in graduate study in psychology, law, and social justice. Students are given the opportunity to participate in the data analysis of clinical psychological assessments. Students will also participate in research under a Human Studies Committee approved project, with the goal for an early exposure to the field, and with the objective to yield research data for presentation or publication. In some projects, students may have limited opportunities to observe and participate in forensic psychological assessments as prescribed in the respective protocols. *Prerequisite: instructor interview and approval. Graded on a Credit/No Credit basis only. May be repeated once for credit.*

2 units

371. WRITING AS PERFORMANCE.

Students are introduced to ethnographic methodology by examining several key texts that explore writing as a genre of self-making, performance and identity. Issues to be explored include the connection between the individual and culture at large; construction of the self through silence and absence; performing the other and the self as an ethnographic and writerly act; construction of others through disciplinary discourses. Through the semester we will read Foucault's *Herculine Barbin*, Karen Brown's *Mama Lola*, Marta Savigliano's *Angora Matta*, John Miller Chernoff's *Bar Girl*, and *I, Rigoberta Menchú*. This course is collaboratively structured; students must be self-motivated and willing to take intellectual chances to succeed. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Critical Race Theory, Postcolonial Theory, or Queer Studies. Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: **INTERCULTURAL**

372. CONSUMPTION, POWER, AND POLITICS.

A study of anthropological and sociological theories of consumption by focusing on the way the social inequalities of race and gender are embedded in consumption practices and the consumer sphere more generally. Issues to be addressed: consumer culture as a feminized sphere of cultural activity (does shopping matter?), consumption as a racially charged terrain (why they looted in South Central), the politics of consumption in the developing world (why the natives wear Adidas), consumption in contexts other than capitalism. Emphasis is on consumer culture as a complex terrain upon which deeply political struggles are created, resisted, and transformed. Case studies will be cross cultural, including shopping in West London, politics of gender and value in Melanesia, the relationship between race, gender, colonialism and toiletries in Africa. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Critical Race Theory or Queer Studies.*

380. PSYCHOANALYSIS: FREUD.

The work of Sigmund Freud continues to be of signal importance to students of literature, psychology, and feminist social theory. This course is designed to provide students with an in depth knowledge of his work as a model of intellectual courage and as a great and problematic achievement of the human imagination. The course will rely on the work of historian Peter Gay, *Freud, a Life for our Time*, for a well-contextualized treatment of Sigmund Freud's life and work. There will be close readings of three of Freud's seminal works, *The Interpretation of Dreams*, *Three Essays on the Theory of Sexuality*, and *Beyond the Pleasure Principle*. We will also read two case studies central to the emergent feminist critique and re-analysis of Freud's work: *Anna O.* and *Dora, an Analysis of a Case of Hysteria*. In addition to critically evaluating his contributions to contemporary thought, this course will employ Freud as a great writer. The assignments will therefore emphasize the recognition and imitation of Freud's skill as a writer. There will be four writing assignments from the different psychoanalytic genres: case history, dream interpretation, death-wish analysis, and an exercise in psychoanalytic theory. The course will be taught as a seminar with an emphasis on student participation. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Queer Studies. Satisfies experiential learning requirement.*

386. CRITICAL BLACKNESS.

Critical Race Theorists have begun to describe a "new blackness," "critical blackness," post-blackness," and "unforgivable blackness." This emergent scholarship, which describes a feminist New Black Man, also seeks to "queer blackness" and to articulate a black sexual politics that addresses a "new racism." By calling us to examine the possibility of a black political solidarity that escapes the problems of identity politics, this scholarship provokes *We Who Are Dark* to imagine more complex and free identities. This course invites all of us to engage this scholarship.

387. PSYCHOLOGICAL THEORIES OF EVIL.

This course surveys, applies, and evaluates the variety of psychological theories of human evil from Psychoanalysis to the DSM-IV. Also examined are the distinct political and normative implications of psychology's evolving status as a "moral science." *Prerequisite: a 200-level CTSJ class.*

395. SPECIAL TOPICS IN CRITICAL THEORY – SOCIAL JUSTICE.

An advanced seminar in Critical Theory – Social Justice. Prerequisite: a 200-level class in CTSJ or permission of instructor. *May be repeated for credit.*

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR IN CRITICAL THEORY – SOCIAL JUSTICE.

This course is offered in conjunction with CTSJ majors' ongoing research for the senior thesis. Seminar meetings will be devoted to discussion and critique of students' work in progress and to close readings of a select few texts in Critical Theory – Social Justice. *Prerequisite: senior CTSJ majors only.*

499. HONORS PROJECT IN CRITICAL THEORY – SOCIAL JUSTICE.

Prerequisite: permission of the department.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Diplomacy and World Affairs

Associate Professor Chase, *Chair*

Professor Shearer; Associate Professor Reddy; Assistant Professors Chu, Hebert
On Special Appointment: Professor Emerita Jaquette; Adjunct Professor Hirsch
(Director, Occidental-at-the-U.N.); Adjunct Assistant Professors Fomerand
(Occidental-at-the-U.N.), Miller, Trujillo; Adjunct Instructor Enia

The Chevalier interdepartmental major in Diplomacy and World Affairs (DWA) provides an opportunity for students to prepare for a broad spectrum of careers in international relations. Recognizing the variety of goals of such internationally-oriented students, the major cuts across several related disciplines. Offerings in the departments of Asian Studies, Critical Theory – Social Justice, Economics, History, Politics, Religious Studies, and Urban and Environmental Policy can supplement the core courses offered by the DWA department itself.

The Chevalier Program was established in 1957 by the late Mrs. Stuart Chevalier to honor the memory of her husband, a distinguished lawyer and pioneer leader on behalf of the United Nations, who for 19 years served as a member of Occidental's Board of Trustees. The program is one of the few undergraduate interdisciplinary majors in international relations offered by an institution the size of Occidental.

OCCIDENTAL-AT-THE-UNITED NATIONS: Students participating in the [U.N. program](#) reside near United Nations headquarters and take a regular 16 unit load. Other programs of interest to DWA majors include [Occidental Abroad](#) and [Occidental-in-Washington, D.C.](#)

CAREERS: Opportunities of interest to DWA graduates include service with U.S. government agencies, such as the Department of State and the Foreign Service, the Peace Corps, the Agency for International Development (USAID), the Department of Defense, and Central Intelligence Agency, as well as careers with the United Nations or one of its affiliated agencies, and in the non-governmental organization (NGO) community. Students also have an opportunity to prepare themselves for work in the general fields of international business and banking, law, or the academic world.

MAJOR: The major in Diplomacy and World Affairs has two main components: a core of courses required of all students (taken in the departments of DWA, Economics, and languages), and an additional set of upper-division courses taken in DWA and across the college curriculum, focusing broadly on international affairs. All DWA majors must take the following:

1. DWA 101, DWA 201, and DWA 490 in this order.
2. Economics 101, 102, and 311.
3. The equivalent of four college semesters of one language, or two college semesters each of two languages. This requirement may be satisfied in the

same ways the College Core language requirement is satisfied.

4. One 300 level DWA course to meet the junior writing seminar requirement.
5. Three additional classes numbered 200 or higher in International Affairs at the College. At least one of these courses must be in DWA. Advisors will assist students in identifying courses that fulfill this requirement.

If a DWA student has a double major with either Economics or in languages, he or she will have overlapping requirements. In this case, the student must take additional courses in either of that student's majors equivalent to the number of required overlapping courses.

WRITING REQUIREMENT: Students majoring in Diplomacy and World Affairs will satisfy the final component of Occidental College's writing requirement by taking a DWA junior writing seminar and having that instructor deem their writing as proficient. See the [Writing Program](#) for additional information on the College's writing requirements.

COMPREHENSIVE REQUIREMENT: Seniors will complete DWA 490 as their comprehensive requirement in the spring of their Senior Year. There are three options within DWA 490:

- Thesis: a 30-50 page thesis based on independent academic research. Alternatively, the foundation for the thesis can be a U.N. or community-based internship conducted during the fall semester of the Senior year.
- Policy Seminar: Small group seminar based on in-depth readings on key issues in International Relations and policy presentations by students on their topics of expertise.
- Film: Production of a documentary film that advances knowledge in the IR field.

Details on these options will be given to students during the spring of their Junior year. Students must submit a proposal for the option they hope to pursue during the fall semester of their Senior year for approval by the department.

HONORS: Qualified majors may achieve Departmental Honors at graduation through (a) maintenance of an overall grade point average of 3.25, with a 3.5 GPA in the major, and (b) completion of the comprehensive requirement with a grade of Pass with Distinction. Those interested should see the [Honors Program](#) and consult the chair for details, preferably in the junior year.

101. INTERNATIONAL POLITICAL PROCESSES.

The purposes of this course are: 1) to introduce fundamental tools and perspectives on the study of world politics, including major theories and analytical approaches to international relations; 2) to understand the historical evolution of the contemporary international system, with special emphasis on the post-World War II era; 3) to apply theoretical and conceptual understandings of international relations to current issues in world politics. Emphasis is placed on the state and trans-state foundations of contemporary international relations. We will study this in the context of such key issues as economic development, "security", human rights, state-building, international organizations, terrorism, and the intersection of social relations with world politics.

201. INTERNATIONAL ORGANIZATIONS.

This course will focus on international organizations in a changing global system. An important theme will be the changing scene of international peace and security and the institutions that attempt to deal with these changes. Some of the themes covered will include the ethics and norms of global governance, the role of the media in transnational politics, the impact of civil conflicts on the global arena, and the role of diplomacy in conflict resolution. *Prerequisite: DWA 101.*

220. INTERNATIONAL POLITICAL ECONOMY.

An introductory survey of the field of international political economy for students who have some background in the field of international relations and are interested in exploring international economic relations at a deeper level. The course covers major theoretical, empirical, and policy perspectives. The basic orientation is disciplinary and comparative (over time and across countries, regions, firms), spanning issues relevant to both industrial and developing states. Special attention is given to challenges and dilemmas shaped by the macro-level consequences of micro-level behavior, and by micro-level adjustments to macro-level influences. *Prerequisite: DWA 101 or permission of instructor.*

230. GENDER AND INTERNATIONAL HUMAN RIGHTS.

This course will explore the evolution of women's rights as human rights, the struggle of women's movements to place gender-specific concerns on the international human rights agenda, and the relationship of the UN and its agencies to the broad feminist goal of advancing the political, economic, social, and cultural status of women. While "women" are of necessity central to the concerns of this course, the study of human rights will be approached from a gender perspective, recognizing that gender relations is key to understanding the nature, occurrence, and prevention of rights violations. Key themes to be covered in the course include the relationship between the "crisis of masculinity" and women's human rights; gender and economic rights, gender-based violence, and health and human rights.

231. TOPICS IN CONTEMPORARY AMERICAN FOREIGN POLICY.

Analysis of the first years of Bush foreign policy with emphasis on response to events of 9/11 and how declared war on terrorism has affected US international policies, relations with other countries, and perceptions of US role in the world.

CORE REQUIREMENT MET: **UNITED STATES**

233. DEVELOPMENT AND HUMAN RIGHTS IN SOUTHEAST ASIA.

The course will explore the tensions that have arisen in South East Asian countries between the promotion of economic development and the realization of human rights. Through case studies of Thailand, Malaysia, Singapore, and Indonesia, we will engage in critical thinking and debate, examining such topics as the legacy of colonialism in the region; state-civil society relations; the politics of religion and ethnicity; the construction of gender roles and identities; and the implications the tsunami disaster has had on both development and human rights in the region.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

234. SOUTH AFRICAN POLITICS.

This course examines the political dynamics of apartheid and post-apartheid South Africa. Particular emphasis is placed on the development of black political opposition since the 1970s, including both militant action against the state, as well as inter-ethnic political action and violence.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

235. NATIONALISM AND ETHNICITY.

This course will explore nationalism and ethnicity from both a theoretical and empirical perspective. Nationalist and ethnic discourses have always been central to political movements, rebellions and revolutions. The passions and commitment of individual members in these movements often leads to political ideologies and war tactics that are violent and which encompasses entire communities. The course will use examples from Southern Africa, South Asia and Eastern Europe.

237. CUBA, VIETNAM, CHINA: COMMUNISM IN A POST-COMMUNIST WORLD.

The course will examine some of the communist countries that have survived the collapse of the Soviet Union, specifically: Cuba, Vietnam, and China. We will discuss the political and social life within each country, their relationship to the United States and the prospects for political change.

CORE REQUIREMENT MET: **INTERCULTURAL**

240. COMPARATIVE REVOLUTIONS.

This course will examine why, how, and when voices of dissent turn into a full-scale revolutionary movement. We will compare and contrast revolutions that have taken place in different social, political, and cultural contexts (e.g., Nicaraguan Revolution, 1989 Revolutions of Eastern Europe, and the Ukrainian Orange Revolution). *Prerequisite: DWA 101.*

241. INTERNATIONAL RELATIONS OF THE MIDDLE EAST.

An introduction to the politics of international relations in the Middle East over the last century. In the context of a historical review beginning with the collapse of the Ottoman Empire, colonialism, and the emergence of the modern state system, we will pay particular attention to post-colonial politics, ideology and the rise of nationalism, and the role of norms and identity in defining conflict and revolution in the region. Much of the course will be devoted to the Arab-Israeli conflict, inter-Arab relations, the Iranian revolution, the Iran-Iraq war, and the Gulf War(s). The policies of the United States and other outside powers toward the Middle East will also be studied, and particular attention will be paid to the impact of 9/11 on developments in Afghanistan, Iraq, and the region as a whole. *Prerequisite: DWA 101.*

242. REVOLUTIONARY IRAN IN HISTORICAL PERSPECTIVE.

Iran has experienced crisis, revolts, and revolution more than any other country in the region. The level of revolutionary zeal, ideological debates, and mass participation has elicited unprecedented attention by media experts and academics's endeavoring to resolve what is termed as "Persian Puzzle" or "Iranian Paradox". In view of remarkable infrequency of revolutions, Nikki Keddie — the

eminent scholar of modern Iran — has devoted years of research in striving to answer the question, "why has Iran been revolutionary?" She reiterates that Iran has seen more modern revolutions than any country in the Muslim world and more than most countries anywhere. Consequently, the course on "Revolutionary Iran" addresses the following question: Is there anything peculiar or particular about Iran that could explain the rise of modern revolutionary movement? The course critically examines the theoretical and historical perspectives that have been proposed to answer this question.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

243. LAW, WAR CRIMES, AND TRANSNATIONAL POLITICS.

This course will focus on the international community's efforts since World War II to bring an end to impunity for those who violate fundamental human rights and humanitarian norms. International efforts to bring violators to justice from Nuremberg to the International Criminal Court will be the primary focus of the class. The class will also discuss more recent efforts to bring civil lawsuits against individuals and corporations for their complicity in human rights violations.

Prerequisite: DWA 101.

249. GLOBAL PUBLIC HEALTH GOVERNANCE: BIRD FLU, SARS, BIOTERRORISM, AND OTHER INFECTIOUS DISEASE THREATS.

Infectious diseases are the leading cause of death worldwide, and a growing threat to individuals, nations, and the international trade system. This course examines the nature and extent of these transnational public health threats, including high profile cases such as HIV/AIDS, SARS, avian influenza, mad cow disease, and bioterrorism, as well as related international relations theories and debates about globalization, economic development, human security and global governance.

251. INTERNATIONAL RELATIONS OF EAST ASIA.

This course provides an overview of the political and economic relations of East Asia. In particular, we'll investigate key political, economic, and security issues and the shifting dynamics along these issues between China, Japan, the Two Koreas, and ASEAN. An overview of the politics within the region throughout the 20th century will include exploration of experiences with colonialism, the effects of war, the various extent of post-war recovery, the tensions of the Cold War, and more recently, the region's experience with the Asian Financial Crisis. The other half of the course will be spent exploring current political issues such as the rise of China, nuclear proliferation, regional integration, and the region's engagement with the rest of the world.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

255. FROM BOSNIA TO DARFUR: THE INTERNATIONALIZATION OF CIVIL WAR.

How does — and how should — the world deal with internal violence and civil war? Increasingly, civil wars are not contained within the border of a single country, and this spillover often necessitates wider international involvement. But when and how should outside countries get involved? What are the primary causes of civil war, and do these different causes necessitate different levels of international

involvement? This course uses the cases of Bosnia/Kosovo, Somalia, Rwanda, Sri Lanka, Congo, and Darfur to investigate all of these difficult questions.

CORE REQUIREMENT MET: **INTERCULTURAL**

261. SMALL GUNS, BIG GUNS: CONTROLLING THE SPREAD OF WEAPONS OF WAR.

Controlling the spread of weapons continues to be one of the most critical issues in international politics. This course explores the variety of challenges associated with the issues of arms control and nonproliferation. Our specific topics will include small arms trafficking, missile control and defense, nuclear weapons proliferation and policy, chemical and biological weapons, and "future weapons" based on emerging technologies. As we consider each, specific case studies will be used to illuminate the challenges facing various countries, particularly as they are forced to steer between domestic and international politics.

CORE REQUIREMENT MET: **INTERCULTURAL**

295. TOPICS IN DIPLOMACY AND WORLD AFFAIRS.

Environmental Challenges: Brazil, Russia, India, China, and the Politics of Sustainable Development. How do countries navigate the waters between economic development and environmental sustainability? Of the challenges posed by transnational environmental politics, perhaps none is more difficult. This course explores the transnational politics associated with sustainable development. While exploring the interrelated history, politics, and economics of the sustainable development concept, we focus our attention on the so-called BRIC countries — Brazil, Russia, India, and China. Given their rapid economic development, these countries continue to experience these challenges most acutely. As we analyze the politics of sustainability within the countries, we will be careful to pay attention to the ways in which the tensions between domestic and international add layers of complexity to the tensions between economic development and sustainability.

CORE REQUIREMENT MET: **INTERCULTURAL**

Introduction to International Law. This course will introduce students to the legal rules and principles that apply to states and non-state actors in areas such as the use of force, human rights, environmental protection, and the prosecution of war criminals. Students will explore the mutual impact of international law and politics, and assess the efficacy of international rules as policy instruments, and as guidelines for legitimate international behavior. Course materials will include decisions of international tribunals and real-life problems that illustrate how international law works in practice.

CORE REQUIREMENT MET: **INTERCULTURAL**

The Political Economy of Global Conflict. This course aims to introduce a number of fundamental concepts in the field of international political economy and then demonstrate a relationship between those concepts and global conflict. The first section of the course is devoted to introducing several core concepts of IPE within the context of the more generalized debates about the relationship and interaction between the international and domestic and the relationship and interaction between the state and society. After establishing this theoretical foundation, we begin to explore the way a political economy-centered approach helps us explain and understand interstate and intrastate conflict around the world. A number of case studies provide common ground for exploration on topics

such as the relationship between global conflict and the economic rise of China and India, trade disputes, the relationship between poverty and conflict, and the relationship between natural resources and conflict (particularly intrastate violence). In each of these cases, our political economy approach is used not only to explain but also to explore possible solutions and challenges. In this context, the relative importance of international institutions and the challenges associated with collective action are also discussed.

CORE REQUIREMENT MET: **INTERCULTURAL**

JUNIOR SEMINARS

310. RELIGION AND POLITICS.

As of late, religion has re-emerged on the political stage offering different perspectives regarding political norms, values, and behavior. In this course we will explore the various ways in which religion has been conceptualized and utilized in different political and cultural settings. Some of the questions that we will seek to answer are: In what ways can religion be separated from politics? What are the roles of religion and religious institutions in political life? How do religions and religious institutions respond to the challenges of a pluralist and secular modern world? *Prerequisite: DWA 101 or equivalent. Open only to DWA majors with junior or senior standing.*

CORE REQUIREMENT MET: **INTERCULTURAL**

329. HUMAN RIGHTS AND TRAFFICKING IN PERSONS.

Trafficking in persons — the use of force, coercion, fraud, or deception for purposes of exploitation — is the third most profitable form of illicit activity globally, following the traffic in drugs and arms. In this course, we will explore the different forms of trafficking, including domestic servitude, sweatshop labor, migrant agricultural work, and child soldiering, although the course will focus most closely on the topic of trafficking for purposes of sexual exploitation. Throughout the class, the causes, consequences, and responses to trafficking will be analyzed through a human rights lens. We will study the processes behind the construction of gender identities, in order to gain insight into why particular populations are especially vulnerable to trafficking and why certain constraints exist to preventing and responding to trafficking at both the domestic and international levels. We will study the relationship between trafficking and militarism, including the legacy of the United States' military presence in Asia for sex tourism and trafficking in the region today. And we will engage the debate over whether trafficking is a "discourse" that perpetuates relationships of dominance and subordination between the global North and South. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

CORE REQUIREMENT MET: **INTERCULTURAL**

333. NORTH AFRICA AND THE MIDDLE EAST: ISLAM AND THE POLITICS OF IDENTITY.

A study of Islam in North Africa and the implications of religious ideology on intra and inter state conflicts. The course will also analyze the relationship of the Islamic North to the rest of Africa and to the Middle East. *Given in alternate years. Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

335. THEORIES OF REVOLUTION FROM AFRICA AND THE AFRICAN DIASPORA.

African theorists have historically integrated theoretical critiques with revolutionary practices. This class will focus on theories pertaining to opposition to colonialism in Africa, as well as in the Caribbean and the United States. Theorists such as Franz Fanon, Steve Biko, Kwame Nkruma, Eric Williams, and Marcus Garvey will be studied. *Prerequisite: DWA 101 or equivalent. Open only to DWA and Politics majors with junior or senior standing.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

337. INTERNATIONAL RELATIONS THEORY.

A study of theoretical issues at the leading edge of contemporary scholarship in the field of International Relations. Topics include the Idealist, Realist and neo-realist paradigms, as well as the subaltern and post-modern perspectives. *Prerequisite: DWA 101. Open only to DWA majors and minors with junior or senior standing.*

338. THEORY AND PRACTICE OF HUMAN RIGHTS IN THE MIDDLE EAST.

The place of human rights in Middle Eastern politics in comparative and theoretical perspective. The focus will be on the 20th century political and ideological history of the Middle East with particular attention to those who are grappling with the integration of human rights into the domestic political struggles of Middle Eastern states and attendant theoretical questions. The course will be reading-intensive and we will focus class discussions around each week's readings. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

340. CONTEMPORARY ISSUES IN INTERNATIONAL LAW: ECONOMIC DEVELOPMENT, WAR, AND POLITICAL TRANSITIONS.

International law has taken an increasingly central and often controversial place in contemporary international relations. This junior writing seminar will explore the foundations of international law, human rights law, and humanitarian law. It will do so in the context of their intersections with specific issues that range from economic development and public health, the legality of war and the treatment of civilians and combatants during war, and political transitions out of conflict. *Prerequisite: DWA 201. Open only to DWA majors with junior or senior standing.*

342. TRANSNATIONAL IDENTITY AND INTERNATIONAL RELATIONS.

This class will explore the various aspects of transnational identities focusing on ways in which they challenge state borders and state nationalisms. The various aspects of transnational identities like questions of citizenship, ethnicity, religion, gender, and generation, will be analyzed. Special attention will be given to the ways in which Islamic beliefs have transcended state boundaries and the impact this has had on notions of citizenship. The class will also focus on a few case studies to highlight the various aspects of transnational identity. *Prerequisite:*

DWA 101. Open only to DWA majors with junior or senior standing.

343. TRANSNATIONALISM AND GLOBAL GOVERNANCE.

Global Governance: State, Trans-state, and Non-state Approaches to International Issues. "Global governance" describes state, trans-state, and local approaches to addressing issues which cross traditional nation-state borders. This class will study theories of global governance: what is global governance and how do we account for its increasing relevance? We will do so in the context of an exploration of a number of intersecting issues, including human rights, economic development, migration, political transitions, post-conflict reconstruction, and global security.

Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.

344. NATION-BUILDING.

A course in the politics and economics of nation-building and the responsibility of the international community towards failing states. What are the lessons to be learned from past attempts to reconstruct war-damaged or failed states — e.g., the defeated axis powers Japan and Germany, war-torn Bosnia, or post-war Iraq? Can the U.N. provide the needed expertise or is it up to the U.S. to do the job? Is nation-building a necessary part of a Freedom Agenda (as President Bush termed it) or a U.S. strategy of democratic enlargement (President Clinton's term)? If so, how can it be done effectively without acting in a neo-colonial manner? On a related topic, when is so-called Humanitarian Intervention appropriate and who decides to do it--the U.N., the U.S., the E.U., NATO, or other powers? Are new U.S. government agencies or new international organizations needed for these tasks, if they are to be undertaken? Students will examine these critical and difficult questions through readings such as Samantha Power's *A Problem from Hell: America and the Age of Genocide*; James Traub's *The Freedom Agenda--Why America Must Spread Democracy (Just Not the Way George Bush Did)*; Ghani and Lockhart's *Fixing Failed States*; and the RAND corporation's studies, *America's Role in Nation-Building from Germany to Iraq*, and *The Beginner's Guide to Nation-Building*. In addition to understanding and analyzing the key issues, students will also work in teams to devise new US and International policy approaches to nation-building. *Prerequisite: DWA 101 or equivalent. Open only to DWA and Politics majors with junior or senior standing.*

348. CHALLENGES OF COLLECTIVE ACTION: PUBLIC HEALTH, DISASTER PREPARATION, THE ENVIRONMENT, AND TERRORISM.

Often, countries' inability to cooperate on issues of global importance is greeted with head scratching frustration. But are there reasons why international cooperation might be harder than we expect it to be? In this course, we will wrestle with this question. We'll take a theoretical look at the challenges associated with "collective action," and we'll use these theoretical insights to try to better understand the specific challenges of collective action associated with particular issues: the environment, global public health, terrorism, nuclear nonproliferation, and global disaster preparedness. *Prerequisite: DWA 101.*

368. AMERICAN GRAND STRATEGY: THE PERILS OF BEING NUMBER ONE.

America is the most powerful nation in the post-Cold War world but has not, as

yet, forged a national consensus on post-Cold War foreign policy. The country, and the world, have repudiated the neo-Con unilateralist approach of the Bush administration—but there is no agreed upon substitute. Various authors are proposing strategies from “ethical realism” to “liberal interventionism” to “neo-isolationism” and on. The course will examine critically proposals for a new American Grand Strategy from leading foreign policy thinkers and from groups such as the Princeton project. We will try to agree on what a workable Grand Strategy might be—and analyze whether it might have widespread bi-partisan support at home and ample international support abroad. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

395. SPECIAL TOPICS IN DIPLOMACY AND WORLD AFFAIRS.

Seminar in International Institutions and International Law.

Our globalized political and economic system relies on international regimes and related organizations to help set, monitor, and enforce the rules. This seminar examines comparatively the historic rationale behind prominent international institutions and legal frameworks, and analyzes their current and possible future roles in economic development, global governance, and political stability.

Prerequisite: DWA 201. Open only to DWA majors with junior or senior standing.

CORE REQUIREMENT MET: **INTERCULTURAL**

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR.

Preparation, research, writing, and discussion of senior thesis projects in fulfillment of the comprehensive requirement.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Economics

Professor Whitney, *Chair*

Professors Moore, Studenmund; Associate Professors Secondi, Slavov; Assistant

Professors Ashenmiller, Chiou, Lopez, McIntyre, Wandschneider

On Special Appointment: Adjunct Assistant Professors Ono, Romley

Economics is the study of decision-making and policy-making in the context of a world constrained by scarcity. We aim to help our students understand how decisions are linked to incentives and how policies can help align individual incentives with social objectives, including an efficient use of the world's resources and an equitable distribution of its output. We also aim to equip our students with the rigorous theoretical and empirical tools of our profession to enable them to analyze better and guide the decision making of individuals, the conduct of businesses and nonprofit enterprises, and the policies of governments and international organizations.

The Department aims to ensure that students majoring in Economics (1) understand the framework that professional economists use to analyze social and economic issues; (2) recognize how economic behavior and policies can affect both the aggregate level of prosperity and differentials in prosperity across members of society distinguished by characteristics such as race, gender, and socioeconomic status; (3) have proficient decision-making and problem-solving skills; (4) are competent in writing and speaking; and (5) possess critical-thinking skills that enable them to apply the theoretical and empirical tools of professional economists to a wide range of issues.

ECONOMICS MAJOR: A major in economics requires a minimum of nine courses. Of these, a core of six must be the following:

- Economics 101 and 102 (introductory economics);
- Economics 250 and 251 (intermediate theory; both require Calculus 1 or equivalent);
- Economics 272 (econometrics; requires Calculus 1 or Mathematics 146 or equivalents);
- Economics 490 (proseminar) or Economics 495 (senior seminar).

The remaining three courses may be selected from among the 300-level economics courses (electives) described in this catalog. A typical schedule might be arranged as follows:

First year: Economics 101 and Math 110

Sophomore year: Economics 102, 250 or 251, and Math 146

Junior year: Economics 250 or 251, 272, and 300-level electives

Senior year: Economics 490 or 495, and 300-level electives

Students who have received a score of 5 on both the AP Microeconomics test and the AP Macroeconomics test will be allowed to skip Economics 101 and Economics 102.

The major can be completed in fewer than four years, but it is almost impossible to complete the major in less than two years.

MINOR: Economics 101, 102, 250, and 251, and two 300-level courses in economics (or Economics 272 and one 300-level course in economics). Please note that Mathematics 110 is a prerequisite for Economics 250 and 251.

WRITING REQUIREMENT: Students majoring in Economics will satisfy the final component of Occidental College's college-wide writing requirement by arranging (with the instructor) for an Economics 300-level course to be designated as the student's writing course. The writing requirement must be satisfactorily completed by May of the student's junior year. Students who fail the requirement or who fail to meet the deadline will be required to take both a composition course in the senior year and demonstrate acceptable writing skills in the senior comprehensive in order to graduate. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: Met by passing the Major Field Test (MFT) in economics in February of the student's senior year and by completing Economics 490 or Economics 495. The MFT is administered at the College, and students must sign up for it early in the fall semester of their senior year. Students taking Economics 490 are encouraged to do so in the Fall, because of the early due date for Economics 490 papers in the Spring.

HONORS: Majors can earn honors by taking Economics 499 in the Spring of the senior year and by writing, in that class, and defending a research thesis that is judged by the department faculty to be of honors quality. Enrollment in Economics 499 is limited to students with GPAs of 3.5 or higher (both overall and within the department) who have an honors proposal approved in Economics 498 in the Fall of their senior year. Interested students should see the [Honors Program](#) for more information and should contact the department chair or their academic advisor by the end of their junior year.

SPECIAL FEATURES:

Pre-Ph.D. Pattern of Study: Students interested in obtaining a Ph.D. in economics are urged to take Mathematics 150, 214, 330, and 372 or complete the emphasis in Mathematical Economics.

ECONOMICS MAJOR WITH AN EMPHASIS IN ECONOMICS FOR BUSINESS AND MANAGEMENT: Economics for Business and Management (ECBM) is an optional emphasis within the Economics major that meets the needs of liberal arts students thinking of a career in business. This emphasis augments the traditional Economics curriculum with classes and experiences that benefit students interested in the fields of business and management.

The requirements for the ECBM emphasis are:

- Meet the requirements for the Economics major;
- Complete Economics 233 (Accounting and Financial Analysis);
- Complete an internship approved by the department; and,

- Complete a fourth 300-level class—Economics [350](#): Managerial Economics, or another 300-level course approved by the student's advisor.

ECONOMICS MAJOR WITH AN EMPHASIS IN MATHEMATICAL ECONOMICS:

Mathematical Economics is an optional emphasis within the Economics major. This emphasis is intended for students desiring a deeper understanding of the mathematical tools used by economists. It augments the traditional Economics curriculum with Mathematics courses that are strongly recommended for students considering graduate study in Economics.

The requirements for the Mathematical Economics emphasis are:

- Meet the requirements for the Economics major;
- Math [150](#) (instead of Math [146](#));
- Math [120](#) or equivalent, Math [212](#), and Math [214](#); and,
- At least one of the following: Math [210](#), [310](#), [330](#), [332](#), [341](#), [342](#), [370](#).

ECONOMICS MAJOR WITH AN EMPHASIS IN PUBLIC POLICY: Public Policy is an optional emphasis within the Economics major that meets the needs of liberal arts students who are thinking of a career in public policy. This emphasis augments the traditional Economics curriculum with classes and experiences that are geared towards applying the tools of economics to public policy analysis.

The requirements for the Public Policy emphasis are:

- Meet the requirements for the Economics major;
- Complete either Politics [101](#) or UEP [101](#). Another course outside the Economics Department may be substituted with approval by the student's advisor;
- Complete an internship, off-campus program, or service learning experience approved by the department; and
- Complete a fourth 300-level class chosen from among the following—Economics [301](#), Economics [302](#), Economics [308](#), Economics [312](#), Economics [320](#), Economics [324](#), Economics [325](#), Economics [328](#), or Economics [361](#). Other 300-level courses may be substituted with approval by the student's advisor.

OFF-CAMPUS AND TRANSFER CREDITS

- A student may skip Economics [101](#) and Economics [102](#) only if the student receives transfer credit for both Principles of Microeconomics and Principles of Macroeconomics. Students who have taken only one should either complete the other Principles course off campus or enroll in Economics [101](#).
- An off-campus economics course can qualify as an Economics 300-level elective only if the course specifies previous coursework in economics principles as a prerequisite.
- Economics majors must complete the following courses at Occidental and may not satisfy them with transfer credits: Economics [250](#), [251](#), [272](#), at least two 300-level electives, and their Senior Comprehensives course.
- Students may take one accounting course for College credit, either at Occidental or through transfer credits. Students may not receive College credit for any other business-related course.

101. PRINCIPLES OF ECONOMICS I.

An introduction to the economic way of thinking that includes both micro- and macroeconomic topics. We begin with an analysis of how market supply and demand help allocate resources and then discuss market power, market failures, and the role of government regulation. We then explore the determination of gross domestic product, the problems of unemployment and inflation, and macroeconomic policy making.

CORE REQUIREMENT MET: **UNITED STATES**

102. PRINCIPLES OF ECONOMICS II.

A continuation of Economics 101 that completes the coverage of economic principles by incorporating the development of more sophisticated analytical tools. Microeconomic topics include production costs, the behavior of firms under different market structures (competition, monopoly, and oligopoly), taxation and income distribution, and input markets. Macroeconomic topics include the Keynesian model of output determination, the monetary system, and the effects of fiscal and monetary policies. *Prerequisite: Economics 101.*

197. BUSINESS INTERNSHIP.

Internship in a business or management setting. *Prerequisite: permission of instructor. May not be repeated for credit.*

2 units

233. ACCOUNTING AND FINANCIAL ANALYSIS.

Accounting principles and practices. Recording financial data, assets, liabilities, owner equity, income and expenses, preparing and analyzing financial statements. Not open to freshmen except by permission of instructor.

250. INTERMEDIATE MICROECONOMIC THEORY.

Intermediate theory of market systems, modern theories of demand and production, interaction of consumers and firms under various market conditions: competitive, monopolistic, oligopolistic. Price determination, resource allocation, and income distribution through market forces; public policy evaluation and welfare economics. Should be completed before the end of the sophomore year. *Prerequisites: Economics 102 and Calculus 1 or equivalent. May be taken before or after Economics 251.*

251. INTERMEDIATE MACROECONOMIC THEORY.

A study of the factors which influence and are involved with the national economy. Aggregate analysis as applied to problems of national income accounting and determination, inflation, unemployment, modern economic growth, and the influence of the money supply. *Prerequisites: Economics 102 and Calculus 1 or equivalent. May be taken before or after Economics 250.*

272. APPLIED ECONOMETRICS.

The use of regression and correlation to test economic hypotheses. Emphasis will be on the use and interpretation of single equation regression techniques rather

than on their derivation. *Prerequisites: Economics 102; Calculus 1 and Mathematics 146 or equivalents; one additional Economics course above Economics 102; and familiarity with computers.*

297. INDEPENDENT STUDY.

Application of modern research methods to current problems in economics and related fields.

2 or 4 units

301. ENVIRONMENTAL ECONOMICS AND POLICY.

The purpose of this course is to illustrate the role that economics can play in creating and improving environmental policy. We will apply the theories of economic efficiency, cost-benefit analysis, market failure, and property rights to environmental policy and regulation. We will cover the principles of market-based environmental policies and their applications in the world today. We will touch on all aspects of the economy's interaction with the environment including air and water pollution, global warming, environmental health, non-market valuation, and resource extraction. *Prerequisite: Economics 101. This course is designed to be taken before Economics 250; however, students who have already taken Economics 250 may register for this class with the instructor's permission.*

302. INDUSTRIAL ORGANIZATION.

A study of firms and industries in the United States economy. Topics include the acquisition and use of market power by firms, strategic behavior of firms in oligopoly markets, and antitrust policy. The course will approach topics from both theoretical and applied perspectives. *Prerequisite: Economics 250.*

305. GAME THEORY.

This course is an introduction to the study of strategic interaction using the tools of game theory. The focus of the course is on developing a set of analytical techniques, with the goal of understanding and using game theoretical models in economics. The first part of the course introduces the basic framework and tools of game theory. The second part of the course covers a number of economic (and some non-economic) applications of game theory; specific topics may include auctions, bargaining, voting, and market competition. *Prerequisite: Economics 101 and Calculus 1 or equivalent.*

307. ECONOMICS OF INFORMATION.

This course focuses on the economic implications of asymmetric information, which exists when one party in a relationship is better informed than another. For example, the seller of a used car has better information about the car's quality than the buyer; the owner of a firm cannot perfectly monitor the effort levels of employees. Asymmetric information represents an important deviation from the perfectly competitive model, and can give rise to inefficient outcomes. Applications that will be covered include corporate governance, labor markets, auctions, and public decision making. Concepts will be covered in a mathematically rigorous way. *Prerequisite: Economics 250. Note: Students who take this class may not take Professor Slavov's section of Economics 495.*

308. PUBLIC FINANCE.

An investigation of the economic principles of “market failure” and government involvement in the economy, especially in the efficiency and income redistribution effects of major U.S. tax/expenditure policies. We will develop a theoretical structure with which to analyze the microeconomic functions of government, and then apply this structure to analyze and evaluate current governmental policies in the areas of social security, health care, welfare reform, the environment, education, and especially the design and reform of the federal tax system.

Prerequisite: Economics 250.

311. INTERNATIONAL ECONOMICS.

Economic activity in a global context. The first part of the course covers the causes and consequences of international trade, with a consideration of both national welfare and income distribution issues. Coverage then turns to trade policy in theory and practice, with a focus on the current global trading environment under the World Trade Organization. The course finishes by examining international investment and debt issues, including the role played by the International Monetary Fund during global financial crises. *Prerequisite: Economics 102.*

312. INTERNATIONAL FINANCE.

The theory and analysis of foreign exchange markets, macroeconomic policy-making in an open economy setting, international investment flows, and international financial institutions. The course also examines the international monetary system over the past century and looks at innovations in global financial institutions. *Prerequisite: Economics 251. Given in alternate years. Note: Students who take this class may not take Professor McIntyre's section of Economics 495.*

314. ECONOMIC INSTITUTIONS IN HISTORICAL PERSPECTIVE.

This course examines the historical development and the role of institutions underlying market economies. It discusses the many forms in which institutions, i.e., social norms, laws, and regulations, affect economic behavior and performance. Based on examples from United States and European economic history, topics will include contract enforcement, trading institutions, political institutions, financial institutions, property rights in land and environmental resources, regulation of labor and capital markets, and the origin and development of one of the most important economic institutions — the firm. We will pay particular attention to institutions that emerged in response to market failures and to the changing nature of economic institutions over time. *Prerequisite: Economics 102.*

315. ECONOMICS OF FINANCIAL MARKETS.

An empirical and analytical study of financial markets. Topics covered will include net present value calculations, the capital asset pricing model, financial derivatives, the efficient market theory, the term structure of interest rates, and banking. *Prerequisites: Economics 250 and 251.*

320. ECONOMIC DEVELOPMENT.

Theoretical and empirical analysis of the process of economic development in Less Developed Countries. After examining several theories of growth and development we will discuss inequality and poverty, the effects of population growth and rural-urban migration, saving and financial markets, international trade, foreign aid and foreign borrowing, agriculture, and the role of the Government. Case studies will be drawn from the development experiences of Asian, Latin American, and African economies. *Prerequisite: Economics 101.*

324. THE ECONOMICS OF IMMIGRATION.

This course examines the economic causes and consequences of immigration. The focus of the course will be on the United States' experience. However, we will also examine aspects of other international migrations. The course will focus on the economic reasons that motivate people to migrate to other parts of the world, the labor market and fiscal impacts of immigration on sending and receiving countries, and the economic consequences of U.S. immigration policy choices. *Prerequisite: Economics 101.*

325. LABOR ECONOMICS.

The goal of Labor Economics is to enable you to use economic analysis and reasoning to understand wage and employment determination in U.S. labor markets. This course will expose you to current theoretical and empirical debates within the discipline. We will cover such topics as labor force participation, labor demand unemployment, labor mobility, wage structure, labor unions, human capital investments (education and training), internal labor markets, and labor market discrimination. Relevant public policy issues such as the minimum wage, living wage ordinances, compensating wage differentials, immigration policy, affirmative action, income inequality, and welfare programs also will be addressed in this course. *Prerequisite: Economics 250.*

326. ECONOMICS OF HUMAN RESOURCE MANAGEMENT.

An application of economic analysis to various topics in personnel economics, including compensation and incentives, hiring, training, downsizing/buyouts, stock options, pensions, and teams, among many others. In order to add realism to, and applications for the analysis, students will discuss and evaluate numerous real-world mini-cases and more formal case studies. Students will be evaluated on the quality of their written work, problem sets, examinations, and discussion, and a variety of class formats will be used. *Prerequisite: Economics 102. Note: students who take this course may not take Professor Moore's section of Economics 495.*

328. ECONOMICS OF RACE AND GENDER.

An examination of the historical and contemporary economic positions of women and minorities. Topics include the economics of slavery, racial and sexual discrimination, labor market segmentation, wage differentials, labor force participation, red-lining, and income inequality. Relevant public policy issues such as affirmative action and welfare also will be addressed. *Prerequisite: Economics 102.*

337. THE GREAT DEPRESSION.

The Great Depression of the 1930s was the most significant crisis of capitalism in modern history. It was global in its reach, decreasing economic output and production and bringing international trade and finance to a halt. Businesses and households suffered from banking crises, the restriction of credit, as well as the loss of employment. In the recent 2008 financial crisis, the memory of the Great Depression has often been invoked as a possible worst-case scenario. In this course, we will study the economic and historical circumstances that led to the instability of the economies in the 1920s and the devastating crash that followed. We will learn about the underlying economic models that explain the devastating economic collapse and analyze the political, social, and cultural ramifications of the widespread economic crisis. These include the political challenges to the existing systems of parliamentary democracy embodied in Fascism and Nazism, as well as those from the left. We will examine the social implications of massive unemployment and mass poverty, including homelessness, family dissolution, and "hoboism." We will look at cultural responses to the crisis, including attempts to realistically represent the crisis, as in the "New Realism" movements, and efforts to offer distraction from the devastation, such as the Shirley Temple and Busby Berkeley Hollywood films. We will also discuss the role of the interwar Gold Standard in propagating the crisis and look at policy measures taken to stimulate economic activity. Last we will analyze the macroeconomic lessons that have been learned from the Great Depression and look at their implementation and effectiveness in fighting the current economic slump. We will focus on the United States and selected European nations. *Prerequisite: Economics 101. This is the same class as History 337.*

350. MANAGERIAL ECONOMICS.

The application of economic theory and analytical tools to business and management decision making. Topics to be covered will include examples from a variety of fields, including pricing, ethics, entrepreneurial startups, strategy, new products, acquisitions, marketing, human resources, and production. The course will include a large number of case studies with required student presentations. *Prerequisite: Economics 250.*

361. TOPICS IN MACROECONOMIC THEORY AND POLICY.

This course examines issues in macroeconomics beyond those typically addressed at the intermediate level with a strong emphasis on macroeconomic policy. Specific topics include intertemporal choice in macroeconomics, inflation targeting and the risk management approach to monetary policy, international macroeconomics, recent advances in the study of the aggregate labor market, real business cycle models, government debt and the intertemporal government budget constraint, and time series macroeconomics. *Prerequisite: Economics 251.*

395. SPECIAL TOPICS IN ECONOMICS.

Health Economics. This course examines the economics of health care. We will describe the U.S. health-care system and emphasize contemporary policy issues. Specific topics include the demand for health, medical care and insurance; socio-economic patterns in health-related behaviors and outcomes; physician and

hospital services; private and public financing of care; regulation of the health-care marketplace; and medical innovation. *Prerequisite: Economics 102.*

397. INDEPENDENT STUDY.

Advanced independent research in economics. For example, advanced Econometrics can be taken on an independent study basis. *Prerequisites: Economics 250 and 251 or permission of instructor.*

490. ECONOMICS PROSEMINAR.

Advanced work in selected topics. *Serves as an option to Economics 495 for partial fulfillment of the comprehensive evaluation for Economics majors. Economics majors with an Economics for Business and Management emphasis must take Economics 495 instead of Economics 490. Prerequisite: senior Economics major status and department chair permission required.*

495. SENIOR SEMINAR.

An intensive application of economic analysis to issues chosen by the instructor, in consultation with students during the course. The course emphasizes the development of analytical, writing, team-work and presentation skills and is meant to be an opportunity for students to apply their economic training to specific topics. Complete descriptions of the seminars offered in a given year will be mailed out to students prior to the Spring registration. *Required of all senior Economics majors with an Economics for Business and Management emphasis as partial fulfillment of the comprehensive examination. Prerequisite: senior status.*

498. HONORS SEMINAR.

An introduction to research methods in economics. Students taking this seminar also are expected to develop a topic for their honors thesis. *Prerequisites: senior status and permission of the department. Graded on a Credit/No Credit basis only.*

1 unit

499. HONORS THESIS.

Independent research with one-on-one faculty mentoring. *Prerequisites: senior status and permission of the department.*

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Education

Professor Solórzano, *Chair*

Assistant Professors Alegria, Christianakis, Terry

On Special Appointment: Adjunct Instructors Castañeda, Zamorano

The Department of Education's overall goal is to develop responsible and humanitarian future leaders for our increasingly complex and diverse democratic society. Toward this end, we have developed a unique educational program that integrates both theory and practice from the very first course offering. We believe teaching to function more effectively in our independent, diverse, and growing world community is the best application of Occidental's solid liberal arts education.

The Educational Leaders program is available and appropriate for all students on campus, with various course components for those wishing to pursue: a Level I elementary or secondary school teaching credential; a Master's in Teaching (M.A.T.) degree; or a minor in Education.

As early as the first year, students may begin taking courses for the Education minor (e.g., Education 140). Students can continue their next year taking the initial coursework for both the minor and credential (e.g., Education 201, 205, 207 or 213, and 283). As early as their junior year, students can decide whether they want to teach at the elementary or high school level. Based on this decision, students will choose the appropriate methods and literacy courses (e.g., Education 320/412 elementary; Education 314/340 secondary) they will take during their junior and senior year. Our Educational Leaders program has been modified to serve our undergraduates better by offering them the opportunity to complete their final coursework for a Level I teaching credential shortly after they graduate from Occidental College. For this to happen, students begin their credential courses their sophomore year while maintaining a B or higher average, and begin student teaching courses their second semester senior year and complete their student teaching by June 30th. Thus, Education 427 (elementary) and 447 (secondary) are offered during the spring semester, and 529 (elementary) and 549 (secondary) are offered during the Spring practicum immediately after graduation and lasts through to the end of June.

The aforementioned is just a sampling of the required courses for a minor or a Level I credential. Undergraduate students who are thinking about careers in teaching should consult the chair or faculty of the Department of Education, obtain information from the credential analyst (Booth Hall 117), or consult the [departmental homepage](#) as early as possible. Students may apply for admission to the teacher Education Minor program during their frosh year; early consultation and application will permit careful planning and coordination of the Education Minor program with the major program and subsequent credential and M.A.T. programs.

MINOR: A minor in Education allows undergraduate students to complete approximately half of the courses required for a California Level I teaching credential. It consists of two required courses: Education 201 and 207, and a choice of three from the following: Education 140 (2 semesters), 205, 210, 213, and 390, for a total of 20 units.

CREDENTIALS FOR TEACHING: The department offers programs which satisfy State of California Commission on Teacher Credentialing requirements for the Multiple Subject Level I and the Single -Subject Level I Credentials. Both require four years of undergraduate study plus additional graduate-level courses offered during the Spring practicum from early-May to June, for those taking the credential courses beginning their sophomore year (described above). Both programs require demonstration of subject matter competence (i.e., CSET), and the completion of a professional preparation program sequence (eight 4-unit courses and two 2-unit courses, for a total of 36 units with a grade of B or higher in every class). Either credential authorizes the holder to teach in California public schools. Interstate agreements specify conditions, if any, for registering and using the credentials in each of the 50 states. Due to recent changes in the California state credentialing process, students are required to pass the Teacher Performance Assessments (TPAs). In order to assist students with this new assessment, the department offers 4 0-unit courses throughout the year. Labs are generally scheduled for Friday mornings; check with the TPA Coordinator for the times and dates.

The deadline to apply for advancement to student teaching is October 1 (only available to seniors, 5th-year, and M.A.T. students).

Disclaimer: Due to passage of SB2042, the single and multiple subjects Level I teaching credential requirements for the State of California have been changed. As a result, the Occidental College Department of Education credential courses listed herein may be subject to change or modification depending on Commission on Teacher Credentialing (CTC) policies.

GRADUATE STUDY: The following information is intended to describe the options available to Occidental students. Anyone considering any of the options for graduate study in Education should consult with the chair of the Department of Education and with the Graduate Office for full and specific details of admission, requirements, and other procedures. The application deadline is March 1 to begin study in summer or fall; the deadline is October 1 for those who wish to begin in the spring.

Option One: Fifth-Year Study—Level I Credential. Graduate teaching candidates may complete all requirements for the Level I Credential during one year of study after earning their A.B. degree. For the fifth year, students must choose between two State of California-approved teacher preparation programs: (1) The Single Subject Credential (for middle, junior and senior high school teaching) OR (2) The Multiple Subject Credential (primarily for elementary school teaching and secondary school classrooms where more than one subject is taught by the teacher).

Option Two: Master of Arts in Teaching (M.A.T.). The Education Department collaborates with several other Occidental College departments in offering the M.A.T. degree to qualified applicants. The requirements for the M.A.T. degree include no fewer than three

graduate courses (500-level) in an academic discipline and two 2-unit seminars, in addition to the 36-unit professional preparation sequence of education courses required for the Level I Credential. M.A.T. candidates also complete a thesis paper and participate in an "oral defense" both to be completed by April 1st. Undergraduates completing the credential program may need to take four M.A.T. courses (e.g., 510, 590). In either case, a grade of B or higher is required in each course, otherwise the course does not count toward the M.A.T. and will need to be repeated. For further information concerning the M.A.T. program, students should see the general information on [Graduate Study at Occidental](#), and should consult the Education chair well in advance of intended application for graduate study.

140. COMMUNITY LITERACY.

Section 1. Directed tutoring experience and connecting with children within the context of Occidental's Community Literacy Center. Students work one-on-one with kindergarten through fifth grade children, building upon their strengths, skills, and interests. This course explores a variety of language arts strategies as well as deepens the awareness of the listening, speaking, reading and writing continuum. Students will become familiar with California State Language Arts Standards, and reflect upon their tutoring experience. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

2 units

Section 2. Meets with middle and high school students for extensive explorations in writing. Occidental students will collaborate and coach writing activities which will include narrative, expository and analytical prompts. This course is designed to deepen the critical and creative abilities of both groups of students, while connecting written explorations to the California State Language Arts Standards. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

2 units

201. SOCIO-CULTURAL FOUNDATIONS OF EDUCATION.

In this course, we will study the historical, philosophical, political, sociological, and psychological foundations of American education. Using an urban sociology lens, we will examine factors that influence power, control and the quality of schooling for underserved school communities. Urban school contexts will be illuminated and brought to life through various required fieldwork experiences. With such experiences, students will analyze the possibilities of teacher leadership through social justice and activism. *Requires thirty-six hours participation in tutoring and teaching in public school classroom. Not open to first year students.*

CORE REQUIREMENT MET: **UNITED STATES**

205. THE POLITICS AND PEDAGOGY OF FIRST AND SECOND LANGUAGE ACQUISITION.

Analysis of the English language development of listening, speaking, reading, writing and thinking skills of elementary and secondary students in culturally and linguistically diverse public school classrooms. Includes the examination of theories

and factors (both pedagogical and political) in first and second language development, universals and differences in language structure and use, and the transference of first and second language literacy skills. Includes instructional strategies for non-native English speakers (e.g., native language instruction, sheltered/SDAIE approaches, English language development) integrated into a multicultural curriculum with linguistically appropriate assessment methods, and content aligned with state standards. *Requires thirty-six hours participation in tutoring and teaching in public school classroom. Not open to first year students.*

CORE REQUIREMENT MET: **INTERCULTURAL**

207. CONFLICT IN EDUCATION.

How are the American values of equity and opportunity evident in the history and structure of the nation's public school system? This course examines key U.S. Supreme Court decisions and the following areas of policy debate and conflict with particular emphasis on the Constitution: bilingual education, funding/expenditures, immigrant education, desegregation, special education, affirmative action, and equal resources. *This course meets the United States Constitution credential requirement.*

CORE REQUIREMENT MET: **UNITED STATES**

210. MOTHER GOOSE TO MYSPEACE: CHILDREN'S LITERATURE AND POPULAR TEXTS.

Why did the London Bridge fall down? Is Rub-a-dub-dub really about bath time? Why didn't an old man live in a shoe? Who is more imperialist, Babar or Peter Pan? Is Tinky Winky gay? Is South Park a children's show? Is Harry Potter a Hero? How tired was Rosa Parks? Using different critical approaches, this course will examine children's poetry, picture books, novels, cartoons, feature films, and music videos. Analysis will include topics related to gender, race, culture, and nation, as they play out in the aesthetics, images, and poetics of children's texts.

CORE REQUIREMENT MET: **UNITED STATES**

213. CHICANO EDUCATION.

This course will cover the historical and current educational issues relating to the largest non-white population in the United States—Latinos. The term Chicano is used in the political context to reflect the struggle for educational equality of all Latinos. The course emphasizes the socio, political, and economic condition of Chicano students and the impact these conditions have on their educational success in the United States.

CORE REQUIREMENT MET: **UNITED STATES**

283. TECHNOLOGY IN EDUCATION.

This course covers the various uses of technology in the classroom as well as other related issues, e.g., differential student access. Students demonstrate their understanding of computers and software through hands-on activities and class presentations. They illustrate how technology can be integrated across the curriculum in the classroom through written lesson plans and units. Students learn to access electronic databases for student/school-level information and for subject matter support.

2 units

314. LITERACY AND LANGUAGE FOR CULTURALLY DIVERSE SECONDARY SCHOOLS.

Principles and techniques for creating teacher-student-text interactions, vocabulary development, comprehension, and study skills in all school subjects for all students (including English language learners) at the middle school, junior high, and senior high levels. Topics include diagnostic procedures, activating background schemata, English language development, different instructional models and constructivist-based instructional materials, skills development, standards-based and high-stakes assessment, reading for English language learners/speakers, and procedures for improving students' reading habits and interests. *Prerequisites: Education 201 and 205.*

318. LEARNING DISABILITIES AND SCHOOLS.

Students in this course will examine laws and policies related to school safety, health instruction, and the education of students with special needs in public schools. Principles and practices of effective implementation of these mandates will be analyzed through readings, case studies, and reflections from field observations. Students will also analyze the role of instructional technology in realizing the goals of providing safe, healthy and inclusive education for special education students. *Requires thirty-six hours participation in tutoring and teaching in public school classroom. Prerequisite: Education 201 or permission of instructor.*

320. CURRICULUM AND INSTRUCTION FOR CULTURALLY DIVERSE ELEMENTARY SCHOOLS.

An introduction to curriculum and instruction in the elementary grades. The course is organized to cultivate the ability for students to: 1) design lesson and activity plans; 2) create long-term unit plans; 3) explore curriculum (scope and sequence), as it pertains to: mathematics, science, social studies, health, P.E., and the arts; 4) use California Subject Frameworks and Standards critically. Throughout the semester students will teach lessons and plan units using various methods, theories, and activities that reflect the current understandings of curriculum design in diverse school settings. The course provides students with techniques for instructional design across the curriculum that is specifically targeted at differentiating instruction for diverse, and multilingual children. *Includes a 40-hour fieldwork component. Prerequisites: Education 201 and 205.*

340. CURRICULUM AND INSTRUCTION FOR CULTURALLY DIVERSE SECONDARY SCHOOLS.

Students examine the principles of planning, implementing, and evaluating curriculum and instruction in culturally diverse secondary schools. Topics include single subject methods/strategies, curriculum organization, group development theory and process, learning theories, effective classroom management, organization and environment, cross-cultural curriculum strategies and resources, and high stakes and standards-based assessment practices. This course is designed for single subject majors. *Requires thirty-six hours participation in tutoring and teaching in public school classroom. Prerequisites: Education 201 and 205.*

390. ETHNOGRAPHY OF RACE, GENDER, AND SCHOOLING.

This course focuses on the social construction of gender in educational contexts. We will consider performances of gender from early elementary education through high school and into college. We will attend to multiple masculinities and femininities as they are constructed across various school settings. As such, we will analyze and critique hegemonic gender theories, as well as more textured theories intersecting with sexuality, ethnicity, socioeconomics, and race. Our focus will be on how students enact gender as academic and social beings. We will critique and examine the "gender gap" and the "gender regimes" that are constructed in schools. The goal will be to explore issues of social justice and equity through a "gender" lens. College students will be required to make on-going qualitative observations of gender enactment in school contexts and will write a research paper analyzing their data. *Prerequisites: junior or senior standing.*

397. INDEPENDENT STUDY.

Interested students must obtain *Guidelines for Independent Study* from the Department and complete appropriate contract from the Registrar. *Prerequisite: permission of instructor.*

2 or 4 units

412. LITERACY AND LANGUAGE FOR CULTURALLY DIVERSE ELEMENTARY SCHOOLS.

An introduction to the theories, issues, and practices of teaching language and literacy in elementary grades. The course provides students with a critical approach to methods, instruction, and curricular choices in the area of language arts, specifically targeted for diverse, and multilingual children. Throughout the semester, students will analyze various instructional methods, theories, and activities that reflect the current understanding of language and literacy learning in diverse school settings. Students will teach several language arts methods in fieldwork placements (40 hours per semester). *Prerequisites: Education 201 and 205.*

427. SUPERVISED STUDENT TEACHING I: ELEMENTARY SCHOOL.

Observation, participation and teaching in public schools five mornings a week, 7:30 a.m. to noon daily. *Prerequisites: Education 201, 205, 412, passing score on CBEST, separate written application, and signed Student Teacher Contract submitted by October 1st. For procedures and requirements, obtain "Student Teaching: What, When, Where . . .?" from the Education Office (B117). Must be taken concurrently with Education 480; may be taken concurrently with Education 283 and 320.*

447. SUPERVISED STUDENT TEACHING I: SECONDARY SCHOOL

Observation, participation and teaching in public schools five mornings a week, 7:30 a.m. to noon daily. *Prerequisites: Education 201, 205, 314, passing score on CBEST, separate written application, and signed Student Teacher Contract submitted by October 1st. For procedures and requirements, obtain "Student Teaching: What, When, Where . . .?" from the Education Office (B117). May be taken concurrently with Education 283 and 340.*

480. SEMINAR IN EDUCATIONAL LEADERSHIP I: CLASSROOM MANAGEMENT.

Elementary and secondary Level I credential candidates will self-assess, analyze, and reflect on their leadership behaviors and how to develop their skills to advanced levels based on the California Standards for the Teaching Profession (CSTPs). Each teaching candidate will evaluate personal growth needs, then develop and refine an action plan to continue developing as a teacher as they are student-teaching in local school fieldwork settings. Peer support, role playing simulations, and critiques in the seminar setting will allow students to examine specific episodes they must responsibly and professionally address in their daily student-teaching assignments. A special emphasis will be placed on the identification and creation of a safe and secure inclusive classroom and working effectively to serve all learners. Focus will also be on effective classroom management and applying methods and techniques for assertive management as well as on finding and utilizing discipline resources. *Requires concurrent enrollment in 427 or 447. May be taken concurrently with Education 320 or Education 340.*

501. SOCIO-CULTURAL FOUNDATIONS OF EDUCATION.

In this course, we will study the historical, philosophical, political, sociological, and psychological foundations of American education. Using an urban sociology lens, we will examine factors that influence power, control and the quality of schooling for underserved school communities. Urban school contexts will be illuminated and brought to life through various required fieldwork experiences (totaling 40 hours per semester). With such experiences, students will analyze the possibilities of teacher leadership through social justice and activism. *Requires thirty-six hours participation in tutoring and teaching in public school classroom.*

505. THE POLITICS AND PEDAGOGY OF FIRST AND SECOND LANGUAGE ACQUISITION.

Analysis of the English language development of listening, speaking, reading, writing and thinking skills of elementary and secondary students in culturally and linguistically diverse public school classrooms. Includes the examination of theories and factors (both pedagogical and political) in first and second language development, universals and differences in language structure and use, and the transference of first and second language literacy skills. Includes instructional strategies for non-native English speakers (e.g., native language instruction, sheltered/SDAIE approaches, English language development) integrated into a multicultural curriculum with linguistically appropriate assessment methods, and content aligned with state standards. *Requires 36 hours of participation in tutoring and teaching in public school classroom.*

507. CONFLICT IN EDUCATION.

How are the American values of equity and opportunity evident in the history and structure of the nation's public school system? This course examines key U.S. Supreme Court decisions and the following areas of policy debate and conflict with particular emphasis on the Constitution: bilingual education, funding/expenditures, immigrant education, desegregation, affirmative action, and equal resources. *This course meets the United States Constitution CTC credential requirement.*

5 units

510. MOTHER GOOSE TO MYSPACE: CHILDREN'S LITERATURE AND POPULAR TEXTS.

Why did the London Bridge fall down? Is Rub-a-dub-dub really about bath time? Why didn't an old man live in a shoe? Who is more imperialist, Babar or Peter Pan? Is Tinky Winky gay? Is South Park a children's show? Is Harry Potter a Hero? How tired was Rosa Parks? Using different critical approaches, this course will examine children's poetry, picture books, novels, cartoons, feature films, and music videos. Analysis will include topics related to gender, race, culture, and nation, as they play out in the aesthetics, images, and poetics of children's texts.

5 units

512. LITERACY AND LANGUAGE DEVELOPMENT IN CULTURALLY DIVERSE ELEMENTARY SCHOOLS.

An introduction to the theories, issues, and practices of teaching language and literacy in elementary grades. The course provides students with a critical approach to methods, instruction, and curricular choices in the area of language arts, specifically targeted for diverse, and multilingual children. Throughout the semester, students will analyze various instructional methods, theories, and activities that reflect the current understanding of language and literacy learning in diverse school settings. Students will teach several language arts methods in fieldwork placements (40 hours per semester). *Prerequisites: Education 501 and 505.*

513. CHICANO EDUCATION.

This course will cover the historical and current educational issues relating to the largest non-white population in the United States-Latinos. The term Chicano is used in the political context to reflect the struggle for educational equality of all Latinos. The course emphasizes the socio, political, and economic condition of Chicano students and the impact these conditions have on their educational success in the United States.

5 units

514. LITERACY AND LANGUAGE FOR CULTURALLY DIVERSE SECONDARY SCHOOLS.

Principles and techniques for creating teacher-student-text interactions, vocabulary development, comprehension, and study skills in all school subjects for all students (including English language learners) at the middle school, junior high and senior high levels. Topics include diagnostic procedures, activating background schemata, English language development, use of instruction and constructivist-based instructional materials, skills development, standards-based and high-stakes assessment, reading for non-native English speakers, and procedures for improving students' reading habits and interests. *Prerequisites: Education 501 and 505.*

518. LEARNING DISABILITIES AND SCHOOLS.

Students in this course will examine laws and policies related to school safety,

health instruction, and the education of students with special needs in public schools. Principles and practices of effective implementation of these mandates will be analyzed through readings, case studies, and reflections from field observations. Students will also analyze the role of instructional technology in realizing the goals of providing safe, healthy and inclusive education for special education students. *Requires 15 hours of participation in observation, tutoring, and teaching in a public school classroom. Prerequisite: Education 501 or permission of the instructor.*

520. CURRICULUM AND INSTRUCTION FOR CULTURALLY DIVERSE ELEMENTARY SCHOOLS.

An introduction to curriculum and instruction in the elementary grades. The course is organized to cultivate the ability for students to: 1) design lesson and activity plans; 2) create long-term unit plans; 3) explore curriculum (scope and sequence), as it pertains to: mathematics, science, social studies, health, P.E., and the arts; 4) use California Subject Frameworks and Standards critically. Throughout the semester students will teach lessons and plan units using various methods, theories, and activities that reflect the current understandings of curriculum design in diverse school settings. The course provides students with techniques for instructional design across the curriculum that is specifically targeted at differentiating instruction for diverse, and multilingual children. Includes a 40-hour fieldwork component. *Prerequisites: Education 501 and 505.*

527. SUPERVISED STUDENT TEACHING I: ELEMENTARY SCHOOL.

Observation, participation and teaching in public schools 7:30 a.m. to 12:30 p.m. Mondays through Thursdays. Friday mornings, professional development, 9:00 a.m. to 12 noon. *Prerequisites: Passing score on CBEST, separate written application, and Student Teacher Contract submitted by October 1. For procedures and requirements, obtain "Student Teaching: What, When, Where . . .?" from the Education Office (B117). Must be taken concurrently with Education 520 or 583.*

529. SUPERVISED STUDENT TEACHING II: ELEMENTARY SCHOOL.

Daily full-time teaching, 7:30 to 4:00 p.m., with sequenced and planned assumption of responsibility for all subjects in a public school classroom. Also includes observation and participation in other classrooms to collect "teaching tools" and ideas, evening school activities and conference time with supervising teacher(s) and college supervisor. *Prerequisites: Education 427 or 527 and a passing score on CSET. Taken concurrently with Education 581.*

540. CURRICULUM AND INSTRUCTION FOR CULTURALLY DIVERSE SECONDARY SCHOOLS.

Students examine the principles of planning, implementing, and evaluating curriculum and instruction in culturally diverse secondary schools. Topics include single subject methods/strategies, curriculum organization, group development theory and process, learning theories, effective classroom management, organization and environment, cross-cultural curriculum strategies and resources, and high stakes and standards-based assessment practices. This course is designed for single subject majors. *Requires thirty-six hours participation in tutoring and teaching in public school classroom. Prerequisites: Education 501 and*

505.

547. SUPERVISED STUDENT TEACHING I: SECONDARY SCHOOL.

Observation, participation and teaching in public schools 7:30 a.m. to 12:30 p.m. Mondays through Thursdays. Friday mornings, professional development, 9:00 a.m. to 12 noon. *Prerequisites: Passing score on CBEST, separate written application and signed Student Teacher Contract submitted by October 1. For procedures and requirements, obtain "Student Teaching: What, When, Where . . . ?" from the Education Office (B117). May be taken concurrently with Education 540 or 583.*

549. SUPERVISED STUDENT TEACHING II: SECONDARY SCHOOL.

Daily full-time teaching, 7:30 to 4:00 p.m., with primary responsibility for teaching four or more classes in public schools. Also includes observation and participation in other classrooms to collect "teaching tools" and ideas, evening school activities and conference time with supervising teacher(s) and college supervisor. *Prerequisites: Education 447 or 547 and a passing score on CSET. Taken concurrently with Education 581.*

580. SEMINAR IN EDUCATIONAL LEADERSHIP I: CLASSROOM MANAGEMENT.

Elementary and secondary Level I credential candidates will analyze their leadership behaviors, strategies for school and classroom organizational development and community building, and how to take their own skill development to advanced levels. Special emphasis on identification of management and discipline resources, applying methods and techniques for assertive management of a safe and secure inclusive classroom and working effectively to serve all English learners, especially the more difficult or challenged students. In response to selected student, classroom and school conflicts, each teacher candidate will also self-assess growth needs, then develop and refine individual interpersonal and oral proactive skills through script writing, role playing simulations, and repeated practice with peer support and critiques in the seminar setting, both before and after specific episodes they must responsibly and professionally address in their daily, supervised teaching in a local school fieldwork setting. *Requires concurrent enrollment in 527 or 547. May be taken concurrently with Education 520 or Education 540.*

581. SEMINAR IN EDUCATIONAL LEADERSHIP II: REFLECTIVE TEACHING.

Put on your game face: how to tackle student achievement and professional development effectively while addressing the CSTPs. Navigate the world of full-day student-teaching, while drawing from and building on all previous coursework. Emphasis is placed on discussion of and reflection on daily real life challenges and selected readings. *Taken concurrently with either Education 529 or 549. Prerequisites: Education 527 or 547, 447 or 547, and a passing score on CSET.*

2 units

583. TECHNOLOGY IN EDUCATION.

This course covers the various uses of technology in the classroom as well as other related issues, e.g., differential student access. Students demonstrate their understanding of computers and software through hands-on activities and class presentations. They illustrate how technology can be integrated across the curriculum in the classroom through written lesson plans and units. Students learn to access electronic databases for student/school-level information and for subject matter support.

2 units

589. MASTER OF ARTS IN TEACHING RESEARCH SEMINAR.

Graduate students will have the opportunity to synthesize the information gained from their graduate education and three M.A.T. courses in preparation for their oral presentation. They will learn to research their topic further by using library and related technology "search" resources. Students will share proposals and materials and perform "mock" presentations to the class to get comments and suggestions. *Taken both in the fall and spring semesters during final year of study for a Master of Arts in Teaching degree.*

2 units

590. ETHNOGRAPHY OF RACE, GENDER, AND SCHOOLING.

This course focuses on the social construction of gender in educational contexts. We will consider performances of gender from early elementary education through high school and into college. We will attend to multiple masculinities and femininities as they are constructed across various school settings. As such, we will analyze and critique hegemonic gender theories, as well as more textured theories intersecting with sexuality, ethnicity, socioeconomics, and race. Our focus will be on how students enact gender as academic and social beings. We will critique and examine the "gender gap" and the "gender regimes" that are constructed in schools. The goal will be to explore issues of social justice and equity through a "gender" lens. College students will be required to make on-going qualitative observations of gender enactment in school contexts and will write a research paper analyzing their data. *Prerequisite: M.A.T. standing.*

5 units

597. INDEPENDENT STUDY.

Interested students must obtain Guidelines for Independent Study from the Department and complete appropriate contract from the Registrar. *Prerequisite: permission of instructor.*

2 to 5 units

SEE ALSO:

Math [501](#). Elementary Mathematics Education.

Spanish [501-504](#). The Teaching of Spanish.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

English and Comparative Literary Studies

Professor Swift, *Chair (Fall)*; Professor Montag, *Chair (Spring)*

Professors Fineman, Foreman, Near, Newhall, Ronk, Villa, Wyatt; Assistant

Professors Neti, Stocking

On Special Appointment: Adjunct Assistant Professor Prebel; Adjunct Instructors

Burgher, Daniels, Danzy, Phillips, Tymoczko

The department's objective is the close critical study of literature in English in an international and interdisciplinary context. Students in English and Comparative Literary Studies (ECLS) courses read works from British, American, and world literary traditions, including those of classical Greece and Rome. We ask our students to become knowledgeable both about well-known writers and about voices traditionally excluded from literary canons. In addition to providing an experience of intense reading and discussion of individual literary works, departmental courses strive to present those works in a rich historical context of human social, political, and psychological behavior. Students are strongly encouraged to become familiar with the various theories of literature and representation that have informed literary analysis since Aristotle.

All ECLS courses involve extensive work in close reading, critical thinking, and analytical writing. Most courses in the department are conducted as lecture/discussions or as seminars, with a strong emphasis on interaction and the collaborative construction of knowledge. In the required survey courses (ECLS 286-289) students learn the breadth and diversity of literary history; in required majors' seminars in the sophomore, junior, and senior years they develop increasingly sophisticated skills in literary analysis, discussion, writing, research, and presentation.

MAJOR: A minimum of eleven courses (44 units). These must include three historical survey courses (ECLS 286 or 287, ECLS 288, and ECLS 289) and three seminars for prospective majors and majors (ECLS 290, ECLS 390, and ECLS 490). The remaining five courses must be chosen in consultation with the adviser from courses numbered 200 or above; of these, at least three must be chosen from courses numbered 300 or above. We encourage prospective majors to have completed 286 or 287, 288, 289, and 290 by the end of the sophomore year. (Students may substitute one of the first-year courses 186-189 for its counterpart in the 200-level historical survey series).

Students considering going on to graduate work in literature are strongly encouraged to take additional ECLS courses (beyond the minimum of eleven) which will broaden and deepen their knowledge of literary history. They should also take ECLS 370, Literary Criticism. Most graduate programs also require proficiency in at least one foreign language.

ACCEPTABLE COURSES FROM OTHER DEPARTMENTS: EDUC 210. Some

literature courses in American Studies and several upper-division literature courses in Chinese, French, German, Greek, Japanese, Latin, Russian, and Spanish may be used to fulfill a requirement. Contact the department chair for additional information.

WRITING EMPHASIS: Students majoring in English and Comparative Literary Studies may elect to take an additional number of courses in order to complete a Creative Writing Emphasis, a special track which provides a strong background in both literature and creative writing skills. Students choosing this emphasis must take a total of 13 courses, including ECLS 286 or 287; ECLS 288; ECLS 289; ECLS 290; ECLS 390; ECLS 490; two more ECLS electives chosen from ECLS 300-379 (one of these may be from ECLS 200-279); and five additional writing courses. These five may include ECLS 380 (may be repeated for credit), ECLS 397 and/or 499; a variety of English Writing classes: 285, 286, 301, 401; Theater 380; French 343. Other opportunities for students interested in writing are listed in the catalog and/or available from the emphasis director, Professor Martha Ronk. Students interested in pursuing the emphasis in writing should work out a careful program in consultation with Professor Ronk.

MINOR: Five courses (20 units), including ECLS 290; one course from 286-289 (a first-year course from 186-189 may substitute for one of these); and three other courses, two of which must be taken at the 300-level.

ADVANCED PLACEMENT POLICY: ECLS majors who before entering Occidental have completed the AP test in English with a score of 4 or 5 may, in consultation with the department chair, waive the requirement for either ECLS 288 or 289 and take in place of the waived course any ECLS course numbered 300-369. Students choosing this option will still be required to take a total of at least 11 courses (44 units) toward the A.B. in ECLS. All students must take either ECLS 286 or 287, regardless of AP scores.

WRITING REQUIREMENT: Students majoring in English and Comparative Literary Studies will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing ECLS 390 in the junior year and receiving a notation of "Satisfactory" for its writing component. (See the department chair for information concerning specific writing skills assessed for satisfaction of the requirement.) Those students who, for legitimate reasons (study abroad, late entry into the major, etc.), cannot take ECLS 390 in the junior year will be required to submit a portfolio of written work (consisting of three papers written in ECLS courses) to the department chair for evaluation by a faculty committee, by the end of the junior year. Students not achieving a "satisfactory" notation by either of these means will be required to undertake additional coursework in academic writing during the final two semesters of study. ECLS majors should acquire the full description of the departmental writing requirement at the time of declaring the major. See the [Writing Program](#) for additional information.

COMPREHENSIVE REQUIREMENT: All majors must take ECLS 490 (Senior Seminar) in the fall of the senior year, where they will design, develop, and complete a significant project involving literary research and analysis. The project will result in a substantial paper and a 20-minute formal oral presentation at the ECLS Senior Symposium held during the spring semester. See the department chair for more details.

HONORS: Honors may be awarded to graduating seniors who demonstrate

excellence in course work and in an honors thesis. To be eligible, students must have a 3.5 grade point average in courses taken toward the major and an overall 3.25 grade point average. Qualified students who want to pursue honors should consult with the department chair during the spring semester of the junior year and should submit a proposal for an honors thesis by the end of the first week of Fall semester. Students whose proposals are accepted will register for ECLS 499 (Honors), usually for two units in both the fall and spring semesters, and they will write a thesis to be completed and orally defended before a faculty committee during the spring semester. Honors candidates are required to take ECLS 370; if possible they should take it in the junior year. For further details, see the Honors Program and pick up a copy of the ECLS honors regulations in the department office.

GRADUATE PROGRAMS: In conjunction with the Education Department, ECLS offers a program leading to the Master of Arts in Teaching (M.A.T.—English Literature, single subject emphasis). For admission information, please refer to the general college requirements for all M.A.T. candidates (see [Graduate Study at Occidental](#)). Applicants should also schedule a personal interview with the departmental graduate representative.

For the M.A.T. in Teaching Literature, students must complete the general college M.A.T. requirements and, in addition, take at least three five-unit courses in literature at the 500 level, selected in consultation with the ECLS advisor. These courses must be five-unit adaptations of 300-level ECLS courses. Students must also pass an oral defense of the graduate thesis.

SPECIAL FEATURES: A state approved Level I Single Subject Credential Program is available to students in this department. Anyone considering a career in teaching should consult early with an Education Department advisor to obtain information about required courses and options.

ECLS courses numbered 186-189 are intensive seminars for first-year students with a serious interest in the ECLS major or literary study. These courses may be used to satisfy the historical survey requirements in the ECLS major, as described below.

186. EUROPEAN LITERARY TRADITIONS.

This course will contrast the Mediterranean and Germanic literary traditions of ancient and medieval Europe and the ways in which these traditions reach an uneasy equipoise in the early modern period. Our discussions will involve us in considerations of oral and written poetic composition, the individual or communal construct of human identity, and the personal and social utility of such literary genres as myth, epic, saga, romance, fabliau, lyric, and drama. *Open only to first year students. ECLS 186 counts as the equivalent of ECLS 286 toward the ECLS major. Students may not receive credit for both 186 and 286.*

CORE REQUIREMENT MET: **EUROPE**

187. EARLY BRITISH LITERARY TRADITIONS.

This class will cover texts from ancient Greece to the Renaissance and including various genres: epic, drama, and poetry, focusing on the close reading of texts—in particular poetry—and on written analysis. *Open only to first year students. ECLS 187 counts as the equivalent of ECLS 287 toward the ECLS major. Students may*

not receive credit for both 187 and 287.

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

188. MODERN BRITISH LITERARY TRADITIONS.

This course will focus on British literary traditions since 1660, with references to other national literatures. It will emphasize the close reading of both poetry and prose. *Open only to first-year students. ECLS 188 counts as the equivalent of ECLS 288 toward the ECLS major. Students may not take both 188 and 288.*

CORE REQUIREMENT MET: **EUROPE**

189. AMERICAN EXPERIENCES.

A historical survey of the major literary genres from the colonial to the contemporary period, emphasizing the persistent thematics of the American experience from a cross-cultural perspective. This class is particularly suited for students interested in the ways in which well-known American authors are in conversation with African Americans, Native Americans, Asian Americans, Latinos/as, and white women, who, until recently, had been left out of the literary canon. *Open only to first year students. ECLS 189 counts as the equivalent of ECLS 289 toward the ECLS major. Students may not receive credit for both 189 and 289.*

CORE REQUIREMENT MET: **UNITED STATES**

ECLS courses numbered 200-284 are open to all Occidental students of any major who have completed the first-year fall CSP writing seminar. No more than two may be counted toward the ECLS major.

205. THE WAKE OF THE ANCIENT.

The object of this course (as the three- or four-fold pun of its title implies) is not only to celebrate Ancient Literature on the occasion of its supposed passing, but also to highlight the ways in which Ancient Literature has informed the creation of—and might yet continue to re-inform our understanding of—many subsequent forms of literary expression. The course will begin, therefore, with the close textual analysis of one or more ancient literary works, and proceed with a comparative study of a text (or texts) drawn from later literary traditions. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

220. ANN INTRODUCTION TO SHAKESPEARE.

An introductory study of Shakespeare's plays both as text and as performance. We will investigate five plays in detail in an attempt to establish our own relationship with the Shakespearean text. We will then view at least three films of each play and inquire into the ways in which these films seek to mediate our reception of the text, the influence this mediation has upon our view of the text, and the specific means by which each cinematic interpretation of Shakespeare is constructed. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

241. RACE, LAW, AND LITERATURE.

A study of the construction and representation of race in selected American literary works and law cases around the turn of the twentieth century. Fiction by authors such as Mark Twain, Charles Chesnutt, William Dean Howells, and Frances Harper will be read in the context of the legal history that led up to and built upon the famous 1896 "separate but equal" Supreme Court decision in Plessy v. Ferguson. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

245. AMERICAN LITERATURE BEFORE 1900.

Dickinson. This class will undertake to read a very limited number of Dickinson's poems with care as to their formal aspects and with regard to their philosophical interventions into the defaults of "common sense." Some context will come from relevant historical and ideological practices of the 19th century. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

253. AFRICAN AMERICAN LITERATURE.

In this introductory class we will examine African American literature and culture by reading across genres that include multiple genres such as the slave narrative, fiction, the essay, theater and poetry. Some attention will also be paid to primary research skills and to oral presentations that are sophisticated in terms of content and multimedia. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

255. UNITED STATES LITERATURE IN THE MODERN WORLD.

This course explores American literature in the 20th century, in the context of social and intellectual history. Topics may include cultural disillusionment and the "lost generation"; the "dream deferred" of African-American literature; constructions, deconstructions, and reconstructions of gender; the problems of homogeneous national identity in a heterogeneous world; postmodern challenges to individualist traditions; etc. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

278. LITERATURE AND PHILOSOPHY: HUMOR.

This class will attempt to find a theory of the laughable. We will read short stories and brief novels from Twain to Nabokov and philosophers from Aristotle to Nietzsche.

279. LITERATURE AND POLITICS.

Body/Politics. Linking literature and politics, the course offers an interdisciplinary analysis of gender, power and the body. The theoretical center of the course will

be Foucault's work on biopower. We will also look at issues of class and the body (including Chopin's *The Awakening*, Larsen's *Passing*, and Atwood's *Bodily Harm*); egalitarian law and the female body (Wendy Williams, Mary Poovey); science and gender (Emily Martin, Thomas Laqueur); and pornography (Catherine McKinnon, Laura Kipnis). Race and multiculturalism can also be viewed through this lens, and we will read Morrison's *Beloved*. Judith Butler's work offers yet another approach, questioning whether bodily differences determine sex or gender. Recent Latin American history of military rule and repression has emphasized the role of the body and memory in political change. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

286. EUROPEAN LITERARY TRADITIONS.

This course will contrast the Mediterranean and Germanic literary traditions of ancient and medieval Europe and the ways in which these traditions reach an uneasy equipoise in the early modern period. Our discussions will involve us in considerations of oral and written poetic composition, the individual or communal construct of human identity, and the personal and social utility of such literary genres as myth, epic, saga, romance, fabliau, lyric, and drama. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor. Students may not receive credit for both 186 and 286.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

287. EARLY BRITISH LITERARY TRADITIONS.

One of the three introductory courses for the major designed to provide a broad historical background and covering texts from *Beowulf* through *Paradise Lost*. The course includes the various genres of epic, drama, and poetry, and demands both close reading and an understanding of how the texts are produced by particular cultural and historical periods. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor. Students may not receive credit for both 187 and 287.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

288. MODERN BRITISH LITERARY TRADITIONS.

The course will focus on British literary traditions since 1660, with references to other national literatures. It will emphasize the close reading of both poetry and prose. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor. Students may not receive credit for both 188 and 288.*

CORE REQUIREMENT MET: **EUROPE**

289. AMERICAN EXPERIENCES.

A historical survey of the major literary genres from the colonial to the contemporary period, emphasizing the persistent thematics of the American experience from a cross-cultural perspective. This class is particularly suited for students interested in the ways in which well-known American authors are in conversation with African Americans, Native Americans, Asian Americans, Latinos/as, and white women, who, until recently, had been left out of the literary canon. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor. Students may not receive credit for both 189 and 289.*

CORE REQUIREMENT MET: **UNITED STATES**

ECLS 290 is an introductory methods course required of all ECLS majors; it should be taken by the end of the sophomore year by students who have declared or are planning to declare the ECLS major. It is open to all students who have successfully completed the first-year fall CSP Writing Seminar.

290. INTRODUCTION TO LITERARY ANALYSIS.

This course will introduce ECLS majors to the basic principles and techniques of literary study. Each section will look closely at narrative (both poetic and prose), lyric, and dramatic form and will investigate the analytical resources with which these forms are most commonly approached. The course will also look at the relationship between literary texts and literary theory. Students should expect ample practice in analytical writing. It is intended principally for ECLS majors and satisfies no core requirement. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

297. INDEPENDENT STUDY.

Prerequisite: permission of department.

2 or 4 units

ECLS courses numbered 300-385 are designed primarily for ECLS majors and students from other majors with some experience in reading and writing about literature at an advanced level. Successful completion of one 100-level or 200-level ECLS course, or junior or senior standing, is required for these courses. In some cases individual instructors may require additional prerequisites, as listed below.

300. SURVEY OF ANCIENT GREEK LITERATURE.

CORE REQUIREMENT MET: **PRE - 1800**

318. CHAUCER.

An analysis of Chaucer's major poetry and the insight it provides into the social, religious, philosophical, and psychological instability of the fourteenth century. We will place Chaucer's texts in the context of both literary and intellectual history, and we will confront directly their relevance to an understanding of the most persistent idioms of Western culture. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing. Prior completion of ECLS 287 is highly recommended.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

320. SHAKESPEARE.

A study of Shakespeare's plays and of critical commentary on those plays with special emphasis on problems raised by his particular theater and boy actors, on problems raised by mixed genres, and on cultural anxieties concerning interiority, authority, race, colonialism, and religion. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

322. RENAISSANCE LITERATURE.

An investigation of Renaissance literary texts as vehicles for conflicting, at times self-contradictory, expressions of private desire, moral authority, and political power. We will focus especially on texts of melancholy, using Hamlet in text and film as a primary focus, and including *As You Like It*, Shakespeare's sonnets, Webster's *The Duchess of Malfi*, poems by John Donne, and Milton's paired poems, "L'Allegro" and "Il Penseroso." *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

332. EIGHTEENTH CENTURY LITERATURE: 1730-1800.

Problems of Sociability. We will examine the questions of sociability and individuality in the literature and philosophy of the period. We will read literary texts by Richardson, Fielding, Smollett, Burney and Equiano, as well as works by Smith and Kant. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **EUROPE • PRE - 1800**

341. RACE AND LITERATURE.

Slavery in the Americas: The Politics of Representation. In this class we will examine slave narratives and anti-slavery novels from the United States and Cuba, where almost all of the nineteenth-century writings in Spanish originated. We will situate these works in their historical and literary contexts and explore the ways in which authors enter politically charged debates about slavery, gender, and sexuality. We will be reading some of the most famous, important, influential, and sometimes infamous books of the era. Authors include the orator, editor, and statesman, Frederick Douglass, the enslaved poet Juan Manzano, the feisty narrator Esteban Montejo, Gertirudis Gomez de Avellandeda, one of the most famous women writers of the Spanish speaking world in her era, and Martin Delany, the man known as the father of Black nationalism who also wrote a transnational novel. Spanish majors and speakers will be encouraged to read primary texts and criticism in Spanish. *Prerequisite: any 100 or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **INTERCULTURAL**

351. TWENTIETH CENTURY BRITISH FICTION.

Readings in late nineteenth and early twentieth century Anglo/Irish fiction, with particular attention to the crises of masculine and imperial power that early modern writers encountered and reflected in their fiction. Authors will include Conrad, Kipling, Joyce, Lawrence, Woolf, and Forster. *Prerequisite: any 100 or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **EUROPE**

352. CONTESTED TERRITORIES: ETHNIC/RACIAL LITERATURES OF THE U.S. "SOUTHWEST."

This course will study texts which treat the "Southwest" as a determining and originary site of cultural interaction and expressive production. An attention to

social geography (the felt “sense of place” effected by social history) will guide our examination of literary and popular cultural texts produced by Euro-Americans, Chicanos/Mexicanos, and Native Americans. Beginning with the hegemonic discourse of the “Southwestern Genre” (Charles F. Lummis) at the turn of the century, we will consider subsequent mediations of this historically complex and culturally rich geography.

CORE REQUIREMENT MET: **UNITED STATES**

354. CHICANO LITERATURE.

A survey of major works and authors in the Chicano literary tradition, covering the genres of poetry, novel, short story and drama. Some attention will also be paid to the relationship of literature to forms of popular culture, such as video, film, graphic art, and music. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

355. TWENTIETH CENTURY AMERICAN FICTION.

A study of the idea of the modern—cultural, technological, moral, aesthetic—in American fiction from the beginning of the twentieth century through the 1930s. The course will focus on the formal renderings of history and sexuality that characterized high modernist writers of the 1920s like Toomer, Fitzgerald, Hemingway, Cather, and Faulkner. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

358. MODERNIST POETRY.

Consideration of Anglo-American poetry from 1890 to 1930 and beyond, with particular attention to the conflicting claims of image and prophecy, of detachment and of commitment, of the impersonal and the political. The course will examine a number of different poets and poetic movements, with particular focus on Yeats, Eliot, and Stevens. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

365. CONTEMPORARY LITERATURE.

The Anglophone Novel. This course will focus on the global novel in English. By 1914 the British Empire had colonized almost 85% of the world, bringing diverse cultural traditions under the encyclopedic gaze of Western modernity. If part of the project of the colonial apparatus was to collect knowledge of the world in ways that bodies, cultures, and landscapes could be understood and ordered by the West, contemporary societies are now negotiating their own means of self-representation in the often violent space of postcolonial rupture. Throughout the term, we will work with texts and visual images produced out of, and in response to, the history of the colonial encounter. Drawing on a broad range of literary, filmic, and theoretical materials we will develop strategies for understanding the production and consumption of postcolonial representation, in both local and global contexts. As consumers of these cultural products within the space of the Western academy, we will be attentive to the function of the stereotype as we consider representations of gender and sexuality, violence and terrorism, class structures, and migration. Texts considered will include Arundhati Roy's *The God*

of Small Things, Tsitsi Dangarembga's *Nervous Conditions*, Shani Mootoo's *Cereus Blooms at Night*, and Tayeb Salih's *Season of Migration to the North*.

Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.

CORE REQUIREMENT MET: **UNITED STATES**

Directions in Contemporary American Fiction. An examination of innovative literary techniques and thematic preoccupations in significant works of American fiction written since the end of WWII. Among the writers we will consider are Ralph Ellison, Maxine Hong Kingston, Don DeLillo, Toni Morrison, Tim O'Brien, and Louise Erdrich.

CORE REQUIREMENT MET: **UNITED STATES**

368. POSTCOLONIAL LITERATURE AND THEORY.

This course will provide an introduction to some of the critical issues (modernity, hybridity, nationalism, globalization, etc.) that link disparate national literatures under the sign of "postcoloniality." While the major focus of the class will be on the theoretical texts produced in response to colonial occupation and the process of decolonization, we will also consider the ways in which postcolonial literature performs, and at times challenges, the paradigms of postcolonial theory. Through this engagement we will develop an understanding of the complex dialogue which emerges between literature and theory in the postcolonial context. In addition, throughout the course, we will look at how the many stylistic techniques (e.g., the use of patois, magical realism, temporal experimentation) which are particular to this body of literature not only develop a new mode of expression, but also interrogate the conventions of the Western canon. In this manner, our analysis of literature will be supplemented by a consideration of postcolonial theory in order to contextualize the literature within an understanding of the particular historical, political, and social discourses from which it emerges. Conversely, our study of theory will be anchored in a discussion of the ways in which it is materially practiced in its accompanying literary context. This survey will include authors such as Aimé Césaire, Arundhati Roy, as well as Gayatri Spivak, Homi Bhabha, and Edward Said. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **INTERCULTURAL**

370. LITERARY CRITICISM.

After a short introduction to Aristotle, this course will present the works of Marx, Freud, and Saussure as the basis for later 20th Century theory. We will then explore the structuralist and post-structuralist movements. This class is recommended to those contemplating graduate study in the humanities, and it is required for students pursuing Honors in ECLS. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

372. MAJOR FIGURES IN LITERATURE.

Faulkner and Morrison. Discussion of the major novels of William Faulkner and Toni Morrison. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

373. A GENRE IN LITERATURE.

Genre Hybridities. This course will examine ways in which genre designations often blur in modern literature, creating hybrid works that are evocative, unsettling, and challenging. We will focus on the question of lyric in both poetry and prose by examining lyric novels (Virginia Woolf, Marguerite Duras, Djuna Barnes, William Maxwell, Marcel Proust, W. G. Sebald); long narrative lyrics such as John Ashbery's *Portrait in a Convex Mirror*; and finally prose poems originally set in motion by Charles Baudelaire. In such poems a given sentence may follow another by reason of sound or word association rather than by linear logic. Our attention thus will be on language operating by the logic of poetry.

Lavender Cowboys: The Erotics of the American Western. An exploration of the fantasy world of cowboys (and Indians and others) inscribed on the American West, from Texas to California to Wyoming, in the late 19th and early 20th centuries. Through close readings of themes of violence and sexuality, we will consider the ways in which the Western reflected or responded to an evolving sociopolitical culture of "manliness." Primary writers will include Mark Twain, Owen Wister, Theodore Roosevelt, Mary Austin, Zane Grey, and Willa Cather, but we will also spend some time considering the lingering presence of the West in 21st century culture. *Prerequisite: any 100 or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

377. LITERATURE AND THE OTHER ARTS.

Illuminated Manuscripts: From Comic Books to Graphic Novels. This course will examine the 20th century evolution of extended literary-graphic narratives (as opposed to single panel cartoons or four panel comic strips) from their pulp origins in superhero and action comics to their contemporary development as a variant of "high" literary practice. The texts will be almost entirely American, but some consideration will be given to non-U.S narratives in translation. While primary interpretive attention will be paid to the specific interplay of word and image in the construction of fictional (and some documentary) narratives, we may also consider how "comics" generally compare as medium and genre to the related arts of print literature and cinema. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

378. LITERATURE AND PHILOSOPHY.

Schools of Being in the House of Style. In this course, we shall attempt to come to terms with that most elusive feature of literary and all other arts: style. By surveying selected moments in the history of philosophy, literature, music and the plastic arts, we shall put to the test the idea that style, though non-propositional, may in fact have a kind of referent, a referent to which (to use the language of Heidegger) is not ontic, but ontological. Style, in other words, might be taken to refer not to any particular thing in the world, but to how things are, and come to be, in general. The course will thus attempt first to discern some of the major stylistic shifts in Western, aesthetic history, and then to theorize them.

380. CREATIVE WRITING.

Emphasis on the writing of both poetry and fiction. Students will be required to read extensively and write reports on new works of poetry and fiction, to attend readings, to edit and revise work, to participate in class critiques of student work, and to complete a portfolio of 25 pages. The course is designed for students seriously interested in writing and in the relationship of their own writing to the study of literature. *Prerequisite: Any 100- or 200-level ECLS course, and junior or senior standing or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

390. JUNIOR SEMINAR.

The Junior Seminar is a small, discussion-oriented seminar required of all majors, emphasizing advanced critical approaches to a literary topic. Enrollment is limited and restricted to ECLS majors.

Eros and Death in Contemporary American Novels. The class will explore the innovative narrative forms of contemporary American novelists of color, with a special focus on themes of love and subjectivity. Using as background materials the psychoanalytic theories of Freud, Lacan, and Laplanche, we will read novels by African American, Dominican American, and Native American writers, including Toni Morrison, Alice Walker, Louise Erdrich, Leslie Marmon Silko, Michael Ondaatje, and Junot Diaz.

Textual Mappings: The Literary Politics of Space and Place. This course will consider the significant spatial turn in recent literary and cultural studies. We will review key works of geographic materialist theory and criticism, and apply their insights to our reading of contemporary world fiction, poetry, and graphic narrative. The primary works of literature (and perhaps some films) will be selected for their representation of socio-political dynamics in regions of heightened spatial contestation (such as Israel/Palestine, apartheid-era South Africa, or metropolitan inner cities), or for their mediation of such spatially inflected experiences as exile, migration, urbanization, and deterritorialization.

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR: THE ECLS COMPREHENSIVE PROJECT.

In this course seniors will design and carry out advanced research projects in areas of their own interests. Seminar meetings will be devoted to discussion of a core group of theoretical and/or historical texts (varying from year to year) and to practical issues of sophisticated literary critical work. The course will result in a substantial critical paper, a version of which will be presented at the spring ECLS senior symposium in satisfaction of Occidental's comprehensive requirement. *Open only to senior ECLS majors.*

499. HONORS.

Research, writing, and defense of the honors thesis in ECLS. May be taken for 4 units fall or spring, or for 2 units fall and spring. *Prerequisite: permission of department.*

2 units (fall and spring) or 4 units (fall or spring)

501. RESEARCH.

Independent research for qualified graduate students.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

English Writing

Associate Professor Burkdale, *Chair*

Associate Professor Martinson; Assistant Professor Prebel

On Special Appointment: Adjunct Assistant Professors Casey, Sipchen

Occidental's writing courses instruct students in the elements of expository prose, the rhetorical processes and strategies used by successful writers, the psycho-social principles that underlie the act of composing, and the contribution of writing to learning. Course work explores the structure of exposition and develops critical interpretations of texts. All courses require a substantial amount of critical reading, writing, and revision. All classes provide considerable guidance in the writing process and extensive feedback on papers: through student-professor and student-student conferences.

Since not everyone writes the same way, and not all writing tasks have the same requirements, diverse approaches to writing are emphasized in the course work: imitation of models, paradigmatic schemes, and behavioral strategies. Course content draws from the related fields of cultural studies, cognitive and social psychology, rhetoric, literature, and linguistics. English Writing classes present effective writing and close reading as complementary, enabling behaviors developed throughout the college years, and as the foundation of life-long learning.

197. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

201. THE ART OF ESSAY WRITING.

An introduction to the analytic forms of the essay. Course work emphasizes the writing processes needed to articulate the complexities of thinking about academic subjects: generating theses, structuring arguments, and developing a clear, cohesive style. The class considers conventional and innovative methods to merge content, form and style. Writing assignments consider multicultural and interdisciplinary texts. *Not open to frosh.*

275. RHETORIC IN THE HEALTH PROFESSIONS.

This course emphasizes analytical reading and critical writing for students in pre-health programs. Readings will include texts from general interest periodicals and scientific or medical journals. Assigned writing will be extemporaneous compositions as well as revised personal essays. *Prerequisite: sophomore standing or higher. Graded on a Credit/No Credit basis only.*

2 units

285. PRINCIPLES OF JOURNALISM I: NEWSWRITING.

This course is an intensive introduction to the theories and practices of a trade that is protected by the 1st Amendment of the U.S. Constitution and yet increasingly under threat. Taught by a team of accomplished reporters and editors (Fall 2008's lineup included 6 Pulitzer Prize winners), this class will introduce nuts and bolts journalistic techniques, explore the inner workings of news media, and encourage students to apply critical thinking skills to communications theories and controversies relevant to all academic disciplines and integral to 21st Century global citizenship.

286. PRINCIPLES OF JOURNALISM II: NARRATIVE JOURNALISM.

Taught by some of California's top magazine and newspaper writers, editors and columnists, in this course students will learn to combine the reporter's craft with creative writing skills to produce lucid, compelling non-fiction. Exploring the spectrum of journalistic expression in newspapers, magazines, books, online publications, television and film, students will grapple with issues and controversies concerning media's role in society. The course will also develop students' reporting and interviewing techniques and focus intensely on the craft of writing. Using narrative devices, students will practice a contemplative form of journalism--striving to present richer views of who we are, how we live and the forces which shape our existence.

301. CREATIVE NON-FICTION.

An advanced composition course, creative non-fiction emphasizes writing for wide, cross-disciplinary audiences. Creative non-fiction shares the characteristics of literature, creative writing, and exposition, encompassing memoir, biography, technological practices, and many forms of the essay. Writing about nature, sports and travel, popular science and history, students will use professional writing and new journalism techniques. The readings will include short non-fiction works from authors such as Joan Didion, Norman Mailer, Mary Gordon, Bhanu Kapil Rider, Richard Selzer, Virginia Woolf and Brent Staples. The class will emphasize the particular challenges of several non-fiction genres, encouraging sound writing principles as well as experimentation and exploration. *Prerequisite: student must have passed the Core Writing Requirement or taken ENWR 201.*

395. THEORY AND PEDAGOGY OF WRITING.

An exploration of the theory and practice of writing instruction, the class emphasizes rhetorical strategies, audience expectations, and forms of academic discourse. Collaborative techniques and interpersonal dynamics will also be discussed. *This class is primarily for Peer Writing Advisors. Prerequisite: permission of instructor. May be repeated for credit.*

2 units

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

401. WRITING ACROSS THE CURRICULUM.

This advanced composition class promotes the study of cross-disciplinary academic writing. Students are encouraged to write in their chosen major's discourse, as well as to write for audiences and purposes outside that discipline. The course content varies with each ENWR401 course: topics include Popular Science Writers, The Politics of Writing, The Self in America, Mass Media and Culture, and Writing in the Information Age. *Open to juniors and seniors only, except with permission of instructor. May be repeated for credit.*

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Geology

Professor Bogue, *Chair*

Professors Prothero, Rusmore, Sadd; Associate Professor Woodhead

On Special Appointment: Adjunct Assistant Professor Blythe

The mission of the Geology major is to foster in students an understanding of the Earth: the processes that affect its surface and interior; its formation and evolution through time; and its functioning as the physical environment for the living world. The major accomplishes this goal by offering to students a set of coordinated experiences in the classroom, laboratory, and field. Geology is an intrinsically interdisciplinary science, drawing upon the tools of mathematics, physics, chemistry, biology, geography, and environmental science to examine problems that range in scale from a single mineral grain to the entire solar system. Geology majors learn to work together on inquiry-based laboratory and field projects, and each produces a Senior Thesis describing independent research they have undertaken with a faculty mentor. There is a special emphasis on articulating ideas orally, graphically, and in writing, skills that are valuable not only in science but also in the many other careers where geology majors from Occidental have found success. Geology is a global science, and so students who have made progress in the major as sophomores are encouraged to study abroad for a semester during their Junior year. The Geology major expresses the Department's commitment to prepare students to excel in an increasingly complex and environmentally stressed world.

MAJOR: The following courses are required for completion of the major program in the Department of Geology: Eleven courses (44 units) in geology, including Geology 105 (or equivalent), 215, 225, 235, 325, 335, 345, 490, and at least three of the following: Geology 245, 255, 342, 355, 365, 390. Mathematics through Math 120 (or equivalent) or Math 110 and a Department-approved statistics course is also required. Students interested in Geology are encouraged to take Geology 150, which fulfills the intercultural core requirement.

All graduate schools and professional careers in geology require at least a basic understanding of chemistry and physics. Students considering graduate school or professional careers in geology should also take the following courses: Chemistry 120; Physics 110 and 120 or 115 and 125.

ENVIRONMENTAL SCIENCE EMPHASIS WITHIN THE GEOLOGY MAJOR: The Geology Major offers an Environmental Geology Emphasis for students who wish to incorporate skills and experience in environmental analysis and problem-solving into their geology major, and it is excellent preparation both for graduate study in either Geology or Environmental Science, or professional preparation. The following courses are required for completion of the Environmental Geology Emphasis in the Department of Geology: eleven courses (44 units) in geology: Geology 105 (or equivalent), Geology 215, 225, 235, 245, 255, 325, 335, 342,

345, and 490. Mathematics through Math 120 (or equivalent) or Math 110 and a Department-approved statistics course are required. Economics 101 and Geology 150 are also required, and fulfill College core distribution requirements in Groups 4 and 5.

All graduate schools and professional careers in environmental geology require at least a basic understanding of chemistry and physics. Students considering graduate school or professional careers should also take the following courses: Chemistry 120; Physics 110 and 120 or 115 and 125.

As with all Geology majors, the comprehensive examination requirement is met by a passing grade on the senior thesis research project, as described below.

MINOR: Geology 105, 215, 235, and any other two courses in Geology to be selected with department approval.

WRITING REQUIREMENT: Students majoring in Geology will satisfy the final component of Occidental College's college-wide writing requirement by submitting a portfolio of at least two papers from any of the intermediate- or advanced-level writing-intensive Geology courses normally required for the major (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Requirement](#) and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: The senior comprehensive project consists of original research under the supervision of one of the geology faculty. This project can be started any time after the major is declared, but must be formalized by the end of the fourth week of the fall semester of the senior year. Students are expected to present their research orally and submit a written research report by Spring Break. During the senior year, all Geology majors attend a senior seminar (Geology 490 or equivalent). A major goal of these meetings is to help students make timely progress on their comprehensive projects.

HONORS: Students with a GPA of at least 3.25 are eligible to graduate with honors in geology. For these students, a larger senior thesis is planned, and students start their research earlier than the fall of their senior year. For this extra work, the honors student receives additional course credit beyond credit for comprehensives. Refer also to the general College policies regarding the [Honors Program](#).

GRADUATE STUDY: The Department of Geology, together with the Departments of Chemistry, Education, and Physics, participates in offering a Master of Arts in Teaching (M.A.T.) in Physical Science. This program is available to students in the teaching credential program who have a significant background in the physical sciences and who wish to deepen their scientific level beyond the level required for a single-subject credential in one of the physical sciences. General M.A.T. degree requirements are listed in the [Graduate Study](#) section of this catalog. Students seeking the Physical Sciences degree are required to complete three five-unit graduate level courses, each of which is an enhancement of a four-unit upper-division course with the addition of a related teaching-oriented project. For additional information, please refer to the [Graduate Study](#) section of this catalog or the Chair of one of the offering departments.

GEOLOGY COURSE NUMBERING: Geology 105 is open to first-year and second-year students; 200-level courses are open to any student who has completed Geology 105; 300-level courses are intended for junior and senior geology majors

and minors; 400-level seminars are for senior majors.

104. INTRODUCTION TO PLANETARY SCIENCE.

Study of the solar system and the composition, physical properties, geology, origin, and evolutionary history of planets, asteroids, meteorites, and comets. The occurrence of water and potential life-sustaining environments will be examined.

CORE REQUIREMENT MET: **MATH/SCI**

105. PHYSICAL GEOLOGY.

Introduction to geology with emphasis on the physical processes that shape the environment on the Earth's surface. The course will cover the fundamentals of plate tectonics, rocks, minerals, geologic time, surface processes, and Earth's interior. Special attention will be paid to geologic hazards (such as earthquakes, volcanoes, floods, and landslides), the history and future of global climate change and the human impact on the environment. Students who have completed a substantive introductory Geology course are encouraged to seek instructor permission to enroll in any of the 200-level Geology courses. *Includes one 2-hour laboratory per week plus a one or two day field trip. Open to frosh and sophomores only.*

CORE REQUIREMENT MET: **LAB-SCI**

150. GEOGRAPHIC INFORMATION SCIENCE I.

This course focuses on teaching students how to access, integrate, and geographically evaluate many types of information using different methods of spatial analysis. Students use GIS software to understand, explore and analyze information from a variety of domestic and international sources with an emphasis on the U.S. Census. Students will learn fundamentals of geography and cartography, GIS techniques in quantitative spatial analysis and introductory spatial statistics as applied to vector-based data. The tools and skills learned in this course, and problem-solving projects in which analytical comparisons are made, will provide them with a means to make informed and quantitative comparisons across culture, and enhance their ability to understand differences. Students should be experienced using the MS Windows operating system, and Microsoft Office applications (MS Word, MS Excel, MS Powerpoint).

CORE REQUIREMENT MET: **INTERCULTURAL**

215. EVOLUTION OF THE EARTH.

The history of the Earth and the life upon it, from the origin of the planet 4.5 billion years ago to the present. After covering the basic principles of interpreting Earth history, the course will survey such topics as the origin and evolution of life, interpretation of ancient environments, mass extinctions, hot-blooded dinosaurs, the Ice Ages, and the future of humans on the planet. Two field trips, including an extended trip to the Grand Canyon and Zion National Parks. *Includes one 2.5-hour laboratory per week. Prerequisite: Geology 105 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

225. INTRODUCTION TO FIELD METHODS.

Collection and interpretation of geologic data form the core of the course, and seven days are devoted to field work. Basic rock identification, analysis of ancient environments, and structural geology are discussed, and applied during field work. Scientific writing skills are emphasized. The techniques learned in this course are widely applicable, so the course is open to majors of any specialty. *Prerequisite: Geology 105 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

235. GLOBAL GEOPHYSICS AND TECTONICS.

An introduction to plate tectonics and the geology of plate boundaries. Topics include techniques for describing plate motions, earthquakes and seismology, reversals of the earth's magnetic field, the nature of the seafloor, and the geology of mountain belts. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105 or permission of the instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

245. EARTH'S CLIMATE: PAST AND FUTURE.

An introduction to Earth's climate system and the geological record of its change. Topics covered include: Earth's radiative balance and the role of greenhouse gases; poleward transport of heat by the atmosphere and ocean; climate change on the plate tectonic timescale; the Cenozoic cooling; astronomical control of Pleistocene glacial cycles; rapid millennial-scale climate change; and the future of Earth's climate. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

255. SPATIAL ANALYSIS WITH GIS.

An introduction to concepts of Geographic Information Science and spatial analysis using GIS designed for natural science majors. Emphasis on spatial analysis both vector and raster data, including aerial photos, satellite imagery, and introductory terrain analysis. Course also includes introduction to GIS data acquisition and Global Positioning Systems receivers, individual and group projects, and presentation of results. It is expected that students are experienced using the MS Windows operating system, and Microsoft Excel software. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

325. STRUCTURAL GEOLOGY AND ADVANCED MAPPING.

Study of the deformation of rocks and the structures produced. Rock mechanics are introduced and the nature and origin of folds, faults, and other structures are discussed. Mapping and interpretation of areas displaying complex geological relations illustrate structural principles. Seven days of field work allow students to unravel the complicated geological history of an area and prepare reports. *Includes field trips and one laboratory per week. Prerequisite: Geology 225.*

CORE REQUIREMENT MET: **LAB-SCI**

335. MINERALOGY.

The crystal chemistry, atomic structure, and conditions of formation of important minerals are presented. Symmetry, morphology, physical properties and identification of the major rock-forming minerals are covered in the laboratory using optical mineralogy and X-ray diffraction. *Includes two 1.5-hour laboratories per week. Prerequisite: Geology 105.*

CORE REQUIREMENT MET: **LAB-SCI**

342. GEOMORPHOLOGY.

Landforms and their interpretation in terms of tectonic and climatic processes will be presented. The focus will be on landforms, such as mountain belts, faults, and landslides, caused by active tectonic processes. Methods of dating and quantifying geologic events will be introduced. Scientific writing skills will be emphasized. *Includes a weekend fieldtrip. Prerequisite: Geology 225.*

CORE REQUIREMENT MET: **LAB-SCI**

345. PETROLOGY.

The origin, occurrence, composition, and classification of rocks are discussed based on their geologic settings and experimental studies. Laboratory work includes the study of rocks in hand specimen and thin section. *Includes two 1.5-hour laboratories per week. Prerequisite: Geology 335.*

CORE REQUIREMENT MET: **LAB-SCI**

355. PALEOMAGNETISM.

Introduction to the magnetism of rocks, with special emphasis on laboratory techniques and applications. Strongly recommended for students considering research projects with Professors Bogue or Prothero. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105.*

CORE REQUIREMENT MET: **LAB-SCI**

365. PALEONTOLOGY.

The evolution and paleobiology of animal life as shown by the fossil record. Lectures will emphasize the methods used to interpret the fossil record, and cover topics such as ontogeny, speciation, phylogeny and systematics, functional anatomy, biogeography, paleoecology, and macroevolution. Laboratories will focus on paleobiological principles that can be demonstrated by the major groups of vertebrates and invertebrates. *Includes one 2.5-hour laboratory per week, and two field trips to collect and interpret fossils and the environments in which they occur. Prerequisite: Geology 215 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

390. SPECIAL TOPICS IN GEOLOGY.

Two- or four-credit advanced courses on specialized topics in geology. May be taken more than once with department approval as topics vary.

2 or 4 units

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR AND THESIS RESEARCH.

This class focuses on student Senior Comprehensives research and covers proposal writing, data analysis, preparation of illustrations, and oral and written presentation of research projects. Journal readings and discussions on topics related to student research are integral to the course. Careers and graduate school options in the Earth Sciences are also discussed. *Prerequisite: Open only to senior Geology majors.*

499. HONORS.

Prerequisite: permission of department.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

German, Russian, and Classical Studies

Professor Pelzer, *Chair*

On Special Appointment: Adjunct Assistant Professors Puckett-Stroh, Richmond, Schorlemmer

The study of a culture through its language offers insights into unfamiliar worlds which cannot be realized in any other way; such study is one of the distinguishing features of a liberal arts education. Moreover, competence in a language other than English can provide a decided advantage for any post-graduate education or career objective. In addition to literature courses, various culture courses (some taught in the language of study, others in English) make aspects of this cultural tradition available to all students.

The Department also strongly encourages all students to investigate Occidental's opportunities for [study abroad](#). In recent years, students from a wide variety of departments, including the sciences, have taken advantage of these programs, greatly enhancing their education and future opportunities. These programs exemplify Occidental's ideal of a liberal education that increases sensitivity to and appreciation of other cultures.

GERMAN

MINOR: Five courses (20 units) numbered German 202 and above. Three of the five courses must be completed as Occidental courses.

GROUP LANGUAGE MAJOR: Students may combine German with another language (Chinese, French, Japanese, Russian, Spanish) into a Group Language major by taking at least five courses (20 units) numbered 202 and above in German (two of which can be taken, upon faculty approval, in related areas such as history, art history, politics, language learning/linguistics), and five courses (20 units) in the other language. Students planning a Group Language major are encouraged to participate in Occidental's abroad programs as part of their plan of study. Interested students should consult with faculty in both languages before entering the group program.

WRITING REQUIREMENT AND COMPREHENSIVE REQUIREMENT: The specifics of the writing requirement and the comprehensive requirement will be determined by the advisors of the student's two languages at the time the student declares the Group Language major. See the [Writing Program](#) for more information about the College's writing requirement.

101. ELEMENTARY GERMAN.

Introduces basic language skills, grammar, pronunciation, oral communication, and reading simple prose. Culture taught through readings, videos, and discussions.

102. ELEMENTARY GERMAN.

Continuation of German [101](#).

151. BEGINNING/INTERMEDIATE CONVERSATION I.

Oral practice based on articles in current periodicals and other subjects of general interest. Taught by a German language assistant from the University of the Saarland, under the supervision of a German instructor. Designed primarily for students who have completed German [102](#). Graded on Credit/No Credit basis; attendance is mandatory. Approximately two hours of work outside of class time required each week. *May be repeated for credit. Prerequisite: German [102](#) or permission of instructor.*

1 unit

152. BEGINNING/INTERMEDIATE CONVERSATION II.

Continuation of [151](#). Designed primarily for students who have completed German [102](#). Graded on Credit/No Credit basis; attendance is mandatory. Approximately two hours of work outside of class time required each week. *May be repeated for credit. Prerequisite: German [102](#), German [151](#), or permission of instructor.*

1 unit

201. INTERMEDIATE GERMAN.

An advanced course to build up comprehension as well as oral and writing skills. Reading and discussion of literary and cultural texts, supplemented with video films and T.V. news on current events in Germany. Practice in essay writing. *Prerequisite: German [102](#) or equivalent.*

CORE REQUIREMENT MET: **EUROPE**

202. GERMAN STYLISTICS.

Continuation of German [201](#) on an advanced level. Review of advanced German grammar and exercises in stylistics and essay writing. *Prerequisite: German [201](#) or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

232. CONTEMPORARY GERMANY: CULTURE AND SOCIETY AFTER 1945.

This course covers major trends and developments of the cultural history of post-war Germany. Topics include the reconstruction of culture after 1945, the makeup of cultural institutions, the mass media, popular culture vs. traditional culture, the counter culture of the sixties and early seventies, and the problems of unification after 1989. Taught in German, with emphasis on oral presentations and essay writing. Readings include literary texts and documentary material, newspaper and magazine articles. *Prerequisite: German [201](#) or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

251. ADVANCED CONVERSATION I.

Open to all qualified students, but designed primarily for students preparing for Occidental-in-Germany program. *May be repeated for credit. Prerequisite: German 152 or permission of instructor.*

1 unit

252. ADVANCED CONVERSATION II.

Continuation of 251. *May be repeated for credit. Prerequisite: German 251 or permission of instructor.*

1 unit

273. THE CULTURE OF WEIMAR.

This course will analyze the political, social and cultural changes in German history after 1918 and will provide an introduction to the wealth of the innovative literary and artistic production of the so-called Twenties. We will focus on the difficult transition from the old monarchy to a parliamentary democracy, the economic and political challenges of the new republic and its slow demise in the early thirties. Some lead topics will be: the rise of film and other forms of popular culture, the styles of Expressionism and Neue Sachlichkeit, the experience of the city, the emancipation of women, and the fight against the onslaught of fascist tendencies. We will read texts by Bertolt Brecht, Ernst Toller, Erich Kästner, Irmgard Keun, Marieluise Fleisser, Kurt Tucholsky, see films (such as Nosferatu, Metropolis, Kuhle Wampe and others) and study the new trends in architecture (Bauhaus), the arts (Beckmann, Kirchner, Heartfield), photography, music and the media. The course is taught in English. German minors and group majors will read some of the texts in the German original. *Prerequisite for German minors and group majors: German 201 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

370. SEMINAR ON A SELECTED TOPIC.

The Fall of the Wall. Anatomy of a Peaceful Revolution. Twenty years after the world historical events of the fall of 1989, the seminar will set out to analyze the multiple factors which led to the opening of the wall which had separated East and West Berlin for 28 years which ultimately caused the end of the German Democratic Republic. On a political level, we'll deal with the specific situation of the GDR, the role of the opposition and the dynamics of the newly formed civil rights movement between September and December of 1989. On a cultural level, the role of artists and other members of the East German intelligentsia who participated in the movement will be examined. Finally, we will discuss the rapidly diminishing role of the civil rights movement after December of 1989, its legacy, and, more generally, the process of the German unification and its aftermath. The material we will study includes documents, speeches, articles, graffiti, slogans, manifestoes, memoirs, plays, and other texts; accompanying events will be a special film series, the visit of a guest speaker and prominent writer from former East Germany, and a panel discussion with other experts in the field. Students minoring in German, or majoring in Group Languages or IPS will read most of the original texts in the original. *Prerequisite for German minor and Group Language majors: German 202 or 232. Open to all other non-first year students. The course is taught in English, no knowledge of German is required.*

CORE REQUIREMENT MET: **INTERCULTURAL**

397. INDEPENDENT STUDY.

Individual study of a major author, movement, genre, or translation techniques. For students with advanced competence who seek study in an area not included in the department's curriculum. *Prerequisite: permission of department.*

2 or 4 units

GREEK

101. ELEMENTARY GREEK.

Study of Alphabet, pronunciation, grammar and culture of ancient Greece. Particularly useful for science majors and pre-medical students.

5 units

102. ELEMENTARY GREEK.

Continuation of Greek [101](#) and reading of adapted Greek texts.

5 units

397. INDEPENDENT STUDY.

Prerequisite: permission of department.

LANGUAGE

260. LANGUAGE LEARNING BY ACTING.

This new interdisciplinary course is an introduction into theater and drama methods in language teaching, such as improvisation (based on Keith Johnston, Augusto Noal, and others), German and Swiss Drama pedagogy (based on Felix Rellstab, Ulrike Hentschel, and others), TPR (Total Physical Response, James J. Asher), Biomechanics (based on Wsewolod Meyerhold), and others. We will begin with practical tryouts and discussions on the methods used. Specific Drama Pedagogy in language learning studies (Elektra Tselikas, Manfred Schewe) will be included in the theoretical reflection part of the class. This teaching approach can be applied to different languages depending on the students' backgrounds. A practical application, in conjunction with CCBL, is scheduled for the following year. The course is open to all students interested in language learning and teaching, ESL, theatre, education, and CCBL. *Prerequisite: one year in Language instruction at Occidental or the equivalent.*

CORE REQUIREMENT MET: **INTERCULTURAL**

LATIN

101. ELEMENTARY LATIN.

Introduction to language and culture of ancient Rome. Recommended for students wishing to improve their English vocabulary and grammar.

5 units

102. ELEMENTARY AND INTERMEDIATE LATIN.

Continuation of Latin [101](#) and reading and interpretation of an original text.

5 units

397. INDEPENDENT STUDY.

Prerequisite: permission of the department.

2 or 4 units

RUSSIAN

MINOR: Five courses (20 units) numbered 202 and above. Three of the five courses must be completed as Occidental courses.

GROUP LANGUAGE MAJOR: Students may combine Russian with another language (Chinese, French, German, Japanese, Spanish) into a Group Language major by taking at least five courses (20 units) numbered 202 and above in Russian (two of which can be in related areas such as history, art history, politics, language learning/linguistics), and five courses (20 units) in the other language. Students planning a Group Language major are encouraged to participate in Occidental's abroad programs as part of their plan of study. Interested students should consult with faculty in both languages before entering the group program.

101. ELEMENTARY RUSSIAN I.

Introduction to the structure of the Russian Language with an emphasis on reading and verbal communication. Films and laboratory assignments complement in-class work. May not be taken for credit by those with more than one year of high school study (grades 10, 11, 12) or one semester of college study of Russian.

102. ELEMENTARY RUSSIAN II.

Continuation of Russian [101](#); emphasis on reading and conversation. Prerequisite: Russian [101](#) or equivalent.

201. INTERMEDIATE RUSSIAN I.

Development of reading skills through the use of original texts by Bulgakov, Chekhov, Pushkin and others; improvement of conversation skills accompanied by a review and expansion of grammar. Films and laboratory assignments complement in-class work. Prerequisite: Russian [102](#) or equivalent.

5 units

CORE REQUIREMENT MET: **EUROPE**

202. INTERMEDIATE RUSSIAN II.

Continuation of Russian 201 with emphasis on reading skills; readings by Gogol, Chukovsky, Shukshin, and others. Prerequisite: Russian [201](#) or equivalent.

5 units

CORE REQUIREMENT MET: **EUROPE**

274. WAR AND PEACE.

Using Leo Tolstoy's novel *War and Peace*, this class will explore the issues of cultural identity, nationalism, religion, societal norms, and human progress. The class will also examine the novel's place in the traditions of Russian literature and the historical novel.

CORE REQUIREMENT MET: [EUROPE](#)

278. SOVIET DISSIDENT CULTURE.

During the Soviet period cultural figures criticized and rebelled against the system through underground movements in literature, art, and music. This course examines those movements through their best exemplars. Novels studied include Bulgakov's condemnation of Communism *The Heart of a Dog*, Platonov's parody of Soviet collectivization *The Pit*, and Solzhenitsyn's Nobel Prize winning *The First Circle*, which caused his expulsion from the Soviet Union. Short stories include the fantastic tales of Abram Terts and Nikolai Arzhak, who were both imprisoned for their writings. Anti-Soviet music is studied through the work of Vladimir Vysotsky and Bulat Okudzhava. The course concludes with a survey of the radical Sotsart artistic movement and particularly its founders, Komar and Melamid. Knowledge of Russian not required.

CORE REQUIREMENT MET: [EUROPE](#)

282. THE SUPERNATURAL IN SLAVIC CULTURE.

An examination of Slavic myths and their manifestation in folk culture, literature and film. The course will also apply critical theories such as feminist theory, deconstruction and psychoanalytical theory to these myths and their ability to persist to the present. Subjects to be covered include vampires, werewolves, nature spirits, shamanistic beliefs and rituals, and pagan calendar rituals. Readings will include medieval legends, stories by Nikolai Gogol, Mikhail Lermontov, Aleksei Tolstoy, and Mikhail Bulgakov. No knowledge of Russian required.

CORE REQUIREMENT MET: [EUROPE](#)

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

History

Associate Professor Sousa, *Chair*

Professors Chan, Dumenil, Gelbart, Horowitz, Stone; Associate Professor Fett;
Assistant Professors Gasper, Puerto

On Special Appointment: Adjunct Assistant Professors Axelrod, Osborn; Adjunct
Instructor Cowan

AFFILIATED FACULTY

Professor Yin (*American Studies*); Associate Professor Pitelka (*Asian Studies*)

History is one of the most vital and comprehensive subjects in the Occidental College curriculum. Our department offers a broad diversity of courses and approaches covering every time period, and cultures from all over the globe. Students will become familiar with intellectual, social, political, comparative and oral history, and may select from a wide spectrum of courses including such geographical areas as Latin America, the Middle East, Asia, Africa, Europe, the United States, and such topical areas as Women's History, the History of Science and Medicine, revolution and history in film. The faculty recognizes that students will develop their own perspectives on the material presented, and welcomes close interaction with motivated and involved majors. History is, after all, an exciting kind of detective work, finding and putting together the pieces of the puzzle to enhance our understanding of the past, but also of the present, and perhaps even the future. Some history majors go on to further studies in the field, but because of their wide exposure to various times and cultures, they are well prepared for almost any career. Besides providing a background for anyone interested in a truly liberal education, History helps prepare students for the fields of law, business, foreign service, librarianship, museum work, historic preservation, journalism, environmental studies, and teaching from primary and secondary through university levels.

MAJOR: The History major consists of a minimum of forty units, or ten four-unit courses. This includes two required courses (300 History Colloquium and 490 Senior Seminar) and three surveys from different geographical areas (United States, Latin America, Asia, Europe, Africa/Middle East). Survey courses (the 100 series and some of the 200 series) cover a broad chronological time frame. Three of the remaining five classes should be additional upper division courses (in the 300 and 400 series). At least one course must deal with the pre-modern period. Students thus have the opportunity to sample a breadth of fields and periods. Of the ten required courses, at least seven must be taken in the History department, and no more than three will be accepted from other departments or institutions (see discussion of acceptable courses from other departments below).

Students with AP scores of 4 or 5 receive academic credit, but still need to take the requisite 10 courses for the History major. They may, however, be excused from one survey requirement, taking 2 rather than 3 area surveys, although we discourage this, believing as we do that our department courses are far more challenging and sophisticated than even the best high school AP class.

Students must have a grade of B- or better on the 15-page paper in History 300.

ACCEPTABLE COURSES FROM OTHER DEPARTMENTS: The department

occasionally accepts for history credit courses from such other departments as American Studies, Art History and the Visual Arts, Critical Theory – Social Justice, Diplomacy and World Affairs, English and Comparative Literary Studies, Philosophy, and Politics. These decisions are made on an individual basis in discussion with the student's advisor and/or the department chair. Courses that may be counted toward the major without petition are: American Studies 272, 280, 290, 295, and 390; Asian Studies 150 and 250; ECLS 341. No more than three courses from other departments or transfer courses from other institutions (including study abroad courses) will be counted towards the History major.

MINOR: Five courses (20 units) in History from at least two areas, including History 300.

WRITING REQUIREMENT: Students majoring in History satisfy the final component of Occidental's college-wide writing requirement by successfully completing History 300. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: Students meet their comprehensive requirement by taking History 490 in the spring semester of their senior year and writing for that course a 25-page paper that involves research and analysis of primary and secondary sources. They are required to turn in a 5-page prospectus of their project and attend several meetings in the fall of their senior year to prepare for History 490. Papers may concentrate on a geographical area or take a comparative approach, such as History of Science and Medicine; Women's History; or Revolutions.

HONORS: Students with sufficiently high GPA (3.25) overall can write an honors thesis in the Senior Seminar or in an independent study (499). This is a 40-page paper, done under the supervision of a research advisor chosen among the professors in the department, which demonstrates excellence in historical research, writing, and analysis. Students planning to try for honors must make known their intentions in a written proposal early fall semester. See the [Honors Program](#) for additional information.

DISTINCTION: Students are eligible for distinction if they receive an A or A- on their paper for History 490.

GRADUATE PROGRAMS: We offer a Master of Arts in Teaching (M.A.T.) in History. Students take three history courses at the graduate level in addition to their education requirements. There are guidelines and a reading list to help students prepare for the state examination. These are available in the department office.

AWARDS: The R. Lee Culp Prize is awarded annually to a senior for the most outstanding senior thesis. The Edith Culp Prize is awarded annually for the best term paper or junior seminar paper. The Diana Culp Bork Prize is awarded annually for outstanding service to the department.

THE UNITED STATES

101. UNITED STATES CULTURE AND SOCIETY I.

This course surveys the development of the United States, from the first European settlement of North America to the aftermath of the Civil War. In addition to examining the most significant events in British colonial and early United States history, the course will investigate the circumstances and conditions that shaped the lives of ordinary people. In particular, we will consider immigration, migration, and the interactions and negotiations of diverse peoples throughout North America; the environmental, economic, and social factors that shaped regional

differences in the British colonies and United States; and the promise of a democratic society, its coming apart during the Civil War, and the society that emerged in the war's aftermath.

CORE REQUIREMENT MET: **UNITED STATES**

102. UNITED STATES CULTURE AND SOCIETY II.

An introductory survey of United States history from Reconstruction to the present. The course emphasizes the diversity of America's people as they experienced the extraordinary transformations that have shaped the nation over the last 125 years. Themes to be explored include the impact of industrialization, urbanization, consumer culture, and globalization; the nature of reform movements, especially those concerning women and minority groups; the significance of war and imperialism for shaping American politics and the economy; the rise of a more organized and bureaucratic society.

CORE REQUIREMENT MET: **UNITED STATES**

206. HISTORY OF AMERICAN WOMEN.

This course will examine the variety of female experiences in 19th and 20th century America by looking at the class, racial and ethnic dimensions that shaped women's lives. A second major concern will be to study women in the context of the historical developments of their time; reform movements, westward migration, industrialization and urbanization, will be examined in light of their impact on women's experiences and values. The course will also consider a number of themes, including popular images of women, women and sexuality, women and the family, women and work, women as consumers, and women as reformers.

CORE REQUIREMENT MET: **UNITED STATES**

277. CROSS-CULTURAL PERSPECTIVES ON WOMEN AND COMMUNITY HEALTH.

This seminar explores the history of women as promoters of community health in the diverse cultures of the nineteenth- and twentieth-century United States. Although women have not traditionally held power in mainstream biomedical occupations and institutions, women have nevertheless been critical to health and healing in local communities as caregivers, activists, and even scapegoats for disease. Furthermore, women's role in community health has been heavily shaped by gendered constructions of the body, disease, and wellbeing. Thus, while the focus of the course is on the social history of women's health and healing, the theoretical framework of the course also aims to explore how ideologies of gender, race, class, and sexuality shape the women's relationship to community health as both caregivers and health-seekers. The course is organized by a set of common themes that cut across time, space, and racial/ethnic boundaries in U.S. History. Themes include: spirituality and healing; work and health; sexuality and reproduction; activism for health justice. *The course is designed for sophomores, but some juniors may be accepted by permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

279. CALIFORNIA HISTORY RESEARCH SEMINAR.

How have our ways of moving through the world affected our understandings of familiar spaces around us? Can we think of transportation technology as a form of mass media that has changed over time, thus altering perceptions of even the most familiar landscapes? In this course, we will explore several historical modes of perceiving and navigating the urban landscapes of greater Los Angeles, ranging from the pedestrian city to the metropolis of railroads and streetcars (including the

famous Pacific Electric system) to the sprawling megalopolis of automobiles and freeways. Central to this exploration will be extensive research in the college's Special Collections archives on railroads and their history and on Southern California in the twentieth century. In this process, students will learn how to carry out original archival research, culminating in a 12-15 page paper reflecting both their own research discoveries in the archives as well as their new perspectives on modern Southern California. This course is designed for sophomores, but some juniors may be accepted by permission of the instructor. *Prerequisite: one History class.*

CORE REQUIREMENT MET: **UNITED STATES**

295. TOPICS IN AMERICAN HISTORY.

The American Frontier. The Frontier is backcountry, ghost town, cowboys and Indians, prairie and homesteaders, ranchers and sodbusters. It is more than these familiar images, though: The American Frontier is the encounter of the Americas and the Americans – native and immigrant, from Europe, Asia, and Africa – with the rest of the world, a historical development that began in 1492 and is still going on today. Although this is a transnational phenomenon, this course is primarily concerned with the Frontier in North America and particularly in the American West and in California, viewing it simultaneously as place, process, and myth. In this course, we will also be doing our own original research in the Occidental Library's John Lloyd Butler Special Collections on Railroading, so students will have a chance to make their own mark upon the American Frontier.

CORE REQUIREMENT MET: **UNITED STATES**

Conquering Space: The Communications Revolution in 19th Century

America. Revolutions in communications and transportation reshaped nearly every aspect of life in 19th century America. This course will draw on recent historical scholarship that draws attention to two technologies that proved transformative: the railroad and the telegraph. We will consider how these technologies ushered the United States into the modern age and how ordinary Americans made sense of and adapted their lives to them. During the early 19th century, Americans began to take for granted that they were constantly in touch with far off places through the regular flow of information, goods, and people. Along with turnpikes, canals, steamboats, and the post office, the railroad and telegraph dramatically altered Americans' experience of time and space, unsettled the geographic boundaries that had defined traditional communities, and redefined notions of citizenship. Lectures, readings, and assignments will explore how these technologies catalyzed many of the momentous historical developments of the 19th century, including the westward growth of the United States to the Pacific Ocean, the vast expansion of slavery, the Civil War, the development of mass politics, growing immigration, the rise of consumer culture, and the appearance of new religious, social, and political movements. And we will analyze how the new sense of interconnectedness that these technologies made possible, characterized modern American politics, society, and culture.

CORE REQUIREMENT MET: **UNITED STATES**

304. THE AMERICAN REVOLUTION, 1760-1815.

This course considers the American Revolution as a broad social transformation whose origins preceded the conflict over British taxation and whose consequences stretched beyond the ratification of the Constitution. We will explore the cultural and social origins of American Independence and recognize the role of Native Americans and enslaved Africans in shaping the political and military conflict. The course will devote significant attention to the early republic and the effort of diverse Americans to find a meaningful freedom in the new nation.

CORE REQUIREMENT MET: **UNITED STATES • PRE-1800**

306. THE EMERGENCE OF MODERN AMERICA: THE UNITED STATES 1919-1945.

This course will cover the domestic history of the U.S. from 1919 to 1945 and the social, cultural, and political changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression and war on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping response to change; and the diversity of America's people and American experience. Prerequisite: Satisfactory completion of at least one American Studies or History course.

CORE REQUIREMENT MET: **UNITED STATES**

307. HAPPY DAYS? AMERICA 1946–1963.

This course concentrates on the 1950s and encourages students to move beyond the stereotypes of *Happy Days*. Using movies, music, television, and written texts, the class will explore the tensions of the Fifties, the era of overt repression and covert rebellion stretching from the late 1940s to the early 1960s. Themes include the Cold War and McCarthyism, early rock 'n roll, the Beats, the Bomb, civil rights protests, HUAC, the "feminine mystique," sexuality, and cultural icons such as Marilyn Monroe and James Dean. *Prerequisite: satisfactory completion of at least one American Studies or History course.*

CORE REQUIREMENT MET: **UNITED STATES**

309. SLAVERY IN THE ANTEBELLUM SOUTH.

This course examines the southern region of the antebellum United States as a "slave society", that is, a society in which slavery was central to the region's economy and a powerful slaveholding minority held the reigns of political power. We will examine the rise of a "peculiar" institution of southern slavery and the impact of chattel slavery on southern households, political institutions, and cultural practices. How did the institution of slavery shape the lives of southerners differently depending on race, class, gender, and geography? In what ways did the centrality of an institutionalized system of human property shape the social relations and lived experiences of enslaved African Americans, common whites, slaveholding planters, and Native Americans of the South? How did these groups of Southerners draw upon religion, violence, and ideologies of sex and race both to challenge and reinforce the southern social order? Finally, what did the South as a region come to mean to other antebellum Americans as sectional conflicts heightened in the 1850s? Students will explore the social and cultural history of the antebellum South through primary documents, first-person narratives, film, fiction, music, and extensive secondary scholarship.

CORE REQUIREMENT MET: **UNITED STATES**

310. GREAT MIGRATIONS: IMMIGRATION TO THE UNITED STATES SINCE THE CIVIL WAR.

The United States is often described as a nation of immigrants. This course examines the historical context for the mass movement of peoples from Europe, Asia, and Latin America to the U.S. over the last 150 years. We will explore a wide range of issues, including factors that shaped the decision to relocate and the experiences of specific groups; changes in immigration law; the impact of racism and nativism; ideas about assimilation; and the significance of class and gender in understanding the immigrant experience.

312. THE ATLANTIC WORLD, 1500-1888.

This course explores the history of the Atlantic Basin from the sixteenth to the nineteenth century. The circulation of goods, people, and cultures between Africa, Europe, and the Americas created an Atlantic World that was not confined to any one continent. We examine the lives of a broad range of Atlantic travelers and forced migrants alongside various models for understanding the transnational histories of colonization, slavery, and empire building. A variety of readings including biography, fiction, social history and ethnography, will illuminate not only the history of the Atlantic World but new forms of scholarly writing that break the mold of national historical narratives. At several points during the semester, we will use films, class speakers, and one field trip to make connections between the transnational past and our globalized present. Themes include: religion, labor, slavery, revolution, cultural transformation, and shifting ideologies of difference and identity. *Prerequisite: Satisfactory completion of at least one History course.*

CORE REQUIREMENT MET: **INTERCULTURAL**

390. RESEARCH SEMINAR.

The Making of African American Freedom. The process of emancipation during the U.S. Civil War was a social revolution accomplished not only by politicians and generals but also by millions of enslaved African Americans. Far from being a predetermined value, freedom was a moving target that had to be defined in the midst of conflict over land, labor, families, and citizenship. Through a variety of texts, the course explores how African American men and women defined and pursued their freedom during the war and its immediate aftermath. Archival documents gathered by the groundbreaking Freedman and Southern Society Project (FSSP) form the core of the course materials. We also sample Civil War era newspapers to compare several journalistic perspectives on Emancipation. The final third of the class puts the U.S. emancipation process in comparative perspective by examining the emergence of black freedom in the slave societies of the French and British Caribbean. This comparative perspective will illuminate both continuities in processes of emancipation and "free labor" across the Americas plantation complex as well as the distinctive features of black freedom forged in the U.S. Civil War. *Open to majors and minors only, or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

395. SPECIAL TOPICS IN AMERICAN HISTORY.

The Civil War. This class will assess the causes, conduct, and consequences of the largest, most destructive, and controversial armed conflict in American history: the Civil War. Lectures, readings, and class discussions will address some of the most compelling questions in all of American history – Could the war have been averted or was it inevitable? Could the South have defeated the North? What role did African Americans play in securing the end of slavery? Why did the South go to such extremes to defend the institution of slavery? What compelled hundreds of thousands of ordinary white men to fight and die to free black slaves? And, when all was said and done, who really won the war? The class will discuss political and military developments in a broad economic, social, and cultural context. The course emphasizes the centrality of slavery and emancipation to the origins and historical significance of the war. Other major themes include, how dominant conceptions of race, gender, and the family shaped the war and its outcome; shifting narratives of the war's significance in the North and the South; the relationship between race and citizenship; and how ordinary soldiers and civilians experienced the war. *Prerequisite: one History course.*

CORE REQUIREMENT MET: **UNITED STATES**

EUROPE

121. EUROPE TO 1700.

Introduction to the history of European peoples from the ancient Greek city-states to the Enlightenment. The course will focus on major centers of civilization, and on influential thinkers and political leaders who transformed their societies, and will cover Hellenic, Hellenistic, and Roman cultures, the Medieval period, the Renaissance, the Scientific Revolution, and the Age of Reason.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

122. EUROPE 1700 TO THE PRESENT.

The course emphasizes the political, social and economic implications of the "twin revolutions," the Industrial Revolution and the French Revolution. Themes include the rise of nationalism, new nation-states, urbanization, the emergence of the workers' and women's movements, and the crisis of liberalism. We trace the political, social and economic legacies of the 18th and 19th centuries through to Fascism and the post-World War II era. *Discussion sections to be arranged.*

CORE REQUIREMENT MET: **EUROPE**

223. RISE OF FRENCH CULTURE.

History of France and of French creativity in literature and in the visual arts from the High Middle Ages to the Age of Enlightenment (12th to 18th centuries).

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

234. THE CRISIS OF INTERWAR EUROPE.

The class examines the political, social and economic crises which shook the nations of Europe in the two decades following the First World War. In particular, we address the character of the crisis, the varied European responses to it and the challenges represented by the end of the First World War, Depression, Fascism, the Second World War and the Holocaust. While assessing the nature of the social, political, economic crisis of interwar Europe, we will also pay close attention to historiographic debates on the rise and nature of Fascism and the origins of the Second World War. We focus strongly on primary sources, such as the novels, film and art of the era. Topics include the "Lost Generation," the Weimar Republic, the Spanish Civil War, and the Popular Front in France.

CORE REQUIREMENT MET: **EUROPE**

235. TWENTIETH CENTURY EUROPE.

This course studies the history of Europe from the height of European political and economic power in the 1890s through its decline and contraction in the 1950s. We conclude with European reconstruction and European unity. Topics include the First and Second World Wars, Fascism, Nazism, decolonization and the Cold War.

CORE REQUIREMENT MET: **EUROPE**

237. HISTORY OF FEMINISM.

This course will trace the development of feminism in Europe and the United States and will consider policy issues in applications of feminism in contemporary American law and within the global human rights movement. In early modern times, popular conceptualizations of the intersection of gender, ethnicity, and class divided women from each other just as feminism emerged from a debate on woman's nature to a debate on opportunities for women: to be educated, to write, to speak out, to preach, to express one's individuality in dress and demeanor, to work in one's chosen occupation. For the transformation in political theory from

Lockean family representation to Suffragette individual representation in the state, we shall explore the literature on "rights" from Wollstonecraft to United Nations declarations on Women's Rights. Participating in contemporary feminism, students will debate alternative viewpoints on issues such as abortion, violence against women, and discrimination; and we shall also experience together a diversity of feminist films.

CORE REQUIREMENT MET: **INTERCULTURAL**

271. HERSTORY: WOMEN IN EUROPEAN CULTURE.

This seminar will focus on the various ways exceptional women made their mark over the course of Western civilization. We will examine women in Antiquity, the Middle Ages, the Renaissance, the Enlightenment, the French Revolution, the Romantic period, and the 20th century. Examples of outstanding female contributions will be drawn from literature, the arts, the sciences, philosophy and politics. We will do intensive readings of primary texts by and about these women. Students will choose particular individuals to study and research in depth and in the context of their period. *Open to sophomores and juniors only.*

CORE REQUIREMENT MET: **EUROPE**

320. ANCIENT ATHENS.

A study of Athenian politics, society, and culture in the 5th, 4th, and 3rd centuries BCE. We shall experience ancient approaches to history, theater, poetry, philosophy, science and religion. We come to appreciate Hellenic and Hellenistic architecture and sculpture, and the later archaeological search for such treasures. We try to attend the schools: Plato's Academy, Aristotle's Lyceum, Zeno's Stoa, and Epicurus' Garden.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

324. ITALIAN RENAISSANCE.

A history of the Italian peninsula in the 1300s, 1400s, and 1500s. Florence, Venice, Rome, Urbino, and Mantua will receive special attention. We shall take a close look at the distinctive creations in art, literature, education, and philosophy among men and women of letters. Marriage vs. clerical celibacy, sexualities, and family life are among the topics. Classical studies topics assess the extent of the impact of ancient objects and texts on individual Renaissance contributions to government, literature, philosophy, or the arts.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

326. THE AGE OF THE EUROPEAN RENAISSANCE.

A history of the spread of the Renaissance throughout Europe from the invention of printing in the 1450s through the 1650s when scientists challenged Renaissance educational curricula. The early modern network of trade fueled the economies of states with Atlantic Ocean ports and overseas colonies. We shall examine key rulers and their governing courts of Spain, the Holy Roman Empire, France, England, and the Papacy. We shall study the development of Protestant Christianity and the emergence of movements for representative government in Flemish and Dutch cities, as well as in the British Isles during the English Revolution.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

328. AGE OF ENLIGHTENMENT.

Ideas, politics and society in 18th Century Europe, especially France, where

challenges to authority and tradition boosted confidence in reason and progress and eventually exploded the Old Regime. Particular attention will be given to the "republic of letters" of the philosophes whose mission was to bring about reform by "changing the common way of thinking." The role of women in this "salon" society will be examined, as will such controversial works as *Dangerous Liaisons* and the writings of the Marquis de Sade. *Prerequisite: Satisfactory completion of at least one History course.*

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

330. THE FRENCH REVOLUTION AND NAPOLEON: VIRTUE, VIOLENCE, AND VISION.

Storming the Bastille, the Great Fear, the Women's March, War, the September Massacre, the King's trial and execution, the Republic of Virtue, the Reign of Terror, the spectacular rise and fall of Napoleon, and the meaning of "liberty, equality, fraternity" for our own time.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

336. MODERN ITALY, 1789 TO THE PRESENT.

This course traces the creation and development of the modern Italian nation state. We will study Italian politics and society as Italy moved from a group of separate states toward a unified government and culture. Starting in the late 18th century, the course covers themes such as, the character and legacy of Italian unification, the Southern Question, Fascism, postwar parliamentary democracy. *Prerequisite: one European history course.*

CORE REQUIREMENT MET: **EUROPE**

337. THE GREAT DEPRESSION.

The Great Depression of the 1930s was the most significant crisis of capitalism in modern history. It was global in its reach, decreasing economic output and production and bringing international trade and finance to a halt. Businesses and households suffered from banking crises, the restriction of credit, as well as the loss of employment. In the recent 2008 financial crisis, the memory of the Great Depression has often been invoked as a possible worst-case scenario. In this course, we will study the economic and historical circumstances that led to the instability of the economies in the 1920s and the devastating crash that followed. We will learn about the underlying economic models that explain the devastating economic collapse and analyze the political, social, and cultural ramifications of the widespread economic crisis. These include the political challenges to the existing systems of parliamentary democracy embodied in Fascism and Nazism, as well as those from the left. We will examine the social implications of massive unemployment and mass poverty, including homelessness, family dissolution, and "hoboism." We will look at cultural responses to the crisis, including attempts to realistically represent the crisis, as in the "New Realism" movements, and efforts to offer distraction from the devastation, such as the Shirley Temple and Busby Berkeley Hollywood films. We will also discuss the role of the interwar Gold Standard in propagating the crisis and look at policy measures taken to stimulate economic activity. Last we will analyze the macroeconomic lessons that have been learned from the Great Depression and look at their implementation and effectiveness in fighting the current economic slump. We will focus on the United States and selected European nations. *Prerequisite: Economics 101. Same as Economics 337.*

ASIA

141. EAST ASIAN SURVEY SINCE 1600.

A survey of Chinese, Japanese and Korean societies from the late 16th century to the present. The focus will be on the transformation of their traditional order from relative isolation to the confluence of East-West history. Several themes to explore include the clashing of cultural values, maritime trade, persistent Confucian values vs. rising forces of imperialism, nationalism and revolutionary ideologies, contrasting roads taken by each society in order to meet the challenges of modernity, cultural debates over gender and generational issues, and contesting appeals of western ideologies, from liberalism to fascism and communism. Finally a review of the post-WWII era: opposing alignments in the U.S.-led Cold War, socialist state building and experimentations, military rule, democracy Asian-style, fundamental societal changes, including youth and mass culture, successive economic "miracles," and China's re-emergence as a global power.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

242. IMPERIAL CHINA.

A chronological and thematic survey of the Chinese civilization from neolithic times to about 1600. Major themes will include the nature of the Chinese world order, family and lineage, gender issues, philosophical and religious transitions, political authority and its ideological underpinnings, dynastic cycles and broader patterns in socio-political movements, interactions with other civilizations, and the impact of technological and demographic changes through time. We shall use the comparative approach on specific themes to illuminate contrasts and similarities between Chinese and western societies, and take note of recent archeological finds and new scholarly interpretations to better understand its dynamic past and rapidly changing present.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

243. MODERN AND CONTEMPORARY CHINA.

Chinese history from about 1600 to the present: encounter with the West, maritime trade, the growth of the domestic economy, the rise of the Manchus and territorial expansion, internal decline, rebellions, imperialism, and revolution. Modernization efforts, ideological struggles, and the cultural and economic transformations under the People's Republic.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

246. TRADITIONAL JAPAN.

A broad overview of the traditional Japanese society, from Jomon culture to about 1800, with particular emphasis on those aspects which contributed decisively to Japan's remarkable modern transformation.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

348. THE CULTURAL REVOLUTION IN CHINA.

This course traces the origins, development, and aftereffects of the Chinese Cultural Revolution (1966-76) in order to understand the aims, consequences, and impact of this extraordinary mass movement on Chinese society. It explores how a revolution, be it cultural, economic, political, or religious, challenges traditional ethics, shapes beliefs, influences the thoughts of individuals, and ultimately affects their vocational choices and career paths. The course delves briefly into the roots of Chinese civilization before examining carefully the deeper issues raised by the Cultural Revolution such as: society versus the state, the role of literature and arts in mobilizing people, the purposes of education, the status of women in politics, the key position of intellectuals in China's bureaucracy, and the persistence of tradition in modernizing societies.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

LATIN AMERICA

150. COLONIAL LATIN AMERICA.

This course provides an overview of the historical evolution of Latin America from 1492 to 1820. The course begins with an introduction to the indigenous, Iberian, and African backgrounds and traces the convergence of cultures and ethnicities that shape Latin American societies and cultures. The course examines this process of change through the writings of Latin American men and women who reflected upon the peoples and culture of their own times. Topics of study include race and ethnicity; gender; class; native resistance to colonial rule; and Afro-Brazilian religion.

CORE REQUIREMENT MET: **LATIN AMERICA • PRE-1800**

151. MODERN LATIN AMERICA.

This course offers a survey of postcolonial Latin America as a process of cultural transformation, political struggle, and economic change. We will explore the complex challenges of colonial legacies posed to emerging nation-states in the nineteenth and twentieth centuries and seek a balance between engaging particular histories and larger processes common to the region. The first section of the course introduces themes of the nineteenth century: colonial heritage and the different routes taken to political independence; the political, economic, and social challenges of independence in a multi-cultural context; citizenship and race, and the development of export agriculture. The second section introduces themes of the twentieth century: industrialization; revolution; U.S.-Latin American relations; and select intellectual trends. Students will use a variety of sources including scholarly works, films, and primary sources to engage these topics and issues.

CORE REQUIREMENT MET: **LATIN AMERICA**

258. MEXICAN POLITICS IN THE TWENTIETH CENTURY.

This course offers an introduction to some of the major issues and themes in the political history of twentieth-century Mexico. We will examine a century of Mexican history covering the late nineteenth-century authoritarian regime of President Porfirio Díaz, the Mexican Revolution, the post-revolutionary corporatist regime of the PRI, and finally, the transition to democracy with the decline of the PRI and the crises in Mexican society in the late twentieth century. A focus on the use of cultural history to understand Mexican politics will engage the analytical categories of class, gender, ethnicity, and hegemony. We will pay particular attention to the process by which the state and grassroots society in Mexico have developed a relation, which shaped the course of the nation and its popular culture.

CORE REQUIREMENT MET: **LATIN AMERICA**

295. TOPICS IN HISTORY.

The American Frontier. The Frontier is backcountry, ghost town, cowboys and Indians, prairie and homesteaders, ranchers and sodbusters. It is more than these familiar images, though: The American Frontier is the encounter of the Americas and the Americans – native and immigrant, from Europe, Asia, and Africa – with the rest of the world, a historical development that began in 1492 and is still going on today. Although this is a transnational phenomenon, this course is primarily concerned with the Frontier in North America and particularly in the American West and in California, viewing it simultaneously as place, process, and myth. In this course, we will also be doing our own original research in the Occidental Library's John Lloyd Butler Special Collections on Railroading, so students will have a chance

to make their own mark upon the American Frontier.

CORE REQUIREMENT MET: **UNITED STATES**

Conquering Space: The Communications Revolution in 19th Century

America. Revolutions in communications and transportation reshaped nearly every aspect of life in 19th century America. This course will draw on recent historical scholarship that draws attention to two technologies that proved transformative: the railroad and the telegraph. We will consider how these technologies ushered the United States into the modern age and how ordinary Americans made sense of and adapted their lives to them. During the early 19th century, Americans began to take for granted that they were constantly in touch with far off places through the regular flow of information, goods, and people.

Along with turnpikes, canals, steamboats, and the post office, the railroad and telegraph dramatically altered Americans' experience of time and space, unsettled the geographic boundaries that had defined traditional communities, and redefined notions of citizenship. Lectures, readings, and assignments will explore how these technologies catalyzed many of the momentous historical developments of the 19th century, including the westward growth of the United States to the Pacific Ocean, the vast expansion of slavery, the Civil War, the development of mass politics, growing immigration, the rise of consumer culture, and the appearance of new religious, social, and political movements. And we will analyze how the new sense of interconnectedness that these technologies made possible, characterized modern American politics, society, and culture.

CORE REQUIREMENT MET: **UNITED STATES**

Fascism and the Right in Latin America. Latin American fascists? Evita a fascist?! In this class, we will consider the role of fascist or fascist-influenced people, parties, and ideas in 20th century Latin America. If certain Latin Americans openly sympathized with Europe's most infamous fascists, more ambiguous anti-liberal nationalisms (some sporting a "fascist tinge") emerged on both the Right and the Left in the region's 20th century political and social movements – a phenomenon that occasionally blurred even the distinctions between progressive and conservative. From the late 19th century onward, ideas about patriotism, national identity, racial homogeneity, public health, and the body fascinated thinkers from Mexico to Tierra del Fuego. We will trace the trajectories of these ideas and thinkers across time and space, considering the questions and debates that have surrounded their influence on the region's development (and lack thereof). Such questions include: Who were Latin America's "fascists," and how did they see themselves in relation to their European counterparts? What kinds of notions about eugenics, public hygiene, sexuality, reproduction, "race," and fascism made inroads among Latin Americans? How did these notions affect national and regional politics and international allegiances? Did fascism in Latin America survive World War II – and if so, did it play a role in the brutal dictatorships that emerged in the 1960s and 1970s? Can a regime be "culturally" fascist? The class will cover major political figures – like Getúlio Vargas of Brazil, and Juan and Evita Perón of Argentina – as well as less well-known individuals and the movements they created.

CORE REQUIREMENT MET: **LATIN AMERICA**

354. THE HISTORY OF RACE IN LATIN AMERICA.

This course examines historical and cultural constructions of race from the time of contact between indigenous, European, African, and Asian peoples in the colonial period to the present. We begin with the establishment and evolution of the ethnic hierarchy in the colonial period, focusing especially on African slavery in Latin America, interethnic interaction among Iberians, indigenous, and Africans, and attitudes toward marriage, sexuality and racial mixing. The course continues to explore a broad variety of themes in the modern period, including racial ideology

and national policies and identities, immigration, the marketing of whiteness, the legacy of slavery, and Afro-Latino and indigenous social movements. The class focuses on Mexico, the Caribbean, the Andes, and Brazil, but we will not neglect to consider many other places, such as Venezuela, Central America, and California. *Prerequisite: one History course.*

CORE REQUIREMENT MET: **LATIN AMERICA**

355. INDIANS OF MEXICO.

This course on Mexican history studies the complex cultures and civilizations of indigenous peoples from prehispanic times to the present, focusing especially on the Nahua ("Aztecs"), Maya, Mixtec, and Zapotec. The course examines the cultural survival of native peoples who have faced the challenges of conquest, devastating population loss, secondary status under Spanish colonial rule, constant exposure to external influences, and continuing exploitation to the present. The course traces the evolution of native community organization, art forms, social structure, and religion in the colonial and modern periods and considers native responses to contemporary issues, such as migration, environmental degradation, and social injustice.

CORE REQUIREMENT MET: **LATIN AMERICA • PRE-1800**

358. LATIN AMERICA-UNITED STATES RELATIONS.

This course introduces the history of political, economic, and cultural relations between Latin America and the United States from the early nineteenth century to the present. The long-term perspective will allow students to understand the roots and development of U.S. hegemony and Latin American dependency. We will approach Latin America as a diverse, heterogeneous community of nations that interacted with the United States in different ways through time; thus we will look at the histories of various and specific countries and regions.

CORE REQUIREMENT MET: **LATIN AMERICA**

359. MEXICO-UNITED STATES BORDERLANDS.

This course traces the history of a region that has undergone a series of extensive transformations in the last three hundred years. In the modern era, it changed from a periphery of the Spanish empire, to provinces of northern Mexico, and finally, to the southwest region of the United States. The area is a site of complicated and overlapping histories marked by processes of colonialism, diaspora, and nationalism. With particular attention to issues of race, gender, place, and power, we will examine the Mexico-U.S. borderlands through Chicana/o history, Mexican history, and U.S. Western history, as well as through fiction and art that explores the themes of boundaries, the body, and space.

CORE REQUIREMENT MET: **LATIN AMERICA**

MIDDLE EAST AND AFRICA

180. THE EMERGENCE OF THE MODERN MIDDLE EAST.

This is a survey course in which we will explore the cultural and historical experience of the Middle East over the last two centuries. We will do this through trying to develop a sense of how people in the region view themselves and their history. With this in mind, we will watch films and documentaries and, in addition to our main texts, we will read a wide range of sources including novels, memoirs and poetry.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

385. IDENTITY FORMATION IN THE MODERN MIDDLE EAST AND AFRICA.

This course explores histories of the Middle East and North Africa over the last century and a half through an examination of identity formation. In the simplest terms, this means we will study the ways that people in the region came to understand themselves and their place in the world. Specifically, we will consider the intersections of religion, nationalism, colonialism, and minority status in the emergent nation-states of the region. *Prerequisite: successful completion of one History course.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

COMPARATIVE/TRANSNATIONAL

224. MUSEUMS: ORIGINS, TRANSFORMATIONS, AND CONTEMPORARY ISSUES.

The modern museum originates in the early modern passion for collecting. We shall study the emergence of libraries, palace curiosity cabinets, and university botanical gardens and the transformations that created major museums and the major national libraries. Students will visit and evaluate museums, gardens and libraries of Los Angeles, while considering contemporary issues such as overcoming the artificial division between cultures displayed in natural history museums and those displayed in fine arts museums. Students may also sign up for 2-unit internships in neighboring museums or archives.

CORE REQUIREMENT MET: **INTERCULTURAL**

274. MEDICINE AND DISEASE IN WESTERN SOCIETY.

A study of three aspects of the history of medicine: theory and practice from ancient times to the present; great doctors and healers, both male and female, examined in their social contexts; the effects of epidemics, such as the Black Death, on the course of Western civilization. We will end with some historically based speculations about the medical future.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

278. TWENTIETH CENTURY DECOLONIZATION IN GLOBAL PERSPECTIVE.

This sophomore seminar aims to rethink imperial and postcolonial history from the perspectives of the colonized and to consider how decolonization, one of the most important political developments of the twentieth century, impacted local lives. The timings and patterns of decolonization are extremely varied so we will narrow our focus to the core periods of decolonization in Asia and Africa from the 1920s to 1960s and nationalism and revolution in Latin America from the 1920s to 1980s. We will also consider the Third World Movement in the United States in the 1960s and 1970s. We will define decolonization as the political struggle for legal sovereignty as well as social movement for moral justice and political solidarity against imperialism, both formal and informal and external and internal. Topics will include the role of metropolitan and international politics; economy and labor; nationalism and anticolonialism; race and ethnicity; and gender and sexuality in the Pan-African movement; decolonization in India and the Middle East; the nationalist movements of China, Vietnam and Indonesia; and the revolutions of Mexico, Cuba, and Central America. Enrollment limited to sophomores.

CORE REQUIREMENT MET: **INTERCULTURAL**

340. TOPICS IN ASIA PACIFIC AS A CULTURAL AND ECONOMIC CROSSROADS.

This will be an attempt in looking at a region of the world not as parallel or discrete developments of cultural and national histories, but as a braid of intertwined histories. Especially in its recent past, the Asia Pacific region, covering present-day East and Southeast Asia, has been particularly rich in the movements of people, commerce and ideas across its seas and globally. This course will examine in depth several topics of interest, including the different types of diasporas such as immigrants, refugees, tourists and peripatetic businessmen; of alliances like ASEAN and APEC; and the circulation of ideas that give rise to mass consumer culture, to changing gender relationships and family values, and to new patterns of behavior among youth at work and at play.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

376. GENOCIDE AND THE ETHICAL CRISIS OF MODERNITY.

This course confronts the difficult and profound ethical, social, and political questions unleashed by the crime of genocide. The idea, actuality, and experience of genocide in the twentieth century have raised questions about the very nature of society and humanity. By studying the genocidal crises of the modern age, from the Armenian Genocide of 1915 to the Holocaust to the contemporary genocide in Darfur in the Sudan, we are forced to consider the darkest chapters of modern history and the ethical trauma which follows in their wake. While most students have heard of the Nazi-perpetrated Holocaust which murdered the Jews of Europe, the other genocides of the last hundred years are less well known. This course, by comparing the societies which experienced genocide and the conditions which produced it, will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. With this in mind, this course will take a chronological and thematic approach to introducing students to the history of genocide.

CORE REQUIREMENT MET: **INTERCULTURAL**

SEMINARS

300. HISTORY COLLOQUIUM.

This course introduces students to the practice and writing of history through topical approaches. Students will explore methodological approaches to historical inquiry, conduct research projects, and improve their writing skills. *Prerequisite: one History course. This course may not be used to satisfy a Core requirement. Open to majors and minors only, or may enroll with instructor's approval.*

Reel History. This course will examine some of the ways that the history of France has been represented in films. Joan of Arc, The Return of Martin Guerre, Ridicule, The Rise to Power of Louis XIV, Danton, La Nuit de Varennes, Abel Gance's Napoleon, and Night and Fog are among the great movie classics to be analyzed. We will also deal with recent theoretical work on "historical" cinema. Are images as valid as written text when making meaningful connections with the past?

Fascist Italy: Politics, Culture, and Society. This History 300 Junior Seminar closely studies the period known as Fascist Italy, 1922 to 1945. Through a close analysis of the politics, culture, and society of Italy under dictatorship, we study the causes, character, and ramification of the Italian abandonment of democracy in the wake of World War I. Because it is a History 300 historiographic seminar, we examine the central debates of the field, such as whether Mussolini ruled primarily through coercion or consent, the extent of Fascist race ideology, and whether the regime was "modern" or "backward-looking." Other major themes include Fascist cultural modernism, gender and Fascism, and the Italian road to empire and World War II. This course will use primary sources, such as translated documents, memoirs and diaries, as well as contemporary historical analyses.

The Mexican Revolution. Studies of the Mexican Revolution have been at the forefront in the development of modern Latin American social, political, and cultural history. The studies have also contributed to comparative discussions in world history about the meanings of revolutionary experience in the twentieth century. However, historians and other social scientists have reached no consensus about the Mexican Revolution from its periodization to its actual existence. This seminar will examine the competing set of interpretations alongside primary sources to analyze the origins, course, and legacy of the Mexican Revolution. Prominent historiographical themes for the course include: conflict between elite liberalism and mass mobilization; agrarian reform and unionization within a capitalist project of development; corporate representation of social interests; the institutionalization of revolution; race, gender, and class in nationalist rhetoric; and, the role of art, education, and science/technology in state formation.

390. RESEARCH SEMINAR.

Ancient Athens and Renaissance Florence. A flourishing interdisciplinary scholarship in English focuses on historical cities considered to be creators of democratic or representative forms of government as well as of great literature and art. Authors such as Thucydides, Aristophanes, Plato, Aristotle, and Cicero draw us into Athenian politics and culture; likewise, Dante, Lorenzo de' Medici, and Machiavelli inform us of Florentine politics and culture. Monumental architecture, sculpture, and low relief today continue to serve to decorate and sustain the individuality of each city. Florentine painter Botticelli, poet and sculptor Michelangelo, and philosopher Pico della Mirandola introduce us to the neo-Platonic movement in Florence, a later rendition of the Platonic Academy which had survived for 900 years in Athens. Social historians examining documents of court cases and the products of the diverse crafts increase our knowledge of the controversial behavior and productivity of a wide spectrum of women and men. By focusing on cities in their "golden age," the class will emphasize the shared positive, as well as negative, characteristics of ages historians have designated as "golden." Each student will pick an aspect of one city for the research paper; while most students will write on Florence or Athens, students may build upon other course background in history, art history, literature, or philosophy to write on another city in its "golden" age. *Prerequisite: one history course or permission of instructor. May be repeated for credit.*

CORE REQUIREMENT MET: **PRE-1800**

The Making of African American Freedom. The process of emancipation during the United States Civil War was a social revolution accomplished not only by politicians and generals but also by millions of enslaved African Americans. Far from being a predetermined value, freedom was a moving target that had to be defined in the midst of conflict over land, labor, families, and citizenship. Through a variety of texts, the course explores how African American men and women defined and pursued their freedom during the war and its immediate aftermath. Archival documents gathered by the groundbreaking Freedman and Southern Society Project (FSSP) form the core of the course materials. We also sample Civil War era newspapers to compare several journalistic perspectives on Emancipation. The final third of the class puts the United States emancipation process in comparative perspective by examining the emergence of black freedom in the slave societies of the French and British Caribbean. This comparative perspective will illuminate both continuities in processes of emancipation and "free labor" across the Americas plantation complex as well as the distinctive features of black freedom forged in the United States Civil War.

CORE REQUIREMENT MET: **UNITED STATES**

397. INDEPENDENT STUDY.

Reading tutorials, off-campus internships, and research projects are among options available. *Prerequisite: permission of instructor.*

2 or 4 units

490. SENIOR SEMINAR.

In this spring semester seminar students will write a major paper that involves research and analysis of primary and secondary documents. Papers may concentrate on a geographical area, or take a comparative approach, such as History of Science and Medicine, Women's History, or Revolutions. In addition, the seminar will read works by historians reflecting on their craft. *Prerequisite: permission of instructor.*

499. HONORS.

Prerequisite: permission of department.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Kinesiology

Professor Mehl, *Chair*

Professor Rugg

On Special Appointment: Adjunct Assistant Professors Raney, Sternlicht

ADVISORY COMMITTEE

Professors Braker (*Biology*), Deardorff (*Chemistry*), Dess (*Psychology*)

Kinesiology encompasses the study of human development, anatomy, physiology, mechanics, and motor learning. Within each subdiscipline students study stressors, positive and negative, that govern human performance. In addition, discussions focus on numerous clinical conditions, and the exercise, nutritional, and medical techniques used to prevent and control these problems. The purpose of this major is to develop and integrate the concepts and principles from each subdiscipline to understand the complexity of the human mind and body. This major prepares students for advanced studies in medicine, physical therapy, dentistry, kinesiology, and other related life science programs.

Departmental Mission Statement: Our mission is to foster in a diverse group of students an understanding and appreciation of human functions and to encourage and develop learning skills that enhance their personal and professional growth.

Goals:

1. Critical Thinking. Students should learn how to engage in critical, evidence-based thinking.
2. Integration Across Levels of Analysis. Students should understand and integrate different levels of analysis in their working model of human form and function.
3. Mastery of Core Knowledge. Students are expected to master a significant proportion of the vocabulary and core body of knowledge in Kinesiology.
4. Mastery of Discipline-Specific Conventions. Majors should be able to read and understand the primary source literature in kinesiology (journals and books) and to integrate and present that information in prescribed, discipline-specific ways, including oral and written exposition.

MAJOR: Eight courses (32 units) are required for the Kinesiology major. They are Kinesiology 104, 300, 301, 302 or 305 or 311, 306 or 309 or 312, 307, 310, and 490. Kinesiology majors must also take Chemistry 120 or 130, 220, 221, 240; Mathematics 110 or 114, 120; Physics 110 or 115; Biology 115 and 130; and Psychology 102.

Pre-professional students are strongly encouraged to consult with the Health Professions Office and with their academic advisor early in their career. Students planning to apply to medical schools should take two semesters of Physics.

Students planning to apply to physical therapy schools should take at least two upper-division Psychology courses.

MINOR: Five courses (20 units) are required for the Kinesiology minor. They are Kinesiology [104](#), [300](#), [301](#), [307](#), and one course from the following: Kinesiology [302](#), [305](#), [306](#), [309](#), [310](#), [311](#), or [312](#). A student may replace Kinesiology [104](#) with any upper division Kinesiology course as long as he or she has completed the necessary prerequisites.

WRITING REQUIREMENT: Students majoring in Kinesiology will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing the written research requirements with a letter grade of "B" or better for two of the following 300-level courses: Kinesiology [302](#), [305](#), [306](#), [309](#), [310](#), [311](#), and [312](#). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and the department chair for additional information.

COMPREHENSIVE EXPERIENCE: The comprehensive experience is fulfilled by successfully completing Kinesiology [490](#) with a letter grade of B or better and passing a written two-part exam early in Spring of their Senior year.

HONORS: Honors in Kinesiology may be awarded at graduation to qualified students. Students eligible for College honors are those who have earned an overall College grade point average of 3.25 or better and a grade point average in the major of 3.5 or better, passed with distinction both sections of the Comprehensive examination, and completed empirical research, including Kinesiology [499](#) or a summer research project of honors quality. See the [Honors Program](#) for additional details.

104. INTRODUCTION TO KINESIOLOGY.

Survey of kinesiology subdisciplines: human anatomy, exercise physiology, nutrition, motor learning and sport psychology.

CORE REQUIREMENT MET: [MATH/SCI](#)

196. INTERNSHIP.

Supervised participation in the work of a nutrition, exercise, or other health related company or agency. *Prerequisite: permission of instructor. Graded on a credit/no credit basis only.*

2 units

197. INDEPENDENT STUDY.

Research in a subdiscipline of kinesiology for students who do not have advanced competence in kinesiology (see Kinesiology [397](#)). *Prerequisite: permission of instructor. Graded on a Credit/No Credit basis only.*

2 units

295. DIRECTED RESEARCH.

Intense study in an area of kinesiology under the direct supervision of a faculty member. *Prerequisite: permission of instructor. May be repeated for credit.*

2 units

300. HUMAN ANATOMY I.

This first semester covers musculoskeletal anatomy and provides an in depth study of bone composition and development; joint morphology; muscle structure, function, mechanics, and movement analysis. *Includes one three-hour laboratory per week.*

CORE REQUIREMENT MET: **LAB-SCI**

301. HUMAN ANATOMY II.

A structural survey of the human body covering the nervous, en-do-crine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and integumentary systems. Lecture will also include the special senses of vision, hearing and olfaction. *Includes one three-hour laboratory per week.*

CORE REQUIREMENT MET: **LAB-SCI**

302. BIOMECHANICS.

The application of muscle mechanics and Newtonian mechanics to the documentation and analysis of human movement. Lecture will also focus on the application of static and dynamic problem solving to human performance. Laboratory work will be integrated with the lecture material and will emphasize the use of electromyography to document and analyze human performance. *Prerequisite: Kinesiology 104 and 300. Includes one three-hour laboratory per week.*

CORE REQUIREMENT MET: **LAB-SCI**

305. EXERCISE PHYSIOLOGY.

The study of human functions and their physiological adaptation to, and specification for, the stress of exercise. Cardiovascular, systemic circulatory and ventilatory responses to exercise; use of calorimetry to study metabolism during exercise; effects of environmental stress on exercise performance; body composition; ergogenic aids and nutritional factors in exercise performance. *Prerequisites: Chemistry 220 and Kinesiology 307.*

CORE REQUIREMENT MET: **MATH/SCI**

306. BIOCHEMISTRY OF EXERCISE AND ENERGY.

Energy sources for human movement; substrate and energy metabolism during exercise; liver, skeletal, and cardiac muscle adaptations to acute and chronic exercise training. The role of diet and exercise in disease development and prevention is also covered. *Prerequisites: Chemistry 220 and Kinesiology 307.*

CORE REQUIREMENT MET: **MATH/SCI**

307. HUMAN PHYSIOLOGY.

Introduction of principles of human physiology, with special emphasis on a systems approach. Presentation of an integrative approach to basic physiology of major organs and organ systems, covering aspects of cell function, including membrane

transport, excitability, metabolism and functions of organs from the nervous, muscular, respiratory, cardiovascular, gastrointestinal, renal, endocrine and reproductive systems. *Includes one three-hour laboratory per week. Prerequisite: Kinesiology 104.*

CORE REQUIREMENT MET: **LAB-SCI**

309. DEVELOPMENTAL MOTOR BEHAVIOR.

Ontogenetic approach to human movement behavior and physical growth from conception to adulthood with emphasis on maturational and environmental factors. *Prerequisite: Psychology 102 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

310. MOTOR LEARNING AND CONTROL.

Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition. *Includes one three-hour laboratory per week. Prerequisite: Kinesiology 104 and Psychology 102.*

CORE REQUIREMENT MET: **LAB-SCI**

311. SPORT AND EXERCISE PSYCHOLOGY.

Analysis of psychological variables in sport and physical activity. Examinations of broad issues and studies in sport psychology with special emphasis on their practical application. *Prerequisite: Psychology 102.*

312. DIET, DISEASE, AND EXERCISE.

This advanced level course focuses on the etiology of the major degenerative diseases in our society and the role genetics, diet, and exercise play in their development and treatment. Diseases covered include heart disease, cancer, non-insulin dependent diabetes, osteoporosis, and hypertension. Treatment and prevention will focus on how dietary modifications along with exercise can be utilized to treat disease. The current scientific research covering the metabolic, cellular and system changes involved in their progression will be of particular focus. *Prerequisites: Chemistry 220 and Kinesiology 307.*

395. DIRECTED RESEARCH.

Intense study in an area of kinesiology under the direct supervision of a faculty member. *Prerequisite: permission of instructor. May be repeated for credit.*

2 units

396. INTERNSHIP.

Supervised participation in the work of a nutrition, exercise, or other health related company or agency. *Prerequisite: Kinesiology 307. Graded on a Credit/No Credit basis only.*

2 or 4 units

397. INDEPENDENT STUDY.

Individual study for students with advanced competence. Extensive study of a specialized topic, or broad study of an area not otherwise included in the curriculum. *Prerequisite: permission of instructor.*

2 or 4 units

490. SENIOR SEMINAR.

This seminar course examines a selected area of current topics in kinesiology. It is the intent of this course to utilize an integrative approach to the advanced study of kinesiology. Students will develop and write a comprehensive research paper in a subdiscipline of kinesiology. *Open to senior kinesiology majors.*

499. HONORS.

Prerequisite: permission of department.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Mathematics

Associate Professor Buckmire, *Chair*

Professors Lengyel, Tinberg; Associate Professor Knoerr, Naimi; Assistant

Professors Gallegos, Sundberg

On Special Appointment: Adjunct Assistant Professors Hoffman, Lawrence, Tollisen

Mathematics, encompassing several of the original liberal arts, is valued for its exquisite intellectual beauty and its timeless exploration of all things spatial, quantitative and patterned through the lens of rigorous abstraction. As a vibrant modern science, it possesses an unparalleled analytical power for describing, detailing and deriving insight into numerous physical, biological, technological, economic and societal aspects of the world we all live in. The Mathematics department is committed to engaging a diverse range of students in the active study and creative application of the principles, ideas, and methods that characterize mathematics and the mathematical sciences, and offering preparation toward a wide variety of careers and educational pursuits.

Upon graduation, some mathematics majors go on to graduate or professional school while others begin careers in teaching, business, industry, or government. The major can be structured to provide a solid foundation in the mathematical sciences—pure and applied mathematics, statistics, and operations research—and fields close to mathematics like computer science, actuarial science, and engineering. A major or minor in mathematics can also provide an excellent technical and theoretical complement to a major or minor in other fields.

Please consult the [Mathematics department's home page](#) for more detailed and regularly updated information on the program.

MAJOR: The minimum requirements for the major outlined below permit students great flexibility in designing a course of study to meet their own intellectual and career goals.

Fundamental courses: [Calculus 1, 2](#), [Mathematics 210](#), [Mathematics 212](#), and [Mathematics 214](#).

Advanced courses: 24 units of Mathematics or Computer Science courses numbered 310 or above (excluding [Mathematics 400](#)). The grade point average in these courses must exceed 2.0.

Colloquium requirement: [Mathematics 300](#) and [400](#).

Breadth requirement: [Computer Science 211](#) or [Mathematics 150](#) or [Mathematics 160](#) coupled with a 2-unit CS course.

The Mathematics department has prepared guidelines for majors considering future study or careers in pure and applied mathematics, education, actuarial

science, and computer science. These guidelines are available on our [website](#).

WRITING REQUIREMENT: Students majoring in Mathematics should familiarize themselves with this requirement at the time of declaring the major. The Third-Year [Writing Requirement](#) is addressed in Mathematics [300](#), a writing-intensive course. Upon completion of this course, students will be deemed to have satisfied the requirement without further work, but are encouraged to enroll in English Writing [401](#), or will be required to successfully complete English Writing [401](#) with a grade of C- or higher to satisfy the requirement. Students not taking Mathematics [300](#) (Honors students or those petitioning an exemption of this requirement) must submit an acceptable portfolio of three revised papers to the instructor of Mathematics [300](#) during the Spring of the Junior year. If this portfolio is not acceptable, they will be required to successfully complete English Writing [401](#) with a grade of C- or higher to satisfy the requirement.

COMPREHENSIVE EXAMINATION: This examination has two parts. The first part measures competence in the fundamental courses and is handled during Mathematics [300](#): Junior Colloquium. The second part consists of an independent project culminating in a written report and public presentation during the senior year, and is handled through Mathematics [400](#): Senior Colloquium. Further information is available from the department.

MINOR: At least 12 units from Mathematics [150](#), [210](#), [212](#), and [214](#). In addition, at least one 300-level 4-unit course is required. Students must take at least 20 units in Mathematics at Occidental or through college transfer (not AP) credit to earn the minor in Mathematics. The grade point average for all Mathematics courses taken must be at least 2.0.

HONORS: Students who wish to be considered for honors in mathematics should complete at least the five fundamental courses in their first two years with a grade point average greater than 3.0. Honors students must complete three approved upper division courses beyond those required for the major. These courses should be chosen to prepare the student for the senior honors project. Honors students enroll in Mathematics [499](#) to prepare this project, which may be substituted for Mathematics [300](#) in satisfying the major requirements. Consult the Mathematics Department and the [Honors Program](#) for additional details.

GRADUATE STUDY: A Master of Arts in Teaching is available in mathematics. Consult pages 15-19 of the catalog, the Education Department, and the Graduate Office for overall requirements. The minimum mathematics requirement is 15 units of coursework approved by the Mathematics Department.

CALCULUS PLACEMENT: Placement in calculus courses (Mathematics [108](#), [110](#), [114](#), or [128](#)) is determined in part by the Calculus Placement Exam, administered online prior to the beginning of Fall Semester. Students achieving a score of 3, 4, or 5 on the College Board Advanced Placement Examination in Calculus (AB or BC) are exempt from the Calculus Placement Examination.

Students will be placed into Mathematics [108](#), [110](#), [114](#), or [128](#) based on previous mathematical experience, advising, and the results of the Calculus Placement Exam. Students with qualifying scores on the Advanced Placement Examination in Calculus are most often placed in calculus courses as follows:

Students who received scores of 1 or 2 on either the AB or BC exam should take the Placement Test (and will be advised on whether to take Mathematics [108](#) or [110](#) or [114](#)).

Students who received a score of 3 on the AB exam should take Mathematics 110 or 114. Students who received a score of 4 or 5 on the AB exam are strongly recommended to enroll in Mathematics 128.

Students who received a score of 3 on the BC exam should take Mathematics 110 or 114 or possibly 128 depending on their AB sub-score (see previous paragraph).

Students who received a score of 4 or 5 on the BC exam should take a 200-level Mathematics course.

In addition to the calculus courses, Mathematics 105, 146, 150, 160, 210, 212, 214, and Computer Science 211 may be taken by first-year students meeting the prerequisites.

Students with transfer credits should confer with the Department for advice on placement in an appropriate mathematics course.

STATISTICS PLACEMENT: Students receiving a 4 or 5 on the AP Statistics Exam are exempt from Math 146; Math 150 is recommended for these students wanting to take further statistics courses.

COMPUTER SCIENCE COURSES AND PLACEMENT: The Mathematics Department offers a modest program in computer science and computer programming. See the [Computer Science course listings](#) for a listing of these courses and for further information on placement based on College Board Advanced Placement Examinations in Computer Science.

MATHEMATICS COURSES: Calculus is a prerequisite for all mathematics courses with the exceptions of Mathematics 105 and 146, as well as most Computer Science courses. All students planning to take Calculus must take the online Calculus Placement Exam prior to the beginning of the Fall Semester unless they are exempt due to having received an Advanced Placement exam score. (See Calculus Placement above or contact the Mathematics Department for further details.) Prerequisites for any course may be waived with permission of the instructor.

104. WOMEN IN MATHEMATICS.

This course is designed to introduce a variety of mathematical topics stemming from the research of women mathematicians both past and present, from Hypatia to current professors. In discussing the work of these women, we will also discuss the gender issues that are associated with being a female mathematician. Course material will be covered in lecture, research, in-class visitors and activities. Course work will include research papers, a course project and problem sets related to the mathematician of discussion.

105. MATHEMATICS AS A LIBERAL ART.

Introduction to mathematical thinking. Investigation of mathematical patterns in counting, reasoning, motion and change, shape, symmetry, and position. *Not open to seniors.*

CALCULUS: Calculus differs in some respects from the traditional courses offered at some secondary schools and most other colleges or universities. Occidental's

program is based on scientific modeling, makes regular use of computers, and requires interpretation as well as computation. A variety of courses comprise this program, accommodating different levels of preparation. The core content is described below as Calculus 1 and 2. Actual courses suited to different levels of preparation are listed under each description.

CALCULUS 1: SCIENTIFIC MODELING AND DIFFERENTIAL CALCULUS.

Many mathematical models in the natural and social sciences take the form of systems of differential equations. This introduction to the calculus is organized around the construction and analysis of these models, focusing on the mathematical questions they raise. Models are drawn from biology, economics, and physics. The important elementary functions of analysis arise as solutions of these models in special cases.

The mathematical theme of the course is local linearity. Topics include the definition of the derivative, rules for computing derivatives, Euler's Method, Newton's Method, Taylor polynomials, error analysis, optimization, and an introduction to the differential calculus of functions of two variables.

108. UNIFIED PRECALCULUS AND CALCULUS 1-A.

The first of a two course sequence enriching the material in Calculus 1 with additional study of elementary functions, algebra, trigonometry, graphing, and mathematical expression. *Weekly lab. Prerequisites: the Calculus Readiness Examination and less than four years of high school mathematics.*

109. UNIFIED PRECALCULUS AND CALCULUS 1-B.

Continuation of Mathematics 108. This course satisfies Calculus 1 prerequisites for subsequent courses. *Weekly lab. Prerequisite: Mathematics 108.*

CORE REQUIREMENT MET: **MATH/SCI**

110. CALCULUS 1.

This course satisfies Calculus 1 prerequisites for subsequent courses. *Weekly lab. Prerequisites: the Calculus Readiness Examination and at least four years of high school mathematics.*

CORE REQUIREMENT MET: **MATH/SCI**

114. CALCULUS 1 (EXPERIENCED).

This course satisfies Calculus 1 prerequisites for subsequent courses. *Weekly lab. Prerequisites: a year of prior calculus experience and either the Calculus Readiness Examination or an appropriate Advanced Placement Calculus score.*

CORE REQUIREMENT MET: **MATH/SCI**

128. CALCULUS 1 AND 2 (ADVANCED PLACEMENT).

A one-semester course covering applications of differential and integral calculus in biology, economics, physics and other areas through the study of models. These models take the form of differential equations or systems of differential equations.

Central to the exploration of models are methods of approximation such as Euler's Method, Taylor series, and Fourier series. The course assumes the basic skills from the successful completion of Advanced Placement (AB) calculus and uses this background to develop techniques for analyzing mathematical models algebraically, graphically and numerically. This course satisfies Calculus 1 and Calculus 2 prerequisites for subsequent courses. *Weekly lab. Prerequisite: permission of instructor or AP Calculus AB score of 4 or 5.*

CORE REQUIREMENT MET: **MATH/SCI**

CALCULUS 2: SCIENTIFIC MODELING AND INTEGRAL CALCULUS.

This course continues the study of the calculus through scientific modeling. While Calculus 1 is concerned with local changes in a function, Calculus 2 focuses on accumulated changes. Models solved by accumulation functions lead to the definition of the integral and the Fundamental Theorem of Calculus.

Additional topics include numerical and analytic techniques of integration, trigonometric functions and dynamical systems modeling periodic or quasiperiodic phenomena, local approximation of functions by Taylor polynomials and Taylor series, and approximation of periodic functions on an interval by trigonometric polynomials and Fourier series.

120. CALCULUS 2.

This course satisfies Calculus 2 prerequisites for subsequent courses. *Weekly lab. Prerequisites: Mathematics 109 or 110 or 114.*

CORE REQUIREMENT MET: **MATH/SCI**

124. CALCULUS 2 (EXPERIENCED).

This course satisfies Calculus 2 prerequisites for subsequent courses. *Weekly lab. Prerequisites: Mathematics 114.*

CORE REQUIREMENT MET: **MATH/SCI**

146. STATISTICS.

Comprehensive study of measures of central tendency, variation, probability, the normal distribution, sampling, estimation, confidence intervals and hypothesis testing. Introduction to use of technology in statistics. Real-life problems are used to illustrate methods. *Not open to students who have completed or are currently enrolled in Psychology 201, Biology 368, Mathematics 150, or any Mathematics course above 200.*

CORE REQUIREMENT MET: **MATH/SCI**

150. STATISTICAL DATA ANALYSIS.

An introductory course in statistics emphasizing modern techniques of data analysis. Exploratory data analysis and graphical methods; random variables, statistical distributions, and linear models; classical, robust, and nonparametric methods for estimation and hypothesis testing; introduction to modern multivariate methods. Students will make significant use of a computer application specifically designed for data exploration. The course is strongly recommended for

students who are going to use graphical techniques and statistics for research in their fields. *Weekly lab. Prerequisite: a Calculus 1 course or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

160. CREATIVE PROBLEM-SOLVING.

Formal and informal techniques for problem-solving, developed by working on an intriguing collection of puzzles and problems which go beyond those encountered in the usual curriculum. These include problems which can be posed in elementary mathematical or logical terms but which require strategy and ingenuity to solve. *This course may be taken up to two times for credit. Prerequisite: a genuine desire to solve problems!*

2 units

195. DIRECTED RESEARCH.

Intensive study in an area of mathematics or computer science of the student's choosing under the direct supervision of a member of the faculty. *Prerequisite: permission of the supervising instructor. May be repeated once for credit.*

1 unit

201. MATHEMATICS, EDUCATION, AND ACCESS TO POWER.

This seminar course is a writing-intensive CBL based course designed to expose students to the complicated ways that mathematics affects the community. The CBL component of this course involves tutoring and mathematics assistance at Franklin High School in nearby Highland Park. The seminar component involves meeting weekly with processing discussions and discussion of readings. Topics will include the teaching and learning of mathematics as well as the role of mathematics in individuals' lives and their community. *Prerequisite: Mathematics 110 or 128. May be repeated twice for credit.*

CORE REQUIREMENT MET: **MATH/SCI**

210. DISCRETE MATHEMATICS.

The language of sets and logic, including propositional and predicate calculus. Formal and informal proofs using truth tables, formal rules of inference and mathematical induction. Congruences and modular arithmetic. Elementary counting techniques. Discrete probability. Abstract relations including equivalence relations and orders. *Prerequisite: a Calculus 1 course.*

CORE REQUIREMENT MET: **MATH/SCI**

212. MULTIVARIABLE CALCULUS.

Calculus of functions of several variables, parametric curves and surfaces, and vector fields in 2- and 3-space, with applications. Vectors, graphs, contour plots. Differentiation, with application to optimization. Lagrange multipliers. Multiple and iterated integrals, change of variable and Jacobians. Line and surface integrals. Vector analysis, Green's, Gauss', and Stokes' Theorems. Applications to physics, economics, chemistry, and mathematics. *Prerequisite: a Calculus 2 course.*

CORE REQUIREMENT MET: **MATH/SCI**

214. LINEAR ALGEBRA.

Introduction to linear algebra through a study of linear algebraic systems and systems of first-order linear differential equations. Vector and matrix algebra, Gaussian elimination and the LU decomposition. Determinants. Real vector spaces, subspaces, and the Fundamental Theorem of Linear Algebra. Orthogonality, the QR decomposition, and least squares. First-order linear systems, eigenvalues, and the matrix exponential function. Computing with MATLAB is integrated into the course and projects treat applications to a variety of fields. *Prerequisite: a Calculus 2 course.*

CORE REQUIREMENT MET: **MATH/SCI**

295. TOPICS IN MATHEMATICS.

Topics in mathematics, selected largely by student interest and faculty agreement. *Prerequisite: a Calculus 2 course or permission of instructor.*

2 or 4 units

300. JUNIOR COLLOQUIUM.

Preparation for the comprehensive examination and senior project. Completion of Third Year Writing Requirement. Emphases on problem-solving, clear written expression and verbal presentation. *Open to junior mathematics majors.*

2 units

310. REAL ANALYSIS.

A beginning course in advanced calculus and real analysis. Properties of the real number system, sequences and series of real numbers, the Heine-Borel and Bolzano-Weierstrass Theorems, continuity and uniform continuity, sequences and series of functions. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

312. COMPLEX ANALYSIS.

The differential and integral calculus of complex-valued functions of a complex variable, emphasizing geometry and applications. The complex number system, analytic functions and the Cauchy-Riemann equations, elementary functions and conformal mappings, contour integration, Taylor and Laurent series, function theory. Applications to physics, engineering and real analysis. *Prerequisite: Mathematics 212.*

320. ALGEBRA.

A first course in group theory: basic axioms and theorems, subgroups, cosets, normal subgroups, homomorphisms, and extension of the theory to rings and fields. *Prerequisites: Mathematics 210 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

322. NUMBER THEORY.

Classical theory of numbers, from ancient to modern. Prime numbers and factorization. Divisors, numerical functions, linear and quadratic congruences. Diophantine problems, including the Fermat conjecture. Factoring methods. *Prerequisite: Mathematics 210.*

330. PROBABILITY.

Standard methods of calculus are used to study probability: sample spaces, random variables, distribution theory, estimating unknown parameters of distributions. Various applications to real life problems will be discussed. Moment-generating functions and other techniques to calculate moments and characterize distributions. Probabilistic inequalities and the central limit theorem. Point estimators and unbiasedness. *Prerequisites: Mathematics 212 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

332. MATHEMATICAL STATISTICS.

Theory and applications of statistical inference. Both Bayesian and classical parametric methods are considered. Point and interval estimation, hypothesis testing. Limit theorems and their use in approximation, maximum likelihood estimation and the generalized likelihood ratio test. Introduction to linear models, nonparametric methods, and decision theory. *Prerequisite: Mathematics 330.*

341. ORDINARY DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS.

The first half of the course will focus on theoretical, qualitative, and quantitative analyses of ordinary differential equations. First-order linear and nonlinear equations and first order linear systems will be examined from analytical, graphical, and numerical points of view. The second half of the course will be devoted to the study of linear and nonlinear discrete and continuous dynamical systems with special emphasis on qualitative analysis. *Prerequisite: Mathematics 212 and 214 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

342. PARTIAL DIFFERENTIAL EQUATIONS.

An introduction to the study of partial differential equations. This course will include the study of Fourier series, the separation of variables methods, and specifically the wave, heat and Laplace's equations as well as other elementary topics is PDEs. Numerical approximation techniques and applications to specific topics such as traffic flow, dispersive waves or other areas may be included. *Given in alternate years. Prerequisite: Mathematics 212.*

350. MATHEMATICAL LOGIC.

A metamathematical investigation of the main formal language used to symbolize ordinary mathematics: first order logic. The focus is on the two fundamental theorems of logic: completeness and compactness. Gödel's completeness theorem says that every intuitively valid consequence is formally provable from the hypotheses, while compactness says that every intuitively valid consequence of an

infinite premise set really depends on only finitely many premises. *Prerequisite: Mathematics 210 or permission of instructor. Given in alternate years.*

352. COMPUTABILITY AND COMPLEXITY.

The logical foundation of the notion of a computable function underlying the workings of modern computers. Representation of the informal mathematical idea of calculability by canonical proxies: "general recursive functions," "Turing computable functions." Discussion of Church's Thesis, which asserts the adequacy of these representations. Survey of decidable and undecidable problems.

Prerequisites: Mathematics 210 or permission of instructor.

360. AXIOMATIC GEOMETRY.

Axiomatic development of Euclidian and non-Euclidian geometries, including neutral and hyperbolic geometries, and, possibly, brief introductions to elliptic and projective geometries. The course will emphasize a rigorous and axiomatic approach to geometry and consequences of Euclid's Parallel Postulate and its negations. *Prerequisite: two college mathematics courses or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

362. TOPOLOGY.

General topology studies those properties (such as connectedness and compactness) which are preserved by continuous mappings. A disk and a solid square are topologically equivalent; so are a doughnut and a coffee cup; but a disk is different from a doughnut. This course enables you to construct your own proofs and counterexamples while getting to know the basic concepts behind modern mathematics. *Prerequisites: Mathematics 210 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

370. NUMERICAL ANALYSIS.

Analysis of methods for approximating solutions to algebraic and differential equations by computer. Error estimation and stability are themes throughout. Topics include iterative methods for linear and nonlinear systems, condition numbers and Gaussian elimination, function interpolation and approximation, explicit and implicit methods for initial value problems. *Prerequisite: Mathematics 212 and 214 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

372. OPERATIONS RESEARCH.

Optimal decision-making and modeling of deterministic and stochastic systems. Different systems of constraints lead to different methods. Linear, integer, dynamic programming, and combinatorial algorithms. Practical problems from economics and game theory. Inventory strategies and stochastic models are analyzed by queuing theory. *Prerequisites: Mathematics 210 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

380. COMBINATORICS.

Investigation of the existence and classification of arrangements. Topics to include principles of enumeration, inclusion-exclusion, the pigeon-hole principle, Ramsey theory, generating functions, special counting sequences, and introductory graph theory. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

382. GRAPH THEORY.

Graph Theory is a beautiful area of mathematics with many applications. It is used in computer science, biology, urban planning, and many other contexts. Like other areas of discrete mathematics, Graph Theory has the property that the problems are often quite approachable and understandable. Sometimes the solutions to Graph Theory problems can be complex and often require clever arguments, thus the subject is quite pleasing to study. This class will build a solid foundation in Graph Theory for the students. Possible topics are graph isomorphisms, coverings, and colorings; independence number, clique number, connectivity, network flows, and matching theory. *Prerequisite: Mathematics 210. Suggested corequisite: Mathematics 380.*

392. MATHEMATICAL MODELS IN BIOLOGY.

This course is intended to introduce students to common models used in biology. A variety of models in terms of both biology and mathematics will be covered. Biological topics include action potential generation, genetic spread, cell motion and pattern formation, and circulation. These topics span a range of mathematical models as well, including finite difference equations and differential equations, both linear and non-linear. The focus will be on model analysis and the translation between the mathematical language and the biological meaning. Such analysis will be done both quantitatively and qualitatively. Towards this end, topics seen in previous mathematical courses, such as eigenvalues, phase portraits, and stability, will be revisited. Relevant biology will be presented with each model. The course will be project based. *Prerequisite: Mathematics 212 and 214, or permission of instructor.*

395. SPECIAL TOPICS IN ADVANCED MATHEMATICS.

Special topics in advanced mathematics, selected largely by student interest and faculty agreement. *May be repeated for credit.*

History of Mathematics. Selected studies in the history of geometry, analysis, algebra and applied mathematics suited to the interests of the participants, with research papers and oral presentations to the class. The history of mathematics is a gigantic field and this course will merely be a survey of a fraction of the available material. What we now call mathematics comprised three of the seven classical liberal arts: arithmetic, geometry and logic. However, our approach will be from someone with a sophisticated level of knowledge of mathematics in the 21st century. *Prerequisite: a Calculus 2 course and Math 210, 212, or 214 (may be taken concurrently).*

CORE REQUIREMENT MET: **PRE-1800**

396. MATHEMATICAL MODELING.

A project-oriented introduction to mathematical modeling. Techniques from calculus, linear algebra and other areas of mathematics will be used to solve problems from the life, physical and social sciences. Familiarity with a programming language is desirable but not required. *This course may be taken up to two times for credit. Prerequisites: Mathematics 212 and 214.*

2 units

397. INDEPENDENT STUDY.

Directed individual study of advanced topics. *Prerequisite: permission of instructor.*

2 or 4 units

400. SENIOR COLLOQUIUM.

Senior comprehensive projects. *Required of senior mathematics majors.*

2 units

499. HONORS.

Prerequisite: permission of department.

501. ELEMENTARY MATHEMATICS EDUCATION.

Intended for fifth-year students pursuing a credential or M.A.T. in elementary education. We will examine the National mathematics standards, pedagogy specific to mathematics learning, and research issues in elementary mathematics learning. Content and methods will be discussed and utilized in the classroom when appropriate. *Prerequisite: enrollment in the fifth year credential or M.A.T. programs or permission of the instructor.*

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Music

Professor Girton, *Chair*

Professor Gross; Assistant Professors Kasunic, Lorenz, Myers

On Special Appointment: Adjunct Assistant Professors Logan, Pillich; Adjunct Instructors Bing, Emmons, Ormenyi; Director of Choral Music LaVertu
Applied Music Teachers: Barskaya, Berman, Blasco, Blois, Del Russo, Divers, Englander, Garrett, Hughes, Karush, Lum, Marsden, Marsteller, O'Keefe, Ponce, Roberts, Savedoff, Sawyer, Scivally, Shulman, Sonderling, Thomas, Tischler, Tornquist, Ward, Woodward

The Occidental Music department is a community that values and cultivates the creation, performance, and critical study of the world's musics. Students majoring in music develop an integrated understanding of music as creative work, as cultural and historical expression, and as performance. Through its curriculum, recitals, lectures, master classes, residencies, and other public events, the Music department leads the musical discourse that enriches College and community life.

Music majors and minors develop their craft in a rigorous analytical study of music from the world's musical traditions, which they apply to their own artistic expression as they engage in specific studies in composition, performance, conducting, music theory, and music history. In addition to upper-division courses requiring a reading knowledge of standard music notation, the Music department also offers a wide array of special topics courses in subjects ranging from popular music and jazz to opera, choral music and art song, instrumental music, music for film, and music in world cultures. Classroom and private studies are coordinated with opportunities to attend live concerts by the world-class musical artists who perform on campus and elsewhere in the Los Angeles area. Students study, practice, and perform in the excellent facilities of Booth Music Hall and Thorne Hall, with ready access to practice rooms, large and small performance halls, an electronic music studio, and an outstanding music library of scores, recordings, and computers with musicianship and notation programs.

The music major is designed to enable students to enter into music-related professions. Alumni have become successful in opera, musical theater, professional choruses and orchestras, in careers as concert artists, and as composers and arrangers for films, television, and theater. Many have become music teachers in private studios or at the elementary, middle and high school, or college and university level. Still others have become involved in related professions such as arts management, sound engineering, music editing, and publishing. Because of the quality, breadth and depth of Occidental College's liberal arts curriculum, alumni who majored in music are prepared to enter graduate school with a wide variety of professional goals.

The music curriculum is structured so that students who are undecided about majoring in music may begin their music studies in their second year at Occidental

and complete the major by the end of their fourth year. However, the development of musical craft and artistry requires time as well as effort, and students considering a major or minor in music are urged to begin taking music theory courses and applied music studies in their first year at the college. Students who plan to study abroad in their third year at the college must begin their music theory studies in their first year.

MAJOR: Course requirements:

Music Theory: 3 courses, 12 units (Music [151/151A](#), [153/153A](#), [251/251A](#)).

Music in Western Culture: 2 courses, 8 units (Music [260](#), [270](#)).

World Music: 1 course, 4 units (Music [280](#)).

Junior and Senior Seminars: 2 courses, 8 units (Music [390](#), [490](#)).

Electives: 2 courses, 8 units chosen in consultation with the faculty.

At least one of these must be at or above the 200-level.

Applied Study: 2 units (Music [130-134](#) and Music [139](#), Music [140-147](#)).

Ensemble: 2 units (Music [120-129](#)).

Piano Proficiency: must be satisfied by examination or by passing Music [232](#).

Additional courses are chosen according to the student's emphasis in consultation with the advisor. These courses may be drawn from the series of "Topics" courses (Music [111-117](#)), from Theory, Composition, Arranging, and Jazz (Music [255](#), [257](#), and [357](#)), from Conducting (Music [272](#), [471](#)), and from the World Music Series (Music [102-105](#)). It is expected that students electing to concentrate on performance for their senior project will enroll in applied study and/or ensemble for each term of residency.

COMPREHENSIVE REQUIREMENT: Senior music majors complete a senior project related to the student's area of interest. All senior projects involve both a written and an oral component. Each component is graded High Pass (HP), Pass (P), or Fail (F). A final grade of Pass with Distinction (PD) on the senior comprehensive will be awarded if all components (written, aural, and performance, if applicable) are graded High Pass.

In the Fall semester of their junior year, students submit a proposal for their senior project to the Music Department faculty for approval. Students with a particular interest in music history, theory and analysis, or critical studies in music and culture will propose a senior thesis of 25 or more pages in length. Students with a particular interest in composition will prepare a portfolio of original compositions, including both acoustic and electro-acoustic music, some of which will be presented in a composition recital during the senior year. Composers will write an accompanying paper of 10 pages or more in length, describing their compositional processes and influences. Students with a demonstrated ability in performance or conducting will propose a senior recital, and will write an accompanying paper of 10 pages or more in length which addresses analytical and historical issues related to music on their recital. Students with other specific musical interests will complete a project designed with their advisor.

All seniors will present their work in a public forum during the spring semester.

MINOR: Students minoring in music have a minimum requirement of 20 units, and may choose to elect additional courses in areas of musical study in which they

have a particular interest.

Minimum requirement for the Music Minor: Music Theory (8 units: Music [151/151A](#), [153/153A](#)); Music History and Culture (8 units: two courses from Music [102-105](#), [111-117](#), [260-280](#)); Performance (4 units: 2 semesters applied music, 2 semesters ensemble).

WRITING REQUIREMENT: Students majoring in Music will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing MUSC [390](#) in the junior year with a grade of B- or better and receiving a notation of "Satisfactory" for its writing component. Students not achieving a "satisfactory" notation by either of these means will be required to undertake additional coursework in academic writing during the final two semesters of study. While the content of MUSC [390](#) will change from year to year, it will always include a significant writing component. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) for additional information.

HONORS: Students who have achieved at least a 3.25 average in their music courses and have demonstrated exceptional potential in performance, composition, music history or theory may apply for the Honors Program at the beginning of their junior year. For information about the Honors Program, students should consult with their Music Department faculty advisor. See the [Honors Program](#) for additional information.

AWARDS: The Elinor Remick Warren Award is presented for the most outstanding student composition. The Peters Prize is awarded to the student who has done the most to promote music on the Occidental campus. The James F. English and Marie E. English Award is given to the most promising vocal student, and is used for one year of private vocal study at Occidental College. The Marcia Hannah Farmer Award is given to the most promising organ student (or a vocal student if there are no students studying organ that year), and is applied toward private organ or vocal study at Occidental College.

MUSIC THEORY PLACEMENT: Placement in Music Theory I (Music [151/151A](#)) is determined in one of two ways: satisfactory performance on the Occidental Music Theory Placement Test, given during Orientation week each Fall, or by receiving a 4 or higher on the College Board Advanced Placement Examination in Music Theory. Students who have earned a 5 on the Music Theory Advanced Placement Test may be placed in Music [153/153A](#) following satisfactory completion of Music [151/151A](#), or by passing a Music department-administered placement exam for Music [153/153A](#).

101. MATERIALS OF MUSIC.

An introductory course in the techniques of music for the student who has little or no previous musical training. Topics will include notation, modes, intervals, melody, harmony, rhythm, and structural elements of music.

CORE REQUIREMENT MET: [FINE ARTS](#)

102. MUSIC OF LATIN AMERICA.

This course will examine the diverse forms and social contexts of Latin American and Caribbean music, while exploring the ways that musical performance has been

used to negotiate power relations in the social, political, and economic spheres since the Conquest. Focusing on musical genres and movements from Argentina, Brazil, Cuba, Haiti, Mexico, Peru, and Trinidad, students will learn to recognize the techniques and instruments used in a wide array of traditional and contemporary styles, particularly those which have grown out of the hybridization of African, Middle Eastern, European, Asian, and Native American performance strategies. While knowledge of music theory and performance skills are not necessary, it is essential that students be prepared for intensive music listening in and out of class.

CORE REQUIREMENT MET: **LATIN AMERICA • FINE ARTS**

103. MUSIC OF ASIA AND THE PACIFIC ISLANDS.

This course surveys the musical styles and genres of Asia from India through the southeastern part of the continent and includes the countries and islands of the Pacific. Within an ethno-historical framework established at the beginning of the course, emphasis is placed on 1) the region's important musical genres, their social function and musical characteristics, and 2) the instruments used in performing these musical genres. Where appropriate, distinctions will be made between classical and folk genres. While knowledge of music theory and performance skills are not necessary, it is essential that students be prepared for intensive music listening in and out of class.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • FINE ARTS**

104. MUSIC OF AFRICA AND THE MIDDLE EAST.

This course surveys the musical styles and genres of the African continent and the Middle Eastern world. Within an ethno-historical framework established at the beginning of the course, emphasis is placed on 1) the region's important musical genres, their social function and musical characteristics, and 2) the instruments used in performing these musical genres. While knowledge of music theory and performance skills are not necessary, it is essential that students be prepared for intensive music listening in and out of class.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST • FINE ARTS**

105. MUSIC OF EUROPE AND NORTH AMERICA.

This course will address the development of music in Europe and North America. Among the topics covered in the area of Europe will be: the music of the Balkans, the Baltic States, the Celtic region, the Iberian Peninsula, France, and England. The North American area will focus on the music of the Native Americans (including Inuit), French-Canadian and French-American styles, Anglo-American and African-American secular and sacred music, and music for theatre. While knowledge of music theory and performance skills are not necessary, it is essential that students be prepared for intensive music listening in and out of class.

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

111. TOPICS IN JAZZ HISTORY.

A nontechnical survey of jazz from its origins to the present, with special emphasis on informed listening. *Extensive listening assignments will supplement readings.*

CORE REQUIREMENT MET: **UNITED STATES • FINE ARTS**

112. TOPICS IN POPULAR MUSIC.

Historical survey of the important traditions of twentieth-century popular music. Consideration will be given to musical style as well as to issues of sociopolitical meaning and economic production. The course offers the opportunity to students to explore the current popular music scene in the Los Angeles area.

CORE REQUIREMENT MET: **UNITED STATES • FINE ARTS**

114. TOPICS IN INSTRUMENTAL MUSIC.

An examination of the cultural significance and historical context of major genres of instrumental music of the Western art music tradition. Topics have included a non-technical exploration of influences in instrumental music that cross national and cultural boundaries. *Extensive music listening assignments will supplement readings.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

115. TOPICS IN OPERA.

An examination of the cultural significance and historical context of opera from the 17th to the present day. Issues that will be considered include nationalism, social class, and the portrayal of women. The course will study the following operas: *Orfeo* (Monteverdi), *Armide* (Lully), *The Marriage of Figaro* (Mozart), *Tristan and Isolde* (Wagner), *La Traviata* (Verdi), and *Wozzek* (Berg). Prior knowledge of music is not required, but there will be extensive listening.

CORE REQUIREMENT MET: **EUROPE • FINE ARTS**

117. TOPICS IN MUSIC FOR FILM AND OTHER MEDIA.

This course will survey film music from its silent film era origins to the present, focusing on its many functions through in-class viewing, analysis, and critique of film clips. The works of many prominent film composers as well as some lesser-known figures will be examined in terms of style and approach, as well as their own views on the film-scoring process. Fundamental information on music, film, and psychology of music will be introduced, and the role of music in other media (such as TV and experimental video) will be explored.

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

119. WHY MUSIC MATTERS.

This course provides a general introduction to the elements and history of Western music over the last three centuries. Students will focus on learning how to listen to music, with an emphasis of identifying musical forms, genres, and styles. This focus will serve the larger goal of the course, which is to show how understanding music can not only lead to our greater enjoyment of it but also help us to better understand history and culture. Students with no musical experience are especially welcome.

CORE REQUIREMENT MET: **FINE ARTS**

151. THEORY AND PRACTICE OF MUSIC I.

Studies in the integration of the basic materials of music: scales, intervals, chords; exercises in four-part harmony; simple compositional exercises; species counterpoint; listening assignments. *Prerequisite: placement exam and ability to read traditional music notation, or Music 101. Requires concurrent enrollment in Music 151A.*

CORE REQUIREMENT MET: **FINE ARTS**

151A. MUSICIANSHIP I.

Training in tonal sightsinging and listening; major and minor keys, triads, chord progressions and rhythmic studies.

153. THEORY AND PRACTICE OF MUSIC II.

Further studies in harmony and composition; introduction to counterpoint; principles of form. *Prerequisite: Music 151 or permission of instructor. Requires concurrent enrollment in Music 153A. Students will be assigned to the appropriate laboratory session during the first week of the semester.*

CORE REQUIREMENT MET: **FINE ARTS**

153A. MUSICIANSHIP II.

Continued training in tonal sightsinging and listening: introduction to chromaticism, related key modulations, modes, seventh chords; continued study of chord progressions and rhythmic studies.

1 unit

197. INDEPENDENT STUDY.

Prerequisite: Permission of department.

2 units

230. ADVANCED ELECTRONIC MUSIC.

Continued study of theoretical, historical and aesthetic principles underlying computer/electronic music. Study of software applications (Logic, MaxMSP, Digital Performer, ProTools, Cloud Generator, MetaSynth) towards the creation of electronic, electro-acoustic, and/or interactive, multi-media composition.

Prerequisite: Music 130.

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

232. PIANO PROFICIENCY.

Prepares music majors to demonstrate competence in a broad range of keyboard skills: basic keyboard technique, sight reading, elementary repertoire, harmonization of melodies, transposition, and accompaniment. Satisfactory performance on the final exam is required to satisfy the Music major piano proficiency requirement. *Graded on a Credit/No Credit basis only. Prerequisite: Music 132 or permission of instructor.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

251. THEORY AND PRACTICE OF MUSIC III.

Further studies in chromatic harmony. Development of 18th-century musical forms and their extension and elaboration in the 19th century; analysis of contrapuntal idioms: canon, invention, and fugue. *Prerequisite: Music 153 or permission of instructor. Requires concurrent enrollment in Music 251A. Students will be assigned to the appropriate laboratory session during the first week of the semester.*

CORE REQUIREMENT MET: **FINE ARTS**

251A. MUSICIANSHIP III.

Advanced training in tonal sightsinging and listening; modulation to distant keys, introduction to 20th century idioms, extended chordal dissonance and rhythm. *Prerequisite: requires concurrent enrollment in Music 251.*

1 unit

255. JAZZ THEORY.

Introduction to jazz harmony and notational practice: compositional exercises; small group and vocal arranging; analysis of popular music; transcription and study of improvised performances. *Prerequisite: Music 153.*

257. COMPOSITION AND ORCHESTRATION I.

Writing exercises to develop technical facility; study of characteristics of instruments; exercises in scoring for various vocal and instrumental combinations. *Prerequisite: Music 151 or permission of the instructor.*

260. MUSIC IN WESTERN CULTURE I: THE MIDDLE AGES TO THE BAROQUE.

Offers an intensive survey of the Western art music tradition during the period ca. 800-1750. *Prerequisite: Music 151 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

270. MUSIC IN WESTERN CULTURE II: THE LATE EIGHTEENTH CENTURY TO THE PRESENT.

Offers an intensive survey of the Western art music tradition from ca. 1750 to the present. *Prerequisites: Music 151 and Music 260 (or equivalent), or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS**

272. CONDUCTING AND SCORE-READING.

Studies in score-reading and analysis, and conducting gestures used for instrumental and choral conducting. *Prerequisite: Music 153 or permission of instructor and ability to read a single line at the piano.*

280. INTRODUCTION TO ETHNOMUSICOLOGY.

Offers an introduction to the principal concepts and methodologies of the field of ethnomusicology as well as the style and practices of selected world musical traditions. *Prerequisites: Music 101 or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

295. CHOPIN'S PARIS

This deeply interdisciplinary course will examine Paris of the 1830s and '40s through the ears and eyes of the Polish pianist-composer Fryderyk Chopin (1810-1849), in exile there for his entire adult life. As arguably the cultural and artistic capital of Europe, Chopin's Paris was the destination for political and cultural exiles. To understand Chopin's music one must understand Paris, its art, literature, history, music, theater, science, politics, and medicine, and one must understand what it means to be in exile. In that spirit, students will study these diverse aspects of Paris in order to bring Chopin's music into more complexly variegated focus. The course will feature guest lecturers from other disciplines as well as visits to local cultural institutions. The course will culminate with students interviewing Angelenos from various world immigrant communities for whom Chopin's music still bears the resonance of art created in exile.

CORE REQUIREMENT MET: **EUROPE • FINE ARTS**

357. COMPOSITION II.

Study of the compositional techniques and resources of the 20th and 21st centuries. Refinement of the composer's stylistic originality, through repertoire study and short compositional exercises. Composition of a substantial original piece for chamber ensemble, working with performers towards a final recital performance. *Prerequisite: Music 255, 257, 258, or permission of the instructor.*

374. JUNIOR RECITAL PREPARATION.

Preparation for junior recital. Requirements include more extensive practice expectations as well as research and preparation of program notes. *Prerequisite: approval of the department. May be repeated once for credit.*

2 units

390. JUNIOR SEMINAR.

The Junior Seminar is a small, discussion-oriented seminar required of all music majors, emphasizing advanced analytic and critical approaches to a musical topic.

The Evolution of the Sonata Form. This course examines the development of the sonata form since the Baroque era showing how different generations of composers have over the course of time embraced and personalized it. We will analyze and discuss various incarnations of sonata forms through solo, chamber, and orchestral works by Scarlatti, Haydn, Mozart, Beethoven, Schumann, Brahms, Schoenberg, Stravinsky, Bartók, Hindemith, and Boulez. Readings include Rosen's *Sonata Forms*, *The Classical Style* and *The Romantic Generation*, as well as writings by Newman, Ratner, and Reti. Topics for papers and presentations will be developed with attention to seminar participants' particular interests. *A course*

grade of B- or better, and satisfactory completion of a minimum of 15 pages of written work will satisfy the College's third-year writing requirement.

397. INDEPENDENT STUDY.

2 or 4 units

457. COMPOSITION SYMPOSIUM.

The objective of this course is two-fold: first, to aid students strongly inclined towards composition in the preparation of their senior recital, and second, to ready students for continued professional growth in composition. Emphasis on individual compositional projects, performance workshops, analytical listening, and score reading. *Prerequisite: Music 357. Graded on a Credit/No Credit basis only.*

2 units

471. ADVANCED CONDUCTING SEMINAR.

Advanced studies in score analysis, gesture vocabulary, and ensemble rehearsal techniques. Assignments will emphasize instrumental or choral literature according to the interests of the class. *Prerequisite: Music 272.*

473-474. SENIOR RECITAL PREPARATION I AND II.

Preparation for senior recital. Requirements include more extensive practice expectations as well as research and preparation of program notes. *Prerequisite: approval of the department.*

2 units

490. SENIOR SEMINAR. TOPICS IN MUSIC HISTORY, MUSIC THEORY, MUSIC LITERATURE, OR PERFORMANCE.

The Senior Seminar is a small, discussion-oriented seminar required of all music majors, emphasizing a syncretic approach to an advanced musical topic and culminating in the production of a substantial final paper or project. *Prerequisite: Music 251.*

Popular Music and Censorship. Under what conditions is music deemed so threatening and/or powerful that it must be silenced? In this course students will become familiar with debates surrounding the censorship, regulation, and repression of popular music since the 1940s. Examining direct and indirect acts of censorship by governments, religious and cultural groups, and media conglomerates, we will explore issues of content, access, use, and ownership in a variety of national, local, and virtual (internet) contexts. What are the political and financial mechanisms that are used to censor music producers around the globe? How do musicians resist censorship and repression? Focusing on case studies from South Africa, Nigeria, Afghanistan, Cuba, Brazil, Indonesia, Great Britain and the United States, we will locate acts of musical censorship within their larger social, economic, and political contexts. Course texts will include *Popular Music and Censorship in Africa* (2006), *Shoot the Singer!: Music Censorship Today* (2004), *Policing Pop* (2002), *Banned!: Censorship of Popular Music in Britain, 1967-92* (1996), *Bleem! Censoring Rock 'n' Rap Music* (2002) and *Parental Advisory: Music Censorship in America* (2001).

ENSEMBLES

Ensemble membership is open to all students of the college by audition. *All ensembles are graded Credit/No Credit, and may be repeated for credit.*

120. COLLEGE CHORUS.

Study and performance of choral music. Development of singing ability and sight-reading skills through the preparation and performance of works for full chorus. The chorus rehearses one evening each week and performs on-campus each semester. *Students may enroll for one or both semesters. Prerequisite: Enrollment is by audition with the instructor during the first week of each semester. No previous musical experience required.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

121. WOMEN'S GLEE CLUB.

Advanced study and performance of choral music. Emphasis is placed on the more difficult traditional choral repertoire, but the study of world music and popular music is included. Includes many performances with Men's Glee Club, both on and off campus. *Enrollment is for the full year and is by audition during the first week of the fall semester. 2 hours rehearsal per week plus 2.5 hours rehearsal per week with Men's Glee Club. Sight reading ability and previous musical experience highly recommended.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

122. MEN'S GLEE CLUB.

Advanced study and performance of choral music. Emphasis is placed on the more difficult traditional choral repertoire, but the study of world music and popular music is included. Includes many performances with the Women's Glee Club, both on and off campus. *Enrollment is for the full year and is by audition during the first week of the fall semester. 2 hours rehearsal per week plus 2.5 hours rehearsal per week with Women's Glee Club. Sight reading ability and previous musical experience highly recommended.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

125. ORCHESTRA.

A symphonic ensemble for qualified instrumentalists from the college communities of Occidental and the California Institute of Technology (students, faculty, staff, and their families). The orchestra presents several concerts on both campuses each year. *Prerequisite: audition during the first week of the semester.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

126. CONCERT BAND.

A symphonic wind ensemble for qualified instrumentalists from the college communities of Occidental and the California Institute of Technology (students,

faculty, staff and their families). The Band presents concerts on both campuses during the year. *Prerequisite: audition with instructor.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

127. JAZZ ENSEMBLE.

The Occidental Jazz Ensemble consists of instrumentalists from Occidental who are interested in performing jazz of various styles. Charts and styles are determined according to the instrumentalists in the ensemble and their particular jazz interests. The Jazz Ensemble presents several concerts during the academic year. *Enrollment is by audition with the instructor.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

128. NEW MUSIC ENSEMBLE.

The New Music Ensemble performs a broad spectrum of contemporary and experimental music, including works by student and faculty composers. *Prerequisite: audition with instructor.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

129. CHAMBER MUSIC.

Study and performance of chamber music for diverse combinations of instruments and voices. *Prerequisite: audition during the first week of the semester.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

APPLIED MUSIC

Instruction in applied music is available to all students of the College. Information regarding scholarships for applied music study is available at the Music Department office.

Applied Music Fees per Semester:

Half-hour private lessons: \$375.00

One-hour private lessons: \$750.00

Class lessons in electronic music, voice, piano, guitar, jazz improvisation,

Alexander Technique: \$195.00

Fees apply to all students regardless of full or part-time status.

Policies for Class and Applied Music Lessons: Students must register for applied study by obtaining permission in person at the Music Department office, and then submitting paperwork to the Office of the Registrar. Refunds for class and private applied music lessons will not be given after the third week of each semester. Applied Music lessons and classes must be added by September 11, 2009 (Fall), and January 29, 2010 (Spring). Students who elect to drop must inform the Music Department office no later than September 18 (Fall) or February 5 (Spring). Any student who drops class or private applied lessons after these dates will be billed for the FULL lesson fee(s) for that semester. If a student drops class or private applied music lessons on or before each semester's deadline, s/he will be billed for the number of lessons taken up to that time. Applied music

lessons may be repeated for credit.

CLASS APPLIED MUSIC LESSONS

Classes require a minimum of four students. If fewer than four students sign up for the class, the registered students will be contacted and given the option of enrolling in private lessons or dropping the course.

Grading: All class applied music lessons are graded Credit/No Credit. All music majors and applied music scholarship recipients receive a letter grade for private applied music lessons.

Private applied music lessons may be graded Credit/No Credit for students who are not receiving an applied music scholarship, and/or are not music majors, with the completion of the CR/NC approval form (available at the Registrar's office).

130. ELECTRONIC MUSIC CLASS.

An introduction to the use of the Occidental electronic music studio and the creation of electronic music with synthesizers, computer and tape recorders. *Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

131. VOICE CLASS.

Fundamentals of singing: voice production, diction, repertoire, musicianship. *Recommended as preparation for private lessons. Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

132. PIANO CLASS.

Basic keyboard technique at the beginning through lower intermediate level. *Fee: \$195. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

133. CLASSICAL GUITAR CLASS (BEGINNING).

An introduction to classical guitar including basic technique and musicianship. The traditional repertoire as well as 20th century and flamenco will be explored. *Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

134. CLASSICAL GUITAR CLASS (INTERMEDIATE).

A further exploration of classical guitar with emphasis on a thorough treatment of musicianship, technique, and expansion of the repertoire for the guitar soloist. *Prerequisite: Music 133 or permission of instructor. Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

138. ALEXANDER TECHNIQUE CLASS.

The Alexander Technique helps students move naturally. They learn to prevent excess tension and replace it with a more effectively balanced movement pattern throughout the body. *Does not satisfy Music Major applied music requirement.*
Fee: \$195.

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

139. PERFORMANCE IMPROVISATION.

Techniques and styles of jazz improvisation, solo and small combo. *Open to all instrumentalists and vocalists.* *Fee: \$195.*

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

PRIVATE APPLIED MUSIC LESSONS: All private applied music lessons are one unit each, whether the duration of the lessons is one-half hour or one hour per week. Private applied study carries a fee of \$375 (1/2-hour lessons) or \$750 (one-hour lessons).

140.1. PIANO (1/2-hour lessons) / 140.2. PIANO (1-hour lessons).

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.3. PIANO (1/2-hour lessons) / 140.4. PIANO (1-hour lessons).

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.5. PIANO (1/2-hour lessons) / 140.6. PIANO (1-hour lessons).

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.7. HARPSICHORD (1/2-hour lessons) / 140.8. HARPSICHORD (1-hour lessons).

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.9. HARP (1/2-hour lessons) / 140.10. HARP (1-hour lessons).

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.11. JAZZ PIANO (1/2-hour lessons) / 140.12. JAZZ PIANO (1-hour lessons).

1 unit
 CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.14. COLLABORATIVE PIANO (1-hour lessons).

Prerequisite: two semesters of applied piano study at Occidental, or permission of instructor.

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

141.1. VOICE (1/2-hour lessons) / 141.2. VOICE (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

141.3. VOICE (1/2-hour lessons) / 141.4. VOICE (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

141.5. VOICE (1/2-hour lessons) / 141.6. VOICE (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

141.7. JAZZ VOICE (1/2-hour lessons) / 141.8. JAZZ VOICE (1-hour lessons).

Prerequisite: one year of voice study at Occidental or participation in Jazz Ensemble (Music 127).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.1. FLUTE (1/2-hour lessons) / 142.2. FLUTE (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.3. OBOE (1/2-hour lessons) / 142.4. OBOE (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.5. CLARINET (1/2-hour lessons) / 142.6. CLARINET (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.7. BASSOON (1/2-hour lessons) / 142.8. BASSOON (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.9. SAXOPHONE (1/2-hour lessons) / 142.10. SAXOPHONE (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.1. FRENCH HORN (1/2-hour lessons) / 143.2. FRENCH HORN (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.3. TRUMPET (1/2-hour lessons) / 143.4. TRUMPET (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.5. TROMBONE (1/2-hour lessons) / 143.6. TROMBONE (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.7. TUBA (1/2-hour lessons) / 143.8. TUBA (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

144.1. PERCUSSION (1/2-hour lessons) / 144.2. PERCUSSION (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.1. VIOLIN (1/2-hour lessons) / 145.2. VIOLIN (1-hour lessons).

Prerequisite: prior experience playing the violin.

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.3. VIOLA (1/2-hour lessons) / 145.4. VIOLA (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.5. CELLO (1/2-hour lessons) / 145.6. CELLO (1-hour lessons).

Prerequisite: prior experience playing the cello.

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.7. STRING BASS (1/2-hour lessons) / 145.8. STRING BASS (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.9. ELECTRIC BASS (1/2-hour lessons) / 145.10. ELECTRIC BASS (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

146.1. CLASSICAL GUITAR (1/2-hour lessons) / 146.2. CLASSICAL GUITAR (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

146.3. CLASSICAL GUITAR (1/2-hour lessons) / 146.4. CLASSICAL GUITAR (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

146.5. JAZZ GUITAR (1/2-hour lessons) / 146.6. JAZZ GUITAR (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

146.7. JAZZ GUITAR (1/2-hour lessons) / 146.8. JAZZ GUITAR (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

146.9. JAZZ GUITAR (1/2-hour lessons) / 146.10. JAZZ GUITAR (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

146.11. JAZZ GUITAR (1/2-hour lessons) / 146.12. JAZZ GUITAR (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

147.1. IMPROVISATION (1/2-hour lessons) / 147.2. IMPROVISATION (1-hour lessons).

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

148.1. ALEXANDER TECHNIQUE.

Does not satisfy Music Major applied music requirement.

1 unit
CORE REQUIREMENT PARTIAL: [FINE ARTS](#)

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Philosophy

Professor Homiak, *Chair*

Professor Traiger; Associate Professor Brighthouse; Assistant Professor Schaff
On Special Appointment: Adjunct Assistant Professors Tomhave, Yoo

Philosophy is a method that provides students with the skills of conceptual analysis, logical reasoning, and critical thinking. These skills are intrinsically valuable throughout one's life and apply to a wide variety of professions, including law, medicine, education, journalism, business, public policy, and government. In addition, the methods and skills developed in a philosophical education aim to provide students with the intellectual grounds for reflecting on their beliefs, to recognize the strengths and weaknesses of alternative beliefs, and to understand how philosophical ideas have shaped their culture and history. Studying philosophy will help students develop these intellectual grounds. In both these respects, the mission of philosophy promotes responsible citizenship, social and economic justice, and recognizing and respecting differences among groups and between individuals.

MAJOR: Ten courses (40 units) in philosophy are required for the major, including Philosophy 210; Philosophy 225; Philosophy 230; one of Philosophy 330, 340, 345, 350, 353; one of Philosophy 355, 360, 365, 370, 375, 385; Philosophy 305 or Philosophy 310; three additional courses in philosophy at least two of which must be 300 level or higher (Mathematics 350 can be counted toward the major in lieu of Philosophy 325); Philosophy 490.

WRITING REQUIREMENT: Students majoring in Philosophy will satisfy the final component of Occidental College's college-wide writing requirement by completing at least one writing-intensive upper division philosophy course with a grade of B- or higher (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: Graduating seniors in philosophy write one long essay, the "state of thought" essay, to satisfy their comprehensives requirement. This essay, approximately 30 pages long, is on a topic of their choice and is written with the advice and assistance of two faculty advisers.

Seniors begin work on this essay in the Senior Seminar (Philosophy 490) in the fall semester. In this class, which is organized by a faculty member, seniors focus on writing a preliminary 20-page essay that provides a broad survey of the "state of thought" on their chosen topic, along with a discussion of the important and differing approaches taken by the key philosophers who have written on their topic. With satisfactory completion of the preliminary essay, students receive a grade of CIP (course in progress) at the end of the fall semester.

Although there is no class associated with the philosophy comprehensives in the spring semester, seniors continue to work on their "state of thought" essays, with the assistance of the instructor for Philosophy 490. In the spring semester seniors focus on assessing the arguments that have been brought to bear on their topic, and on developing their own contributions to the topic. Once essays are complete, seniors present their work orally to the campus community.

With satisfactory completion of their essays and oral presentations in the spring semester, the fall semester CIP grade is changed to a letter grade. The letter grade is based on the quality of their essays, the quality of their contributions to the seminar discussions in Philosophy 490, and on the quality of their oral presentations in the spring. Final grades will be determined by the philosophy faculty as a whole.

INTERDEPARTMENTAL MAJOR IN COGNITIVE SCIENCE: See [Cognitive Science](#).

MINOR: Five courses (20 units) in Philosophy, including Philosophy 210, 225, 230, one 300-level course in moral or political philosophy, and one 300-level course in metaphysics or epistemology.

HONORS: There is no special class associated with honors. Honors in philosophy is awarded in recognition of excellence in work done for the senior essay, and will be determined by the philosophy faculty as a whole once final versions of the senior essays have been submitted. Seniors need a 3.3 GPA in philosophy and a 3.25 GPA overall to be considered for Departmental honors. See the [Honors Program](#) and consult the department chair for further details.

101. INTRODUCTION TO PHILOSOPHY.

Mind, World, and Self. An introduction to some central problems of philosophy reflecting the human experience, including the nature of reality, the justification of knowledge, the freedom of the will, the nature of the good and the right, and alternative conceptions of the self.

CORE REQUIREMENT MET: [EUROPE](#)

205. INTRODUCTION TO ANCIENT THOUGHT.

An examination of the problems in moral and political philosophy created by, and resulting from, the historical events surrounding Athens in the 5th Century B.C. The course will examine historical writings (Herodotus, Thucydides), Greek tragedy, Pre-Socratic thought, and developments in art, with as much reference as possible to their social and economic contexts.

CORE REQUIREMENT MET: [EUROPE](#) • [PRE-1800](#)

210. HISTORICAL INTRODUCTION TO PHILOSOPHY.

We will address some of the fundamental issues in epistemology, metaphysics, and ethics while reading selections from the works of some important philosophers throughout history. Among the issues addressed will be the existence of the external world, the relation between the mental and the physical, and the foundation of our knowledge of the future. Philosophers covered will include Plato, Descartes, Hume, Hegel, and Nietzsche.

CORE REQUIREMENT MET: [EUROPE](#) • [PRE-1800](#)

225. FORMAL LOGIC.

We will study the formal properties of arguments and sets of statements. This will involve learning two formal languages, the propositional calculus and the predicate calculus. Within these languages we will formalize the notions of validity, soundness, and consistency, and show how these properties can be tested.

CORE REQUIREMENT MET: [MATH/SCI](#)

230. INTRODUCTION TO ETHICS.

This course will address some fundamental questions in ethics, such as: What is the best life for a human being? Should I be good? Can I be good? Is morality objective, subjective, or relative to one's society? Is there any relation between ethics and religion? We will read both classical and contemporary writings in ethics.

CORE REQUIREMENT MET: **INTERCULTURAL**

235. FEMINISM AND PHILOSOPHY.

A critical analysis of contemporary feminist theories and their philosophical roots. Topics for discussion will include: equality, respect, meaningful work, parenting, friendship, sexual relations, abortion, rape, pornography, and prostitution.

CORE REQUIREMENT MET: **UNITED STATES**

300. TOPICS IN CLASSICAL PHILOSOPHY.

An examination of the moral and political philosophies of Socrates, Plato, and Aristotle. Questions for discussion will include: how should I live and what sort of person should I be? What is the nature of happiness? Can I be happy and also morally vicious? Do I have any good reason to act in the interests of others when they conflict with my own interests? What is the nature of justice and the just state? How do states affect our desires and aims? *Given in alternate years.*

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

305. TOPICS IN MODERN PHILOSOPHY.

A detailed examination of some central philosophical texts from the 17th and 18th centuries. In 2009-10 we will study the works of Descartes and Leibniz.

CORE REQUIREMENT MET: **EUROPE**

310. HOBBS TO KANT.

An examination of four great figures in Western moral and political philosophy of the 17th and 18th centuries: Thomas Hobbes, John Locke, David Hume, and Immanuel Kant. Topics to be discussed include: the basis of political obligation, the nature of the just state, the basis of human rights and the right to property, the nature of human reason and its relation to passion, and the foundation of moral obligation. *Given in alternate years.*

CORE REQUIREMENT MET: **EUROPE**

312. 19TH CENTURY GERMAN PHILOSOPHY.

This course examines the major figures of post-Kantian German Idealism and their critics, including Fichte, Hegel, Marx, and Nietzsche. Special attention will be paid to the central problem of this tradition to justify the concept of freedom. Topics to be discussed include free will and determinism, non-metaphysical conceptions of freedom, the concept of recognition, the sociality of reason, and the relationship between naturalism and ethical theory. The course assumes no prior knowledge of subject matter or familiarity with these figures, and aims to provide students with an introductory, working knowledge of German philosophy after Kant.

Prerequisites: Philosophy 210 or permission of instructor. Given in alternate years.

CORE REQUIREMENT MET: **EUROPE**

315. TOPICS IN CONTINENTAL PHILOSOPHY.

This course examines figures, movements, and philosophical problems in the

Continental tradition of philosophy, typically in German and French philosophy of the 19th and 20th centuries. In the past, topics for discussion have included: ideology and mass media, technology and disciplinary power, and sexuality and agency. *Because topics change from year to year, students may repeat course once for credit, with approval of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **EUROPE**

320. THE PHILOSOPHIES OF INDIA AND CHINA.

This course will look at some of the classic texts in Hinduism, Buddhism, Confucianism, and Taoism. The focus will be the relations of self, society, and spirit. We will consider two primary questions. First, how do these four traditions understand the nature of persons? Second, what implications can be drawn from these ways of understanding persons to the ways that we interact with the world?

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

325. METALOGIC.

A survey of results in the metatheory of first order logic, including consistency, completeness, decidability, and undecidability. *Prerequisite: Philosophy 225, Mathematics 210, or permission of instructor. This course may be used toward the Core Science/Mathematics requirement.*

CORE REQUIREMENT MET: **MATH/SCI**

330. GLOBALIZATION AND JUSTICE

This course examines various theories of justice in international relations and evaluates them according to a range of practical problems facing globalization. Typically, we shall start by exploring the tension between universal values and cultural relativism, which underlies much of the theory and practice of international relations. We will then examine this tension in a number of controversies concerning globalization, including war and peace, international political economy and distributive justice, environmental issues, human rights, and terrorism.

CORE REQUIREMENT MET: **INTERCULTURAL**

335. PHILOSOPHY OF RACE.

This course will philosophically examine the concept of race and the way race informs identity. Topics include the reality of race, the origins and nature of the concept, and the extent to which race does and should impact our social and personal identities.

CORE REQUIREMENT MET: **INTERCULTURAL**

340. PHILOSOPHY OF LAW.

The course covers both analytical and normative jurisprudence and provides students with a comprehensive foundation for study of the law. Analytical jurisprudence examines the nature and justification of the law including alternative conceptions like natural law theory, positivism, critical legal studies, and law and economics. In addition, the course covers the problem of legal interpretation and the role of judicial review in constitutional democracies. Normative jurisprudence concerns the ethical issues raised by the law including freedom of expression and hate speech, freedom of religion and the separation of church and state, civil liberties and rights, theories of punishment and the death penalty, and equal protection doctrine.

CORE REQUIREMENT MET: **UNITED STATES**

343. APPLIED ETHICS.

This course will look at some central issues in applied ethics. The topics covered will be those that arise from the conflict between personal liberties and communal obligations. The course will address issues such as affirmative action, universal healthcare, employee vs. business rights, and the legalization of drugs.

CORE REQUIREMENT MET: **UNITED STATES**

345. CONTEMPORARY MORAL PHILOSOPHY: AUTHENTICITY, IDENTITY, AND FREEDOM.

This course focuses on some issues in moral philosophy that arise for us as reflective and responsible citizens in a multicultural world. Topics for discussion will include: to what extent am I free, and to what extent am I the product of circumstances beyond my control? What is the nature of moral agency and moral responsibility? How can I live authentically and establish my own identity? How ought I to relate to the majority and minority cultures that surround me and of which I may be a part?

CORE REQUIREMENT MET: **UNITED STATES**

350. MODERN CLASSICS IN POLITICAL PHILOSOPHY: JUSTICE, LIBERTY, AND EQUALITY.

This course focuses on John Rawls's *Theory of Justice*, arguably the greatest work in political philosophy since the 19th century. Attention will also be given to two important, but differing, responses to Rawls, in the work of Robert Nozick and Susan Okin. Topics for discussion will include: what is the nature of the just state? Can a just state guarantee both the liberty of its citizens and their equality? Which economic distributions are just? Is there a right to property, and if so what is its basis? What is the best life for human beings, and how far can a just state go in providing that life for its citizens?

CORE REQUIREMENT MET: **INTERCULTURAL**

353. TOPICS IN POLITICAL PHILOSOPHY.

This course covers contemporary philosophical issues in economics, law, and social policy. Topics for discussion may include: the ethics and economies of the drug war (e.g., alienation, addiction, and rationality; the effects of prohibition on civil rights and liberties) and the ethical and legal dimensions of sexual orientation (e.g., the effects of stereotypes on social policy; whether sexual orientation is a matter of choice). *Because topics will change from year to year, students may repeat once for credit, with faculty approval.*

CORE REQUIREMENT MET: **INTERCULTURAL**

355. PHILOSOPHY OF SPACE AND TIME.

The course will cover such topics as whether space and time exist, how we know what the geometry of space and time is, whether any sense can be made of the claim that time has a direction, and the "paradoxes" of time travel. We will examine these questions in the context of both pre-relativistic and relativistic theories. The readings will range from historical figures, such as Newton, Leibniz and Mach, to contemporary work by both philosophers and physicists, including Hawking, Thorne and Sklar. This course does not require previous exposure to Special or General Relativity and will not require as a prerequisite technical skills that go beyond high school mathematics and physics, but the student is expected to be comfortable with algebraic and geometric reasoning.

CORE REQUIREMENT MET: **INTERCULTURAL**

360. PHILOSOPHY OF MIND.

A philosophical treatment of consciousness (including sensation, mental imagery, and emotion) and intentionality (including mental representation and "aboutness"). Questions to be asked include: "Is it possible to construct a computer which feels pain?" "What is the status of our folk psychological concepts concerning consciousness?" "Is intentionality the mark of the mental?" and "What is the relation between thought and language?" *Given in alternate years.*

CORE REQUIREMENT MET: **UNITED STATES**

365. PHILOSOPHY OF SCIENCE.

We will look at a number of episodes in the history of science. Among the issues that will be addressed will be the following: When should we consider evidence as confirming a theory? What considerations should we use to decide between competing theories? Should we view our best theories as true or merely empirically adequate? Can there be a logic of scientific discovery? We will read works by philosophers and scientists including van Fraassen, Reichenbach, Feyerabend, Newton, and Galileo.

CORE REQUIREMENT MET: **INTERCULTURAL**

370. PHILOSOPHY OF LANGUAGE.

We will examine a number of recently proposed accounts of meaning, truth, and reference. Issues that will come up will be whether there could be a private language, what the role of mental content is, how we should understand metaphor, and whether truth is a redundant notion. Philosophers covered include Frege, Russell, Tarski, Quine, Putnam, Kripke, and Searle. *Given in alternate years.*

CORE REQUIREMENT MET: **INTERCULTURAL**

375. THEORY OF KNOWLEDGE.

This course will examine: (1) the theories of knowledge of such philosophers as Price, Russell, and Chisholm ("Foundationalists"), (2) some of their critics, such as Sellars and Quine, and (3) recent work in naturalized epistemology.

CORE REQUIREMENT MET: **UNITED STATES**

380. WITTGENSTEIN.

Ludwig Wittgenstein (1889-1951) is a central figure in the two most important philosophical traditions of the twentieth century: First, the attempt early in the century to characterize language, thought and the world in terms of the newly available formalism of modern logic, and second, the attempt to show that any such formalization will fail to do justice to the rich complexity of language as a form of life, a form inseparable from the social and historical context from which it springs. We will examine two principal works, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*. There will also be some treatment of the historical and philosophical context of Wittgenstein's work and life.

CORE REQUIREMENT MET: **EUROPE**

385. METAPHYSICS.

The course will focus on contemporary readings that raise some of the most fundamental issues in metaphysics. The following questions are among those that

will be addressed: Can we make sense of the idea that we are free agents? Can we understand the concept of causation? Is there a compelling argument for the existence of God? Is there any sense to be made of the claim that some claims are true by necessity while others are only contingently true? Are there true mathematical claims?

CORE REQUIREMENT MET: [UNITED STATES](#)

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR.

Prerequisite: senior standing in philosophy.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Physics

Professor Schramm *Chair*

Professors Eggleston, Schmiedeshoff, Snowden-Ifft; Assistant Professors Hightower, Scheel

The Physics department provides an education in the fundamental processes of the physical world with thorough study in both the classroom and laboratory. After completion of the program, a physics student will have excellent analytical and problem-solving skills in addition to ample hands-on laboratory experience. The Physics major is excellent preparation for professional or graduate work in physics, engineering, and related fields. In addition, a physics major finds that he or she is an attractive applicant for medical, business, or law school, as well as having an excellent foundation for science teaching.

In addition to the full spectrum of undergraduate coursework, the department offers many opportunities to participate in research projects both on and off campus. Qualified students may begin research projects as early as their first year. Current research activities in the department include experimental investigations in Astrophysics, Condensed Matter Physics, Plasma Physics, and Materials Science, theoretical investigations in Cosmology and Particle Physics, and theoretical and numerical investigations in complex systems. Departmental resources include well-equipped research and instructional laboratories, as well as laboratory space for qualified students to carry out independent investigations of their own. Many students have also participated in projects at nearby institutions such as the California Institute of Technology and the Jet Propulsion Laboratory.

Students who wish to do advanced work in physics or engineering should complete the introductory physics sequence (Physics 106, 110, 120) as early as possible. These courses provide a foundation in both classical and modern physics. Fundamental understanding and procedures in analytical physics are stressed throughout. This sequence is recommended to all students who have an aptitude for scientific work and who are acquiring a strong background in mathematics, including an introduction to differential and integral calculus. Students with a strong high school physics background or a high score on the Physics AP examination may wish to consider [Course Exemption by Examination](#), whereby the student can be exempted from some or all of the courses in the introductory sequence.

Physics majors typically begin taking courses at the intermediate level by the end of Sophomore year, and are encouraged to complete required 300-level courses by the end of Junior year. This schedule prepares a student for the widest array of 260- and 360-series courses.

Of special interest are the three series of physics courses numbered [160-169](#), [260-269](#), and [360-369](#). These courses cover special topics as well as subjects of

active research interest within the Physics department. The 160 series is designed for non-science students interested in varying aspects of physical science. These courses have few prerequisites beyond algebra and trigonometry and many are open only to students who have not taken Physics 106, 110/115, 120/125, or their equivalent. The 260 series of courses is open to anyone who has completed Physics 120 or 125. The prerequisites for 360-series courses vary, but generally require physics beyond Physics 120 or 125.

MAJOR: The major is designed to appeal to students who wish to prepare for professional or graduate work in physics as well as those who wish to study physics but have other career goals. The program for physics majors is composed of the Physics Foundation and one of the four Options listed below. Students can also supplement their programs by taking courses at the California Institute of Technology under the [exchange program](#).

Physics Foundation: All physics majors must complete a core of five physics courses called the Foundation. In addition to the three-term introductory sequence (Physics 106, 110 or 115, 120), the Foundation includes a course in Modern Physics with laboratory (Physics 240) and a course in Thermal and Statistical Physics (Physics 250). Accompanying these physics courses must be work in mathematics including Calculus 1 (Math 109, 110, or 114), Calculus 2 (Math 120 or 124), Multivariable Calculus (Math 212) and Linear Systems (Math 214).

Options: In addition to the Foundation, all physics majors must complete one of the following Physics Options. Upon graduation, the student's transcript will list both the major (Physics) and the chosen Option.

Some of the four Options require Physics Selectives, which are courses from the 260 or 360 series, or 300-level courses below 390 not otherwise required for the Option.

Physics Option (24 units): Physics 310, 315, 316, 320, 330, 340 and four units of Physics Selectives. This option is recommended for students who wish a thorough background in physics and for those who wish to pursue professional or graduate work in physics or engineering.

Mathematics Option (28 units): Physics 310, 320, four units of Physics Selectives and eight additional units from any other 300-level Physics courses below 390. Also required are at least eight units in Math or Computer Science numbered above 300 and below 397 (these courses must be in addition to those required math courses listed in the Foundation). This option is recommended for students who wish a broader mathematics or computer science background.

Chemistry Option (32 units): Chemistry 120 or 130, 220, 221, and 240. Also required are Physics 310, 320, 330 and either Physics 340 or Chemistry 305. This option is recommended for students who wish a broader physical science background.

Education Option (24 units): Physics 320 and eight units of Physics Selectives. Also required are Education 201, 205, and 340. Education 314 is highly recommended. This option is recommended for students who wish to pursue careers in secondary science education.

Physics "Capstone": All physics majors must complete the Junior Seminar,

Physics [390](#) and [391](#). Majors participating in an off-campus program during the junior year may repeat [390](#) or [391](#) to satisfy this requirement.

COMPREHENSIVE REQUIREMENT: The comprehensive requirement for majors is met by completion of the year-long Junior Seminar (Physics [390/391](#)) with a grade of C or better and by passing a comprehensive examination on the material covered in the Physics Foundation.

WRITING REQUIREMENT: The Physics Department's portion of the College [Writing Requirement](#) can be satisfied with a passing evaluation of a student portfolio. The portfolio will consist of four items: two laboratory reports from Modern Physics (Physics [240](#)) and/or Advanced Laboratory (Physics [315/316](#)), and two research reports from Junior Physics Seminar (Physics [390/391](#)). Students are encouraged to revise these reports before submitting the portfolio. Typical formats for the required writings will be presented in the related courses. The writing is expected to be clear, precise, and intelligible to someone who has completed the Physics Foundation. Proper spelling, grammar, and organization are essential.

A student may submit a portfolio only once. The portfolio will be evaluated on a pass/fail basis by a departmental committee which will meet each semester to consider portfolios received by the last day of classes. Failing students may fulfill the departmental writing requirement by obtaining a grade of C or better in English Writing [401](#), Writing Across the Curriculum. Students who would like to improve their writing skills in advance of taking Physics [240](#), [315](#), [316](#), [390](#) or [391](#) may elect to take English Writing [401](#) in their Junior or Senior year; a grade of C or better will satisfy the Physics Department's portion of the College Writing Requirement.

The portfolio is normally submitted at the end of the semester when the student completes the second semester of [390/391](#). The latest students can submit a passing portfolio is the last day of classes in their penultimate semester. Students who fail to do so must enroll in English Writing [401](#) in their final semester and pass with a grade of C or better. Thus students completing Physics [390/391](#) in their final semester may not submit a portfolio and must complete the writing requirement by completing English Writing [401](#), as outlined above.

If English Writing [401](#) is not offered in the student's final semester, another English Writing course may be substituted with the approval of the department.

MINOR: The Physics courses of the Foundation and four units of Physics Selectives.

COMBINED PLAN IN LIBERAL ARTS AND ENGINEERING: The program for majors provides for entrance into the Combined Plan Programs (3-2 and 4-2) at Columbia University and the California Institute of Technology. Students interested in engineering should consult the [combined plan page](#) for details of these programs.

HONORS: Senior physics majors with an overall grade point average of 3.25 are permitted to present an oral and written thesis on their research for College Honors consideration at graduation. See the [Honors Program](#) and consult the department chair for details.

GRADUATE STUDY: The department of Physics, together with the departments of Chemistry, Education, and Geology, participates in offering a Master of Arts in Teaching (M.A.T.) in Physical Science. This program is available to students in the

teaching credential program who have a significant background in the physical sciences and who wish to deepen their scientific level beyond the level required for a single-subject credential in one of the physical sciences. General M.A.T. degree requirements are listed in the [Graduate Study](#) section of this catalog. Students seeking the Physical Sciences degree are required to complete three five-unit graduate level courses, each of which is an enhancement of a four-unit upper-division course with the addition of a related teaching-oriented project. For additional information, please refer to the [Graduate Study](#) section of this catalog or the chair of one of the offering departments.

106. WAVES.

An introduction to the physics of waves with examples from optics, acoustics, and modern physics. *Open to frosh and sophomores only. Includes one three-hour lab per week. Prerequisite: concurrent enrollment in a [Calculus 1](#) course or permission of instructor.*

CORE REQUIREMENT MET: [LAB-SCI](#)

110. INTRODUCTORY MECHANICS.

Covers classical mechanics, including kinematics and dynamics of particles and rigid bodies, conservation laws, and examination of specific force laws. *Includes one three-hour laboratory per week. Prerequisites: A [Calculus 2](#) course (may be taken concurrently); or permission of instructor. Some prior physics experience is recommended.*

CORE REQUIREMENT MET: [LAB-SCI](#)

115. GENERAL PHYSICS I.

The first of a two-course introduction to physics designed for life science and premedical students. Topics include Newton's laws of motion, gravitation, work and energy, conservation laws. *Includes one three-hour laboratory per week. Courses with multiple lecture sections may require evening examinations. Prerequisites: A [Calculus 2](#) course (may be taken concurrently); or permission of instructor.*

CORE REQUIREMENT MET: [LAB-SCI](#)

120. INTRODUCTORY ELECTRICITY AND MAGNETISM.

Introduction to electricity and magnetism, electronic circuits, electromagnetic induction, and Maxwell's Equations. *Includes one three-hour laboratory per week. Prerequisites: Physics 110 or 115, and a [Calculus 2](#) course; or permission of instructor.*

CORE REQUIREMENT MET: [LAB-SCI](#)

125. GENERAL PHYSICS II.

The second of a two-course introduction to physics designed for life science and premedical students. Topics include electrostatics and electromagnetism, electric circuits, geometrical and physical optics. *Includes one three-hour laboratory per week. Courses with multiple lecture sections may require evening examinations. Prerequisites: Physics 110 or 115, and a [Calculus 2](#) course; or permission of*

instructor.

CORE REQUIREMENT MET: **LAB-SCI**

THE 160 SERIES

Designed for non-science students interested in different aspects of physical science, the courses numbered 160-169 rarely have prerequisites beyond algebra and trigonometry and many are open only to students who have not taken Physics 106, 110/115, 120/125, or their equivalents. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

161. GEEK TOYS.

Exploration of physical laws and processes through simple and geeky-cool devices and demonstrations, many of which students will build themselves and keep. The toys will illuminate topics from across physics, including classical mechanics, thermodynamics, electricity, and magnetism. *Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

162. ASTRONOMY.

A survey of the solar system, stars and stellar evolution, galaxies and cosmology. *Prerequisite: algebra and permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

163. PHYSICS AS A LIBERAL ART.

A survey of classical and modern physics with an emphasis on basic principles and their applications. *Prerequisites: proficiency in high school algebra and trigonometry. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

164. LIGHT.

Identical in all respects to Physics 165 except that there is no lab component. Students attend regularly scheduled lectures for Physics 165, do the homework and take the 165 exams. *Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

165. LIGHT.

An introduction to optics and modern physics for both science and non-science majors. Topics include geometrical optics, physical optics, waves, special relativity, wave-particle duality, atomic and nuclear physics. *Includes one three-hour laboratory per week. Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or*

125; or equivalent.

CORE REQUIREMENT MET: **LAB-SCI**

166. SPACETIME PHYSICS.

An introduction to the theory of special relativity for both science and non-science majors. Topics include Einstein's postulates, the geometry of relativity, the Lorentz transformations, and the structure of spacetime. *Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

168. ENERGY CONVERSIONS AND RESOURCES.

This course introduces the physics of energy and energy conversions. The goal of this course is to provide students with the tools to recognize and quantify the various energy conversion processes important to society. Fundamental concepts of conservation of energy, efficiency, work and heat will be introduced during the first half of the course. These concepts will provide a framework for topical information on global energy resources (renewable and nonrenewable), energy generation systems, and societal energy demands. *Prerequisites: algebra or trigonometry, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

197. INDEPENDENT STUDY.

Supervised investigation by students who have not yet completed Physics 320. *Prerequisite: permission of supervising instructor and approval of department.*

1 or 2 units

240. MODERN PHYSICS.

Introduction to the physics of the twentieth century, emphasizing special relativity and elementary quantum mechanics. Includes the breakdown of classical concepts; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, and the periodic table. Other topics include a selection from atomic, nuclear, particle, and condensed-matter physics. *Includes one three-hour laboratory per week. Prerequisites: Physics 106, Physics 110 or 115, and Physics 120; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

250. THERMAL AND STATISTICAL PHYSICS.

Connects the microscopic properties of the physical world with its macroscopic properties using classical and quantum statistics. Topics include classical and quantum ideal gasses, classical thermodynamics, phase transitions, and kinetic theory. *Prerequisites: Physics 106, Physics 110 or 115, and Physics 120; or permission of the instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

THE 260 SERIES

Designed for students interested in different aspects of physical science at a deeper level than those in the 160 series, the courses numbered 260-269 are generally open to anyone who has completed Physics 120 or 125 or their equivalents. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

261. SIMULATIONS IN PHYSICS.

An introduction to the numerical solutions of problems in physics. Applications are drawn from classical dynamics, electrostatics, magnetostatics, relativistic dynamics, and chaotic systems. Includes one three-hour laboratory per week. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

262. ELECTRONICS.

Theoretical and experimental electronics fundamental to modern research. Includes one three-hour laboratory per week. *Prerequisite: Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

263. MEASUREMENT AND CONTROL OF INSTRUMENTATION BY COMPUTER.

A laboratory based course covering the C programming language, the LabWindows CVI programming environment, and the use of D/A and A/D converters. *Prerequisite: Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

264. HISTORY OF PHYSICS.

This course will explore the interactions of physics and society through selected studies in the history of classical and modern physics. Course work will include reading and discussion of original and interpretive works, research papers, and oral presentations to the class. *Prerequisites: Physics 110 or 115; and Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

265. THE SUBSTANCE OF SUBSTANCE.

An introduction to the fundamental constituents of matter and their interactions. Topics include quarks and leptons; symmetries and conservation laws; special relativity; the fundamental forces and their relationship; and the early universe. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

267. ENGINEERING PHYSICS.

An introduction to the field of engineering. Students who have completed either of the introductory sequences in physics are well prepared to apply that knowledge

to a wide variety of subjects. Applications covered include static equilibrium, elastic properties of materials, vibrations, thermodynamics, thermal properties of matter, fluids, waves and sound, DC circuits, and AC circuits. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

268. STATES OF MATTER.

An introduction to the physics of solids, liquids, gases, and other states of matter incorporating contemporary topics such as superconductivity, superfluidity, liquid crystals, and Bose-Einstein condensation. *Prerequisite: Physics 120 or 125 or permission of instructor.*

269. SPECIAL TOPICS IN PHYSICS I.

Special topics in physics, selected largely by student interest and requiring no more than introductory physics courses. Possible topics include: variational methods, celestial mechanics, chaos, nonlinear systems. *Satisfies a Physics Selective requirement.*

310. MATHEMATICAL METHODS IN PHYSICS.

Survey of the elements of advanced mathematical ideas and techniques typically used in physics. Physical examples and intuition will be emphasized throughout. Topics covered will include Div, Grad, and Curl; matrices, tensors, and groups; complex analysis, Fourier series and integrals; boundary and initial value problems; and special topics as time permits. *Includes one ninety-minute laboratory per week. Prerequisites: Physics 106 and 120; and Math 214 (may be taken concurrently with permission of instructor); or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

315. ADVANCED LABORATORY I.

Selected experiments in modern physics. Special emphasis on research techniques, including literature search, analysis of data, and preparation of written reports. *Prerequisites: Physics 240 or permission of instructor.*

2 units

316. ADVANCED LABORATORY II.

Selected experiments in modern physics. Special emphasis on research techniques, including literature search, analysis of data, and preparation of written reports. *Prerequisites: Physics 240 or permission of instructor.*

2 units

320. ANALYTICAL DYNAMICS.

Motion of particles, systems of particles, and rigid bodies. conservation laws; coordinate transformations, both stationary and moving; Hamilton's and Lagrange's equations. *Includes one ninety-minute laboratory per week. Prerequisites: Physics 106, Physics 120, and Math 214; or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

330. ADVANCED ELECTROMAGNETISM.

Electro- and magneto-statics, Maxwell's equations, electrodynamics, boundary value problems, radiation. *Includes one ninety-minute laboratory per week. Prerequisite: Physics 310 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

340. QUANTUM MECHANICS.

The foundations of the theory of quantum mechanics with applications to physical systems. Formal development of the postulates of quantum mechanics, representation of states, angular momentum, spin, and perturbation theory. Applications include the harmonic oscillator, hydrogen atom, and Zeeman effect. *Includes one ninety-minute laboratory per week. Prerequisites: Physics 240 or Chemistry 305, and Physics 310, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

THE 360 SERIES

Designed for students interested in advanced topics in physics, the courses numbered 360-369 have varying prerequisites but generally require physics beyond Physics 120/125. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

361. COMPUTATIONAL PHYSICS.

Many problems in physics can be formulated (i.e., written as equations) but not solved analytically. In such cases computational techniques are often employed to solve the equations and advance our understanding of the physics. This course provides an introduction to these techniques and their use. *Prerequisite: Physics 240.*

362. COSMOLOGY AND PARTICLE PHYSICS.

Particle physics and cosmology began to become intertwined around the turn of the century with the discovery of cosmic rays. This course will explore the fusion of these smallest and largest length scales. A brief introduction to particle physics and cosmology will be given followed by a discussion of current topics in this new field of astroparticle physics. Topics will include cosmic rays, big bang nucleosynthesis, structure formation, dark matter, and the cosmological constant. *Prerequisite: Physics 240 or permission of instructor.*

363. SOLID STATE PHYSICS.

An introduction to the physics of solids. Topics include free electrons, crystal structure, lattice vibrations, energy bands, and the electrical, magnetic, and optical properties of solids. *Prerequisites: Physics 240 and 250 or permission of instructor.*

364. PLASMA PHYSICS.

An introduction to the physics of plasma, including charged particle motion in electromagnetic fields, plasma waves, plasma confinement, and non-linear effects. These ideas will be used to understand space and ionospheric phenomena, laser-plasma interactions, containment of matter and anti-matter, and energy generation by controlled nuclear fusion. *Prerequisites: Physics 120, 310, and Math 212.*

365. SUBATOMIC PHYSICS.

Survey of the contemporary status of the quantum physics of subatomic particles and atomic nuclei. Emphasis is given to discussing and examining the fundamental constituents of matter (quarks and leptons) and the fundamental forces of nature (electromagnetism, the strong nuclear force, and the weak nuclear force). Topics include the classification and relationships among particles, properties of nuclei and nuclear interactions (such as fission and fusion), electroweak and quantum chromodynamic interactions, and the unification of the fundamental forces of nature. Applications to and insights derived from astrophysics and cosmology will also be included. Specific topics covered will be selected by the instructor. *Prerequisites: Physics 310 and 320 (may be taken concurrently); or permission of instructor.*

366. RELATIVITY.

Review of special relativity. Introduction to the fundamentals of general relativity and gravitation, with applications to cosmology. Topics include the big bang theory, primordial nucleosynthesis, the dark matter problem, gravitational red shift and the expansion of the universe, stellar evolution, and black holes. *Prerequisite: Physics 310 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

368. NANOSCIENCE AND NANOTECHNOLOGY.

A critical analysis of the literature of nanoscience and nanotechnology. This course will examine the chemical and physical properties of quantum dots, carbon nanotubes, metal and semiconductor nanowires, and biomolecules and other nanometer scale structures useful in molecular electronics, chemical biology, and in building macroscopic structures with tailored properties from nanoscale components. Includes introductory instruction to scanning tunneling microscopy. *Prerequisite: Physics 240 or Chemistry 220; or permission of instructor.*

369. SPECIAL TOPICS IN PHYSICS II.

Special topics in physics, selected largely by student interest. Prerequisites vary with subject area. Possible topics include: group theory in physics, applications of quantum mechanics in atomic, nuclear, and particle physics, introduction to relativistic quantum mechanics, nonlinear pattern forming systems, hydrodynamic instabilities, superfluidity and superconductivity, methods of material science. *Satisfies a Physics Selective requirement.*

390. JUNIOR PHYSICS SEMINAR I.

Students will participate in weekly seminars and conduct library-based research on topics in physics. Students will present one seminar and one written report on

their work. *Completion of this course with a grade of C or better partially fulfills the comprehensive requirement for graduation with a degree in physics.*

Prerequisites: Physics 106, 110 or 115, 120, 240, and 250 or permission of instructor.

2 units

391. JUNIOR PHYSICS SEMINAR II.

Students will participate in weekly seminars and conduct library-based research on topics in physics. Students will present one seminar and one written report on their work. *Completion of this course with a grade of C or better partially fulfills the comprehensive requirement for graduation with a degree in physics.*

Prerequisites: Physics 106, 110 or 115, 120, 240, and 250; or permission of instructor.

2 units

395. RESEARCH.

Research supervised by a member of the faculty. *May be repeated for credit.*

Prerequisite: approval of department.

1 to 4 units

396. PROFESSIONAL INTERNSHIP.

Off-campus participation (up to full time) in the work of a major laboratory engaged in research and development that involves pure or applied physics. The student will take part in the ongoing technical work of the laboratory under joint supervision by a member of the laboratory's professional technical staff and Occidental physics faculty. Normally, formal application to the laboratory is required, and admission may be competitive. *Prerequisites: approval of department, supervising instructor, and the laboratory.*

2 to 12 units

397. INDEPENDENT STUDY.

Supervised investigation by properly qualified students. *Prerequisites: permission of supervising instructor and approval of department.*

1 to 4 units

400. PHYSICS RESEARCH SEMINAR.

A seminar course in which students and faculty will make weekly oral reports describing their ongoing research projects. *Prerequisite: a specific, ongoing research project.*

2 units

499. HONORS.

Supervised investigation by students admitted by the department to the Honors Program. *Prerequisite: permission of supervising instructor and approval of department.*

2 or 4 units

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Politics

Professor Chi, Chair

Professors Boesche, Caldwell, Dreier, Freer; Associate Professor Heldman;
Assistant Professor Gonzalez

On Special Appointment: Professor Emerita Jaquette; Adjunct Instructor Newport

Politics involves the study of power, influence and ideas in public and private life, at the personal, local, state, national, and international levels. Our mission in the department of Politics is to provide our gifted and diverse students with an understanding of politics, government, and public policy to prepare them to become well informed, curious, and engaged leaders in their communities, in their societies, and in our increasingly complex, interdependent, and pluralistic world. Graduates of the department have found this major provides an excellent basis for careers in law, education, business, public service, international affairs, politics, and media.

The department strongly encourages each of its majors to pursue a variety of off-campus and community-based learning opportunities. The College has programs in Los Angeles, Sacramento, New York, Washington, D.C., and overseas. Its students regularly hold internships in all of these locations—in government agencies, in public interest organizations, in the media, in business, and in law.

In addition, the department provides financial support for student research during the academic year and summer. The Reath/McKelvey and Anderson Fellowships have supported students working on a wide variety of projects in the United States and abroad. The Politics department also encourages its students to pursue such research opportunities as the Undergraduate Research Fellowships for summer research in partnership with a faculty member and the Richter Fellowships for travel and research in the United States and overseas.

MAJOR: The major consists of one core course (Politics 101); two International Relations or DWA courses; at least one of the following courses in social science methods: Politics 103; Economics 272, 305, or 306; CTSJ 340; Geo 255; Math 146 or 150; Sociology 301 or 305; Psychology 200; and at least one course (4 units) from each of the following sub-fields: American Politics and Public Policy; Political Theory; Public Law; Comparative Politics and Area Studies. In addition, majors must take two other courses (8 units) in the department for a minimum of ten (40 units). Economics 101, at a minimum, is strongly recommended for all politics majors. Majors must also take a 300-level Junior Writing Seminar (see below).

MINOR: At least five courses (20 units) within the department, or courses accepted by the department in lieu of its own. Of these five courses, three (12 units) must be advanced courses taken from different sub-fields.

WRITING REQUIREMENT: Students majoring in Politics will satisfy the final

component of Occidental College's writing requirement by successfully completing a writing seminar in their junior year. 300-level Politics, DWA, or UEP courses except 397 have been approved for meeting this requirement. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) for additional information.

THE SENIOR YEAR: All politics majors must complete a Comprehensive Seminar in the spring of their senior year. Students read and discuss political science journal articles that raise interesting questions for the field, combine theory with empirical data, and serve as models for their own senior thesis. Simultaneously, each student is asked to develop a senior thesis on a topic in one of the subdisciplines of the major, demonstrating theoretical sophistication, an ability to find and evaluate sources of data, to develop and test hypotheses, and to argue a thesis. Papers are subjected to peer review and to a rigorous drafting process. All seniors are required to submit a proposal for their thesis by the end of September in their Senior year. These proposals should state the research problem, demonstrate a significant command of the relevant bibliography, and include a tentative outline of major components in the study.

HONORS: Highly motivated students are encouraged to pursue Departmental Honors. They qualify for this program by achieving a 3.25 grade average overall and (a) a 3.5 grade average in at least four departmental courses; or (b) petitioning the departmental faculty for candidacy. Students interested in pursuing Honors should complete the required courses by the Fall of their Senior Year. They will be required to meet all of the obligations of the Comprehensive Seminar in the spring semester and complete a major paper as a part of that experience.

Students interested in pursuing Honors should consult with appropriate Faculty in the Spring semester of their junior year. See the [Honors Program](#) for more information.

DEPARTMENTAL CORE

101. AMERICAN POLITICS AND PUBLIC POLICY.

Introduction to the study of politics and the discipline of political science. Politics involves the study of power, influence and ideas in public and private life, at the personal, local, state, national, and international levels. Accordingly, our exploration will examine how power operates in a variety of settings and will include readings in political theory, American politics and law, comparative politics, research methods, and international relations. *Course not available to juniors and seniors.*

CORE REQUIREMENT MET: [UNITED STATES](#)

103. RESEARCH METHODS IN POLITICS AND PUBLIC POLICY.

An introduction to the process of conducting political science research including the formulation of research problems, research design, collection of data, and statistical analysis and interpretation. Participants will learn to analyze political science data using statistical packages designed for use with computers.

Prerequisites: Politics 101.

CORE REQUIREMENT MET: [MATH/SCI](#)

AMERICAN POLITICS AND PUBLIC POLICY

202. GENDER AND AMERICAN POLITICS.

This course examines how gender roles influence social position, political engagement, and allocation of power and resources in American society. Students will investigate why masculinity is often an attribute of those in power, and why “femaleness” correlates with disadvantages in affluence, value in society, and public policies. Students will also determine what changes in the conditions of men’s and women’s lives might change the gender dynamics of politics.

CORE REQUIREMENT MET: **UNITED STATES**

206. RACE AND AMERICAN POLITICS.

An exploration of the historical and continuing significance of race in the American political system. The relevance and role of race in shaping political institutions, public opinion, political behavior, and public policy will be examined. Special attention will be given to theoretical debates surrounding the meaning of race and how this changes depending on political context.

CORE REQUIREMENT MET: **UNITED STATES**

207. LOS ANGELES POLITICS.

Los Angeles, America’s second-largest city, is in the midst of a major economic and social transformation. This is reflected in deepening economic inequalities, racial polarization, increased density, and social unrest. This course will focus on how the political system seeks to cope with, manage, and address these issues. We will also examine political institutions and actors in the context of cities.

CORE REQUIREMENT MET: **UNITED STATES**

208. MOVEMENTS FOR SOCIAL JUSTICE.

Examination of the impact that social protest movements have had on our society—and lessons that can apply to the current period. Case studies of the agrarian revolt (the Populists), the labor movement, the women’s movement, the civil rights movement, the peace movement, the student movement, the environmental movement, and the consumer/neighborhood movement. Topics include: What factors lead people to participate in social movements and political protest? Why do certain historical periods seem to feature large-scale protest and upheaval, while others do not? How are social and political movements related to mainstream politics, such as elections, political parties, voting, and lobbying? What is the role of leaders, activists, and organizers? What strategies and tactics do movements employ? What does “success” mean for a protest movement? Do protest movements make a difference in achieving more social justice and changing public policy? In addition to classroom discussion, attendance at a weekly film series is required.

CORE REQUIREMENT MET: **UNITED STATES**

209. MASS MEDIA IN AMERICAN POLITICS.

Examines the relationship among the media, the government, and the people. Topics include: factors that influence the content of the news; impact of the media on behavior of political actors; the impact of the media on public opinion and voting behavior.

CORE REQUIREMENT MET: **UNITED STATES**

260. WORK AND LABOR IN AMERICA.

Sooner or later, we all have to work—that is, get a job. Some people even have “careers.” And some people are lucky enough to consider the work they do a “vocation” – something that is both intrinsically rewarding and useful to society. Work occupies our best waking hours. For most people, the nature of our work determines the quality of our daily lives. This course will focus on the varieties of work (in different industries and occupations); how people experience their work on the job; how society shapes the work we do; how work shapes our family lives, our friendships, our health, and our self-esteem; and how the nature of work is changing in our increasingly global economy dominated by large corporations and sophisticated technology. We will look at the future of work in the context of our changing economy, values, and technologies. We will pay particular attention to how organized groups – labor unions, consumer groups, business associations, and others have influenced the nature of work. We will also explore how government action (public policy) has shaped how our economy works and the rules governing the work we do. These include such matters as wages, hours, flex time, family leave, job security, workplace health and safety, the quality of goods and services, and workplace participation. We will explore such questions as: What makes work satisfying or unsatisfying? How have such ideas as “professional,” “career,” “working class,” “middle class,” and “job security” changed? Why do we have increasing problems of low-wage work and even “sweatshops” in a wealthy society? How do such factors as education, skill, race, and gender influence the kinds of work we do and how we experience our work? What are the chances of getting injured or sick because of working in a specific job? How do people balance work/career and family responsibilities? Do people experience work the same way in other democratic countries? What can be done to make the world of work better?

CORE REQUIREMENT MET: **UNITED STATES**

261. POLITICS AND PROTEST.

The course will deal with the dilemmas and challenges of engaging in politics both “inside” and “outside” the system. It will discuss the growing protest around the world over globalization and the way this protest influences American politics. It will focus on such protest issues as human rights, fair trade, racial and gender justice, the environment, immigration, war and militarism, and poverty. It will also use the 2005 presidential contest to examine these issues as well as look historically at the inside/outside dilemmas.

CORE REQUIREMENT MET: **UNITED STATES**

262. CALIFORNIA POLITICS.

An exploration of California’s rapidly-changing demographic, cultural, and political environment, including the historic gubernatorial recall election, impact of special interests, population trends, ethnic diversity, environmental challenges, policy issues in education, healthcare, and resource allocation. Students will have the opportunity to do internships at the state or local level in public policy settings. Guest speakers will include elected officials and other political leaders. Service learning/internships will be coordinated with Oxy’s Center for Community Based

Learning. Can we save the California Dream? Come find out.

CORE REQUIREMENT MET: **UNITED STATES**

263. CAMPAIGNS AND ELECTIONS.

Exploration and analysis of elections in the U.S., including campaign strategies, role of consultants, media impacts, power of money, the role of public opinion, as well as alternative electoral systems and campaign reform options. Course includes community based learning options in current electoral campaigns, including ballot initiative campaigns as well as candidate efforts. Class will include political leaders and practitioners (elected officials, campaign consultants, etc.) as guest speakers and ongoing analysis of election process and results.

CORE REQUIREMENT MET: **UNITED STATES**

295. TOPICS IN POLITICS.

Disaster Politics: New Orleans in the Wake of Hurricane Katrina. This course is a "hands-on" experience requiring students to live in New Orleans for most of January, working to rebuild and restore the city while studying the politics of disasters, disaster recovery, federalism, local politics, grassroots politics, activism, race, and public policy. *Prerequisite: permission of instructor.*

2 units

Seminar on Political Campaigns. This course requires students to explore theoretical and applied concepts pertaining to United States campaigns. More specifically, students will examine the role of money, media, candidates, interest groups, leadership, gender, race, and political parties in who wins and loses elections. Learning will take place through assigned readings, professor lectures, guest lectures from campaign experts and candidates, and peer dialogues. Student learning will be assessed by their contribution to the classroom experience (discussion, dialogue), quizzes on assigned readings, and examinations. *Enrollment limited to students participating in the Campaign Semester Program.*

CORE REQUIREMENT MET: **UNITED STATES**

296. CAMPAIGN FIELDWORK INTERNSHIP.

Students will participate in the daily activities of a campaign for United States President or United States Senate in a key "battleground" state. Students will gain experience in the highest level of politics and gain an understanding of how a national presidential campaign or a statewide United States Senate campaign is operated. Students will learn about political strategy, voter contact and turnout, messaging and polling, communications, volunteer recruitment and team-building, fundraising, and other key aspects of campaigns. The internship will involve working full-time (a minimum of 40 hours a week) from the first day of class until Election Day. Following that ten-week campaign fieldwork internship, students will return to campus and participate in two seminars as part of Campaign Semester. Campaigns involve long, hard days. The staff that students will work with will typically be working at least 14-16 hour days. Although students are required to work at least 8 hours a day, they are likely to work more. As part of the Campaign Fieldwork Internship, students will be required to read three books—biographies of each major party candidate and a book describing previous presidential campaigns. Students will be required to maintain an internship journal that will be

handed in at the end of the 10-week internship. The journal will describe their activities (including the projects they work on, campaign meetings and events, relationship of the campaign to the media, and to constituency groups), the internal dynamics and work of the campaign, the different roles and tasks of staff and volunteers in the campaigns, the way the media reports on the campaign, the students' reflections on these matters, and, at the end, a summary of the campaign outcome. Students will be required to email the supervising Occidental faculty member at least once a week about their activities and reflections. The students will be supervised in the field by a campaign staff member. Students will participate, through teleconferencing, in a two-hour course meeting with other students and faculty three times during the semester. Students, who will be working in different parts of the country, will stay in touch with each other, as well as with the faculty, through Moodle, a web-based course management system. The system allows faculty members to post readings, facilitate discussions, give and receive assignments, etc. Students in various parts of the country will thus form a virtual classroom and on-line learning community. Some students may wish to document their experiences on the campaign trail, observe events, and interview staff and volunteers, by making videos. If so, these should be posted to the faculty and other students via the internet. *Enrollment limited to students participating in the Campaign Semester Program.*

8 units

297. INDEPENDENT STUDY.

Political Campaign Analysis. This course entails production of a 25-page research essay addressing a major question pertaining to campaigns in American politics. Each student will work with a faculty member to craft a high-quality research paper that enters the academic debate on their selected topic, incorporates extensive secondary data and existing research, and presents original analysis based on the student's campaign fieldwork. Students will be required to submit their topic and primary question prior to starting their fieldwork, and will work under faculty supervision to gather qualitative and quantitative data in the field. Students will then spend the last month and a half of the semester compiling their primary data, extending their literature review, and writing and editing this research paper. *Enrollment limited to students participating in the Campaign Semester Program.*

365. THE AMERICAN PRESIDENCY.

This course examines the institution and practices of the American presidency. More specifically, it encourages students to analyze the role and structure of this office, as well as different ideas about presidential power and influence. Particular attention is paid to the presidency and policy making, media coverage, checks and balances, the Constitution, and public opinion. *Prerequisite: Politics 101.*

CORE REQUIREMENT MET: **UNITED STATES**

The following courses are accepted for Politics credit in the American Politics and Public Policy subfield: UEP 204 and 301.

COMPARATIVE POLITICS AND AREA STUDIES

210. LATIN AMERICAN POLITICS.

An analysis of Latin American political and economic development with a focus on those factors which have stood in the way of achieving democracy, independence, and industrialization, paying attention to ideology, neocolonialism and the world economy.

CORE REQUIREMENT MET: **LATIN AMERICA**

211. COMPARATIVE POLITICS.

Critical examination of the major substantive concerns, methods, and purposes of comparative politics, focusing on broad "macro-level" analytical concepts (e.g., modernization and political development, dependency and world system perspectives, revolution and political violence, political culture, and elites) rather than descriptive information about particular political systems. However, a few political systems will be studied and used as cases for methodological discussions.

216. THE COLLAPSE OF COMMUNISM.

A careful examination of the causes and consequences of the collapse of the former Soviet Union, exploration of the Marxist, Leninist and Tsarist roots of the Russian Revolution, the Stalinist bureaucratic dictatorship, and the failed attempts to reform the system under Khrushchev and Brezhnev. This course will analyze the attempts of the Russians and non-Russian peoples to create a new system on the ruins of the old. Special attention to the problems of political parties, crime, economic development, ethnic politics, gender issues, elections and special interests in the post-Communist system.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

218. RUSSIAN RELATIONS WITH THE WORLD.

A careful examination of contemporary Russian foreign policy. The focus will be on the complex of foreign policy relationships that have developed in the geographical space and sphere of influence formerly occupied by the Soviet Union. Russia's relations with the United States, with Western Europe, with the Far East and with Central Europe will receive special attention. NATO expansion, arms control, the Balkan conflict, and Russian policy toward the new states of the Caucasus and Central Asia, and Russia's relations with international financial institutions will all be evaluated.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

219. COMPARATIVE AUTHORITARIAN POLITICS.

This seminar will examine authoritarian politics as an alternative paradigm to democracy. It will look at historical examples from the 20th Century – Russia, China, Germany, among others – and at the phenomenon of non-democratic political systems in the 21st Century. It will pay special attention to the relationships among democracy and war, state guided vs. free market economic growth, and the politics of new and chaotic states.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

226. CONTEMPORARY CHINESE POLITICS.

An introduction to 20th Century Chinese politics. The course will explore the

historical background to the current Chinese situation. Students will also examine the politics of China under Mao and during the subsequent reform period, including the role of China in global politics.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

227. EAST ASIAN POLITICS: CHINA, JAPAN, KOREA, AND TAIWAN.

A comparative analysis of the history, culture, and contemporary politics of the four countries in the dynamic East Asian region: China, Japan, Korea, and Taiwan. This course will also cover the political economy of the East Asian industrialism.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

295. TOPICS IN POLITICS.

Politics and Political Economy of Mexico and Latin America. This seminar is a survey of theoretical approaches and contemporary issues in the politics and political economy of Mexico and Latin America, focusing particularly on political history and change, government institutions and electoral politics, political economy of development, and public policy challenges in the context of globalization. The course is divided in three sections: 1) the first section provides an overview of the politics and political economy of Latin American development focusing on the history of Latin American colonization and independence, state formation, economic underdevelopment and development policies, political culture, authoritarianism and democracy, political institutions and electoral politics, democratic consolidation and neo-liberal politics, socialist revolutions, and contemporary challenges from the political left to neo-liberal development policies; 2) the second section examines closely the politics and political economy of Mexico, paying particular attention to political change, economic development, market reforms and social inequality, globalization and North American regional integration and trade, and the politics of social movements and interest groups representing indigenous people, women, business and labor; and 3) the third, and final, section addresses the historical and contemporary cultural bonds and socio-economic conflicts which shape U.S-Mexico political relations, and the public policy challenges confronting the U.S-Mexico border region. Several major public policy challenges are examined: border urbanization, economic development and labor conditions; environmental degradation; drug trafficking, undocumented immigration, violence and citizen security. We conclude the seminar by exploring the possible future of U.S-Mexico and U.S-Latin America relations in light of contemporary political and economic challenges. By the end of this course, students will be able to understand and analyze Latin American politics and political economy, contemporary Mexican politics and economic development, and the most pressing public policy issues in U.S-Mexico relations. In addition, students will be well-prepared to undertake advanced coursework in comparative politics and public policy, comparative political economy of developing countries, and the politics of inter-American affairs. *Prerequisite: Politics 101 or DWA 101, or permission of instructor.*

CORE REQUIREMENT MET: **LATIN AMERICA**

325. POLITICS OF POST-COLD WAR EUROPE.

A comparative and transnational study of major political developments in Europe.

The course will focus on political institutions, public opinion, party systems, and public policy in several individual countries. It will examine the impact of the collapse of communism in Central and Eastern Europe. It will also explore the evolution of Euro-institutions and current issues of political and economic integration and European security—for example, NATO and the European Union, including NATO's expansion, the European Union, the movement to a single currency, peace-keeping and "out of area" operations for European and NATO military forces. *For Politics, UEP and DWA majors only.*

CORE REQUIREMENT MET: **EUROPE**

The following courses are accepted for Politics credit in Comparative Politics and Area Studies subfield: DWA 230, 233, 234, 235, 236, 237, 238, 240, 310, 332, 333, 338, 340, and History 258.

INTERNATIONAL RELATIONS AND FOREIGN POLICY

235. UNITED STATES FOREIGN RELATIONS.

This course focuses on the evolution of U.S. foreign policy in recent Administrations, with special emphasis on the post-Cold War period. Attention is paid to American policy toward "emerging issues," for example, the global environment, development policy in the North/South dialogue, ethnic violence and nationalist civil wars, human rights and humanitarian relief. It explores how policy is formulated and implemented, and analyzes the relationship of foreign policy to American economic and defense policies. It examines U.S. policy toward major regional power configurations—in Europe, the Far East, Latin America, the Middle East, South Asia and Africa. *Prerequisite: Politics 101 or DWA 101.*

CORE REQUIREMENT MET: **UNITED STATES**

270. WAR AND PEACE.

This course will address the theory and practice of war. In so doing, it will also explore the dimensions of peace—how it is broken, how it is re-established, how conflicts are resolved, or not. It will also explore the consequences of war: what war does to soldiers, civilians, and the politics of a country at war; race and class in war; just war theory, and women and war. Students will read some of the basic theoretical texts concerning these important issues—from Thucydides, Sun Tzu, Kautilya, Machiavelli, Hobbes, Marx, Lenin, and modern thinkers like Samuel Huntington and Kenneth Waltz. Case studies will vary but may include the Civil War, World War I, World War II, the Vietnam or Iraq Wars. *Prerequisite: Politics 101, DWA 101, or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800**

335. RESEARCH SEMINAR IN AMERICAN FOREIGN POLICY.

Students will work as a research team to develop working papers for the new president in 2009. Research will take place on two levels: a cooperative and partially historical effort to identify the main lines of American foreign policy in the recent period and an individual research paper on one aspect of American foreign policy. While the seminar will address the Iraq War, it will not be confined to that topic. American policy toward Afghanistan, China, Europe, Africa, Russia, and Latin America are all appropriate geographical foci. American policy toward terrorism, trade, the environment, the UN, NATO, human trafficking, weapons proliferation,

arms control are all examples of functional areas likely to be of deep concern to the next administration in Washington. Students will spend the first three weeks in general reading, then will decide what topics position papers the seminar will develop and what their individual research topics will be. *Open only to Politics, DWA, and UEP majors. Prerequisite: Politics 101.*

CORE REQUIREMENT MET: **UNITED STATES**

336. NATIONAL SECURITY AND ARMS CONTROL.

An examination of American national security in the post-Communist world. The role of intelligence, military forces, -peace-keeping, and economic assistance in securing U.S. interests in the "new world order." Some emphasis will be placed on the experience of the Cold War, but most of the class will focus on the debates surrounding contemporary security policies. Close attention will be paid to the structures of national security decision-making—the Presidency, Congress, the Department of Defense, the CIA, and the National Security Council. *For Politics, UEP and DWA majors only.*

The following courses are accepted for Politics credit in International Relations and Foreign Policy subfield: DWA 101, 201, 231, 241, 337, 342, and 343.

PUBLIC LAW

242. LAW AND SOCIETY.

An inquiry into how law matters in social life. Topics include the role of law in social control, the relationship between law and social change, and the character of legally constituted practices and relationships in diverse areas of social life.

244. CONSTITUTIONAL LAW.

Introduction to the U.S. Constitution and Constitutional analysis. Topics include Federalism, judicial, legislative and executive powers under the Constitution; the powers of national and state governments in the Federal System; individual rights and civil liberties. Active participation in class discussions is essential.

CORE REQUIREMENT MET: **UNITED STATES**

POLITICAL THEORY

251. EUROPEAN POLITICAL THOUGHT: FROM PLATO TO MACHIAVELLI.

The ideas of justice, obligation, freedom, and the good state in Plato and Aristotle; history and equality in the Old and New Testaments; Roman theories of law and politics; Christianity and the role of the state in St. Augustine and St. Thomas Aquinas; Machiavelli on political power and political regeneration.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

252. EUROPEAN POLITICAL THOUGHT: FROM HOBBS TO MARX.

Traditional, aristocratic society as described by Bodin; "self-seeking," the state of nature, obligation, and natural law in Hobbes and Locke; Rousseau on freedom and equality; utilitarianism and liberty in Bentham and Mill; the dialectical method, history, and self-consciousness in Hegel; alienation, historical materialism, and

class struggle in Marx.

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

253. EUROPEAN POLITICAL THOUGHT: FROM NIETZSCHE TO THE PRESENT.

Nietzsche on nihilism, power, art, and the creation of value; Durkheim on community and anomie; bureaucracy and authority in Weber; Freud on civilization's discontents; the Marxisms of Lenin and Gramsci; Heidegger's thoughts on Being; the existentialism of Sartre; the feminism of de Beauvoir; Marcuse, Habermas and the Frankfurt School; Foucault and theories of power.

CORE REQUIREMENT MET: **EUROPE**

254. AMERICAN POLITICAL THOUGHT.

In this course we will try to understand American politics by looking at such important American writers as Thomas Jefferson, James Madison, Susan B. Anthony and W.E.B. Du Bois.

CORE REQUIREMENT MET: **UNITED STATES**

255. SEMINAR ON HOW TYRANNIES WORK.

This course will look at theories of tyranny offered by Plato, Aristotle, Tacitus, Machiavelli, Tocqueville, Marx, Weber, Freud, Arendt, and Marcuse. The course requires a major research paper in which the student will use one or more of these theories to analyze a modern tyranny of his or her choice.

259. POLITICAL THOUGHT IN THE ANCIENT WORLD: GREECE, INDIA, AND CHINA.

A seminar on Thucydides' The Peloponnesian War, Plato's Republic; early Hindu thought in The Upanishads and The Bhagavad Gita; early Buddhism in India; Confucius and Mencius, the Legalism of Han Fei Tzu, and Sun Tzu's The Art of War. Although Machiavelli doesn't belong in the ancient world, we will read his works anyway for purposes of comparison.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

360. PLATO, MACHIAVELLI, AND HOBBS.

Each member of this course will undertake a close reading of some works by Plato, Machiavelli, and Hobbes. The seminar will meet one evening a week for an hour and a half in the professor's home on the edge of campus. *Prerequisite: one political theory course or one philosophy course.*

2 units

361. TOCQUEVILLE, MARX, AND NIETZSCHE.

Each member of this course will undertake a close reading of some works by Tocqueville, Marx, and Nietzsche. The seminar will meet one evening a week for an hour and a half in the professor's home on the edge of campus. *Open only to Politics majors or by permission of instructor.*

2 units

362. BLACK POLITICAL THOUGHT.

This course is an intensive exploration of black political thought from a variety of perspectives. Emphasizing conceptual diversity and continuity across time and geography, we will examine a wide range of authors including, but not limited to Angela Davis, W.E.B. DuBois, Frantz Fanon, Marcus Garvey, bell hooks, Martin Luther King, Jr., Glenn Loury, Booker T. Washington, Ida B Wells, Cornell West, and Malcolm X. The range of ideological perspectives under review will include liberalism, conservatism, nationalism, feminism, Marxism and pan africanism.

Prerequisite: Politics 101.

CORE REQUIREMENT MET: **UNITED STATES**

OTHER

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

495. COMPREHENSIVE SEMINAR.

Politics majors are required to take Politics 495 in fulfillment of their senior comprehensive obligation. They, therefore, should have met, or be in the process of meeting, all requirements for the major. The Seminar meets in the spring semester, but students will be expected to submit proposals for their research papers in the fall semester prior to the actual meeting of the Seminar. The Seminar itself will engage all students in an analytical review of a wide range of materials from various aspects of the discipline and will require that students write a major research paper in one particular sub-discipline of the field. Students qualifying for College Honors will be given an opportunity to write research papers that will be evaluated by the department for honors.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Psychobiology

Professor Dess (*Psychology*), *Chair*

ADVISORY COMMITTEE

Professors Linden (*Cognitive Science*), Rugg (*Kinesiology*), Schell (*Psychology*); Assistant Professors Baran (*Biology*), Mancuso (*Psychology*), Thompson (*Biology*)

Psychobiology is the study of how molecules, cells, nervous systems, and the environment interact to produce and regulate behavior. Behavior impacts on and is affected by physiologic systems at all levels, and psychobiology concerns these interactions.

MAJOR: Psychobiology students may elect a combined major in the experimental, physiological areas of psychology and biology by following the selection of courses listed below. Because the work in this major is rigorous, before formally declaring this major, a student must complete one Biology course and Psychology 102 and 200, with a B average and no grade lower than a C-. In exceptional circumstances and when completed coursework has been exceptionally strong, a student might formally be admitted to this major without meeting these requirements. Research experience is central to the Psychobiology major; students will spend more time in laboratories than will most Psychology majors.

Courses required in the major are: Psychology 102, 200, 201, 303, 322, 322L; Psychobiology 397 (research oriented to psychobiological issues); one elective from Psychology 302, 306, 330, 334, and 336; Psychobiology 490; Biology 115 and 130; either Biology 221 or 240; either Biology 320, 333 or 340 or Cognitive Science 320; and, one from among the following list of six courses: Biology 224, 326, 330, 377, 378, Kinesiology 301 and 307.

The following courses are prerequisites for some courses recommended for the major: high school chemistry, Chemistry 120, or 130; Mathematics 109, 110, or 114, and 120 or 124.

COMPREHENSIVE REQUIREMENT: The comprehensive requirement can be satisfied with an empirical research project or a literature review culminating with a colloquium presentation. The project must focus on problems in psychobiology. Both options require registration in Psychobiology 490 and an APA-style paper evaluated by two faculty readers. To satisfy the comprehensive requirement by conducting an empirical research project, students should complete Psychology 397 with an A or A- and obtain written approval by the advisory committee in the fall of the senior year.

WRITING REQUIREMENT: Students majoring in Psychobiology will satisfy the final component of Occidental College's college-wide writing requirement by submitting a portfolio consisting of an empirical research paper completed with a grade of B- or better.

HONORS: Students completing the major with a 3.3 GPA overall and 3.5 GPA in the major, receiving a Pass with Distinction on a comprehensive project, and completing a second empirical research project with a written report of honors quality, will be eligible to receive College honors at graduation (the [Honors Program](#)).

104. INTRODUCTION TO PSYCHOBIOLOGY.

This course provides a basic introduction to the nervous system. It will include an introduction to how nerve and glial cells contribute to different brain functions. Brain structures and systems and how they act to produce sensory experience, thought, emotion, and memory will also be covered. Other topics might include: factors that affect embryonic development of the nervous system, and the effect of drugs, environment, stress, education, and age on the brain. *This course is not open to students who have taken Biology 333, Cognitive Science 320, Kinesiology 301 or Psychology 322.*

397. INDEPENDENT STUDY.

Student with advanced competency will design and conduct an empirical project on a topic in psychobiology. Completed upper division coursework in psychobiology/neuroscience integral to project is required. Typically, empirical projects will earn 4 units, and literature reviews will earn 2 units. Students will write an APA-style paper on the research. *Prerequisites: Psychology 200, 201, relevant 300-level coursework, and permission of instructor.*

2 or 4 units

490. SENIOR SEMINAR.

Senior Psychobiology majors will register for this course to conduct their comprehensive project. Students will engage in critical examination of literature in psychobiology and will attend faculty presentations of cutting-edge psychobiological research. *Required of all senior Psychobiology majors. Prerequisites: Psychology 397 and senior status.*

2 or 4 units

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Psychology

Professor Dess, *Chair*

Professors Gorman, Mehl, Rodríguez, Schell; Assistant Professors Kim, Mancuso, Shtulman

On Special Appointment: Adjunct Assistant Professors Banis, Chapman, Saxbe

Psychology concerns the study and understanding of thoughts, feelings, and behavior. The courses offered by the department are directed toward the study and appreciation of the complex factors that influence behavior and covert experience in people and other animals. Psychology attempts to describe these factors with objectivity and responsibility. Studying psychology has a twofold function: (1) to further the intellectual development of the student; (2) to enhance preparation for such professions as clinical practice, teaching, research, social science, medicine, law, social work, and organizational consulting and leadership.

MAJOR: Students who have successfully completed Introduction to Psychology and Psychological Methods may apply to major in Psychology and receive credit toward the major for upper division coursework. Ten courses (40 units) are required for the major. Though not strictly sequenced, the major is tiered, with an overview of the field and scientific methods (Departmental Core) preparatory to courses that survey diverse subdisciplines (Fundamentals) and focus on cross-cutting explorations (Specialized and Integrative Themes). The requirements are: the Departmental Core (Psychology 102, 200 and 201 with grades C- or better); one course from each Fundamentals area (16 units); and three additional courses from the Fundamentals or Specialized and Integrative Themes (12 units). Psychology 200 (Methods in Psychological Science) is a prerequisite for some 300- and 400-level 4-unit classes in Psychology.

Students anticipating graduate work are encouraged to take more than the minimum number of required courses to enhance the breadth and depth of their exploration of psychology; they are strongly encouraged to become involved in research and to take Psychology 398 (Practicum). Transfer students and those who anticipate participating in any of the College's abroad programs should plan their schedules with major requirements and their accompanying prerequisites in mind.

Majors are expected to select one of the full-time faculty members from the department as an academic advisor and to consult with her or him regarding their course program.

Credit for courses taken elsewhere: The department will apply toward the psychology major most broad-based courses in Introduction to Psychology taken at accredited colleges and universities. Introduction to Psychology may also be waived for students with Advanced Placement test scores of four or five on the Psychology examination. In addition the department will accept a maximum of two

upper division psychology courses taken at other institutions and passed with grades of C or better toward the completion of a Psychology major. Please consult with your academic advisor and the department chair for course approval.

WRITING REQUIREMENT: The Psychology department has elected to take a "writing-across-the-curriculum" approach to the third year writing requirement. The department has selected an approach that is both evaluative and educational.

Students will submit a portfolio containing writing samples from 300- and/or 400-level courses taken for credit toward the Psychology major to their academic advisor by April 1 of the junior year. The portfolio will include at least twenty finished text pages, including (1) a research paper (empirical or library) of at least eight text pages, and (2) evidence of mastery of APA publication style. One writing sample in the portfolio must be (3) on a topic that required integration of information from two or more subdisciplines, and one writing sample in the portfolio must be (4) on a topic that required understanding of the variation between individuals, groups, or species relevant to social justice and/or well-being. The advisor will assess the work. If the portfolio does not pass, the student will be informed that s/he will need to take and pass with B- or better a writing intensive course in the senior year (Psych 395A, 397, or 398; other courses by petition). See the [Writing Program](#) for additional information.

SENIOR COMPREHENSIVE: Senior majors must take and pass a comprehensive examination early in the spring semester of their senior year. Seniors who will have the degree conferred in December may take the exam in the fall.

INTERDEPARTMENTAL MAJOR IN COGNITIVE SCIENCE: See [Department listing](#).

INTERDEPARTMENTAL MAJOR IN PSYCHOBIOLOGY: See [Department listing](#).

MINOR: Five courses (20 units): Psychology 102, 200, and at least three upper division courses, including one course from two of the four Fundamentals areas. No more than two courses taken elsewhere will be applied toward a minor.

HONORS: Honors in Psychology may be awarded to qualified students. Eligible students are those who have earned an overall college grade point average of 3.25 or better and a grade point average in Psychology of 3.5 or better, passed with distinction the comprehensive examination, and completed an empirical project that demonstrates the student's psychological sophistication, intellectual creativity, and research skills, culminating in an APA-style manuscript. Only courses completed at Occidental are used to calculate grade point average. See the [Honors Program](#) for more information.

DEPARTMENTAL CORE

102. INTRODUCTION TO PSYCHOLOGY.

Introduction to the primary subject matter areas, assumptions, and methods of psychology as the science of behavior. Topics include: physiology, learning, perception, motivation, development, emotion, cognition, social processes, personality, and psychopathology. *This course is a prerequisite for all upper division coursework. Open only to frosh and sophomores. Core Credit only when taken at Occidental. Students with a 4 or 5 on the AP Psychology exam are not eligible for Psych 102, but may take 200- or 300-level classes.*

CORE REQUIREMENT MET: **MATH/SCI**

200. METHODS IN PSYCHOLOGICAL SCIENCE.

Introduces scientific methodology in the context of psychological research. Basic concepts in scientific inquiry and specific observational, correlational, and experimental techniques are covered. Includes an introduction to descriptive statistics. *Prerequisite: Psychology 102 with a grade of C- or better. This course is a prerequisite to many 300-level courses in Psychology.*

CORE REQUIREMENT MET: **MATH/SCI**

201. STATISTICS IN PSYCHOLOGICAL SCIENCE.

Introduces parametric and nonparametric inferential statistics used in psychological science, through analyses of variance appropriate to complex experimental designs. Includes a review of research methods and descriptive statistics and work with the SPSS computer statistics package. *Prerequisite: Psychology 200 with a grade of C- or better.*

CORE REQUIREMENT MET: **MATH/SCI**

FUNDAMENTALS OF INTERPERSONAL AND INTERGROUP RELATIONS

321. DEVELOPMENTAL PSYCHOLOGY.

The study of continuity and change across the lifespan. Emphasis on application of research methods to issues related to cognitive, emotional, personality, and social development. The course will focus primarily on these issues in infancy and childhood. *Prerequisite: Psychology 102.*

323. SOCIAL PSYCHOLOGY.

Social behavior of individuals and groups. Topics include social cognition, conformity, aggression and social conflict, persuasion, prejudice, group identification, political consciousness, and social movements. *Prerequisite: Psychology 200 with a grade of C- or better.*

348. THEORIES OF PERSONALITY.

Discussion, evaluation, and application of theories of personality. Emphasizes psychoanalytic, object relations, and humanistic models. *Prerequisite: Psychology 102.*

FUNDAMENTALS OF INFORMATION PROCESSING

301. LEARNING.

This course will introduce general concepts of learning in humans and other animals that will be rooted in the principles of learning developed from nonhuman animal research. Explores fundamental concepts, phenomena, and principles of learning, such as reinforcement, Pavlovian conditioning and retention/forgetting. Issues addressed are traditional views of learning, biological and cognitive constraints, the role of nonhuman animal models, and the utility of learning theory. *Prerequisite: Psychology 102.*

CORE REQUIREMENT MET: **MATH/SCI**

302. PERCEPTION.

Consideration of contemporary research and theory related to sensation and perception. Topics ranging from sensory neurophysiology to phenomenology are covered. *Prerequisite: Psychology 102.*

CORE REQUIREMENT MET: **MATH/SCI**

306. COGNITIVE PSYCHOLOGY.

The study of theoretical models that address the mental processes underlying knowledge and thought and the empirical research in support of those models. Emphasis is placed on how people solve problems, reason, remember, and learn. Much of the material is applied to real-life settings. *Prerequisite: Psychology 102. Psychology 200 is highly recommended.*

CORE REQUIREMENT MET: **MATH/SCI**

FUNDAMENTALS OF BIOLOGICALLY BASED ANALYSES

303. PSYCHOPHYSIOLOGY.

A study of the relation between psychological states and processes (cognition, learning, emotion, psychopathology) and physiological response processes (autonomic nervous system responses, covert muscle activity, EEG, FMRI). *Includes six three-hour laboratories per semester. Prerequisite: Psychology 200 with a grade of C- or better. Offered in Spring only.*

CORE REQUIREMENT MET: **MATH/SCI**

322. PHYSIOLOGICAL PSYCHOLOGY.

The study of neural, glandular, and metabolic processes mediating behavior, thought, and feelings. *Prerequisite: Psychology 102. Offered in Fall only.*

CORE REQUIREMENT MET: **MATH/SCI**

322L. LABORATORY FOR PHYSIOLOGICAL PSYCHOLOGY.

Prerequisites: Psychology 200 with a grade of C- or better and 322. May be taken concurrently with Psychology 322.

2 units

CORE REQUIREMENT MET: **LAB-SCI**

336. EVOLUTIONARY PSYCHOLOGY.

This course surveys the emerging field of Evolutionary Psychology. It begins with the historical, social, and political context of evolutionary theory, reviews tenets of modern evolutionary theory, explores the relationship between evolution and other change processes, and applies evolutionary reasoning to psychological phenomena and contemporary social issues. *Prerequisite: Psychology 102.*

CORE REQUIREMENT MET: **MATH/SCI**

FUNDAMENTALS OF APPLICATION-ORIENTED AREAS

223. SOCIAL PSYCHOLOGY OF INTERGROUP RELATIONS AND DIALOGUE.

This highly interactive seminar draws on theoretical and empirical readings as well as structured in-class activities to provide students with an intellectual, applied, and personal understanding of intergroup relations. Additionally, the course prepares students to effectively facilitate Psychology 110: Peer Intergroup Dialogues, in the Spring. Course topics include multiple identity development and implications; prejudice, stereotyping, and group differentiation; privilege and power dynamics; conflict, communication, and resolution; and group facilitation skills. Social justice issues are framed for gender, race, religion, class, sexuality, and ability. Effective dialogue seminars are inclusive and enhanced by the participation of diverse identity groups. Interested students are encouraged to apply online for a spot in the course by October 1. Includes a laboratory that consists of assessment, film, and experiential learning activities. Prerequisites: Psychology 102 or 110; sophomore or junior class standing; online application; permission of instructor.

CORE REQUIREMENT MET: **UNITED STATES**

223A. INTERGROUP RELATIONS LABORATORY.

Assessment, film, and experiential laboratory for Psychology 223. *Co-requisite: Psychology 223.*

330. ABNORMAL PSYCHOLOGY.

The study of psychopathology, including diagnosis and classification, core dysfunctions, and physiological and psychosocial causative factors. Intervention, treatment, and preventative strategies will also be discussed. *Prerequisite: Psychology 200 with a grade of C- or better.*

331. CLINICAL PSYCHOLOGY.

Introduction to the techniques and processes of clinical psychology and psychotherapy. Topics include major schools of thought and approaches, specific techniques of assessment and treatment, relevant research, assessment of effectiveness, and issues of gender and culture. *Prerequisite: Psychology 200 with a grade of C- or better.*

334. HEALTH PSYCHOLOGY.

Consideration of psychological influences on health and illness, including health- and illness-promoting behavior and lifestyles, cognitive and emotional processes, and social and institutional practices. *Prerequisite: Psychology 200 with a grade of C- or better.*

340. ORGANIZATIONAL PSYCHOLOGY.

Introduction to the study of theories and applications of psychology in profit and not-for-profit organizations. Representative topics include understanding how ability, personality, perception, motivation, leadership, and group dynamics affect productivity and worker satisfaction. Issues of fairness and accuracy of assessment will also be discussed. Emphasis is on practical and personal learning of the

dynamics of the work environment. *Prerequisite: Psychology 102.*

SPECIALIZED AND INTEGRATIVE THEMES

110. PEER INTERGROUP DIALOGUE SEMINAR.

In this highly interactive and intensive seminar, students from two distinct identity groups meet three hours weekly for sustained and respectful dialogue over the course of the semester. Dialogue seminars are co-facilitated by trained peers representing each identity. A semi-structured curriculum integrates readings, dialogue, reflective writing, and experiential activities to inform our understanding of structural relations between differently-positioned social groups and to explore ways to nurture community rooted in social justice. Dialogue themes include: Men/Women; People of Color/White People. Effective dialogue seminars are inclusive and enhanced by the participation of diverse identity groups. Interested students are encouraged to apply online for a spot in the course by November 1. *Psychology 110 earns elective credit toward the following majors: Psychology, American Studies, and Sociology. Prerequisites: online application (found at <http://departments.oxy.edu/dialogue/forms/110placement.htm>) and permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

295. DIRECTED RESEARCH.

Students working with department faculty on faculty-initiated research projects for a minimum of five hours per week may enroll in this course. Responsibilities in the research project will vary from assistance with data collection to participation in data analysis and interpretation and conceptualization of future research. *Graded on a Credit/No Credit basis only. Prerequisites: Psychology 102, or relevant introductory course in another department and permission of instructor.*

2 units

325. PRACTICUM IN INTERGROUP DIALOGUE FACILITATION.

This intensive practicum offers a small group of students an opportunity to apply and further develop the content and skills learned in Psychology 223. In addition to co-facilitating weekly dialogues with 12-14 frosh on a specific identity theme, students are expected to participate in weekly staff seminars to further develop knowledge and techniques in the areas of group dynamics, conflict intervention, communication and community— in particular as they relate to discussions of social justice and multicultural issues. Readings in these areas, discussions of ongoing dialogue dynamics, two office hours per week, and one-on-one supervision with instructor are among course requirements. *Prerequisite: Psychology 223 and permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **UNITED STATES**

328. ADOLESCENCE.

The study of social, cognitive, physical, and psychological development during adolescence and emerging adulthood. Topics include sexual development and the social consequences of being sexually active, the function of family support, the increasingly important role of peer relationships, drug abuse and antisocial

behavior, and school adjustment. *Prerequisites: Psychology 200 and 321.*

350. PSYCHOLOGY OF GENDER.

The course will survey diverse psychological perspectives on gender and its personal and cultural implications. Will explore: meanings of gender, evolutionary, physiological, developmental, and sociocultural roots of gender difference; the relation of gender to cognition, personality, sexuality, health, interpersonal relationships, and political power; the commensurability of various theoretical approaches to gender. *Prerequisite: Psychology 102.*

360. ASSESSMENT OF INDIVIDUAL DIFFERENCES.

Assessment involves the measurement and evaluation of psychological characteristics, including cognitive ability, personality traits, motivation, and more. A blend of theory-driven research and practical analysis techniques will be covered to explain how common and experimental instruments work, and to examine whether certain methods are valid, in academic, organizational, criminal, and mental health contexts. *Prerequisites: Psychology 200 and 201. Psychology 348 is recommended.*

372. EMOTIONS IN CONTEXT.

This course will focus on emotions within a variety of contextual themes. Some topics to be covered include emotions in children, emotions at play, emotions in the workplace, and emotions in intimate relationships. *Prerequisite: Psychology 200.*

380. CAPSTONE IN PSYCHOLOGY.

This capstone course will help senior psychology majors to integrate across subdisciplines in psychology, consolidate their experiences in the psychology major through review and discussion of primary coursework in psychology, and connect their studies in psychology to the roles that psychology plays in society and the professional world. *Prerequisite: senior standing in psychology major.*

2 units

385. CHICANAS AND CHICANOS IN CONTEMPORARY UNITED STATES SOCIETY.

The course examines interdisciplinary scholarship about the psycho-social experiences of Chicanas and Chicanos in contemporary United States society. We draw on history, cultural studies, literature, sociology, and psychology to explore how power and social identity influence health, education, gender dynamics, and political consequences among group members. Empowerment and social justice through knowledge are course goals. *Prerequisite: Psychology 102 or Sociology 101 or History 101 or 102.*

CORE REQUIREMENT MET: **UNITED STATES**

390. PSYCHOLOGY IN SCHOOLS.

This course will focus on theory and research in the fields of developmental, clinical

and health psychology as applied in school settings ranging from pre-school through college. Using a biopsychosocial model as a foundation issues related to prevention, early intervention, health and wellness will be covered. Topics such as relational aggression/bullying, life skills, crisis intervention, family relationships and changes (e.g., divorce), religion and spirituality, child abuse, abusive/violent relationships, substance abuse prevention will be covered. *Pre-requisites: Psychology 102 and Psychology 321.*

395. DIRECTED RESEARCH.

Students working with department faculty on faculty-initiated research projects for a minimum of five hours per week may enroll in this course. Responsibilities in the research project will vary from assistance with data collection to participation in data analysis and interpretation and conceptualization of future research. *Graded on a Credit/No Credit basis only. Prerequisites: Psychology 200 and permission of instructor. May be repeated once for credit.*

2 units

395A. RESEARCH SEMINAR.

Students enrolled in Psychology 395 may co-enroll in 395A, and will attend a weekly two-hour seminar with two major components. First, the instructor will provide structured review of research methodology, statistics, and ethics and issues in professional development. Second, seminar participants will engage in peer learning and teaching opportunities and will write an APA style paper on their research topic. *Commitment is for approximately five hours per week in addition to the seminar meeting. Prerequisite: Psychology 200. Co-requisite: Psychology 395.*

2 units

397. INDEPENDENT STUDY.

Students with advanced competency will design and conduct an empirical project or will conduct an in-depth literature review on a topic of mutual interest to her/him and a faculty mentor. Completed upper-division coursework directly relevant to the project is required. Typically, empirical projects will earn 4 units and literature reviews will earn 2 units. Students will write an APA-style paper on her/his research. *Prerequisite: Psychology 200, permission of instructor, and, for empirical projects, Psychology 201.*

2 or 4 units

398. PRACTICUM IN PSYCHOLOGY.

Applied psychological work in a variety of community settings. Students will assist professionals in mental health, educational, social services, business, or not-for-profit settings. *Prerequisite: permission of instructor. Prerequisite for 4 units: Psychology 200; 321 or 330 or 332 or 340, depending on setting; B average in Psychology courses.*

2 or 4 units

499. HONORS RESEARCH.

Data collection, analysis and write-up of Honors thesis. *Prerequisite: permission of*

department.

2 or 4 units

COURSES THAT MAY BE TAKEN FOR CREDIT TOWARDS THE PSYCHOLOGY MAJOR OR MINOR

Kinesiology [309](#). Developmental Motor Behavior.

Kinesiology [310](#). Motor Learning and Control.

Kinesiology [311](#). Sport and Exercise Psychology.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Religious Studies

Professor Wright, *Chair*

Professor Naylor; Assistant Professor Upson-Saia

On Special Appointment: Adjunct Assistant Professors Moazzam-Doulat, Ragins, Scott

Courses in the department of Religious Studies seek to cultivate an understanding of religion as a significant, widespread, and diverse human phenomenon. To this end, courses explore the literature, history, thought, ethics, institutions, and practices of some of the world's major religious traditions. Special attention is given to clarifying the role that religions have played in the cultural and social worlds of which they are a part, and to the contribution which they make to the development of the intellectual and ethical life of their societies. Attention is also given to the interaction and confrontation between religion and other dimensions of culture.

The major in Religious Studies provides a firm grounding in the liberal arts. It is well suited to students who wish to develop skill in critical thinking, and who may anticipate specialized training leading to professional careers in law, medicine, business, social services, government, or religious vocations. It also provides effective preparation for students who intend to pursue graduate work in the humanities, theology, or social science.

MAJOR: A total of 40 units in the department of Religious Studies is required for the major. The major in Religious Studies is structured to accommodate the wide variety of interests among students of religion. Students will design a personalized program, working collaboratively with an advisor in the department, to match interests and objectives. Some majors may opt for a program that is broadly conceived, seeking exposure to a variety of religions through a variety of methods and in comparative perspective. Others may choose to specialize in one religious tradition, or in one approach to the study of religion such as the historical, sociological, philosophical, or psychological. All program designs must provide for diversity of content and methods in accordance with the department's curriculum. After working closely with a departmental advisor, each student will present his or her program design to the department for discussion. In keeping with the goals of a liberal arts education, students are encouraged to take courses in other disciplines that have a profound bearing on the study of religion, such as languages, history, and area studies, among others. Seniors enroll in RS 490: Senior Seminar for work on their comprehensive projects.

MAJOR WITH INTERDISCIPLINARY CONCENTRATION: Interdisciplinary work in Religious Studies allows a student to pursue the study of religion through the methods and approaches of one particular academic discipline. For example, students may choose to study the presence of religion in literature, drawing upon the resources of faculty at Occidental who teach literature, or some may opt to

study religion within the context of philosophy, psychology, or sociology. Students may also choose Occidental's area study programs as their focus, studying religion within the contexts of American Studies, Asian Studies, or Women's Studies, etc. The interdisciplinary major is designed by consultation between the student and his or her advisor, in some cases calling upon faculty in other departments for assistance. 48 units are required for this major, 32 of which are to be taken within the department of Religious Studies and 16 in another department.

MINOR: 20 units in Religious Studies which provide for diversity of content and methodology. Courses should be chosen in consultation with the chair of the department and must be submitted in writing for departmental approval.

WRITING REQUIREMENT: Students majoring in Religious Studies will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing the Senior Seminar and the comprehensive requirement. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

SENIOR COMPREHENSIVE REQUIREMENT: In their senior year, majors in Religious Studies are required to complete a comprehensive research/writing project that studies some dimension of religion in depth. Students participate in a Senior Seminar in the fall semester and are guided individually by faculty in both the formulation and completion of this project which represents the culmination of students' work.

HONORS: Department majors may qualify for College Honors. Interested students should see the [Honors Program](#) and consult the department chair for details.

120. GLOBALIZATION AND SACRED SPACE.

This course equips students with basic religious literacy by attending critically to the global circulation of religion. Its basic argument is that religion has played a fundamental role in establishing the globalized networks said to characterize the world today, and that these networks have likewise been crucial to the reconstitution of the major "world religions." We will ask how the circulation of texts, people, images, and objects establish spaces as sacred and how these spaces occupy a middle ground between the local and the global. Our grand tour of world religion will commence with basic theoretical readings and proceed to sacred sites in Asia, Europe, and the Americas, to include some of the following: Vrindavan, Bodhgaya, Mount Hiei, Mecca, Karbala, Lourdes, Santiago de Compostela, Graceland.

CORE REQUIREMENT MET: [INTERCULTURAL](#) • [PRE-1800](#)

130. JUDAISM AS A RELIGIOUS CIVILIZATION.

A comprehensive survey of Judaism from the earliest times to the modern era. Religious ideas, institutions and practices are studied against the background of the changing historical circumstances which affected the Jewish people. Through analysis of representative texts from the Bible, the Talmud, and medieval philosophical and mystical literature, the dynamic interplay between Judaism and the surrounding cultures is analyzed. *This course is not open to students who have already taken Religious Studies 275.*

CORE REQUIREMENT MET: [INTERCULTURAL](#) • [PRE-1800](#)

145. INTRODUCTION TO AMERICAN RELIGIOUS MOVEMENTS.

A survey of twentieth century religious movements in the United States, with a focus on the interpretation of religion, culture, and society. Often using primary documents, we will study movements such as the Social Gospel, Fundamentalism, Jewish Reconstruction, Pentecostalism, Zen Buddhism, and the Religious Right for their historical, social, and theological significance.

CORE REQUIREMENT MET: **UNITED STATES**

150. INTRODUCTION TO ISLAM.

This course explores basic ideas and practices of the Islamic tradition with attention to the socio-historical context of their articulation and reception. Students will examine the historical emergence of Islam, focusing on the life and example of the prophet Muhammad and the spread of Islam under the early formation of the caliphate. Drawing on this historical work the course will proceed to an investigation of core practices and theological concepts. This, in turn, will serve to ground the study of some ways in which Islamic principles and practices have been articulated and institutionalized in the areas of jurisprudence, philosophy and mysticism, art and architecture, gender and sexuality, and politics — including contemporary Islamist political thought.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST • PRE-1800**

160. INTRODUCTION TO ASIAN RELIGIONS.

This course provides an introduction to the primary religious traditions of South and East Asia. Particular focus is placed upon the religions of India, Tibet, China, and Japan. These include various forms of Hinduism, Buddhism, Islam, Confucianism, Taoism, and Shinto, among others. Historical, sociological, and philosophical dimensions of each are presented through lecture, film, discussion, and field trips.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

175. THE WORLD OF THE NEW TESTAMENT.

Survey of the major books of the New Testament. This course will set the books of the New Testament within their social, political, and religious contexts, considering how such texts represented, as well as shaped, various forms of Christianity. The course will also examine the process and criteria of canonization in light of these diverse beliefs and practices. Moreover, special attention will be paid to the various scholarly approaches to the study of early Christian literature.

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800**

190. HISTORY OF EARLY CHRISTIANITY.

Early Christianity from the first to the fifth century was a complex and variegated phenomenon. We shall investigate the variety of early Christianities in this time period, looking at texts primarily from North Africa, Asia Minor, and Rome. An investigation of the diversity of early Christianity in this time will allow us to think about early Christian struggles over authority and identity, both within Christian communities and between Christian communities and their neighbors, and to

challenge categories such as orthodoxy and heresy.

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800**

197. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

210. INDIAN RELIGIONS.

This course introduces students to the major religions of the Indian subcontinent, particularly Hinduism and Islam, but also including Buddhism, Jainism, Sikhism, and Christianity. The course highlights diversity and dissent in South Asian religion. It notes how religious thinkers have contested received tradition and how their legacies cut across South Asia's many religious worlds. It further considers religion as a mode of cultural memory in the present— in addition to our forays into premodern South Asia, we will also consider how people have invoked religious history in the modern period. Alongside classical and modern primary texts, we will also read secondary texts by scholars like Amartya Sen, Romila Thapar, Leela Prasad, and Gauri Viswanathan.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

225. SUFISM.

This course provides an in-depth introduction to the traditions of Islamic mysticism. Students will explore the core teachings and practices of Sufism through the literary, artistic and philosophical expressions of the great saints and masters of the tradition including figures like Rumi, ibn Arabi, Sohrawardi, Mulla Sadra and al-Attar. We will situate Sufi thought and practice within broader Islamic thought and practice while attending to the unique modes in which Islamic mysticism has been institutionalized and transmitted. *Prerequisites: RELS 150 or permission of instructor.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST • PRE-1800**

230. MODERN AND POST-MODERN JEWISH THOUGHT.

A study of the major issues in modern Jewish thought with special emphasis on the impact of modernity on Jewish tradition, faith, and communal life. Major topics will be the ongoing debates about the nature of God, revelation and authority, and the efforts to redefine Judaism in the wake of the profound historical transformations of our era. Special consideration will be given to the efforts to come to terms with the meaning of the Holocaust, the creation of the state of Israel, and the emergence of feminism. Various religious and secular ideologies will be studied, including Orthodoxy, Conservatism, Reconstructionism, Reform, Zionism, and Jewish socialism. The major thinkers considered include Buber, Heschel, Kaplan, Soloveitchik, Ahad Ha-am, and others.

CORE REQUIREMENT MET: **EUROPE**

237. THE HOLOCAUST: HISTORICAL AND RELIGIOUS PERSPECTIVES.

An exploration of the historical and religious dimensions of the Holocaust, the Nazi

attempt to annihilate the Jewish population of Europe during WWII. Historical documents, literature, and film will be used to examine the forces which created the Holocaust, and the responses to it, including silence, denial, and the search for religious meaning by Jews and Christians.

CORE REQUIREMENT MET: **EUROPE**

240. RELIGION AND SOCIAL REFORM.

A study of 19th century American religion (especially evangelical Protestantism) and its initiation and support of movements for social reform. While examining the abolitionist, women's rights, temperance, and social gospel movements, we shall consider the varying ways that religion functions in society, and how society influences religion.

CORE REQUIREMENT MET: **UNITED STATES**

242. ENVIRONMENTAL ETHICS AND RELIGION.

An exploration of the relationship between religion and environmental ethics. How do various world religions view the natural world and what role do they propose for human beings in nature? What is the history of environmental ethics and how does religion figure in that history? How are religious traditions such as Buddhism, Christianity, Hinduism, Islam, Judaism, Native American Spirituality and Taoism rethinking their environmental views, especially in light of emergent ecofeminism?

245. AFRICAN AMERICAN RELIGIOUS TRADITIONS.

A study of the religious traditions of the African diaspora in North America. We shall investigate the role of religion in Black culture, and chart the development of the mainline Black Church. Islam, religious traditions from the Caribbean Islands, and new religions among African Americans will also be studied.

CORE REQUIREMENT MET: **UNITED STATES**

250. INTERPRETING RELIGION: MULTIPLE APPROACHES.

The academic discipline of Religious Studies is focused around a subject of study, rather than a uniform methodology (unlike the disciplines of History, Economics, Sociology, etc.). For this reason, scholars in the field approach their work with many different methodological perspectives and tools; they are historians, sociologists, philosophers, anthropologists, theologians, and ethicists. The purpose of this course is to orient students to this broad landscape of the academic study of religion. By reading and analyzing a range of contemporary books and articles that illustrate the latest trends in the field, students will compare diverse approaches to the study of religion, assessing the value and limitations of each.
Prerequisite: one previous Religious Studies course.

251. WHAT IS ENLIGHTENMENT?

This course takes Immanuel Kant's question, "What is enlightenment?" as the basis for a cross-cultural, comparative exploration of the highest aspirations, the transformative ideals that have emerged at important moments in human history. We will study the axial age visions of enlightenment in Plato, Buddha, and St. Paul, and place those in relation to modern and contemporary ideals from Kant

and Nietzsche to Gandhi and Foucault, continually rethinking and posing the question: Who or what should I/we become?

CORE REQUIREMENT MET: **INTERCULTURAL**

260. BUDDHIST THOUGHT FROM INDIA TO JAPAN.

This course focuses on a variety of interests within Buddhist philosophy, including views on time, space and causality, human understanding and knowledge, the ideals of human life, morality and ethics, as well as overall worldview. The course provides instruction in the practice of reading Buddhist texts in translation from Indian, Tibetan, Chinese, and Japanese originals. Lecture presentations, discussions, field trips, and philosophical research projects are significant components of the course format.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

270. ISLAMIC THOUGHT.

This course is designed to provide an introduction to Islamicate philosophy and theology beginning with its early articulation in the 9th century CE and following its transformations through the 12th century CE. Students will explore the central metaphysical, moral, and political problems of this tradition as elaborated by its foremost thinkers — for example, al Kindi, Ibn Sina (Avicenna), Ibn Rushd (Averros), al-Ghazali, al-Farabi, and Nasr Khosrow. Special attention will be paid to the appropriation of Ancient Persian and Greek thought, as well as to how the Islamic tradition came to influence later Occidental, Christian, and Jewish thought.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

281. RELIGION AND POLITICS.

This course will explore aspects of the complex theoretical and practical relationships between religion and politics ranging from the most abstract kinds of questions regarding the very ideas of 'the religious' and 'the political' to the scrutiny of very specific, particular practices, statements, and conflicts. Possible themes and questions that may be the focus of the course include: the debates regarding the role of religion in establishing political legitimacy and authority; understanding the theological roots of core concepts of political philosophy. How has violence (war, torture, martyrdom, punishment) been understood, appropriated, deployed, and resisted in religious practice and discourse in relation to politics and the state? What is 'the secular'?

CORE REQUIREMENT MET: **INTERCULTURAL**

285. CONTEMPORARY RELIGIOUS THOUGHT.

An examination of religious thought emerging out of the philosophical projects that declared the "death of God" and the "end of metaphysics." Following a careful study of key philosophical and theological concepts, students will analyze both the critiques levied against these concepts and formulations of post-metaphysical religiosity ('A/theology,' 'Death of God Theology'). Possible authors to be studied include Heidegger, Bataille, Benjamin Derrida, Robert Scharlemann, and Mark Taylor. *Prerequisite: one Religious Studies course.*

290. BANNED BOOKS: THE NEW TESTAMENT APOCHRYPHA.

Survey of early Christian texts that were not included in the New Testament. The modern-day New Testament represents only a portion of the literature—gospels, acts, epistles, and apocalypses—available to early Christians. Although the “apocryphal” texts were eventually rejected by church officials, they were quite important in shaping a variety of early Christian beliefs and practices. This course will investigate the role these texts played in early Christian communities and will examine why they were rejected by certain Christians and beloved by others.

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800**

315. RELIGION AND VIOLENCE IN SOUTH ASIA.

This course introduces students to the history and theory of communal violence in South Asia. It begins with a novel about the 1947 Partition of India (Bapsi Sidwa’s *Cracking India*) that establishes the questions that will shape the semester. The first half of the course traces the history of communal identity in South Asia. A range of primary and secondary sources will take us from the precolonial period to 1947, from Shah Wali Allah and Shivaji to Jinnah and Gandhi. We will pay particular dimension to how visual, material, and performative cultures lent shape to religious communities, through examinations of Hindu poster art and festivals like those of Muharram and Ganapati. We will also consider how the administrative apparatus of the British imperial state (census, separate electorates, etc.) reshaped religious identity. The second half of the semester will consider anthropological, psychological, political, and filmic accounts of postcolonial violence, particularly the riots that followed the destruction of the Babri Masjid in 1992.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

340. AMERICAN RELIGION: COMMUNITIES AND MOVEMENTS.

A study of selected religious communities and movements in American history. The social cultural and religious purposes and impacts of groups such as the Shakers, the Native American Church, the Hasidim, Pentecostalism, and Mexican American religion will be explored.

CORE REQUIREMENT MET: **UNITED STATES**

344. HISTORY OF RELIGION AT OCCIDENTAL COLLEGE.

This small advanced course is set to research the history of religion at Occidental. Topics include the College’s Presbyterian founding and disaffiliation; the development and activities of campus chaplaincies, ministries and student religious organizations; and the academic study of religion at Occidental. Exploration of the religious climate on campus over time will be a major focus. After instruction in research methods, students will be assigned projects including archival searches, interviews for oral history, and the writing of narratives of various eras of religious history at Occidental. *Prerequisite: one Religious Studies course. Open to Juniors and Seniors only.*

345. AMERICAN SPIRITUALITIES.

This advanced seminar will investigate the meanings and traditions behind the

popular American claim, "I'm spiritual but not religious." What is spirituality in the American context? How and why does spirituality overtake religion in appeal and status? What historical features of American culture and society promote contemporary issues of spirituality? *Prerequisite: one previous Religious Studies course.*

347. RELIGION AND THE UNITED STATES SUPREME COURT.

An intensive review of landmark cases concerning the establishment and free exercise of religion clauses of the first amendment. We will study the history and varying interpretation of these clauses. Students will focus on mastering the arguments presented in landmark cases concerning sabbath observance, religion and the schools, ritual animal sacrifice, ritual drug use, and religious displays in public places, among others. *Open to juniors and seniors only.*

351. "GOOD" SEX: HISTORY OF CHRISTIAN SEXUAL ETHICS.

This course will survey a variety of early Christian texts that define and regulate issues of sexuality, such as the function and purpose of sexual intercourse, same-gender intercourse, contraceptive practices, abortion, polygamy, monogamy, celibacy, and the normative "Christian family." We will analyze how opinions on such topics were as profoundly social, political, and economic as they were religio-ethical. From this analysis, we will better understand how modern (religious and secular) attitudes have been shaped by—as well as diverge from—the Christian sexual ethics of antiquity. *Prerequisite: one previous Religious Studies course.*

365. SEMINAR: BUDDHIST ETHICS.

A study of moral/ethical thinking in the history of Buddhism. Through a close reading of selected Buddhist texts from India, Tibet, and China, we will examine Buddhist theories of character development and virtue, the ideals of human enlightenment towards which Buddhists aspire, and the practices or disciplines thought adequate to this aspiration.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800**

375. THE MORAL LIFE.

In this course we will seek to understand the critique of religion and certain principles of morality set out in Nietzsche's writings. This means coming to terms with the crisis that arises once the basic values grounding our life conduct have been undermined. We will then examine Nietzsche's efforts to articulate a new ideal of a moral or beautiful life that has no absolute standard for truth or good. In the second part of the course, we will examine how Nietzsche's project is taken up in Martin Heidegger's *Being and Time* and Heidegger's lecture course on Nietzsche.

380. RELIGIOUS FIGURES.

A comprehensive study of persons whose religious insight and/or activity has become significant to others. *For 2009:* the course will focus on two giants in the African American religious tradition: Howard Thurman and Martin Luther King, Jr.

395. TOPICS IN RELIGIOUS STUDIES.

Contemporary Islam. Students in this course will examine the writings of 20th-21st century Islamic political thinkers in the broader socio-historical context in which their work was and is produced. In successive years, the course will focus on different regions or countries where these ideas are being articulated — for instance, Egypt, Iran, Pakistan and India, South East Asia, or North America. Beginning with a study of key concepts in Islamic theory and political philosophy, students will then analyze the complex and specific relationship between political, religious, and economic ideas and forces informing the work of authors studied in the course. Special attention will be paid to the ways in which Western and modern ideas and practices, and Western imperialism or colonialism are taken up in their work.

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR.

This seminar is offered in conjunction with Religious Studies majors' ongoing research for the senior comprehensive project. Seminar meetings will be devoted to instruction on research and writing in the discipline of Religious Studies, as well as discussion and critique of individual students' work in progress. *Open only to senior Religious Studies majors.*

499. HONORS.

Prerequisite: permission of department.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Sociology

Associate Professor Lin, *Chair*

Associate Professor Trevizo; Assistant Professors Lang, Wade; Instructor Mora

Sociology is concerned primarily with the scientific study of social groups and social relations. Sociologists seek to understand how societies, institutions, organizations and other social forces shape and are shaped by individuals. One of the department's primary aims is to provide students with the analytical critical skills needed to understand and evaluate social institutions and social change more effectively.

The Sociology faculty complement one another in a way that allows them to offer a varied range of courses. Topics covered include social movements, power relations, racial and ethnic discrimination, social class and inequality, crime and deviance, quantitative methods, and a variety of gender-related issues. Courses reflect a growing interest and focus in the discipline on politically and economically disadvantaged groups and classes of people and the ways they interact with social institutions. Occidental's proximity to Los Angeles, one of the most ethnically and economically diverse cities in the world, makes this focus all the more appropriate and provides students with the opportunity to observe many of these social phenomena firsthand.

Sociology majors will receive excellent preparation for graduate and professional study in sociology, law, social work, journalism, public health, business management, teaching, public administration, and other fields that require the ability to think critically, analytically, and ethically about a wide range of social issues in the search for viable solutions. While the department is committed to providing majors with the best possible preparation for careers in sociology and related fields, it is equally committed to providing non-majors with knowledge of social life as well as evaluative and analytical skills from which they will benefit in their chosen field of study and their careers in an increasingly diverse and complex world.

MAJOR: Ten courses (40 units) in Sociology which must include 101, a theory course (200 or 205), a methods course (304, 305 or 310), and senior seminar (490). The remaining six courses are electives that students may select from all the other courses offered by the department.

Students can meet the departmental methods requirement by taking Sociology 304, 305, or 310. 304 and 310, however, will not meet the College Core math requirement while 305 will meet the Core math requirement. For sociology majors, 304 can be taken as a precursor to 305, or as an alternative to 305.

MINOR: Five courses (20 units) in Sociology which must include 101. The remaining four courses are electives that students may select from all the other

courses offered by the department.

WRITING REQUIREMENT: Students majoring in Sociology will satisfy the final component of Occidental College's college-wide writing requirement by completing any 300 level Sociology course by the end of the fall semester of the junior year with a grade of B- or higher (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: Either a major research project on a sociological issue or an examination. While any student can choose to take the examination, only students with a grade point average of 3.25 in the major qualify for the thesis option.

HONORS: A distinctive ("PD") comprehensive senior thesis based on primary research along with a 3.5 grade point average in the department and 3.25 overall. See the [Honors Program](#) for additional information.

INTERNSHIPS: The department, in concert with the Career Development Center, keeps files on available internships in law, criminal justice, and various social and community agencies.

101. INTRODUCTION TO SOCIOLOGY.

This course introduces students to the "sociological imagination"—a way of viewing events, relationships and social phenomena which form the fabric of our lives and much of our history. We will examine the ways in which people are shaped, influenced, and controlled by their society and vice versa. In addition, students will be encouraged to think about how sociology helps us understand and interpret the nature of social order and disorder. *Open only to freshmen and sophomores or by permission of instructor.*

CORE REQUIREMENT MET: [UNITED STATES](#)

197. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

200. CLASSICAL SOCIOLOGICAL THEORY.

This course introduces the discipline's formative schools of thought. The course is structured according to sociology's classic paradigms. Marxist, Weberian, and Durkheimian theories are the classical models. They founded the field of Sociology and continue to influence contemporary thought about social relations. In the course we first examine the fundamental presuppositions of their grand theories. Then we critically evaluate the particularities of their more concrete propositions about capitalist development or modernization, the state and social change. A special emphasis of the course is on critical analysis. *Prerequisite: Sociology 101.*

205. CONTEMPORARY SOCIOLOGICAL THEORY.

This course introduces the most influential paradigms of the 20th century. These include the American structural-functionalist paradigm, the rational choice model,

the elite school, various neo-Marxist arguments (including the theory of the world system as well as the culturalist Frankfurt school), and the symbolic interactionist paradigm. We conclude the course with an introduction to postmodernist theory. The course emphasizes critical analysis. *Prerequisite: Sociology 101.*

240. SOCIOLOGY OF FOOD.

This course examines the social relations surrounding the production, distribution, preparation, and consumption of food. In doing so, we will try to understand how the issues and problems of daily life reflect larger social forces, and how our understanding and actions shape the social world. This means that we will treat several major questions facing sociology today, including inequalities and identities based on national, racial/ethnic, class, and gender positions; work and family; the environment; globalization; and, cultural change. By the end of the course, you will be able to critically examine and evaluate the connections between food, culture, and society. *Prerequisite: Sociology 101.*

245. SOCIAL CLASS AND INEQUALITY IN THE UNITED STATES.

This course examines the individual, cultural, and structural explanations for the presence and persistence of income and wealth inequality in the U.S. The impact of inequality on social groups and the social policies developed to curtail poverty are also considered. *Prerequisite: Sociology 101.*

250. RACE AND ETHNICITY IN AMERICAN SOCIETY.

This course provides a basic sociological understanding of relations among racial and ethnic groups in the United States. A sociological approach includes considering race and ethnicity as social constructs that permeate all social life, are entrenched in social structures and institutions, and shift and mutate over time and place. Such a perspective suggests that (1) race and racism are not merely the 'problems' of/for subordinate racial and ethnic groups, but are reflective of society-wide power relationships that deeply affect all of us on a daily basis, (2) that racial and ethnic categories - including 'white' - can be viewed usefully as the result of historical struggles over economic resources, political access, and cultural identity, rather than as objective measures of biological difference, and (3) the institutional forms of racism, indelibly etched into this nation's past, did not end with civil rights legislation of the 1960s but continue to shape social institutions today. *Prerequisites: Sociology 101 and 200 or 205.*

255. YOUTH CULTURES IN UNITED STATES SOCIETY.

This course examines the role of youth cultures in the identity formation of adolescents residing throughout the United States. Particular attention is paid to (1) the impact of geographical location, social class, gender, race, sexuality, popular culture, mass media, and technology; (2) the intersection of youth cultures and mainstream society; and (3) the contention that some youth cultures are "deviant". *Prerequisites: Sociology 101 and 200 or 205.*

265. GENDER AND SOCIETY.

Our ideas about gender — about women, men, masculinity, and femininity — organize our social life in important ways that we often do not even notice. These

ideas are either invisible to us (such that we take them for granted as “normal”) or explained away (such that they seem like the “natural” way life works). Sociology asks us to investigate and expose the aspects of social life we take for granted. In this course, we will be critically examining the ways gender informs the social world in which we live. As gender is only one of many dimensions of difference that our culture mobilizes, we will also consider the impact of race, class, sexual orientation, ability, attractiveness, and other differences. My goals for this course are 1) to reveal the “common-sense” world of gender around you; 2) to consider how we learn to “do” gender as girls and boys (and women and men); 3) to expose the workings of the institutions that shape our gendered lives; and 4) to come to an understanding of the relationship between gender and the social structure. *Prerequisite: Sociology 101.*

CORE REQUIREMENT MET: **UNITED STATES**

304. SOCIOLOGICAL RESEARCH METHODS.

This course looks at the ways sociologists collect information about social phenomena with a special emphasis on what can be done to yield information that is trustworthy and useful for our theoretical understanding of social life. It assumes no background in research methods or statistics. We will talk about the scientific method, the complexities of applying methods to social research, ethics and bias, and research design. You will also learn about major “quantitative” and “qualitative” methodologies, including surveys, interviews, ethnography, experiments, participant observation, and content analysis – and have opportunities to try out these methods. *Prerequisite: Sociology 101.*

305. QUANTITATIVE RESEARCH METHODS.

This course introduces quantitative research methods and statistical analysis from a social science perspective. We will address the major components of the research process and will stress the importance of critical thinking in all matters numerical. We will cover measures of central tendency, the normal curve, probability, frequency distributions, correlation, and regression. We will also talk about statistics and statistical reasoning in the media. By the end of the course, you will have mastered basic statistical concepts and techniques, and will be able to critically examine and evaluate the (mis)use of these concepts. *Prerequisite: Sociology 101.*

CORE REQUIREMENT MET: **MATH/SCI**

310. SOCIOLOGICAL FIELD METHODS.

This course introduces the theory and methods of sociological and urban field research. We consider positivist, interpretive and critical paradigms. We compare the traditions of anthropological as well as sociological ethnography. We explore the ethics of participant observation, with respect to issues such as role, authority, and power. We learn interview protocols, how to write field notes, how to analyze data, and techniques of storytelling in ethnographic writing. We explore principles of participatory action research and oral history. We will also learn quantitative methods through the analysis of local statistical data from the U.S. Census of Population and Housing. Students will conduct their own ethnographic or field-based study.

315. SOCIOLOGY OF EDUCATION.

This course uses different sociological perspectives to examine social aspects of schooling and educational institutions in the U.S. Specifically, the course focuses on factors that may impede and/or facilitate learning such as social class, gender, race and ethnicity, teacher and parental expectations, and peers. Additionally, the role of education in the acculturation and assimilation process is considered, as are the ways in which schools ameliorate and/or replicate social inequalities.

Prerequisites: Sociology 101 and 200 or 205.

325. CRIME AND DEVIANCE.

The principal objective of this course is to enable students to utilize the sociological imagination for understanding issues of crime and deviance. While we will spend a considerable amount of time on the classic etiological question (what causes crime and deviance?), we will also explore some critical/nontraditional approaches to the study of crime and deviance (e.g., why are some behaviors defined as deviant or criminal, while others are not?). In addition, we will examine the problems and prospects of relevant criminal justice and non-criminal justice policies. *Prerequisite: Sociology 101.*

330. POLITICAL SOCIOLOGY.

This course will focus on classical and contemporary theories of power and authority; theories of the state and various forms of state power, the state and government, the nature of democracy and political elites in modern society (especially the United States) as well as the social bases of political parties and voting behavior. *Prerequisite: Sociology 101 or Politics 101.*

350. SOCIAL MOVEMENTS AND REVOLUTIONS.

This course examines why people protest for social change. We will examine the theoretical debates about the determinants of insurgency by focusing on the following models: the collective behavior, the resource mobilization, the political process, as well as the cultural approach. We will also examine the theoretical debates on the extent to which social movements can be credited with political change. Your study of these theories will expose you to several case studies of real social movements in the United States, Europe and Latin America. This is, however, a theory (not a history) course. *Prerequisite: Sociology 101 or Politics 101.*

355. POWER AND SEXUALITY.

This course will consider the role that sexuality plays in the American imagination, especially the way that sexuality is constructed and serves as a mechanism of social control. In doing so, special attention will be paid to the ways in which human sexuality intertwines with axes of power in contemporary America such as race, ethnicity, gender, class, and sexual orientation. *Prerequisite: Sociology 101.*

360. URBAN SOCIOLOGY.

What are the effects of urbanism on human psychology and civic life? How does urbanization structure social and economic relations as well as signifying identities

and cultural meanings? Is there a common "human ecology" of cities in "natural areas" such as the CBD, skid row, the "Tenderloin" or the "zone-in-transition"? We examine the urban underclass, through case studies of the African American ghetto and Spanish Harlem, with attention to public policy perspectives on urban poverty. Urban futures are considered through gentrification, growth machine boosterism (sports and convention centers), and urban theme parking. *Prerequisite: Sociology 101 or Politics 101.*

365. MASS MEDIA AND CONSUMER SOCIETY.

The course will examine how mass communication systems such as radio, television, cinema and the Internet are produced and what they signify and represent of the social world and public life. We consider the relationship of the mass media to big business and the structure of capitalism. The ideological influences of the mass media are interrogated through concepts such as "mass culture" and "subculture". We examine how contemporary culture and everyday life are increasingly commodified through the systems and spectacles of consumption capitalism. How has globalization affected consumerism and the social construction of the contemporary self? *Prerequisite: Sociology 101 or permission of instructor.*

375. GLOBALIZATION.

What political, economic, and cultural changes occur as nations shift from the traditional to the modern, or (with the fall of the Berlin Wall) from socialism to capitalism? Why are some nations mired in debt and dependency while others have become successful "newly-industrializing countries?" Does transitional capitalism promise greater democracy, or does the emerging "global village" portend widening American cultural imperialism? These questions are posed through course units examining modernity, modernization, and globalization. *Prerequisite: Sociology 101 or Politics 101.*

CORE REQUIREMENT MET: **INTERCULTURAL**

395. SPECIAL TOPICS IN SOCIOLOGY.

This course will function as an advanced seminar focusing on the research interests of the Sociology Department's faculty. The goal is to prepare for the senior seminar by introducing various literatures that will help students focus on a researchable question. The seminar is research and writing intensive.

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

490. SENIOR SEMINAR IN SOCIOLOGY.

Seminar is offered in conjunction with sociology majors' ongoing library research for the senior thesis or group preparation for written examination in the spring semester. Seminar meetings will be devoted to discussion and critique of work in progress. *Prerequisite: senior Sociology majors only.*

499. HONORS.

Prerequisite: permission of department.

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Spanish & French Literary Studies

Professor Grayson, *Chair*

Professors Ellis, Fernández, Guillén, López, Saint-Aubin; Assistant Professor Shelton

On Special Appointment: Adjunct Assistant Professors Brown; Adjunct Instructors González, Rincon, Robertson

The study of a culture through its language offers insights into unfamiliar worlds which cannot be realized in any other way; such study is one of the distinguishing features of a liberal arts education. Moreover, competence in a language other than English can provide a decided advantage for any post-graduate education or career objective.

The Spanish and French Studies program at Occidental is designed to provide the student with an analytical grasp of the traditions and complexities of the Spanish-and/or French-speaking world. The rich cultural and literary expressions of Spain and Latin America provide the context for a classroom environment that builds strong conversational skills and immerses the student in intensive language use. Similarly, the department introduces students to the rich intellectual, literary, cultural, and political traditions of the Francophone world through the study of works from Africa, Canada, the Caribbean, and Europe. Classroom instruction and discussions take place entirely in Spanish or French, and students benefit from a state-of-the-art language studio (featuring computerized instruction, video programs, and daily newscasts from around the world). Occidental College's strategic position in Southern California also provides students with numerous opportunities to use the Spanish language interactively.

The department strongly encourages all students, whether considering a major in the department or not, to investigate Occidental's opportunities for study abroad (see [Off-Campus Study](#)). In recent years, students from a wide variety of departments, including the sciences, have taken advantage of these programs, greatly enhancing their education and future opportunities. These programs exemplify Occidental's ideal of a liberal education that increases sensitivity to and appreciation of other cultures. Finally, the department also invites students to engage in community-based learning through the different activities available in the intermediate and advanced Spanish language classes.

FRENCH

MAJOR: The French major may choose either a literature or a culture concentration.

French Literature concentration: particularly recommended for students interested in further study of French language and culture, the literature concentration requires French 202, six courses (24

units) above 202 and one course (4 units) in literary theory or linguistics. Students must take one pre-19th Century literature course and are encouraged to take one non-European literature course.

French Culture concentration: recommended for students with near-native language skills in speaking, writing, and reading French. This concentration requires French 202 and four courses (16 units) above 202 (including two numbered above 350), taught in French by professors of the French section at Occidental, and one course (4 units) in literary theory or linguistics. Students may choose two additional courses (8 units) from Art, ECLS, History, or Politics. A student interested in francophone African literature, for example, might choose courses in African History or Politics.

For both the literature and culture concentration, majors must enroll in at least one French course in the department during their senior year.

WRITING REQUIREMENT: Students majoring in French will satisfy the final component of Occidental's college-wide writing requirement with the submission of their translation portfolio (see Comprehensive Requirements below) which consists of two essays in English and one in French. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and the department chair for additional information.

COMPREHENSIVE REQUIREMENT: The comprehensive requirements in French are spread out over the senior year and consist of the following: translation, a grammar proficiency test (exempted by a score of 85% or higher on the grammar examination of French 202), a textual analysis (commentaire composé, exempted by satisfactory work in French 202), a written essay (dissertation en temps limité), an oral presentation, and a grade of B in linguistics, should the student take linguistics for the literature concentration. A thesis option is also available to satisfy part of the comprehensive requirements. All students are encouraged to take the major seminar (490).

GROUP LANGUAGE MAJOR AND DOUBLE MAJOR: A French and Spanish Group Language major consists of four courses (16 units) above the 202 level, chosen in consultation with an advisor, in each of the two languages, plus a course (4 units) in linguistics or literary theory. French also may be combined with Chinese, German, Japanese, or Russian to form a Group Language major. Students interested in such an interdepartmental major should consult with the chairs of Spanish and French, Asian Studies, and German, Russian, and Classical Studies for guidelines.

Students also may pursue a double major. Pairing a language major with such disciplines as Art, Diplomacy and World Affairs, English and Comparative Literary Studies, and History can be especially advantageous for careers or further study based on these fields.

MINOR: A minor in French consists of French 201 plus four courses (16 units) above French 201. For a literature concentration, students should enroll in French 201 and four more advanced courses, including one at the 350 level or above. For a culture concentration, students should choose French 201, three advanced courses taught by professors in the French section at Occidental and one relevant course outside the department.

HONORS: Majors in the department with an overall GPA of 3.25 may qualify for Honors at graduation through a distinguished comprehensive thesis or examination. See the [Honors Program](#) and consult the major advisor and chair for details by the end of the fall semester, junior year.

101. BEGINNING FRENCH.

Introduction to French through a variety of communicative approaches. Emphasis is placed on speaking and listening as well as grammar and writing. *Students who have had more than one year of French in high school or more than one quarter in college may not take this course for credit.*

102. BEGINNING FRENCH.

This course is a continuation of French [101](#). Students are introduced to the culture of the French-speaking world through readings and discussions. *Prerequisite: French 101 or permission of instructor.*

151–152. INTERMEDIATE AND 251–252. ADVANCED CONVERSATION.

Oral practice in an informal setting; includes at least one viewing of a French feature film. Usually taught by a French language assistant from France, under the supervision of a French professor. *Open to students who have completed French 102, as well as to those on a more advanced level. Students enroll in 251–252 according to level of previous preparation. Graded on Credit/No Credit basis only; attendance is mandatory. May be repeated for credit.*

1 unit

197. INDEPENDENT STUDY.

Individual study of a major author, movement, or genre. For students with advanced competence who seek study in an area not included in the department's curriculum. *Prerequisite: permission of department.*

2 or 4 units

201. INTERMEDIATE FRENCH.

Oral work and composition based on the study of 20th Century cultural history and contemporary issues of the French-speaking world. Integrated language laboratory program for aural comprehension and pronunciation. Advanced grammar. *Prerequisite: French 102 or equivalent.*

CORE REQUIREMENT MET: **INTERCULTURAL**

202. INTRODUCTION TO LITERARY ANALYSIS/ADVANCED COMPOSITION AND -GRAMMAR.

The methods and vocabulary of textual analysis, introduced through close reading, discussion, and written commentary of selected poems, plays, and prose texts from the Renaissance to the present. The techniques of French critical writing, oral explication de texte, and commentaire composé will be stressed. Includes study of general linguistic problems pertaining to the structure of modern French

(vocabulary, phonetics, grammar, style). French 202 is required of all French majors and minors, and for students wishing to study in France. *Prerequisite: French 201 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

301. EXPLORING THE FRANCOPHONE WORLD.

An introduction to and an exploration of the diversity and complexity of the Francophone world through an examination of cultural productions (literature, cinema, the sciences, and the arts) from the middle ages to the 21st century within the context of French history and the history of ideas in general. Focus and themes will vary yearly. Recommended for students applying to study in Paris or Dakar spring semester. *Prerequisite: French 202.*

CORE REQUIREMENT MET: **INTERCULTURAL**

343. THEORY AND PRACTICE OF TRANSLATION.

An introduction to the theory and practice of translation from English to French ("theme") and French to English ("version") as both a craft and an art with its codes and principles. Although emphasis is placed on practice, the course examines important theoretical questions such as translation as both a product and as a process. With some attention to the difference between "literal" and "free" translation, the course explores the lexical and semantic strategies the translators employ. The course begins with the smallest "unit of translation" and progresses to consider a wide variety of texts: fiction, poetry (song lyrics), advertisements, televisual, and filmic. Students may choose to translate a business, technical, legal, medical, or literary text as part of their final project. *Satisfies ECLS Creative Writing emphasis.*

354. L'IDÉAL CLASSIQUE.

A survey of 17th Century literature. Particular emphasis given to the classical dramatists and moralists. Readings and discussions to include works by Corneille, Racine, Molière, Descartes, Pascal, and Lafayette. *Prerequisite: French 202 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

355. EIGHTEENTH AND NINETEENTH CENTURY WORKS.

Readings and discussion in the French novel and philosophical texts, including works by Prevost, Diderot, Rousseau, Bernardin de Saint-Pierre, Balzac, Stendhal, Flaubert, and Zola. *Prerequisite: French 202 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

363. SEMINAR IN GENRE OR NON-FRENCH LITERATURE.

Study of literature and culture outside of France.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

365. SEMINAR IN A LITERARY THEME.

French Feminism. Literary, psychological, political, and linguistic views of the “disruptive” female presence in literature and critical theory. Works will range from 17th century fiction to contemporary writers, including de Beauvoir, Lacan, Irigaray, and Cixous. *Prerequisite: French 202 or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL**

397. INDEPENDENT STUDY.

Individual study of a major author, movement, or genre; or the teaching of French. For students with advanced competence who seek study in an area not included in the department’s curriculum. *Prerequisite: permission of department.*

2 or 4 units

490. MAJOR SEMINAR: LITERARY THEMES AND THEORY.

The seminar will focus on the close reading and informed discussion of texts from the major reading list (from *Chanson de Roland* and the Middle Ages to post-colonialism) within the context of literary theory (from Sainte-Beuve to Derrida); and it will focus on writing workshops designed to perfect analytical writing (techniques of the *commentaire composé* and the *dissertation littéraire*). *Although open to all students, the seminar is intended principally to facilitate the completion of the comprehensive examination in French. The seminar readings and activities will be tailored to meet individual student interests and needs. Seminar may be repeated for a total of 8 credits toward graduation, only 4 of which may count for the major. Prerequisite: a French course numbered 350 or above.*

CORE REQUIREMENT MET: **EUROPE**

499. HONORS THESIS.

Prerequisite: permission of department.

ITALIAN

151. INTERMEDIATE CONVERSATION.

Oral practice in an informal setting; includes at least one viewing of an Italian feature film. *Graded on a Credit/No Credit basis only; attendance is mandatory. May be repeated for credit.*

1 unit

LINGUISTICS

Linguistics is the scientific study of language as a type of human activity: how languages are constructed and why, where they came from, and how they got that way. It also delineates the breadth and limitations of language’s usability. Thus linguistics straddles the sciences, social sciences, and humanities. As an applied field, it is highly useful to anyone learning another language, to those intending to teach English or any other language, to people studying other cultures (since culture is encoded and transmitted largely via language structures), and to those studying human cognition or child development (since language structure plays a central role in both).

MINOR: Students pursuing a minor in Linguistics are required to take Linguistics

301. Subsequently, they must take a second course in linguistics. This course may be a second course listed under linguistics in the catalog, a Spanish linguistics course, or a linguistics course via transfer or study abroad (with approval of the linguistics faculty). All students must take one semester of a foreign language from one of the following categories: 1) Greek or Latin, 2) Spanish or French, 3) German or Russian, 4) Arabic, Chinese, or Japanese. This course must be in addition to and in a different category from the language used to fulfill the Core language requirement. Students must also choose two additional courses with a language focus in consultation with the linguistics faculty. These courses may include one more foreign language course, a course in Spanish linguistics, Cognitive Science 330, Philosophy 370, Education 205, or a linguistics course via transfer or study abroad (with approval of the linguistics faculty).

301. INTRODUCTION TO LINGUISTIC STRUCTURE.

This course is designed as a solid introduction to and overview of the field of linguistics. Students will explore a number of topics that are at the core of linguistics. We begin with a theoretical background in subfields such as syntax, morphology, phonology, and phonetics. Then we move to broader issues such as sociolinguistics, language acquisition, psycho/neurolinguistics, and historical linguistics. *Not normally open to first-year students. Prerequisite: one year of a modern language or permission of instructor.*

350. PSYCHOLINGUISTICS

Traditional linguistics has revealed how complex and ambiguous natural language is. Despite this fact, people are able to effortlessly and accurately produce and understand language. At the crossroads of linguistics, psychology, and neuroscience, psycholinguistics is concerned with providing an explanation of how the human language processing system works. This course introduces students to the main goals, theories, and experimental methods of psycholinguistic research. We discuss the current state of our understanding of language learning and processing, as well as the experimental and analytical techniques that have been used to examine these issues. *Prerequisite: permission of instructor.*

397. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

SPANISH

MAJOR: Spanish majors are required to take Spanish 202 or 211, 6 courses numbered above 202/211, and Spanish 490. Of the group of 6 courses, a minimum of 3 must be in literature and 1 in linguistics. A maximum of 3 courses may be taken outside the department, including those taken on study abroad programs. Only 1 course may be taken in English. All courses taken outside the department for the Spanish major must be approved in advance by the student's departmental adviser. For both the Spanish major and minor, the terms literature and culture refer to the literatures and cultures of Spain, Spanish America, and the Latino United States. The term linguistics includes both general linguistics (Linguistics 301) and all linguistics courses related to the Spanish language.

Spanish Majors choose 1 of 3 tracks of study:

Spanish Literary Studies: 4 courses in literature, 1 course in linguistics, and 1 other course in literature, linguistics, or culture.

Spanish Linguistics: 3 courses in literature, and either 3 courses in linguistics or 2 courses in linguistics and 1 course in culture.

Spanish Cultural Studies: 3 courses in literature, 2 courses in culture, and 1 course in linguistics.

MINOR: Spanish minors are required to take Spanish 202 or 211 plus 4 courses numbered 300 and above in literature, linguistics, and culture. At least one course must be numbered 340 or above. A maximum of 2 courses may be taken outside the department, including those taken on study abroad programs. Only 1 course may be taken in English. All courses taken outside the department for the Spanish minor must be approved in advance by the department.

WRITING REQUIREMENT: Students majoring in Spanish will satisfy the final component of Occidental College's writing requirement by submitting a four-page abstract in English of their senior seminar research paper. See the [Writing Program](#) and the department chair for additional information.

COMPREHENSIVE REQUIREMENT: The comprehensive requirement consists of the senior seminar and an oral presentation on a topic related to the senior research paper.

GROUP LANGUAGE MAJOR AND DOUBLE MAJOR: A Spanish and French Group Language major consists of four courses (16 units), above the 202/211 level, chosen in consultation with your advisor, in each of the two languages, plus a course (4 units) in linguistics or literary theory or the senior seminar in Spanish. Spanish may also be combined with Linguistics, Chinese, German, Japanese, or Russian to form a Group Language major. Students interested in such an interdepartmental major should consult with the chairs of Spanish and French, Asian Studies, and German, Russian, and Classical Studies for guidelines.

Students may also pursue a double major. Pairing a language major with such disciplines as Art, Diplomacy and World Affairs, English and Comparative Literary Studies, and History can be especially advantageous for careers or further study based on these fields.

HONORS: Majors in the department with GPA of at least 3.50 in major courses and an overall GPA of 3.25 may qualify for Honors at graduation through a distinguished comprehensive thesis. See the [Honors Program](#) and consult the major advisor and chair for details by the end of the fall semester, junior year.

MASTER OF ARTS IN TEACHING (M.A.T.): A graduate program leading to the M.A.T. in Spanish is available. In addition to the general requirements for the degree, the candidate must complete three courses selected upon consultation with an advisor. Ordinarily two of these courses should include: Spanish 501, 502, 503 and/or 504. Consult the department chair for details.

101. BEGINNING SPANISH I.

Introduction to Spanish through a variety of communicative approaches. Emphasis is placed on speaking and listening as well as grammar and writing. *Students who have had more than one year of Spanish in high school or more than one quarter*

in college may not take this course for credit.

102. BEGINNING SPANISH II.

This course is a continuation of Spanish 101. Students are introduced to the culture of the Spanish-speaking world through readings and discussions.

Prerequisite: Spanish 101 or permission of instructor.

151–152. INTERMEDIATE AND 251-252. ADVANCED CONVERSATION.

Oral practice in an informal setting; includes at least one viewing of a Spanish feature film. Usually taught by Spanish language assistant from Spain, under the supervision of a Spanish professor. *Open to students who have completed Spanish 102, as well as those on a more advanced level. Students enroll in 251-252 according to level of previous preparation. Graded on Credit/No Credit basis only; attendance is mandatory. May be repeated for credit.*

1 unit

197. INDEPENDENT STUDY.

Prerequisite: permission of instructor.

2 or 4 units

201. INTERMEDIATE SPANISH.

This course focuses on the development of speaking and writing skills. Students read and discuss cultural and literary texts from a variety of Spanish-speaking countries. The fundamentals of Spanish grammar are reviewed. *Prerequisite: Spanish 102 or permission of instructor.*

202. ADVANCED SPANISH.

This course is intended to further develop language skills while introducing students to the fundamentals of literary analysis through a study of Mexican, South American, and Spanish literary texts. Particular emphasis is placed on oral communication and writing. *This course parallels Spanish 211 and is designed for non-native speakers of Spanish. Students may not take both for credit.*

Prerequisite: Spanish 201 or permission of instructor.

CORE REQUIREMENT MET: **INTERCULTURAL**

211. ADVANCED SPANISH FOR NATIVE SPEAKERS.

This course is designed for native Spanish -speakers with little or no formal training in the language. Emphasis will be placed on reading and writing skills. Students will also be introduced to the fundamentals of literary analysis, through a study of Mexican, South American, and Spanish literary texts. *Students taking this course may not take Spanish 202. Prerequisite: Spanish 210.*

CORE REQUIREMENT MET: **INTERCULTURAL**

301. INTRODUCTION TO PRE-COLUMBIAN AND COLONIAL LATIN AMERICAN LITERATURE AND CIVILIZATION.

General survey of Pre-Columbian civilizations and literature of Meso and South America, the impact of the Discovery, the Conquest, the Colonial Period, and the processes leading to the Independence and the formation of the new Republics. Literary and historical readings, compositions, and short essays and presentations will be used to continue developing language skills. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

CORE REQUIREMENT MET: **LATIN AMERICA • PRE-1800**

302. INTRODUCTION TO MEDIEVAL AND GOLDEN AGE SPANISH LITERATURE AND CIVILIZATION.

General survey of Peninsular literature and civilization from the Middle Ages to the 18th Century through readings and discussion. Continuing emphasis on written and oral language improvement. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

303. INTRODUCTION TO MODERN LATIN AMERICAN LITERATURE AND CIVILIZATION.

General survey of literature and civilization of 19th and 20th century Latin America through readings and discussion. Continuing emphasis on written and oral language improvement. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

CORE REQUIREMENT MET: **LATIN AMERICA**

304. INTRODUCTION TO MODERN SPANISH LITERATURE AND CIVILIZATION.

General survey of Peninsular literature and civilization of 19th and 20th centuries through readings and discussion. Continuing emphasis on written and oral language improvement. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

310. LITERARY AND CULTURAL THEMES OF MEXICO.

This course studies several literary texts that reveal historical, political, and cultural images of Mexico from the Colonial times to the present. Works to be analyzed include Cortes' letters, Sor Juana's poetry, and different novels by writers such as Rosario Castellanos, Elena Garro, Elena Poniatowska, etc. *Prerequisite: Spanish 202.*

312. SPANISH FILM AND CULTURE.

This course surveys the history of Spanish film from its inception to the present. The course introduces students to basic concepts of film studies, including cinematography, mise-en-scène, sound, narrative, and style, but emphasizes representation, and in particular depictions of gender, sexuality, and national identity in the context of dictatorship and democracy. The course further introduces students to the auteurist tradition in Spanish cinema. The films studied vary from year to year, but the course typically highlights the cinematic production

of Luis Buñuel, Carlos Saura, and Pedro Almodóvar. *Students who took Spanish 362 in the fall of 2006 cannot take this course for credit. Prerequisite: Spanish 202 or 211.*

CORE REQUIREMENT MET: **EUROPE**

313. LATIN AMERICAN FILM AND CULTURE.

This course offers students the opportunity to analyze films that have emerged in Latin America (e.g. Argentina, Brazil, Colombia, Cuba, Mexico, and Peru), as well as in the United States in the 20th and 21st Centuries. Many of the visual works studied treat significant contemporary issues in Latin America such as the representation of history, questions of identity and alterity, questions of race and ethnicity, globalization, authority, the construction of class and gender in society. Emphasis will be placed on studying films within the social, historical and cultural contexts of the material they treat, and current critical theories. Specifically, this course is a critical survey of the representation of Latin America with representative examples from different historical periods (beginning with the pre-Columbian and Colonial periods followed by the 19th and 20th Centuries). The goals of the course are to understand how film as a medium has functioned historically and aesthetically in its representations of different sectors of society. *Prerequisite: Spanish 202 or 211.*

CORE REQUIREMENT MET: **LATIN AMERICA**

340. SPANISH PHONOLOGY.

This course serves as a general introduction to the study of the Spanish sound system. The objectives of this course include strengthening students' Spanish pronunciation in the direction of a more native-like, normative pronunciation and introducing them to phonetics and phonology. Students will be introduced to theoretical means of analyzing the sound system of a language. They will also examine contrasts between American English and Spanish, and apply these concepts in exercises of both written transcription and oral production as well as with a linguistic analysis of spoken Spanish. Finally, students will also be acquainted with phonological differences among the dialects of the Spanish language. *Prerequisite: Spanish 202 or 211.*

CORE REQUIREMENT MET: **INTERCULTURAL**

341. HISTORY OF THE SPANISH LANGUAGE.

This course consists of an introduction to historical Hispanic linguistics. Students learn about the major phonological, morphosyntactic, and lexical changes that have occurred in the language from the time of the arrival of the Roman armies into the Iberian Peninsula until the present. Foreign influences on the evolution of the Spanish language are discussed briefly. The primary focus of this course is the internal history of the language from Vulgar Latin to Modern Spanish. *Prerequisite: Spanish 202 or 211.*

351. CERVANTES AND THE RENAISSANCE.

A study of Cervantes' narrative and drama in the context of certain literary trends of the European Renaissance. The course will focus on the *Novelas Ejemplares*, selected parts of *Don Quijote* and *Entremeses*, and it will explore Cervantes'

treatment of the genres and currents which influenced his art. *Prerequisite: Spanish 302 or permission of the instructor.*

Guillén

CORE REQUIREMENT MET: **EUROPE • PRE-1800**

362. MODERN SPANISH THEATER AND CINEMA.

This course will trace the development of twentieth-century Spanish theater and cinema, through a study of representative theatrical and cinematic texts as well as theory. Figures studied will vary from course to course but will typically include the playwrights Jacinto Benavente, Miguel de Unamuno, Federico García Lorca, Antonio Buero Vallejo, Paloma Pedrero, and Concha Romero, and the filmmakers Luis Buñuel, Carlos Saura, Pilar Miró, Fernando Trueba, José Luis Cuerda, and Pedro Almodóvar. *Prerequisite: Spanish 304 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

363. HISPANIC AUTOBIOGRAPHY.

This course will apply current theories of autobiographical discourse to Spanish, Latin American, and U.S. Latino life-writing. Students will examine the relation of personal identity to dominant ideologies of gender, race, class, and politics, and will explore the role of memory and fantasy in literary self-expression. Authors studied will vary from year to year but will typically include Gloria Anzaldúa, Reinaldo Arenas, Juan Francisco Manzano, Carmen Martín Gaité, Rigoberta Menchu, Constanza de la Mora, and Mario Vargas Llosa. Students will have the opportunity to write their own autobiographies. *Prerequisite: Spanish 301, 302, 303, or 304.*

CORE REQUIREMENT MET: **INTERCULTURAL**

372. LATIN AMERICAN WOMEN'S LITERATURE.

In this survey of Spanish American women writers from a variety of historical periods and national origins, students will read short fiction and novels by Rosario Castellanos, Isabel Allende, María Luisa Bombal, Cristina Pero Rossi, and Rosario Ferré. The course will also analyze the tradition of Spanish American women's poetry through discussion of selected works by Sor Juana Inés de la Cruz, Delmira Agustina, and Gabriela Mistral. Topics of discussion will include the representation of eroticism, domesticity, the supernatural, and social change in Spanish American women's writing. *Prerequisite: Spanish 301, 302, 303, or 304.*

CORE REQUIREMENT MET: **LATIN AMERICA**

382. CONTEMPORARY MEXICAN NOVEL.

This course analyzes the narrative development of the contemporary Mexican novel from the Mexican Revolution to the present. Principal novelists studied in this seminar are Mariano Azuela, Juan Rulfo, Carlos Fuentes, Gustavo Sainz, Elena Poniatowska, Angeles Mastretta, and Laura Esquivel. This course combines textual analysis with the application of contemporary literary theory. *Prerequisite: Spanish 301, 302, 303, or 304.*

CORE REQUIREMENT MET: **LATIN AMERICA**

383. SURVEY OF CHICANO LITERATURE.

This course offers a representative overview of the Chicano literary production covering five genres: poetry, theater, novel, short story, and essay. An historical framework is outlined to establish the different periods of Chicano creativity from its origins to contemporary times, using a series of works and authors to illustrate their respective social context. *Prerequisite: Spanish Spanish 301, 302, 303, or 304.*

CORE REQUIREMENT MET: **UNITED STATES**

397. INDEPENDENT STUDY.

Individual study of a major author, movement, or genre. For students with advanced competence who seek study in an area not included in the department's curriculum. *Prerequisite: permission of instructor.*

2 or 4 units

490. SENIOR SEMINAR: GENRE AND LITERARY THEORY.

This course will provide an in-depth focus on two of the following literary genres: drama, poetry, essay, novel and short story, with an introduction to contemporary literary and cultural studies theory. Literary texts will be drawn from Spain and Latin America. *Prerequisite: Spanish majors in their senior year only.*

499. HONORS THESIS.

Prerequisite: permission of instructor.

501, 502, 503, 504. THE TEACHING OF SPANISH.

Classroom observation at Occidental College, aimed at the evolution of language pedagogy, instructional materials and procedures, lesson plans, and testing and evaluation. Designed primarily for M.A.T. candidates. Under the guidance of Occidental Spanish language instructors, and through daily classroom observation, M.A.T. candidates will learn how to teach elementary Spanish (501, 502), intermediate Spanish (503), or Spanish for native speakers (504). Spanish 501-502 assumes daily attendance of [101-102](#); 503 assumes daily attendance of [201](#); 504 assumes daily attendance of [210](#).

5 units

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Theater

Professor Gratch, *Chair*

Professors Bouchard, Freeman

Professor of the Practice Fitzmorris

On Special Appointment: Adjunct Assistant Professors Angell, Meade, Slotten

Adjunct Instructors of Dance and Movement: Knowles, Marshall, Martinez, Mullen

Students in the Department of Theater explore the art of theater through theory, performance, and production. Each student experiences the essentially collaborative nature of theater through participation in theater productions. Our curriculum enables students to develop a rich understanding of both the enactment of the written word and the essence of theatrical expression. In addition to preparing our students for further study and related careers in theater or film, we encourage each student to explore ideas of self and community and to express these discoveries through one or more aspects of theater.

Because the development of a theater artist is enhanced by time as well as training, we encourage students considering a Theater major or minor to consult with department faculty and begin taking courses in the first year. (The curriculum, however, is structured to enable an industrious student to begin at a later time and complete the major by the end of the fourth year.)

Students are encouraged to broaden their self-discovery through opportunities for Community Based Learning and through internships. The Department has an ongoing relationship with the Pasadena Playhouse which includes opportunities for course credit, internships and possible scholarship support for majors through the Sumid Scholarship offered by the Alumni of the Pasadena Playhouse.

While the major is designed to prepare students for successful careers in theater and film, it provides also, in conjunction with study in other areas of the liberal arts, unique and effective preparation for success in such diverse fields as business, law, communications, arts administration, education, and social service.

MAJOR: The major consists of 44 units. A minimum of 2 units must consist of two semesters of Production Lab (Theater 121 or 122) in two different areas. The 121/122 requirement must be completed by the end of the junior year. Another 2 units may consist of two semesters of Performance Lab (211). The Department has established standards of excellence in theoretical analysis, performance, and production which our students meet by completing a comprehensive project in the senior year. Information concerning all phases of the senior project can be obtained from the Department Chair.

The Department welcomes interdisciplinary programs and double majors, and will work carefully with students interested in such programs. Up to 8 units of select courses from Film, Music, Studio Art, Art History, and Dramatic Literature may be

applied to the Theater Major in consultation with the department chair.

Students who major in the Department of Theater pursue the following program of study: Theater 101; Theater 110; Theater 120; two semesters of Theater 121 and/or 122; Theater 175; Theater 210; Theater 301; four units of coursework in design or technical theater selected from Theater 225, 244, 245, 246, 247, 248, 250, 275, 320, 325, 330, 335, 346, 370 and 375; and at least 16 units from other Theater or approved interdisciplinary courses.

WRITING REQUIREMENT: Students majoring in Theater will complete Occidental College's 3rd year writing requirement by completing a significant research and analytical paper as part of Theater 301 or 302. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) and consult the department chair for additional information.

MINOR: The minor consists of a minimum of 20 units: Theater 101, 110, 120, either 175 or 210, two semesters of 121, and four additional units from the Theater curriculum.

COMPREHENSIVE EXAMINATION: The department accomplishes the college objectives for the Senior Comprehensive by having each candidate, having completed the 121/122 requirement, (1) propose a creative or research project; (2) submit a paper of research and/or preparation during the comprehensive process, to be discussed with the faculty; and (3) execute the project. Projects may include but are not limited to acting, directing, design, playwriting, stage management, technical direction, theater management, and scholarly research. See the department for details.

HONORS: To receive College Honors in the department of Theater, the student must be a major and achieve a 3.50 grade point average in departmental courses. In addition the student must achieve a 3.25 grade point average overall, and receive a grade of Pass with Distinction on the senior comprehensive project. See the [Honors Program](#) for additional information.

SPECIAL PROGRAMS: In the summer, Occidental College hosts the annual Occidental Children's Theater at the Remsen Bird Hillside Amphitheater. Academic credit is available for this program through Theater 197 or 397. Off-campus internships in professional theater and film may be arranged during the academic year or summer through the Department of Theater and the Career Development Center. Support for undergraduate research and travel are available both during the academic year and during the summer. Contact the Department Chair and the Undergraduate Research Center for more information. We encourage Theater students to participate in study abroad. Information on approved programs is available through the [International Programs Office](#). Credit toward the major may be available.

101. THEATER FORUM: THE ART OF READING SCRIPTS.

This is an introduction to an understanding of interpretation within the theater. Focusing on a small group of scripts of various periods and styles, students study the relationship of the design of playscripts, theatrical enactment and audience response. Understanding is developed both through class work and final performance projects in which groups of students produce sequences from the scripts studied during the semester. *Ticket Fee: \$50.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS**

110. INTRODUCTION TO PERFORMANCE.

This course is the foundation of the Department's acting program. In it, the student explores how an actor gives life to words and moves them from the script to performance. Students work with Shakespeare's sonnets in addition to contemporary dramatic literature. *Ticket Fee: \$50. Intended for first-year and second-year students. Not available to juniors and seniors without permission of the instructor. Enrollment is limited.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

120. INTRODUCTION TO TECHNICAL THEATER.

An introduction to many of the different areas of theater production, this class will include such topics as rigging practices, drafting, lighting equipment, and special effects; but its primary focus is in the area of scenic construction. *This course includes a laboratory during which the techniques taught in lecture/demo are applied. The laboratory will average 40 hours over the course of the semester. Lab schedule is to be arranged. Some materials must be purchased by the student for this course. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

121. PRODUCTION LABORATORY.

This is an applied course for technicians, designers, and managers who are on production crews directed, designed, or directly supervised by the theater faculty. In order to complete a theater major, a student must complete production laboratories in two separate areas, at least one of which must be a running crew. *Prerequisite: Theater 120 or permission of instructor. Graded on a Credit/No Credit basis only. The course may be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

122. INTENSIVE PRODUCTION LAB.

This is an applied course for technicians, designers, and managers who are given primary responsibility on production crews directly supervised by the theater faculty. Students are required to do additional research and practical application beyond that of Theater 121. *Prerequisite: permission of instructor. Graded on a Credit/No Credit basis only.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

130. MODERN DANCE.

A comprehensive study of the theory and methodology of the Jose Limon Technique. Founded on the principles of fall and recovery, the Limon Technique is built upon motion through succession, suspension, alignment and opposition. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

131. BEGINNING JAZZ AND TAP.

Students will learn foundation techniques of jazz and tap dancing. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

133. BEGINNING TAI CHI.

Tai Chi Chuan is the study of slow controlled movement, breathing and realignment of the body. Sometimes referred to as standing yoga, Tai Chi Chuan has been practiced for centuries for its many benefits, including stress management, disease prevention and increase in energy. The focus of this class is on relaxation, gentle movement and meditation. *Course fee: \$85. May be repeated for credit.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

134. BEGINNING BALLET.

A study of the principles of ballet based on the Vaganova method. Students will learn the fundamentals and elementary vocabulary of ballet through barre, center and traveling combinations and exercises. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

137. CHOREOGRAPHY I.

A comprehensive study of the tools of choreography based on the Nikolais/Mettler methods of creating dances, including the manipulation of motion through space, time, shape, and energy volumes within the context of the body and its surroundings. Course culminates in a studio performance of each student's choreography. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisites: two semesters of any dance course or permission of instructor.*

2 units
CORE REQUIREMENT PARTIAL: **FINE ARTS**

140. AFRO-CARIBBEAN DANCE WORKSHOP.

This course is designed to teach fundamental Afro-Caribbean dance techniques and complex body isolations. The dances learned will reflect the various African influences to the Caribbean — particularly Cuba, Jamaica, Puerto Rico, and Trinidad and Tobago. Participants will gain cultural, historical, and social content of the dances and learn the relationship between the music and the dance. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

141. MOVEMENT FOR ACTORS: SOCIAL DANCE FOR THE THEATER.

Students will be introduced to important social and period dance forms as a means of creating character as well as enriching the historical or period flavor of a theatrical performance. While studying such dances as the waltz, the Charleston, and the Jitterbug, students will learn to confront their bodies moving alone and in concert with others. *Prerequisites: Theater Major, Minor, or permission of instructor. May be repeated once for credit. Graded on a Credit/No Credit basis.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142. FOLK AND HISTORICAL DANCE.

This course teaches folk and historical dances (Renaissance through the 20th century) drawn from Eastern and Western Europe (including the Balkans), as well as folk and social dances of the United States derived from those traditions. Performance opportunities may include: Viennese waltz and possibly dance-based children's theater. *Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

175. DESIGN FORUM.

This course introduces the student to the theory and application of the elements of design and principals of composition as they apply to theater and film. Through an investigation of two-dimensional and three-dimensional design the student will begin to understand and gain the skills to express the visual meaning of the play/filmscript. The course will include script analysis, presentation and research techniques and a series of design projects in both individual and group formats. The general student will sharpen their critical eye, the actor/director will learn to engage with the design elements developed for them and the designer will receive a broad introduction to the design process. *Ticket Fee: \$50. Intended for first-year and second-year students. Not available to juniors or seniors without permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

197. INDEPENDENT STUDY.

Prerequisites: Theater 101 and permission of instructor. Open only to second year students.

2 or 4 units

201. ALTERNATIVE VOICES IN AMERICAN THEATER.

This course surveys the theater artistry of contemporary writers from divergent cultural and aesthetic backgrounds. Special emphasis is placed on women and people of color, including Suzan-Lori Parks, Culture Clash, Anne Bogart, Reza Abdoh, August Wilson, David Henry Hwang, Luis Alfaro, Naomi Iizuka, John Belluso and Maria Irene Fornes. In-class play readings and guided script analysis will expose students to a variety of creative approaches. *Recommended: Theater 101.*

CORE REQUIREMENT MET: **FINE ARTS**

210. ACTING I: STAGE.

This course introduces a student to the techniques and theories of acting. Course work begins with an exploration of the self in performance using partnered scenes from American realist scripts. At mid-semester, the class presents The Zoo Exercise, a project in sustained characterization inspired by work at the London Academy of Music and Dramatic Art. The course then culminates with a presentation of scene-work selected from the plays of Henrik Ibsen. *Ticket Fee: \$60. Intended for first-year and second-year students. Prerequisites: Theater 110 and permission of instructor. Recommended: Theater 101. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

211. PERFORMANCE LABORATORY.

This is an applied acting course connected to a role or roles in Theater Mainstage productions. *Graded on a Credit/No Credit basis only. Prerequisite: permission of instructor. Recommended: Theater 101 and 210. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

212. AUDITION WORKSHOP.

This is an applied workshop available to students who have completed Theater 210. This "brown bag" workshop meets every week during a lunch period. Student actors will polish techniques for solo auditions learned in Introduction to Performance and Acting I, and apply them to the standard "general audition" format. Intended for second and third-year students. *Prerequisites: Theater 101, 210 and permission of instructor. Enrollment is limited. Graded on a Credit/No Credit basis only. May be repeated as an audit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

215. ACTING FOR THE CAMERA.

An intensive course in character work, scene work and camera technique using selected scripts from some of the greatest recent and contemporary screenplays. *Materials fee: \$60. Prerequisite: Theater 210 with a grade of "B-" or better and permission of instructor. Recommended: Theater 360. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

225. SCENE PAINTING.

In this course, the student will be introduced to a variety of scenic techniques and materials. Mastery of basic skills will be expected for completion of the course. Period styles and aesthetic theories will provide a foundation for the skills learned. Special materials will be purchased for the students of this course. A separate lab will provide individualized supervision of techniques and projects demonstrated during the regular class time. Includes one two-hour laboratory session per week. *Materials fee: \$65. Prerequisites: Theater 101 and 120 or 125, or permission of the instructor. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

231. INTERMEDIATE JAZZ AND TAP.

Students will learn intermediate and advanced techniques of jazz and tap dancing. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisite: two semesters of Theater 131 or permission of instructor.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

233. ADVANCE TAI CHI.

This course incorporates more advanced techniques of Tai Chi Chuan, the study of slow controlled movement, breathing, and realignment of the body. *Course fee: \$85. Prerequisite: Two semesters of Theater 133 or permission of instructor. May be repeated for credit.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

234. INTERMEDIATE BALLET.

Intensive study that develops and refines ballet technique based on the Vaganova Method. *Prerequisite: Two semesters of Theater 134 or permission of instructor. Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

236. DUNHAM TECHNIQUE.

Developed by Katherine Dunham, a pioneer of modern dance and the first African American to lead a major dance company, the Dunham technique includes elements of African, Afro-Caribbean, ballet, modern, and yoga. Class sessions include barre and floor work as well as isolations. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisites: two semesters of any dance course or permission of instructor.*

1 unit
CORE REQUIREMENT PARTIAL: **FINE ARTS**

237. INTERMEDIATE CHOREOGRAPHY.

A continuation of the entry-level material with an emphasis on group choreography, including site-specific work and studio performances. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisite: Theater 137 or permission of instructor.*

2 units
CORE REQUIREMENT PARTIAL: **FINE ARTS**

241. FASHION, ETIQUETTE, DEPARTMENT: REFLECTIONS OF CULTURE.

This course will examine the shifting social systems, evolving class and economic relationships, changing social and moral codes and the resulting social behaviors of European and American culture from the 16th century through the 20th century. These changes reflect the worldview of the times and therefore political and technological issues will also be considered. The course will focus on eras frequently used as settings for theatrical and film productions and train the students in the proper use of and/or handling of period props and garments.

Prerequisite: Theater 101, Theater 125, or permission of instructor.

CORE REQUIREMENT PARTIAL: **FINE ARTS**

244. STAGE MANAGEMENT.

This course will introduce the student to the art and techniques of stage management. Students acquire the skills to stage manage productions from casting through performance.

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

245. STAGE MAKEUP.

This course will introduce the student to the basics of make-up design for the theater including basic, three-dimensional, corrective, glamour, character, old age make-ups as well as the creation of special effect make-ups. The student will put theory into practice by creating practical make-up designs. *Materials fee: \$50.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

246. COSTUME CONSTRUCTION.

This course will provide the student with the skills necessary to construct a basic garment. These skills will be used to build a basic costume piece. *Materials fee: \$50.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

247. PROPERTIES FOR THE STAGE.

This course is an introduction to the process of designing and constructing props for stage. The elements of production style, period authenticity, actor needs, budget and time will all be considered. A combination of theoretical and practical projects will be required. *Prerequisite: Theater 120 or permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

248. SOUND.

This course will introduce the student to the basics of sound design for the theater including equipment, editing, playback, and creation of sound effects. The student will complete the course by putting theory into practice by creating a practical sound design. *Prerequisite: Theater 120 or permission of instructor. Not available to seniors without permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

250. MATERIAL CULTURE: PERIOD STYLES FOR THEATER.

This course is a survey and exploration of the changing fashions, architecture, furniture and decoration of European and American society in selected periods. These shifting artistic trends reflect the social and political changes through time, visually defining the character of each period. The course will examine periods

from ancient to contemporary, selected from those that are frequently used as settings for theatrical and film productions. *Prerequisite: Theater 101 or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

260. CHILDREN'S THEATER, 3RD GRADE.

These separate applied workshops in children's theater focus on work with elementary school children. We study age-appropriate methods of integrating theater into the elementary school curriculum. In four intensive sessions, students learn five workshops geared to the third grade, after which, under the instructor's supervision, they guide local elementary school classes through the curriculum. *Prerequisite: Theater 110 or permission of instructor. Enrollment is limited. Graded on a Credit/No Credit basis only.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

261. CHILDREN'S THEATER, 5TH GRADE.

These separate applied workshops in children's theater focus on work with elementary school children. We study age-appropriate methods of integrating theater into the elementary school curriculum. In four intensive sessions, students learn five workshops geared to the fifth grade, after which, under the instructor's supervision, they guide local elementary school classes through the curriculum. *Prerequisite: Theater 110 or permission of instructor. Enrollment is limited. Graded on a Credit/No Credit basis only.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

275. VISUAL COMMUNICATION FOR THEATER.

This course provides an intermediate level of theory and training in theater design. The student will learn several methods of visual communication. Drafting and model making are the primary focuses. In addition, there will be a brief introduction to the use of colored media in theater rendering. *Materials fee: \$60. Prerequisites: Theater 120, 125 or permission of instructor. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

301. TOPICS IN THEATER HISTORY.

This course approaches the study of theater within a series of different cultural contexts. Theater literature, performance practices, and theater architecture will be studied within the larger context of the cultures from which the various types of theatrical expression are derived. The course will investigate in a comparative format such topics as masked theater, populist and elitist theaters, and literary and non-literary theater traditions. *Ticket Fee: \$50. Prerequisites: Theater 101 and at least second-year status or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800**

302. TOPICS IN THEATRICAL LITERATURE.

This course will investigate the work of three 20th century playwrights, selected on

a rotating basis. Different years will have a different focus, for example: This course will investigate the work of three 20th century playwrights, selected on a rotating basis. Different years will have a different focus. For example, Late Century American Greats: Wilson, Wasserstein, Kushner; Political Pioneers: Brecht, Odets, San Francisco Mime Troupe; Masters of Farce: Ludlam, Kondolean, Orton; or European Iconoclasts: Beckett, Pinter, Müller. Students will read several works by each author, in addition to attendant scholarly interpretations. Each student will prepare a research project about an influential or groundbreaking production.

Students may use this course to fulfill the Junior Writing Requirement.

Prerequisites: Theater 101 and at least second-year status or permission of instructor. Ticket fee \$50.

CORE REQUIREMENT MET: **INTERCULTURAL**

310. ACTING II.

By exploring the psychology of performance, this course introduces acting students to an alternative to Stanislavski-based acting systems or methods. Developing an understanding of impulse, desire and action in everyday life along with an understanding of the heightened consciousness of artists at play, students learn how to act with increased freedom and to create characters with genuine psychological complexity while developing a technique equally adaptable to theater and film. Students follow a path from improvisation through play with language to develop roles from Chekhov and various classical and contemporary playwrights. *Enrollment in this course may be based on an audition/interview process. Ticket fee: \$50. Prerequisites: Theater 101, 110, 210, 212, and permission of instructor. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

310A. SCENE WORKSHOP.

This is an applied workshop required for students enrolled in Theater 310 (Acting II). During the semester, students prepare and perform up to three scenes from classical and contemporary drama. Every two weeks, scene partners will present their work for fellow students and for faculty (who will guide the work's further development). *Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

311. INTENSIVE PERFORMANCE LAB.

This is an intensive applied acting course connected to a significant role or roles in Theater Mainstage Productions. *Graded on a Credit/No Credit basis only.*

Prerequisite: permission of instructor. May be repeated for credit.

Mainstage Production

Performance Practicum: Pasadena Playhouse

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

315. NARRATIVE WORKSHOP FOR THE MOVING IMAGE.

Production course in linear storytelling for advanced theater and film students.

Working in collaborative teams, students will shoot several projects, write a script,

and make one short narrative project on video. The course emphasis will be on script writing, directing the actor, and visual storytelling. *Materials fee: \$60. Prerequisites: Theater 210 or Art Film 140, and permission of instructor. Enrollment is limited.*

316. PERFORMING SHAKESPEARE.

This course explores through practice the demands Shakespeare's scripts make upon actors. During a semester, students work with five to six scripts from various genres to develop facility with both Shakespeare's verse and prose in performance. *Ticket fee: \$50. Prerequisite: Theater 310 and permission of instructor. Enrollment is limited.*

CORE REQUIREMENT MET: **EUROPE • FINE ARTS • PRE-1800**

320. ADVANCED TECHNICAL THEATER.

This lab course extends the topics covered in Theater 120. Topics include advanced building techniques, metal working theory and welding, and furniture construction and repair. Students will also act as crew chiefs for Theater Department productions. Some materials must be purchased by the student for this course. *Prerequisites: Theater 120 and permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

321. PORTFOLIO WORKSHOP.

In this course students develop the skills to analyze, archive, and document their creative and technical work. They also learn various techniques for public presentation. *Prerequisite: Theater 120 or permission of instructor.*

1 unit

325. LIGHTING DESIGN

Focusing on the specific theories, psychological power, and techniques of lighting design, this course will provide students with an intellectual and practical foundation in this significant yet accessible area of design for theater. Practical training and execution of projects are undertaken in both group and individual formats under faculty supervision. *Includes one two-hour laboratory session per week. Materials/ticket fee: \$60. Prerequisite: Theater 101, 120, or 125, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

330. PRODUCING THE LIVE EVENT.

In this intensive course students will analyze the requirements for live events. As the students develop solutions for these requirements, there will be an emphasis on the artistic, legal and financial responsibilities of the producer. Through projects, case studies and research, the students will learn the creative and practical aspects of live presentations. Students will understand the myriad considerations required to successfully produce live performances for theater, music and other cultural events. *Prerequisites: Theater 120 and at least second year standing or permission of instructor.*

335. THEATER ENGINEERING AND ARCHITECTURE.

In this course, students will investigate solutions to demanding design problems. This might include linear motion control, pneumatic and hydraulic systems, and the drive or rigging systems for scenery. Theater architecture will also be covered, culminating in the design of a theater. Outside research is required. *Prerequisites: Theater 120 and permission of instructor.*

346. PERIOD COSTUME CONSTRUCTION AND PATTERN MAKING.

This is an advanced costume construction class that will introduce the student to the specialized skills involved in translating a design sketch of a period costume into an actual costume. Creating and altering patterns for specific bodies, tailoring, corsetry, and underpinnings will all be included. *Materials Fee: \$40. Prerequisite: Theater 246 or permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

370. COSTUME DESIGN

This course is an introduction to the goals, processes and techniques of costume design. The student will become familiar with the basic components of the discipline. The focus of the projects will be on conceptualizing, researching and designing costumes for a variety of plays. Although an introduction to and practice with differing sketching/rendering approaches will be elements of the class, no specific prior drawing experience is required. *Prerequisite: Theater 125, Art S106, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

375. SCENIC DESIGN.

This course continues the study of theater through an investigation of specific visual concepts and techniques used to present the design of scenery. The close relationships of these elements with the script, the actors, and the director are treated as essential elements of the development of designs. This is primarily a project-oriented class. Special materials will be purchased by the student for this course. *Ticket/Materials Fee: \$60. Prerequisites: Theater 175 or 275 or permission of instructor. Theater 101 and 120 recommended.*

380. PLAYWRITING.

This course introduces students to the art of writing for theater. Through a series of weekly writing assignments, students develop skills in crafting the dialogue and structure of playscripts. Classwork culminates in the development of a one-act play. *Ticket Fee: \$50. Prerequisites: Theater 101 and 210 or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

390. ADVANCED PROJECTS IN THEATER.

This is an applied course for significant work undertaken in performance, design, technical, or management areas for mainstage or other faculty-supervised

projects. The student will work directly with faculty supervision in the creative process. *Prerequisite: permission of instructor. May be repeated once for credit.*

On-campus Projects

Pasadena Playhouse Practicum

Theater Projects in Community Based Learning

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

397. INDEPENDENT STUDY.

Independent study in theater at an advanced level. *Prerequisites: Theater 101 and permission of instructor. Open to students with junior or senior standing only.*

2 or 4 units

410. DIRECTING.

This course is an introduction to the art of directing. Students explore the directing processes of script analysis, casting, working with actors, manipulation of space, use of sound and images, developing designs, and mounting productions for the theater. Requirements include staging two performance sequences. *Ticket Fee: \$50. Prerequisites: Theater 101, 120, 303, 360, and permission of instructor. Enrollment is limited. May be repeated for credit.*

CORE REQUIREMENT MET: **FINE ARTS**

490. SENIOR SEMINAR.

This course is for students engaged in senior projects. *Prerequisite: permission of instructor.*

[TOP OF PAGE](#)

[Programs of Instruction](#)
[American Studies](#)
[Area Studies](#)
[Art History & the Visual Arts](#)
[Asian Studies](#)
[Athletics & Physical Activities](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Cognitive Science](#)
[Computer Science](#)
[Core Program](#)
[Critical Theory and Social Justice](#)
[Diplomacy & World Affairs](#)
[Economics](#)
[Education](#)
[English & Comparative Literary Studies](#)
[English Writing](#)
[Geology](#)
[German, Russian, & Classical Studies](#)
[History](#)
[Kinesiology](#)
[Mathematics](#)
[Music](#)
[Philosophy](#)
[Physics](#)
[Politics](#)
[Psychobiology](#)
[Psychology](#)
[Religious Studies](#)
[Sociology](#)
[Spanish & French Studies](#)
[Theater](#)
[Urban & Environmental Policy](#)

Urban & Environmental Policy

Professor Dreier (*Politics*), *Chair*

Professor Gottlieb, Director, Urban and Environmental Policy Institute;

Assistant Professor Matsuoka

On Special Appointment: Adjunct Instructors Dwyer, Vallianatos

ADVISORY COMMITTEE

Professors Freer (*Politics*), Sadd (*Geology*), Swift (*ECLS*); Associate Professors Braker (*Biology*), Lin (*Sociology*), North (*Biology*); Assistant Professors Ashenmiller (*Economics*), Puerto (*History*)

Occidental's Urban and Environmental Policy (UEP) program is an interdisciplinary program for students who want to change the world. It combines politics, planning, environmental policy, urban studies, economics, sociology, and other disciplinary approaches. The UEP program recognizes that "urban" and "environmental" are very much interconnected and that issues of economic and environmental justice are integrally linked to where and how we live, work, play, and go to school. Topics covered in the program include housing and community development, public health, land use and transportation, food and resource issues, air and water quality, water and energy supply, poverty and social welfare, criminal justice, race and gender and class relations, and other topics at the local, state, national and international levels.

The UEP program is a unique combination of classroom learning and hands-on experience in the field of public affairs and civic action. Students learn the skills of public policy analysis with special emphasis on applying those skills in the real world. It is an intensive major designed for students with a strong interest in such careers as government, law, human services, urban or environmental planning, community organizing, social work, journalism and communications, socially responsible business, or academia.

The goal of Occidental's UEP program is not simply to produce policy experts, but to educate students to think and to act critically in the realm of public affairs. The program includes careful consideration of ethical issues that arise in the formulation and implementation of public policy. It trains our future leaders how to think critically and creatively and act effectively to solve problems and improve society.

Students get involved in the real world of urban and environmental policy through internships in government agencies, political campaigns, grassroots community and environmental organizations, public interest groups, social service agencies, labor unions, and other settings. Students also learn how to conduct practical applied research by working with and for "clients" — typically community groups in the Los Angeles area — under the supervision of faculty.

Students interested in the UEP major should have a strong commitment to public service and social change, be interested in working on group projects with other students, and be available to get involved in community activities.

The UEP program is conducted through a series of intensive seminars in the junior and senior years, with introductory courses available in the frosh and sophomore years. These seminars deal with real-world issues. The course of study includes developing skills in public policy analysis, internships, community participation, a research project with an applied policy focus, and leadership training. In addition to the prerequisites and the core seminars, students are encouraged to take electives in a variety of disciplines to sharpen their expertise in different policy areas and approaches.

Another important part of the program will be attendance at luncheons and at meetings with visiting public policymakers, journalists, and other practitioners in addition to regular course work.

Some students may choose to spend the fall of their junior year in Occidental's Washington, D.C. program, the Occidental-at-the-United Nations program, environmental internships, or in one of the fall semester abroad programs sponsored or approved by the college.

During their senior year, students will design and complete a policy-oriented comprehensive project. This project may take several forms. It can include a traditional research paper, a hands-on policy research report, a group comprehensive project, a study conducted for a community-based "client" group, or others. Students will be encouraged to undertake a project that has an applied focus.

In addition to the coursework, students also have the opportunity to participate in the research, educational, and community-based activities of the Urban and Environmental Policy Institute (UEPI). UEPI is the research and educational program arm of UEP. It serves as the umbrella for a variety of affiliated programs addressing work and industry, food and nutrition, housing, transportation, regional and community development, immigration, land use, and urban environmental issues. UEPI programs seek to link research and action through partnerships with grassroots community, environmental, and labor organizations. UEPI's mission is to promote a livable, just, and democratic region. Affiliated programs and centers include: the Center for Food & Justice, the Pollution Prevention Center (PPC), the Migration Policy and Resource Center, the Urban Nature Program, the Center for Housing Justice, and Sustainable Oxy. UEPI provides exciting opportunities for students to participate in real-world research, community action, and policy arenas. Information about UEPI is available at www.uepi.oxy.edu.

MAJOR: All students majoring in Urban and Environmental Policy are required to take the following courses in the freshman or sophomore year:

- UEP 101
- Economics 101 (or another Economics course approved by the chair)
- Politics 101
- One methods course (UEP 304 strongly preferred, however, Geology 150, Politics 103, and Sociology 305 are acceptable with the approval of the program chair)

For their college science requirement, we encourage UEP majors to take at least

one of the following:

- Biology [107](#) (Biodiversity)
- Geology [105](#) (Physical Geology)
- or another course approved by the program director

Students majoring in UEP are required to take the following courses:

- UEP [301](#) (Urban Policy and Politics) (sophomore or junior year)
- UEP [310](#) (Community Organizing and Leadership) (junior or senior year)
- UEP [311](#) (Community Internship) (junior or senior year)
- UEP [410](#) (Controversies in Policy and Politics) (senior year)
- UEP [411](#) (Applied Public Policy Practicum) (senior year)

Students majoring in UEP should take two electives after discussion with their advisor. These electives can include, but are not limited to, the following:

- Art History [289](#) (Modern Architecture)
- Economics [301](#) (Environmental Economics and Policy)
- Economics [308](#) (Economics of the Public Sector)
- Economics [324](#) (Economics of Immigration)
- Economics [328](#) (Economics of Race and Gender)
- History [206](#) (History of American Women)
- Politics [201](#) (Congressional Politics)
- Politics [206](#) (Race and American Politics)
- Politics [207](#) (Los Angeles Politics)
- Politics [208](#) (Movements for Social Justice)
- Politics [260](#) (Work and Labor in America)
- Religious Studies [240](#) (Religion and Social Reform)
- Religious Studies [347](#) (Religion and the U.S. Supreme Court)
- Sociology [250](#) (Race and Ethnicity in American Society)
- Sociology [325](#) (Crime and Deviance)
- Sociology [330](#) (Political Sociology)
- Sociology [350](#) (Social Movements and Revolutions)
- Sociology [360](#) (Urban Sociology)
- Sociology [420](#) (Immigration to the U.S. from Mexico and Central America)
- UEP [204](#) (Environmentalism: Past, Present, and Future)
- UEP [246/247](#) (Environmental Problem-Solving)
- UEP [303](#) (Sustainable Development)
- UEP [304](#) (Community-Based Research)
- UEP [305](#) (Public Health: Community and Environment)
- UEP [306](#) (Food and the Environment)

WRITING REQUIREMENT: Students majoring in UEP will satisfy the final component of Occidental College's writing requirement by successfully completing UEP [301](#). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the [Writing Program](#) for additional information.

HONORS: Students are required to have an overall grade point average of 3.25. See the [Honors Program](#) and contact the program chair for more information and specific requirements.

MINOR: Students can select to minor in Urban and Environmental Policy. The

minor consists of UEP 101 or Politics 101; Biology 107, Biology 120, or Geology 105; and three other courses at the 200 level and above in the UEP program.

101. ENVIRONMENT AND SOCIETY.

This is an introductory course on environment and society, designed for students with an interest in urban and environmental issues who might want to pursue further studies in Urban and Environmental Policy or an IPS. It is also offered for those who are interested in the topic even though they will be pursuing another major. The course will include lectures and presentations in several different topical areas; films and speakers that provide insight into the environmental problems and alternative solutions, including those based here in Los Angeles; and class discussions and presentation sessions on the readings and topics. There are five topical areas for the class: water issues (where our water comes from); wastes and hazards issues (sources and impacts of pollution); transportation and land use issues (where we work and live and commute); nature in the city (the urban environment); and food system issues (where our food comes from and how it is manufactured and sold).

CORE REQUIREMENT MET: **UNITED STATES**

204. ENVIRONMENTALISM: PAST, PRESENT, AND FUTURE.

The course presents a broad view of the roots of environmentalism, including the relationship of environmentalism with respect to issues of class, race, gender and ethnicity. It situates the history, present day circumstances, and future direction of the environmental movement within the broader study of environmental topics and methods. It also provides the background to better understand the significance of this crucial social movement and how it has addressed the complex relationships between urban, industrial, and natural environments.

POLS 208. MOVEMENTS FOR SOCIAL JUSTICE.

Examination of the impact that social protest movements have had on our society—and lessons that can apply to the current period. Case studies of the agrarian revolt (the Populists), the labor movement, the women's movement, the civil rights movement, the peace movement, the student movement, the environmental movement, and the consumer/neighborhood movement. Topics include: What factors lead people to participate in social movements and political protest? Why do certain historical periods seem to feature large-scale protest and upheaval, while others do not? How are social and political movements related to mainstream politics, such as elections, political parties, voting, and lobbying? What is the role of leaders, activists, and organizers? What strategies and tactics do movements employ? What does "success" mean for a protest movement? Do protest movements make a difference in achieving more social justice and changing public policy? In addition to classroom discussion, attendance at a weekly film series is required.

CORE REQUIREMENT MET: **UNITED STATES**

246/247. ENVIRONMENTAL PROBLEM-SOLVING.

This course is the classroom component to the Environmental Stewards Program. This program seeks to improve the sustainability of the Occidental Campus while

providing training in environmental leadership. Students enrolled in the class serve as Environmental Stewards for the College and work closely with the Occidental administration to reduce water and energy use, improve recycling, increase environmental awareness and initiate positive environmental changes on campus. During the course of the year, students will learn about the role of science and information in addressing environmental problems, leadership and group dynamics, environmental education and outreach, environmental justice and techniques for building coalitions to address environmental problems. The course is a community-based learning course, with the campus as the community.

2 units each

POLS 260. WORK AND LABOR IN AMERICA.

Sooner or later, we all have to work – that is, get a job. Some people even have “careers.” And some people are lucky enough to consider the work they do a “vocation” – something that is both intrinsically rewarding and useful to society. Work occupies our best waking hours. For most people, the nature of our work determines the quality of our daily lives. This course will focus on the varieties of work (in different industries and occupations); how people experience their work on the job; how society shapes the work we do; how work shapes our family lives, our friendships, our health, and our self-esteem; and how the nature of work is changing in our increasingly global economy dominated by large corporations and sophisticated technology. The course will look at the future of work in the context of our changing economy, values, and technologies. We will pay particular attention to how organized groups – labor unions, consumer groups, business associations, and others have influenced the nature of work. We will also explore how government action (public policy) has shaped how our economy works and the rules governing the work we do. These include such matters as wages, hours, flex time, family leave, job security, workplace health and safety, the quality of goods and services, and workplace participation. We will explore such questions as: What makes work satisfying or unsatisfying? How have such ideas as “professional,” “career,” “working class,” “middle class,” and “job security” changed? Why do we have increasing problems of low-wage work and even “sweatshops” in a wealthy society? How do such factors as education, skill, race, and gender influence the kinds of work we do and how we experience our work? What are the chances of getting injured or sick because of working in a specific job? How do people balance work/career and family responsibilities? Do people experience work the same way in other democratic countries? What can be done to make the world of work better?

CORE REQUIREMENT MET: **UNITED STATES**

301. URBAN POLICY AND POLITICS.

Seminar focusing on the following topics: Origin and development of cities, suburbs, and urban areas. Urban social problems, including poverty, housing, transportation, crime and violence, pollution, racism, and neighborhood change. Urban and environmental politics, including the role of business, citizens' groups, community organizations, the media, mayors, and other sectors. The role of city planning and planners. Conflict and cooperation between cities and suburbs. Problems of urban sprawl, loss of open space, water and energy resources. Federal urban policy and the role of cities in national politics. Comparative analysis of American cities with cities in Europe, Canada, and the developing world. Public

policies to solve urban problems. *Prerequisite: UEP 101 or permission of instructor.*

303. SUSTAINABLE DEVELOPMENT.

This course will examine the history and evolution of community and economic development strategies in urban neighborhoods and communities and link these approaches to the field of sustainable development. The course focuses on development strategies and approaches led by community-based, labor and nonprofit organizations in a context of traditional public and private-sector economic development approaches. Through lectures, discussion, guest speakers, and class exercises, students will examine the historic and contemporary debates and issues in community and economic development. Case studies will examine the challenges and opportunities of community economic development in Los Angeles, and draw on case examples from other urban regions across the country. Through the course, students will: 1) understand the historical, theoretical and policy context of community development; 2) understand community and economic decline and development processes; 3) examine the key strategies of community development and related field of community economic development; 4) explore the growing intersection of community development and sustainable development, including the greening of jobs, buildings, and urban design.

Prerequisite: UEP 101 or permission of instructor.

CORE REQUIREMENT MET: **UNITED STATES**

304. COMMUNITY-BASED RESEARCH METHODS: URBAN AND ENVIRONMENTAL PROJECTS.

This is a course that focuses on quantitative, qualitative, and spatial research methods and analysis to understand environmental, economic, social, and political issues relevant to urban planning and policy. The course is organized in collaboration with a Los Angeles community-based organization and involves a community-based research approach where research informs action and action informs the research process. Through class lectures, discussions, field work, group presentations and computer lab exercises, students learn and apply strategies for collecting data and information and methods for analyzing and presenting data. Students will learn how to use commonly used data sets such as the Census as well data sources for health, property ownership, campaign contributions, and other information used in urban planning and public policy research. Students will also learn qualitative research methods including participant observation and interview techniques. The course provides the research fundamentals for the comprehensive research projects in the UEP major.

Prerequisite: UEP 101 or permission of instructor.

305. PUBLIC HEALTH: COMMUNITY AND ENVIRONMENT.

This course explores the nation's public health challenges, the epidemiological basis of public health, and ways that public health functions as a combination of science and politics. The course examines the special vulnerabilities of low income and medically underserved populations who often work, reside, attend school, and play in neighborhoods with disproportionate exposures and poor quality medical care. The goal is to acquaint students with current public health issues, especially as they concern community, societal, and environmental influences on health and well being.

306. FOOD AND THE ENVIRONMENT.

This course will examine the range of issues associated with the food system, including environmental, economic, health, cultural, and social impacts related to how food is grown, processed and manufactured, distributed, sold, and consumed. This will include how the restructuring of the food system has led to such impacts as obesity (e.g., portion size, proliferation of certain products and fast food restaurants, trends towards eating out rather than eating in); enormous water quality, air quality, occupational health, and loss of biodiversity outcomes; the rise of functional foods, genetically modified products, and globally sourced and produced foods, at the same time that food as a core cultural experience is undermined or flattened; and, the global reordering, concentration, and industrialization of each component of the food system that affects the food experience. The geographic focus of the class will include both domestic and global aspects of the food system as well as issues that will be explored in the Los Angeles context. There will also be a CBL component to the class, based on major research projects associated with the ongoing research, policy, educational, organizing, and program work of the Center for Food & Justice, which is a division of UEPI. *Prerequisite: UEP 101.*

CORE REQUIREMENT MET: **INTERCULTURAL**

310. COMMUNITY ORGANIZING AND LEADERSHIP.

Seminar focusing on the following topics: Techniques of grassroots empowerment, particularly in urban settings. Developing leadership skills for citizen participation and problem solving. Using the media. Building coalitions. Choosing issues. Doing action-oriented research. Understanding the relations of power. Mobilizing constituencies. Developing a community-oriented public policy agenda. History of community organizing in the U.S. Comparison between community development, social work, and direct action organizing approaches. *Must be taken simultaneously with UEP 311.*

311. COMMUNITY INTERNSHIP.

This course provides opportunities for applying and learning through direct experience about the practice of community organization and leadership. Each student will work with a community-based organization engaged in influencing public policy for approximately 12-15 hours each week. Students will be supervised jointly by the faculty member and a staff person for the community organization. *Must be taken simultaneously with UEP 310.*

397. SPECIAL TOPICS IN URBAN AND ENVIRONMENTAL POLICY.

Tutorial and Internship for junior or senior majors in Urban and Environmental Policy and other related disciplines under arrangement with faculty. *Prerequisite: permission of instructor.*

2 or 4 units

410. CONTROVERSIES IN POLICY AND POLITICS.

Intensive study of the making of national and local public policy in the U.S., including the political environment in which policy debates take place. Extensive

use will be made of case studies on a variety of domestic and international issues. Policy papers, debate, and discussion. Students will participate in the development of a major research project on an individual or group basis.

411. APPLIED PUBLIC POLICY PRACTICUM.

Seminar to organize and complete a senior project demonstrating competence in applied public policy. The form and format of each student's project will vary. All students will make a presentation of their project and will critique each other's project.

[TOP OF PAGE](#)

- [Fees and Expenses](#)
- [Financial Aid](#)
- [Key Policies](#)
- [Alumni Association](#)
- [Faculty](#)
- [Board of Trustees](#)
- [Presidents of the College](#)
- [Administration](#)
- [Campus Map](#)



General Information

[TOP OF PAGE](#)

[Fees and Expenses](#)[Financial Aid](#)[Key Policies](#)[Alumni Association](#)[Faculty](#)[Board of Trustees](#)[Presidents of the College](#)[Administration](#)[Campus Map](#)

Fees and Expenses

Occidental College is an independent institution that receives no operating support from public funds. Each student is charged a tuition fee that covers about two-thirds of the cost of services provided by the College. The balance of these costs is met by income from endowment and by gifts from trustees, parents, alumni, other friends, corporations, and foundations interested in the type of education that this institution provides.

The expenses of students at Occidental are shown in the schedules that appear below. The College reserves the right to change fees, modify its services, or change its program should economic conditions or national emergency make it necessary to do so.

The College will charge all full-time students \$38,935 per year. If the student resides on campus, an additional charge will be assessed per the room-and-board schedule below. Books and supplies, special fees, and personal expenses will vary with the individual. The College estimates they will total approximately \$3,258 per year.

TUITION AND GENERAL FEES (PER SEMESTER)

Please see explanations below regarding certain of these items:

Full-time (12 or more units)	\$18,985.00
Part-time per unit rate	1,585.00
Room	3,065.00
Single Room Premium; large room	1,060.00
Single Room Premium; small room	755.00
Board (Plan A — alternate board plans listed below)	2,615.00
Student Body Fee	139.00
Accident Insurance—mandatory	111.50
Sickness Insurance— may be waived	232.00

Tuition and Commitment Deposit: Tuition is the charge for instruction and general services of the College, including privileges of the library, gymnasium, swimming pool, and health center; admission to all athletic events sponsored by the College; and graduation.

Upon acceptance for admission to Occidental, a commitment deposit of \$300 is required. The deposit will be forfeited should enrollment at Occidental not occur. Commitment deposits are non-interest bearing.

The commitment deposit will be credited toward the student's account at the end of the last academic semester in attendance. In the event that the student elects not to return to the College, and therefore does not graduate, the deposit will be released at the time of declaration not to return. Deposits will be held for students on official leave of absence from the College, pending their return.

Room and Board: All students who hold a room contract must purchase one of the three room-and-board contracts available per semester:

	Room	Board	Total
Plan A (\$2,615 in Meal Money)	\$3,065	\$2,615	\$5,680
Plan B (\$2,445 in Meal Money)	3,065	2,325	5,390
Plan C (\$2,030 in Meal Money)	3,065	2,030	5,095
Plan D (\$1,790 in Meal Money) (Plan D is not available to first-year students.)	3,065	1,790	4,855

Meal plan changes may only be made at financial clearance or in person in the Campus Dining office. Changes for a semester may be made up to 5 p.m. on the Friday of the second full week of classes. There will be no charge through the end of the financial clearance process, after which a fee of \$5 (cash or check) will apply. For complete information on meal plan policies, please see the Campus Dining website: <http://www.oxy.edu/CampusDining.xml>.

Student Body Fee: The student body fee is required of all students. (Exchange students from Caltech and the Art Center College of Design are exempt.) The fee is established and collected by the College for the support of student body organizations and activities, including publication of a weekly newspaper and production of the yearbook. Student body funds are administered by the Associated Students of Occidental College. In extraordinary circumstances, the president of the College is authorized to take whatever action deemed necessary with respect to the expenditure of these funds or the use of student body facilities and properties.

Accident Insurance (Mandatory): An accident insurance fee is required of all full-time students.

Sickness Insurance: A sickness insurance fee will be added to each student account unless the Student Business Services Office receives a completed waiver that confirms alternative coverage by August 3, 2009. The sickness insurance waiver should be completed online. The insurance rates are subject to change. International students and students studying abroad may not waive the sickness insurance. Waivers received in September are effective for the entire school year. Sickness insurance can be added for the spring semester only for new students, or students with coverage changes beyond their control, such as coverage changes due to change of employment. In such cases, the student must provide proof of this change.

PAYMENT OF STUDENT ACCOUNTS

Tuition and fees may be paid according to one of the following payment plans:

	Number of Payments	Payment Due Dates

Semester Plan	Two payments	August 1, 2009 January 2, 2010
Deferred Payment Plan* (Available for full-time students only)	Ten Payments	First of each month beginning August 1, 2009 through May 1, 2010

**Requires a deferred payment fee of \$50 per semester.*

Prior to registration, students will be requested to provide information on meal plan selection, sickness insurance coverage, full- or part-time status, payment plan, etc.

Based upon this information, tuition and fee charges will be calculated and billings mailed prior to the appropriate payment due date for the semester. Credits to the student's account for financial aid and sponsored assistance will be prorated by semester.

Payments must be received by the due dates indicated to obtain final clearance to register and to avoid a late payment assessment. If an individual writes two checks to the College returned for non-sufficient funds, that individual will lose check writing privileges at the College. The College always accepts cashier's checks and money orders. Checks written by an Occidental student to a College department that are returned by the bank for any reason will be applied to the tuition account of that student. Actual charges will be calculated from academic registration information. Each semester, all accounts are reviewed by the Business Office and must be current in order to have enrollment confirmed.

The College will not register a student, confer a degree, nor provide a final transcript to any student or former student who has a financial obligation to the College (other than a loan not yet due). All graduating seniors must satisfy all financial obligations to the College with the Business Office by May 12. Failure to do so will cause the diploma and final transcript to be withheld.

Tuition Insurance Plan

This elective insurance plan provided by A.W.G. Dewar Inc. increases the refund adjustments provided by the College's refund policy. Students can receive up to a 75% refund of semester tuition and insured fees in the event of withdrawal for medical or psychological reasons. Enrollment forms and descriptive materials are mailed to students in June. The plan provides coverage for tuition, room, meals, and student body fee.

SPECIAL FEES

Application	\$60
Auditors	
Lecture Course (per semester unit)	793
Laboratory and Creative Art Course (per semester unit)	1,585
Change in Meal Plan	5
Replacement of lost ID card with same photo	20

Replacement of lost ID card with new photo	25
Course Exemption by Examination	30
Credit by Examination (based on individual study) (per semester unit, for students enrolled in 11 or fewer units)	793
Deferred Payment Fee (per semester)	50
Duplicate Diploma Fee	50
Graduate Study In Education (students admitted through the Graduate Office)	
Per semester unit	793
Application fee for non-Occidental students	50
Certificate of Clearance	27.50
FBI Background Check	56
Live Scan – Price Depends on Location	
Student Teaching Supervision/Services	600
Teacher Performance Assessment Fee	400
Preliminary Multiple Subject or Single Subject Credential (first credential)	29.50
Additional Preliminary Credentials (Please contact the Education Department for details)	55
Teacher's Credential Counseling Service for non-Occidental	300
Graduate Study, Other	
Per semester unit	1,585
Karate	58
Late Add/Drop (by petition, per week starting with the second week of classes to add a 4-unit class)	30
Late Add/Drop (by petition, per week starting with the eighth week of classes to add a 1- or 2-unit class)	30
Late Payment on Account	25
Late Clearance Fee	100
Music Group Instruction	195
Music Private Instruction Lessons per semester	375
	or
	750
Occidental Abroad Application	40
Teacher's Credential Counseling Service for non-Occidental students	300
Thesis Candidate Status (Graduate Students)	60
Thesis for M.A. Degree, binding, per copy	15
Transcript of Credits*	
First copy ever	no charge

Each additional copy	5
Fax (in addition, per transcript)	5
Rush** (in addition, per transcript)	10
Notarized Transcripts (in addition, per transcript)	10

**Transcripts of credits are ordered through the Office of the Registrar and are released if outstanding obligations to the College have been paid in full, or satisfactory arrangements with the Business Office have been made.*

***One week's time is normally required for processing requests.*

TUITION ADJUSTMENT POLICY

Since faculty engagements and other commitments are made by the College for the entire year in advance, the following tuition adjustment schedule has been established in order that the College and the student may share the cost equitably when it is necessary for a student to drop a course or withdraw from the College.

Status Change From Full-Time To Part-Time: The College refund policy for students dropping from full-time status to part-time status is effective only for the first five weeks of the semester. Students who register at the beginning of the term as full-time and elect to drop to part-time status will be billed on a per-unit basis (eleven or fewer units) in addition to the following assessment fee:

At the end of the second week of classes—\$670

During the third, fourth, and up to the end of the fifth week of classes—\$1,780

After the fifth week of classes, no adjustment will be made and the student will be billed at the regular full-time rate.

Part-time Status: To be considered part-time, a student must petition the Registrar's Office and be approved. Attending courses with 11 or fewer units without an approved petition from the Registrar does not constitute part-time status and the student will be subject to full-time tuition and fees.

Withdrawal from the College: Students who withdraw during the semester may be eligible for refunds, depending upon the time of the withdrawal. Students must give written notification to the Registrar of their decision to withdraw and complete all withdrawal procedures to be eligible for any refunds (see [tuition insurance plan](#)).

Eligibility for tuition refunds is as follows:

Withdrawal During	Amount of Tuition Refunded
First five days of classes*	90%
Sixth through 10th day of classes*	80%
11th through 15th day of classes*	70%
16th through 20th day of classes*	60%
21st through 25th day of classes*	50%

After 26th day of classes*

0%

*Days of classes are defined as any business day when any classes are held.

Board charges will be prorated to the date of change in status, except that adjustments will not be made for an absence of one week or less nor for the first week of a prolonged absence.

Adjustments to room charges will be made only in accordance with the terms of the room contract.

No adjustment will be made to student body, accident insurance, and sickness insurance fees.

No adjustment except for board will be made to a student who is suspended, dismissed, expelled, or asked to leave the College for any reason. Student scholarship aid will be prorated according to published guidelines and government regulations.

Graduate Programs: Graduate students officially accepted into the Education Credential or M.A.T. programs must confirm their enrolled units with the registrar by published deadlines. Students will be billed on a per-unit basis for the units for which they register at the beginning of the semester. After the fifth week of classes, no adjustment other than assessing additional units will be made. If the enrolled units form is not completed, the student will be charged full-time tuition at the graduate education rate.

[TOP OF PAGE](#)

[Fees and Expenses](#)

[Financial Aid](#)

[Key Policies](#)

[Alumni Association](#)

[Faculty](#)

[Board of Trustees](#)

[Presidents of the College](#)

[Administration](#)

[Campus Map](#)

Financial Aid

Occidental College has a long history of providing educational opportunities to qualified students from various economic backgrounds. More than 70 percent of the Occidental student body receives some form of financial aid.

Varying amounts of financial aid are awarded to qualified students. Financial aid is given in the form of grants, scholarships, loans, and on-campus employment. Awards are based upon a family's calculated need and the resources available from scholarship endowment, annual gifts restricted to scholarship awards, and the general funds of the College, as well as federal and state sources.

With the exception of a small number of merit programs, financial aid is awarded to students who demonstrate financial need based on federal, state, and institutional policies. The College evaluates family resources in a consistent and equitable manner. The general principle of these policies is that parents and students are the primary source of funds for post-secondary education and both have an obligation to finance educational expenses to the extent that they are able. Financial need is considered to be the difference between the cost of attendance and the family's expected family contribution (EFC), as determined by the Financial Aid Office.

Students are required to contribute toward their educational expenses. An entering first-year student is expected to contribute at least \$1,600 from summer earnings to assist in meeting the first year's cost of education in addition to 35 percent of the student's net assets. During the second, third, and fourth year, the minimum student contribution ranges from \$1,700 to \$1,900 in addition to the 35 percent of the student's remaining net assets.

Financial assistance for international students is extremely limited. Additional information and special financial aid applications are available from the Office of Admission. New international student financial aid applications should be returned to the Office of Admission. International scholarships are renewable for four years as long as the student maintains satisfactory academic progress. International students are only considered for institutional scholarships and employment programs at the time of admission.

NEED-BASED APPLICATION PROCESS

Students seeking need-based financial aid are required to file all financial aid applications on time. Deadlines also pertain to Occidental students who are returning after being out of school for any reason. This application process allows the student to be considered for Occidental scholarships, Federal Grants, Cal Grants, work programs, Federal Perkins Loans, Federal Stafford Student Loans, and other Occidental loans.

- Deadline for entering students: February 1

- Deadline for returning students: March 2
- Deadline for all students to submit tax documents: April 19

COMPLETE THE FOLLOWING STEPS TO APPLY FOR FINANCIAL AID

All students must follow the instructions outlined to apply for need-based scholarships, grants, loans, and work awards. Entering freshmen who apply for admission to the College are automatically considered for merit-based scholarships. The College does not require a student to apply for financial aid to be considered for merit-based scholarships.

1. Complete a Free Application for Federal Student Aid (FAFSA) by February 1 and list Occidental College on the form (Code #001249). Forms submitted online will be processed more quickly. The FAFSA can be found at www.fafsa.ed.gov.
2. First time applicants must complete a College Scholarship Service (CSS) PROFILE application by February 1 and list Occidental College on the form (Code #4581). You must include the appropriate fee as explained in the instructions for CSS to forward a copy of your application to Occidental. (New students who do not complete the CSS PROFILE form will not be considered for institutional scholarships, grants, loans, or work funds. If you do not complete the PROFILE form but you list Occidental College on your FAFSA application, you will be considered for federal and state aid only.) The CSS Profile can be found at www.collegeboard.com.
3. First-time applicants whose parents have been divorced or separated less than 10 years, must have their non-custodial parent complete a Non-Custodial Profile.
4. Returning students must complete the Occidental College Supplemental Financial Aid Application and submit it directly to the Financial Aid Office by March 2. **(Returning students who do not submit an Occidental College Supplemental Financial Aid Application will not be considered for institutional scholarships, grants, loans, or work funds. If you do not submit the Occidental College Supplemental Financial Aid Application but you list Occidental College on your FAFSA application, you will be considered for federal and state aid only.)** The Occidental College Financial Aid Supplemental Application is available online at www.oxy.edu/finaid, in the "forms" section.
5. Submit a signed copy of your and your parents' federal income tax return form 1040, 1040A, 1040EZ or ETAX with all supporting schedules including W-2 forms directly to the Occidental College Financial Aid Office.
6. Submit any additional documents or requests for information you receive from the Financial Aid Office.

TRANSFER CANDIDATES

The financial aid application deadline for transfer students entering in the fall is March 2 and November 1 for transfer students entering in the spring.

GRADUATE STUDENTS

We encourage you to file and sign your 2008 tax returns early and to submit them to our office as early as possible, but not later than April 19. Files completed after this date will be considered late and will not receive priority in funding. Keep copies of all documents for your records.

The Financial Aid Office is dedicated to helping you with the successful financing of your Occidental education. If at any time you have a question or concern, please contact us at:

Financial Aid Office
Occidental College
1600 Campus Road
Los Angeles, CA 90041
Telephone: (323) 259-2548
FAX: (323) 341-4961
finaid@oxy.edu
www.oxy.edu/finaid

SCHOLARSHIPS

Need-based Occidental scholarships are awarded each year on an individual basis in proportion to the degree of financial need and the student's academic and co-curricular record. Less than full-time students will have their need-based scholarship prorated. There is no scholarship assistance for students enrolled in less than six units. Occidental scholarship recipients may be asked by the Office of Institutional Advancement to write a thank-you letter to a specific donor during the academic year.

The College also awards a number of scholarships to entering students based solely on merit at the time of admission. A separate application is not required as all applicants are automatically considered for merit-based awards. Merit-based awards may be renewed for up to three additional years if the student maintains the cumulative grade point average while attending Occidental. See the Financial Aid Policy Guide for GPA requirements of specific scholarships. Merit scholarship awards are prorated for students who enroll for less than a full year and/or less than full time. For pro-rating calculations, please contact the Financial Aid Office.

GRANTS

All students applying for financial aid at Occidental are required to apply for the appropriate state and federal grant programs. California residents apply by completing the FAFSA and the GPA Verification Form. All grant awards are combined with other resources to meet financial need. Five grant programs are described below:

- The Federal Pell Grant is a federal student aid program for undergraduate students with exceptional financial need.
- The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federal program that helps undergraduate students with the greatest financial need. Priority is given to Federal Pell Grant recipients.
- The Federal Academic Competitiveness Grant is a student aid program for undergraduate first- and second-year students who are eligible for Pell Grants and have completed a rigorous high school curriculum as determined by the federal government. To renew the grant for a second year, the student must have a cumulative GPA of 3.0 or better.
- The federal SMART Grant is awarded to junior and senior Pell Grant recipients with a GPA of 3.0 or better pursuing degrees in the sciences, mathematics, or other majors as designated by the U.S. Department of Education.
- Cal Grants provide aid to needy students who are California residents.

CAMPUS EMPLOYMENT OPPORTUNITIES

Part-time employment is supported by the Occidental Work Award (OWA) program and the Federal Work Study (FWS) program. Occidental Work Award and Federal Work Study are normally offered as part of the financial aid award.

LOANS

Student loans allow a family to postpone paying for a portion of college expenses until a student has completed his or her education. Interest begins accruing on loans as outlined on the promissory note.

Federal Perkins loans are low-interest (5%) loans awarded to undergraduate students from low-income families.

Federal Stafford loans are also long-term, low-interest loans available to all students. Stafford loans are subsidized by the federal government for students who demonstrate need. Unsubsidized Stafford loans are available for students who do not demonstrate financial need or who need to borrow to cover a portion of the parental contribution.

The Federal PLUS program is a parent loan program designed to provide long-term competitive rate financing to assist families in meeting the expected family contribution. Participating lenders include banks, savings and loan associations, and credit unions. Federal PLUS loans may not exceed the student's cost of education less any financial aid for which the student is eligible.

SATISFACTORY ACADEMIC PROGRESS

To remain eligible for financial aid, a student must be in good academic standing as defined in the [Academic Policies section](#) of this catalog. No Occidental funds are available to a student on a leave of absence to study abroad at another institution. Students may, however, in some cases, receive federal or state aid to study abroad at another institution.

The academic year at Occidental consists of two 15-week semesters. Full-time students may register each semester for a maximum of 18 units. Students enrolling in less than 12 units each semester are considered to be part time, and aid is prorated.

Since institutional financial aid eligibility extends for only four years and graduation requirements are based on satisfactory completion of 32 units each year, it is to a student's advantage to complete 16 units each semester. Financial aid eligibility for transfer students is prorated based upon the grade level determined at the time of admission. Students who are eligible to graduate prior to exhausting financial aid eligibility are not eligible to continue receiving financial aid. Repeated courses do not count as courses completed or contribute to maintaining satisfactory academic progress.

Qualitative and Quantitative Requirements: For Occidental students to maintain eligibility for financial aid, applicants are required to make satisfactory academic progress toward their degree. The Satisfactory Academic Progress Policy (SAP) also requires students to complete a certain number of units and maintain a certain grade point average after each year of college attendance.

As part of the SAP program, students must meet the minimum requirements of two components: qualitative and quantitative. The qualitative component is measured by one's cumulative grade point average (GPA). The quantitative

component requires a student to maintain progress toward graduation and is measured by the number of units completed each semester. Below are the unit and cumulative grade point average requirements.

	Units needed*	GPA needed
End of 1st year	24	2.0
End of 2nd year	52	2.0
End of 3rd year	80	2.0
End of 4th year	112	2.0

**Please be aware that a student will only receive eight semesters of institutional financial aid. Therefore it is in a student's best interest to complete 16 units each semester.*

Incomplete Courses: To maintain satisfactory academic progress, a student may have no more than three "Incomplete" grades at any one time. A student with four "Incomplete" grades will be removed from financial aid.

Qualitative Requirements: Students who fail to meet the GPA requirements as determined by their enrollment status will be placed on probation for one year. Academic performance must improve to be removed from academic probation. Failure to do so will eliminate financial aid eligibility.

Quantitative Requirements: Students are eligible for eight semesters of institutional financial aid if they entered as first years. Financial aid eligibility for transfer students is prorated based upon the grade level determined at the time of admission. To ensure that students graduate in a timely manner, the College has established quantitative requirements. A student who does not complete sufficient units is allowed one year on probation to make up the deficiency. To be removed from probation and retain financial aid eligibility, students must make up their missing units, in addition to taking a full course load, within two semesters. If the student does not complete the minimum number of units by the end of two semesters they will no longer be eligible for financial aid.

Consequences for Failing to Maintain SAP: Students who have been on academic probation for more than two semesters will be asked to withdraw from the College by the Academic Standing and Student Conduct Committee for a calendar year. A student who is asked to withdraw or is suspended by the Academic Standing and Student Conduct Committee must first be re-admitted prior to regaining financial aid eligibility. A student must meet financial aid standards in addition to those outlined by the Academic Standing and Student Conduct Committee to continue to receive financial aid. Failure to improve academic performance as determined by the Academic Standing and Student Conduct Committee will result in a loss of aid.

Appeal Process: Appeals for change in academic standing should be directed to the faculty chair of the Academic Standing and Student Conduct Committee.

STUDENT ELIGIBILITY

To receive aid from the programs discussed in this catalog you must:

- have financial need (unless otherwise noted);
- have a high school diploma or a General Education Development (GED) certificate;

- be a U.S. citizen or eligible non-citizen;
- have a valid Social Security number;
- make satisfactory academic progress;
- sign a statement of educational purpose/certification statement on refunds and default; and
- register with the Selective Service, if required.

PAYMENT AND FINANCING OPTIONS

In addition to the traditional need-based financial aid programs, Occidental offers short- and long-term payment alternatives. These programs are available to all families regardless of financial need. The application process is separate from the need-based application process. Contact Student Business Services for information regarding these programs.

ADDITIONAL INFORMATION

Additional information may be obtained from the Financial Aid Office or online at www.oxy.edu/finaid. The Financial Aid Office also publishes a policy handbook for every academic year. It is the student's responsibility to know and understand these policies if the student is a recipient of financial aid.

The programs, policies, and procedures as published in this catalog are correct at the time of printing and are subject to change without notice. To be eligible for financial aid, a student must be admitted as a regular student. Students admitted as a limited graduate or as an advanced or limited special undergraduate are not eligible for financial aid.

[TOP OF PAGE](#)

[Fees and Expenses](#)
[Financial Aid](#)
[Key Policies](#)
[Alumni Association](#)
[Faculty](#)
[Board of Trustees](#)
[Presidents of the College](#)
[Administration](#)
[Campus Map](#)

General Policies

A COMMUNITY OF DIFFERENCE: A COMMITMENT TO A PRINCIPLE OF HONOR

Students of Occidental College strive for high standards of excellence, equity, community and service. This endeavor requires an environment in which each individual is able to flourish. Since the Occidental student body is diverse and passionate, maintaining this community is a process that is as constant and challenging as it is rewarding.

The Occidental Community is a community of difference. Divergent opinions and beliefs are not simply necessary to the community — they constitute it. Oxy students confront the possibility of disagreement, opposition and conflict in each day's activities. This can be a trying and difficult endeavor. Oxy students are united in their agreement that they are enriched by these engagements. They assert that the constructive and critical examination of their beliefs leads to intellectual, personal, and social fulfillment. Therefore, protecting the integrity of their discourse is a matter of collective concern.

This principle of honor stems from a common agreement to adhere to standards of engagement that preserve the graciousness of our exchange. This requires that students engage one another honestly, but also responsibly and respectfully. The students of Occidental College define community standards and agree to advance this principle. These standards are neither static nor imposed on them; rather, they are determined by students. It follows that they continuously defend, implement, and revise this principle themselves. They mutually recognize that their principle of honor serves to preserve the passion and difference that is the Occidental Community.

STUDENT CONDUCT

Attendance at Occidental College is a privilege. The College expects that its students will adhere to a spirit of honor and good citizenship both on and off campus; conduct themselves in a manner that reflects credit on themselves and the College; and abide by all regulations of the College. The Office of Community Rights and Responsibilities may impose disciplinary sanctions on a student whose conduct does not uphold these standards. Following appropriate procedures with due regard to individual rights, College administrators may determine a student's conduct justifies sanctions, which may include suspension or expulsion. The College reserves the right to withhold its degree or its transcripts from a student with outstanding financial obligations to the College, its student organizations, or others in the community.

ACADEMIC ADVISING

Each new student will be assigned a faculty contact and be assigned to the Advising Center.

AUTOMOBILES

Students are permitted to have vehicles but must register them with the Campus Safety Department to obtain a parking permit. All vehicles parked on campus must display a valid parking permit. Temporary parking permits are available for guests and visitors. Parking on campus is limited and most desirable spaces are taken quickly. Plan to arrive on campus early enough for the best options. All persons operating a vehicle on the campus are required to comply with the Occidental College Parking and Traffic Regulations (available at Campus Safety and in the Student Handbook) and the California Vehicle Code. Violators will be cited.

DRUGS

The use, possession, and/or distribution or sale of illegal drugs on campus is prohibited. The policies on drugs and alcohol are published in the Student Handbook.

EMMONS HEALTH CENTER

The College takes seriously its responsibility to safeguard the health and safety of students. All entering students are required to complete a personal Health History, annual Physical Examination, Immunization Record, and Authorization to Disclose Information with Emmons Health Center. Emmons follows California state law with respect to privacy and confidentiality of mental health information and adheres to HIPAA guidelines with respect to all medical information. All health information is confidential and may only be accessed by the student (age 18 and above). Health information will become a part of the student's permanent medical record and will be held in strict confidence at Emmons. Failure to complete all health forms on time may delay course enrollment, and the student may incur late fees.

Emmons is committed to providing students with high quality medical care, preventive health education, and supportive counseling services. Emmons staff applies an integrated approach to healthcare through collaboration between mental and physical health services in order to enhance the physical and emotional well being of students so they may be fully engaged in all aspects of their college experience.

Emmons medical staff of nurse practitioners and a medical director provides primary care of episodic minor illnesses and injuries, study abroad and routine physical exams, women's health exams, STI screening and treatment, and referral to medical specialists. Emmons counseling staff of psychologists and a marriage and family therapist provides short-term individual, couple, and group counseling, emergency intervention, and assessment and referral to mental health providers. Professional staff, licensed therapists, and Campus Safety officers (certified in first aid and CPR) provide coverage for after-hours emergencies 24 hours a day, seven days a week during the regular semester. Urgent-care facilities and hospitals are located within five miles of campus. Local providers, clinics, urgent care facilities, hospitals and pharmacies are listed (with map links) on the Oxy website at www.oxy.edu/emmonshealthcenter.

At Emmons, all charges for therapy, consultations, treatment, and medical and lab services for students who have the College-sponsored health plan are automatically billed to the health insurance plan, and the student's account will be balance billed for any unreimbursable charges. For students who waive the College-sponsored insurance plan because they wish to maintain coverage on their family plan, charges for health services will automatically be billed to the student's

account. The student will be provided a bill, which must be submitted to their insurance company in order to be personally reimbursed. All services are confidential and information can only be disclosed with the student's written permission. Exceptions to this policy are made only in cases of imminent danger to the student or to others.

Emmons is open Monday through Friday from 9 a.m. to 5 p.m. during the regular semester and from 9 a.m. to 3 p.m. during academic breaks. Walk-in hours are available twice daily from 9-10 a.m. and 3:30-4:30 p.m. Professional counselors are on call 24 hours per day, seven days a week during the regular semester. Students are strongly encouraged to make appointments, which are given priority over non-emergency walk-ins.

For more information and current health information, call Emmons Health Center at (323) 259-2657 or visit <http://departments.oxy.edu/emmons>.

HEALTH INSURANCE

Occidental College requires all students to document health insurance coverage prior to enrollment. Whether you use the College-sponsored plan or maintain your family plan, you can always take advantage of Emmons Health Center's health and counseling services.

Student health insurance at Oxy is provided through UnitedHealthCare Insurance Company. The health insurance is a Preferred Provider Organization (PPO) plan. Students are strongly encouraged to use Emmons. This health insurance plan has two parts: Injury insurance and Sickness insurance. Injury insurance is mandatory for all students. Students are automatically charged the insurance premium on their student account; it cannot be waived. Sickness insurance is also mandatory and the premium is automatically charged to the student's account; however, it can be waived if proof of comparable insurance is furnished to the College. (International students and students participating in Oxy abroad programs cannot waive sickness coverage.) If you are considering waiving the sickness portion of the plan (and/or you live outside of California), please check your policy for any out-of-state, out-of-network limitations and exclusions. Additionally, if you have an HMO plan (such as Kaiser), please be aware that your HMO will *not* reimburse you for charges incurred at Emmons.

To waive sickness insurance you must demonstrate you have proof of comparable insurance. This can be accomplished by completing the Sickness Insurance Waiver online only at www.oxy.edu/x8314.xml. The waiver must be completed no later than Monday, August 3, 2009.

The injury and sickness policy covers students year-round (retroactively from August 1, 2009 to July 31, 2010) whether you are on campus or off, in the United States or overseas. Taxi vouchers are available from the Health Center, Campus Safety and Residence Life staff for students who need transportation to and from campus for healthcare appointments.

If you have questions regarding coverage or need assistance, please contact Julie Gordon, United Healthcare's part-time, on-site student insurance coordinator at (323) 259-2836 or jgordon@oxy.edu. Additional information can be found at www.uhcrs.com.

PROPERTY INSURANCE

The College is not responsible for any loss of or damage to students' personal

property. Students or their parents are encouraged to carry appropriate insurance coverage on personal belongings brought to campus. Parents may wish to review their current homeowner's policy for possible coverage.

For information about health insurance (accident and sickness), please refer to the Health Services section.

RESIDENCE LIFE AND HOUSING SERVICES

Occidental is a residential college that supports an integrated living and learning environment. The intellectual vitality of the institution extends to every residence hall on campus.

Accommodations in the residence halls include single, double, and triple rooms. All students in residence (except Berkus House) must select one of the meal plans available.

Students entering Occidental in the Fall of 2009 will be required to live on campus for their first three years. New students are assigned housing based on the information they provide on the Residence Information form. In recognition of the specific needs of first-year students, first-year students will be housed together in a community that offers a comprehensive program of support and education for life outside the classroom.

Housing agreements are for the entire academic year (two consecutive semesters), and students who move out of their residence hall room before the conclusion of the academic year are still responsible for room rent for the entire year. Students previously matriculated apply for residence during room draw through the Office of Residence Life and Housing Services.

The Housing and Meal Plan License Agreement is a nine-month agreement and students may be released from the License Agreement without charges only under the following conditions:

1. Withdrawal from the College, completion of degree program, leave of absence, or participation in an approved Oxy study-abroad program.
2. Marriage (the College reserves the right to request proof of marriage prior to granting a cancellation).
3. Birth of a child.
4. Written notification to Residence Life and Housing Services by May 17 for fall semester housing only. Students who are not in attendance at the College for fall semester housing will have until November 17 to cancel the spring semester Housing and Meal Plan License Agreement.

Fall cancellations made after the May 17 deadline will be charged a full semester housing rate.

Spring cancellations made after the November 17 deadline will be charged a full semester housing rate.

The halls and dining room are closed during winter break. The services of the Health Center, the health staff and Counseling Center staff are not available when the residence halls are closed.

The College reserves the right to entertain delegates to association meetings, conventions, and other related groups in the residence halls during vacation periods. Residence students will be notified in advance of such contemplated

occasions and assurance given to them that the College will use every reasonable precaution to safeguard personal property during such occupancy.

The College reserves the right to enter the rooms of students living in the residence halls, and has the right to dispose of articles left by residents.

The College assumes no responsibility for loss or damage to student possessions.

[TOP OF PAGE](#)

[Fees and Expenses](#)[Financial Aid](#)[Key Policies](#)[Alumni Association](#)[Faculty](#)[Board of Trustees](#)[Presidents of the College](#)[Administration](#)[Campus Map](#)

Alumni Association

The Occidental College Alumni Association was organized in 1894 and has an outstanding record of service to the College since that date. The Association seeks to contribute to the continuing development of Occidental College by strengthening the bond that exists between the College and its former students.

A graduate of Occidental and anyone who has completed a minimum of eight courses, or equivalent, of undergraduate work at the College becomes a member of the Alumni Association upon graduation of his or her class. Graduate students who have completed a year of work at the College (six courses or equivalent) also are members of the Alumni Association.

The Alumni Association functions under the direction of the Alumni Association Board of Governors. The board is composed of not more than 32 regular members, the president of the Student-Alumni Relations Committee, and two representatives of alumni support organizations.

The Occidental, the alumni magazine, is mailed to all members. The Association provides alumni-centered activities on campus, as well as in major geographic centers of the country. The biggest annual event is Alumni Weekend, held in June. The entire alumni body is invited to participate in two days of activities, with each class being invited to Alumni Weekend every five years. The Annual Fund provides a means for alumni to express their interest in the College through financial support.

2009-2010 OFFICERS AND EXECUTIVE COMMITTEE OF THE ALUMNI ASSOCIATION BOARD OF GOVERNORS

Bob Cunningham '71

Altadena, President

Steve Green '87

Los Angeles, President-elect

Silva Zeneian '01

Pasadena, Vice President, Communications

Sheena Trotter-Dennis '97

Long Beach, Vice President, Regions

JoAnne Fink '76

Sherman Oaks, Vice President, Alumni Organizations

MEMBERS OF THE BOARD OF GOVERNORS

Term Expiring 2010

Greg Board '72

Arcadia

Dottie (Reitzell) Burnett '54
Sierra Madre

Robert Cunningham '71
Altadena

JoAnne Fink '76
Sherman Oaks

Steve Green '87
Los Angeles

Susan (Leher) Beeson '00
Los Angeles

Tom Ramsey '57
Long Beach

Michelle Tucker '01
Maricopa, Arizona

Term Expiring 2011

Babette Benken '87
Westminster

Thomas Hartman '68
South Pasadena

Sheena Trotter-Dennis '97
Long Beach

Jo Ann Cross Williams '51
Sierra Madre

Silvia Zeneian '01
Pasadena

Term Expiring 2012

Peggy Bernal '61
Rowland Heights

Steve Bogert '86
Carlsbad

Marilyn Carpenter '57
Thousand Oaks

Lois Carwile '45
Los Angeles

Andre Coleman '97
Whittier

Dwain Deets '61
Encinitas

Octavio Herrera '98
Los Angeles

Gary Kaplan '71
Los Angeles

Judy Lam '87
Venice

Billy Vela '95
Los Angeles

Sandy Wasson '66
Cypress

Term Expiring 2013

Kathie Bradley '03
Pasadena

Casey Clow '75
Oakland

Jeffrey Dennis '94
Costa Mesa

Erin Englert '02
Torrance

Jennifer Freemon '97
Glendale

John Garner '71
Pasadena

Amber Thompson '01
Pasadena

Raymond Yen '82
Pasadena

Class of 2009 Representative

Patrick McCredie '09
Riverside

Council of Alumni Organizations Representatives

Greek Representative
Jill Asbjornsen '76
South Pasadena

Non-Greek Representative
Tim Seanlan '65
Duarte

Student Alumni Relations Committee
Tessa D'Arcangelew '10
Scottsdale

ALUMNI ORGANIZATIONS

Alumni of Occidental College in Education (ALOED)

Nancy Kuechle '75

Culver City

Alpha Lambda Phi Alpha Alumnae

Diana Kliche '00

Los Angeles

Alpha Tau Omega Alumni

Clay Davidson '97

Manhattan Beach

Asian-Pacific Alumni

Cynthia Okimoto '02

Los Angeles

Black Alumni

Louis Hook '80

Los Angeles

Delta Omicron Tau

Stacey Steffire '00

Los Angeles

Entertainment and Arts Alumni Network

Carlos Aguilar '98

Stacey Carr '04

Gamma Alumnae

Dorothy Reitzell Burnett '54

Sierra Madre

Gay and Lesbian Alumni

Jose G. Arzate '01

Redwood City

Kappa Sigma Alumni

Latino Alumni Association

Jesus Maldonado '00

Los Angeles

Occidental Business Associates

Silva Zeneian '01

Pasadena

Occidental College Women's Club

Clara (Thompson) Gresham '53

San Bernardino

Phi Gamma Delta Alumni

Bill White '47

Glendora

Sigma Alpha Epsilon Alumni

Jesus Maldonado '00

Los Angeles

Charles Moran '03
Los Angeles

Zeta Tau Zeta Alumnae
Valerie (Truesdell) Reece '73
Manhattan Beach

ALUMNI TRUSTEES

Bob Cody '68
Bethesda, Maryland

Gloria Duffy '75
Santa Clara

Julie Johnson '61
Torrance

Valerie Reece '73
Manhattan Beach

Ken Sulzer '82
Los Angeles

[TOP OF PAGE](#)

[Fees and Expenses](#)
[Financial Aid](#)
[Key Policies](#)
[Alumni Association](#)
[Faculty](#)
[Board of Trustees](#)
[Presidents of the College](#)
[Administration](#)
[Campus Map](#)

Faculty

With the exception of those of the President and the Dean of the College, the names of the Faculty are arranged alphabetically in groups as indicated by the several headings in this section. The year of the first appointment is given after each name. The appointments and academic rank indicated are for the academic year 2009-2010, except for changes made after this catalog went to press.

JONATHAN VEITCH (2009)

President of the College; B.A., Stanford University; M.A., Ph.D., Harvard University.

ERIC M. FRANK (1986)

Dean of the College and Professor of Art History and the Visual Arts; B.A., Dartmouth College; M.A., Syracuse University; Ph.D., New York University.

ON REGULAR APPOINTMENT

ADELINA ALEGRIA (2006)

Assistant Professor of Education; B.A., California State University, Dominguez Hills; Ph.D., University of California, Santa Barbara.

ARTHÉ ANTHONY (1979)

Professor of American Studies; B.A., University of California, Irvine; M.A., Boston University; Ph.D., University of California, Irvine.

BEVIN ASHENMILLER (2005)

Assistant Professor of Economics; B.A., Princeton University; Ph.D., University of California, Santa Barbara.

RENEE BARAN (2003)

Assistant Professor of Biology; B.A., Macalester College; Ph.D., University of California, Berkeley.

LINDA BESEMER (1987)

James Irvine Distinguished Professor of Art History and the Visual Arts; B.A., B.F.A., Indiana University; M.F.A., Tyler School of Art.

ROGER C. BOESCHE (1977)

Arthur G. Coons Professor in the History of Ideas; B.A., Ph.D., Stanford University.

SCOTT W. BOGUE (1985)

Professor of Geology; A.B., Brown University; Ph.D., University of California, Santa Cruz.

JOHN BOUCHARD (1986)

Professor of Theater; B.A., University of California, Santa Barbara; M.A., Ph.D., Rice University.

ELIZABETH H. BRAKER (1991)

Associate Professor of Biology; B.A., Colorado College; Ph.D., University of California, Berkeley.

CAROLYN BRIGHOUSE (1993)

Associate Professor of Philosophy; B.A., University of Liverpool; M.A., Ph.D., University of Southern California.

RON BUCKMIRE (1994)

Associate Professor of Mathematics; B.Sc., M.Sc., Ph.D., Rensselaer Polytechnic Institute.

THOMAS BURKDALL (1991)

Director of the Center for Academic Excellence and Associate Professor of English Writing; B.A., Pitzer College; M.A., Ph.D., University of California, Los Angeles.

LARRY T. CALDWELL (1967)

Cecil H. and Louise Gamble Professor in Political Science; B.A., College of Wooster; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy.

WELLINGTON K. K. CHAN (1971)

National Endowment for the Humanities Distinguished Professor of the Humanities, Professor of History; B.A., Yale University; B.Litt., University of Oxford; M.A., Ph.D., Harvard University.

ANTHONY TIRADO CHASE (2002)

Associate Professor of Diplomacy and World Affairs; B.A., University of California, Santa Cruz; MALS, Columbia University; MALD, Ph.D., Fletcher School of Law and Diplomacy.

SARAH WEI-MING CHEN (1989)

Professor of Asian Studies and Chinese; B.A., Rutgers University; M.A., Ph.D., Stanford University.

TSUNG CHI (1991)

Professor of Politics; B.A., National Chengchi University; M.A., Ph.D., Michigan State University.

ELIZABETH J. CHIN (1994)

Professor of Critical Theory and Social Justice; B.F.A., New York University; Ph.D., City University of New York.

LESLEY CHIOU (2005)

Assistant Professor of Economics; B.A., University of California, Berkeley; Ph.D., Massachusetts Institute of Technology.

MARY CHRISTIANAKIS (2002)

Assistant Professor of Education; B.A., University of California, Los Angeles; M.A., Loyola Marymount University; Ph.D., University of California, Berkeley.

LAN CHU (2005)

Assistant Professor of Diplomacy and World Affairs; B.A., M.A., New York University; Ph.D., George Washington University.

CHRIS L. CRANEY (1982)

Professor of Chemistry; B.S., University of Puget Sound; M.S., D.A., Washington State University.

PHOEBE K. DEA (1993)

Associate Dean of the College, Fletcher Jones Professor of Chemistry, and Director of Undergraduate and Sponsored Research; B.Sc., University of California, Los Angeles; Ph.D., California Institute of Technology.

DONALD R. DEARDORFF (1981)

Carl F. Braun Professor of Chemistry; B.S., California Polytechnic State University, San Luis Obispo; Ph.D., University of Arizona.

NANCY K. DESS (1986)

Professor of Psychology; B.A., University of California, Los Angeles; Ph.D., University of Minnesota.

PETER DREIER (1992)

Dr. E.P. Clapp Distinguished Professor of Politics; B.A., Syracuse University; M.A., Ph.D., University of Chicago.

LYNN DUMENIL (1991)

Robert Glass Cleland Professor of American History; B.A., University of Southern California; M.A., Ph.D., University of California, Berkeley.

DENNIS L. EGGLESTON (1987)

Professor of Physics; B.S., M.S., Ph.D., University of California, Los Angeles.

ROBERT R. ELLIS (1984)

Norman Bridge Distinguished Professor of Spanish; B.A., Pomona College; M.A., Ph.D., University of California, Los Angeles.

MOTOKO EZAKI (1991)

Assistant Professor of Asian Studies and Japanese; B.A., M.A., Seinan Gakuin University; M.A., Ph.D., University of California, Los Angeles.

SALVADOR C. FERNÁNDEZ (1992)

Professor of Spanish; B.A., University of California, Riverside; M.A., Indiana University; Ph.D., University of California, Los Angeles.

SHARLA M. FETT (2002)

Associate Professor of History; B.A., Carleton College; M.A., Stanford University; Ph.D., Rutgers University.

DANIEL D. FINEMAN (1976)

Professor of English and Comparative Literary Studies; B.A., Franklin and Marshall College; M.A., Ph.D., Princeton University.

BRIAN FITZMORRIS (1993)

Professor of the Practice of Theater and Production Manager for Performing Arts Facilities; B.F.A., Carnegie-Mellon University.

P. GABRIELLE FOREMAN (1991)

Professor of English and Comparative Literary Studies; B.A., Amherst College; Ph.D., University of California, Berkeley.

BRODERICK FOX (2004)

Assistant Professor of Art History and the Visual Arts; B.A., Harvard University; M.F.A., Ph.D., University of Southern California.

ALAN FREEMAN (1969)

Professor of Theater; A.B., M.A., Occidental College; M.F.A., American Film

Institute.

REGINA M. FREER (1996)

Professor of Politics; B.A., University of California, Berkeley; Ph.D., University of Michigan.

MICHAEL GASPER (2009)

Professor of History; B.A., Temple University; M.A., Ph.D., New York University.

ANGELA GALLEGOS (2005)

Assistant Professor of Mathematics; B.A., New York University; Ph.D., University of California, Davis.

NINA R. GELBART (1975)

Anita Johnson Wand Chair in Women's Studies and Professor of History; A.B., Harvard University; M.A., Ph.D., University of Chicago.

IRENE GIRTON (2000)

Associate Dean and Professor of Music; B. Musc., Oberlin College; M. Phil., Ph.D., Yale University.

SHANA GOFFREDI (2005)

Assistant Professor of Biology; B.A., University of San Diego; Ph.D., University of California, Santa Barbara.

THALIA GONZALEZ (2009)

Assistant Professor of Politics; B.A., Arizona State University; Juris Doctor, Northwestern University.

ANDREA HOPMEYER GORMAN (1996)

Professor of Psychology; B.A., Clark University; M.A., Ph.D., University of Illinois, Urbana-Champaign.

ROBERT GOTTLIEB (1997)

Henry R. Luce Professor of Urban Environmental Studies; A.B., Reed College.

SUSAN GRATCH (1985)

Professor of Theater; B.A., M.F.A., University of Michigan.

SUSAN B. GRAYSON (1979)

Professor of French; A.B., M.A., Ph.D., University of California, Los Angeles; Ph.D., Wright Institute Los Angeles; Attestation d'études, Université de Bordeaux.

G. ELMER GRIFFIN (1989)

Professor of Critical Theory and Social Justice; B.A., Pacific Union College; Ph.D., Fuller Theological Seminary.

ALLEN ROBERT GROSS (1983)

Professor of Music; B.A., Queens College; M.A., University of California, Berkeley; D.M.A., Stanford University.

FELISA GUILLÉN (1990)

Professor of Spanish; B.A., M.A., University of Madrid; Ph.D., University of California, Santa Barbara.

JOHN C. HAFNER (1982)

Curator of the Moore Laboratory of Zoology and Professor of Biology; A.B., Ph.D., University of California, Berkeley; M.S., Texas Tech University.

LAURA A. HEBERT (2005)

Assistant Professor of Diplomacy and World Affairs; B.A., University of Wisconsin, Milwaukee; M.A., University of Oregon; Ph.D., University of Denver.

MARY BETH HEFFERNAN (2002)

Associate Professor of Art History and the Visual Arts; B.F.A., Boston University; M.F.A., California Institute of the Arts.

CAROLINE HELDMAN (2006)

Associate Professor of Politics; B.A., Washington State University; M.A., Ph.D., Rutgers University.

ADRIAN HIGHTOWER (2004)

Assistant Professor of Physics; B.Sc., M.Sc., Ph.D., California Institute of Technology.

MICHAEL HILL (1994)

Professor of Chemistry; B.A., Macalester College; Ph.D., University of Minnesota.

MARCIA L. HOMIAK (1974)

Professor of Philosophy; A.B., Mount Holyoke College; Ph.D., Harvard University.

MARYANNE C. HOROWITZ (1973)

Professor of History; A.B., Pembroke College in Brown University; M.A.T., Harvard University; M.A., Ph.D., University of Wisconsin.

DAVID KASUNIC (2008)

Assistant Professor of Music; B.A., Amherst College; M.F.A., Ph.D., Princeton University.

BRIAN KIM (2006)

Assistant Professor of Psychology; B.A., Cornell University; M.A., Ph.D., Michigan State University.

ALAN P. KNOERR (1991)

Associate Professor of Mathematics; B.A., Oberlin College; Sc.M., Ph.D., Brown University.

JOHN LANG (2008)

Assistant Professor of Sociology; B.A., M.A., Ph.D., Rutgers University.

TAMAS LENGYEL (1990)

Professor of Mathematics; Diploma, Ph.D., Eotvos University, Budapest.

CARMEL LEVITAN (2009)

Assistant Professor of Cognitive Science; B.A., Stanford University; Ph.D., University of California, Berkeley.

JAN LIN (1998)

Associate Professor of Sociology; B.A., Williams College; M.S., London School of Economics and Political Science; Ph.D., New School for Social Research.

DIANA CARD LINDEN (1982)

Professor of Cognitive Science; A.B., M.A., Ph.D., University of California, Los Angeles.

ADELAIDA LÓPEZ (1989)

Professor of Spanish; B.A., Wellesley College; M.A., Ph.D., Columbia University.

MARY LOPEZ (2004)

Assistant Professor of Economics; B.A., University of California, Riverside; M.A., Ph.D., University of Notre Dame.

SHANNA LORENZ (2008)

Assistant Professor in Music; B.A., Reed College; M.A., Ph.D., University of Pittsburgh.

HEATHER LUKES (2009)

Assistant Professor of Critical Theory and Social Justice; B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.

AMY J. LYFORD (1999)

Associate Professor of Art History and the Visual Arts; B.A., Pomona College; M.A., Boston University; Ph.D., University of California, Berkeley.

LINDA LYKE (1976)

Professor of Art History and the Visual Arts; B.A., M.F.A., Kent State University.

DONNA KAY MAEDA (1990)

Professor of Critical Theory and Social Justice; B.A., St. Olaf College; Ph.D., University of Southern California.

ROBERTA MANCUSO (2001)

Assistant Professor of Psychology; B.A., University of California, Irvine; M.A., Southern Methodist University; Ph.D., University of Michigan.

GARY G. MARTIN (1980)

Professor of Biology; B.A., M.A., California State College, Sonoma; Ph.D., University of California, Berkeley.

DEBORAH MARTINSON (1991)

Director of Writing Programs and Associate Professor of English Writing; B.A., California State University, Chico; M.A., California State University, Northridge; Ph.D., University of Southern California.

MARTHA MATSUOKA (2005)

Assistant Professor of Urban and Environmental Policy; A.B., Occidental College; Ph.D., University of California, Los Angeles.

GERALD M. McINTYRE (2001)

Assistant Professor of Economics; B.A., University of Rochester; M.A., Ph.D., University of California, Santa Cruz.

LYNN MEHL (1977)

Professor of Kinesiology and Psychology; B.S., M.S., Ph.D., University of Southern California.

WARREN MONTAG (1982)

Brown Family Professor in Literature; B.A., University of California, Berkeley; M.A., Ph.D., Claremont Graduate School.

ROBERT L. MOORE (1978)

Director of Teaching Excellence and Elbridge Amos Stuart Professor of Economics; B.A., Pomona College; A.M., Ph.D., Harvard University.

RICHARD MORA (2006)

Assistant Professor of Sociology; A.B., Harvard University; M.A., University of Michigan; Ph.D., Harvard University.

ANDRE K. MYERS (2005)

Assistant Professor of Music; B.Mus., Eastman School of Music; M.M., D.M.A., University of Michigan.

RAMIN NAIMI (1998)

Associate Professor of Mathematics; B.S., University of California, Los Angeles; Ph.D., California Institute of Technology.

D. KEITH NAYLOR (1988)

Professor of Religious Studies; B.A., Stanford University; M.A., Pacific School of Religion; Ph.D., University of California, Santa Barbara.

MICHAEL R. NEAR (1988)

Professor of English and Comparative Literary Studies; B.A., M.A., Ph.D., University of California, Berkeley.

ARAM NERSISSIAN (2004)

Assistant Professor of Chemistry; B.S., Moscow State Lomonosov University; Ph.D., Armenian Academy of Sciences.

LEILA NETI (2006)

Assistant Professor of English and Comparative Literary Studies; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Irvine.

ERIC L. NEWHALL (1975)

Professor of English and Comparative Literary Studies; A.B., Occidental College; M.A., Ph.D., University of California, Los Angeles.

GRETCHEN BARROW NORTH (1997)

Associate Professor of Biology; B.A., Stanford University; M.A., University of Connecticut; M.A., College of William and Mary; Ph.D., University of California, Los Angeles.

TETSUO OTSUKI (1986)

Bertha Harton Orr Distinguished Professor of Chemistry; B.S., M.S., Ph.D., Kyoto University.

JUERGEN PELZER (1986)

Professor of German; M.A., University of Constance; Ph.D., University of Wisconsin.

MORGAN PITELKA (2002)

Associate Professor of Asian Studies; B.A., Oberlin College; M.A., Ph.D., Princeton University.

ROBERTA POLLOCK (1989)

Professor of Biology; B.S., Emory University; Ph.D., Harvard University.

DANIEL J. PONDELLA II (1995)

Assistant Professor of Biology; A.B., M.A., Occidental College; Ph.D., University of California, Los Angeles.

JULIE PREBEL (2003)

Assistant Professor of English Writing; B.A., University of California, Berkeley; M.A., California State University, San Francisco; Ph.D., University of Washington.

DONALD ROSS PROTHERO (1985)

Professor of Geology; B.A., University of California, Riverside; M.A., M.Phil., Ph.D., Columbia University.

ALEXANDRA PUERTO (2004)

Assistant Professor of History; B.B.A., New School for Social Research; M.A., San Francisco State University; Ph.D., University of California, Davis.

MOVINDRI REDDY (1996)

Associate Professor of Diplomacy and World Affairs; B.A., University of Natal; M.A., Ph.D., Cambridge University.

JACLYN RODRÍGUEZ (1984)

Professor of Psychology; A.B., Occidental College; M.A., Ph.D., University of Michigan.

MARTHA RONK (1980)

Irma and Jay Price Professor of English Literature; B.A., Wellesley College; Ph.D., Yale University.

STUART GEORGE RUGG (1986)

Professor of Kinesiology; B.S., University of California, Davis; Ph.D., University of California, Los Angeles.

MARGARET E. RUSMORE (1985)

Professor of Geology; B.S., University of California, Santa Cruz; M.S., Ph.D., University of Washington.

JAMES SADD (1988)

Professor of Geology; B.S., University of Southern California; M.S., University of Texas, Ph.D., University of South Carolina.

ARTHUR W. FLANNIGAN SAINT-AUBIN (1979)

Professor of French; B.A., Swarthmore College; M.A., Ph.D., Johns Hopkins University.

KORY SCHAFF (2005)

Assistant Professor of Philosophy; B.A., North Central College; M.A., Loyola University of Chicago; Ph.D., University of California, San Diego.

JANET SCHEEL (2008)

Assistant Professor of Physics; B.S., University of Illinois, Urbana; M.A., M.S., Cornell University; Ph.D., California Institute of Technology.

ANNE M. SCHELL (1971)

Professor of Psychology; B.S., Baylor University; M.A., Ph.D., University of Southern California.

GEORGE M. SCHMIEDESHOFF (1992)

Professor of Physics; B.S., University of Bridgeport; M.S., Ph.D., University of Massachusetts.

ALEC JUDAH SCHRAMM (1992)

Professor of Physics; B.A., Cornell University; M.A., Ph.D., Duke University.

JOSEPH SCHULZ (2004)

Assistant Professor of Biology; B.S., Indiana University; Ph.D., University of

California, San Diego.

GIORGIO S. SECONDI (1998)

Associate Professor of Economics; B.A., Bocconi University; M.A., Ph.D., University of Michigan, Ann Arbor.

DEREK N. SHEARER (1981)

Stuart Chevalier Professor of Diplomacy and World Affairs; B.A., Yale University; Ph.D., Union Graduate School/Institute for Policy Studies.

MICHAEL SHELTON (2007)

Assistant Professor of Spanish; B.S., St. Cloud State University; M.A., Ph.D., Pennsylvania State University.

ANDREW SHTULMAN (2007)

Assistant Professor of Psychology; B.A., Princeton University; Ph.D., Harvard University.

SITA NATARAJ SLAVOV (2002)

Associate Professor of Economics; B.A., College of William and Mary; Ph.D., Stanford University.

DANIEL P. SNOWDEN-IFFT (1997)

Professor of Physics; B.A., Swarthmore College; M.A., Ph.D., University of California, Berkeley.

RONALD SOLÓRZANO (1994)

Professor of Education; B.S., M.Ed., Loyola Marymount University; Ph.D., University of California, Los Angeles.

LISA M. SOUSA (1997)

Associate Professor of History; B.A., M.A., Ph.D., University of California, Los Angeles.

EILEEN MARIE SPAIN (1995)

Professor of Chemistry; B.S., Sonoma State University; Ph.D., University of Utah.

DAMIAN STOCKING (2001)

Assistant Professor of English and Comparative Literary Studies; B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles.

MARLA SUSAN STONE (1993)

Professor of History; B.A., Pomona College; M.A., Ph.D., Princeton University.

A. H. STUDENMUND (1970)

Laurence De Rycke Professor of Economics; A.B., Hamilton College; M.A., Ph.D., Cornell University.

ERIC SUNDBERG (2006)

Assistant Professor of Mathematics; A.B., Occidental College; Ph.D., Rutgers University.

JOHN N. SWIFT (1981)

Professor of English and Comparative Literary Studies; B.A., Middlebury College; M.A., Ph.D., University of Virginia.

CLARENCE LA MONT TERRY (2007)

Assistant Professor of Education; A.B., M.A.T., Occidental College; Ph.D.,

University of California, Los Angeles.

KERRY W. THOMPSON (2005)

Assistant Professor of Biology; B.A., M.A., Ph.D., University of California, Los Angeles.

NALSEY B. TINBERG (1980)

Professor of Mathematics; B.A., University of California, Los Angeles; M.S., Ph.D., University of Warwick.

JEFFREY TOBIN (1998)

Associate Professor of Critical Theory and Social Justice; B.A., Earlham College; M.A., University of Hawaii, Manoa; Ph.D., Rice University.

SAUL P. TRAIGER (1985)

Professor of Philosophy; B.A., State University of New York, Binghamton; M.A., Ph.D., University of Pittsburgh.

DOLORES TREVIZO (1993)

Director of the Core Program and Associate Professor of Sociology; A.B., Occidental College; M.A., Ph.D., University of California, Los Angeles.

ANDREW UDIT (2005)

Assistant Professor of Chemistry; H.B.Sc., University of Toronto; Ph.D., California Institute of Technology.

KRISTI UPSON-SAIA (2006)

Assistant Professor of Religious Studies; B.A., University of Washington; M.Div., Princeton Theological Seminary; Ph.D., Duke University.

RAUL HOMERO VILLA (1992)

Professor of English and Comparative Literary Studies; B.A., Yale University; M.A., University of Michigan; Ph.D., University of California, Santa Cruz.

LISA WADE (2006)

Assistant Professor of Sociology; B.A., University of California, Santa Barbara; M.A., New York University; M.S., Ph.D., University of Wisconsin, Madison.

KIRSTEN WANDSCHNEIDER (2007)

Assistant Professor of Economics; B.A., Universitat, Germany; M.Sc., Ph.D., University of Illinois.

JAMES D. WHITNEY (1982)

Professor of Economics; B.A., University of California, Santa Cruz; M.S., Ph.D., University of Wisconsin.

JAMES A. WOODHEAD (1984)

Associate Professor of Geology; B.S., California Institute of Technology; M.A., Ph.D., Princeton University.

DALE S. WRIGHT (1980)

David B. and Mary H. Gamble Professor in Religion; B.A., San Diego State University; Ph.D., University of Iowa.

JEAN M. WYATT (1970)

Professor of English and Comparative Literary Studies; A.B., Pomona College; Ph.D., Harvard University.

ESTHER C. M. YAU (1990)

Professor of Art History and the Visual Arts; B.A., University of Hong Kong; M.A., Bowling Green State University; Ph.D., University of California, Los Angeles.

XIAO-HUANG YIN (1991)

Professor of American Studies; B.A., Nanjing University; A.M., Ph.D., Harvard University.

LOUISE R. YUHAS (1977)

Professor of Art History; B.A., Brown University; M.A., Ph.D., University of Michigan.

ON SPECIAL APPOINTMENT**JEFFREY ARENDT (2009)**

Adjunct Assistant Professor of Biology; B.S.C. University of Illinois at Champaign-Urbana; Ph.D., Binghamton University.

TERRI ANDERSON (2009)

Adjunct Assistant Professor of Sociology; B.A., University of California, Irvine; M.A., Ph.D., University of California, Los Angeles.

JAMES ANGELL (1992)

Assistant Professor of the Practice of Theater; B.A., Dartmouth College; M.F.A., California Institute of the Arts.

RAFAEL ARAY-GOCHEZ (2009)

Adjunct Assistant Professor of Physics; B.S., University of California, Los Angeles; M.A., Ph.D., Johns Hopkins University.

JEREMIAH AXELROD (2004)

Adjunct Assistant Professor of History; B.A., Williams College; Ph.D., University of California, Irvine.

HEATHER BANIS (1994)

Adjunct Assistant Professor of Psychology; A.B., Occidental College; M.A., Ph.D., University of Southern California.

WILLIAM BING (1998)

Adjunct Instructor of Music; B.M., University of Michigan; M.M., University of Southern California.

ANN BLYTHE (1999)

Adjunct Assistant Professor of Geology; B.S., Cornell University; M.S., University of Pennsylvania; Ph.D., Cornell University.

LAUREN BROWN (2008)

Adjunct Assistant Professor of French; B.A., Ph.D., University of California, Los Angeles.

PAUL CASEY (2003)

Adjunct Assistant Professor of English Writing; B.A., M.A., Loyola Marymount University; Ph.D., Bowling Green State University.

FATIMA CASTAÑEDA (2004)

Adjunct Instructor of Education; B.A., California State University, Long Beach; Ed.D., University of California, Los Angeles.

DENNIS CHAMBERLAIN (2009)

Adjunct Instructor of Core; B.S., University of Michigan; M.A., University of Southern California.

ALEXIS CHAMOW (2009)

Adjunct Instructor of the Practice of Theater; B.A., Washington University in St. Louis; M.A., University of Texas at Austin.

CLINTON DALE CHAPMAN (1992)

Adjunct Assistant Professor of Psychology; B.S., M.S., Montana State University; Ph.D., University of Oklahoma.

BENJAMIN COWAN (2008)

Adjunct Instructor of History; A.B., Harvard University; M.A., University of California, Los Angeles.

WILLIAM COWIESON (2009)

Adjunct Assistant Professor of Mathematics; B.S., University of Redlands; Ph.D., University of California, Los Angeles.

PATTI DONZE (2009)

Adjunct Instructor of Sociology; B.A., Cleveland Institute of Music; B.A., Case Western Reserve University; M.A., University of California, Los Angeles; J.D., Case Western Reserve University.

THOMAS GREGORY DRUMMOND (2006)

Adjunct Instructor of Chemistry; B.A., University of West Georgia; M.S., California Institute of Technology.

JAMES DUTCHER (2007)

Adjunct Instructor of Art History and the Visual Arts; B.A., State University of New York; M.F.A., University of Southern California.

TIMOTHY EMMONS (1993)

Adjunct Instructor of Music; B.A., University of California, Santa Barbara; M.A., University of Southern California.

JASON ENIA (2008)

Adjunct Instructor of Diplomacy and World Affairs; B.A., University of Dayton; M.A., Fordham University.

THOMAS FOLLAND (2005)

Adjunct Assistant Professor of Art History and the Visual Arts; B.F.A., Nova Scotia College of Art and Design; M.A., University of California, Riverside.

JACQUES FOMERAND (2002)

Assistant Director of Occidental College United Nations Program; B.A., Lycée Janson de Sailly; M.A., Diplôme de l'Institut d'Études Politiques; Ph.D., City University of New York.

JEAN LUC GAVREAU (2009)

Adjunct Assistant Professor of Physics; B.S., Université Laval; Ph.D., University of Maryland.

ALICIA GONZÁLEZ (2001)

Adjunct Instructor of Spanish; A.B., Stanford University; M.A., University of California, Los Angeles.

HARRY GRAY (2009)

Adjunct Assistant Professor of Chemistry; B.A., University of California, Santa Cruz; M.S., Ph.D., University of California, Santa Barbara.

JOHN L. HIRSCH (2002)

Director of Occidental College United Nations Program; B.A., Columbia University; M.A., Ph.D., University of Wisconsin.

RODNEY J. HOFFMAN (1978)

Adjunct Assistant Professor of Mathematics; B.A., Rice University; M.S., University of Southern California.

LISA HOLDER (2009)

Adjunct Instructor of Core; B.A., Wesleyan University; J.D., New York University.

GABOR KALMAN (2007)

Adjunct Instructor of Art History and the Visual Arts; B.A., University of California, Berkeley; M.A., Stanford University.

SHRUTI KAPOOR (2009)

Adjunct Instructor of Economics; B.A., Sophia College; M.S., Marquette University.

MARK KNOWLES (2009)

Adjunct Instructor of Theater; B.A., Wesleyan University; M.A., Antioch University at McGregor.

NICHOLAS KRAMER (2009)

Adjunct Instructor of Spanish; B.A., M.A., University of California, Los Angeles.

SHANE LACHTMAN (2009)

Adjunct Instructor of Sociology; B.A., University of California, Berkeley; M.A., University of California, Irvine; M.A. Columbia University.

LINDA LASATER (1993)

Associate Professor of the Practice of Chemistry; B.A., State University of New York; M.S., Nova University; Ph.D., University of South Florida.

DON LAWRENCE (2001)

Adjunct Assistant Professor of Mathematics; B.A., Pomona College; M.A., Ph.D., University of California, Santa Barbara.

JENNIFER LOGAN (2005)

Adjunct Assistant Professor of Music; B.A., M.A., California State University, Fresno; Ph.D., University of California, Santa Barbara.

BRUNO LOUCHOUARN (2001)

Director of the Keck Language and Culture Studio and Adjunct Assistant Professor of Music; B.S., Université Pierre et Marie Curie; M.A., Ph.D., University of California, Los Angeles.

FRANK LYNCH (2009)

Adjunct Instructor of Math; B.A., Linfield College; M.S., University of Utah.

GAMBLE MADSEN (2004)

Adjunct Assistant Professor of Art History and the Visual Arts; B.A., University of Southern California; M.A., George Washington University; Ph.D., University of Southern California.

LAURAL MEADE (1998)

Adjunct Instructor of Theater; A.B., Occidental College; M.F.A., University of California, Los Angeles.

ANDREW MILLER (2009)

Adjunct Instructor of Asian Studies; B.A., Princeton University; M.A., University of California, Los Angeles.

CARINA MILLER (2007)

Adjunct Assistant Professor of Diplomacy and World Affairs; B.A., Universidad de Buenos Aires; M.A., Ph.D., Georgetown University.

KATHERINE MILLS (2003)

Adjunct Assistant Professor of Art History and the Visual Arts; B.S., University of California, Berkeley; M.A., Ph.D., University of Southern California.

DENNIS MITCHELL (2009)

Adjunct Assistant Professor of Chemistry; B.S., University of California, Los Angeles; Ph.D., University of California, Santa Barbara.

MALEK MOAZZAM-DOULAT (2002)

Adjunct Assistant Professor of Religious Studies; A.B., Occidental College; Ph.D., State University of New York, Stony Brook.

NASON D. NEWPORT (1993)

Adjunct Instructor of Politics; A.B., Occidental College.

DARYL ONO (2008)

Adjunct Assistant Professor of Economics; B.A., University of California, Los Angeles; M.A., Claremont Graduate School; M.S., Southern Methodist University; Ph.D., Pacific Western University.

DINA ORMENYI (2002)

Adjunct Instructor of Music; B.A., University of California, Santa Barbara; M.A., University of California, Los Angeles.

MATTHEW OSBORN (2008)

Adjunct Assistant Professor of History; B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Davis.

JACQUELINE TZE-HO PAN (2009)

Adjunct Assistant Professor of Physics; B.S., M.S., Ph.D., University of California, Los Angeles.

LEILA PAZARGADI (2009)

Adjunct Instructor English and Comparative Literary Studies; B.A., Occidental College; M.A., University of California, Los Angeles.

JEN PETERSEN (2009)

Adjunct Instructor Sociology; B.A., Occidental College.

SIMEON PILLICH (2000)

Adjunct Assistant Professor of Music; B.A., M.A., Ph.D., University of California, Los Angeles.

ANNA PUCKETT-STROH (1985)

Adjunct Assistant Professor of Greek and Latin; M.A., Ph.D., University of California, Los Angeles.

SANFORD RAGINS (1989)

Adjunct Assistant Professor of Religious Studies; B.A., Ph.D., Brandeis University.

MARCELLA RANEY (2009)

Adjunct Assistant Professor of Kinesiology; B.A., Occidental College; Ph.D., University of Southern California.

PAUL REINSCH (2007)

Adjunct Assistant Professor of Art History and the Visual Arts; B.A., Abilene Christian University; Ph.D., University of Southern California.

WALTER RICHMOND (1995)

Adjunct Assistant Professor of Russian; B.A., Arizona State University; M.A., Ph.D., University of Southern California.

KARINA RINCON (2008)

Adjunct Instructor of Spanish; A.B., Occidental College; M.A., University of California, Los Angeles.

SUSANNA G. ROBERTSON (1977)

Adjunct Instructor of Spanish; B.A., California State University, Los Angeles; M.A., doctoral candidate, University of California, Los Angeles.

JOHN ROMLEY (2007)

Adjunct Assistant Professor of Economics; B.A., Amherst College; Ph.D., Stanford University.

ROSS RUDEL (2009)

Adjunct Assistant Professor of Art History and the Visual Arts; B.A., Montana State University; M.F.A., University of California, Irvine.

JULIE SADOFF (2003)

Adjunct Assistant Professor in Core; B.S., Northwestern University; M.A., University of Essex; Ph.D., State University of New York at Stony Brook.

DARBY SAXBY (2009)

Adjunct Instructor of Psychology; B.A., Yale University; M.A., University of California, Los Angeles.

GARY SCHINDELMAN (2009)

Adjunct Assistant Professor of Biology; B.S., State University of New York at Binghamton; Ph.D., New York University.

UTA SCHORLEMMER (2008)

Adjunct Assistant Professor of German; Teaching Certificate, M.A., Ph.D., Humboldt University, Berlin.

STEVE SHERWOOD (2009)

Adjunct Assistant Professor of Sociology; B.A., San Francisco State University; M.A., Ph.D., University of California, Los Angeles.

ROBERT SIPCHEN (1997)

Adjunct Assistant Professor of English Writing; B.A., University of California, Santa Barbara.

THOMAS M. SLOTTEN (1995)

Adjunct Instructor of Theater; B.G.S., University of Michigan; M.F.A., California

Institute of Arts.

LINDA STARK (2001)

Adjunct Instructor of Art History and the Visual Arts; B.A., University of California, Davis; M.F.A., University of California, Irvine.

ERIC STERNLICHT (1990)

Adjunct Assistant Professor of Kinesiology; B.S., M.S., Ph.D., University of California, Los Angeles.

AMY TAHANI-BIDMESHKI (2009)

Adjunct Instructor of English and Comparative Literary Studies; B.A., Occidental College; M.A., California State University, Los Angeles.

YUKI TAYLOR (2007)

Adjunct Instructor of Asian Studies; B.A., M.A., doctoral candidate, University of California, Los Angeles.

ADRIENNE TIEN (2005)

Adjunct Instructor of American Studies; B.A., Wellesley College; M.S., Syracuse University.

GREGORY P. TOLLISEN (1983)

Adjunct Assistant Professor of Mathematics; B.S., University of Portland; M.S., California Institute of Technology.

HORACIO TRUJILLO (2007)

Adjunct Assistant Professor of Diplomacy and World Affairs; B.S.F.S., Georgetown University; M.A., Stanford University; Ph.D., RAND School of Public Policy Studies.

CHASE TYDELL (2009)

Adjunct Instructor of Biology; B.A., D.V.M., University of California, Davis.

ALISON TYMOCZKO (2008)

Adjunct Instructor of English and Comparative Literary Studies; A.B., Occidental College; M.A., University of Southern California.

MARK VALLIANATOS (2005)

Adjunct Instructor of Urban and Environmental Policy; B.A., J.D., University of Virginia.

XIANGYUN WANG (2007)

Adjunct Assistant Professor of Asian Studies; M.A., Central Institute for Nationalities; Ph.D., Harvard University.

FANXI XU (1994)

Adjunct Instructor of Arabic and Chinese; B.A., Shanghai International University; M.A., Northeast Normal University.

DESIREE ZAMORANO (2005)

Director of the Community Literacy Center and Adjunct Instructor of Education; B.A., University of California, Irvine; M.A., California State University, Dominguez Hills.

BRIAN ZUTTA (2009)

Adjunct Instructor of Biology; B.S., M.S., California State University, Los Angeles.

TEACHERS OF APPLIED MUSIC

GALINA BARSKAYA (2005)

Piano; B.Mus., Kiev State Music College; M.M., Kiev State Tchaikovsky Conservatory.

RON BERMAN (2002)

Guitar; B.A., Northeastern University; M.M., New England Conservatory of Music.

DAWN BLASCO (2004)

Guitar; B.M., California State University, Fullerton; M.M., University of Southern California.

SCOTT BLOIS (1996)

Voice; B.M., California State University, Northridge.

CATHERINE DEL RUSSO (1999)

Oboe; B.M., Eastman School of Music; M.M., Ohio University.

TIMOTHY DIVERS (2002)

Trumpet; B.M., University of Southern California.

MIKE ENGLANDER (1978)

Percussion; B.M., University of Southern California.

JUNKO UENO GARRETT (2003)

Piano; B.M., Toho Conservatory; D.M.A., Rice University.

LAWRENCE P. HUGHES (1996)

Clarinet and Saxophone; B.M., California State University, Northridge; M.M., New England Conservatory of Music.

LAWRENCE STEVEN KARUSH (2003)

Jazz Piano; B.A., Reed College; M.A., New York University.

JENNIFER LOGAN (2009)

Electronic Music.

GLORIA LUM (1997)

Cello; B.M., University of Southern California.

FRANCES MARSDEN (2002)

Alexander Technique; B.A., Liverpool University; Dipl.Ed., Leicester University.

LOREN MARSTELLER (2008)

Trombone. B.M., University of Southern California; M.M., Catholic University of America.

STEPHANIE O'KEEFE (2004)

French Horn.

DINA ORMENYI (2002)

Class Piano.

ALMA PONCE (2000)

Voice; B.Sc., Mannes College of Music; M.M., State University of New York, Binghamton.

WILLIAM ROBERTS (1993)

Harpsichord.

ALLEN M. SAVEDOFF (2005)

Bassoon.

ROBERT R. SCIVALLY (1999)

Guitar; A.B., Occidental College; M.M., University of Southern California.

CATHY SEGAL-GARCIA (2008)

Jazz Voice; B.A., Berklee School of Music.

AMY SHULMAN (2003)

Harp; B.M., M.M., Juilliard School.

LAWRENCE SONDERLING (1979)

Violin; A.B., Occidental College.

DIANE THOMAS (1994)

Voice.

RAYMOND TISCHER (1984)

Viola; B.A., M.A., University of California, Santa Barbara; D.M.A., University of Southern California.

DOUGLAS TORNQUIST (1989)

Tuba; B.M., University of Southern California; M.M., Wichita State University; D.M.A., University of Southern California.

ROBERT S. WARD (1989)

Piano.

GARY WOODWARD (1990)

Flute; B.M., Chapman University; M.M., University of Southern California.

ADJUNCT INSTRUCTORS OF DANCE AND MOVEMENT**MARK KNOWLES (2005)**

Jazz, Tap, Movement for Actors; B.A., Wesleyan University; M.A., Antioch University, McGregor.

SARAH ANINDO MARSHALL (2005)

Dunham Technique.

FRANCISCO MARTINEZ (2001)

Modern Dance, Ballet, Choreography.

KIMBERLY MULLEN (2005)

Afro-Caribbean Dance; B.A., Portland State University; M.A., University of California, Los Angeles.

ATHLETIC STAFF**ROB BARTLETT (2005)**

Men's and Women's Track and Field and Cross Country Coach; B.A., University of East Anglia.

ERIC BERGSTROM (2008)

Assistant Football Coach; B.A., University of California, Davis.

ANDREW CHAU (2004)

Assistant Football Coach and Football Strength Coach; B.S., United States

Merchant Marine Academy; M.B.A., University of Florida.

JODIE COX (2007)

Softball Coach; B.S., California State University, Fullerton.

LAURA FRIESS (2009)

Assistant Athletic Trainer; B.A., University of California, Santa Barbara; M.S., University of Tennessee at Chattanooga.

JASON HAWKINS (2008)

Baseball Coach; B.S., Western Oregon University; M.A., Pacific University.

JAIME HOFFMAN (2005)

Director of Athletics; B.A. Catholic University.

SAE WOON JO (2007)

Recreation Sports Manager; B.A., University of California, San Diego.

ERIK JOHNSON (2002)

Men's and Women's Golf Coach and Assistant Football Coach; B.A., California State University, Los Angeles.

TAK KUBOTA (1992)

Karate.

ALEX KUHN (2009)

Men and Women's Swimming & Diving Coach; B.A., Washington College, Maryland; M.B.A., University of Iowa.

TRACY MAPLE (2007)

Sports Information Director; B.A., M.A., Whittier College.

COLM McFEELY (2002)

Women's Soccer Coach; Ballymena Technical College.

KELLY McMULLEN (2009)

Assistant Athletic Trainer; B.S., Ithaca College; M.Ed., University of Virginia, Charlottesville.

BRIAN NEWHALL (1987)

Associate Director of Athletics and Men's Basketball Coach; A.B., Occidental College; M.A., United States International University.

LINDA PARK (2006)

Women's Tennis Coach; B.A., University of California, Berkeley.

JOHN SWEET (1975)

Assistant Director of Athletics and Head Athletic Trainer; B.A., M.A., California State University, Long Beach.

MICHAEL TALAMANTES (2008)

Women's Volleyball Coach; B.A., California State University, Dominguez Hills.

HEIDI VANDERVEER (2008)

Women's Basketball Coach; B.S., College of Charleston; M.S., University of Tennessee.

D.J. WADDINGTON (2008)

Men's Soccer Coach; Long Beach State University.

DALE WIDOLFF (1982)

Football Coach; B.S., Indiana Central University; M.S., Indiana State University.

LARRY ZUBRIN (2003)

Men's and Women's Water Polo Coach; B.A., California State Polytechnic University, San Luis Obispo.

PROFESSIONAL LIBRARIANS**ROBERT KIEFT (2008)**

College Librarian; M.L.S., University of California, Berkeley; Ph.D., Stanford University.

EMILY BERGMAN (1998)

Collections and Technical Services Librarian; B.A., Goucher College; M.L.S., University of Texas, Austin.

MARK BRADEN (1988)

Catalog Librarian; B.S., California Polytechnic University, Pomona; M.A., University of California, Riverside; M.A.L.S., University of Chicago.

JOHN DE LA FONTAINE (1989)

Systems Librarian; B.A., University of California, Riverside; M.L.S., University of Arizona, Tucson.

JOHN DOBBINS (1998)

Discovery Services Librarian; B.A., Pomona College; M.L.I.S., University of California, Los Angeles.

ROSHIN MATHEW (2009)

Librarian for the First-Year Experience; B.A., Reed College; M.L.S., University of Maryland.

LISA NITSCH (2002)

Music Librarian; B.A., California State University, Los Angeles; M.L.S., University of California, Los Angeles.

LINDSEY RENO (2006)

Acquisitions Librarian; B.A., University of Massachusetts, Dartmouth; M.S.L.I.S., Simmons College.

DALE ANN STIEBER (2005)

Special Collections Librarian; B.A., University of Southern California; M.L.I.S., University of California, Los Angeles.

CENTER FOR DIGITAL LEARNING AND RESEARCH**DANIEL CHAMBERLAIN (2009)**

CLIR Postdoctoral Fellow in Academic Libraries; B.A., University of Michigan; M.A., Ph.D., University of Southern California.

MARSHA SCHNIRRING (2006)

Instructional Services Librarian; B.A., California State University, Fullerton; M.L.I.S., San Jose State University.

EMERITI**RALPH L. AMEY (1965-2004)**

Professor of Chemistry, Emeritus; A.B., Pomona College; Ph.D., Brown University.

DAVID L. AXEEN (1969-2007)

Professor of American Studies, Emeritus; B.A., University of Iowa; M.A., Ph.D., Yale University.

LELAND S. BABCOCK (1952-1985)

Professor of German, Emeritus; A.B., M.A., Ph.D., University of California, Berkeley.

ELIZABETH J. BARBER (1969-2007)

Professor of Linguistics, Emeritus; B.A., Bryn Mawr College; M.A., Ph.D., Yale University.

JOSEPH H. BIRMAN (1949-1984)

Professor of Geology, Emeritus; A.B., Brown University; M.Sc., California Institute of Technology; Ph.D., University of California, Los Angeles.

GEORGE H. CLELAND (1954-1984)

Professor of Chemistry, Emeritus; A.B., Occidental College; Ph.D., California Institute of Technology.

NORMAN S. COHEN (1966-1998)

Robert Glass Cleland Professor of American History, Emeritus; B.A., George Washington University; M.A., Pennsylvania State University; Ph.D., University of California, Berkeley.

DAVID L. COLE (1947-1984)

Professor of Psychology, Emeritus; A.B., University of California, Los Angeles; M.A., Occidental College; Ph.D., Claremont Graduate School.

FRANK P. DEHAAN (1961-1995)

Carl F Braun Professor of Chemistry, Emeritus; A.B., Calvin College; Ph.D., Purdue University.

GRANT L. DUNLAP (1954-1984)

Professor of Physical Education, Emeritus; A.B., M.A., College of the Pacific.

STUART B. ELLIOTT (1960-1992)

Professor of Physics, Emeritus; B.S., M.S., Ph.D., Stanford University.

BENEDICT FREEDMAN (1967-1997)

Professor of Mathematics, Emeritus; A.B., Ph.D., University of California, Los Angeles.

ERICH A. FREY (1960-1996)

Professor of German, Emeritus; B.A., Nebraska Wesleyan University; M.A., University of Nebraska; Ph.D., University of Southern California.

RICHARD C. GILMAN (1965-1988)

President, Emeritus; B.A., Dartmouth College; Ph.D., Boston University.

EVELYNE GLASER (1980-1998)

Registrar, Emerita; A.B., Occidental College.

DONALD Y. GOLDBERG (1978-2002)

Professor of Mathematics, Emeritus; B.A., New College; A.M., Ph.D., Dartmouth College; J.D., University of California, Los Angeles.

RICHARD M. GRAYSON (1969-2001)

Professor of Music, Emeritus; A.B., Ph.D., University of California, Los Angeles; M.A., University of Chicago.

JAMES F. HALSTEAD (1977-2004)

Professor of Economics, Emeritus; B.S., University of Maryland; Ph.D., Stanford University.

ROBERT HANSEN (1956-1987)

Professor of Art, Emeritus; A.B., B.F.A., University of Nebraska; M.F.A., Escuela Universitaria de Bellas Artes.

TYRUS G. HARMSEN (1959-1991)

Professor of Bibliography and Director of Book Arts Program, Emeritus; B.A., M.A., Stanford University; A.B.L.S., University of Michigan.

BRICE HARRIS, JR. (1965-2003)

Professor of History, Emeritus; B.A., Swarthmore College; M.A., Ph.D., Harvard University.

ANNE B. HOWELLS (1966-2005)

Professor of English and Comparative Literary Studies, Emerita; B.A., Swarthmore College; M.A., Ph.D., University of Washington.

ALVIN M. HUDSON (1956-1987)

Professor of Physics, Emeritus; B.S., M.S., Ph.D., Stanford University.

JANE S. JAQUETTE (1969-2005)

Bertha Harton Orr Professor in the Liberal Arts, Emerita; B.A., Swarthmore College; Ph.D., Cornell University.

FRANKLYN D. JOSSELYN (1955-1980)

Professor of Religion, Emeritus; A.B., University of California, Los Angeles; Th.B., Princeton Theological Seminary; Ed.D., Columbia University.

BRIGIDA A. KNAUER (1967-1992)

Dean of Students, Emerita; B.A., University of California, Berkeley; M.A., Stanford University.

CLIFTON B. KROEBER (1955-1990)

Norman Bridge Professor of Hispanic American History, Emeritus; A.B., M.A., Ph.D., University of California, Berkeley.

FRANK L. LAMBERT (1948-1981)

Professor of Chemistry, Emeritus; A.B., Harvard University; Ph.D., University of Chicago.

JAMES H. LARE (1962-2002)

Professor of Politics, Emeritus; A.B., Occidental College; M.A., Ph.D., Cornell University.

HERMAN A. LAUTER (1963-1991)

Professor of Philosophy, Emeritus; B.S., Purdue University; M.A., University of Washington; Ph.D., University of California, Los Angeles.

C. SCOTT LITTLETON (1962-2002)

Professor of Anthropology, Emeritus; A.B., M.A., Ph.D., University of California, Los Angeles.

MICHAEL M. McALEENAN (1972-2005)

Professor of Sociology and Law, Emeritus; B.A., M.A., Michigan State University; Ph.D., University of Hawaii; J.D., University of California, Los Angeles.

RAE McCORMICK (1977-2004)

Professor of Education, Emerita; A.B., Occidental College; M.A., California State University, Los Angeles; Ed.D., University of Southern California.

JACQUELYN ANN McCOY (1986-2001)

College Librarian, Emerita; A.B., M.S.L.S., Syracuse University

JOHN W. McMENAMIN (1946-1982)

Professor of Biology, Emeritus; A.B., Occidental College; M.A., Ph.D., University of California, Los Angeles.

THEODORE R. MITCHELL (1999-2005)

President Emeritus; A.B., M.A., Ph.D., Stanford University.

MARTIN L. MORTON (1967-2000)

James Irvine Professor in Environmental Biology, Emeritus; A.B., M.A., San Jose State College; Ph.D., Washington State University.

JOAN RAND MOSCHOVAKIS (1965-1995)

Professor of Mathematics, Emerita; A.B., University of California, Berkeley; M.S., Ph.D., University of Wisconsin.

WILLIAM R. NEBLETT, JR. (1965-2004)

Professor of Philosophy, Emeritus; B.A., M.A., Florida State University; Ph.D., University of California, Los Angeles.

MARTIN N. OLSON (1975-2005)

Professor of Education, Emeritus; B.A., M.Ed., Western Washington State College; Ed.D., Teachers College, Columbia University.

LEWIS J. OWEN (1959-1987)

Irma and Jay Price Professor of English Literature, Emeritus; A.B., A.M., Harvard University; Ph.D., University of London.

OMAR M. PAXSON (1950-1985)

Professor of Speech and Drama, Emeritus; A.B., Occidental College; M.A., Ph.D., Northwestern University.

ANNABELLE M. REA (1966-2002)

Professor of French, Emerita; B.A., University of California, Santa Barbara; M.A., Middlebury College; Ph.D., Stanford University.

THOMAS ROBERTSON (1960-1991)

Professor of Mathematics, Emeritus; B.A., University of St. Andrews; M.A., University of Southern California.

ANDREW F. ROLLE (1952-1988)

Robert Glass Cleland Professor of American History, Emeritus; A.B., Occidental College; M.A., Ph.D., University of California, Los Angeles.

TIMOTHY D. SANDERS (1964-1992)

Professor of Physics, Emeritus; B.S., M.S., Ph.D., Stanford University.

HERBERT SEGALL (1958-1989)

Associate Professor of Physics, Emeritus; B.S., City College of New York, Ph.D., Pennsylvania State University.

NATHAN SHENFELD (1965-1988)

Associate Professor of Psychology, Emeritus; B.S., Illinois Institute of Technology; Ph.D., University of Buffalo.

JOHN BROOKS SLAUGHTER (1988-1999)

President, Emeritus; B.S., Kansas State University; M.S., University of California, Los Angeles; Ph.D., University of California, San Diego.

THOMAS A. SLOBKO (1971-2006)

Chief Information Officer and Professor of Mathematics, Emeritus; A.B., Ph.D., University of California, Los Angeles.

THOMAS C. SOMERVILLE (1977-2000)

Professor of Music, Emeritus; B.A., B.M., University of Dubuque; M.M., D.M.A., University of Southern California.

JOHN S. STEPHENS, JR. (1959-1993)

James Irvine Professor of Environmental Biology, Emeritus; B.A., Stanford University; M.A., Ph.D., University of California, Los Angeles.

DENNIS A. VANDERWEELE (1973-2006)

Professor of Psychology, Emeritus; B.S., M.A., Western Michigan University; Ph.D., University of Maine.

PATRICK H. WELLS (1957-1991)

Professor of Biology, Emeritus; A.B., University of California, Santa Barbara; Ph.D., Stanford University.

ROBERT W. WINTER (1963-1994)

Arthur G. Coons Professor of the History of Ideas, Emeritus; A.B., Dartmouth College; Ph.D., Johns Hopkins University.

[TOP OF PAGE](#)

[Fees and Expenses](#)[Financial Aid](#)[Key Policies](#)[Alumni Association](#)[Faculty](#)[Board of Trustees](#)[Presidents of the College](#)[Administration](#)[Campus Map](#)

Board of Trustees

Under the Articles of Incorporation, complete legal control and government of Occidental College rests in a self-perpetuating Board of Trustees. Four trustees are designated by the Alumni Association and serve a single term of four years each; the remainder are elected at large and serve renewable four-year terms. The Board exercises general oversight of the College, determines its fundamental policies, supervises its finances, and appoints its administrative and instructional officers. The officers and members of the Board listed herein are for the year 2009-2010.

OFFICERS OF THE BOARD

Dennis A. Collins P'94	Chair
John R. Farmer P'98	Vice Chair
Fred Hameetman '61	Vice Chair
Catherine A. Pepe, J.D. '64	Vice Chair
Christopher C. Calkins, J.D. '67	Vice Chair
Michael P. Groener	Treasurer
Rozita Afar	Secretary

MEMBERS OF THE BOARD

David W. Berkus '62 P'95	Arcadia
Carl A. Botterud, J.D. '79	Pasadena
John G. Branca, J.D. '72	Beverly Hills
Eileen A. Brown '73	Los Angeles
Christopher C. Calkins, J.D. '67	Encinitas
Dennis A. Collins P'94	Sonoma
Virginia Goss Cushman '55	Pasadena
Alice Walker Duff, Ph.D. '69	New York
Gloria Duffy, Ph.D. '75	San Francisco
Anne Enders '74	Ashland, Oregon
Ronald P. Estrada, DDS '79	San Marino
John R. Farmer P'98	Tiburon
Irwin S. Field	Beverly Hills
Gary S. Findley, J.D. '76	Anaheim
Allen Brooks Gresham, J.D. '53	San Bernardino
J. Eugene Grigsby III, Ph.D. '66	Los Angeles

Fred Hameetman '61	Los Angeles
Julie Johnson '61	Torrance
William M. Kahane '70	New York
John Keister '89	Seattle, Washington
Charlene Liebau	San Marino
Susan Mallory '76 M'78	Los Angeles
Daniel Ian McKinnon '89	New York
Robert H. Neihart '87	Los Angeles
Joan A. Payden	Los Angeles
Catherine A. Pepe, J.D. '64	Lompoc
John B. Power '58	Beverly Hills
Valerie Reece '73	Redondo Beach
David H. Roberts '67	Woodstock, New York
Steven R. Robinson '77	Moraga
Stephen D. Rountree '71	Los Angeles
Catherine Young Selleck '55	Menlo Park
Robert A. Skotheim, Ph.D.	Bainbridge Island, Washington
Kenneth Sulzer '82	Los Angeles
Bernard J. Tyson	Oakland
Andrea Van de Kamp	Pasadena
Christopher Varelas '85	Hillsborough
S. Todd White '59	Balboa
Jonathan Veitch, Ph.D.	Eagle Rock
Robert Cunningham '71, president, Alumni Board of Governors, ex officio	Altadena
TRUSTEES, EMERITI	
Ronald J. Arnault	Pasadena
Norman Barker, Jr.	Los Angeles
Harry W. Colmery, Jr.	Pasadena
Walter B. Gerken	Corona del Mar
Stafford R. Grady	La Cañada Flintridge
Stephen F. Hinchliffe, Jr. '55	Palos Verdes Estates
John T. Knox, J.D. '49	Richmond
Allen W. Mathies, Jr., M.D., Ph.D.	South Pasadena
Charles D. Miller	Pasadena
Donn B. Miller, J.D.	Los Angeles
Kristine A. Morris '76	Port Townsend, Washington

Peter W. Mullin	Los Angeles
-----------------	-------------

Jack D. Samuelson '46	La Cañada Flintridge
-----------------------	----------------------

Rosemary B. Simmons '53	San Marino
-------------------------	------------

Charles E. Young, Ph.D.	Thousand Oaks
-------------------------	---------------

PRESIDENTS, EMERITI

Richard C. Gilman, Ph.D.	Pasadena
--------------------------	----------

Theodore R. Mitchell, Ph.D.	Tustin
-----------------------------	--------

John Brooks Slaughter, Ph.D.	Stamford, Connecticut
------------------------------	-----------------------

STANDING COMMITTEES OF THE BOARD 2009-2010

Academic Affaris, Audit, Budget and Finance, Building and Grounds, Executive, Institutional Advancement, Investment, Student Affairs, Trustee Affairs.

[TOP OF PAGE](#)

[Fees and Expenses](#)
[Financial Aid](#)
[Key Policies](#)
[Alumni Association](#)
[Faculty](#)
[Board of Trustees](#)
[Presidents of the College](#)
[Administration](#)
[Campus Map](#)

College Presidents

The Presidents of Occidental College since its founding have been:

Rev. Samuel H. Weller, A.M., D.D.	1887–1891
J. Melville McPherron, A.M.	1892–1894
Rev. Elbert N. Condit, A.M.	1894–1896
Rev. James W. Parkhill, A.M., D.D.	1896–1897
Rev. Guy W. Wadsworth, D.D.	1897–1905
Rev. William Stewart Young, D.D., LL.D.	(Acting President) 1905–1906
John Willis Baer, LL.D., Litt.D.	1906–1916
Thomas Gregory Burt, Ph.D.	(Acting President) 1916–1917
Rev. Silas Evans, D.D., LL.D.	1917–1920
Thomas Gregory Burt, Ph.D.	(Acting President) 1920–1921
Remsen Bird, B.D., D.D., LL.D., L.H.D.	1921–1946
Robert G. Cleland, Ph.D., LL.D., Litt.D., L.H.D.	(Acting President) First Semester 1927–1928
Arthur G. Coons, Ph.D.	(Acting President) 1945–1946
Arthur G. Coons, Ph.D., LL.D., Sc.D., L.H.D., C.B.E. (Hon.)	1946–1965
Richard C. Gilman, Ph.D., LL.D., L.H.D.	1965–1988
John Brooks Slaughter, Ph.D., Sc.D., Eng.D., L.H.D.	1988–1999
Theodore R. Mitchell, Ph.D.	1999–2005
Kenyon S. Chan, Ph.D.	(Interim President) 2005–2006
Susan Westerberg Prager, J.D.	2006–2007

Robert A. Skotheim, Ph.D. 2008–2009

Jonathan Veitch, Ph.D. 2009-

For a history of the College, see Andrew Rolle, [Occidental College: A Centennial History](#), 1986.

[TOP OF PAGE](#)

[Fees and Expenses](#)
[Financial Aid](#)
[Key Policies](#)
[Alumni Association](#)
[Faculty](#)
[Board of Trustees](#)
[Presidents of the College](#)
[Administration](#)
[Campus Map](#)

Under the supervision and direction of the President, the administrators and faculty are responsible for administering educational policy and maintaining proper functioning of Occidental College.

PRESIDENT

Jonathan Veitch, Ph.D.

Vice President for Legal Affairs and General Counsel

Sandra Cooper, J.D.

Director of the President's Office and Assistant to the President for Board Affairs

Rozita Afar, B.A.

Director of Athletics

Jaime Hoffman, B.A.

ACADEMIC PROGRAM

Vice President for Academic Affairs and Dean of the College

Eric Frank, Ph.D.

Associate Dean of the College and Director of Undergraduate and Sponsored Research

Phoebe Dea, Ph.D.

Associate Dean of the College

Irene Girton, Ph.D.

Director of the Core Program

Dolores Trevizo, Ph.D.

Director of Assessment and Retention

Brian Harlin

College Librarian

Robert Kieft, Ph.D.

Director of Institutional Research

Michael Tamada, B.A.

College Registrar and Director of Advising

Victor T. Egitto, M.P.P.

Director of International Programs

Susan M. Popko, M.A.

Director of the Center for Academic Excellence

Thomas Burkdall, Ph.D.

Director of the Center for Teaching Excellence

Robert Moore, Ph.D.

Director of the Center for Community Based Learning

Maria Avila, M.A.

Director of the Center for Digital Learning and Resources

Marsha Schnirring, M.C.I.S.

Director of Fellowships and National Awards
TBD

Director of Health Professions Advising
Cecilia Fox

Director of the Keck Language and Culture Studio
Bruno Louchouarn, Ph.D.

Director of Religious and Spiritual Life
Susan Young, M.Div.

Production Manager
Brian Fitzmorris, B.F.A.

ADMINISTRATION AND FINANCE

Vice President for Administration and Finance
Michael P. Groener, M.B.A.

Bookstore Manager
Anne Wolf, A.A.

Controller
Barbara Valiente, B.A., C.P.A.

Associate Controller – Financial Reporting
Krystal Bruner, B.A.

Assistant Controller – Budgets
Beverly Hamilton, M.B.A.

Assistant Controller – Grants and Contracts
Umar Hassan, M.A.

Assistant Controller – Student Business Services
Yadira Barajas, A.B.

Director of Campus Safety
Hollis B. Nieto, A.A.

Director of the Child Development Center
Tamara O. Woolery, B.A.

Associate Vice President for Hospitality Services
Amy Andrews Muñoz, B.A.

Associate Director of Campus Dining
Judy Runyon

Assistant Director of Campus Dining/ Technology Applications Manager
Kyle M. Hyde

Executive Chef
Ahmad Walid Osman, A.A.

Tiger Cooler Manager
Robert Starec

Director of Master Calendar, Conference Services, and Catering
Mary Grogan, B.A.

Catering Coordinator
Carrie Contreras

Assistant Director of Conference Services and Campus Filming
Lori L. Fiacco, M.F.A.

Associate Vice President of Facilities Management
Michael Stephens

Assistant Director of Facilities Management
Carol Cortez

Assistant Director of Facilities Management
Leonard James Hartley

Assistant Director of Planning, Design and Construction
John J. O'Hara, M.A.

Director of Human Resources
Richard Ledwin, B.A.

Associate Director of Human Resources/Benefits
Jacalyn Feigelman, B.A.

Assistant Director of Human Resources
Marceline Powell

Senior Human Resources Analyst
Eli G. Pangilinan, B.S., B.A.

Employment Manager
Karen Salce, B.A.

ADMISSION AND FINANCIAL AID

Vice President for Admission and Financial Aid
William D. Tingley, M.A.

Dean of Admission
Vince Cuseo, M.A.

Associate Dean of Admission
Pati Piñeiro-Goodenberger, B.B.A.

Associate Dean of Admission
Sally Stone Richmond, M.A.

Assistant Dean of Admission
Christopher Anderson, M.A.

Assistant Dean of Admission
Menelek Lumumba, B.A.

Admission Counselor
Ozzie Baron, B.A.

Admission Counselor
Alyssa Orrantia, B.A.

Admission Counselor
Laura Tokuzo, B.A.

Director of Financial Aid
Maureen McRae Levy, M.A.

Senior Assistant Director of Financial Aid
Gina Becerril, M.A.

Assistant Director of Financial Aid

Dan Dabek

Financial Aid Counselor
TBD

Director of Enrollment Management
Brett Schraeder, M.B.A.

INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement
Tom Tomlinson, Ph.D.

Associate Vice President for Institutional Advancement
Lakshmi Dastur-Johnson, A.B.

Assistant Director of Gift Planning
Deborah Loveland, B.A.

Planned and Major Gifts Officer
Kimberly P. Stafford

Senior Major Gifts Officer
Denise Frost, B.A.

Major Gifts Officer
Pamela D. Wick, B.A.

Director of Advancement Services and Information Management
Wayne Combs, M.B.A.

Associate Director of Advancement Services Operations
Regan Remulla

Director of Stewardship and Advancement Operations
Miki Springsteen, A.B.

Assistant Director of Stewardship and Advancement Operations
Elizabeth Stewart, B.A.

Director of Annual Giving
Margo McAdams, B.A.

Associate Director of Annual Giving
Carrie Harlow, A.B.

Assistant Director of Annual Giving
Lon Ann Wineman, B.A.

Director of Foundation and Corporate Relations
Cassandra Meagher, M.A.

Associate Director of Foundation and Corporate Relations
Deirdre Hennings, B.A.

Director of Alumni Relations
James A. Jacobs, M.S.

Associate Director of Alumni Relations
Dana Valk, A.B.

Assistant Director of Alumni Relations
Alyssa Graunke, A.B.

INFORMATION RESOURCES

Vice President for Information Resources and Chief Information Officer

Pamela McQuesten, Ph.D.

Chief Technology Officer

Todd Grappone, B.A.

Director of Enterprise Services

Gerald W. Craft, A.B.

Director of Networking, Operations, and Systems

Wesley Tomatsu, B.M.

Director of User Support Services

Lisa Spencer, A.B.

Senior Network Administrator

Paul Hubbard, B.A.

STUDENT AFFAIRS

Vice President for Student Affairs and Dean of Students

Barbara Avery, Ph.D.

Associate Dean of Students for Assessment and Retention

TBD

Director of the Career Development Center

Valerie Savior, M.F.A.

Director of Emmons Health Center

Richard Youngblood, M.P.H.

Medical Director of Emmons Health Center

TBD

Assistant Dean for Residence Life and Housing Services (interim)

Tim Chang

Assistant Director of Living and Learning Communities

Maureen Regan

Assistant Director of Residence Life

Amanda Atkinson

Assistant Dean of Students for Student Development

Tamara Rice, Ph.D.

Assistant Director of Student Organizations and Leadership

Justin Gerboc, M.A.

Assistant Director of Student Activities and Greek Life

Devon MacIver, M.S.

Assistant Director of New Student Programs

Karina Viaud, M.A.

Assistant Dean of Students for Community Life, Director of the Intercultural Community Center

Brandi Jones, M.S.

Associate Director of Cultural Affairs

Naddia Palacios, M.A.

Senior Director of Community and Government Relations

Paula Crisostomo, B.A.

Director of Community-Neighborhood Partnership Programs

Jesus Maldonado, A.B.

Director of Upward Bound

Susan Madrid-Simon, B.A.

Senior Associate Director of Upward Bound

Gilbert F. Acuña, M.Ed.

COMMUNICATIONS

Director of Communications

Jim Tranquada, A.B.

Associate Director of Communications

Rhea Borju, B.A.

Assistant Director of Communications

Samantha Bonar, A.B.

Publications Editor

Richard Anderson, B.A.

Web Editor

Marsha Inouye, B.A.

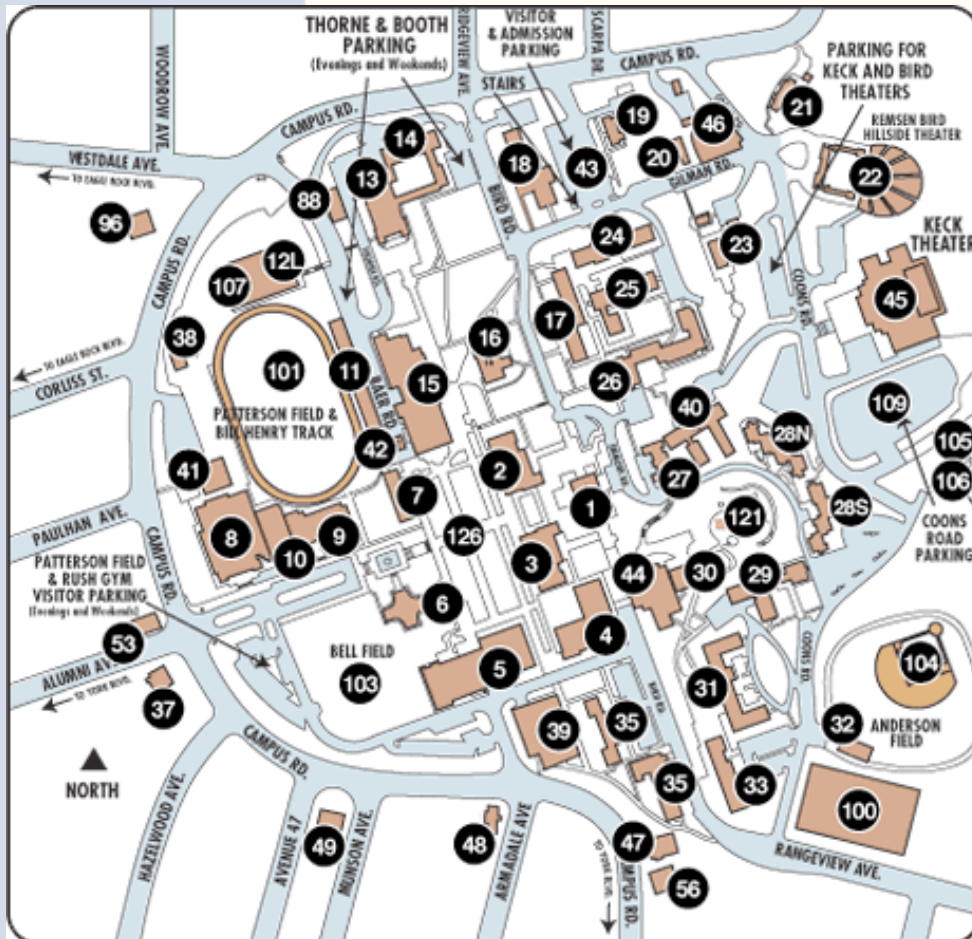
College Photographer

Marc Campos, B.A.

[TOP OF PAGE](#)

Campus Map

Click on a building to see a picture and description.
A Printable Campus Map is also available.



LEGEND

Alumni Drive

- Alumni Relations** 1541 Campus Road, **49**
- Remsen Bird Hillside Theater** , **22**
- Facilities Management and Campus Safety** , **12L**
- Central Chiller Plant** , **88**
- Central Quadrangle** , **126**
- Child Development Center** , 1824 Campus Road, **20**
- College Guest House** , 1480 Campus Road, **47**
- Collins House** , Admission, **19**
- Coons Administrative Center** , **1**
- Coons Road Parking Lot** , **109**
- Emmons Health and Counseling Center** , **27**
- Herrick Memorial Chapel/Interfaith Center** , **6**

Intercultural Community Center , 1501 Campus Road, **48**
Institutional Research Center , 1478 Campus Road, **56**
Johnson Student Center and Freeman College Union , **15**
Keck Theater , **45**
Mullin Studio and Art Gallery , **46**
President's House , **23**
Samuelson Campus Pavilion , **16**
Sycamore Glen , **121**
Thorne Hall , **13**
Visitor and Admission Parking , **43**

Academic Facilities

Anthropology Office , 1737 Campus Road, **96**
BioScience Building , **44**
Booth Music and Speech Center , Site of Bird Studio, **14**
Fowler Hall , **3**
Hameetman Science Center , **39**
Johnson Hall , **2**
Mary Norton Clapp Library , **5**
Moore Laboratory of Zoology , **30**
Norris Hall of Chemistry , **4**
Psychology Laboratory , **38**
Swan Hall , **7**
Urban and Environmental Policy Institute , **21**
Weingart Hall for the Liberal Arts , **17**

Athletics Facilities

Alumni Gymnasium , **9**
Anderson Field , **104**
Bell Field , **103**
Culley Athletic Facility , **41**
Patterson Field/Bill Henry Track , **101**
Patterson Stadium , **11**
Rush Gymnasium , **8**
Soccer Fields , **105 & 106**
Taylor Pool/Field Building , **10**
Tennis Courts (North-upper level), **107**

Residence Halls

Bell-Young Hall , **34**
Braun Hall , **29**
Chilcott Hall , **25**
Erdman Hall , **24**
Haines Hall , **26**
Newcomb Hall , **18**
Norris Hall , **28**
Pauley Hall , **33**

Rangeview Hall , 100
Stearns Hall , 40
Stewart-Cleland Hall , 31
Wylie Hall , 35