

Occidental COLLEGE

2011-2012 CATALOG



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

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College Calendar

FALL SEMESTER 2011

August 27 - 30, Saturday-Tuesday	Orientation
August 31, Wednesday	First Day of Classes (Classes start at 11:30 a.m.)
August 31, Wednesday	Convocation (9:00 a.m.)
September 5, Monday	Labor Day Holiday
October 17-18, Monday-Tuesday	Fall Break
November 23-25, Wednesday-Friday	Thanksgiving Recess
December 7, Wednesday	Final Day of Classes
December 8-11, Thursday-Sunday	Reading Days
December 12-17, Monday-Saturday	Final Examinations
December 19, Monday	Final Grades Due

SPRING SEMESTER 2012

January 23, Monday	First Day of Classes
February 20, Monday	Presidents' Day Holiday
March 12-16, Monday-Friday	Spring Break
May 3, Thursday	Final Day of Classes
May 4-6, Friday-Sunday	Reading Days
May 7-12, Monday-Saturday	Final Examinations
May 15, Tuesday	Senior Grades Due
May 20, Sunday	Commencement
May 21, 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 or Wednesday	2:30 – 5:25 p.m.
Monday or Thursday	7:00 – 10:00 p.m.

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.

Regular Decision applications for admission into to the first-year class are due by January 10. Students for whom Occidental is their first-choice college may apply under one of two binding Early Decision programs. ED I applications are due November 15, with decisions mailed within the month and ED II applications are due January 3, with decisions also mailed within the month. 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 March 15.

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, email admission@oxy.edu, or contact: Office of Admission, Occidental College, 1600 Campus Road, Los Angeles, CA 90041.

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 Examination 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. 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 in French, Spanish, or Latin; 550 or above in German or Chinese; 540 or above in 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.

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

Major Concentration

The requirements for graduation are determined at the time students declare their major. The catalog and policies in place at the time (the current official catalog) determine the students' requirements for the major declared. The student has the option to use any catalog thereafter as long as the student does not take a leave of absence or withdrawals from the college.

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 appropriate 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 units that may be required by a 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 senior students in the major to complete a comprehensive

examination, the evaluation of which becomes a part of each student's permanent record and transcript.

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
East Asian Studies
Biology
Chemistry
Chinese Studies
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 Studies
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
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.

Graduate Study

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 College will no longer be accepting new applications for the multiple and single subject credentials, or the Master of Arts in Teaching (MAT) degree.

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. This program will end on June 30, 2012. 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 for the Master of Arts in Biology are available in the Graduate Office. Applications and all admission credentials for graduate study must be received by March 1 for students applying to begin study during the Summer Session, April 1 for students applying to begin study during the Fall Semester, and October 1 for students applying to begin study during the Spring Semester.

Students seeking admission to the M.A. program 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 Graduate Record Examination (GRE) general and subject test scores. 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 \$60. (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.
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. An official report of test scores from the Graduate Record Examination General Test.
6. 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.

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) online and a separate Financial Aid Application for Graduate Students to the Financial Aid Office by April 19, 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 in the teaching credential program (either the Single Subject or Multiple Subject Credential) 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.

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 MAT Degrees

At the time of acceptance for graduate study, each degree candidate is assigned a major advisor and, in the case of MAT 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 MAT 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-units 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 (numbered 300 and higher) with the addition of a related teaching-oriented project. For the MAT 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). Only one of the three courses may be completed with independent study. For all MAT 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 MAT Research Seminar (Education 589), both Fall & Spring Semesters.
- 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 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.

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 MAT 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., MAT, 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.

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 2011-2012 will be reflected in the online catalog.

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 may be incurred.

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

Normally, students with less than 32 units are limited to 18 units of enrollment per semester. However, students who have completed at least 32 units at Occidental may enroll in up to 20 units and students with at least 32 units and whose overall GPA is at least 3.0 may enroll in up to 22 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 evidence 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 complete a reflective essay and internship evaluation, as instructed by the CDC. Students desiring to do an internship must have at least part-time status, registered in at least six course 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 not receive credit for their internship.

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.

If the student is leaving the institution for personal reasons such as health or family emergencies, the Dean of Students Office can assist students with the Withdrawal or Leave of Absence procedures. The Dean of Students Office also administers the Personal Withdrawal or Leave of Absence policy found in the Student Handbook, which may impact students during their departure from the institution and readmission process. Please contact the Dean of Students Office at 323-259-2969 for more information.

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 had no control. A student must petition prior to the last day of classes 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 with a notation on the official transcript. 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

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, 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 advantage unfairly her/himself or another student academically. Any member of the Occidental community who believes that a student has engaged in misconduct of 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. For grade disputes involving a claim of harassment or discrimination on the basis of disability, instead follow the Disability Services grievance policy described at <http://www.oxy.edu/x10031.xml>.

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, the student 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 any 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. No forms will be accepted after the deadline.

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 available in the Office of the Registrar and upon payment of Auditors' 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 or 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 throughout the 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.

Graduation Ceremony Participation Requirements

Normally students are required to meet all requirements for the degree to participate in the commencement ceremony. The college will accept petitions to participate in the ceremony if a student has met all core requirements, all major requirements, successfully completed senior comprehensives and has completed a minimum of 124 units.

Students receiving a failing grade required for Core, major or comps at the end of the second semester of the senior year will not be eligible to participate in that year ceremony.

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 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 Higher Level (HL) 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. Not all Graduate and Professional programs accept AP credit of college courses.

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. Occidental will accept credits from a regionally accredited college or university only.

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.

Off-Campus Programs

International Programs

Ms. Craggs, Director

Ms. Mofford, Assistant Director

Occidental's international program is distinguished by its academic rigor, curriculum integration and cultural engagement. In keeping with the College's broader mission, Occidental believes that study and research abroad will enrich the student's overall college experience, contribute positively to the life of the College, and engender responsible participation in a global, multicultural society. Therefore, students are strongly encouraged to apply for study and research abroad.

Occidental offers a wide array of semester study abroad programs throughout Africa, Asia, Europe, Latin America, and Oceania. In addition, Occidental offers the distinctive opportunity for students to propose fully-funded independent research abroad in virtually any subject and in virtually any country in the world. Students seeking a unique academic opportunity domestically may participate in Oxy's United Nations program in New York. The College believes language preparation for programs abroad is essential and students should meet with their advisor as early as possible to plan a curriculum to include preparation for study and research opportunities abroad. 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. The College will not approve participation in study or research programs in countries for which the United States Department of State has issued a Travel Warning.

Study Abroad

Approved participants receive a total of sixteen units for successful completion of approved off-campus courses. Grades are calculated into the Occidental GPA and appear on the transcript. 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.

Currently approved Study Abroad programs are listed on the International Programs website: <http://www.oxy.edu/ipo.xml>. Note that Occidental may be obliged to alter or eliminate programs at any time.

Students apply for study abroad in the semester preceding participation. Applications are due in September for January and in February for September. Students may download the Cross-Cultural Study Application on the International Programs website: <http://www.oxy.edu/x5212.xml>. Applications are reviewed by the Off-Campus Study Committee. 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.

The College offers two mandatory orientation meetings for all study abroad participants.

Students from all majors are eligible to apply to study off-campus and students from the sciences and other underrepresented disciplines, in particular, are encouraged to apply. Students may study off-campus during either fall or spring of their junior or senior year. Sophomores are ineligible for off-campus study. There is an Occidental College GPA requirement of 3.0 to apply for off-campus study. The GPA requirement for individual programs may be higher. Students are expected to meet or exceed Occidental's requirements and that of their proposed program. The selection process is competitive and minimally qualified students may not be approved. Priority admission may be given to applicants for Occidental's exchange programs. Students on academic or disciplinary probation at any point during the semester preceding off-campus study are ineligible to participate in 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. Participation is contingent upon approval by the individual program, as well as the Occidental Off-Campus Study Committee. As well, participation is contingent upon satisfactory completion of all program prerequisite courses and related courses, as well as satisfactory academic progress toward the student's major. Students who earn a grade of D or F in any course in the semester preceding their program become ineligible for off-campus study. Students must be clear any outstanding balances with Student Accounts and Financial Aid by the last day of classes in the semester prior to off-campus study to remain eligible for participation.

Detailed information about individual programs, including eligibility requirements, is available from International Programs (Weingart 101); ipo@oxy.edu; 323-259-2533, and on the International Programs website: <http://www.oxy.edu/ipo.xml>. Students are urged to consult an International Programs advisor for information about the application and selection processes, and programs.

Research Abroad

Occidental maintains a highly distinctive research abroad program which awards fellowships to Occidental students to pursue fully-funded independent research or creative work abroad for eight to twelve weeks during the summer virtually anywhere in the world. *From Social Performances of Madness in Elizabethan Theater in London, to Mythological Traditions and Gender Roles in Chile, to The Physics of High Efficiency Wood Stoves in Northern Uganda*, students pursue projects of scholarly merit that promote cross-cultural engagement. Proposals are developed by the student in conjunction with an Oxy faculty supervisor. While abroad, scholarship recipients work full time on their project. Upon return to Occidental College, Students present their project to the Occidental community at the International

Programs' research abroad conference held each fall semester.

Past research abroad scholars have successfully presented their projects at regional and national research conferences and have utilized their work for senior comprehensive projects. Many research abroad scholars successfully pursue graduate fellowships and graduate degrees overseas. The Research Abroad program is generously funded by the Joseph Edward Richter trust which maintains the Paul K. and Evalyn E. Cook Richter Memorial Funds.

Eligibility includes: 2.7 GPA; appropriate academic preparation and personal readiness. Students from all majors are eligible to apply for research abroad fellowships and underrepresented students and first generation students, in particular, are encouraged to apply. Normally, students pursue research abroad during the summer following the junior year. Exceptional sophomores may apply. Only degree-seeking students returning to campus are eligible; fellowships are not awarded to students during their senior year. Personal Readiness is demonstrated through the student's proposal and recommendations. In addition, the student's disciplinary record will be accessed and considered as part of the application.

The faculty supervisor is essential to a successful proposal. Students should identify a faculty supervisor early. Normally, adjunct faculty do not supervise summer research abroad projects. For help finding a faculty supervisor, contact an International Programs advisor at ipo@oxy.edu or 323-259-2533. Students should develop a working plan with their supervisor at the start of the academic year. All comments from the Off-Campus Study Committee will be forwarded to both the student and faculty supervisor. Students maintain a supervisor meeting log during the proposal process and submit this with their final proposal. A recommendation from the faculty supervisor is required as part of the final proposal.

Students on academic or disciplinary probation at any point during the semester preceding research abroad are ineligible for research abroad fellowships. Students who earn a grade of D or F in any course in the semester preceding research abroad become ineligible for research abroad fellowships. The selection process is competitive and minimally qualified students may not be approved. Preference may be given to applicants without previous international experience and/or previous Occidental awards. Students applying to study abroad during the fall or spring of their junior year, during the Research Abroad proposal process, are encouraged to communicate with International Programs about the proposal process while they are studying off-campus.

Successful scholarship recipients may earn a maximum of four credits for the research abroad proposal and project as follows. All applicants may register for an optional two credit independent study through International Programs during the fall or spring semester of the proposal process, (graded or CR/NC). In addition, students whose proposals are approved will earn an additional two credits for successful completion of the research abroad project (CR/NC only). Academic credit is subject to the policies and procedures outlined, below.

Students are strongly encouraged to pursue an optional two-credit independent study for

research abroad with their faculty supervisor during the fall or spring semester prior to proposed research. The independent study for research abroad will contribute to the student's ability to demonstrate appropriate academic preparation for the fellowship. Normally, students who conduct two-credit independent studies related to their topic submit highly compelling proposals which are ultimately funded, however, an independent study does not guarantee approval of the proposal. Two credit Independent studies for research abroad are subject to the College's maximum number of units for independent study which is 8.0 units in total. Two credit independent studies for research abroad may be taken for a letter grade or on a CR/NC basis. Once the student has declared his/her intention to take a two credit independent study for research abroad on either a graded or CR/NC basis, this may not be changed. Students are reminded that courses taken on a CR/NC basis may not count toward the major, minor or toward Core requirements.

Students apply for the two credit independent study for research abroad through the International Programs Office. Download the form on the International Programs website. Submit the form, signed by the project supervisor, to International Programs by the College's add deadline listed in the College's Academic Calendar. All students who successfully complete their research abroad project, in keeping with the proposal approved by the Off-Campus Study Committee and requirements of the grant will receive two credits graded on a CR/NC basis. Research abroad credits will be posted to the transcript after September 1 each year.

Domestic Off-Campus Study

Occidental offers The United Nations Program, a prestigious program which offers students an opportunity to study this significant international political organization in New York City. The program is offered each fall semester. Students take three courses including an academic internship at a non-governmental organization or other UN-related agency. Participants receive 16 credits for the semester. All students undertake an independent study project in conjunction with their academic internship. Students reside at the 92nd Street YMCA; the DeHirsch Residence, on the upper East Side of Manhattan

Eligibility: 3.0 GPA; Diplomacy and World Affairs 101; 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 UN Program poses an exception to this policy and more than two-thirds of program participants study abroad prior to their senior year. An interview is required as part of the application process. Approximately sixteen places are available each fall.

Classical Studies

Advisory Committee

Assistant Professor Stocking (*English and Comparative Literary Studies*), Chair
 Professors Boesche (*Politics*), Frank (*Art History and the Visual Arts*), Homiak (*Philosophy*),
 Horowitz (*History*); Professor, Near (*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
- ARTH 385 The City of Rome in the Middle Ages

English and Comparative Literary Studies:

- 205 The Wake of the Ancient
- 286 European Literary Traditions
- 300 Intro/Classical Literature
- 301 Literature of Rome
- 303 Genre in Classical Literature
- 305 The Athenian Experience
- 397 Independent Study: Greek Reading
- 397 Independent Study: Latin Reading

Greek:

- 101 Elementary Greek
- 102 Elementary Greek
- 201 Topics in Classical Philology (Greek)

History:

- 121 Europe to 1700
- 274 Medicine and Disease in Western Society

- 320 Ancient Athens
- 324 Italian Renaissance
- 395 Ancient Athens and Renaissance Florence

Latin:

- 101 Elementary Latin
- 102 Elementary and Intermediate Latin
- 201 Topics in Classical Philology (Latin)

Philosophy:

- 205 Introduction to Ancient Thought
- 300 Topics in Classical Philosophy

Politics:

- 251 European Political Thought: From Plato to Machiavelli

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 the 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 in rich disciplinary content 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 writing 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. An additional measure of writing proficiency is required; most recently this measure has been participation in a shared intellectual experience with required reading. Frosh are expected to pass the writing exercise that culminates the experience. Those who do not pass the Cultural Studies Writing evaluations 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.

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.

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.

Students interested in the 3/2 program gain entrance into the engineering school through a strong academic record at Occidental and a recommendation by the Occidental liaison officer on behalf of the faculty. At least a 3.3 grade point average, both in science/mathematics and overall, is required. Those seeking entrance to Caltech must also receive approval from the Caltech Office of Admission.

Occidental also offers an alternative pattern with Columbia known as the 4/2 Plan. In this scenario, 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 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 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

Undergraduate Research Center

Professor Dea, *Director of Undergraduate and Sponsored Research*

Ms. Mazzeo, *Administrator*

ADVISORY COMMITTEE

Professor , *Chair*

Professors Baran (Biology), Prebel (ECLS) Shtulman (Psychology), Dea (Chemistry) *ex officio*

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 in all majors may receive research stipends, support for research materials, on-campus housing support, and/or conference travel support. Student-generated proposals are reviewed by the Application & Proposal Evaluation 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 (<http://departments.oxy.edu/urc>) in preparing their proposals and filing reports on their completed project.

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.

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.

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.

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.

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.

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.

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; 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.

Center for Academic Excellence

Associate Professor Burkdall, *Director and Writing Specialist*

Associate Professor Martinson, *Writing Specialist*

Assistant Professor Prebel, *Writing Specialist*

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 CAE is located on the ground floor of the Mary Norton Clapp Library. Appointments with the faculty specialists may be made online through the Center's home page.

For information on Disability Services, please visit

<http://www.oxy.edu/DisabilityServices.xml> or call the Dean of Students Office at (323) 259-2969.

Center for Community Based Learning

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: Community Literacy

Math 201: Mathematics, Education, and Access to Power
Physics 168: Energy Conversion and Resources
Politics 295: Disaster Politics
Psychology 340: Organizational Psychology
Theater 260, 261: Children's Theater

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.

Dean of Students

Dean of Students Office

Barbara Avery, Vice President for Student Affairs and Dean of Students
Carolina Thompson, Associate Director for Student Support and ADA Coordinator
Emily Harris, Assistant Director for Student Advocacy and Accountability
Ruth Tavlin, Student Success Coordinator
Terri Finch, Executive Administrative Assistant
Lorlei Saneto, Administrative Assistant

The Dean of Students Office supports the mission of the college by taking the lead in promoting an environment that is challenging, supportive, and conducive to learning in all aspects of student life. The Office is open to students, faculty and staff, and parents who have questions for which there may not be an obvious answer or an office to address the issue.

Academic Support

The Dean of Students Office provides guidance to students who are on academic probation or are seeking to re-apply to the College after an academic suspension. Students on probation meet with the Student Success Coordinator who helps them to develop an academic success plan and connect to appropriate resources.

The Office staff assist students with larger issues arising from illness and missing classes for an extended period of time. In cases of emergency or crisis, Office personnel coordinate partnerships among students, their families, faculty, and staff and help to process academic actions (leave of absence, withdrawals, etc.) as appropriate.

Disability Services

Staff members in the Dean of Students Office support students with learning, psychological/psychiatric, or physical disabilities by guiding them through the documentation process and determining appropriate accommodations and learning strategies for these individuals.

Student Care

The Dean of Students Office staff members receive reports about students of concern brought forth by parents, faculty, and staff. These professionals respond directly to the student with support and guidance as appropriate through efforts coordinated by the Student Success Team. This team strives to balance the rights of individual students with the need to maintain a safe campus community.

Student Conduct

The Dean of Students Offices develops and implements policy through practices that enhance the student experience and maintain a healthy, safe, and respectful learning community. Students are held accountable to these policies through the enforcement of the Student Conduct Code via the Office of Student Conduct.

Dean of Students Office Administration
Telephone: (323) 259-2661

Fax: (323) 341-4927

Health Professions

Angela Wood, *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 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.

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 online or in person at 1501 Campus Road.

Office of National Awards

National Awards

Sue Pramov, Assistant Director

National Awards Committee

Professor Dale Wright, (Religious Studies) Chair
Professor Tom Burkdall (English Writing)
Professor Lan Chu (Diplomacy and World Affairs)
Professor Leslie Chiou (Economics)
Professor Nancy Dess (Psychology)
Professor Caroline Heldman (Politics)
Professor Gary Martin (Biology)
Professor Movindri Reddy (Diplomacy and World Affairs)

The Office of National Awards advises students and alumni interested in pursuing national awards opportunities. We inform, recruit, counsel and prepare Occidental College candidates in their pursuit of highly competitive and prestigious academic opportunities. Students and alumni applying for these awards should demonstrate:

- strong academic achievement
- outstanding leadership roles
- involvement in the civic engagement
- participation in research
- alignment with specific eligibility criteria for individual awards

The office works collaboratively with faculty advisors and the Faculty National Awards Committee to introduce students and alumni to a range of national and international opportunities including: fellowships, scholarships, post-graduate study, internships, and research positions at highly esteemed institutions. We work in partnership with other campus departments, CAE Writing Specialists, the Career Development Center, Undergraduate Research Office, International Programs and the Office of Civic Engagement to assist the Occidental College candidates in submitting their most compelling and competitive application.

Visit us online at <http://www.oxy.edu/FellowshipsAdvising.xml> or in person in Johnson Hall, room 108

Information Resources

College Library, Scholarship Technology, Information Technology Services and Operations

Dr. McQuesten, Vice President and Chief Information Officer

Dr. Kieft, College Librarian

Ms. Schnirring, Associate Vice-President for Scholarship Technology

Ms. Serafini, Director of Operations

Mr. Uhrich, Associate Vice-President for Information Technology

At Occidental, the four 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. Scholarship Technology, Information Technology Services (ITS), Library, and Operations staff 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 systems and staff provide access to information and services needed to support operational decision-making and College business transactions.

College Library

Housed in the Academic Commons, the Occidental College Library 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 brought materials for student and faculty study and research.

In addition to providing collections of printed and electronic materials in all the disciplines taught at the College, the Library participates in consortial arrangements that deliver or otherwise give campus researchers access to resources held beyond Oxy. While most of the Library's materials, services, and staff are housed in the Academic Commons, musical scores, recordings, listening facilities, and selected reference books are located in Booth Hall and the Instruction & Research Consultant for the Arts & Humanities is based in Weingart, home of the Art History Visual Arts Dept.

The Special Collections and College Archives unit is on the third floor of the Academic Commons. It is home to the many notable gifts and endowments given to the College for the advancement of its teaching mission and in recognition of its role in the preservation of

cultural heritage. In support of undergraduate, scholarly and public research, the Special Collections staff preserves and provides access to thousands of rare books, archival papers and manuscripts, visual media, paintings, prints and artifacts of unique significance in the arts, literature, theatre, book arts, and local, regional and cultural history. Special Collections is also home to the college archives, known as Occidentalia, documenting 125 years of Oxy history.

Scholarship Technology

Scholarship Technology provides instruction, information resources, digital technologies and consultative services to support faculty and students in ways that more closely align with a 21st century teaching, learning, and research environment. Scholarship Technology is responsible for Moodle, Oxy's online course management system, its scholarly publishing platform, OxyScholar, and a wide range of classroom technologies and learning spaces. Based in the Academic Commons, two units comprise Scholarship Technology - the Center for Digital Learning & Research (CDLR) and Instruction & Research Support (I&RS).

The CDLR operates at the intersection of content, emergent technologies, and teaching/learning spaces. The professional staff and Mellon Postdoctoral Fellows support faculty in the exploration of new pedagogies and practices and developing exemplary digital scholarship projects. CDLR staff build and broker connections among faculty and students with partners beyond Occidental College boundaries in order to extend experimentation, innovation, and content creation.

Instruction and Research Support professional staff, with broad disciplinary expertise in the Arts and Humanities, Sciences and Social Sciences and closely integrated with the college's first-year experience, assist faculty with course and research design as well as the use of various classroom instructional technologies. One-on-one research consultations help students make the transition from recreational to academic and critical uses of technology, as well as improve knowledge of scholarly resources and research strategies necessary for their academic work.

Information Technology Services

As part of the Academic Commons, ITS provides technologies and services that enhance how the Oxy community learns, teaches, creates, administers, communicates and shares ideas and information, ensuring that the College continues to be strong, competitive and flexible, and that students, faculty and staff accomplish their academic, administrative and creative endeavors. The professional staff provides technology planning, application and system support, web services and technical 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 effectiveness of faculty, students and staff.

ITS provides wireless access throughout all academic and residential buildings, as well as across most of the campus. A wide variety of software applications are available for student, faculty and staff use through a combination of local and virtual computing

environments. Web and collaboration platforms are available for use by the entire campus community.

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 189 or 289 (or their equivalent), Psychology 110 or 223 and 223L, AMST 290, 390, and 490, and at least three 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: Education 215/515, English and Comparative Literary Studies: 189, 289, 377. History: 206, 304, 306, 307. Politics: 101, 206, 208, 209. Psychology 385, 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. LOCATION AND DISLOCATION This course offers ways of thinking about place, including Los Angeles, using texts from different academic perspectives. The course will examine four primary themes: 1) importance of place and environment, 2) issues of migration and dislocation, 3) bodies and commerce, and 4) placement and building communities. We will analyze theoretical writings, films and other visual materials, and historical and fictional narratives. Student engagement with L.A. communities will be an essential part of the course. Students are expected to be engaged with the course materials and are expected to think critically about how they place themselves in the multiple communities that they occupy.

Social Justice by the Numbers: In addition to the cultural component of the academic program, students will attend a quantitative component that develops reasoning and problem solving skills through mathematical investigations. This quantitative component is structured to accommodate students with different levels of experience in mathematics.

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

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

The American Studies movement began in the early years of the Cold War, proposing a study of the ideology of American exceptionalism as a response to the appeals of international communism. American Studies as an academic program was, however, almost immediately the site of raucous disagreements over the officially innocent history embedded in that ideology. This course studies the intellectual history of these arguments since the middle of the twentieth century, in large part by sampling how scholars have revised our understanding of the meaning of exceptionalism, a doctrine that still resonates in contemporary political and cultural debate. Required for the American Studies major or minor, and open to any student with college level course background in the history, literature, or culture of the United States. *Prerequisites:*

Instructor permission required for first-year students

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**

Black Literary History and the Archive

Black Literary History and the Archive Description: How do we resurrect the lives of people who were considered unimportant, those whose contributions were dismissed and buried? What does the existing historical archive tell us about what is considered valuable and about what constitutes "memory"? This class examines the lives of two of the most important nineteenth-century Black women writers, Harriet Jacobs and Harriet Wilson, as a means to develop the tools of literary recovery. As we expand the contours of the historical canon, we will also reflect on our own sense of the scope and shape of African American historical memory and the ways in which we organize history. How do we interpret religion, resistance and labor activities that fall "outside" of the most recognized narratives about African American experience? This class will take on these larger questions as we also engage in archival work in newspapers, census records and beyond.

CORE REQUIREMENT MET: **UNITED STATES**

Discipline And Desire: The History Of Sexuality In The United States

This course examines the history of the politics of sexuality in the United States since the American Revolution. It begins with theoretical works on the intersections of sexuality and politics, including writings by Sigmund Freud, Wilhelm Reich, Daniel Bell, Michel Foucault, Judith Butler, and Michael Warner. It then considers important moments in the history of American sexuality, including the growth of cities and erotic subcultures after the war for independence, the establishment of "republican discipline" and Victorianism in the early 19th century, blackface minstrelsy and the eroticization of slavery, the confinement of prostitution, the creation of domestic and public spheres, the explosion of working-class sexual entertainment during the industrial revolution, feminism and the social hygiene movement, the invention of homosexuality and emergence of gay and lesbian subcultures, black music and the racialization of sex, Betty Friedan's *Feminine Mystique* vs. Helen Gurley Brown's *Sex and the Single Girl*, Stonewall and Gay Liberation, *Roe v. Wade*, the feminist "pornography wars," the Clinton-Lewinsky scandal, and the politics of gay marriage.

CORE REQUIREMENT MET: **UNITED STATES**

Race and American Citizenship

Race and American Citizenship > > This course examines how American citizenship, from the war for independence to the present, has been defined in relation to ideas of race. In the early republic, how was citizenship created -- as both a legal category and a set of cultural norms -- and how did it reflect and influence concepts of "whiteness" and "blackness"? During the Civil War and Reconstruction, what was required of ex-slaves to become citizens, and how did they respond to those requirements? What were the privileges of whiteness and what were its costs? For African Americans during the era of segregation, what were the problems of "second-class citizenship" and what were its benefits? In response to the great waves of immigration at the turn of the 20th century and after 1965, how did nativists, liberals, employers, labor leaders, and immigrants themselves re-define "Americanism"? How has the Supreme Court, in cases such as Plessy and Brown, ruled on questions of difference, belonging, and national obligation? What was gained from the civil rights movement's campaign for "full citizenship" and what was lost? What does it mean to be a "good American citizen"

CORE REQUIREMENT MET: **INTERCULTURAL**

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

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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.

Three beginning courses: S102, S103 and S105 (S101, 104, and 106 may only be taken as electives; only one elective course at the 100 level can count toward the major); Two of the following intermediate courses: S203, S210, and S216 or 217; Two of the following Advanced Project courses: S310 (Painting and Drawing), S320 (Interdisciplinary/Topical), and 330 (Printmaking); S490 (Senior Seminar); One course in Film and Media Studies (Criticism or Production); and Art H180 (Introduction to Later Western Art) and Art H389 (Contemporary Art). The sequencing of courses is crucial, so that students advance as quickly as possible to 200 and 300 level courses: students should take beginning and intermediate courses in the Frosh 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 must ensure that they choose a semester that does not adversely affect this sequence of courses (including the art history courses).

Emphasis in Media Arts and Culture: 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 research, historically contextualize, and produce 1) a video, Web, or installation-based digital media project; 2) a feature-length screenplay; or 3) a critical senior thesis. All students, regardless of their project choice, are expected to push media scholarship, project form, and modes of audiovisual communication.

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 Art F courses except where indicated otherwise: 140, 146, 243, Art H287, 390, 490 (either the critical research section or the media production section based on primary nature of comprehensive project). One from the following: 241, 245, 246, 248, 295. One from: 220, 240, 242, 290. One from: 320, 340, 348, 355. One Art S (studio) course. One additional Art H (history) course. One Additional Art F course, bringing the total to 12 AHVA courses (48 units). The screenwriting comprehensives option requires that students have taken Art F220 and 320 by the end of junior year (along with 220 if producing fiction). All production comprehensives students must have taken Art F140 and either 242 or 355 by the end of junior year. Critical comprehensives students must take either Art F245 or 348 before the end of junior year.

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 media-related courses offered in ECLS, Music, Theater, History, Spanish or CTSJ.

Emphasis in History of Art: A minimum of 48 units, including three survey-level courses (H160, H170, and H180; one of these may be replaced by a 200-level elective in the same area) or equivalent; at least one course above 300 in two of these areas: Asian, Early Western, and twentieth century (either H387 or H389); the Seminar in Art History (H395); and the Senior Seminar (H495); two additional art history courses above the 100 level, of which at least one is at the 300 level; at least two courses (8 units) in Film/Media Studies and/or Studio Art. 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.

Combined Emphasis: Students may declare a combined emphasis in art history and

studio art: A minimum of 48 units, including four introductory courses two each in studio art (chosen from ARTS 101, 102, 103, 105, 106) and art history (chosen from ARTH 160, 170, 180); and six courses above the 100-level, three each in studio art and art history, including at least one 300-level course in each area; the Senior Seminar in studio art (ARTS490) or art history (ARTH490). Similar combined emphases between art history and film/media studies or between studio and film/media studies may be proposed in consultation with the faculty advisor.

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 Art F courses (20 units).

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.

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. 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, 4 units*

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 (2 units of 4 unit requirement)

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

283. RENAISSANCE ARCHITECTURE IN ITALY

This course examines the development of Italian Renaissance architecture from about 1300 to about 1550. It will consider buildings in the civic and ecclesiastic context, both sacred and secular. The evolution of this tradition will be studied in relationship to issues of function and structure, contemporary writing, and religious, political, and economic influences.

CORE REQUIREMENT MET: EUROPE • PRE- 1800

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**

327. BOOK ARTS/LETTERPRESS PRINTING

This class is an introduction to the historical art of letterpress printing using design elements with text and image. Students will complete a collaborative artist book with hand binding and original imagery using typographic design, hand typesetting, and letterpress printing.

2 units

328. BOOK ARTS: THE HANDPRINTED BOOK

Students will advance their knowledge of letterpress printing by planning, designing and producing a handprinted artist book. Elements covered: narrative, sequencing, page layout and design, type as graphic, innovative image-making methods for the Vandercook and structure of the book, . Theoretical readings and research conducted in Special Collections will support the students' projects and focus on 20th and 21st Century artist book design and production. *Prerequisite: ARTS 327 or permission of instructor*

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**

S380. PROVIDING CONTEXT: PRACTICES OF MAKING, WRITING, AND CURATING ART

This class is designed to introduce students to the practice of writing about and curating contemporary art. Guided by influential texts from sources as varied as blogs, podcasts, magazines, TV shows, zines, vlogs, and, of course, books, we will explore the shifting roles of the contemporary artist, art writer, and curator in today's diverse and globalized art world. Students will put theory into practice by engaging in their own writing about contemporary art in Los Angeles, with the goal of creating an expansive critical space for their thoughts to flourish. Additionally, we will investigate conventional and alternative curatorial practices that question the cultural, political, economic, regional, and social contexts shaping the exhibition of contemporary art. Students will mount their own exhibitions designed to question the boundaries of the "white cube gallery", pushing art into surprising public and private spaces. ! Coursework will include multiple arts writing assignments, regular visits to a variety of arts venues, and individual and collaborative curatorial projects *Prerequisites: Major in AHVA or permission of the instructor*
2 units

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 and ARTS 102, ARTS 103, ARTS 105, ARTS 203, ARTS 210; and ARTS 216 or ARTS 217*

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

F220. 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

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

F241. 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 243, or permission of instructor.*

CORE REQUIREMENT MET: INTERCULTURAL

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, Art F241 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, focusing especially on the moments of new media development between the industrial revolution and digital convergence in the 21st century - from the development of moveable type to silent films to television and videogames and on to revolutions in politics and relationships opened up by social networking. The course emphasizes interactions between technology, social institutions and cultural form, using readings in Marxist theory, media history, and comparative media studies. The emphasis is on critical reading, discussion, writing, and using theories to investigate case studies in 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

Born Digital, Growing Up Digital, Teaching Digital Natives, Understanding the Digital Generation ... these are just some of the titles in a veritable explosion of guidebooks on how thinking, learning, and doing have changed in a world transformed by digital, networked, and social media. In this course, we take a critical look at the theories and prophecies on the "Net Gen"; we explore and assess new digital possibilities for communicating, teaching, and learning; and we think critically, contextually, and historically about the ways in which new media forms and practices shape identity, community, sociality, creativity, privacy, civic engagement, and everyday life. Class projects will enable students to experiment with and gain practical experience applying a range of media 2.0 technologies to their own academic work

CORE REQUIREMENT MET: **FINE ARTS**

F246. TOPICS IN FILM HISTORY

Classical and Post-Classical American Cinema (1930s to 1960s). A survey course on American independent cinema and Hollywood studio productions from the emergence of sound cinema and the fortification of business models and generic conventions in the studio system up through the social, political, and civil rumblings of the early 1960's. Topics include genre theory; gender, race, and class in American cinema and society; independent and experimental counter-cinemas operating outside the Hollywood model; censorship; and the evolution of film genres. The course will draw upon Occidental's location in Los Angeles as a source of research, screening, and programming opportunities. *Prerequisite: F146 or 243.*

CORE REQUIREMENT MET: **FINE ARTS**

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. The course will draw upon Occidental's location in Los Angeles as a source of research, screening, and programming

opportunities. *Prerequisite: F146 or 243.*

CORE REQUIREMENT MET: FINE ARTS

F248. TOPICS IN INTERNATIONAL CINEMA

A survey course on the global language of film and media. Screenings and readings will cover a range of national contexts, examining questions of national identity, national cinema, alternative cinema, Third world cinema, realism, allegory, postcoloniality, globalization, and transnationality. The course will take advantage of the international and intercultural makeup of Los Angeles as a means of exploring media and accessing practitioners who are working across national boundaries.

CORE REQUIREMENT MET: INTERCULTURAL • FINE ARTS

F290. INTERMEDIATE PRODUCTIONS - CINEMATOGRAPHY

This course provides the opportunity to crew on an Art F490 Senior Comprehensives media project as the designated director of photography, receiving specialized cinematography training at the intermediate level from a professional cinematographer. Projects range in form from fiction and documentary to experimental and installation-based media. Through screenings, readings, hands-on workshops, and shoots, students will learn technical skills, research and develop an aesthetic plan, devise a production plan, and execute principal photography for their chosen senior comprehensives project.

Course may be taken up to two times for credit within the major. Prerequisites: F140.

CORE REQUIREMENT MET: FINE ARTS

F290. INTERMEDIATE PRODUCTIONS - PRODUCING

This course provides the opportunity to crew on an Art F490 Senior Comprehensives media project as the designated producer, learning the logistics, ethics, business, and art of independent media producing. Producers will be working on a range of potential project forms, from fiction and documentary, to more experimental or new media works, each with its own producing particularities. No prior experience is required, but commitment to the class experience and the chosen student production is vital. *Course may be taken up to two times for credit within the major.*

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 topical course of varying emphases 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.

Genre in Contemporary Film, TV, and Digital Media. Genre films were part of Classic Hollywood, but genres started changing in interesting ways as media industries evolved after World War II, with the introduction of television, new technologies that enabled shooting on location or new opportunities with color film, the rise of drive-in movie theaters and indie or exploitation filmmaking. We will study the shift from classic genre films and theory to hybrid genres and genre revisionism in film/media movements

spearheaded by people of color, feminists, and LGBT communities as well as studios. The focus in the class is on genre theory studied through historical and technological shifts in media production. Screenings will introduce a range of genres, from classic films like the Western and noir to more recent genres like road films, television melodramas and war video games. *Prerequisite: F146 or 243, 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: F220*

F340. EDITING THEORY AND PRACTICE

This course is designed to critically, historically, and technically ground the editing of Senior Comprehensives media projects. All enrolled students must either be a senior director editing their own project or another student working as the designated editor on a senior comprehensives project. Students will complete the picture and sound editing, color correction, sound mixing, and exhibition of the senior comps media project and will also edit professionalization portfolio materials to prepare them for postgraduate work. *Prerequisites: 140 and Senior status or affiliation with a Senior comps project.*

CORE REQUIREMENT MET: FINE ARTS

F348. TOPICS IN DIGITAL CULTURE: REMIX/MASH-UP: THEORY AND PRACTICE OF CULTURE JAMMING.

This advanced-level seminar examines the history, theory, and practice of remix and culture jamming: the reuse and repurposing of images, sounds, and video from popular and commercial culture in works of art and social activism. This is a theory/practice course: students will gain a critical understanding of the social, political, and historical forces to which "culture jammers" have responded AND they will produce a series of remix projects using found media. *Prerequisite: ArtF146 or ArtF243, or Permission of the instructor*

CORE REQUIREMENT MET: FINE ARTS

F355. ADVANCED PROJECTS IN VIDEO AND DIGITAL MEDIA

Advanced study in the ideation and execution of video and digital media projects, including developing a theoretical, historical, and practical exploration of form, function, and exhibition. Each student will direct a media project of their own devising and work in a range of rotating crew roles in realizing the projects of their peers. *Prerequisites: Art F140 and Junior Status in major.*

CORE REQUIREMENT MET: FINE ARTS

F390. JUNIOR SEMINAR IN FILM THEORY AND CRITICISM

Topical course of rotating thematic subject matter bringing together all Film & Media Studies juniors, regardless of the intended form of their senior comprehensives project. Students will read, watch, write, debate, and present self-directed research, laying the groundwork for their senior year comprehensives work. Required course for AHVA Film/Media Studies Juniors. *Prerequisites: permission of instructor.*

Topic for 2011-2012: Gender and Sexuality in the Media. This course looks at media representations of gender and sexuality, examining the means by which they reflect, shape, and sometimes subvert cultural assumptions, biases, and practices around sexual difference, as well as how they intersect with other categories of social identity, such as race, ethnicity, and class. Through weekly readings, screenings, research, and writing, students will gain a critical and historical foundation for approaching sexed bodies, gendered roles, identities, and differences in their senior comprehensive projects regardless of the intended comps project form. *Prerequisite: ARTF 146 and 246 and Junior Status in major.*

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 screenwriting or 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 & Media emphasis. Art F245 or 348 for critical studies projects; Art F320 for screenwriting projects*

Production. Advanced course in Film and Media Studies designed to provide guidance towards the development of a comprehensive project with production components.

Prerequisite: open only to senior AHVA majors who have a Film & Media emphasis. Art F242 or 355, and if making a fiction project Art F220 as well.

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 , Fine Arts

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 colonization 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 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 Europe and the Mediterranean basin 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

H278. EARLY ISLAMIC ART AND ARCHITECTURE

A chronological survey of the visual art and architecture created within and for the Islamic cultures of Western Asia, North Africa, and Europe, 622-1453. Covers sacred and secular architecture and architectural decoration, sculpture, painting, manuscripts, textiles, and metalwork, including objects in area collections. Readings will include primary sources, exhibition catalogs, and scholarly articles; visits to museums and a mosque is anticipated.

CORE REQUIREMENT MET: AFRICA/MIDDLE EAST • FINE ARTS

H280. MICHELANGELO

This course is designed as an introduction to the life and work of Michelangelo Buonarroti (1475-1564). We will investigate his painting, sculpture and architecture, while considering its context within the major urban cultural centers in which he worked: Florence and Rome. The course will proceed chronologically, but will vary from week to week as to relevant themes and methodological approaches to the career of arguably the most influential of all Renaissance artists. Among those topics to be explored: development and dissolution of a classical vocabulary; relationships between style and technique; art, biography and self promotion; the relationship between Christianity and sexuality for Michelangelo and the Cinquecento; patronage and context in Florence and Rome; the development of classical form; meaning in the restored Sistine Chapel.

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

H283. RENAISSANCE ARCHITECTURE IN ITALY

This course examines the development of Italian Renaissance architecture from about 1300 to about 1550. It will consider buildings in the civic and ecclesiastic context, both sacred and secular. The evolution of this tradition will be studied in relationship to issues of function and structure, contemporary writing, and religious, political, and economic influences.

CORE REQUIREMENT MET: **EUROPE • 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 course on the history, theory, and practice of Modern Architecture in Europe and the United States from the 1780s to the later 20th century. Themes we'll explore include the following: architectural theory and design as social planning; competing notions of public and private space; modernist architectural theory and urban development; rural and urban ideologies in American architecture; the changing image of the architect in the 19th and 20th centuries; architecture and urbanism in Southern California. Coursework will include a collaborative research project and a required half-day field trip to downtown Los Angeles.

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

H290. OXY AT MOCA: PACIFIC STANDARD TIME

This course takes as its departure point *Under the Big Black Sun: California Art 1974-1981*, a forthcoming exhibition at the Museum of Contemporary Art funded in part by the Getty Foundation's Pacific Standard Time initiative. The large-scale survey exhibition emphasizes the heterogeneity of art practice in California art in the 1970s through a diverse array of media including painting, sculpture, drawing, installation, photography, performance, video and film. Through a series of field trips to the museum and an analysis of critical texts about the period, students will explore themes addressed in the exhibition including the proliferation of art practice into genres, styles and mediums, the rise of the artist-centric alternative art space and concomitant post-studio artistic strategies, the decisive role of art schools and universities in sustaining the arts in California, the codification and institutionalization of Chicano and Feminist political practices, and the integration of photography into fine art. In addition, the class will offer students an insider's view on how a major exhibition of contemporary art is mounted at a prominent museum. Students will learn about the comprehensive research process used to develop the checklist, the challenges in borrowing artworks from outside sources for the exhibition, as well as the logistical requirements for the installation and display of art objects.

2 units

H291. ARTS IN LOS ANGELES

A 2-unit seminar course to be taught by visiting curators, critics, art historians or

artists focused on some aspect of the arts in Los Angeles. Topics will change in light of availability of top quality visiting faculty, and will engage directly with current exhibitions, events, and issues relevant to the artistic culture of Los Angeles.

Exhibiting Latino and Latin American Art in the 21st Century. Blending theory, history and practice, this course explores current and future strategies for exhibiting Latino and Latin American artists in the global contemporary art world. Offsite fieldwork may include gallery, museum and artist studio visits. This two-unit course will be held every other week (3 hours each session) over the course of a 15-week semester.

Prerequisite: permission of Instructor.

2 units

History of Green Architecture. This course will pursue, and ultimately aim to reconcile, two separate questions about sustainability and architecture. To begin with, what makes a particular building -- house, office block, or skyscraper -- green? Second, and more fundamentally, how has our understanding of the relationship between architecture and nature shifted over the centuries? The course will begin by looking at a range of depictions of that relationship in art, architecture, literature, and philosophy before moving on to examine architecture's role in the nascent environmental movement of the 1960s and 1970s. It will consider the rise and increasing codification of green architecture in the last 15 years in the U.S. and Europe, isolating certain buildings as case studies and assessing in some depth recent debates over the American green-design rating system known as LEED. Finally, we'll ask what green architects might learn from the ways that other sustainability movements -- in transportation, product design, clean-energy, and food policy -- have matured over the years. Students will visit a number of built examples of green architecture in and around Los Angeles. No prior study of architectural history is required.

2 units

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

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 ART HISTORY

This seminar will engage students in the wealth of exhibitions on view in Los Angeles under the umbrella of the Pacific Standard Time project during 2011-2012. Students enrolled in this seminar will have the opportunity to focus on works of art, artists, institutions, artistic collectives, performances, and archival material that will be on view

in exhibitions throughout LA and Southern California. Together we will study the history of art and art institutions in Los Angeles from the 1920s and 1930s up to the 1980s. We will, however, pay special attention to the years between 1955 and 1980, when individual artists, artist collectives, art writers, and arts institutions - from museums and galleries, to local art schools - created work, developed cultural programming, and reimagined how one could define art in the context of the diverse, vibrant city of Los Angeles after World War II. Students will practice diverse forms of art writing in this course: exhibition reviews, close textual analysis of art historical writing, and a major, capstone research project drawing on the wealth of local resources in museums, art institutions, and archives available under the aegis of the Pacific Standard Time project. *Prerequisite: Arth180 or Arth290 or Arth389 or permission of the instructor. Required for Art History Emphasis.*

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. TOPICS IN THE HISTORY OF ART

Art in Modern and Contemporary China. This course will introduce students to the modern and contemporary art of Mainland China beginning with the New Culture Movement (1919) and continuing up until the present. Organized chronologically, it will introduce seminal works in a variety of media (e.g. paintings, revolutionary woodblock prints, propaganda artworks, sculptures, contemporary photography, video, installation, etc.) and prominent artists and movements (including Zhang Daqian, Xu Beihong, Lin Fengmian, the Storm Society, Chen Yifei, communist cultural collectives, the Stars Group and Ai Weiwei, Xu Bing, and Cai Guo Qiang). Simultaneously, the course will highlight key examples from film and literature which relate to the major art movements. Through class lectures and discussion, and as reflected in the readings and screenings, we will study these artists and movements within the volatile socio-political context of twentieth century China, in the process raising related theoretical concerns, such as semi-colonial modernism and anti-imperialism in early twentieth century China, the ideological program of the Cultural Revolution (1966-76), and the changing role of the Chinese artist in an increasingly globalized art world today. *Prerequisites: Arth 160 or 180 or 364 or 387 or 389; or a course in Chinese history or politics; or permission of instructor.*

CORE REQUIREMENT MET: ASIA • FINE ARTS

Visions, Judgment, Apocalypse. This class will consider Christian visionary experiences as described in texts from the Bible forward, as depicted and encouraged in

manuscripts, paintings, and sculptures, and as commemorated and facilitated through architecture. Special attention to manuscripts in the J. Paul Getty Museum.

Prerequisite: ArtH 170, or ArtH 275, or Permission of the Instructor

CORE REQUIREMENT MET: EUROPE • FINE ARTS

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.

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On Special Appointment:

Adjunct Instructor Vir Arun

American Film Institute; Hill Lane Girls College

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Adjunct Instructor Christopher Hawthorne (*Art History and the Visual Arts|Urban and Environmental Policy*)

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Adjunct Instructor Ari Laskin

B.A., University of Victoria; M.A., York University; M.A., University of California, Irvine

Adjunct Instructor Jenny Lin

B.A., Brown University; M.A., University of California, Los Angeles

Adjunct Assistant Professor Katarzyna Marciniak

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Visiting Assistant Professor Alison Perchuk

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Adjunct Instructor Neel Tucker

B.A., Occidental College; MFA, Otis College of Art and Design

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)
Track and Field (S)	Track and Field (S)
Water Polo (F)	Volleyball (F)
	Water Polo (F)

(F) = Fall

(S) = Spring

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: Most 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.

Requirements vary depending on the activity. Please see the "Courses" tab for more information.

104. Fitness, Advanced Conditioning

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 & Women's Cross Country, Football, Men's & Women's Soccer, Men's & 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 & Women's Track & Field, Women's Water Polo. *Prerequisite: permission of the 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. Auditions held at the end of Spring Semester for the following year's team (freshmen & transfer student auditions 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 & transfer student auditions will be in 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 work-outs and periods of rest similar to interval training. Course Fee \$125.

1 Unit

128. Spin I - Beginning

Spin I is an introductory course designed to expose students to the terminology and movements of cycling while preparing them for the advanced rides of Spin II. *Course Fee: \$125.*

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 \$125.*

1 Unit

130. Boot Camp

Instructor will guide participants 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 maximum of 100 sit ups. Course Fee \$125.
1 Unit

131. Spin II - Advanced

Spin II is an advanced cycling course for students who have completed Spin I, or who can demonstrate proficient knowledge of terms and riding ability. Course Fee: \$125.
1 Unit

133. Circuit Weight Training

Class concentrates on improving overall fitness through the use of an aerobic weight training program. Circuit training is a combination of high-intensity aerobic and resistance training, primarily through the use of weight machines. It is ideal to help control body weight, tone muscles and improve cardiovascular fitness. Course Fee: \$125.
1 Unit

134. Beginning Yoga

Learn the fundamentals and history of the practice of Yoga. Over the course of the semester, the practice will become more and more challenging, and in depth; making gains in strength, flexibility, and the mental aspects of Yoga. Focuses will include: breathing techniques, proper posturing, different styles of Yoga, the physiological side, mental side, and meditation side of Yoga. Course Fee: \$125.
1 Unit

135. Out-of-Season Conditioning

This intensive course focuses on sport-specific training, injury prevention, strength-building, conditioning and fitness programming. The class is designed for the advanced athlete, and includes strength training, plyometrics, and aerobic conditioning with specific application to athletic performance.
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: \$125.
1 Unit

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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 advanced Chemistry courses 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, and 350; Mathematics 110 and 120; Physics 110 and 120, or Physics 115 and 125. All courses must include a lab component unless otherwise specified. One of the two "Biochemistry" courses (Bio 322 and Chem 350) can be replaced as follows: Bio 322 can be replaced by an additional 300 level biology course, with lab, in the area of cell and molecular biology; Chem 350 can be replaced by taking 4 units total of 300 level chemistry course(s).

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 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.*

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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 lifelong 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, 106, 110 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, 106, 110 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 or 280), 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: Five courses (24 units) are required for the minor. These include any two of our introductory courses (Biology 105, 106, 110, 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.

103. Topics: Biology and Environmental Policy

Biological studies will be examined from conception and design to adoption into law. Topics will include current events from California and the rest of the world, including marine biology and ecology, environmental sciences, politics, policy, and the importance of stakeholder groups. For example, we will investigate the studies that advise the State of California where to place Marine Protected Areas and the processes involved in making those recommendations law; how stakeholders influence the environment through direct or indirect political action; and how "big oil" influences marine policy and how marine policy might influence "big oil."

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.*

CORE REQUIREMENT MET: **MATH/SCI**

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**

110. ORGANISMS ON EARTH

Principles and concepts of organismal structure and function, diversity, evolution and ecology examined through case studies of organisms and interactions with their environments. Emphasis will be placed on how organisms from distinct biological groups meet environmental challenges such as obtaining energy and nutrients, maintaining water and osmotic balances, reproducing, and finding a place to live. Students will learn to recognize and frame hypotheses about biological organisms and phenomena that can be tested (or falsified) by acquiring and analyzing appropriate evidence. Students will learn to acquire, analyze, and evaluate biological data through observation and experimentation in the laboratory and in the field.

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 CELLULAR AND MOLECULAR BIOLOGY

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; microRNAi and RNAi; 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: Mendelian principles; sex-linkage; chromosomal and fine structure genetic mapping; allelic and genetic interactions at the phenotypic level; principles of molecular genetics; special topics in the genetics of bacteria and viruses; and an introduction to developmental genetics, population genetics, and genomics. *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 130 plus any other 100-level Biology course except Bio 103), or permission of instructor (Bio 130 may be taken concurrently).*

CORE REQUIREMENT MET: **LAB-SCI**

250. PLANT FORM AND FUNCTION

This course is a comprehensive introduction to the plant kingdom, emphasizing the ways in which organismal form and structure are shaped through evolutionary and ecological processes. The primary goal of the course is for students to learn how a major life form has adapted to physical factors such as light and water and to biological factors such as fungi, insects, and vertebrates. Labs involve experimental analysis of fundamental processes such as water uptake, photosynthesis, and hormonal regulation, as well as hands-on investigation of the vegetative and reproductive adaptations of the plant kingdom. Independent lab projects and fieldtrips are also key components of the course. *Includes one three hour laboratory session per week. Prerequisites: any 100-level biology course for majors or permission of instructor.*

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, 106, or 115, or permission of the instructor.

CORE REQUIREMENT MET: **LAB-SCI**

268-568. BIostatistics

The application of statistical methods to the solution of biological problems. Focus will be on applied statistics (as opposed to mathematical statistics) to study variation in nature. This biometry course will survey descriptive statistics, probability and probability distributions, and methods of hypothesis testing (e.g., analysis of variance, regression, correlation, goodness of fit, as well as selected nonparametric procedures). Course includes laboratory workshop sessions to be arranged. *Prerequisite: any 100-level Biology course for majors or permission of instructor.*

CORE REQUIREMENT MET: **MATH/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. *Prerequisite: Any college-level Biology course or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

275. FLORA OF SOUTHERN CALIFORNIA.

Identification and classification of plants found in the various vegetational communities of southern California, with emphasis on understanding their ecological and evolutionary affinities. Current methods of field sampling and systematic analysis will be employed. Includes one three-hour laboratory per week and other field trips to be arranged. *Prerequisite: Any 100-level Biology course except Bio 103 or 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*. *Prerequisites: Any 100-level Biology course except Bio 103 or permission of instructor.*

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, mammal and fish collections of the Moore Laboratory of Zoology (world's largest collections of Mexican birds and Southern California Rocky Reef Fishes). *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, and bacteria, 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

Students will examine microbial growth, form, and function and will select familiar environments from which to investigate microbial life. *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**

350. SYMBIOSIS

Symbioses are intimate associations involving two or more species. Symbiotic associations are widespread in nature and we can expect to find them in every type of ecological niche. This course will cover the diversity of symbiotic interactions that exist between both microbes and fungi and various eukaryotic hosts, including plants, animals, and protists, as well as other microorganisms. Topics in both lecture and lab will range from molecular to ecological, including the specific molecular communication between partners, the evolution of unusual host structures, novel physiological and biochemical capabilities, and the unique ecological advantages that many symbioses confer. This course will also include writing, presenting, and reviewing published work on various symbioses.

prerequisites: Biology 115, (or equivalent Including 105 106, 110), and 130 Course co-requisites: Bio 350L

CORE REQUIREMENT MET: **LAB-SCI**

350L SYMBIOSIS LABORATOR

Students will investigate the presence of bacterial symbionts within animals, plants, and protists, using molecular and microscopic techniques. *Co-requisite: Biology 350. Graded on a Credit/No Credit basis only.*

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 105, 106, 110, OR 115 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**

368. BIOSTATISTICS

The application of statistical methods to the solution of biological problems. Focus will be on applied statistics (as opposed to mathematical statistics) to study variation in nature. This course will survey descriptive statistics, probability and probability distributions, and methods of hypothesis testing (e.g., analysis of variance, regression, correlation, goodness of fit as well as selected nonparametric procedures). Course includes laboratory workshops sessions to be arranged. *Prerequisite: permission of instructor.* CORE REQUIREMENT MET: **MATH/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: Any 100-level Biology course except Biology 103, or permission of instructor. 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 investigation of physiological processes in plants, including photosynthesis, nutrient uptake, and water relations, and how they are affected by environmental conditions and interactions with other organisms, including insects, vertebrates, and fungi. The emphasis will be on how to quantify and predict plant physiological responses to the particular ecological pressures of Southern California. Classroom discussions and presentations will focus on papers from the current scientific literature. 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

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Adjunct Assistant Professor Andrew Steele

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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 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 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.

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. *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

Building on concepts developed in prerequisite classes, fundamental concepts in thermodynamics are developed from first principles with subsequent application in chemical equilibrium and kinetics. Applications to biological systems and technology are emphasized. The substantive laboratory component focuses on developing analytical skills.

CORE REQUIREMENT MET: **LAB-SCI**

280. INSTRUMENTAL AND SEPARATION TECHNIQUES IN ORGANIC CHEMISTRY

The course will explore the application of ^1H , ^{13}C , 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

Emerging concepts in chemistry applied to biological systems are examined with an emphasis on industrial applications.

2 units

332. INSTRUMENTAL ANALYSIS

Modern analytical instrumentation provides scientists and engineers with an impressive array of powerful tools for studying the composition and structure of matter, from the first electronic pH meter to advanced three-dimensional MRI imaging spectrometers to portable detectors explosive compounds. This course examines the statistical, electronic, physical and chemical requirements for the construction and yO operation of modern analytical instruments.

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. INTRODUCTION TO 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.*

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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 eight fundamental courses: Cognitive Science 101: Introduction to Cognitive Science; Cognitive Science 242: Computational Approaches to Cognition; Philosophy 225: Formal Logic; Psychology 306: Cognitive Psychology; Cognitive Science 310: Research Methods in Cognitive Science; Cognitive Science 320: Cognitive Neuroscience; Cognitive Science 330: Linguistics for Cognitive Science, Linguistics 301: Introduction to Linguistic Structure or Linguistics 350: Psycholinguistics; 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 three courses in the Computation, Philosophy or Psychology emphasis or four courses in the Bioscience emphasis.

Neuroscience Emphasis: Biology 115: General Zoology, Biology 130: Introduction to Cell and Molecular Biochemistry, Biology 240: Vertebrate Physiology, and either Biology 333: Neurobiology or Biology 340: Advanced Animal Physiology.

Computation Emphasis: Three of the following courses: Cognitive Science 210: Introduction to Artificial Intelligence; Math 186: Network Models; Math 350: Mathematical Logic or Philosophy 325: Metalogic; Math 354: Set Theory and Foundations of Mathematics; Computer Science 311: Data Structures and Algorithms; Math 352: Computability and Complexity; Cognitive Science 343: Probabilistic Models of Cognition;

Philosophy Emphasis: Three of the following courses: Philosophy 360: Philosophy of Mind; Philosophy 365: Philosophy of Science, Philosophy 370: Philosophy of Language; Philosophy 375: Theory of Knowledge; Philosophy 380: Wittgenstein.

Psychology Emphasis: Three of the following courses: Psychology 200: Methods in

Psychological Science; Psychology 201: Statistics in Psychological Science; Cognitive Science 230: Mind, Brain, and Behavior; Cognitive Science 301: Applied Cognitive Science and Education; Psychology 301: Learning; Psychology 302: Perception; Psychology 303: Psychophysiology; Psychology 322: Physiological Psychology.

WRITING REQUIREMENT: Students majoring in Cognitive Science will satisfy the final component of Occidental College's college-wide writing requirement by arranging (with the instructor) for a 300-level course counting towards the major (from Cognitive Science or a related field) to be designated as the student's writing course. A grade of B- or better must be attained in this 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: In the senior year the student carries out a project or writes a thesis on a topic in Cognitive Science related to the chosen emphasis. 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 Cog Sci 101, 242, 310, one of Cognitive Science 330: Linguistics for Cognitive Science, Linguistics 301: Introduction to Linguistic Structure or Linguistics 350: Psycholinguistics; and two other courses in cognitive science or from the list of courses included in the four 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.

CORE REQUIREMENT MET: MATH/SCI

104. INTRODUCTION TO NEUROSCIENCE

This course provides a basic introduction to the nervous system [for students with little or no experience in this area]. 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.

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: COGS 242, or MATH 186, or MATH 210, or permission of instructor

CORE REQUIREMENT MET: **MATH/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**

242. COMPUTATIONAL APPROACHES TO COGNITION

Computational modeling provides important insights into how the mind/brain may work. We will examine three different approaches that have been used to provide insights into cognition: symbolic methods, connectionism, and probabilistic methods. We will use computer software to explore how these approaches work in practice. Specific applications such as perception, language, and memory will be covered. The assumptions and limitations of each approach, as well as the metaphor of mind/brain as a computer, will be critically considered. This course has a mandatory laboratory component which will include both experimentation and computer programming. No previous programming background is required. *Prerequisite: COGS 101 or Co-Requisite: MATH 186, 210 or 214 or COMP 157, 161, 165, or 211 or PHIL 255 or permission of instructor*

CORE REQUIREMENT MET: **LAB-SCI**

295. TOPICS IN COGNITIVE SCIENCE

Intelligent Agents. This course explores the some of the issues in the nature of

intelligent agents: Concepts are the building blocks of thoughts; they are what allow intelligent agents to think about, reason about, and understand the world around them. This course will explore major theories of the nature of concepts from philosophy, psychology, linguistics, neuroscience, and related fields. The goal will be to gain a better appreciation of what concepts are, and how the study of concepts ties together different fields in the study of cognition. *Pre-req: Any cog sci course or permission of instructor.*

CORE REQUIREMENT MET: MATH/SCI

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. RESEARCH METHODS IN COGNITIVE SCIENCE

The aim for this course is to provide students with the necessary foundation to think critically about research in cognitive science and to lay the groundwork for the original research that will be done in the senior thesis/project. We will extensively examine primary literature, considering carefully the processes involved in moving from a general idea to a specific research question. We will consider the strengths and weaknesses of a range of approaches, such as psychological experimentation, neuroscience methods, and computational modeling. In addition, we will generate and analyze experimental data, including a basic overview of common statistical techniques. The course will culminate in an original research proposal. *Prerequisite: Cognitive Science 101*

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. Co-requisite: Cognitive Science 320L*

CORE REQUIREMENT MET: LAB-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 242.*
CORE REQUIREMENT MET: **MATH/SCI**

343. PROBABALISTIC MODELS OF COGNITION

Probabilistic models have increasingly been applied to understand how the mind works across domains such as motor control, decision-making, and causal inference. We will learn how such models work, learning the mathematical tools necessary to implement them, such as Bayesian inference, graphical models, and Markov models. We will consider both how human cognition can inform machine learning and how computational approaches can lead to new ideas about cognition.

Prerequisite: Cognitive Science 242, Co-requisite: Cognitive Science 343L

CORE REQUIREMENT MET: **LAB-SCI**

395. DIRECTED RESEARCH

Directed research with a faculty member.

Prerequisite: COGS 101 or permission of instructor

2 or 4 units

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 242 and senior standing in Cognitive Science; or permission of instructor.

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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.

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.

3) **Foreign Language: 0-8 Units** All students must achieve Language 102-level proficiency in a language other than English. **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 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 <http://departments.oxy.edu/languagestudio> 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; or 540 or above on Japanese; 560 for other languages):
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.

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.

CORE PROGRAM REQUIREMENTS FOR TRANSFER STUDENTS:

To meet the Core Requirements, transfer students must have taken the equivalents of a Cultural Studies Seminar (8 units, two classes), 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 under the Writing Program.

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.

CULTURAL STUDIES PROGRAM FALL WRITING SEMINARS

1. CALIFORNIA IMMIGRATION SEMESTER.

This course offers students the opportunity to analyze the sociohistoric, legal, and cultural tensions surrounding various (im)migrant communities in California. Students will explore the various waves of (im)migration across time to understand the diverse communities of California. Students will also build critical and interpretive capacities through the examination of state policies, statistics, and various historical and empirical studies. Additionally, through the construction and revision of several expository, and research-based writings on immigration, students will hone their writing, argumentation, and presentation skills.

Students enrolled in this colloquium will not only get credit for the first year fall seminar requirement, but also will meet one of the Core Program's distribution requirements (United States). As CIS comprises your entire fall semester course load (16 units), it is not recommended for students interested in majoring in either chemistry or physics.

This program is ideally suited for students interested in the Social Sciences or Humanities, or for anyone interested in the topic of immigration within the United States, and California specifically. CIS counts towards both Spanish and Sociology

electives, as well as the Education minor.

2. MOCKUMENTARY: AUTHENTICITY, IDENTITY AND FAKING IT

This course will familiarize student with the theories, practices, and histories of mockumentary. Although this genre is currently burgeoning, elements of mockumentary have been a component of cinema dating back to Thomas Edison. As a class, we will explore this genre's history across several countries through an array of mediums and contexts ranging from activist art to literature and cinema. Students will examine films such as *Borat*, *Bontoc Eulogy*, *Exit Through the Gift Shop*, and *Close-up*, as well as the television shows *The Office* and *The Colbert Report* in order to familiarize themselves with the formal elements of the genre. Students will also investigate how some mockumentaries are often employed for the political ends of contesting, negotiating, and reconfiguring racial and gender identities. Because of the mimicry mockumentary deploys, an analysis of its formal conventions simultaneously prove invaluable in revealing, denaturalizing, and rethinking the formal elements of documentary. Does the mock of mockumentary challenge documentary's claim to objectively record reality? Are mockumentaries exclusively critical or derivative of documentary? Far from merely waging a polemic against documentary, this course examines the extent to which mockumentary can both highlight the lies and fakery already at work in many documentaries as well as expose the authenticity of artifice.

3. TRANSNATIONAL SUBJECTS.

This course will explore the impact of lives lived across national borders. Questioning 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 political borderlines. We will consider new ways of understanding social issues, such as political "belonging" and trafficking in persons as these are affected by cross-border movements of people, ideas, capital, and technologies. Course materials will draw from a variety of academic disciplines.

4. SHAKESPEARE AT THE MOVIES.

Shakespeare's plays make terrific movies as directors have repeatedly re-discovered from the early beginnings of commercial film. In this section of CSP we will explore some of the very best adaptations of Shakespeare for the screen from the symbolic subtlety of Akira Kurosawa (*Throne of Blood*, *Ran*) to the in-your face spectacle of Baz Luhrmann (William Shakespeare's *Romeo & Juliet*). Our reading of four of Shakespeare's most popular plays, *Romeo and Juliet*, *Hamlet*, *Macbeth*, and *King Lear*, will be accompanied by a viewing of three films for each play. We will investigate how the interpretations of Shakespeare by such great directors as Orsen Wells, Grigori Kozinstev, Franco Zeffirelli, and Kenneth Branagh differ from each other and from our own. In the process we will learn how to talk about Shakespeare and how to talk about film and perhaps gain some insight into why the language of Shakespeare and the spectacle of film work so very well together.

5. WOMEN'S PATHOGRAPHIES: NARRATIVES OF ILLNESS, MEDICINE, AND THE

BODY.

What does it mean to tell a story not about, but through the ill body? To what extent are such embodied narratives gendered? This seminar will explore contemporary women's pathographies - essays, memoirs, autobiography, and reflections on illness experiences - to examine the various ways that women situate themselves within socio-medical discourses about the pathological female body and biomedical practices of dehumanizing care in the late twentieth and early twenty-first century West. In particular, we will first engage select theoretical works by Susan Sontag, Arthur Frank, Emily Martin, and Michel Foucault to gain conceptual frameworks for thinking critically about medical metaphor, illness narration, and body politics. We will then engage memoirs written by Audre Lorde, Gilda Radner, Lucy Grealy, Nancy Mairs, Grace Bowman, and Annie Ernaux as well as essays and testimonies from a diversity of women storytellers. Our discussions will focus on how women have crafted their pathographies not only to transcend personal challenges, but also to critique sexism in modern medicine and regenerate demoralized cultures of health.

6. CHANGING ASIA, CHANGING THE WORLD: STUDENTS MOVEMENTS IN ASIA.

Today, the youth of our society are often discounted as apathetic and trivial, becoming further distanced from society at large and ever more self-absorbed in their own private cyber-worlds of texting and facebook. In the recent past, however, the power of youth toppled governments and changed societies.

This course will examine and analyze history-making student movements in Asia: the Anpo movements in 1960s Japan, the student movements of the 1980s in Korea, and finally 1989's Tiananmen demonstrations in China. Points of comparison are student demonstrations in 1960s America.

7. IN SEARCH OF 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.

8. DEATH IN ANTIQUITY.

This seminar surveys the range of attitudes and practices related to death and dying in the ancient Mediterranean world by analyzing literature (philosophical, medical, religious, and poetic), rituals, and archaeological remains (monuments and grave stones). We will explore the social conditions that caused death, the manner in which individuals trained to face death with courage and integrity, the ways in which communities structured death rituals and memorials, and beliefs about the afterlife.

9. REACTING TO THE PAST.

In "Reacting to the Past," students participate in role-playing games that enable them to relive important intellectual debates in three separate historical moments. In "Threshold of Democracy: Athens in 403 B.C.," students draw on Plato's Republic as well

as excerpts from Thucydides, Xenophon, and other contemporary sources to debate the prospects for Athenian democracy in the wake of the Peloponnesian War. In "Liberty, Law, and Intolerance in Puritan New England," students explore seventeenth-century Massachusetts, drawing on the Bible, Calvin's Institutes, and colonial trial testimony to participate in the trial of Anne Hutchinson. And in "Rousseau, Burke, and Revolution in France," students enter the intellectual and political currents that surged through revolutionary Paris in 1791.

10. SCIENCE AND YOU: A NEEDLESSLY COMPLICATED RELATIONSHIP.

Who should you believe: the sculpted Adonis who attributes their 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? This course will focus on how science is portrayed to the public. 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. This course includes a rigorous writing component, requires intensive group work both within the classroom (e.g., presentations) and beyond (e.g., community surveys), and emphasizes development of oral presentation skills.

Note: Students enrolling in this course must have a solid and current background in high school chemistry and biology.

11. REVOLUTIONARY VOICES OF PROTEST IN LITERATURE AND FILM.

The goal of this course is to examine how culture and politics continually influence one another, and to better understand culture's radical, transformative power. We will focus mainly on how individuals in both democratic and non-democratic societies engage in political dissent through the use of non-conventional means. Many times, these means are the only outlet in which an individual's political voice can be heard. We will also examine how culture has been used to support and expand revolutionary political movements. In this class, students will be expected to think critically and systematically about the effects of culture on politics.

12. THE AMERICAN DREAM: AN INTERCULTURAL PERSPECTIVE.

An interdisciplinary and intercultural examination of various conceptions of the American Dream from the colonial encounter to the contemporary period. We will consider authors ranging from John Winthrop, Benjamin Franklin, Henry David Thoreau, and Emily Dickinson to Toni Morrison, Maxine Hong Kingston, August Wilson, and Sandra Cisneros.

13. DOCUMENTARY DISCOURSE.

"Documentary Discourse" provides students with writing instruction situated in documentary film. For better or worse, documentary has become one of the main ways we access "truth" today. We will write about a variety of non-fiction films, treating them as examples of visual argument. Along the way we will analyze particular sub-

genres within documentary history, scrutinizing the truth-telling techniques of the directors. Students will come away from this class understanding what makes for effective arguments, both in their own writing and in documentary film. Effective composition will result from an awareness of the importance of audience, voice, context, and argument.

14. GODS, HEROES, AND MYTHS OF ANCIENT GREECE AND ROME.

The myths of the ancient Greeks and Romans often attempt to explain and reconcile the relationship between humans, nature, and the gods. As such, myth appears in a vast array of creative mediums, perhaps most notably in literature. In this class, we will approach classical mythology primarily through literature, analyzing texts and myths that are foundational in the western literary tradition and still popular in contemporary culture. This evaluation of classical gods and heroes will lead us to a better understanding of how myth was utilized for both religious and literary purposes in the ancient world.

15. SPORT IN FILM.

From *The Freshmen* (1925) to *Rocky* (1976) to *The Bad News Bears* (1976) to *Chariots of Fire* (1981) to *Bull Durham* (1988) to *Blue Crush* (2002) sport has been central theme in film for close to a century. This course will explore such topics as race and class, gender, sexual orientation as depicted in sport film. Students will explore additional topics including motivation, personality, friendship, competition and group dynamics through film.

16. MEANS AND ENDS TO THE LIBERATION OF SOUND.

This course reviews the XXth-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), and the dissemination of sound (radio, recording, and the World Wide Web with the MP3 and Podcast revolution). Sound recordings, films, and articles reviewed will include works by some of the most important music creators of modern times.

17. FROM THE PHONOGRAPH TO AUTO-TUNE: EXPLORING THE CULTURES OF MECHANICAL MUSIC.

Writing in 1906, the American composer John Phillip Sousa expressed grave concerns about what he termed the "menace of mechanical music." According to Sousa, newly developed devices like the player piano and the phonograph threatened to remove "the human skill, intelligence, and soul" from music, reducing it to little more than "a mathematical system of megaphones, wheels, cogs, disks, and cylinders." A century later, musicians and audiences have embraced technology in ways which would have been inconceivable in Sousa's time. How has the proliferation of such technologies affected our modern musical culture? And what effect has it had on the relationship between musicians and audiences? By looking at contemporary literature, films, archival materials, and sound recordings this course will explore the evolving relationship

between music and technology over the course of the 20th century—from the phonographs and player pianos of the past to today's culture of digital sampling and Auto-Tune.

18. LESSONS FROM THE GREAT PHILOSOPHERS.

We will begin by reading selections from the ethical writings of three great philosophers: Aristotle (4th century BCE), Immanuel Kant (18th century), and John Stuart Mill (19th century). We will then use the insights and arguments of the great philosophers to determine what the nature of a meaningful life is -- what we ought to value and how we ought to live. We will consider what kinds of moral obligations we have, not only to ourselves, our families, and our friends, but also to strangers, to non-human animals, and to nature.

19. THE SCIENCE OF DECEPTION.

Deception is a fundamental part of social life. Yet most beliefs about its meaning, how it's performed, and how it can be detected stem from myths rather than what research indicates about human interactions. In this course, we will explore the science underlying the process of deception in a variety of settings, including interpersonal relationships, politics, work, and warfare, and across cultural contexts. The course will provide opportunities to think about and even practice deception, through demonstrations, physical activities, multimedia examples, and international current events.

20. MAGICAL REALISM AND THE FANTASTIC IN LATIN AMERICA.

How do Latin American writers approach the question of the supernatural? What makes a work "magical realist"? Why are Argentinean writers Jorge Luis Borges, Julio Cortázar, and the Uruguayan writer Cristina Peri Rossi considered practitioners of the fantastic short story, whereas Alejo Carpentier (Cuba), Gabriel García Márquez (Colombia), and Isabel Allende (Chile) are called magical realist? Is there a regional (Caribbean and MesoAmerican) aspect to magical realism? Is there an urban aspect to the fantastic? How are irony and humor used by the fantastic and magical realist writer? This course will be attentive to how the use of Western and non-Western myth, popular folklore and Latin American popular Catholicism, European surrealism and genealogical family novels shape magical realism, as well as to how the narration of a single, disturbing or fearful event tends to characterize the fantastic, but we will also discover to what extent "magical realism" is a very difficult category to pin down.

21. LANGUAGE MYTHS AND TRUTHS.

What is language? How do we acquire it? Are some languages prettier/harder than others? Are signed languages real languages? Does language equal thought? Is "Ebonics" broken English? Do women talk more than men? What influence do the media have on language use? Why are second languages so hard to learn? Can animals and computers learn human language? In this course we will examine questions and beliefs such as these in an exploration of language and its role in human interaction. In our class readings and discussions, we will analyze what makes our linguistic faculty unique, as

well as how our ability to communicate via language is reflected in and influenced by biological and societal factors. This class offers students an overview of the approaches and goals of linguistics, and a broader understanding of the complexity and diversity of human language.

22. THE ART OF ADAPTATION: TURNING FICTION INTO FILM.

This course will explore, examine and analyze the complex relationship between selected pieces of fiction and the films adapted from them. Our framework will be the investigation of the similarities and contrasts in form, content and style of the original work and the "second original"-the film, leading us to consider in general the similarities and contrasts between storytelling through writing and film. The written sources will be drawn from play-scripts, short stories and short novels. The films will reflect a variety of genres: mystery, romance, epic, comedy, musical and fantasy. The focus of the course will be to develop the student's critical thinking and writing skills.

23. LOS ANGELES FROM LOCAL TO GLOBAL.

Los Angeles is referred to as a collection of neighborhoods as well as a global city, an important node in the global economy. This course explores Los Angeles' neighborhoods, built environment, natural and open spaces, and role as a global city by examining its history, geography, and political economy. The course draws from interdisciplinary perspectives from sociology, political science, environmental science, economics, critical theory, urban planning, and urban design. The course provides a framework for examining and understanding cities and the urban structures, systems, and processes that define them. Through lectures, readings, films, speakers, class discussions and field trips, students will gain a greater understanding for the rich complexities of Los Angeles and a critical perspective on the past, present and future of cities.

24. SOCIAL MEDIA AND SURVEILLANCE.

This course will consider the practices, gadgets, institutions, and ideologies that support and constrain the production of distinct techno-social identities. As we unpack such high-profile aspects of the digital era as social networks, pervasive computing, time shifting, cloud computing, and configurable culture, our conceptual approach to understanding these digital lifestyles will be framed by a critical inquiry into the linked rise of social media and surveillance. In addition to developing an understanding of how and why we engage certain tools and networks, we will explore how these systems enable the production of knowledge about ourselves. As we work through these concepts, students will be expected to engage in practices of critical making, using digital tools and services to produce the work of the course. Along with a series of engaging readings, relevant screenings, technology demonstrations, and written work, these critical making projects will help us challenge the consumerist tendencies of digital lifestyles and consider the role of digital media in social reflection and engagement. By the end of the course students will have a solid understanding of the theoretical and practical issues engendered by social media and surveillance, and project work will allow each student to more deeply explore particular aspects of this phenomenon.

25. WHY CRICKETS SING: AN INTRODUCTION TO THE INTERDISCIPLINARY STUDY OF MUSIC.

This course provides an introduction to the interdisciplinary approach to the study of music known as systematic musicology. The discipline of systematic musicology emerged in Germany in the late 19th century when early practitioners merged historical and stylistic studies of music with empirical methodology, and broadened the works under study to include non-Western music. Through readings, writing exercises, and class presentations students will be encouraged to incorporate methodology from anthropology, aesthetics, psychoacoustics, sociology, comparative literature, linguistics, and many other disciplines. The aim is to develop a greater awareness of how music functions, and a better understanding of why it is important for the world we live in.

Through the lens of systematic musicology, the outcomes of the course will focus on understanding of the complexity of socio-cultural diversity domestically and internationally, and on utilizing the writing conventions of academic discourse.

26. FANDOM AND PARTICIPATORY CULTURE.

In the era of media convergence, geeks and fans have been transformed from a stigmatized subculture into a mainstream power demographic, catered to and courted by the media industry. Among the questions this course will pose for discussion: Has the mainstreaming of participatory culture in any way tempered the mass media's pathologization of fans? What are the etymological and cultural issues with using the terms "geek," "nerd," and "fan" interchangeably? Are new media and Web 2.0 fulfilling their implicit promise to decentralize creative power and textual authority, or are developments such as transmedia storytelling limiting fannish interpretation and co-opting fan labor? How do fanboys and fangirls differ in their interactions with the text and their production of their own fan works within remix culture? Finally, how might we expand this debate beyond gender divides to think about how geek culture is racialized? Through readings and screenings such as *Revenge of the Nerds*, *Galaxy Quest*, *Battlestar Galactica*, and *Supernatural*, this course will equip students to grapple with the politics of contemporary participatory culture, and debate whether the nerd truly has had his revenge.

27. RACE AND GENDER IN POPULAR MUSIC.

Can we hear identifiers of gender and race in music? How do musical sound, image, performance, and even performer become gendered and racialized? How does music shape and reflect racial and gender relations and inequalities in the society? In what ways do individuals of particular racial or gender groups use music to express their identity? This course explores the relationship between popular music, gender, and race, with a focus on, but not excluded to, popular music emerged in 20th and 21st century in the United States. We will read ethnographic and historical studies of musical practices of various groups marked by gender, sexuality, race, and ethnicity. We will also read criticism of contemporary musical representations while analyzing their music and image. By the end of the course, the students will gain a sense of the role of music in the lives of the focused ethnic and gender groups and how issues of race and gender

impact the experience of popular music within and across the U.S. borders over time.

28. NAVIGATING LIFE'S OPPORTUNITIES - HOW TO GET OUT OF YOUR OWN WAY.

The content of this course is derived from the disciplines of sport psychology, traditional psychology, and stress management. Concepts such as motivation, goal setting, energy management, and finding meaning will be discussed in a way that is directly applicable to daily living. Students will have the opportunity to engage in self-exploration in addition to being exposed to lives of individuals such as John Wooden, Viktor Frankl, and Morrie Schwartz (of "Tuesdays with Morrie"). Students will leave the class with a greater awareness of how to utilize their strengths and be equipped with strategies that foster resilience when dealing with challenges.

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), 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 get credit for the first year spring seminar requirement, but also will meet the Core Program's Cultural Studies Distribution requirement for

51. ECONOMIC MARKETS: DO THEY WORK?

This colloquium will cover basic principles of economics, while simultaneously addressing issues of market failure. Examples of market failure are found throughout economics. We will discuss classic models that address labor market discrimination based on race, sex and sexual orientation, environmental issues such as offshore oil drilling, enforcement and regulation issues focused around climate change, illegal immigration, and banking. We will also incorporate current research in behavioral economics, which examines questions about rational behavior and creates debates around issues such as children's health.

This is an 8-unit colloquium and seminar course. Students enrolled in this colloquium will not only get credit for the first year spring seminar requirement, but will also receive Econ 101 credit.

52. DEBATING CONTROVERSIAL ISSUES IN SEXUALITY.

This course introduces four theoretical perspectives on sexuality: biology (sexuality is a

matter of sexual bodies and chemistry), psychological (sexuality is a matter of mental states and processes), social constructionist (sexuality is a cultural and historical product), and conflict (sexuality is a contested arena in which different groups vie for power). With these perspectives in mind, we explore four broad questions: How should we regulate sexual behavior? What is sexual consent? Who's responsible for the fact that sex makes babies? And, what is good sex?

53. WORKING TOWARD THE HEALTHY CITY: ENVIRONMENT, PEOPLE, AND HEALTH.

Can cities and metropolitan areas grow in ways that are healthy, socially just, and environmentally sustainable? This course explores these relationships and posits that good urban governance coupled with empowered communities can help lead the way. Particular focus is placed on investigating the nexus between the built environment and health. Films and a field trip will complement readings, lectures, and discussions.

54. READING THE REAL.

This class will examine various literary and filmic strategies of representing reality. Both persistently elusive, and decidedly material, the notion of the real has provided one of the most compelling challenges to artists and theorists alike. Over the course of our discussions we will consider what is meant by the notion of the real as it is deployed in diverse historical and theoretical contexts. Where appropriate, we will situate our understanding of theories and representations of reality within the specific political formations to which they correspond. We will juxtapose realist texts with those that deliberately distort traditional understandings of reality. We will read literature from a range of genres including social realism, magical realism, and surrealism. Additionally, we will analyze visual texts from the global new wave, Bollywood, and contemporary reality television. Occasionally, we will supplement our fictional texts with theoretical materials which consider the ways in which realities are socially produced.

55. URBAN FICTIONS: THE MODERN CITY IN LITERATURE AND OTHER ARTS.

This course will examine texts of fiction, poetry, essay, music, film and graphic arts that have as their subject the problems and promise of urban life in major world-cities of the 19th and 20th centuries. Among the cities we may explore through their imaginative representation are London, Paris, New York, Los Angeles, Hong Kong and Mexico City. Field study in Los Angeles may be incorporated as pertinent events or opportunities come up.

56. BUDDHISM AND CHINESE CULTURE.

This course provides an introduction to the adaptation of Buddhism in Chinese cultural life. It aims to acquaint students with basic Buddhist concepts and the ways in which Buddhist thought and practices have interacted with and been transformed by the indigenous cultural traditions in China, such as Confucianism and Daoism. Besides Buddhist texts, students will be exposed to classical Chinese novels, cartoons, and films in order to further examine the influence of Buddhism on both high and popular culture in China.

57. 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.

58. 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.

59. THE ART OF MEDIEVAL TRAVEL.

From the Huntington Library and the Hotel Figueroa, to Universal Studios and the Getty Center, to Union Station and LAX, Los Angeles is full of sites and services intended to promote travel and tourism. This is not, however, a modern phenomenon—from the earliest civilizations, men and women have travelled for religion, business, curiosity, and pleasure. This course will focus on travel within Europe and the Mediterranean basin, from the fourth to the fourteenth centuries. Following a grounding in theoretical literature on pilgrimage, tourism, and destination architecture, we will read first-hand accounts by Christian and Muslim men and women, and examine the religious and secular structures built to attract and accommodate travellers, from the Iberian peninsula to the Middle East. We will also spend one day exploring aspects of LA's tourism infrastructure, such as Grand Avenue and downtown LA, the Santa Monica pier and promenade, and/or the Getty Center.

60. EUROPEAN ART IN LOS ANGELES MUSEUMS

This course is designed as an introduction to art historical research and writing using the rich collections of European art in the Los Angeles area as primary study material. The museums that we will visit include the Norton Simon Museum, the Huntington Art Collections, the J. Paul Getty Museum, and the Los Angeles County Museum of Art. Students will study specific works from these collections from a variety of perspectives, including individual and period style, meaning, and cultural context..

61. ENERGY, SUSTAINABILITY, AND THE PLANET.

This broad-ranging course will explore the science impacting the use of energy in our society as well as the sustainability of this practice on the planet. Case studies from both the developing and developed world will be the focus. This discussion-focused, writing-intensive course employs a scientific framework in considering four themes (1)

fossil fuel energy sources and their use, (2) renewable sources, (3) consequences of energy consumption in our global society and (4) implications for sustainable development on the planet. In addition to a final paper, each student will also develop a 15-minute oral presentation on a scientific question related to one of the four key themes noted above. Students enrolling in this course should have completed at least one course at the high school level in biology, chemistry, and physics.

63. UNDERSTANDING HUMAN RIGHTS THROUGH LITERATURE & FILM.

This course offers a broad introduction to international human rights theory and practice through the lens of poetry, non-fiction, documentaries, and feature films, and with a primary focus on the problem of genocide and crimes against humanity from World War II to the present. 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.

64. DEMOCRATIZATION AND HUMAN RIGHTS IN LATIN AMERICA.

Until not too long ago, Latin America was best known for its economic, social and political turbulence. With most of the region in the hands of authoritarian governments, human rights violations were widespread and ranged from a lack of free elections to "disappearances" and state-sponsored genocidal violence. A wave of democratization during the 1980s and 1990s has restored practically all of the region to elected governance, however, and today local and international institutions work to ensure that political and civil liberties are respected. Nevertheless, Latin American democracies are still vulnerable. Military coups may no longer be a problem, but human rights and the quality of democracy in the region are under threat from sources as varied as populist and autocratic government, organized crime and insecurity, corruption, and persistent poverty and social inequality.

This class will study the political transformation of Latin America and assess the sources of strength and the challenges in current democratic governance in the region, with an eye toward understanding where the region might be headed in coming years.

Throughout the semester, the class will also explore the key impact that the United States and other foreign actors - governmental, NGOs and private - have had on Latin America's political fate and the quality of human rights standards in the region.

65. HIP-HOP AND AESTHETIC PHILOSOPHY.

Much work in hip-hop studies has focused on hip-hop as a tool of protest and youth protest. This course takes a different track, by focusing on the aesthetics of US hip-hop, in the generation of artists who achieved prominence between the deaths of emcee Notorious B.I.G. in 1997 and producer/emcee J Dilla in 2006 (although we will also consider the music that artist from that time period have made more recently). This course is interested in what aesthetic philosophy might teach us about hip-hop but, more importantly, explores what hip-hop might teach aesthetic philosophy. Readings will include Tricia Rose, Theodor Adorno and Walter Benjamin. Music under

consideration will include Lauryn Hill, Kanye West, Jay-Z, Erykah Badu, and others.

66. SCHOOLS OF BEING IN THE HOUSE OF STYLE.

Acoustic vs. electric, pentameter vs. free verse, skinny vs. flare...Though we spend most of our time in school looking for Meaning, we spend most of our lives thinking about Style. This course proposes to combine those interests, by asking, "What is the inner meaning of style?" To answer that question, we shall be examining the branch of philosophy known as metaphysics, the study of being, through the works of such thinkers as Plato, Spinoza, Nietzsche, and Heidegger. But of course we shall spend the greater portion of our time examining art itself, in several different forms (literature, music, fashion, visual arts, architecture), from the most ancient eras to the most contemporary (from the Narmer Palette of 3200 BCE, to this year's line-up at Coachella). To the greatest extent possible, we shall be using the city of Los Angeles itself as an invaluable resource and aid in our investigation of all the various Schools of Being that await to be discovered in the House of Style.

67. 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 and understanding of broad democratic principles.

68. HARRY POTTER AND THE ACADEMIC CONVERSATION

Paganism. Censorship. Gender roles. Justice. Discrimination. These issues have all 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 and movies; the fan fiction, art, and video; and the rest of the Harry Potter industry, examining our own social issues as reflected by the magical world. (Reading of the entire series prior to the first day of class is required.)

69. THE CLASSICAL TRADITION.

Homer's Hector does not kill Menelaus in a duel as he does in Wolfgang Petersen's Troy, yet adaptations such as these keep the Greco-Roman classical tradition alive. In this course we will examine the enduring legacy of the classical tradition through space and time, ultimately focusing on modern adaptations and appropriations of classical tragedy,

myth, and epic. We will consider why this classical tradition persists, as opposed to others, and reflect on the relevancy of this topic in our current cultural and academic climate.

70. ANIMAL ETHICS: MORAL STATUS AND NON-HUMAN ANIMALS.

Humans eat some non-human animals, keep others as pets, perform scientific experiments on others, keep some in zoos, and hunt others for both food and sport. The complex relationship between human and non-human animals raises a host of important questions: what do we owe to non-human animals? Do animals have rights? Are we morally permitted to eat/experiment on/keep in zoos/hunt non-human animals? In this course we will explore the moral relationship between human and non-human animals, paying special attention to what it is about a creature that gives it moral status -- that is, we will explore the question: what makes something the kind of creature to which we have moral obligations?

71. POPULARS, JOCKS AND NERDS: PEER RELATIONS IN CHILDHOOD AND ADOLESCENCE.

The course is designed to examine current scientific research on peer relationships in childhood and adolescence. The questions which will guide the course include: What types of children are victimized by their peers? Why are some children more popular than others? What effect does popularity have on children and adolescents' emotional, behavioral, or academic functioning? What role does aggression play in establishing and maintaining status in the peer group? What types of peer crowds do adolescents affiliate with? How are peer relationships different as individuals develop? We will discuss how psychological science has been used to examine these, and related questions about child and adolescent peer relationships. The course will examine the form and function of peer relationships in Western and non-Western cultures.

72. RELIGIOUS AUTHORITY AND INDIVIDUAL VOCATION IN EARLY MODERN EUROPE.

Early Modern Europe witnessed powerful currents of individualism which affected many orders of life such as spiritual fulfillment, education, and gender roles. Reacting against the authoritarian position of the Church in the Middle Ages, a number of spiritual reformers and philosophers proclaimed the value of individual calling and secular life. This course will focus on how the Protestant Reformation and the Catholic Counter-Reformation impacted not only religious practice, but also the individual's role in society. It will explore how educators, parents, counselors, spiritual advisers, etc, adjusted their modes of instruction according to the person's particular disposition or psychological profile. It will also illustrate the struggles of significant individuals, men and women, religious and lay people, against the pressures of institutional authority.

OTHER COURSES

CSP 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

CSP 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

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 courses (40 units) selected in consultation with the student's departmental advisor, based on the student's own particular approach to the major as defined in the student's major declaration. Of the ten courses, at least five must be offered by the CTSJ Department, including at least one 4-unit course 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 regularly accepts for CTSJ credit courses from other departments. Decisions (about which courses to accept) 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 one of those emphases is not required, but upon declaring the CTSJ major, each student is required to submit a major declaration that outlines what the student defines as the student's goals for completing the major.

To graduate with an emphasis, a student must fulfill the requirements of the major (see above) and at least twenty of the student's forty major units must be recognized by the Department as counting toward the student's emphasis. These twenty units are chosen in consultation with the student's advisor. Courses from other departments may be counted toward the student's emphasis.

MINOR: The minor in Critical Theory - Social Justice requires five courses (20 units),

including at least one course offered by the CTSJ Department 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 (written for a 200-level CTSJ class) and one an analytical essay (written for a 300-level CTSJ class). At least one of the essays should relate to the comprehensive project that the student plans to complete during his or her senior year. A student whose portfolio is not accepted by the department will be required to take ENWR 401: *Writing Across the Curriculum* in the fall semester of the student's senior year. See the Writing program and the department chair for additional information.

EXPERIENTIAL LEARNING REQUIREMENT (4 units): Credit for this component may be earned through participation in a departmentally-approved internship or by completing a community-based learning course offered by CTSJ or another department. Students will work with their advisors to determine how to fulfill this requirement in the context of their own courses of study as defined in their major declarations.

SENIOR COMPREHENSIVE REQUIREMENT: In their senior year, students majoring in CTSJ are required to complete a comprehensive project concerning a topic of the student's own particular interest. Students produce drafts of their projects during CTSJ 490: Senior Seminar in the fall semester of their senior year. (A student graduating in December is encouraged to take 490 in his or her third-to-last semester, rather than in the last semester.) Each student is directed to consult with at least one CTSJ professor in addition to the professor teaching the senior seminar. The final version of the comprehensive project is due the Friday before spring (or midterm) break of the student's final semester. A typical project culminates in a 20- to 25-page paper. The department is open to critical projects of comparable length that employ other media from students formally trained in those media. A comprehensive project earns the grade "Pass with Distinction" if the department faculty determine that it is of the quality publishable in the CTSJ Journal or another journal in the fields embraced by Critical Theory-Social Justice.

HONORS: A student with the minimum overall GPA set by the College for honors and a 3.70 GPA in the courses that count toward the student's major in CTSJ, may apply to enter the department's honors program. For students graduating in May 2012, the deadline for applying for the honors program is the second week of fall semester, 2012. Students graduating after May 2012 may apply to enter the honors program anytime during the student's junior year. To apply for honors a student must choose a department faculty member who agrees to supervise the student's research, and the student must submit a 2- to 3-page prospectus, defining the student's research topic and outlining a plan for completion. To graduate with departmental honors, a student must enroll at least once in CTSJ 499: Honors Thesis during the junior or senior year. The student must also maintain the GPAs required for departmental honors and complete the Senior Comprehensive requirement (see above). An honors thesis earns

the grade "pass with distinction" if the department faculty determine that it is of the quality publishable in the CTSJ Journal or another journal in the fields embraced by Critical Theory-Social Justice.

105: IMMIGRATION AND EDUCATION

This course will locate the topic of immigration and education within historical, legislative, and cultural debates on what it means to be an American and who has the right to an Education. Students will explore and debate precedent-setting Supreme Court cases, such as *Mendez v. Westminster*, which challenged the segregation of Mexican children into separate schools, and *Lau v. Nichols*, which fought hard for non-English speaking students to have linguistic access to the public school curricula. In addition, students will research the historical antecedents to the recent anti-immigrant movements in California, Arizona, and Colorado, which target the use of languages other than English in school settings, and have all but abolished bilingual public schools. Against this historical and legislative backdrop, students will examine ethnographic research detailing the persistent challenges that immigrant children face in schooling, including migrant children, and the ways in which they, their parents, and communities experience those challenges.

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**

145. COLLEGIATE SEXUALITY

Students will be introduced to feminist and queer theories through the study of the sexual practices, identities, and cultures of college students in the contemporary U.S. Topics include femininity and the desire to be desired; the lesbian continuum; masculinity, misogyny, and homophobia; male bonding and the traffic in women; the invention of homosexuality and of heterosexuality; the intersectionality of sexuality, gender, race, and class; and the incitement to discourse. Readings include Peggy Sanday's *Fraternity Gang Rape*, Michael Kimmel's *Guyland*, and Kathleen Bogle's *Hooking Up*, as well as texts by Freud, de Beauvoir, Lévi-Strauss, Foucault, Adrienne Rich, and Gayle Rubin. Students are called on to draw connections between the readings and their own observations of everyday life on and around campus. *Emphasis Topic: Feminist and 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 Feminist and 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**

210. 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.

CORE REQUIREMENT MET: **UNITED STATES**

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 Feminist and 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 Feminist and 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 Feminist and 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 Feminist and Queer Studies.

CORE REQUIREMENT MET: INTERCULTURAL

275. HUMANITY AND INHUMANITY

This course will focus specifically on experimental approaches to scholarly production and is particularly concerned with the theory and practice of playing with writing forms and genres in the course of pursuing intellectual and scholarly goals. We will read Eduardo Galeano's study guide, **Upside Down**; Marta Savigliano's opera libretto, **Angora Matta**; Lee Siegel's novel, **Love in a Dead Language**; and assorted other works that do critical work by showing as much as by telling. The emphasis will be on exploring the creativity of scholarliness and the scholarliness of creativity, all within a critical theory/social justice framework, of course. We may also play around with emergent technologies as ways of producing work □specific possibilities include youtube mashups, and SOPHIE (rich media resource for creating digital books that live on the web). *Prerequisite: a 100-level CTSJ class. Co-requisite: 275A: Lab for Humanity and Inhumanity. Emphasis topic: Critical Race Studies or Feminist and Queer Studies. Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: INTERCULTURAL

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 Feminist and Queer Studies. Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: INTERCULTURAL • FINE ARTS

280. CRITICAL AND POSTCOLONIAL THEORY IN THE AFRO-CARRIBBEAN

This course will examine the character of postcolonial theory in the Afro-Caribbean. Particular attention will be paid to the work of C.L.R. James, Walter Rodney, Franz Fanon, Marcus Garvey, Aimé Césaire, Eric Williams, Kamau Brathwaite, and Bob Marley. The course will also examine Rastafari as a religio-political protest movement. We will chart the musicological development of Reggae and Dub Poetry as distinctive expressions of Rasta. *Prerequisite: a 100-level CTSJ class. Emphasis topic: Postcolonial Theory.*

CORE REQUIREMENT MET: INTERCULTURAL

285. FOUCAULT

This course will cover the early writings of Michel Foucault, paying particular attention to his psychological writings. We will conduct a close reading of "Madness and Civilization".

Prerequisite: a 100-level CTSJ class

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.*

CORE REQUIREMENT MET: UNITED STATES

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. *Prerequisite: Permission of instructor. Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: UNITED STATES

332. PSYCHIC LIFE OF VIOLENCE

Sigmund Freud's intervention in personal sexual life often overshadows how psychoanalysis uniquely theorized violence in the context of two World Wars. This course will consider how contemporary social justice issues might be informed by psychoanalytic concepts including aggressivity, group identification, neighbor relations, and altruism. Readings include Freud's *Civilization and Its Discontents*, *Beyond the Pleasure Principle*, and key essays; Franz Fanon's anti-racist masterpiece *Black Skin, White Masks*; Melanie Klein's studies of negative affect; queer theory's relation to the death drive; and essays by contemporary critical theorists grappling with the ongoing problems of war, racism, class conflict, and sexual violence. *Prerequisite: 200-level CTSJ course*

CORE REQUIREMENT MET: EUROPE

333. THE QUEER NOVEL

This course addresses literary questions of queerness, canonization, and nation in the context of the United States' twentieth century discourses about homosexuality. To reframe Eve Sedgwick's famous question about queer literature, the course asks, has the twentieth-century U. S. produced a gay Socrates, Shakespeare, or Proust? While acknowledging that poetry, drama, film, memoir, "zines," television, and the Internet have increasingly provided more salient outlets for queer content, this course traces the nationalist ideology of "the Great American Novel" through queer negotiations with the genre. *Prerequisite: any ECLS course; any American Studies 200-level course; any Chinese, Japanese, German, or Russian course above 270; any Spanish or French course at the 300-level; or permission of instructor. Emphasis topic: Feminist and Queer studies*

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**

341. ETHNOGRAPHIC INSCRIPTION

Ethnography is a collection of methods used to produce a description of a community. Ethnographic methods are employed by researchers in many disciplines, including cultural anthropology, sociology, education, linguistics, performance studies, and cultural studies. In this course we will focus on a particular ethnographic method: participant-observation. Students will learn how to conduct participant-observation and how to produce ethnographic fieldnotes by doing fieldwork in the Occidental College community. Coursework includes weekly fieldwork exercises and readings on the history and politics of ethnography with emphasis on the Boasian tradition of ethnography as cultural critique. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Feminist and Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES**

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: Feminist and Queer Studies.*

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 three times 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 Feminist and Queer Studies. Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: INTERCULTURAL

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: Feminist and Queer Studies. Satisfies experiential learning requirement.*

384. BATAILLE

A close reading of the works of Georges Bataille, including *The Impossible*, *The Unfinished System of Nonknowledge*, *The Accursed Share*, *On Nietzsche*, *Story of the Eye*, *The Dead Man*, and *Collected Poems*. *Prerequisite: a 200-level CTSJ class.*

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.

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.

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On Special Appointment:

Adjunct Assistant Professor Emma Heaney

B.A., Smith College; M.A., University of California, Irvine; Ph.D., University of California, Irvine

DWA is Occidental College's nationally recognized International Relations major. This innovative department grounds students in IR theory, security and human security, international organizations, economic development, and case studies regarding state-building, nationalism, religion, identity and ethnic conflict. Recognizing the variety of academic connections that can inform the study of global politics, offerings in the Economics, History, Politics, Religious Studies, and Urban and Environmental Policy departments can be used by students to supplement the the DWA major's core offerings.

The Chevalier Program in DWA 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 at a Liberal Arts institution such as Occidental.

OCCIDENTAL-AT-THE-UNITED NATIONS: DWA students are strongly encouraged to participate in study and research programs abroad and on Occidental's UN program in New York. Students interested in this rich array of opportunities should work with an advisor to plan their curriculum to include language and other prerequisite courses as early as possible

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, two college semesters each of two languages. Questions regarding fulfillment of the language requirement should be directed to the Keck Language and Culture Studio.
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.
- 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/Documentary: Production of a documentary film that advances knowledge in the IR field. To undertake the documentary option, it is a requirement that you have completed ArtF140 from the AHVA/Film department. It is recommended that you have taken at least one additional course in documentary production or theory in the AHVA/Film department, preferably ArtF242.

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 (inclusive of courses from all departments taken at Occidental that count toward fulfilling DWA major requirements. Study abroad, language, and Oxy-at-the-U.N. courses do not count toward the major GPA); and (b) completion of the comprehensive requirement with a grade of Pass with Distinction (Honors). Those interested should see the Honors Program and consult the department 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

A survey of the role of international organizations in global politics. The focus will be on an in-depth study of the three themes by which the United Nations has defined itself: Security, Human Rights, and Development. Within the rubric of those three themes we will look at activities by the U.N. family of agencies, other international organizations, and NGOs on issues that include the management of violent conflict, human rights and how they have been mainstreamed into the work of international organizations, and approaches to economic underdevelopment that seek to alleviate both poverty and insecurity. *Prerequisite: DWA 101.*

220. INTERNATIONAL POLITICAL ECONOMY

This course is an undergraduate survey of the field of international political economy (IPE). It is intended as an introduction for students who already 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 theme to be explored in this course is "National Interest vs. Global Governance?" - that is, we will explore the theory and history of international political economy as an extension of national interest and an arena for the development of global governance, and the question of whether or not these two dimensions of international political economy are compatible or competitive with each other. The first part of the course will cover the basic concepts and theoretical foundations of IPE. The focus is on core theoretical principles and approaches. The goal is to understand how theory is framed and "works," the potential inferences of this theory, and the issues of contention within the field. The second part of the course draws on the theoretical foundations to examine a set of specific international economic issue arenas, including international trade, finance and economic development.

221. INTERNATIONAL DEVELOPMENT

Against the backdrop of 840 million persons worldwide suffering from malnourishment and nearly 1.3 billion people living on less than a dollar per day, this course surveys the field of international development, wealth creation, and global welfare from an historical, global and comparative perspective. It will introduce students to the field's academic contours, building from the historic role of economics in pioneering and undergirding the field to a broad understanding of now inter-disciplinary field that has emerged. The multi-disciplinary and inter-disciplinary perspective of this introductory survey course is in keeping with an emerging global consensus that measures of poverty go beyond income and consumption and that poverty reduction requires bridging disciplines (economics, political science, history, anthropology, geography) and methods (quantitative and qualitative, observational and participatory). The course will be divided into two parts. During the first part of the course, students will be introduced to the main theoretical ideas on social, economic and political development that have informed the field's evolution. This will familiarize students with fundamental thinking on

development as well as the frontiers of research. The second part of the course will explore some of the current debates about development. Students will analyze such debates in a rigorously multi-dimensional and inter-disciplinary manner.

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.

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 POSTCOMMUNIST 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**

DWA 238: SOUTH ASIAN DIASPORA

This class will focus on South Asians who were indentured to British colonies from 1860, immediately following the abolition of slavery. Over one million Indians were indentured to Mauritius, South Africa, Guyana, Trinidad, and Fiji. South Asians currently constitute a substantial proportion of the population in each of these countries, and they are in the majority in Mauritius and Trinidad. We will conduct a comparative study based on theoretical perspectives related to diaspora's, globalization, trans-state identities, and analytical themes associated with identity and citizenship.

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).

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.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST**

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.

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.

250. INTERNATIONAL SECURITY

This course is an introduction to international security and strategic studies. This field is fundamentally about both the use of force by and violent conflict among states and non-state actors. The course will be guided by general theoretical questions regarding security: How does violent conflict, or competitions shaped by the lurking possibility of such conflict, affect international relations and individual societies? How has the role of violent conflict in international politics changed since the end of World War II? What is the nature of security today? These general questions will frame explorations of more specific strategic questions. Such questions will include: How do states and non-state actors use force to persuade their enemies to take (coercion) or refrain from taking (deterrence) a particular action? How can nations best prepare to prevent violent conflicts or to win them if they occur? What has determined success and failure, the intensity, duration, and consequences of military action? We will have a particular focus on emerging transnational security issues, intra-state security, and the relationship among security, development and state failure. Pursuing answers to these questions will require an approach that integrates theory, history and current events.

252. SECURITY ISSUES IN SOUTH ASIA

While Washington policymakers during the Cold War paid only episodic attention to South Asia, the region has become a focal point for U.S. security policy over the last decade or so. Since the nuclear weapon tests by India and Pakistan in 1998, their entrenched, conflict-prone strategic rivalry has acquired a much more dangerous edge. The region is also the epicenter of global terrorism, with Islamabad simultaneously acting as a sponsor of the Taliban forces fighting in Afghanistan and serving as a pivotal U.S. ally in the war against Islamist terrorism. Finally, after decades of disdain about India's strategic potential, U.S. officials have invested singular energy in recent years in developing what is a tacitly anti-China security partnership with India. Although South Asia encompasses a number of countries, this course will focus on the region's

two most important powers - India and Pakistan - and their relationships with the United States and China - the two extra-regional powers that have the most influence on regional affairs. The following topics will receive special attention: The sources of and prospects for the India-Pakistan strategic rivalry, including the long-standing territorial dispute over Kashmir and the more recent competition for influence in Afghanistan. The effects of nuclear proliferation on India-Pakistan interactions. The economic rise of India and its implications for New Delhi's security posture, especially vis-à-vis Islamabad, Washington and Beijing Pakistan's national prospects and their security implications. China's growing role in regional security affairs The emergence of non-traditional security challenges in the region (e.g., conflicts over access to natural resources, population pressures.) The impact of South Asian security issues on U.S. strategic interests, the development of U.S. bilateral relations with India and Pakistan, and the management of the triangular relationship.

CORE REQUIREMENTS MET: **INTERCULTURAL**

260. MODEL UNITED NATIONS

Research, discussion and analysis of important issues in international relations in preparation for a three day college conference in early April. Student delegates role play as ambassadors for countries and present views, negotiating with other representatives and arguing for possible resolutions in a simulation of the United Nations.

265. FOUNDATIONS OF U.S. DIPLOMACY

A survey of U.S. foreign relations from the founding of the republic, with closest attention to the central events of the 20th century. This course will view diplomacy in broad terms, and offer a foundation for understanding the current state of U.S. relations with the rest of the world.

280. GLOBALIZATION: ISSUES AND CONTROVERSIES

The course explores the various facets of the globalization process, its causes and wide-ranging consequences, and its implications for U.S. domestic and foreign policy as well as for global governance. Has globalization benefited East Asia, Africa, and Latin America? What have been the differing impacts on those regions? Questions that will be addressed include: *what are conceptual perspectives on globalization? *what are globalization's economic dimensions? *what are globalization's cultural dimensions? *what impact has globalization had on issues such as global health and illicit trafficking in peoples and goods? *what are the political consequences of globalization? *what are policy responses to the challenges globalization presents?

CORE REQUIREMENT MET: **INTERCULTURAL**

282. GLOBAL LOS ANGELES

A critical examination of greater Los Angeles and it's economic, political, social and cultural ties to the world economy and other countries- -all the ways in which Los Angeles is an integral part of the post-Cold War global society. How does this globalization affect the life of Los Angeles and in what ways does Los Angeles

contribute to globalization? What are the positive and negative impacts and the implications for US foreign, economic and social policies of Los Angeles as a Global City?

CORE REQUIREMENT MET: **INTERCULTURAL**

284. SPORTS AND DIPLOMACY IN A GLOBALIZED WORLD

A critical examination of the political and economic role that sports plays in the globalized world- - the diplomatic, political and economic effects of the Olympics, the World Cup, other international sporting events, and the increased globalization of professional sports leagues across national boundaries. A look a case studies of Ping-pong diplomacy, rugby reconciliation in South Africa, and soccer wars in Latin America, as well as an analysis of the impact of foreign players on national economies and societies from American baseball players in Japan to Russian ice hockey players in the US.

CORE PREREQUISITE MET: **INTERCULTURAL**

295. TOPICS IN DIPLOMACY AND WORLD AFFAIRS

Human Security, An Introduction. In May 2003, Mrs. Sadako Ogata, former United Nations Commissioner for Refugees, and Professor Amartya Sen, Nobel laureate in economics, presented the report of the Independent Commission on Human Security to then-UN Secretary-General Kofi Annan. The report proposed a new security framework - that of "human security" - that re-frames the concept of international security away from the pillars of the Westphalian system - territorial integrity and national sovereignty - to a focus on the protection of persons and populations.

This course is an undergraduate survey of the topic of human security, exploring this emerging concept and the evolving corresponding norm of the "responsibility to protect," which demands that states protect their populations and re-frames humanitarian intervention as a responsibility of the international community to protect peoples when their governments fail to do so. Throughout the course, we will explore a number of interrelated issues such as conflict and poverty, protecting populations in conflict and post-conflict situations, crimes against humanity, and rights-based development.

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 .**

Global Public Health. The course will examine major global public health problems and the range of responses from international organizations, transnational networks, and

domestic and community-based institutions. Despite improvements in the health status of low- and middle-income countries over the last half-century, the challenges to advance global public health remain daunting. What are the sorts of strategies these actors have used in addressing such health issues as HIV/AIDS, malaria, unsafe food and water, tobacco use, and others? What is the role of human rights in addressing the underlying determinants of ill-health? The course will present basic concepts for understanding global public health, including morbidity, mortality, demography, epidemiology, and the political, social and economic determinants of health. We will utilize a case study method to examine successful and less successful efforts to improve global health and to debate enduring political, economic, social and cultural controversies in the arenas of global health. Students can expect to gain knowledge of the major issues and actors in global public health and an introduction to the analytic and quantitative skills needed to monitor and evaluate evidence used in formulating policies and programs. This course has previously been taught as UEP 305 Global Public Health and cannot be repeated for credit.

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

Obama Foreign Policy A course in current US foreign policy--this time on the Obama administration rather than on previous Bush administration. *Prerequisites: DWA 101 or Politics 101*

CORE REQUIREMENT MET: UNITED STATES

299. QUALITATIVE METHODS AND RESEARCH DESIGN

The goal of this course is to provide students with some of the tools to embark on systematic inquiry in political science. It will introduce students to qualitative methods in political science, ethical issues in qualitative research, proposal writing and interviewing techniques, and finally, the essential components of a research paper (a

proper research question, thesis, literature review, and case selection). Guidance through the Institutional Review Board process will be provided. This course is geared towards students preparing grant applications to conduct research abroad and/or those preparing for their senior comprehensive thesis since they will be expected to apply the methods they learn to their own research topics. *Prerequisite: DWA 101*

2 unit

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

325. UNITED NATIONS INTERNSHIP/PRACTICUM

Internships are designed to enable students to learn experientially in an organization engaged in work relevant to their coursework in Occidental College's Program at the United Nations as well as their broader academic and career goals. By gaining firsthand work experience at an United Nations Mission, a Specialized Agency of the United Nations or a related Non-Governmental Organization students should develop skills and knowledge that will help them in pursuing post-graduation employment. *Prerequisite: DWA 201 and ECON 101*

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

331. ETHICS, RELIGION AND INTERNATIONAL RELATIONS-STATE INTEREST vs. UNIVERSALMORALITY

An inquiry into the field of ethical inquiry in international relations with a particular focus on the increasing recognition of the multiple frames of ethics contributed by the world's religions. It is intended as an introduction for students who already have some background in the field of international relations and are interested in exploring the subject at a deeper level. Ethics has traditionally occupied an unenviable position in mainstream theories of international relations. Either it has been relegated to the margins of the field or placed in opposition to the contingencies of state practice. Denying their own normative foundations, (Western) theories of international relations traditionally ignored the relevance of ethics for the conceptualization and practice of world politics. This course reviews alternative approaches to traditional international relations theory by placing ethics at the center of the field. The course focuses on the ethical underpinnings of state practice, and analyzes a range of contemporary foreign policy issues in which ethical questions are likely to arise, especially the protection of human rights, the historical development and contemporary formulations of ethical norms for the use of force, and distributive justice in the global economy. Special emphasis will be given to religious influences on national ethics; religion as a matter of conflict; religious communities as transnational agents for justice, protection of human rights, and peace; and ethical and religious contributions to reconciliation, solidarity, and peacemaking. The theme to be explored in this course is "State Interest vs. Universal Morality?" - that is, we will explore the question of whether or not these two dimensions of international relations are compatible or competitive with each other.

Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.

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

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 neorealist paradigms, as well as the subaltern and post-modern perspectives. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

338. Theory and Practice of Human Rights in the Transnational Muslim World

The place of human rights in the transnational Muslim world in comparative and

theoretical perspective. The focus will be on 20th century political and ideological events in the Muslim world, broadly defined to include its diverse formations. There will be particular attention paid to movements for the integration of human rights into domestic, international, and transnational politics, 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 and Human Rights Law

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 topical issues that range from international criminal law, torture, non-state transnational actors, humanitarian interventions, and sexuality, and will have a particular focus on the theoretical foundations for human rights. *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 United Nations 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 European Union, North Atlantic Treaty Organization, 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.*

350. INTERNATIONAL CULTURAL POLICIES AND ECONOMY

Our interactive world can take a creative product, such as a Hollywood film, Bollywood song, or Latin American telenovela, and transform it into a source of cultural anxiety. What does this artwork say about the artist or the world she works in? How will these artworks evolve in the global market? Film, music, television, and the performing arts enter the same networks of exchange as other industries, and the anxiety they produce informs a fascinating area of study for art, culture, and global politics. *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.*

377. RISING NATIONS: THE POLITICAL ECONOMY OF THE BRIC COUNTRIES AND THE CHALLENGE TO US LEADERSHIP

Junior seminar on the global impact of the rising nations of Brazil, India, Russia and China—so-called BRIC countries—the growth of their economies and their growing political and economic influence on global power arrangements—and an analysis of the US response to the rise of these nations in the post-Cold War era of globalization. What is the intellectual justification of the course? Provide juniors and seniors in DWA and related majors with an analysis of key players on the international scene and a critical

examination of how the US is responding to a multi-polar world. *Prerequisites: Junior status in DWA or Politics Co-requisites: DWA 101, DWA 201 or equivalent in Politics Dept*
CORE REQUIREMENT MET: **ASIA**

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.

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B.A., University of California, Berkeley; Masters of Health Science, Johns Hopkins; Ph.D., University of California, Los Angeles

The East Asian Languages and Cultures Department provides three majors for students interested in the study of China or Japan. The Chinese Studies major is intended for students primarily interested in Chinese language and literature. The Japanese Studies major is intended for students primarily interested in Japanese language and literature. These majors both aim to help students attain a high degree of fluency, and much of the coursework is done in Chinese or Japanese. The East Asian Studies major is intended for students who wish to focus on a particular disciplinary issue in East Asian Studies-art history, history, politics, religion, or a transnational issue-in the context of the study of East Asian languages and culture.

The department encourages students in all three majors to choose from a number of study-abroad options, providing the opportunity to experience East Asian languages and cultures first-hand.

Chinese Studies

Chinese Studies

Major Coordinator: Professor Chen

MAJOR: A minimum of 10 courses (not including the 2 units of senior comps work), including 5 courses in Chinese (CHIN202 and 4 courses CHIN301 and above); 1 literature in translation course (CHIN272 CHIN273, or CHIN274), 1 methods or theory course (LING301, CHIN272, CHIN273, CHIN274, ECLS290 or ECLS370); and 3 additional China-related courses (taught in English or Chinese). The Senior Comprehensive Requirement will be fulfilled through either a seminar course (CHIN272, CHIN273, or CHIN274) or a 2-unit Independent Study in the fall semester of the senior year, in which the student will produce a 20-page paper written in English on Chinese language or literature, including texts written in Chinese; in the spring semester, the student will make any required revisions and prepare an oral presentation to be given in Chinese.

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).

WRITING REQUIREMENT: Students will satisfy the final component of Occidental's college-wide writing requirement by submitting a paper in English from a 300 level or seminar course (in any subject) in the fall semester of the senior year, which will be evaluated by the appropriate major coordinator.

HONORS: Students with an overall GPA of 3.25 and a major GPA of 3.50 may submit an honors research proposal at the end of the 2 unit Independent Study in the fall

semester of the senior year. If the proposal is supported by two faculty advisors, the student will enroll in a 2 unit Independent Study in the spring to expand the fall semester paper into a distinguished 40 page paper.

Japanese Studies

Major Coordinator: Assistant Professor Ezaki

MAJOR: A minimum of 10 courses (not including the 2 unit senior comps work), including 5 courses in Japanese (JAPN202 and 4 courses JAPN301 and above); 1 literature in translation course (JAPN271 or JAPN273); 1 methods or theory course (LING301, JAPN271, JAPN273, ECLS290 or ECLS370); and 3 additional Japan-related courses (taught in English or Japanese). The Senior Comprehensive Requirement will be fulfilled through either a seminar course (JAPN271 or JAPN273) or a 2-unit Independent Study in the fall semester of the senior year, in which the student will produce a 20-page paper written in English on Japanese language or literature, including texts written in Japanese; in the spring semester, the student will make any required revisions and prepare an oral presentation to be given in Japanese.

MINOR: Five courses (20 units) numbered Japanese 202 and above. Linguistics 301 may fulfill one of these course requirements. 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-Japan campus).

MINOR: Five courses (20 units) numbered Japanese 202 and above. Linguistics 301 may fulfill one of these course requirements. 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-Japan campus).

WRITING REQUIREMENT: Students will satisfy the final component of Occidental's college-wide writing requirement by submitting a paper in English from a 300 level or seminar course (in any subject) in the fall semester of the senior year, which will be evaluated by the appropriate major coordinator.

HONORS: Students with an overall GPA of 3.25 and a major GPA of 3.50 may submit an honors research proposal at the end of the 2 unit Independent Study in the fall semester of the senior year. If the proposal is supported by two faculty advisors, the student will enroll in a 2 unit Independent Study in the spring to expand the fall semester paper into a distinguished 40 page paper.

East Asian Studies

Major Coordinator: [Professor Chen](#)

MAJOR: a minimum of 10 courses (to be selected from a pre-approved list of East Asia related courses, and not including the 2 units of senior comps work), including an East Asian survey course (History 241, Religion 160, AHVA H160, Politics 227); at least two semesters of Chinese or Japanese (including 202 or above); and a seminar to be chosen in consultation with the Major Coordinator. The Senior Comprehensive Requirement will

be fulfilled through a seminar course or a 2-unit Independent Study in the fall semester of the senior year, in which the student will produce a 20–page paper written in English on China, Japan, or an East Asian comparative/transnational topic; in the spring semester, the student will make any required revisions and prepare an oral presentation to be given in English.

MINOR: A minimum requirement of 24 semester units of courses in the East 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 will satisfy the final component of Occidental's college-wide writing requirement by submitting a paper in English from a 300 level or seminar course (in any subject) in the fall semester of the senior year, which will be evaluated by the appropriate major coordinator.

HONORS: Students with an overall GPA of 3.25 and a major GPA of 3.50 may submit an honors research proposal at the end of the 2 unit Independent Study in the fall semester of the senior year. If the proposal is supported by two faculty advisors, the student will enroll in a 2 unit Independent Study in the spring to expand the fall semester paper into a distinguished 40 page paper.

GROUP LANGUAGE MAJOR

Students may combine Chinese with French, German, Japanese, Russian, Spanish, or linguistics to form a Group Language major. Please see the Group Language entry in this catalog for details.

East Asian Language and Culture

397. INDEPENDENT STUDY

Prerequisite: Permission of instructor
2 or 4 units

Chinese Studies

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.

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**

252. ADVANCED CONVERSATION

Open to all qualified students, but designed primarily for students who have completed or are enrolled in CHIN301, 310, 320, 330, or 350. Oral practice of contemporary Mandarin, based on short fiction and essays, film, news articles and media, and classical sayings and proverbs. Emphasis will be on developing oral-aural skills in literary style Chinese employed in academic discussion, media presentation, as well as in conversational Mandarin. Graded on a Credit/No Credit basis only; attendance is mandatory. May be repeated for credit. Prerequisite: any 300-level Chinese course or permission of instructor.

272. THE RISE OF THE MARTIAL ARTS NOVEL

This seminar course will examine the rise of the martial arts novel (wuxia xiaoshuo) in the context of its historical and literary roots. We will focus on how the figure and chivalric code of the martial hero and heroine have persisted in the historical, literary, and popular imagination - through such works as Sima Qian's historical biographies, *The Romance of the Three Kingdoms*, *Outlaws of the Marsh*, Tang dynasty classical tales, Ming dynasty court-case fiction in the vernacular language, and Pu Songling's classical strange tales written in the Qing period. We will also explore how the twentieth-century master of the martial arts novel, Jin Yong (Louis Cha), a journalist writing in exile in colonial Hong Kong, has captured the imagination of Chinese diasporic communities throughout the world and contributed to the rise of the transnational Chinese martial arts film. All readings and discussions will be in English. No prerequisites. Given in alternate years.

273. CONTEMPORARY CHINESE WRITERS IN EXILE

This seminar 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 Yiyun Li writing in English in the U.S. 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? All readings and discussions will be in English. *No*

prerequisites. Given in alternate years.

CORE REQUIREMENT MET: INTERCULTURAL

274. GHOST AND LOVE STORIES

This seminar course will explore ghosts and other disembodied beings in the Chinese literary tradition, from the earliest historical documents, philosophical texts, and Buddhist tales, to the Six Dynasties zhiguai records of the strange, the Tang chuanqi tales of the marvelous, and Ming dynasty vernacular fiction. We will focus on recurring motifs and archetypes which weave the supernatural into love stories, especially as manifested in two Qing dynasty masterpieces, Pu Songling's *Strange Tales* and Cao Xueqin's *The Story of the Stone*. Modern stories and film will also be examined for their adaptations of traditional motifs and archetypes. No prerequisites. Given in alternate years.

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

301. EXPOSITORY ESSAYS AND SHORT NARRATIVES I

Reading and discussion of expository essays and short narratives on Chinese society, culture, and current topics. Introduction to the use of literary style Chinese and idioms in public discourse. Developing advanced level oral-aural and essay writing skills.

Prerequisite: CHIN202 or permission of instructor. Prerequisite: Chinese 202 or permission of instructor.

CORE REQUIREMENT MET: CENTRAL, SOUTH, AND EAST ASIA

310. EXPOSITORY ESSAYS AND SHORT NARRATIVES II

Advanced reading and discussion of expository essays and short narratives on Chinese society, culture, and current topics. Oral presentations, academic style discussions, and writing of essays and narratives. *Prerequisite: CHIN 301 or permission of instructor.*

CORE REQUIREMENT MET: CENTRAL, SOUTH, AND EAST ASIA

320. CURRENT EVENTS & MEDIA

Introduction to the literary style and structure of Chinese news, with emphasis on developing student skills in reading, listening comprehension, and oral communication. Topics of discussion selected from mainland Chinese and Taiwan media sources include current events such as: Sino-U.S. relations, international law, science and economic development, and environmental issues. *Prerequisite: CHIN301 or permission of instructor.*

CORE REQUIREMENT MET: 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. Given in alternate years.*

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

397. INDEPENDENT STUDY

Prerequisite: permission of instructor.

2 or 4 units

Japanese Studies

101. ELEMENTARY JAPANESE I.

Introduction to the language in all its aspects basics of grammar and oral communication, and the reading and writing of hiragana & katakana-through intensive drills and exercises. Introduction to formal and casual speech styles. 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. Mastery of the basic conjugated forms of verbs and adjectives in the past-nonpast and positive-negative paradigms in both the polite -masu and plain forms. Students will learn to decode the speaker's assumptions or attitudes as they are integrated into certain grammatical forms. Introduction to kanji (approximately 50 characters and their multiple readings). *Prerequisite: Japanese 101 or equivalent.*

5 units

201. INTERMEDIATE JAPANESE I

While consolidating their knowledge of grammar basics, students will learn the keigo (honorific forms) system and a variety of additional verb forms, both inflectional and paraphrastic. Increased emphasis on conversational skills as well as training in composing texts with coherence and accuracy. Introduction of additional kanji and their multiple readings (approximately 200 characters over 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

Continuation of Japanese 201. Further development of all four skills. Students will deepen their understanding of the speaker's attitudes as well as the spatial and temporal concepts integrated in grammatical forms. Mastery of at least 250 kanji with their multiple readings by the end of this level. *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 close reading of texts and visual images, the student will identify and analyze specific issues that are relevant to the critical messages and the development of the narrative. 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

Women's writings in Tokugawa Japan (the feudal era of the 17th through mid-19th centuries) are a relatively understudied area. They did exist, however, and a considerable number of works have been brought to light especially in the last couple of decades. The authors' writing process often involved physical movement, namely travel, as well as interactions with various people, including men. Relying on materials currently available, with a particular focus on excerpts from travel diaries, this course will explore how women's literary activities intersected synchronically with the cultural context of the time as well as diachronically with the literary traditions carried on since ancient times such as kanshi-bun (Chinese classics, both verse and prose) and waka (the 31-syllable native-Japanese verse). The course is given in English. *No prerequisites. Given in alternate years.*

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

301. ADVANCED JAPANESE I

Further development of the four skills. Mastery of certain grammatical forms with increasing emphasis on the speaker's attitudes or assumptions regarding the situation. Introduction of the humble form in the keigo system. Introduction of additional kanji (approximately 250) and their multiple readings over the two semesters of the advanced level. *Prerequisite: Japanese 202 or equivalent.*

CORE REQUIREMENT MET: CENTRAL, SOUTH, AND EAST ASIA

302. ADVANCED JAPANESE II

Continuation of Japanese 301. While completing the essentials of the structure of Japanese, students will prepare for a higher level of learning, with intensive training in reading and writing in particular. Students are expected to master 500 kanji and their multiple readings in total by the end of this course. *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 report accurately 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 develop further their comprehensive language skills. *Prerequisite: Japanese 302 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: CENTRAL, SOUTH, AND EAST ASIA

350. TALES OF THE SUPERNATURAL

In this course the student will study various tales of the supernatural, including folk tales, myths and ghost stories, - created in the ancient through early modern periods, both aurally (from CD) and in writing. All the kanji in the text are presented with furigana attached so that a substantial quantity of reading may be accomplished time-efficiently. While reading and interpreting the text -, the student will attempt - creative writing of his/her original stories following the specific narrative styles. The student will also be introduced to the - rakugo, humorous story-telling performed in the traditional Japanese variety theater called yose. *Prerequisite: Japanese 302 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

**COURSES THAT COUNT TOWARD A MAJOR OR MINOR IN CHINESE STUDIES,
JAPANESE STUDIES, AND EAST ASIAN STUDIES**

* Courses with Pre-modern content

+ Seminar courses

American Studies 270. Asian-American Literature

American Studies 272. Asian Immigrants in American Society

American Studies 280. The American Experience in East Asia

American Studies 295. Topics in American Studies: Race and Gender in Asian American
Films

*+ Art History and the Visual Arts H160. Introduction to Asian Art

* Art History and the Visual Arts H261. Buddhist Art in South and East Asia.

Art History and the Visual Arts H266. The Arts of Japan

*+ 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 H368. Japanese Painting

Chinese 201. Intermediate Chinese I

Chinese 202. Intermediate Chinese II

*+ Chinese 272. The Rise of the Martial Arts Novel

+ Chinese 273. Contemporary Chinese Writers in Exile

*+ Chinese 274. Ghost and Love Stories

Chinese 301. Expository Essays and Short Narratives I

Chinese 310. Expository Essays and Short Narratives II

Chinese 320. Current Events and Media

Chinese 330. Fiction and Film

* Chinese 350. Classical Chinese Thought and Sayings

Diplomacy and World Affairs 237. Cuba, Vietnam, China: Communism in a Post-
Communist World

Diplomacy and World Affairs 251. International Relations of East Asia

* History 141. East Asian Survey Since 1600

* History 242. Imperial China

History 243. Modern and Contemporary China

* History 247. Premodern Japan

History 248. Modern Japan

History 249. Korean History and Culture

History 295. sec.2. Voices of Youth in East Asia

History 295. sec 3. Mao Zedong

History 348. The Cultural Revolution in China

Japanese 201. Intermediate Japanese I

Japanese 202. Intermediate Japanese II

Japanese 271. Fiction in Japanese Literature and Film

- *+ Japanese 273. Women's Travel Diaries and Pre-modern Society
- 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. Tales of the Supernatural
- Politics 226. Contemporary Chinese Politics
- 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
- *+ Religious Studies 365. Seminar: Buddhist Ethics

SEMINAR/METHODS COURSES OUTSIDE OF THE EALC DEPARTMENT THAT MAY COUNT TOWARD THE MAJOR IN CHINESE STUDIES, JAPANESE STUDIES, OR EAST ASIAN STUDIES

- Art History and the Visual Arts F395. Junior Seminar
- Diplomacy and World Affairs 235. Nationalism and Ethnicity
- Diplomacy and World Affairs 337. International Relations Theory
- Diplomacy and World Affairs 342. Transnational Identity and International Relations
- English and Comparative Literary Studies 290. Introduction to Literary Analysis
- English and Comparative Literary Studies 370. Literary Criticism
- History 300. History Colloquium
- Linguistics 301. Introduction to Linguistic Structure
- Politics 211. Comparative Politics
- Sociology 200. Classical Sociological Theory
- Sociology 205. Contemporary Sociological Theory
- Sociology 304. Sociological Research Methods
- Sociology 305. Quantitative Research Methods
- Sociology 310. Sociological Field Methods
- Urban and Environmental Policy 301. Urban Policy and Politics
- Urban and Environmental Policy 303. Sustainable Development
- Urban and Environmental Policy 304. Community-Based Research Methods: Urban and Environmental Projects

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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 better analyze 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 ten courses. Of these, a core of seven must be the following:

- Economics 101 and 102 (introductory economics);
- Calculus 1 or equivalent;
- Economics 250 and 251 (intermediate theory);
- Economics 272 (econometrics; requires Mathematics 146 or equivalent);
- 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 Calculus 1

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, Calculus 1, and two 300-level courses in economics (or Economics 272 and one 300-level course in economics). Please note that Calculus 1 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 both take 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: Qualified majors may achieve Honors at graduation through completion of an excellent research project in partial fulfillment of their senior comprehensives requirements and approval of the department. See the college catalog description of Honors for additional information.

SPECIAL FEATURES:

Pre-Ph.D. Pattern of Study: Students interested in obtaining a Ph.D. in economics are urged to take Mathematics 150 (instead of Math 146), 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.

The internship component of the ECBM emphasis is normally satisfied by completing successfully INT 100, INT 200, or Economics 197. An internship completed during the summer or while the student is spending a semester studying off campus may also satisfy this requirement if (1) it involves at least 120 hours of work-paid or unpaid-in a professional setting and (2) it receives the approval of the student's academic advisor (students with multiple majors and multiple advisors need to seek approval from their

Economics advisor). To have such an internship considered for approval, students need to provide their advisor with a statement signed by the on-site supervisor describing the work done by the student, assessing the student's performance, and attesting that the student completed at least 120 hours of work; students also need to provide full contact information for the on-site supervisor.

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.

Note: Students who wish instead to minor in Mathematics must take Math 150 instead of Math 146.

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 discuss market power, market failures, and the role of government regulation. We explore the determination of gross domestic product, the problems of unemployment and inflation, and macroeconomic policy making.

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

Foundations of microeconomic theory. Topics include the analysis of consumer theory and decision making, the theory of the firm under perfect competition, general equilibrium, and market inefficiency arising from monopolistic/oligopolistic/strategic behavior, incomplete information, externalities, and public goods. 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.*

CORE REQUIREMENT MET: MATH/SCI

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.*

309. FREE MARKET ECONOMICS: THE AUSTRIAN PERSPECTIVE

Comparative Economic Systems: The Austrian Perspective. The Austrian School of Economics, so-named because of the national origin of its founders, is an alternative approach to economics that emphasizes methodological individualism and subjectivism. The Austrian School of Economics traces its roots back to the works of the Spanish Scholastics of the sixteenth century and stresses the importance of the individual, private property, limited government and the organizing power of the free-market. Students will read from authors such as Menger, Mises, Hayek, Kirzner, Rothbard and Hoppe and evaluate various properties of a state-planned economy versus a decentralized free market economy. *Prerequisites: Economics 101 and Economics 102.*

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 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 250. 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 represent the crisis realistically, 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.*

340. BEHAVIORAL ECONOMICS

This course will provide an introduction to the relatively new field of Behavioral Economics. Standard models of economic theory provide a useful, but not always realistic way to characterize how individuals make decisions. In this course we will investigate the evidence showing how people may behave in ways that are not predicted by this standard theory. Individuals may exhibit nonstandard preferences, nonstandard beliefs, or nonstandard decision-making. We will look at each of these in turn with applications that may include saving, finance, labor supply, gift giving, voting, and addiction. The methodology of the course will not itself deviate from the standard way of doing economics; we will state clear assumptions, build models, determine their logical conclusions, and think about how to empirically test both the assumptions and implications of such models. *Prerequisite: Economics 250 and Calculus 1, or equivalent*

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; socioeconomic patterns in health-related behaviors and outcomes; physician 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.*

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Update on Credential/Graduate Programs

The Department of Education is currently on hiatus relative to its multiple and single subject teaching credential and Masters of Arts in Teaching (M.A.T.). graduate programs. As a result, the department will no longer be accepting new applications for the teaching credential or M.A.T. program. During this next year the College will be re-examining its options concerning credential/graduate course offerings.

Current Students in Credential/M.A.T. Program

For current students completing their credential program, continue on with your course of study for the appropriate multiple or single subject or M.A.T. program. Please see the Department Chair or Department Credential Analyst if you have any questions regarding your program or need more information.

MINOR: A minor in Education consists of two required courses: Education 201 Socio-Cultural Foundations of Education and 207 Conflicts in Education, and a choice of three from the following: Education 140 (elementary) or Education 141 (middle school) Community Literacy Center Tutoring (2 semesters), 205 Politics & Pedagogy of 1st and 2nd Language Acquisition, 213 Chicano Education, and 215 Educating African America, 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 MAT 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.

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 (MAT). The Education Department collaborates with several other Occidental College departments in offering the MAT degree to qualified applicants. The requirements for the MAT 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. MAT 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 MAT 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 MAT and will need to be repeated. For further information concerning the MAT program, students should see the general information section on Graduate Study at Occidental, and should consult the Education chair.

NSF-ROBERT NOYCE TEACHING SCHOLARSHIPS: Receive your Level-1 teaching credential through Occidental College with the support of the Oxy MS Teaching Scholars Project, which is dedicated to the development of excellent Math and Science Teachers in urban school settings.

Beginning in 2009 and ending in 2014, each year 10 distinguished applicants will be selected annually as OxyMS Teaching Scholars. They will receive a \$15,000 scholarship/stipend to fund tuition partially in the credential program at Occidental College. In exchange, recipients will be expected to teach at least two years in a Los Angeles high-need high school. This Project provides specialized mentoring, peer-group resources, and development of academic leadership skills in content and pedagogy.

For more information visit: <http://departments.oxy.edu/education/noyce> or email noycteachingscholars@oxy.edu.

140. COMMUNITY LITERACY

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

141. COMMUNITY LITERACY WITH MIDDLE SCHOOL STUDENTS

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

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

215. EDUCATING AFRICAN AMERICA

This course critically examines the history of the education of Africans in America beginning at the Middle Passage, through Reconstruction and the post-bellum South, to contemporary post-industrial urban contexts. Emphasizing the sociohistorical and political-economic dimensions of schooling African Americans, the course explores the role of key factors in shaping the academic 'success' and 'failure' of Black students historically and in current K-16 contexts. Analysis of case law, policy, and practice will inform our understanding of African American experiences in schools nationally and locally. Further, we consider the implications these experiences hold for democratic participation and the overall life chances of African American citizens. *Prerequisites:*

Education 201

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.

300. MULTIPLE & SINGLE SUBJECT CURRICULUM AND INSTRUCTION

During interrelated activities in program coursework and fieldwork, students learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards (K-12). Students examine the principles of planning, implementing, and evaluating curriculum and instruction in culturally diverse secondary schools. 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; and 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. This course is designed for multiple and single subject. *Prerequisites: Education 201 and 205 or permission of instructor.*

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, 205 & 300 (concurrent or permission of instructor).*

316. HEALTHY AND SAFE SCHOOLS AND COMMUNITIES

In this course, single subject students are provided multiple opportunities to learn and practice how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Students acquire knowledge about diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Students learn about major laws and principles that address student rights and parent rights pertaining to student placements. In addition, they have an opportunity to learn about the effects of student health, safety, and accident prevention on student learning. *Prerequisites: Education 201 or permission of instructor.*

318. LEARNING DISABILITIES AND SCHOOLS

Students in this course will examine laws and policies related to 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, guest speakers and reflections from field observations. Students will also learn and practice planning, instruction and assessment and analyze the role of instructional technology in realizing the goals of providing a free and appropriate inclusive education for students with special needs. Requires thirty-six hours participation in tutoring and teaching in public school classroom. *Prerequisite: Education 201 or permission of instructor.*

321. MATH AND SCIENCE FOR MULTIPLE CANDIDATE SUBJECTS

This course provides interrelated activities in science and mathematic coursework and fieldwork, as well as specific and effective teaching strategies that support teaching the state-adopted academic content standards for students in mathematics and science (K-6) Students explore basic mathematical computations, concepts, and

symbols; how to use these tools and processes to solve common problems; and to apply them to novel problems. In this class students will take intellectual risks and approach problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies, fostering a positive attitude toward mathematics, and encouraging student curiosity, flexibility, and persistence in solving mathematical problems. Students will explore how to balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. *Prerequisites: Education 201, 205, 300, 318 or permission of instructor*

322. VISUAL AND PERFORMING ARTS FOR MULTIPLE CANDIDATE SUBJECTS

Provides multiple subject credential candidates with interrelated activities in program coursework and fieldwork, teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in visual and performing arts. Explores artistic perception; creative expression, understanding the cultural and historical origins of the arts; pursuing meaning in the arts, and making informed judgments about the arts. Students will learn to teach how various art forms relate to each other, other subject areas, and to careers. *Prerequisites: Education 201, 205, 300, 318 or permission of instructor*

323. HISTORY/SOCIAL SCIENCE FOR MULTIPLE CANDIDATE SUBJECTS

Through interrelated activities in program coursework and fieldwork, this course teaches multiple subject candidates specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in history-social science (K-6). Students will explore pedagogy and strategies to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students as well as how social science concepts and themes provide insights into historical periods and cultures. Multiple perspectives of events will be explored by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. *Prerequisites: Education 201, 205, 300, 318 or permission of instructor*

341. MATH/SCIENCE CONTENT SPECIFIC PEDAGOGIES

During interrelated coursework and fieldwork, students are provided with instruction and supervised practice to plan and deliver content-specific instruction/pedagogy focusing on the state-adopted academic content standards and/or curriculum framework in the Math and Science content areas. The course provides multiple opportunities for each Math and Science candidate (a) to learn, practice and reflect on the specific pedagogical knowledge and skills targeting the subject-specific Teaching Performance Expectations (TPEs). The focus of the course is on planning and organizing instruction to foster student achievement of state-adopted Math and Science academic content standards and using instructional strategies, materials, technologies and other

resources to make content accessible to students. *Prerequisites: Education 201 and 205 or permission of instructor*).

342/542. CRITICAL APPROACHES TO TEACHING SECONDARY SCHOOL ENGLISH AND SOCIAL STUDIES

This methods course will orient students toward critical approaches to teaching English or Social Studies at the secondary level. In class, students will investigate the theories, epistemologies, and practices informing the teaching of English and Social Studies. Outside of class, all students will have the opportunity to conduct fieldwork in a secondary level public school classroom. Throughout the course, theory and practice will meld together through the exploration of materials, methods, and technologies central to each subject matter.

Prerequisites: Education 201 AND 205 or permission of instructor).

343. FOREIGN LANGUAGE PEDAGOGIES FOR SINGLE SUBJECT

During interrelated activities in program coursework and fieldwork, students will learn to teach the fundamental goals of the Foreign Language Framework and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, and (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Students will teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language. *Prerequisites: Education 201 and 205*

397. INDEPENDENT STUDY

Interested students must obtain *Guidelines for Independent Study* from the Department and complete the 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, 205 & 300 (concurrent).

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 321, 322, and 323.*

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 341 or 342.*

482. CLASSROOM MANAGEMENT MULTIPLE SUBJECT; HEALTHY SCHOOLS AND COMMUNITIES

In this course, students are prepared to maximize student learning by creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol. In this course, students are provided multiple opportunities to learn and practice how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Students acquire knowledge about diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

484. CLASSROOM MANAGEMENT FOR SINGLE SUBJECT

In this course, the single subject students are prepared to maximize student learning by creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to school and district protocol as well as state laws.

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, 505 & 300 (concurrent or permission of instructor).*

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, 505 & 300 (concurrent or permission of instructor).*

515. EDUCATING AFRICAN AMERICA

Using the critical race theory (CRT) methodology of counterstory-telling, students will critically examine the history of the education of African Americans beginning at the Middle Passage, through Reconstruction and the post-bellum South, to contemporary post-industrial urban contexts. Emphasizing the sociohistorical and political-economic dimensions of schooling, we will explore the role of key factors in shaping the academic "success" and "failure" of Black students historically and in current K-16 contexts. Analyses of empirical data, case law, policy, and pedagogical practice (embedded in a variety of 'texts') will inform our understanding of African Americans' experiences in schools nationally and locally. The implications that these experiences hold for democratic participation and the overall life chances of African American citizens are considered.

5 units

516. HEALTHY AND SAFE SCHOOLS AND COMMUNITIES

In this course, single subject students are provided multiple opportunities to learn and practice how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Students acquire knowledge about diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Students learn about major laws and principles that address student rights and parent rights pertaining to student placements. In addition, they have an opportunity to learn about the effects of student health, safety, and accident prevention on student learning. *Prerequisites: Education 501 or permission of instructor.*

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.*

521. MATHEMATICS AND SCIENCE FOR MULTIPLE SUBJECT

This course provides interrelated activities in science and mathematics coursework and fieldwork, as well as specific and effective teaching strategies that support teaching the state-adopted academic content standards for students in mathematics and science (K-6). Students explore basic mathematical computations, concepts, and symbols; how to use these tools and processes to solve common problems; and to apply them to novel problems. In this class students will take intellectual risks and approach problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies, fostering a positive attitude toward mathematics, and encouraging student curiosity, flexibility, and persistence in solving mathematical problems. Students will explore how to balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. *Prerequisites: Education 201, 205 & 300 (concurrent or permission of instructor).*

522. VISUAL AND PERFORMING ARTS

Provides multiple subject credential candidates with interrelated activities in program coursework and fieldwork, teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in visual and performing arts. Explores artistic perception; creative expression, understanding the cultural and historical origins of the arts; pursuing meaning in the arts, and making informed judgments about the arts. Students will learn to teach how various art forms relate to each other, other subject areas, and to careers. *Prerequisites: Education 201, 205 & 300 (concurrent or permission of instructor).*

523. HISTORY/SOCIAL SCIENCE FOR MULTIPLE SUBJECTS

Required for multiple subject candidates. Through interrelated activities in program coursework and fieldwork, this course teaches multiple subject candidates specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in history-social science (K-6). Students will explore pedagogy and strategies to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students as well as how social science concepts and themes provide insights into historical periods and cultures. Multiple perspectives of events will be explored by using

simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. *Prerequisites: Education 201, 205 & 300 (concurrent or permission of instructor).*

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 521, 522 or 523.*

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.*

541. MATH/SCIENCE CONTENT SPECIFIC PEDAGOGIES

During interrelated coursework and fieldwork, students are provided with instruction and supervised practice to plan and deliver content-specific instruction/pedagogy focusing on the state-adopted academic content standards and/or curriculum framework in the Math and Science content areas. The course provides multiple opportunities for each Math and Science candidate (a) to learn, practice and reflect on the specific pedagogical knowledge and skills targeting the subject-specific Teaching Performance Expectations (TPEs). The focus of the course is on planning and organizing instruction to foster student achievement of state-adopted Mathematics and Science academic content standards and using instructional strategies, materials, technologies and other resources to make content accessible to students. *Prerequisites: Education 201, 205 & 300 (concurrent or permission of instructor)..*

542. CRITICAL APPROACHES TO TEACHING SECONDARY SCHOOL ENGLISH AND SOCIAL STUDIES

During interrelated coursework and fieldwork, students are provided with instruction and supervised practice to plan and deliver content-specific instruction/pedagogy focusing on the state-adopted academic content standards and/or curriculum framework in the ELA, and History/Social Studies content areas. The course provides multiple opportunities for each ELA/History & Social Studies students to learn, practice and reflect on the specific pedagogical knowledge and skills targeting the subject-specific Teaching Performance Expectations (TPEs). The focus of the course is on planning and organizing instruction to foster student achievement of state-adopted ELA/History & Social Studies academic content standards and using instructional strategies, materials, technologies and other resources to make content accessible to students.

Prerequisites: Education 201, 205 & 300 (concurrent or permission of instructor).

543. FOREIGN LANGUAGE PEDAGOGIES FOR SINGLE SUBJECT

During interrelated activities in program coursework and fieldwork, students will learn to teach the fundamental goals of the Foreign Language Framework and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, and (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Students will teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language. *Prerequisites: Education 201, 205 & 300 (concurrent or permission of instructor).*

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 541 or 542.*

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.*

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 427/527 or 447/547, and a passing score on CSET.*

2 units

582. CLASSROOM MANAGEMENT MULTIPLE SUBJECT; HEALTHY SCHOOLS AND COMMUNITITES

In this course, students are prepared to maximize student learning by creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol. In this course, students are provided multiple opportunities to learn and practice how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Students acquire knowledge about diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. *Taken concurrently with Education 527 and a passing score on CSET.*

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

584. CLASSROOM MANAGEMENT FOR SINGLE SUBJECT

In this course, the single subject students are prepared to maximize student learning by creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to school and district protocol as well as state laws. *Taken concurrently with Education 547 and a passing score on CSET.*

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

591. SUBJECT SPECIFIC PEDAGOGY TASK

During the Fall semester, students will meet weekly to work towards completing TPA Task 1. In this course, students will demonstrate knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Students will respond to four scenarios related to developmentally appropriate pedagogy, assessment,

adaptation of content for English language learners, and adaptation of content for students with special needs. There is a \$100 Fee for this class.

0 units

592. DESIGNING INSTRUCTION TASK

This course provides support to students as they complete TPA Task 2. Students will collect information about their fieldwork or student teaching students and plan a lesson based on the data and student characteristics. The lesson will include adaptations for English language learners and for a student with special needs. There is a \$100 Fee for this class.

0 units

593. ASSESSING LEARNING TASK

This course provides support to students as they complete TPA Task 3. Students will demonstrate the ability to plan a unit of study and plan and administer an assessment. The assessment will include adaptations for English language learners as well as for students with specific learning needs. Data collected from the assessment will be used to diagnose student needs and complete the reflective component. There is a \$100 Fee for this class.

0 units

594. CULMINATING TEACHING ACTIVITIES

This course provides support to students as they complete TPA Task 4. Students will design a lesson, make lesson adaptations, implement the lesson and analyze evidence of student learning. Student will record their lesson and include a paper response. Lesson artifacts and a reflective component must also be submitted. There is a \$100 Fee for this class.

0 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.

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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 two seminars for majors (ECLS 390 and ECLS 490). (Students may substitute one of the first-year courses 186-189 for its counterpart in the 200-level historical survey series.) The remaining six elective courses should be chosen in consultation with the adviser; they must include one course from each of the following four categories, and no more than two taken at the 200-level:

Ancient Literature (courses numbered 200-209 or 300-309)

Medieval and Renaissance Literature (courses numbered 210-229 or 310-329)

18th and 19th Century Literature (courses numbered 230-249 or 330-349)

20th and 21st Century Literature (courses numbered 250-269 or 350-369).

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, CTSJ, 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); two courses 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 petition the department chair to be allowed to graduate with 10 courses (including all required courses and historical categories) rather than the 11 specified above.

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 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. AN 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. 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: Completion of Fall CSP Seminar or Equivalent*

CORE REQUIREMENT MET: UNITED STATES**267. THE DEATH OF HIP-HOP: LINER NOTES TO AN AESTHETIC THEORY**

If the deaths of the novel, of poetry, of painting, of sculpture, and of opera might serve as indicators, then perhaps the death of U.S. hip-hop suggests it is transforming, moving into a new phase? The thought-experiment inspiring this course does not question what might hip-hop might give to the world. On the contrary, it questions if the world can critically accept and appreciate what hip-hop might offer it. Theoretical readings include Tricia Rose's *Black Noise*, Adam Bradley's *Book of Rhymes*; Jeff Chang's *Total Chaos*; selections from Theodor Adorno's *Aesthetic Theory and Philosophy of Music*; music will include the work of Notorious BIG, J Dilla, Kanye West, Lauryn Hill, Wu Tang Clan, Outkast, and Erykah Badu. *Prerequisite: Any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: UNITED STATES**272. MAJOR FIGURES: DU BOIS AND HYPERBOLIC THINKING**

This course is an in-depth engagement with the thought and activism of W.E.B. Du Bois. Despite the currency of some of his texts and concepts, only recently have scholars have called for a more focused engagement with Du Bois' vast and diverse set of writings. Some have reduced Du Bois' legacy to a few salient points that they say

cover his entire career; others have periodized his thought too rigidly to consider its flexibility. But neither of these approaches helps us understand how and why Du Bois spent over 70 years (and over 175,000 pages) using philosophy, fiction, correspondence, editorials, novels, poetry, lectures, and historiographies to reformulate his understanding of African Americans in US society and the world. This course involves close readings of Du Bois corpus, framing him as a key thinker of modernity, democracy, and the role of the intellectual through his ongoing analysis of the African American.

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.

281. URBAN NATURE WRITING

This course, taught by Los Angeles poet, activist, and founder of the Friends of the Los Angeles River, will include presentations, discussions, and readings drawing on the language (and poetry) of nature, of Los Angeles, of the River, of politics, and the different ways that MacAdams has himself produced language that captures his interests - and life work. The course will be taught in the second half of fall semester 2011. It may be taken independently for 2 units or linked with UEP 211, *The Los Angeles River*, to produce a 4-unit course.

286. EUROPEAN LITERARY TRADITIONS

This course will examine literary themes and styles from a number of Pre-Modern cultures: Archaic and Classical Greece, Republican and Imperial Rome, the medieval societies of England, France, Germany, and Italy. Special emphasis will be laid upon the ways in which the concerns of ancient and medieval literature continue to shape our own immediate English and American literary productions. Genres to be covered include: epic, lyric, tragedy, comedy, long narrative, and epistle. *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

290. INTRODUCTION TO LITERARY ANALYSIS

This course will introduce potential ECLS majors and other interested students to the basic principles and techniques of literary study. Each section will look closely at various literary forms 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

303. GENRES IN CLASSICAL LITERATURE

This course examines the meanings, effects, social contexts and historic development of one of the major Classical genres: epic, lyric, tragedy, comedy, and so forth. In 2010-2011, the course will focus on the ode, especially as represented in the works of Pindar. Attention will also be given to the long term socio-cultural effects of ode in subsequent European literary history, as for instance in Horace, the English and German Romantics, and others.

CORE REQUIREMENT MET: PRE-1800

309. THE BIBLE AS LITERATURE AND PHILOSOPHY

We will read selections from the Old and New Testaments, together with Medieval and Modern commentaries by such figures as Rashi, Maimonides, Ibn Ezra, Spinoza, Badiou, Agamben, and Taubes. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: PRE-1800

310. MEDIEVAL LITERATURE: J.R.R. TOLKIEN AND THE MEDIEVAL IMAGINATION

The world that Tolkien creates in his 20th century fiction owes much of its substance and spirit to the literary imagination of the medieval period. As a professor of Anglo-Saxon at Merton College, Oxford, an accomplished scholar of linguistic history, and an avid student of ancient Scandinavian and Germanic texts, Tolkien spent his professional life immersed in this imagination and re-expressed it to accommodate the literary tastes of his own time. Much has been lost in translation. In this course we will revisit a number of Tolkien's source texts to explore the richness and mystery of the Middle Ages that Tolkien has sought to reflect in his own work. We will then assess his work to discover where he has succeeded and where he has failed. In the process we will learn much about our own time as it looks back on its medieval past. *Prerequisite: Any 100 or 200-level ECLS course or junior or senior standing.*

CORE REQUIREMENT MET: EUROPE • 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

Shakespeare's plays explore the deep anxiety attached to the experience of being in the world, the instability of a personal identity rooted in nothing more substantial than its own performance. This performance, in turn, is persistently upstaged by the paradox of desire: the pleasure of longing unreconciled with the yearning for fulfillment. We will read ten plays that span Shakespeare's career and investigate how he returns again and again to the themes of identity and desire, performance and being. In the process we will explore the questions Shakespeare raises about what it means to be in the world. 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

330. RESTORATION AND EIGHTEENTH CENTURY BRITISH LITERATURE

A survey of poetry, prose and drama from 1660-1730. Authors to be studied include Aphra Behn, Lady Mary Wortley Montagu, Daniel Defoe and Jonathan Swift.

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

Bondage Up North: Rethinking Slavery. When Americans think about "bondage," the images of southern slavery generally come to mind: plantations and cotton, coffles and the Civil War. This class will consider narratives of enslavement that depart from the conventional model in order to explore the ways in which "bondage" was a part of the broader United States. What do we make of the fact that Sojourner Truth was enslaved in New York? We will read narratives and criticism that examine Northern bondage and will consider the historical erasure that has relegated this exploitation and violence to the South in the popular imagination. This class also focuses on student engagement

with criticism; one of its objectives is to significantly improve student's writing competencies and confidence. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: UNITED STATES

347. 19TH CENTURY NOVEL AND BOLLYWOOD CINEMA

This course will examine nineteenth century British and Indian novels in dialogue with their twentieth century Bollywood adaptations. A product of the largest film industry in the world, Indian cinema is consumed globally. Questions of globalism were also central to nineteenth century novels, which were written during the height of colonial rule. We will examine the films and novels, paying particular attention to representations of cultural subject formation, gender and racial norms, and nationalist sentiment in the era of empire and the postcolonial moment. *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

356. BLACK RECONSTRUCTION: RETHINKING RADICALISM IN AFRICAN AMERICAN LITERATURE

Through lecture and class discussion, this course focuses on writings from African American authors pondering the possibilities and goals of reconstructing their communities and the United States at large. We will cover multiple literary genres-including poetry, slave narrative, novel, and the essay, among others-used in the African American literary tradition placed in their historical, cultural, and institutional contexts. By reading the African American literary tradition in these contexts, we will pursue a number of questions, regarding issues of political agency, the role of the writer as intellectual, the relationship of literature to the folk, and literature as an avenue of recovering alternative histories. *Prerequisite: Any 100 or 200-level ECLS course or junior or senior standing.*

CORE REQUIREMENT MET: UNTIED STATES

358. MODERN POETRY

This course will be devoted to studying the work of a series of major figures in poetry and poetics. Each of these-Pound, Eliot, Stein, Stevens, H.D., Williams, Oppen, and members of the New York School-undertakes ambitious experiments that expand the formal and perceptual bounds of poetry. The purpose of the course is to read each poem carefully and slowly; and to understand major artistic movements as they address culture, including war, urbanization and capitalism, the fragmentation of identity, and changes in technology. We will specifically examine the use of collage. Students will have opportunities to write analytically and/or creatively. T.S. Eliot: "poets in our civilization, as it exists at present, must be difficult. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: UNTIED STATES

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, Sandra Cisneros, Don DeLillo, Kurt Vonnegut, Tim O'Brien, and Louise Erdrich. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

Comparative U.S. /Latino Cultural Studies. Through analyses of literature, film, music and graphic arts we will explore how Latinos have understood and represented their individual and collective social experiences in the United States. In order to allow some depth of comparison, primary attention will be given to the expressive cultures of Chicanos in Los Angeles and Puerto Ricans in New York. However, other national-origin Latino communities will be selectively incorporated to the course. Secondary texts of cultural criticism, social theory and community history will be read alongside the primary creative texts. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

367. ILLUMINATED MANUSCRIPTS: FROM COMIC BOOKS TO GRAPHIC LITERATURE

This course will study the evolution of word-and-image narratives from their pulp origins in early superhero and action comics to their contemporary emergence as a recognized medium of "high" cultural expression. The texts will be primarily from the United States, but some attention may be given to foreign works in translation. In addition, we may also consider how graphic narratives compare as a medium to related works in print literature and cinema. *Prerequisite: Any 100 or 200-level ECLS course or junior or senior standing.*

CORE REQUIREMENTS 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**

369. ARCHAEOLOGIES OF BLACK MEMORY

This course engages with recent theoretical, aesthetic, and practical concerns with the "archive" in the Black Diaspora. We will focus especially on how scholars on the Black Diaspora have thought critically and imaginatively about the archive, blurring the lines between critical discourse, historical investigation, and aesthetic representation. In this hybrid space, perhaps we will hear the silences that speak so loudly about black subjection and agency in the archive. Theory from David Scott and Michel Foucault, text art from Glenn Ligon, travel narratives from Saidiya Hartman, and poetry from the likes of Langston Hughes and Marlene Nourbese Philip will aid our exploration. *Prerequisite: Successful completion of one 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

370. LITERARY CRITICISM

The course will focus on the major theoretical texts of the last half-century. We will begin by asking what it is to read (Althusser, Macherey), what is a text (Barthes), what is an author (Lacan, Foucault) and what is writing (Derrida). We will then ask how and about what literature thinks (Fanon, Althusser, Foucault, Irigaray, Agamben). 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:

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**

374. WOMEN WRITERS. In 2010-2011:

Women novelists of the 19th and 20th centuries: Anglo-American writers Charlotte Bronte, George Eliot, Kate Chopin, Virginia Woolf; and African American writers Harriet Jacobs, Nella Larsen, Zora Neale Hurston, Alice Walker, Toni Morrison, and Jamaica Kincaid.

375. LIT AND HIST: ON BLACKNESS: LITERARY, THEORETICAL, AND HISTORICAL EXPLORATIONS

This course provides a conceptual history of "blackness" as it shapes and is shaped by the aesthetic, the philosophical, and the political. Although the course could be described as a study of marginal identity, its true focus is on nonidentity-the creative flux at the heart of blackness and, by extension, humanity at large. The course stages an encounter between the theories and aesthetics of the Black Radical tradition, on the one hand, and Western leftist theory, particularly Marxism, on the other. We will read short, poignant essays/chapters from theorists like Cedric Robinson, Karl Marx, Saidiya Hartman, Fred Moten, and Niccolò Machiavelli. These theoretical essays will be read alongside literary "case studies" from African American (and some African Diasporic) writers, in the genres of slave narrative, the novel, and experimental poetry, including Frederick Douglass, Zora Neale Hurston, W.E.B. Du Bois, Gayl Jones, Nathaniel Mackey, and Marlene Nourbese Philip. *Prerequisite: Successful completion of one 100- or 200-level ECLS course, or junior or senior standing*

CORE REQUIREMENT MET: UNITED STATES

377. LITERATURE AND THE OTHER ARTS

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

Urban Fictions: The Modern City in Literature, Film, and Popular Culture. This course studies texts in several expressive media and literary genres which have as their subject the problems and promise of urban life in major world-cities of the 19th and 20th centuries. Among the cities we may consider are London, Paris, New York, Los Angeles and Mexico City. Field study in Los Angeles may be incorporated as pertinent events or opportunities come up.

Imaging the Image. The term "photography" means light writing. As such, it implies a

form of language that is unmediated by authorial intention. What the history of photo application has demonstrated, whether digital or analog, is that photography often uses its appearance as unbiased to disguise its indebtedness to the tradition of image and the imaginary. Thus, photography and its varieties – film, television, computer, etc. – have come to represent our talent for virtualization, not truth. Since the 19th century, literature has explored this double aspect of photography – as realism and as ideology or deception. This class will explore this relation using theorists such as Peirce and Berger. The works studied will range from Hawthorne to Dick.

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 200-level ECLS course, or junior or senior standing or permission of instructor.

CORE REQUIREMENT MET: FINE ARTS

382. ADVANCED CREATIVE WRITING

Students familiar with the elements of craft—setting, characterization, plot, dialogue, etc.—will produce several new stories and revise them, and will read and critique the works of their peers. In-class writing exercises and outside readings will also be required. Prerequisite: ECLS 380 or approval of a portfolio of writings; see department chair for details.

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.

Objects of Beauty. In her recent book, *On Beauty and Being Just*, Elaine Scarry makes the claim that "At the moment we see something beautiful, we undergo a radical

decentering." Others might suggest that notions of beauty have been used precisely to center certain normative standards, often violently marginalizing those who do not adhere. Whether dismissed as frivolous, theorized as a philosophical category of inquiry, or politicized in the service of feminist or anti-racist discourse, beauty does many things: it captivates, it incites pleasure and desire, it oppresses and subjugates, and it excludes. Throughout the course of this term, we will evaluate Scarry's claim, looking at texts dealing with both theoretical and practical aspects of aesthetic experience. Beginning with Aristotle, we will evaluate Western theorizations of beauty through the Enlightenment and into the contemporary era. In addition, we will look at how non-Western writers have responded to aesthetic norms imposed upon them. Texts such as Paula Black's *The Beauty Industry* and Robert Young's *Colonial Desire*, will provide a framework for examining how politics of race, class, and gender shape questions of aesthetic value. Within this theoretical context, we will consider representations of beauty in print and visual culture, including popular cinema and literature.

The Greeks . . . in Theory. This course will examine the ways in which critical theory has been used to understand Ancient Greece, and (conversely) the ways in which Ancient Greece has been used to develop critical theory; possible authors for consideration in this course would include Nietzsche, Heidegger, Lacan, Derrida, Foucault, Nancy, Agamben. Particular attention will be paid not only to the manner in which the Greeks exemplify this or that theory, but the way in which, somehow, they always seem to exceed the models thrust upon them; the course will thus emphasize hermeneutics, the problem of interpretation as such.

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.

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On Special Appointment:

Postdoctoral Fellow James Ford III

B.A., Morehouse College; M.A., Ph.D., University of Notre Dame

Adjunct Instructor Annika Mann

B.A., Northwestern University; M.A., Indiana University

Occidental's writing courses instruct students in the elements of expository prose, the rhetorical processes and strategies used by successful writers, the psychosocial 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.

English Writing does not have a major or minor.

197. INDEPENDENT STUDY

Prerequisite: permission of instructor.

2 or 4 units

201. THE ART OF ESSAY WRITING

Sections 1 and 2. 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. This particular section will explore the narrative and visual presentation of social/cultural assumptions about race, ethnicity, class, gender, and sexuality. *Not open to frosh.*

Sections 3 and 4. 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. This particular section situates writing instruction in documentary film; close attention will be paid to audience, context, and argument. *Not open to frosh.*

Section 5. 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. This particular section emphasizes research, reading, and collaboration that move you from the "blank page" to polished, complex writing across many disciplines. *Not open to frosh.*

275. RHETORIC IN THE HEALTH PROFESSIONS

This course emphasizes analytical reading and critical writing for students interested in the health professions. 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.*

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 that 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. This community of writers will write and rewrite many

texts-exploring methods and styles to move from draft to publication. *Prerequisite: student must have passed the Core Writing Requirement or taken ENWR 201.*

CORE REQUIREMENT MET: **FINE ARTS**

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: WRITING FOR 2.0 AND THE DIGITAL AGE

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. This particular version of the course will make use of readings about technology and introduce students to blogging, audio essays, multi-media narrative, and visualization techniques to explore the possibilities of Web 2.0. *Open to juniors and seniors only, except with permission of instructor. May be repeated for credit.*

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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: Geology 105 (or equivalent), 215, 225, 235, 305, 325, , 345, 490, and at least three of the following: Geology 245, 255, 342, 355, 365, or 4 credits of 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 is based on research conducted under the supervision of Department faculty or in an off-campus summer research program or field camp. This project can be started as early as the Junior year and typically involves field or laboratory work during the summer between Junior and Senior years. Seniors are expected to present their research orally and submit a written thesis by Spring Break. During the Fall semester of 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 only; 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.

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 first-year and second-year students 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, with seven days 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**

305. EARTH MATERIALS

EARTH MATERIALS The fundamentals of rock formation are explored through study of common rock-forming minerals and major rock types. Understanding of these processes is based on the physical, optical, chemical and textural properties of minerals and rocks. The course includes a field trip to investigate rocks and minerals in some of California's most interesting natural settings. Lab: 3 Hours per week. *Prerequisite: Geology 105*

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. *Includes field trips and one laboratory per week. Prerequisite: Geology 225.*

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 3 hours of laboratory work 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.

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Russian.

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.

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.

GERMAN

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 postwar 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

Bertolt Brecht and the Twenties. Bertolt Brecht is one of the most influential playwrights and aesthetic thinkers of the 20th century. In order to understand the scope and dimension of his work and its world wide influence this course will focus on the artistic development of young Bertolt Brecht who, in the early Twenties, moved to Berlin, the capital of newly founded democratic Weimar Republic and one of the most important cultural centers of the 20th century, and participated in practically all innovative tendencies and art forms of the time, from Expressionism and Dadaism to New Objectivity, from experimental theatre to radio and film. Some of his great early works, such as the "Three Penny Opera", will be seen in the context of the time,

especially the very turbulent last years of the Weimar Republic before Hitler's rise to power. We will also look at Brecht's legendary film "Kuhle Wampe" and visit at least one contemporary production of a Brecht play staged at a theatre in Los Angeles.

Bertolt Brecht: The Great Plays. Brecht's great plays changed the stage of world theatre. In order to understand and appreciate their powerful and long lasting influence, all major plays written during Brecht's exile, i.e. in the years between 1933, when he was driven out of Germany, and 1948, when he returned to Switzerland and ultimately Berlin, will be discussed. Aside from detailed analyses of plays such as "Mother Courage", "The Good Woman of Sezuan", "The Caucasian Chalk Circle", or "Life of Galilei" Brecht's developing theory of epic theatre and the general conditions and dilemmas of exile will be discussed. We will also look at Brecht's role in Hollywood, his collaboration on the film "Hangmen Also Die", and his successful attempts to direct his own plays on German and European stages after 1950. Students minoring in German, or majoring in Group Languages or IPS will read most of the 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: **EUROPE • FINE ARTS**

Memory, Trauma, and Victim Culture This course is concerned with the cultural politics of memory and trauma after the catastrophic events of the Holocaust and World War II. We will start with basic questions, such as: Whose memories are sought, and commemorated in the public sphere? What problems do traumatic events present for those attempting to represent them? Is trauma a useful cultural concept? What are the differences between individual and collective memory? The first part of the course analyzes memory and trauma on both the individual level and the collective level, and turns then to the specific processes that occur when traumatic events are remembered by survivors as well

as the collective processes involved when memories of traumatic events, such as the Holocaust, are shared with an audience who has no first-hand experience of them.- The second part of the course aims to identify the recent fascination, especially in European and American culture, with the phenomenon of trauma, suffering and victimhood. We will study the cultural politics of trauma and memory in relation to two events - the Holocaust and German suffering during World War II. The unit "Holocaust victimhood and American-Jewish identity" explores how the kitsch nature of popular culture representations of the Holocaust (from the Anne Frank movie of to the very successful TV-series Holocaust to the Hollywood movie Schindler's List) created the paradigm for trauma culture at large. The unit "Germans in collective memory between perpetrators and victims" discusses contemporary German memory discourse which primarily focuses on the experience of German suffering as a consequence of the war and the Third Reich.

However, to recast Germans as victim is highly problematic since the position of victim is already occupied by those people who were persecuted and murdered by the Germans/Nazis. Memory, trauma, and victimhood are crucial aspects of the experiences of Jews and Germans after 1945. A systematic exploration of these aspects (as

manifested in a broad variety of cultural forms) promises important insights into recent history and culture.

CORE REQUIREMENT MET: **INTERCULTURAL**

Offered in spring 2012

Nazi Culture. After the Nazis came to power in 1933, they took over control of all aspects of German life. One of the first tasks the new government undertook upon their ascension to power was a synchronization of all professional and social organizations with Nazi ideology and policy. Joseph Goebbels, Nazi Minister for Popular Enlightenment and Propaganda, began an effort to bring German arts and culture in line with Nazi goals.

The government purged cultural organizations of Jewish and other officials alleged to be politically suspect or who performed or created art works which Nazi ideologues labeled "degenerate." Some 650 works by such renowned artists as Max Beckmann, Marc Chagall, Otto Dix, Wassily Kandinsky, and Paul Klee were declared "degenerate art" and removed from German museums. The Nazi "cultivation of art" also extended to the modern field of cinema, theater, music, architecture, youth education, and even to the lower levels of popular culture. Throughout the duration of the Nazi regime, 'culture' in all its manifestations played a crucial role. Political rallies, military parades, sports events, open air festivals, and other skillfully organized events were used from the beginning to suggest a "national awakening" and the "revolutionary spirit" of the new regime. The efforts of the Nazis to regulate German culture corresponded to what historian George Mosse calls an effort "toward a total culture," i.e. an effort to influence at the most basic level the lives and actions of all Germans. This course will explore the various forms of culture during this time and will raise the question to what extent 'Nazi culture,' or culture under Nazi domination, was capable of stabilizing the regime until its very end in 1945.

German minors and group language majors have to complete either German 202 or 232 since they will read some of the material in German.

CORE REQUIREMENT MET: **EUROPE**

Offered in fall 2011

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

201. Topics in Classical Philology (Greek)

Homer's epics feature some of the best known and varied heroes of antiquity, like Achilles, Hector, Odysseus, and Penelope. In this class we will read selections from the "Odyssey" and "Iliad" as a way to examine ancient conceptions of heroism. For students studying ancient Greek this will primarily be a translation course and will serve as an introduction to epic poetry. Students without Greek are also welcome and can expect to approach the topics of the class by reading translated texts and modern scholarship. *Prerequisite: Greek 102.*

4 units.

Core requirement met: **Europe, pre-1800.**

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

201. Topics in Classical Philology (Latin)

Advanced readings in Latin literature and/or philology, in coordination with a classics course in ECLS (or another department affiliated with the classics program).

Prerequisite: Latin 102.

4 units

Core requirement met: **Europe, pre-1800.**

397. INDEPENDENT STUDY

Prerequisite: permission of the department.

2 or 4 units

RUSSIAN

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

284. MADNESS AND MURDER

An examination of the phenomenon of madness in Russian culture through literature and film. The main focus will be on the psychological literature of the 19th Century, including the the murder novels of Dostoevsky, as well as studies of madness by Lermontov, Gogol, Chekhov, and others. This trend in Russian literature will be related to pathological features of Russian history (Tsarism, Totalitarianism) to find underlying reasons why these features are so prevalent in the Russian arts. Films will include *Tsar*, concerning Ivan the Terrible, and *Burnt By the Sun*, a chronicle of the Stalinist terror.

CORE REQUIREMENT MET: EUROPE

397. INDEPENDENT STUDY

Prerequisite: permission of instructor.

2 or 4 units

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Students interested in the study of more than one foreign language from the perspectives of literature or linguistics may combine two languages or one language and linguistics into a Group Language major.

A total of eleven courses is required for the Group Language major: five courses for each half of the major and one course emphasizing methods or theory (such as LING301, SPAN490, FREN490, GERM370, JAPN273, CHIN273).

COURSE REQUIREMENTS: Course requirements for each half of the Group Language major are listed below. For all the languages listed, only two of the five courses may be taken outside the Occidental language departments. All courses taken outside of the Occidental language departments, including those taken on study abroad programs, must be approved in advance by the appropriate language department. Students must receive a grade of B or higher in the 202 level course for both languages to be eligible for the major.

COMPREHENSIVE REQUIREMENT: Students will fulfill the Group Language comprehensive requirement in one of two ways:

(1) A student may choose to submit a 20-page paper on a senior research project on comparative literature or linguistics combining both halves of the major. To prepare for this comparative paper written in English, the student should enroll in two two-unit Independent Studies (with separate faculty advisors for the corresponding halves of the major) in the fall of the senior year. If one or both of the languages for the major is French, German, or Spanish, the student must also submit a complete version of the paper in one of these languages. In the spring semester of the senior year, the student will also give an oral presentation, conducted in both languages of the major, on the comparative paper.

OR

(2) Students choosing not to write a comparative paper may conduct two separate research projects and do the following for each half of the Group Language major:

Chinese: A student will fulfill the Chinese portion of the comprehensives through:

(1) a two-unit Independent Study in the fall of the senior year, in which the student will produce a 10-page paper in English on Chinese literature or linguistics which include texts written in Chinese; followed by (2) an oral presentation in Chinese about the research project in the spring semester.

French: A student will fulfill the French portion of the comprehensive EITHER (1) by completing the Major Seminar FREN490 which includes an oral presentation on a seminar theme; OR (2) by completing a two-unit Independent Study in the fall semester of the senior year, which includes writing a 10-page paper in French on a topic in francophone literature and making an oral presentation in French on the paper's topic.

German: A student will fulfill the German portion of the comprehensive EITHER (1) by enrolling in a German 370 seminar during the senior year and writing a separate 10-page-paper on a topic in German Studies (literature, culture, history) and making an oral presentation, in German, on the topic OR (2) by taking a three hour written examination focusing on two-selected topics in German Studies, followed by an oral examination on the topics, in either the fall or spring semester. The completion of an additional two-unit Independent Study in the fall or spring semester of the senior year, which focuses on background research for the Comps topic, is recommended.

Japanese: A student will fulfill the Japanese portion of the comprehensives through: (1) a two-unit Independent Study in the fall of the senior year, in which the student will produce a 10-page paper in English on Japanese literature or linguistics which include texts written in Japanese; followed by (2) an oral presentation in Japanese about the research project in the spring semester.

Linguistics: A student will fulfill the Linguistics portion of the comprehensives through: (1) a two-unit Independent Study in the fall of the senior year, in which the student will produce a 10-page paper in English on a topic in linguistics; followed by (2) an oral presentation in English about the research project in the spring semester.

Russian: A student will fulfill the Russian portion of the comprehensives through: (1) a two-unit Independent Study in the fall of the senior year, in which the student will produce a 10-page paper in English on Russian literature or linguistics which include texts written in Russian; followed by (2) an oral presentation in Russian about the research project in the spring semester

Spanish: A student will fulfill the Spanish portion of the comprehensives EITHER through
1) the Spanish Senior Seminar in the fall semester of the senior year, followed by an oral presentation in Spanish of the seminar paper in the spring semester; OR
2) a two-unit Independent Study in the fall of the senior year, in which the student will produce a 10-page paper in Spanish on a topic in Hispanic literature or linguistics, followed by an oral presentation in Spanish of the paper in the spring semester.

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 fall semester of the senior year. If the proposal is supported by faculty from both components of the major, the student will enroll in two two-unit Independent Studies in the spring, in which they will develop the comprehensive papers from the fall into two distinguished papers of 20 pages each. Papers for French, German, and Spanish must be written in the target language. The student may instead choose to conduct a comparative study and integrate the two papers into a single paper of 40 pages in English. If one or both of the languages for the major is French, German, or Spanish, the student must also submit a complete version of the paper in one of these languages.

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 in the fall of the senior year.

Complete listings and descriptions of language and linguistics courses are available under the following departments: [Asian Studies](#) (for Chinese and Japanese courses); [German, Russian, and Classical Studies](#) (for German and Russian courses); [Spanish and French Studies](#) (for Spanish, French, and Linguistics courses).

Chinese: 5 courses CHIN202 and above (only one of which may be a course taught in English)

French: 5 courses: FREN202 and four courses numbered 300 and above. FREN490 is recommended.

German: 5 courses GERM202 and above (two of which may be in related areas such as history, art history, politics, language learning/linguistics). Participation in at least one of the GERM370 seminars is required.

Japanese: 5 courses JAPN202 and above (only one of which may be course taught in English)

Linguistics: 5 courses: Ling 301; a second course in linguistics; 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 (the course must be in addition to and in a different category from the language used to fulfill the Core language requirement); and two additional courses with a language focus (such as one more foreign language course, another course in linguistics, Cognitive Science 330, Philosophy 370, or Education 205).

Russian: 5 courses RUSS202 and above (two of which may be in related areas such as history, art history, language learning/linguistics)

Spanish: 5 courses: Spanish 202 or 211 plus four courses numbered 300 and above. Two of these four courses must be in either literature or linguistics. One must be numbered 340 or above. Only one course may be taken in English.

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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

This course is an introduction to early North American/U.S. history reaching from colonization to the Civil War. Of particular interest in this course will be the theme of cross-cultural interactions in the midst of transforming economies, an expanding nation,

and unequal power relations. We will combine a broad introduction to early American history with an in-depth look at five case studies of individuals and communities encountering each other across borders of nation, religion, race, gender, ethnicity, and class. Each case study offers a unique perspective on the question of how broad economic structures of colonization, slavery, and the market revolution shaped human encounters between natives and newcomers, captives and captors, slaves and slaveholders, northerners and southerners. Ultimately, these case studies encourage a critical rethinking of concepts of liberty, equality, and democracy, which have formed the bedrock of master narratives in United States history. Within the context of these broad, sweeping themes we will look closely at primary historical documents, produced by men and women of their time period and we will read carefully the arguments of historians in our own time. The class will emphasize history as a process of critical interpretation.

CORE REQUIREMENT MET: **UNITED STATES • PRE-1800**

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 course 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.

CORE REQUIREMENT MET: **UNITED STATES**

295. TOPICS IN AMERICAN HISTORY

American Frontiers

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 STATE**

Modern America: US History 1945 to Present

In this course we will examine the emergence of the U.S. as a world power, along with the challenges and realignments that ensued: the persistence and then erosion of the New Deal order, with its replacement by a politics more skeptical of a welfare system; the triumph of consumer culture; the growth of social diversity, both as an ideal and a reality; and the roles played by social movements, especially the civil rights movement, the women's movement, and the conservative movement. We will use a combination of primary and secondary sources as texts and students in addition will view a number of films from the era. Prerequisite: 1 course in history

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**

312. RACE, RIGHTS & REVOLUTION IN THE ATLANTIC WORLD

The circulation of labor, goods, people and cultures between Africa, Europe and the Americas created an Atlantic World whose history transcends continental and national boundaries. This course examines the relationship between race, rights, and revolution during the Atlantic Age of Revolution that stretched from roughly the mid-eighteen to mid-nineteenth centuries. In particular we will explore how Revolutions in British North America, France and Haiti influenced the movement to end the slave trade and slavery

in the Americas and galvanized slave revolts and other movements for Black liberation and human rights around the Atlantic World. A variety of readings including autobiography, social and political 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. Themes include: slavery, slave revolt, the discourse of human rights, resistance, religion, labor, and shifting ideologies of difference, in particular gender, class, and race. *Prerequisite: Satisfactory completion of at least one History course or permission of instructor.*

CORE REQUIREMENT MET: INTERCULTURAL

390. RESEARCH SEMINAR

History of Consumer Culture in the US 1880-1980

The consumption of goods, services, and experiences has been an important element in the history of the United States, from the seventeenth century to the present. However, the century beginning in 1880 transformed the nation into a modern consumer society. This research seminar provides a lens through which to explore such issues as the impact of mass media on society; the gendered, racial, ethnic, and class issues that shape the experience of consumption; the role of the United States in the global development of modern consumption; and the ways in which the intersections of consumption, production, and politics shaped the nation. This seminar has two focal points. First, reading contemporary historical scholarship provides both models for students' own research and ways of understanding issues such as the power relationships that undergird a consumer society and the moral challenges consumption has posed. Second, as the semester proceeds, attention will increasingly turn to original research projects that draw on the widest variety of sources, such as visual culture, novels, newspapers and magazines, and the literature of social protest. What is the intellectual justification of the course? This course examines the rise and significance of consumer culture in the U.S. It will introduce students to important secondary works on consumer culture in the U.S. and will teach research methods and skills. *Prerequisite: Satisfactory completion of at least one History course.*

CORE REQUIREMENT MET: UNITED STATES

395. SPECIAL TOPICS IN AMERICAN HISTORY

Reading and Writing Los Angeles. Major urban centers such as Los Angeles have always been evocative locations for cultural representation. The densely packed topographies, rich and diverse social interactions, and complex hierarchies of power and influence situated in these exemplary places lend them an air of excitement and mystery. These same factors that inspire intriguing urban literature, film, and journalism also make cities exemplary subjects for historical investigation. In this course, we will employ a strategy of documentary archaeology to reconstruct the relations of power, race, gender, and ethnicity embedded in the historical landscapes of Los Angeles during the twentieth century. Through archival research (in Occidental College's Special Collections and elsewhere), close reading of cultural artifacts, and careful exploration of scholarly works, we will seek to uncover something of the fabric of everyday social

history in the noir megalopolis.

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. This research seminar introduces students to methods of historical research and guides students through writing an original research paper on a chosen topic related to African American emancipation in the nineteenth-century. Based on a variety of visual and written texts, the course explores how African American men and women defined and pursued their freedom during the war and its aftermath during Reconstruction. Archival documents gathered by the groundbreaking Freedman and Southern Society Project (letters, reports, and other written documents culled from the National Archives in Washington D.C.) form the core of the primary documents for the course. In addition, we will be reading *The Curse of Caste*, the first novel published by an African American woman, as it appeared in a Civil-War era Black newspaper. We will also draw extensively on digital archival collections. Finally, throughout the course we will put the United States emancipation process in comparative perspective by sampling scholarship on abolition and emancipation in Caribbean and Latin American slave societies.

Life in the Mosaic: 160 Years of Jews in Los Angeles. The story of Jews in Los Angeles is both familiar and unique. Familiar because it is a story of the growth of Los Angeles and the mobility of its citizens. Unique because Jews have been at both the center and the margins of influence in the political, social, and cultural movements that have created contemporary Los Angeles. This course explores, from the beginning of the American era to the present day, the pivotal roles Jews have played in the shaping of Los Angeles, and the reshaping of Jewish identities, communities, and perspectives by the opportunities and challenges found in Los Angeles. By examining how Jews have negotiated, and continue to negotiate, the complexities of life in Los Angeles, the course offers students an opportunity to consider the processes of social incorporation, marginalization, and fragmentation against the backdrop of urban development. Using the perspective of one of the many diverse groups that have transformed the region, it anchors historical change in a comprehensible narrative. By considering how the place and myth called Los Angeles has shaped Jewish identities, the course offers students an occasion to reflect on their own notions of self-identity, community, and society in the twenty-first century. The course themes and topics are derived from an exhibition to be mounted at the Autry National Center in Spring 2013. Through course assignments and related activities, students will be able to contribute to the development of the exhibition with their original research, as research and editorial interns, and through analytical critiques of various elements of the exhibition. The combination of class and field work will allow students to acquire experience in historical research, interpretation, and public presentation.

CORE REQUIREMENT MET: **UNITED STATES**

Readings in Modern America. This readings course will focus on the cultural, social, and political dimensions of the history of the United States, from 1945 to the present. Among the topics under consideration will be race, ethnicity, gender, consumer culture, religion, social movements, as well as the intersection between politics, culture, and globalization. The texts studies will be major books by historians, political scientists, sociologists, and non-fiction authors. *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 women'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**

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. PRE MODERN KOREA

According to legend, the Korean people were born from the union of the son of the "Lord of Heaven" and a bear-woman, with a good measure of garlic and mugwort aiding the process. From these mythic origins, tracing roughly 2000 years of Korean history, we will end with the forced opening of the Korean peninsula, and people, in the mid-nineteenth century. The main objective of this class is to impart an understanding of the major social, cultural, political, and intellectual developments that occurred along the way.

CORE REQUIREMENT MET: **ASIA • PRE-1800**

247. PREMODERN 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: **ASIA - PRE-1800**

248. 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: **ASIA**

345. 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: Satisfactory completion of at least one History course.

CORE REQUIREMENT MET: **INTERCULTURAL**

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**

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 Nahuatl ("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**

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

182. THE SOCIAL AND CULTURAL HISTORY OF THE MODERN MIDDLE EAST

This is a survey course in which we will explore the cultural and social historical experience of the Middle East from the nineteenth century to the present. Our goal in this class is to develop a sense of how people in the region view themselves and their history. We consider the currents of social change wrought by political and economic

transformation, focusing particularly on the rise of new social movements and cultural currents. Here we will focus on issues of gender, religion, new social categories and notions of personhood and new forms of collective and individual identity. Finally, we look at the emergence of modern nation-states and their attendant juridical notions of citizenship and minority status.

CORE REQUIREMENT MET: AFRICA/MIDDLE EAST

183. MIDDLE EASTERN HISTORY SINCE THE NINETEENTH CENTURY

This is a survey course in which we will explore the political and socio-economic history of the Middle East from the over from the beginning of the Ottoman reforms of the 1830s until the present. Our aim is to provide a comprehensive overview and analysis of the events of the past two centuries. In addition to the Ottoman reform period we will look at the rise of Mehmet Ali in Egypt, the incorporation of the region into the world economy, WWI and its continuing legacies in the region, the development of the Arab/Israeli question, the revolutions of the 1950's and the populist regimes they brought to power, the crisis in Lebanon, the Iranian Revolution, the war between Iran and Iraq and the Iraqi invasion of Kuwait. We will also consider some of the principal features of the economy of the region: agriculture and land reform; oil and state, and labor migration from poor states to richer ones.

CORE REQUIREMENT MET: AFRICA/MIDDLE EAST

282. THE MUSLIM WORLD IN MODERN TIMES

The term "Muslim World" is often criticized as imprecise. After all, Muslims constitute a fifth of humanity and live on six different continents. Nevertheless, Muslims often describe themselves as constituting a single community with shared sets of concerns. This class engages these differing views through an examination of the lives of Muslims over the past two centuries of globalization, colonialism, post-colonialism, nationalism, and ever changing technologies of transportation and communication. Our inquiry will concentrate on how Muslims were caught up in and reacted to and, in turn, influenced the Great Transformation that reshaped the entire world over the past two centuries. Dealing with issues from state building to women's rights to radical militancy, this class considers the various features of what we might call Muslim Modernity.

CORE REQUIREMENT MET: INTERCULTURAL

283. PEASANT, TRIBE AND NATION IN THE MIDDLE EAST

This course examines the role of peasants and tribal formations in the process of nation and state building in the modern Middle East. In addition to looking at some of the empirical and theoretical problems inherent in defining and writing about "peasants" and "tribes" we will also consider how nationalism complicates these issues even more. We will investigate the ways that rural populations were incorporated into, or excluded from, the processes of state-formation. Finally, we will look at how representations of peasant/tribe in ideologies of state-building and nationalism shaped social and political relations within some of the region's nation-states. While we will discuss the region as a whole, we focus most of our attention on two empirical cases: Iraq and Egypt.

CORE REQUIREMENT MET: AFRICA/MIDDLE EAST**300. WRITING THE HISTORY OF THE MIDDLE EAST**

This course is a junior seminar on recent developments in the research and writing of history as practiced by professional historians of the modern Middle East. We will look at the history of historical writing about the region and the transformative developments in the field over the last thirty years or so. The objective is to cultivate your awareness of historiography and historical criticism. Historiography can be defined as the history of historical interpretation. Historical criticism refers to how we understand history as an object of study. To appreciate various modes of inquiry in the field, we will read exemplary texts embodying established traditions and new departures as well as critical works on the ideological roots of particular fields of history. *Prerequisite: History major or minor or permission*

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
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**

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.*

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. 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? Open to majors and minors only, or may enroll with instructor's approval.

Writing the History of the Middle East. This course is a junior seminar on recent developments in the research and writing of history as practiced by professional historians of the modern Middle East. We will look at the history of historical writing about the region and the transformative developments in the field over the last thirty years or so. The objective is to cultivate your awareness of historiography and historical criticism. Historiography can be defined as the history of historical interpretation. Historical criticism refers to how we understand history as an object of study. To appreciate various modes of inquiry in the field, we will read exemplary texts embodying established traditions and new departures as well as critical works on the ideological roots of particular fields of history. . Open to majors and minors only, or may enroll with instructor's approval.

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 participants will read works by historians reflecting on their craft. *Prerequisite: permission of instructor.*

499. HONORS

Prerequisite: permission of department.

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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 (37 units) are required for the Kinesiology major. They include Kinesiology 300, 301, 302, 305, 307, 310, and 490 and one additional course from Kinesiology 306, 309, 311 or 312. Kinesiology majors must also take Chemistry 120 or 130, 220, and 221; Mathematics 110 or 114, 120; Physics 110 or 115; Biology 110 or 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 and four semesters of Chemistry.

Students planning to apply to physical therapy schools should take at least two upper-division Psychology courses.

MINOR: Five courses (23-24 units) are required for the Kinesiology minor. They include 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, 312 and 395. 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 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 1) earned an overall College grade point average of 3.25 or better, 2) earned a grade point average in departmental courses of 3.5 or better, and 3) completed a research project of honors quality in either Kinesiology 499 or a summer research program. See the Honors Program for additional details.

104. INTRODUCTION TO KINESIOLOGY

Survey of kinesiology subdisciplines: human anatomy, exercise physiology, nutrition, motor learning and sport and exercise psychology. *Not open to Seniors.*

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. Not*

Open to Frosh

CORE REQUIREMENT MET: **LAB-SCI**

301. HUMAN ANATOMY II

A structural survey of the human body covering the nervous, endocrine, 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. Not open to Frosh*

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 and video analysis to document and study human performance. *Prerequisite: Kinesiology 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, and respiratory 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 120 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.

Prerequisites: Chemistry 120 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 301 or Biology 115*

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: 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 and exercise 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. Focus of course will look into treatment and prevention of disease through diet, exercise, and lifestyle modifications. The current scientific research covering the metabolic, cellular and system changes involved in disease progression and treatment will be of particular focus. *Prerequisites: Chemistry 120 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: permission of instructor. 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 with permission of instructor.*

499. HONORS

Data collection, analysis, write-up and presentation of Honors thesis. 2 units may be repeated both semesters of senior year

Prerequisite: permission of department.

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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 Latino/a and 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.

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.

The Latino/a and Latin American Studies Majors requires forty units/ten courses in addition to its language requirement of Spanish 202 OR Spanish 211. Students are strongly encouraged to take a one unit-course in U.S. Latino or Latin American Performance Art (Music or Dance) before they graduate. Requirements are:

a) the Latino/a and Latin American Studies Gateway Course (to be offered for the first time in 2012-13): an interdisciplinary introduction to the geography, societies, cultural landscapes, and political and economic struggles of Latin American and U.S. Latino peoples.

b) two courses from the following three Latin American History and Politics courses: History 150; History 151; Pol 210;

c) Two Latino Studies courses from the following offerings: ECLS 352 (Chicano Literature), ECLS 365 (U.S. Latino Literature); Education 213 (Chicano Education); Econ 324 (Economics of Immigration); History 359 (Mexico-U.S. Borderlands); Music 385 (Performance and Politics of the U.S. Mexico border); Psych 385 (Chicanas and Chicanos); SOC 420 (Immigration); Spanish 383 (Chicano Literature).

d) Three additional courses (not counting the two mandatory courses from History 150, History 151, Pol 210), from the list of electives listed under the COURSES drop-down menu, including at least one 300 level course. Starred 300-level courses fulfill the Junior Writing Requirement. In the interests of interdisciplinarity, no more than two electives may be taken from the same department.

e) satisfaction of the Major's language requirement (Spanish 202 or Span 211). Span 202 or 211 fulfills the language requirement but is not counted towards the 40 units of credit necessary for the major.

f) the equivalent of a 300 level Spanish class above Span 202/211 or a third Latino Studies course.(two Latino Studies courses are mandatory).

g) The Latino/a and Latin American Studies Senior Seminar. Not offered in 2012-13. Declared majors propose the topic of their senior thesis by the end of Spring Junior year.

Minor

Current requirements for the Latino/a and Latin American Studies Minor: Spanish 202 or 211 remains mandatory; so, too, are the Gateway course, two Latino Studies courses and two Latin American Studies courses, of which one should be at the 300 level. Only ONE history/politics course from History 150; History 151; Politics 210 will be required of minors.

LATINO/A AND LATIN AMERICAN STUDIES

Students take three ELECTIVES in addition to the two courses out of 3 from History 150, History 151 and Pol.210 Starred 300-level courses will fulfill the Junior Writing Requirement. In the interests of interdisciplinarity, no more than two electives may be taken from the same department. Span 202 or 211 fulfills the language requirement but is not counted towards the 40 units of credit.

CTSJ: 247 Machos: Forms of Latin American Manliness.

* ECLS 354: Chicano Literature.

* ECLS 365 U.S. Latino Literature.

ECON 324 Economics of Immigration.

EDUCATION 213. Chicano Education.

DWA 237. Communism in a Post-Communist World.

DWA 240. Comparative Revolutions.

FRENCH 301 Exploring the Francophone World (may be repeated once for credit).

HISTORY 150. Colonial Latin America.

History 151. Modern Latin America.

HISTORY 258 Mexican Politics in the Twentieth Century .

* HISTORY 300 Mexican Revolution or Gender and Sexuality in Colonial Latin America.

HISTORY 354 Race and Latin America.

HISTORY 355 Indians of Mexico.

HISTORY 358 Latin America - U.S. Relations;

HISTORY 359 Mexico-U.S. Borderlands .

MUSIC 102. Music of Latin America.

* MUSIC 385. Performance and Politics of the U.S.-Mexico Border.

POLS 210 Latin American Politics.

PSYCH 385 Chicanas and Chicanos.

* SOC 420 Immigration.

SPANISH 301 Introduction to Pre-Columbian and Colonial Latin American Literature.

SPANISH 302. Introduction to Medieval and Spanish Golden Age Literature.

SPANISH 303. Introduction to Modern Latin American Literature and Civilization.

Spanish 304. Introductions to Peninsular Spanish Literature.

SPANISH 313. Latin American Film and Culture.

SPANISH 314. Latin American Women's Voice in Fiction/Film.

SPANISH 340. Spanish Phonology.

SPANISH 341. History of the Spanish Language.

SPANISH 363. Hispanic Autobiography.

Spanish 382. Contemporary Mexican Novel.

Spanish 378. Buenos Aires in Latin American Fiction and Film.

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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.

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.

Please consult the Mathematics department's home page for more detailed and regularly updated information on the program.

MATHEMATICS

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. Students not taking Mathematics 300 (e.g., Honors, or study abroad students) may petition to satisfy the writing requirement at a different time.

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 or the equivalent of five semester-courses 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 at Occidental and through college transfer 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 "Graduate Studies" section 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:

Calculus AP Exam Score	Which Math course to take
BC 4 or 5	150, 210, 212, or 214.

BC 3 (AB sub-score of 4 or 5)	128 (possibly 120 after consultation with Math Dept)
BC 3 (AB sub-score of 1, 2 or 3)	108, 114, or 120: attend Math Advising Session
BC 1 or 2	Take Calculus Placement Exam
AB 4 or 5	128 (possibly 120 after consultation with Math Dept)
AB 3	114 or 120: attend Math Advising Session
AB 1 or 2	Take Calculus Placement Exam

IB Exam Score**Which Math course to take**

IB 6 or 7	150, 210, 212, or 214.
IB 5	114 or 120 or 128: attend Math Advising Session
IB 4	114
IB 3 or less	Take Calculus Placement Exam

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.

COMPUTER SCIENCE

STUDYING COMPUTER SCIENCE AT OCCIDENTAL:

Computers have transformed our world technologically, economically, and socially. Although computer science has its roots in mathematics, the use of computers

increasingly informs almost every academic discipline. At Occidental, the study of Computer Science emphasizes an understanding not only of the process of computing but also of the promise and limitations of computers within an intellectual, societal, and ethical framework. A minor in Computer Science can help prepare students for a variety of opportunities for subsequent employment or graduate work. Moreover, the minor can provide students with models of problem solving and theoretical constructs that can shed light on human intelligence and the workings of the mind.

The requirements for the minor consist of demonstration of proficiency in programming, four fundamental courses, and one elective course, as follows.

*** Proficiency in Programming.**

This requirement may be satisfied by completion of four units of programming courses (listed below). Two of these four units must be in CS 157 or CS 161; and only one of these two courses may be taken for credit. Proficiency in Programming may also be demonstrated by examination.

- o CS 155, Web design and programming (2 units; no prerequisite)
- o CS 157, Programming in C++ (2 units; no prerequisite)
- o CS 161, Programming in Java (2 units; no prerequisite)
- o CS 165, Programming in Mathematica (2 units; no prerequisite)

*** Four fundamental courses**

- o Math 210: Discrete Mathematics (prerequisite: Calculus 2)
- o Math 352: Computability and Complexity (prerequisite: Math 210)
- o CS 211: Introduction to Computer Science (prerequisite: CS 157 or 161, or equivalent)
- o CS 311: Data Structures and Algorithms (prerequisite: CS 211)

*** Elective courses**

- o Chemistry 355: Introduction to Bioinformatics (prerequisites: Chem 221 and Bio 130, note that those courses have other prerequisites as well)
- o Cognitive Science 210: Introduction to Artificial Intelligence (prerequisite: Cog Sci 242, Math 186 or Math 210, plus some programming experience)
- o Cognitive Science 242: Computational Approaches to Cognition (prerequisite: Cog Sci 101, Computer Science 211, Math 210, or Math 352)
- o Cognitive Science 343: Probabilistic Models of Cognition (prerequisite: Cog Sci 242)
- o Math 186: Network Models (no prerequisite)
- o Math 370: Numerical Analysis (prerequisite: Math 212 or Math 214)
- o Math 372: Operations Research (prerequisite: Math 210 and 214)
- o Geo 355: Paleomagnetism (prerequisite: Geo 105)
- o Physics 261: Simulations in Physics (prerequisites: Physics 110 or 115, and pre- or co-requisite of Physics 120 or 125)
- o Physics 361: Computational Physics (prerequisite: Physics 340)

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: Additional mathematics courses relevant to computer science include Mathematics 150, 320, 322, 350, 370, and 380.

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.

CORE REQUIREMENT MET: MATH/SCI

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.*

CORE REQUIREMENT MET: MATH/SCI

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**

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**

128. CALCULUS 2 (ADVANCED PLACEMENT)

A one-semester course focusing on infinite sequences and series, including power series and Taylor series. More advanced topics will be chosen by the professor, which may include techniques for solving differential equations, mathematical modeling, Fourier Series, the Laplace Transform, and the Fourier Transform. The course assumes mastery of the basic skills, particularly integration techniques and differentiation rules, from the successful completion of Advanced Placement (AB) calculus. 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

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. *Weekly lab. 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.

Prerequisite: a genuine desire to solve problems!

2 units

186. NETWORK MODELS

This course treats network and graphical models arising especially in biological and cognitive sciences. Methods include networks, graphs, and matrices; probability, conditional probability, and Markov chains; discrete-time dynamics and recurrent neural networks; Bayesian statistical inference on graphical models; and optimization on graphs, including dynamic programming. In the computing laboratory component (a separately-scheduled 1.5 hour session), students will learn to use MATLAB to build and analyze models. Students will complete projects in each major area of the course. Calculus is not a pre-requisite. While open to all students, this course is intended as an alternative to calculus as a first course in college-level mathematics.

CORE REQUIREMENT MET: MATH/SCI

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 Community Based Learning 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. *May be taken twice for credit.*

CORE REQUIREMENT MET: MATH/SC

2 units

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 2 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 the Jacobian. 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.*

CORE REQUIREMENT MET: **MATH/SCI**

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.*

CORE REQUIREMENT MET: **MATH/SCI**

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.*

CORE REQUIREMENT MET: **MATH/SCI**

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 in 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, 214 and 341

CORE REQUIREMENT MET: **MATH/SCI**

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.*

CORE REQUIREMENT MET: **MATH/SCI**

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.*

CORE REQUIREMENT MET: **MATH/SCI**

354. SET THEORY AND FOUNDATIONS OF MATHEMATICS

Cantor's naïve theory of sets and equinumerosity. Paradoxes and axiomatic set theory. Finite and infinite cardinal numbers, fixed point theory, applications to computer science. Well orderings, transfinite induction and recursion, the Axiom of Choice and its consequences, ordinal numbers and the cumulative hierarchy of sets. Discussion of the Continuum Hypothesis and its relation to models of set theory. *Prerequisites: Mathematics 210 or permission of instructor.*

CORE REQUIREMENT MET: MATH/SCI

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: Mathematics 210 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 co-requisite: Mathematics 380.*

CORE REQUIREMENT MET: **MATH/SCI**

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.

CORE REQUIREMENT MET: **MATH/SCI**

395. SPECIAL TOPICS IN ADVANCED MATHEMATICS

Special topics in advanced mathematics, selected largely by student interest and faculty agreement. *May be repeated for credit.*

Advanced Differential Equations. The course will consist of advanced topics in differential equations not usually seen in either ordinary differential equations or partial differential equations such as delay differential equations, stochastic differential equations, boundary value problems, numerical methods, and infinite series solutions.

Prerequisite: Math 341 or Math 342 or permission of instructor.

Knot Theory. An introduction to Knot Theory: how knots are described mathematically, how one can distinguish different knots, create new knots, classify knots. Topics include: Reidemeister moves, links, knot colorings, alternating knots, braids, knots and graphs, knot invariants, mirror images, unknotting number, crossing number, applications

to biology and chemistry. *Prerequisite: Math 210, Math 212 or Math 214 or permission of instructor.*

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

Students who have been accepted by the Department to do honors should register for Math 499 in lieu of Math 300 and Math 400

Prerequisite: permission of department.

501. ELEMENTARY MATHEMATICS EDUCATION

Intended for fifth-year students pursuing a credential or Master of Arts in Teaching 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.*

COMPUTER SCIENCE

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.

2 units

155. WEB DESIGN AND PROGRAMMING

Principles of web design. Tools and techniques of elementary web programming, including HTML, XHTML, CSS, Javascript, HTTP, SSL, XML, SQL. Introduction to network architecture and programming.

2 units

157. PROGRAMMING IN C++

Programming in C++, including procedures, functions, control structures, files, structs, and elementary uses of pointers, objects, and classes. Does not assume any prior knowledge of C. Given in alternate years. Not open to students who have taken or are taking CS 161.

2 units

161. PROGRAMMING IN JAVA

Programming in Java, including classes and objects, applets, simple graphics and animation. *Not open to students who have taken or are taking CS 157.*

2 units

165. MATHEMATICA

Introduction to using Mathematica for mathematical calculation and programming.

Prerequisite: Calculus 1 or prior programming experience in any language.

2 units

197. INDEPENDENT STUDY

Directed individual study. *Prerequisite: permission of instructor.*

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.*

2 units

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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 Booth Music Hall and Thorne Hall, with ready access to practice rooms, large and small performance halls, an electronic music studio, and a 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: Music Theory: 3 courses, 12 units (Music 151/151A, 153/153A, 251/251A). Music History and Culture: 4 courses, 16 units (Music 261, 263, 280, and one additional course numbered 200 or higher, chosen in consultation with the faculty). Junior and Senior Seminars: 2 courses, 6 units (Music 390, 490). Electives: 2 courses numbered 200 or higher, 8 units chosen in consultation with the faculty. Applied Study: 2 units (Music 130-134 and Music 139, Music 140-147). Ensemble: 2 units (Music 120-129).

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 111-119), the World Music series (Music 102-105), and from classes numbered 200 and above. 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 junior and 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 the senior 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, 111-119, 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 a vocal student and is applied toward private vocal study at Occidental College.

MUSIC THEORY PLACEMENT: A Music Theory placement examination is given during Orientation each Fall. All Music students will begin their Music Theory study in one of three ways: by taking MUSC 101 (no prior experience with music fundamentals), MUSC 150/150A (some experience with music fundamentals, and intent to continue with the Music Theory sequence), or MUSC 151/151A (an AP Music Theory score of 4 or 5 or significant prior work in Music Theory).

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**

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. AFRICAN AMERICAN MUSICS

This course surveys music of African Americans, with an emphasis on 20th century classical and vernacular genres. We will examine this musical web in three units: Classical, Jazz & Blues, and Rock & Contemporary Vernaculars. Featured artists include William Grant Still, Marian Anderson, Fats Waller, Big Momma Thornton, Sam Cooke, Jimi Hendrix, Sweet Honey in the Rock, TV on the Radio, Wu-Tang Clan, and Cee-Lo Green. Through extensive listening, reading, and group dialogue, this class will explore how the paradigms of African American cultural experience are deeply interwoven within the musical narratives of the U.S. and its cultural satellites. No prior musical training is necessary.

CORE REQUIREMENT MET: **UNITED STATES and 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**

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 lesserknown 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**

150. INTRODUCTION TO MUSIC THEORY

Designed for students with some beginning experience in music theory and an ability to read music. Covers scales, keys, modes, intervals, and basic tonal harmony. Entrance to the course is determined by a placement exam or permission of the instructor. To ensure proper placement, students are expected to have taken the music placement examination prior to registering for Music 150. *Prerequisite: Passing grade on the Music*

Theory Placement Examination, or Advanced Placement score of 3 or higher, or permission of instructor. Requires concurrent enrollment in MUSC 150A.

150A. INTRODUCTORY MUSICIANSHIP

A supplement to Music 150 (Introduction to Music Theory), this course provides training in tonal sight singing and listening, covering scales, keys, modes, intervals, and basic tonal harmony. *Requires concurrent enrollment in MUSC 150.*

151. THEORY AND PRACTICE OF MUSIC I

This course presents the basic principles of musical form and analysis, including modal counterpoint and harmonic practice through tonicization. Students will engage in analytic and compositional projects in consultation with Music History faculty.

Prerequisite: Music 150/150A, or AP Music Theory score of 4 or higher. Requires concurrent enrollment in Music 151A.

CORE REQUIREMENT MET: FINE ARTS

151A. MUSICIANSHIP I

Training in keyboard skills, tonal sight singing and listening; major and minor keys, triads, chord progressions and rhythmic studies. *Requires concurrent enrollment in MUSC 151.*

153. THEORY AND PRACTICE OF MUSIC II

This course deepens students' exposure to techniques for analysis and composition in the style of 18th-19th century common practice. We will study imitative genres and sectional forms (ternary, sonata, rondo), exploring chromatic extensions of diatonic practice. Students will engage in analytic and compositional projects in consultation with Music History faculty. *Prerequisite: Music 151/151A. Requires concurrent enrollment in Music 153A.*

CORE REQUIREMENT MET: FINE ARTS

153A. MUSICIANSHIP II

Continued training in keyboard skills, tonal sight singing and listening: introduction to chromaticism, related key modulations, modes, seventh chords; continued study of chord progressions and rhythmic studies. *Requires concurrent enrollment in Music 153.*

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, multimedia composition. *Prerequisite: Music 130.*

2 units

CORE REQUIREMENT PARTIAL: FINE ARTS**251. THEORY AND PRACTICE OF MUSIC III**

Students will explore extensions of chromatic harmonic practice through the turn of the 20th century, and will be introduced to the musical language of iconic 20th-century composers (Schoenberg, Stravinsky, Debussy, Bartok). Students will engage in analytic and compositional projects in consultation with Music History faculty. *Prerequisite: Music 153 or permission of instructor. Requires concurrent enrollment in Music 251A.*

251A. MUSICIANSHIP III

Advanced training in keyboard skills, tonal sightsinging and listening; modulation to distant keys, introduction to 20th century idioms, extended chordal dissonance and rhythm. *Requires concurrent enrollment in Music 251.*

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.*

262. WESTERN MUSIC & CULTURE IN THE 19TH CENTURY

This interdisciplinary course will survey the music of the long 19th century, from the French Revolution to the beginning of World War I. We will commence by considering Beethoven's response to Napoleon, the Eroica Symphony, in the context of post-Revolution European geo-politics, and end with the musical cultures of turn-of-the-century Vienna, Paris, and New York City. Topics to be explored include the following: the Industrial Revolution and emergent technologies (including photography); landscape painting and poetry; nationalism (including "folk" music); aesthetics and philosophy; science and medicine; the expansion of tonal and formal musical language, and the essaying of new musical forms; the public concert, and music for home performance; and Richard Wagner and artistic responses to his music and writings. No prerequisites.

CORE REQUIREMENTS MET: FINE ARTS • EUROPE

263. WESTERN MUSIC & CULTURE IN THE 20TH CENTURY

This course will survey Western musical practice of the 20th century, commencing with the wide-ranging artistic responses to the music and writings of Richard Wagner, in Europe and in the United States, and the emergence of a "musical modernism," as new forms and new pitch systems take hold. Themes of the course will include the following: new technologies, war, politics, gender and sex, class, race, world musical practices in Western practice (and vice versa), and the shifting status of "art" music vis-à-vis "popular" music. The deep study of music scores and performances will be supplemented with attendance at relevant recitals and concerts. *Prerequisite: Music 153.*

273. CHORAL CONDUCTING

Introduction to conducting technique from a choral/vocal perspective. Students will learn to develop musical interpretation through score study, analysis, and clear gestural

vocabulary. *Prerequisite: Ability to read music; choral experience preferred.*

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

285. TOPICS IN THE CRITICAL STUDY OF MUSIC: GLOBAL HIP-HOP

This course will examine the global influence of hip-hop music over the past four decades. In the first part of the course we will examine the competing narratives that surround the emergence of hip-hop among disenfranchised Black and Latino youth in the Bronx, focusing on issues of urban education, housing and political activism. Later we will turn to the circulation and production of hip-hop among marginalized and mainstream listening communities in the United States, Asia, Latin America, and Africa. Specific questions we will consider include: What role has class, race, sexuality and gender played in mediating hip-hop's role as a tool for social change? How has hip-hop's uptake into the circuits of global capital scrambled and/or amplified its meanings? How have local communities inflected hip-hop with their own aesthetic and political imperatives? To what extent has hip-hop facilitated intercultural and interracial dialogue within and across national boundaries?

CORE REQUIREMENT MET: INTERCULTURAL • 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, 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

385. ADVANCED TOPICS IN THE CRITICAL STUDY OF MUSIC

The Performance and Politics of the U.S.-Mexico Border

This course examines the ways that the U.S.-Mexico border has been represented as a space of violence and creativity, limits and possibility in music, theater, literature, and film. Shuttling back and forth between the border as a geopolitical boundary and as a trope of emergent identity, the cultural texts we will examine challenge dominant narratives of national belonging, self and other, gender and racial hierarchy, and economic marginalization. Engaging in a historically situated analysis of cultural texts

that offer alternative perspectives on the lived experiences of those who inhabit the dynamic contact zone between the U.S. and Mexico, students will critically engage the concepts and issues that have shaped the master narrative of the border. *Prerequisite: Freshman may not enroll in this course*

CORE REQUIREMENT MET: INTERCULTURAL . FINE ARTS

390. JUNIOR SEMINAR

Topics in Musical Analysis.

Topics in Music Analysis is a small, discussion-oriented seminar emphasizing analytic and critical approaches to a musical topic. *Prerequisite: MUSC 153*

Dmitri Shostakovich: Life and Work. This course examines the life and work of Dmitri Shostakovich (1906-1975). We will study key pieces of Shostakovich's chamber and symphonic work, as well as his music for the stage, considering questions about his tonal language, musical forms, and narrative preoccupations. We will also explore the scholarly debate surrounding Shostakovich's relationship to Soviet state power. Through reading, score analysis, discussion, research papers, and presentations, this course explores the music by, and scholarship about, the Soviet era's most important Russian composer, and introduces us to the most compelling questions surrounding the intersection of twentieth century artistic and political life. *Prerequisite: MUSC 251. 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

474. SENIOR COMPREHENSIVE PREPARATION

This course provides individual coaching and advisement to students preparing to present their senior comprehensive project. *Prerequisite: Junior Standing*
2 units

490. SENIOR SEMINAR.

In this fall semester seminar students will complete a draft of their senior comprehensives paper. Recitalists will also produce a draft of their recital program, with program notes, and composers will complete their recital portfolio. Seminar participants will have weekly individual meetings with the instructor, and will come together biweekly for discussion and presentations relating to comprehensive projects. *Prerequisite: Music 251.*

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**

123. AFRO-CUBAN DRUMMING

Semester-long instruction with music tradition-bearers allows students to develop the technique and language to approach musical styles from outside the Western art music canon, while exposing them to alternative modes of musical pedagogy. In addition to practicing secular rumba drumming, students will study the sacred rhythms of Santería and learn to sing the songs of the Orishas in the Yoruba dialect of Lucumi. In addition to weekly rehearsals with the ensemble, students will be expected to practice on their own and to participate in a public performance at the end of the semester. No prior music experience is required.

CORE REQUIREMENT MET PARTIAL: **FINE ARTS**

1 unit

124. SON JAROCHO ENSEMBLE

Son Jarocho Ensemble introduces students to the songs and instrumental techniques of

son jarocho, a musical genre from Veracruz, Mexico that mixes indigenous Mexican, African, Spanish and Arabic sounds. The course will be taught by a master musician who brings over twenty years of musical experience to his classes. Students will learn to play jarana, the eight-stringed guitar that provides the harmonic scaffold for son jarocho. In addition to weekly rehearsals with the ensemble, students will be expected to practice on their own and to participate in a public performance at the end of the semester. No prior music experience is required.

CORE REQUIREMENT MET PARTIAL: **FINE ARTS**

1 unit

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**

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 9, 2011 (Fall), and January 30, 2012 (Spring). Students who elect to drop must inform the Music Department office no later than September 24 (Fall) or February 4 (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 (1hour 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

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 (1hour 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 (1hour 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

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B.A., University of Southern California

Adjunct Instructor Stephanie O'Keefe

Applied Music Major, University of Illinois; Applied Music Major, University of Arizona;

Applied Music Major, University of Nevada

The practice of philosophy 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 the recognition of and respect for 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 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**

Doubt, Fallibility, and Reason. This course is an introduction to the practice of philosophy through engagement with four canonical philosophical texts: Rene Descartes' *Meditations on First Philosophy*, David Hume's *Dialogues Concerning Natural Religion*, J. S. Mill's *On Liberty*, and Friedrich Nietzsche's *On the Genealogy of Morals*. These texts each, in their own way, grapple with doubt, human fallibility, and the role of reason in either creating or conquering this doubt. Engagement with these texts will challenge students not only to develop the skills of philosophical argumentation, but also to think more clearly about topics of perennial philosophical interest: the nature of knowledge, the existence of God, the legitimacy of political institutions, and the source(s) of morality.

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 Plato, 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 and metaphysics 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 Berkeley, Descartes, Hume, and Kant.

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? What are our obligations to others, both friends and strangers? What are our obligations to non-human animals? 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**

240. 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**

245. SCIENCE, LAW, AND SEXUAL ORIENTATION

The course investigates the current scientific data on sexual orientation in order to evaluate the implications this information has in law and social policy. While biological findings on sexual orientation will be presented and explained, the level of instruction is designed for non-biology majors, and no prior familiarity with law and social policy is 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? The 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.

CORE REQUIREMENT MET: **UNITED STATES**

250. BIOETHICS

This course is an introduction to the methods of ethics developed for addressing moral issues in the practice of health care and research. Methods addressed will include: professional ethics (practice standards and professional norms), casuistry, the principles of biomedical ethics, applied normative theory, feminist bioethics, and narrative ethics. We will use these methods to address a host of topics of concern to those participating in health care institutions, either (directly) as providers or (somewhat less directly) as policy makers. Given in alternate years.

CORE REQUIREMENT MET: **UNITED STATES**

255. ENVIRONMENTAL ETHICS

This course will examine the nature of environmental values and their role in decisions and public policies concerning environmental protection. Some of the questions we will address include: What is the relation between the environment and human health and well-being? Are there reasons other than human health and well-being for protecting the environment? How do we compare environmental values against other values in making reasonable decisions? What are the ethical issues involved in cost-benefit analysis? What are our duties to future generations and non-human animals?

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.

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

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.*

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

333. TRANSITIONAL JUSTICE

When we discuss, study and call for 'justice' we often do so in the context of (more or less) stable political institutions. In the contemporary global community we frequently

face unstable or non-existent political institutions of the kind assumed in a great deal of our political theory. These transitional contexts often exist in the aftermath of large-scale human rights abuses (such as genocide, apartheid and other crimes against humanity). This raises an important question: what constitutes justice in these transitional contexts? This course explores this foundational question, through more particular topics, such as: the nature and value of truth and reconciliation commissions, reparations, restorative justice, the normative foundations of international criminal law, and the nature of evil and atrocity.

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**

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. CONTEMPORARY 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: **UNITED STATES**

353. ETHICS AND ECONOMICS

The course investigates the intersection of ethical and economic decision-making. The first part examines some of the core methodological issues at this intersection, including the positive/normative distinction, objectivity, explanation and evidence, and models of rationality. The second part critically examines these methodological issues in three practical areas: crime and firearms policy, prohibition economics and the drug war, and so-called "freakonomics."

CORE REQUIREMENT MET: **UNITED STATES**

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.

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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. Course Fee: \$125 *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. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

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 conservations 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.*

266. SPACE, TIME, AND BLACK HOLES

An introduction to the theory of relativity. The first half of the course, focusing on special relativity, includes discussions of the relationship between space and time; mass and energy; and cause and effect. The second half of the course presents the fundamentals of the general theory of relativity, with an emphasis on the physics of black holes.

CORE REQUIREMENT MET: **MATH/SCI**

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

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On Special Appointment:**Adjunct Assistant Professor Adrian Soldatenko-Gutierrez**

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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, 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 Research Abroad fellowships through International Programs.

MAJOR: The major consists of one core course (Politics 101); two International Relations courses from Politics or DWA. the Department's course in social science Research Methods (Politics 103); 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 and so is Psychology 223 and/or 110 (Intergroup Dialogue). No course will count toward the Politics major that the student takes CR/NC. Majors must also take a Junior Writing Seminar that will focus both on a research paper and the skills of oral presentation and making a persuasive political argument.

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: We encourage highly motivated students to pursue Department Honors. They qualify for this program by achieving a 3.25 grade point average overall and a 3.5 grade point average in courses counting toward the Politics major. Only under extraordinary circumstances will the Politics faculty members approve a petition to have this 3.5 grade point average waived. Students interested in pursuing Honors should complete the courses required for the Politics major by the end of Fall Semester. They will be required to meet all of the obligations of the Comprehensive Seminar in the spring semester and complete a major research 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**

203. AMERICAN POLITICS BEHAVIOR AND PSYCHOLOGY

This course will present an interdisciplinary approach to the study of American political behavior. While some material that will be covered addresses older issues and topics, emphasis will be based on more recent developments in the field of psychology, and highlight concepts applicable to political behavior in the United States. The course will draw on recent work in the cognitive neurosciences, behavioral genetics, evolutionary psychology and personality studies to examine existing problems, issues and questions in American politics. The goal is to investigate the extent to which these models and methods can help to further inform or develop the study of American 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

247. CONSTITUTIONAL FREEDOMS

The purpose of the course is to engage students in a critical examination of the political and societal significance of constitutional freedoms as defined under the Fourteenth Amendment. The course will focus on judicial responses to issues of due process and equal protection under the United States Constitution including such topics as applying the Bill of Rights to private conduct, economic liberties, classifications of race, gender, and sexual orientation, reproductive autonomy, family autonomy, and defining "life, liberty or property." Students read and discuss Supreme Court opinions to understand judicial boundaries within contemporary society. *Prerequisites: POLS 244 or by instructor permission*

CORE REQUIREMENT MET: UNITED STATES

2 units

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**

264. 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

295. TOPICS IN POLITICS

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

295. Latina/a Politics. The purpose of this course is to examine the causes of the political transformation of contemporary Latino communities in the United States and to assess the various strategies for achieving political empowerment. The analysis will focus on understanding the relationships of power and interaction between institutional contexts of Latino life such as the economy, the state, and the cultural system on the one hand, and the structure of everyday life in Latino households, neighborhoods and communities on the other. This approach concentrates on the identification and examination of the relationships between the following elements: (1) the level and pattern of economic development; (2) state policies and practices; (3) the formation of identity as a function of the interaction between patterns of class, race, & gender stratification; (4) the nature and types of community, social and family networks; and (5) the range and effectiveness of different political strategies.

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.

Closed to first year students

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 socioeconomic 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

295. The Politics of India. The purpose of this course is to understand the relationships between democracy, citizenship and difference, specifically ethnic, gender, and caste difference, within the context of the post-colonial India. We will focus on explaining: (1) the relationship between democracy, citizenship, and civil society; (2) how democracy, citizenship, and civil society are understood in post-colonial India; (3) how these understandings relate to ethnic, gender, and caste differences in determining the meaning of citizenship, community membership, and political participation; and (4) the challenges that these combined factors pose for a democratic society. Topics to be considered will include: Hindu and Muslim conflict in postcolonial India, gender and the law in India, and caste and voting behavior in North and South India.

CORE REQUIREMENT MET: ASIA

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

241. PUBLIC INTEREST LAW PRACTICUM

The goal of the Public Interest Law Practicum is to provide students with a theoretical and practical understanding of public interest law practice, broadly defined. Students participate in a weekly seminar, where readings related to law, social change, activism,

public interest law practice are discussed, such as the definitions of public interest law practice, lawyer-client relationships, and the role of lawyers in social movements. The goal of the seminar is to provide a foundation for the subject matter of the practicum. Students also work weekly as law clerks for in community legal clinics, schools or public interest organizations. This unique two-level design, requiring students to master substantive law that will enhance their academic experience and use their practicum to inform their in-class learning, promotes a high level of engagement in the courses' curriculum. The course thus integrates both a substantive public interest law foundation provided by a seminar with the benefits of experiential, hands-on learning provided by fieldwork in a practicum. *Not open to frosh. Prerequisite: permission of instructor.*

242. LAW AND SOCIAL CHANGE

This course addresses diverse ways in which the law and activism can be used in a context for social change. Students examine the strategies used by lawyers and activists in determining if and when they are effective in achieving positive societal goals. The course will focus on topics related to civil rights and social justice movements, cause lawyering and "public interest" law, and grassroots activism. The course will pay particular attention to contemporary Los Angeles campaigns for social justice. This course is intended to develop critical thinking skills, as well as discuss broad questions of law, individual responsibility, social morality, and justice. The four key components of this course, 1) a weekly seminar, 2) a film series, 3) a speaker series, and 4) community advocacy projects, will give students a holistic vision of law, social activism, and change.

244. CONSTITUTIONAL LAW I

This course provides an introduction to constitutional law and constitutional theory, examining the ways in which the Constitution distributes power among the branches government in the American political system, and limits the exercise of those powers. The course will also consider the role of the judiciary in creating legal and political boundaries for society. Throughout the semester, this course will focus not only on legal doctrine, but also on the broader intellectual and political context in which it evolves. Using constitutional law cases and moot courts, the course will explore the role of the United States Supreme Court as a civil liberties policymaker, and the process through which decisions are reached. *Prerequisite: Politics 101 or permission of instructor.*

CORE REQUIREMENT MET: UNITED STATES

245. CONSTITUTION LAW II

This course studies constitutional criminal procedure through an analysis of the Fourth, Fifth, and/or Sixth Amendment constitutional restraints on the activities during the investigatory stage of the criminal process. Special attention will be paid to how the Supreme Court has attempted to resolve the tension between individual rights and crime control needs in its decisions regulating such topics as, searches and seizures, investigative, arrest, interrogation, and identification. The rights to counsel and to a jury may also be covered. Using constitutional law cases and court simulations, this

course explores the powers and limits of the role of the Supreme Court as a civil liberties policymaker, and the process through which decisions are reached. The final in this course will be the submission of a brief and an oral argument in teams of co-counsel before a panel of judges addressing a substantive criminal procedure issue.

Prerequisite: Politics 244 or permission of instructor. Closed to first year students

CORE REQUIREMENT MET: UNITED STATES

246. CIVIL RIGHTS AND CIVIL LIBERTIES

This course is a critical analysis of the civil liberties and civil rights in the United States established by the Bill of Rights. The course will focus on fundamental rights, including, but not limited to privacy, marriage, reproductive autonomy, and freedom of expression. The goal of the course is to provide students with a framework for understanding what rights have been historically deemed fundamental by society, remedies for infringement of fundamental rights, and current controversies in the area of civil liberties and civil rights. Throughout the course students consider the role of the law in creating political boundaries within society. This course is intended to develop critical thinking skills, as well as discuss broad questions of law, individual rights, social morality, and justice.

Prerequisite: Politics 244 or permission of instructor.

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. Closed to first year students

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. Closed to first year students

257. CONSERVATIVE AND LIBERTARIAN POLITICAL PHILOSOPHY

This seminar surveys the historical roots of modern conservative and libertarian political ideas, with particular attention to the persistent tension between tradition and innovation. The purpose of the seminar is to enable students to recognize recurring themes that have shaped political thought and action over several thousand years. Students will be graded on weekly essays and seminar participation.

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.*

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. Closed to first year students

CORE REQUIREMENT MET: **UNITED STATES**

363. SEMINAR: ADVANCED STUDY IN POLITICAL THEORY

In this course, we will read closely and discuss the works of Plato, Machiavelli, Hobbes, Tocqueville, Marx, and Nietzsche. *Not available to students who have taken Politics 360 or 361 Prerequisite: At least one political theory or philosophy course.*

2 units

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.

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On Special Appointment:**Adjunct Assistant Professor Natasha Behl**

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Adjunct Assistant Professor Meredith Conroy

B.A., Whittier College; M.A., Purdue University; Ph.D., UC Santa Barbara

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. Twelve courses (48 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 courses within four Domains) or focus on crosscutting explorations (Specialized and Integrative Themes), which in turn are preparatory to advanced study (a 400-level course in a Domain or Specialized and Integrative Themes). The requirements are: the Departmental Core (Psychology 102, 200 and 201 with grades C- or better); six Fundamentals courses including at least one course from each Domain (24 units); one 400-level course (4 units); and two additional courses (8 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 498 (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.

NEUROSCIENCE EMPHASIS

Psychology majors with a special interest in neuroscience may declare a Neuroscience emphasis. Fourteen courses (56 units) are required for this emphasis. This emphasis combines coursework across the broad domains of psychology with specific courses in the Biological Bases Domain and neuroscience-relevant coursework in other fields. The requirements are: the Departmental Core (Psychology 102, 200 and 201 with grades C- or better); two courses in the Biological Bases Domain (Psyc 322/322L, Psyc 403); one course from each of the other three Domains (12 units); an original empirical project (Psyc 497); a Cells-to-Society seminar; and four neuroscience-related courses (16 units) in Biology, Cognitive Science, and Kinesiology. Together, the courses selected outside of Psychology must meet the following criteria: (a) at least one course focused at the cellular/molecular level, (b) Biology 115 or 130, (c) at least one 200- or 300-level

course in Biology, and (d) at least two courses at the 300-level. Either Bio 333 or CogSci 320, but not both, will count toward the emphasis. Courses should be selected in consultation with the academic advisor. Students intending to pursue graduate work or health professions should consult their advisor and/or the Health Professions Advisor about relevant course selections in and beyond this emphasis (e.g. in Chemistry, Physics, Mathematics).

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 will 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 three 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 wellbeing. The advisor will assess the work. If the portfolio does not pass after an attempt at revision, 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, 497, or 498; 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. Majors electing the Neuroscience emphasis will in addition complete a comprehensive project focusing on problems in neuroscience (an empirical research project or a literature review culminating with a colloquium presentation); both options require registration in Psychology 497 and an APA-style paper evaluated by two faculty readers.

INTERDEPARTMENTAL MAJOR IN COGNITIVE SCIENCE: See Department listing.

MINOR: Six courses (24 units): Psychology 102, 200, and at least four upper division courses, including one course from three of the four Domains. Up to three courses taken elsewhere may 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 requirement, 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. Consult the departmental webpage for information pertaining to the honors proposal, thesis readers, enrollment expectations, and the evaluation process including critical dates

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

INTERPERSONAL AND INTERGROUP RELATIONS DOMAIN FUNDAMENTALS

321. DEVELOPMENTAL PSYCHOLOGY

The study of continuity and change across development. 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 self, social cognition, attitudes and persuasion, liking and loving, prejudice, aggression and social conflict, political consciousness, and social movements. Laboratory work is a central part of the course.

Prerequisite: Psychology 200 with a grade of C- or better.

Advanced Study

448. THEORIES OF PERSONALITY

Introduction to and evaluation and application of classic and contemporary theories of personality including psychoanalytic, humanistic, behavioral, cognitive, and object relations models. Primary sources, autobiographies and case studies will supplement traditional texts. *Prerequisite: Psychology 102, 321.*

INFORMATION PROCESSING DOMAIN FUNDAMENTALS

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, make decisions, draw inferences, attend to their environment, communicate, remember, and learn. Much of the material is applied to real-life settings. *Prerequisite: Psychology 102 or Cognitive Science 101. Psychology 200 or Cognitive Science 310 are highly recommended.*

CORE REQUIREMENT MET: MATH/SCI

BIOLOGICALLY BASED ANALYSES DOMAIN FUNDAMENTALS

312. PHYSIOLOGICAL PSYCHOLOGY

The study of neural, glandular, and metabolic processes mediating behavior, thought,

and feelings. This course is identical to Psychology 322 except that students who enroll in Psychology 312 may not enroll in the laboratory (Psyc 322L). Students who have received credit for Psychology 322 may not enroll. *Prerequisite: Psychology 102.*

Offered in Fall only.

CORE REQUIREMENT MET: MATH/SCI

322. PHYSIOLOGICAL PSYCHOLOGY

The study of neural, glandular, and metabolic processes mediating behavior, thought, and feelings. This course is identical to Psychology 312 except that students who enroll in Psychology 322 may enroll concurrently or subsequently in the laboratory (Psyc 322L). Core Laboratory Science credit will only be awarded for students completing both Psychology 322 and 322L. Students who have received credit for Psychology 312 may not enroll. *Prerequisite: Psychology 102. Offered in Fall only.*

CORE REQUIREMENT MET: LAB/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

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

Advanced Study

403. 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 and Psychology 322, 306, 330, 301, or 448, or permission of instructor, with a grade of C- or better. Offered in Spring only.*

CORE REQUIREMENT MET: MATH/SCI

APPLICATION-ORIENTED DOMAIN FUNDAMENTALS

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. Course topics include multiple social

identity development and implications; prejudice, stereotyping, and group differentiation; privilege and power dynamics; conflict negotiation and resolution; and communication 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 March 17. This course prepares students to effectively facilitate Spring Semester Psychology 110: Peer Intergroup Dialogues. *Prerequisites: Psychology 102 or 110; sophomore or junior class standing; online application; permission of instructor. Co-requisite 223L.*

CORE REQUIREMENT MET: MATH/SCI

223L. INTERGROUP RELATIONS LABORATORY

Weekly 3 hour laboratory that consists of experimental data collection and assessment and experiential learning activities.

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.*

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.*

Advanced Study

431. 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 and 330 with a grade of C- or better.*

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 opportunities to apply and further develop the content and skills learned in Psychology 223. Qualified students develop either semester long term co-facilitating skills or short term dialogue skills in specific "hot topic" areas. Students are expected to participate in weekly seminars to develop increased knowledge and techniques in the areas of pedagogy, group dynamics, conflict intervention, communication and community. Special focus is placed on social justice/multiculturalism. Readings in these areas, discussions of ongoing dialogue dynamics, weekly office hours, and one-on-one supervision with instructor are required. *Prerequisite: Psychology 223 and permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: UNITED STATES

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 any introductory social science course (Sociology 101, History 102, American Studies 101, Politics 101). With instructor permission first year students may enroll.*

CORE REQUIREMENT MET: UNITED STATES

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 if the second project is different from the first.*

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 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. Students will write an APA-style paper on her/his research. *Prerequisite: Psychology 200, permission of instructor.*

2 units

Advanced Study**428. 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.*

460. ASSESSMENT OF INDIVIDUAL DIFFERENCES

Psychological 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 201 and Psychology 321, 340, or 448.*

490. EATING: FROM CELLS TO SOCIETY

Eating is fundamental to life, more so than drinking or sex. It infuses the thoughts, feelings and behavior of humans and other animals and thus serves as a model system for psychological inquiry. It is also, for better and for worse, intensely personal and thus serves as a model system for inquiry into the self. This course will explore eating from cellular to cultural levels of analysis. *Prerequisites: Psychology 200 and one of the following: Psychology 302, 323, 321, or 336*

490. TRAUMA

This course focuses on the experience of, and responses to trauma in its many forms - natural disaster, war and genocide, child abuse, assault and violence. The impact of trauma for both the individual and society at large are examined in the context of a stress, coping, resilience framework. Prevention and intervention strategies will be explored. *Prerequisites: Psychology 330.*

490. THINKING AND REASONING

This course will examine contemporary research on higher-order cognition. Topics will include inductive reasoning, deductive reasoning, causal reasoning, moral reasoning, concept acquisition, belief formation, and analogical inference. Students will read empirical papers representing a variety of experimental methods and a variety of theoretical perspectives. *Prerequisites: Psychology 306 and either Psychology 200 or Cognitive Science 310.*

490. TEAMWORK WITHIN DIVERSE ENVIRONMENTS

Examination of how individual and group differences influence the performance of workgroups. The course focuses on theoretical and practical concerns related to the key topics of teamwork and leadership, as they are performed within the context of a diverse work environment. Some related issues of fairness in managing diversity will also be introduced. *Prerequisites: Psychology 201 and either Psychology 340 or 323.*

490. RESEARCH SEMINAR IN INTERGROUP RELATIONS AND SOCIAL JUSTICE

Students will work in small groups to conduct research in the area of intergroup relations. Participants will engage the entire research process including the formation of a research question, reviewing relevant literature, designing and carrying out an ethically approved study, and analyzing and reporting findings in a professionally acceptable format. Projects will emphasize the social psychology of intergroup relations. Possible research topics include racial identity, intergroup empathy, political awareness,

and perceptions of and responses to micraggressions. Course meetings will focus on content and process as students work together to understand and apply survey and experimental methodologies to social problems. . *Prerequisite: Psychology 200 and 323 or 385*

497. INDEPENDENT STUDY

Students with advanced competency will design and conduct an empirical project on a topic of mutual interest to her/him and a faculty mentor. Completed upper-division coursework directly relevant to the project is required. Students will write an APA-style paper on her/his research. *Prerequisite: Psychology 201, permission of instructor.*
4 units

498. 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-forprofit settings. *Prerequisite: permission of instructor. Prerequisite for 4 units: Psychology 200; 321 or 330 or 340 or 331, depending on setting; B average in Psychology courses.*
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.

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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

232. ANCIENT ISRAEL AND THE HEBREW BIBLE

A study of the development of the religion of ancient Israel and its expression in the Hebrew Bible. Special emphasis will be placed on the emergence of the central ideas of Biblical religion which formed the foundation for early Judaism, and, in time, of Christianity and Islam. In addition to close reading of selected Biblical texts in translation, attention will be paid to the historical context in which ancient Israel lived and to the findings of modern critical scholarship and archeology.
CORE REQUIREMENT MET: AFRICA/MIDDLE EAST • PRE- 1800

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 Islamic 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 religioethical. 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

370. DEATH, DYING, AND AFTERLIFE IN THE ANCIENT MEDITERRANEAN

Questions about death, dying, and the afterlife plagued ancient cultures—Greeks, Romans, Jews, and Christians. They asked: How does one live a life free of fear and anxiety over one's inevitable and impending death? How can one die with dignity—whether violently or peacefully, whether of one's own volition or at the hands of other humans or God? How should the community structure rituals of death and what should be done with corpses? And, how—if at all—will individuals live on in an afterlife? The central goal of this course is to familiarize students with the diversity of notions about death, dying, and afterlife in ancient cultures by analyzing literature (philosophical, medical, and poetic), rituals, and monuments of the ancient Mediterranean world. We will then contextualize these ideas, noting how and why they developed from driving concerns and circumstances of particular communities, cultures, and historical moments.

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.

Professor Keith Naylor, Chair

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Adjunct Assistant Professor Malek Moazzam-Doulat

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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. Courses reflect a growing interest and focus in the discipline on 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.

The Sociology Department strongly encourages students to take 101 in their first or second year, 200 or 205 in their second year and a methods course before the senior seminar.

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: Students will engage in a major research project that will culminate in a written senior thesis.

DEPARTMENTAL 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.

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

105. IMMIGRANT YOUTH & YOUTH CULTURES

This course examines the role of youth cultures in the identity formation of immigrant adolescent youth residing in the Southwest region of the United States. Particular attention is paid to: (1) theories of acculturation and assimilation used to analyze the experiences of immigrant youth; (2) the impact of geographical location, social class, gender, race, sexuality, popular culture, mass media, and technology; and (3) the intersection of youth cultures, home cultures, and mainstream society.

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.*

CORE REQUIREMENT MET: UNITED STATES

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.

260. DEVIANCE

In this course, we will focus on sociological theories of deviance, with an emphasis on how behaviors and identities are socially constructed as deviant (both today and historically). We will then turn our attention to major forms of deviance as typically defined in Western societies: criminal deviance, "victimless crimes," and individuals with stigmatized identities. Throughout the course, we will work to understand the complex relationship between social actors and audiences in defining deviance; the nature of social control in responding to deviance; and the experiences of "deviant" individuals.

265. GENDER AND SOCIETY

In this course we will critically examine the ways gender informs the social world in which we live. Our goals for this course will be 1) to reveal the "common-sense" world of gender around you; 2) to consider how we learn to "do" gender; 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

280. The Sociology of Law Enforcement: Policing American Society

This course focuses on the epistemic, historical, political and the sociological aspects of policing in American society. We will distinguish between private, local, state, federal, and transnational law enforcement agencies. Selected issues will be explored; The spirit of the law vs. letter of the law; use-of-force/accountability; community policing; gang injunction laws; institutional racism/sexism; the law enforcement-industrial complex and the prison-industrial complex; vigilantism; total institutions; and the future of policing in America. Students in this class will have the opportunity to visit both the LA County Women's Jail (Lynwood) and the LAPD Headquarters (100 West 1st Street, Los Angeles, CA 90012). Students enrolled in this course will achieve the following goals: a) Have a deeper sociological understanding of the role the police play in American society, b) Develop cutting-edge research projects, and c) Establish new frameworks in the critical understanding of policing in American Society. This course is restricted to majors only.

Course Prerequisites: Sociology 101 and Sociology 325

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 or permission of Instructor.*

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 or permission of Instructor.*

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. *Sociology 101 or permission of Instructor.*

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. CRIMINOLOGY

This course introduces the field of criminology. The course is designed to provide a broad understanding of the etiology of crime (i.e., what causes crime?), the measurement of crime, and theories of criminal punishment. We will also discuss a wide range of criminal behaviors, with a focus on violent crime and property crime (e.g., homicide, sexual assault, shoplifting, white collar crime, etc.). The final component of the course focuses on the American criminal justice system. This course emphasizes a sociological approach to understanding crime, criminal behavior, and criminal justice. *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.*

375. GLOBALIZATION

This course examines the political, economic, and cultural changes that occur as societies shift from the traditional to the modern. Why are some nations mired in debt and dependency while others have become successful "newly-industrializing countries?" We consider leading intergovernmental organizations of the global economy such as the IMF, World Bank, and WTO. We investigate scenarios in cultural globalization, including Americanization, hybridization, and fundamentalism. We consider intersectional social dynamics that disenfranchise the most powerless including women, children, indigenous and stateless peoples. *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 seminar is research and writing intensive.

397. INDEPENDENT STUDY

Prerequisite: permission of instructor.

2 or 4 units

420. IMMIGRATION TO THE UNITED STATES FROM MEXICO AND CENTRAL AMERICA

This course will survey the major analytic approaches concerning Mexican immigration to the United States. We will look at the causes and consequences of such immigration from the standpoint of binational economic integration. To a lesser degree we will also examine Central American immigration from an international relations perspective.

490. SENIOR SEMINAR IN SOCIOLOGY

Seminar is offered in conjunction with sociology majors' ongoing library research for the senior thesis. Seminar meetings will be devoted to discussion and critique of work in progress. *Prerequisite: senior Sociology majors only. We strongly encourage students to have taken theory and methods before taking the senior seminar (always taught in the Fall).*

499. HONORS

Prerequisite: permission of department.

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On Special Appointment:

Adjunct Instructor Stavros Karageorgis

B.A., Wesleyan University; M.A., University of California, Los Angeles

Adjunct Instructor Rebecca Romo

B.A., California State University, Sacramento; M.A., University of California, Santa
Barbara

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.

Linguistics at Occidental College is housed in the Department of Spanish and French Studies.

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).

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: Students may combine French with Chinese, German, Japanese, Russian, Spanish, or linguistics to form a Group Language major. Please see the Group Language entry in this catalog for details.

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.

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 350) 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: Students may combine Spanish with Chinese, French, German, Japanese, Russian, or linguistics to form a Group Language major. Please see the Group Language entry in this catalog for details.

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.

LINGUISTICS

LINGUISTICS 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).

GROUP LANGUAGE MAJOR: Students may combine linguistics with Chinese, French, German, Japanese, Russian or Spanish to form a Group Language major. Please see the [Group Language](#) entry in this catalog for details.

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.*

5 units

102. ELEMENTARY ARABIC II

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

5 units

105. RANCHO HOLLYWOOD: LOS ANGELES MIGRATION STORIES

This course offers students the opportunity to analyze narrative stories, films, and other cultural artifacts that document a history of immigration and migration to Los Angeles from Mexico and Central America during the twentieth and twenty-first centuries. Many of the narratives, films, and other cultural works studied treat significant contemporary issues (e.g. the representation of history, questions of identity and alterity, questions of race and ethnicity, globalization, authority, the construction of class and gender in society) that Los Angeles faces as an emblematic socio-cultural space that continuously shifts as consequence of new arrivals to the city. Emphasis will be placed on studying narratives and films within the social, historical and cultural contexts of the material they treat, and current critical theories. Specifically, this course presents a critical view of the representation of migrations to Los Angeles in order to understand how these migration stories function as a socio-cultural medium that document and occupy many geographical spaces that establish Los Angeles as a heterogeneous cultural place and space.

201 INTERMEDIATE ARABIC I

This course focuses on the development of communicative skills via reading, speaking, listening and writing activities with intensive grammar review. Students read and discuss *cultural and literary texts as well as simple media materials*. *Prerequisite: Arabic 102 or equivalent.*

202 INTERMEDIATE ARABIC II

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

301. ARABIC IN THE MEDIA I

An advanced Arabic course intended for students who have taken Intermediate II. It introduces the language of the newspapers, magazines, and internet news sites. Students will gain access to different sources from the Arab world. What is the intellectual justification of the course? It offers an extensive practice of the four language skills- -reading, listening, writing about and discussing current news topics. It promotes both cultural and linguistic competence. How will student work be assessed? Four short compositions and two oral presentations. *Prerequisite: Arabic 202 or the equivalent*

CORE REQUIREMENT MET: **AFRICA/MIDDLE EAST**

302. ARABIC IN THE MEDIA II

This is a continuation for Arabic in the Media I. *Prerequisite: Arabic 301*

CORE REQUIREMENT MET: **AFRICA/MIDDLE EAST**

397. INDEPENDENT STUDY

Prerequisite: permission of instructor.

2 or 4 units

FRENCH

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: **AFRICA AND THE MIDDLE EAST**

343. THEORY AND PRACTICE OF TRANSLATION

An introduction to the theory and practice of translation from English to French ("thème") 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 that 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 Prévost, 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

Cinéma et Littérature: Beginning with a history of French cinema and an introduction to film criticism, this course examines narrative techniques in film and fiction with an emphasis on post-1968 film production in France and on fiction that explores, among other themes, gender and desire. Films and novels to include *Madame Bovary* (Flaubert), *L'Amant* (Duras), *Les Misérables* (Hugo) and *Un amour de Swann* (Proust).

Prerequisite: French 202 or permission of instructor.

CORE REQUIREMENT MET: EUROPE**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 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 *La 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

301. INTRODUCTION TO LINGUISTICS

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: An introductory course in linguistics (301), Cognitive Science (101), or Psychology (102), or by permission of the instructor.*

CORE REQUIREMENT MET: MATH/SCI

397. INDEPENDENT STUDY

Prerequisite: permission of instructor.

2 or 4 units

SPANISH

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 assistants from Spain and Latin America, 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.

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**

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. *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.

CORE REQUIREMENT MET: **LATIN AMERICA**

314. LATIN AMERICAN WOMEN'S VOICES IN FICTION AND FILM.

How do Latin American women writers and film-makers use language and sound? This course analyzes questions of social critique and the use of language in the short stories of Uruguayan writer Cristina Peri Rossi, Puerto Rican writer Rosario Ferré, and Brazilian writer Clarice Lispector, as well as the use of voice, music, and mise-en-scène in films by Latin American directors Gabriela David, Maria Luisa Bemberg and Susana Amaral.

Prerequisite: Spanish 202/Spanish 211.

CORE REQUIREMENT MET: LATIN AMERICA

316. VIOLENCE IN LATIN AMERICAN FICTION AND FILM

Violence is a tragic reality in Latin America, and film-makers and novelists from Latin America include representations of violence in novels, films, and short-stories that also depict the history of Marxist insurgency groups, right-wing dictatorships, paramilitary activity, ongoing rural and urban poverty, and the vicissitudes of the drug-trade. Key spaces and moments in Latin America's recent histories of violence include Peru's Shining Path guerrilla movement, Chile's jails under Pinochet, the rise of the Colombian drug cartels, the mammoth Brazilian favelas (slums) and the bloodshed of the wars in Central America. Through a study of Nobel-Prize winning author Mario Vargas Llosa, popular novelist Isabel Allende, critically acclaimed Brazilian cinema novo, Colombian novelist Fernando Vallejo and cinematic adaptations of his work, and selected passages from *The Autobiography of Rigoberta Menchu*, this course will examine questions regarding the ethical, strategic, and political uses of violence in literature and film.

Prerequisite: One Spanish 300 level course

CORE REQUIREMENT MET: LATIN AMERICA

320. GOLDEN AGE SPANISH LITERATURE AND FILM

An analysis of the relationship between literature and film, focusing on texts from the Spanish Golden Age and their film adaptations. Issues to be discussed include film adaptation as a cultural construct; narrative voice in literature and film; the transformation of the written word to the visual image; and the relationship between politics, literature and film. *Prerequisite: Spanish 202 or 211.*

CORE REQUIREMENT MET: EUROPE • PRE-1800

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.*

CORE REQUIREMENT MET: EUROPE • PRE-1800

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.*

CORE REQUIREMENT MET: EUROPE • PRE-1800

353. IMAGES OF SACRED AND PROFANE LOVE IN MEDIEVAL AND GOLDEN AGE SPAIN

This course analyzes both pictorial and literary images of sacred and profane love in Medieval and Golden Spain. Through a comparative approach the course will explore the differences and similarities in the treatment of secular and religious love by painters (Velazquez, Murillo, Rivera, etc) and writers (Garcilaso, San Juan de la Cruz, Gongora, etc). Topics such as courtly love, mystical experience, and social conventions will be studied. At least two field trips to local museums will be scheduled. *Prerequisite: Spanish 302 or permission of instructor.*

CORE REQUIREMENT MET: EUROPE • PRE-1800

362. MODERN SPANISH THEATER AND CINEMA

This course will focus on the theater of Federico García Lorca and the cinema of Luis Buñuel and Pedro Almodóvar. Students will engage in an in-depth study of García Lorca's plays, examining his theatrical representation of surrealism, gender, and sexuality in conjunction with key films of Buñuel and Almodóvar. *Prerequisite: Spanish 301, 302, 303, 304, 312, 314, or 320 .*

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

377. MAGICAL REALISM IN LATIN AMERICA

Although magical realism remains a difficult term to define, there is some consensus that Miguel Angel Asturias (from Guatemala), Alejo Carpentier (Cuba), Gabriel García Márquez (Colombia), and Isabel Allende (from Chile) are the most renowned

practitioners of this literary genre. Pre-Columbian mythology, peasant folklore, popular Catholicism, European surrealism, the genealogical novel, and an ethical pressure on Latin American writers to represent their national cultures all play a part in the development of magical realism in Latin America. The course explores why *Men of Maize* (Asturias), *The Kingdom of This World* (Carpentier), *One Hundred Years of Solitude* (García Márquez) and *The House of the Spirits* (Allende) are considered paradigmatic works of magical realism. Throughout the course students will be asked to reflect upon the contested meanings and history of the term "magical realism" as the term is applied to different works of Latin American fiction. *Prerequisite: One 300-level Spanish course.*
CORE REQUIREMENT MET: LATIN AMERICA

378/379. BUENOS AIRES IN FICTION AND FILM

The course adopts a multidisciplinary approach to the question of how place and landscape (Buenos Aires and the pampas) influence literary and filmic imagination. Buenos Aires is one of the great cities of Latin America. Readings for the course include nineteenth-century essays and stories which document the harnessing of the agricultural resources of Argentina into a meat-exporting economic machine; turn-of-the-century fiction and essays also document the transformation of Buenos Aires by new European immigration (often non-Spanish), the impact of European anarchist thought, and the architectural boom at the end of the nineteenth century. Mid-twentieth-century writers such as Borges, Cortázar and Sábato will be discussed in the context of their references to specific Buenos Aires neighborhoods (e.g. Chacarita, Belgrano, San Telmo, and Retiro). Through documentaries and narrative films, the second half of the Spring course introduces students to the rise of the Argentine Armed Forces, the enduring influence of Peronism, the trauma of the dictatorship years, and the economic and political contradictions of contemporary Argentina. Spanish 378 is not open to graduating seniors; its co-requisite, Spanish 379 Abroad, The Buenos Aires Practicum, involves a three week stay in Buenos Aires from late May to mid-June. *Prerequisite: Spanish 301, 302, 303, or 304.*
CORE REQUIREMENT MET: LATIN AMERICA

ABST 300 ABROAD. THE URBAN CULTURE OF BUENOS AIRES

This course is both a language immersion program for advanced students of Spanish and a complement to Spanish 378, Buenos Aires in Fiction and Film. In the late nineteenth and early twentieth century Argentina was Latin America's wealthiest nation; its ruling class set out to build a capital city on a grand European scale. The Buenos Aires opera house is the most important performing arts center in Latin America; the parks, boulevards, government buildings, art museums, and private homes of Buenos Aires gave the city its reputation as the Paris of Latin America. At the same time the city is the seat of some of the most progressive and experimental theater companies and visual artist communities of Latin America. Twenty one days in Buenos Aires will allow us to experience the diverse and contradictory heritage of a city whose inhabitants once thought of themselves more as "European" than as "Latin American". The class will visit fifteen Buenos Aires museums, take six tours led by professional historians (tours focused on architecture, urban history, and politics), and experience some of the

neighborhoods that we read about in Spanish 378. We will pay particular attention to neighborhood bookstores, cafés, parks, and *milongas* (neighborhood tango clubs). Texts to be read during our stay in Buenos Aires are Wayne Bernhardson's *Buenos Aires*, Jason Wilson's *Buenos Aires – A Cultural History*, and chapters from James Scobie's *Buenos Aires– From Plaza to Suburb*. Course evaluation will be based on 18 reflective journal entries, participation in group activities, and a research paper due approximately one month after students return to the United States. A preliminary bibliography for the practicum research paper will be due at the end of Spanish 378, the Spring course on the Oxy campus which is a co-requisite for the Buenos Aires practicum. Spanish 379 Abroad is not open to graduating seniors. *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 Spanish 301, 302, 303, or 304.*

CORE REQUIREMENT MET: LATIN AMERICA

383. SURVEY OF CHICANO LITERATURE

This course offers a representative overview of 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 301, 302, 303, or 304.*

CORE REQUIREMENT MET: LATIN AMERICA

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 analysis of one or more of the following genres: drama, poetry, essay, novel, short story, and film, with an introduction to contemporary literary, film, and cultural studies theory. 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

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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 rich, ongoing relationships with Los Angeles theater companies, providing opportunities for internships and independent study. Artists from these companies are frequent and regular guest artists for productions and as guest instructors.

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 (one must be a running crew.) 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 that 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 fulfill 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 (one of which must be a running crew), 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 three seminal works, 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: INTERCULTURAL • FINE ARTS

110. INTRODUCTION TO PERFORMANCE

This class explores certain essential histories, elements and methodologies of theatrical expression. Special attention is paid to the dynamic between script construction, theatrical enactment, and audience response. Close examination of six seminal works for the stage aims to unlock their performative potential, moving the student readers

beyond the experience of words on the page and in to actual artistic interpretation. An in-depth exploration of character, language, thematic, staging, and conceptual possibilities is conducted through script reading, textbook interaction, class discussion, performance projects, and attendance of live performances. *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.*

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

139. AFRICAN DANCE

This course will explore the richness of African Dance traditions from West Africa, East Africa, Central Africa and South Africa. Beginning with warm-up exercises to condition the body for the rigors of these dance forms (developing strength, aerobic stamina, coordination, flexibility, and rhythmic awareness), the course will be devoted to the study of authentic dances and songs from Africa, as well as their historical and cultural contexts.

1 Unit

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. *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 principles 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 American writers from

divergent cultural and aesthetic backgrounds. Special emphasis is placed on women and people of color, including Suzan-Lori Parks, Reza Abdoh, Luis Alfaro, and Naomi Iizuka. By examining each artist against within his/her social-political-economic context, students will explore a variety of creative approaches to cultural problem-solving and gain a greater understanding of current movements in American playwriting.

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. 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

213. PERFORMING HISTORY

In this intensive workshop, students will develop short solo performance pieces based on their own historical research. No prior performance experience is necessary. To enroll, students will apply to participate in the workshop which is limited in enrollment. During the week of January 30, 2011, students will work with Roger Guenveur Smith, Hume Fellow in Theater for Spring 2011, to develop their idea and preliminary research into a short piece to be performed in a rehearsal setting for an open audience. The conjunction of critical thinking and civic engagement with storytelling will be at the core of this workshop. To augment their own work, students will be expected to attend the

two performances by Smith during that week. Student pieces will be reprised for the Spring Arts Festival in April, 2011. *Prerequisites: application process / permission of instructor*

CORE REQUIREMENT MET: PARTIAL FINE ARTS

1 unit CR/NC Grade

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 or permission of instructor. Recommended: Theater 310. Enrollment is limited.*

CORE REQUIREMENT MET: FINE ARTS

216. NARRATIVE WORKSHOP FOR THE MOVING IMAGE

This film production course emphasizes directing the actor and storytelling with the camera with a secondary emphasis in collaboration and script writing. Working in collaborative teams, students will make three short narrative projects on digital video, and one longer final project. Meant for intermediate students in theater and film. *Materials fee: \$70. Prerequisites: Theater 210 or AHVA Media/Film F140, and permission of instructor. Enrollment is limited. Prerequisite: Theater 210 or AHVA Media/Film F140, and permission of instructor.*

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 120 or 175, or permission of the instructor. Enrollment is limited.*

CORE REQUIREMENT MET: FINE ARTS

Not given in 2010-11

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. ADVANCED 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

This course is a continuation of the material introduced in Choreography 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**

240. INTERMEDIATE AFRO-CARIBBEAN DANCE WORKSHOP

Building on material introduced in THEA140, this course examines African-diasporic movement covering the diverse Caribbean region from Cuba, to Puerto Rico, Jamaica and Trinidad and Tobago. Throughout the term, students will build a body of choreographic work and will be expected to memorize, retain, and execute complex combinations. Students will learn improvisational techniques for soloing, requiring both an in-depth knowledge of the Yoruba-based pantheon of deities and the ability to match the specific dance steps to the corresponding drum rhythms. Students will also learn songs written in the Yoruba language and will be expected to simultaneously sing and dance. *Prerequisite: 2 semesters of THEA140 or permission of instructor*

CORE REQUIREMENT MET: **PARTIAL FINE ARTS**

241. DESIGNING MOVEMENT FOR STAGE AND SCREEN

This course introduces a student to the developing theories and practices of designing movement for performance. Although movement exercises and exploration are involved, the focus is using the body as a design element and not on performance. This course

provides both the audience member and the stage/screen artist a framework for critical analysis of movement as a tool for visual storytelling. *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

Not given in 2010-11

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

Not given in 2010-11

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

Not given in 2010-11

250. PERIOD STYLES FOR STAGE AND SCREEN

This course will explore the connections between the shifting power structures of European and American culture from the 15th through the 20th centuries and the corresponding social behaviors, etiquette, deportment, fashions, public and private spaces, furniture and art that supported and reflected that power structure. Although movement exercises and exploration are involved, the focus is analyzing the connections between movement and social environment, not on performance.

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 concepts, CAD drafting using VectorWorks, 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: Recommend Theater 120, or 175 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 emphasis, e.g.: Masters of Farce, Political Pioneers, European Iconoclasts. Students will read several works by each group, in addition to attending live performance, preparing research projects and creating performance projects in response to the artists surveyed. *Students may use this course to fulfill the Junior Writing Requirement for the Theater Major.*

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, and permission of instructor. Recommended: Theater 212. 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.*

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.*

Not given in 2010-11

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. Students will be required to purchase some materials for this course. *Prerequisites: Theater 120 and permission of instructor. Enrollment is limited.*

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 175, 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.

Not given in 2010-11

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.*

Not given in 2010-11

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**

Not given in 2010-11

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 175, 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.*

Not given in 2010-11

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. Class work 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.*

Section 1: On-campus Projects

Section 2: 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, 310 and permission of instructor. Recommended: Theater 316. Enrollment is limited. May be repeated for credit.

CORE REQUIREMENT MET: FINE ARTS**490. SENIOR SEMINAR**

This course is for students engaged in senior comprehensive projects. *Prerequisite: permission of instructor.*

Professor Susan Gratch, Chair

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On Special Appointment:

Adjunct Instructor Mark Knowles

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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, public health, 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, eat, 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, public health, 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 become 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 become 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 or spring 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, education, and community-based activities of the Urban & Environmental Policy Institute (UEPI). UEPI is the research and advocacy program arm of UEP and a leader in community engagement at Occidental College. It serves as the umbrella for a variety of affiliated programs addressing the built environment, food, transportation globalization and health. UEPI's mission is to connect ideas and action to create a more just and livable region, nation and world. UEPI frequently partners with grassroots community, environmental, and labor organizations. 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, Education 390 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 270 (Ecology) is strongly preferred, however, Biology 105 (Marine Biology), Biology 106 (Biology of California), Biology 110 (Organisms on Earth), are acceptable with the approval of the program chair
- Geology 105 (Physical Geology)
- or another course approved by the program chair

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, including UEP courses:

- UEP 204 (Environmentalism: Past, Present, and Future)
- UEP 205 (Urban History)
- UEP 210 (Transportation and Living Streets)
- UEP 211 (The LA River and the Transformation of Los Angeles)
- UEP 212 (Policy Debates and Controversies in Education - Panel Session)
- UEP 213 (Policy Debates and Controversies in Education - Seminar Session)
- UEP 246/247 (Environmental Problem-Solving)
- UEP 302 (Housing Problems and Policy)
- UEP 303 (Sustainable Development)
- UEP 304 (Community-Based Research)
- UEP 305 (Public Health: Community and Environment)
- UEP 306 (Food and the Environment)
- Art History 289 (Modern Architecture)
- Diplomacy & World Affairs 295 (Global Public Health)|
- ECLS 281 (Urban Nature Writing)
- Economics 301 (Environmental Economics and Policy)
- Economics 308 (Economics of Information)
- Economics 324 (Economics of Immigration)
- Economics 328 (Economics of Race and Gender)
- Education 201: (Socio-Cultural Foundations of Education)
- Education 205: (The Politics and Pedagogy of First & Second Language Acquisition)
- Education 213: (Chicano Education)
- Education 215: (Educating African America)
- Education 390: (Ethnography of Race, Gender, and Schooling)
- History 206 (History of American Women)
- History 237 (History of Feminism)
- History 274 (Medicine/Disease/Western Soc)
- History 277 (Cross-Cultural Perspectives on Women and Community Health)
- History 307 (Happy Days? America 1946-63)
- History 359 (Mexico-United States Borderland)
- History 395 (The Making of African American Freedom)
- Politics 206 (Race and American Politics)
- Politics 207 (Los Angeles Politics)
- Politics 208 (Movements for Social Justice)
- Politics 242 (Law and Social change)
- 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 260 (Deviance)
- Sociology 325 (Criminology and Soc)
- 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)

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 3.30. 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; 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. 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 various topical areas for the class such as: 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), the intersection of science and policy, and others.

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 understand better the significance of this

crucial social movement and how it has addressed the complex relationships between urban, industrial, and natural environments.

205. URBAN HISTORY

According to Thomas Jefferson, America was to be an "agrarian Republic" - a pastoral farmland, a different world from the dirty and decaying cities of monarchical Europe. Yet, by Jefferson's day, it was already too late. North America had been dotted with great metropolises and minor towns for thousands of years, and new waves of European and African settlers founded hundreds of new ones as well. Indeed, for many early migrants, America was itself a "city on the hill" - an urban image for a new society. In this course, we will survey American urban history from those early days to the present, focusing in the second half specifically on Los Angeles, where new forms of decentralized urbanism took form in the twentieth century. We will explore not only suburbia and freeways, Disneyland and other quasi-urban outposts, but also the changing character of the inner city in the mid-twentieth century, as well as radical efforts to reform existing American cities. In the process, we encounter the American city of today - multicentered, privately planned, decentralized, and multiethnic. We will conclude by asking whether contemporary developments in urbanism - the changing character of public space, the turn to privatism, and the neglect of public transport infrastructures, challenges to democracy and equality - are ultimately compatible with the American dream of the "city on the hill" for the twenty-first century.

210. TRANSPORTATION AND LIVING STREETS

Asphalt Alchemy (the first offering of the Transportation and the Built Environment course) is a class about streets: how streets influence the built environment and community life and how the use and design of streets embody competing visions of urban futures. Streets are like the DNA of a city or neighborhood. The ways that streets are designed, regulated, maintained and used impact more than traffic patterns. Streets exert influence over the buildings that line them. Streets and sidewalks affect how it "feels" to spend time in a community-whether people want to be out and about in a neighborhood; they impact health and the local economy; they determine mobility, walkability and bikeability; and they shape daily and civic life and the diversity and openness of public places. This course will be taught in the classroom and on the streets of Los Angeles. Students will read and learn about the history of streets, policy debates on how to use and change streets, and social movements advocating for living streets. Students will also perform street observations and engage in community based learning by assisting community efforts to re-envision local streets. *Co-requisite: UEP 101*

CORE REQUIREMENT MET: UNITED STATES

211. THE LA RIVER AND THE TRANSFORMATION OF LOS ANGELES

The course focuses on the Los Angeles River and its place in the development of Los Angeles, past, present, and future, including its political, cultural and policy aspects. It would draw on the range of projects and research about the L.A. River that the course instructor, Lewis MacAdams and the group he founded, the Friends of the L.A. River,

are directly engaged. Students would participate in project-based approaches including a redesign of the plan for a new bridge over the river and the issue of access to the river. The project-based focus of this 2 unit, seven week class, with students participating in community connected work, would also complement a second two unit course, to be offered by ECLS 281 Urban Nature Writing, that would directly follow the L.A. River course at the same time during the subsequent seven weeks, thus providing students the opportunity to select four units for the semester or 2 units for a half semester. The ECLS course, taught by MacAdams, would include presentations and discussions (and readings) drawing on the language (and poetry) of nature, of Los Angeles, of the river, of politics, and the different ways that MacAdams has himself produced language that captures his interests - and life work.

212. POLICY DEBATES AND CONTROVERSIES IN EDUCATION - PANEL SESSION

This course, UEP 212, Policy Debates and Controversies in Education, will be taught by L.A. School Board member Steve Zimmer. The course will consist of a series of high profile panel discussions about some of the major issues in Education today. These include "The Future of the Urban School District," "The Crisis in Public Education Funding," "Charter Schools and Public Education" and "The Future of Education Reform in Los Angeles and Beyond," among several topics to be developed. Board member Zimmer will then engage with students in a seminar discussion in the subsequent course UEP213 about the issues and debates and research opportunities that follow from the panel discussions.

2 units

213. POLICY DEBATES AND CONTROVERSIES IN EDUCATION - SEMINAR SESSION

This course, UEP 213, Policy Debates and Controversies in Education, will be taught by L.A. School Board member Steve Zimmer. Students taking the course will be required to enroll in UEP 212 and attend a series of high profile panel discussions about some of the major issues in Education today. These include "The Future of the Urban School District," "The Crisis in Public Education Funding," "Charter Schools and Public Education" and "The Future of Education Reform in Los Angeles and Beyond," among several topics to be developed. The seminar will then engage in discussions about the topics explored in the Panel discussions on the major controversies in Education, and identify research topics related to the current policy debates within LAUSD as well as some of the broader debates within Education policy.

2 units.

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.*

302. HOUSING PROBLEMS AND POLICY

This course examines how societies provide people with shelter - through market forces, government policy, and self-help efforts. The course will focus on the United States but will also look at other societies to help understand the strengths and weaknesses of the U.S. approach. Students will examine such housing problems as homelessness, slums (substandard housing), the shortage of affordable housing, racial segregation, foreclosures, and other topics. It will examine the pros and cons, and different forms, of rental housing and homeownership. It will look at the connection between housing issues and the environment, public health, education, transportation, suburbanization and sprawl, poverty and inequality, and racism. Students will explore housing as an aspect of our culture, such as homeownership as the "American dream" and housing as a "haven." The course will explore the history of housing problems and housing policy, including zoning, racial discrimination, finance, public housing, different government subsidies for housing, and taxes. We will debate whether decent housing is a "right". We will look at housing problems and policies at the local, state, and national levels. Students will explore the politics of housing in terms of the various interest groups - including developers, banks, tenants, community organizations, landlords, contractors, unions, and others -- involved in shaping housing policy. Students will also learn about housing as part of the "built environment," architecture, land use, urban design, as a component of urban planning, and as a part of "livable" cities. They will also examine housing as a component of real estate development and explore what housing developments – whether for-profit or non-profit – do.

303. SUSTAINABLE DEVELOPMENT

This course examines sustainable development from a social, economic and environmental perspective. 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, field trips, discussion, guest speakers, and class exercises, students 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 the historic and contemporary debates and issues in sustainable development and delves into the challenges and opportunities of sustainable development in Los Angeles by drawing 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 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 Community based Learning 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. SENIOR SEMINAR: 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 related to their senior comprehensive 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.

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Website: departments.oxy.edu/ecls/swift/index.htm

Office: North Swan D

Tuition and Fees

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 \$41,860 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 \$3,392 per year.

2011-2012 TUITION AND GENERAL FEES (PER SEMESTER)

Please see explanations below regarding certain of these items:

Full-time (12 or more units)	\$20,930.00
Part-time per unit rate	1,745.00
Room	3,410.00
Single Room Premium; large room	1,800.00
Single Room Premium; small room	840.00
Board (Plan A — alternate board plans listed below)	2,900.00
Student Body Fee	139.00
Renewable Energy & Sustainability Fee	10.00
Student Health Insurance—mandatory	356.65

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 for traditional campus housing must purchase one of the three room-and-board contracts available per semester (board plans are optional for residents of Berkus House, SAE and the Food Justice House):

	Room	Board	Total
Plan A (\$3,000 in Meal Money)	\$3,410	\$2,900	\$6,310
Plan B (\$2,635 in Meal Money)	3,410	2,585	5,995
Plan C (\$2,260 in Meal Money)	3,410	2,260	5,670
Plan D (\$1,995 in Meal Money) (Plan D is not available to first-year students.)	3,410	1,995	5,405

Meal plan changes are available on-line through the first Friday of classes each semester. On-line changes are free, Changes after this date require a visit to the Card Office, and a fee of \$5 (cash or check only) will apply. The deadline for meal plan changes each semester is 5 p.m. on the Friday of the second full week of classes. For complete information on meal plan policies, please see the Campus Dining website:
<http://www.oxy.edu/CampusDining.xml>.

Change in Meal Plan 5

Replacement of lost ID card with same photo 20

Replacement of lost ID card with new photo 25

ID card - replacement - 5th - 9th card (ever) - additional fee 45

ID card - replacement - 10th card or higher (ever) - additional fee 55

ID card - rush - additional fee * 40

*ID cards without rush are produced and available at a set time each weekday

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.

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 is deemed necessary with respect to the expenditure of these funds or the use of student body facilities and properties.

Renewable Energy & Sustainability Fee – Money for the Renewable Energy and Sustainability Fund will be raised by a ten (10) dollar per student per semester Renewable Energy and Sustainability fee on ASOC members, as part of the student body fee. The student body at a general election may increase this fee by majority vote. Money not spent or invested at the end of each year will accrue in savings and be available to the Fund in future years.

Student Health Insurance (Mandatory)

If you have specific questions regarding the coverage or need assistance with filing your insurance claims, please contact Julie Gordon, UnitedHealthcare's on-site Student Insurance Coordinator at (323) 259-2836. You can also log onto <http://www.gallagherkoster.com/Oxy> for coverage information and claims status, to download ID cards, and for other services.

PAYMENT OF STUDENT ACCOUNTS

Tuition and fees may be paid according to one of the following payment plans:

	Number of Payment Due Dates Payments	
Semester Plan	Two payments	August 1, 2011 January 2, 2012
Monthly Payment Plan* (Available for full-time students only)	Ten Payments	First of each month beginning August 1, 2011 through May 1, 2012

**Requires a deferred payment fee of \$50 per semester.*

Prior to registration, students will be requested to provide information on meal plan selection, 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 16. 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)	875
Laboratory and Creative Art Course (per semester unit)	1,745
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)	875
Monthly Payment Fee (per semester)	50
Duplicate Diploma Fee	50
Graduate Study In Education (students admitted through the Graduate Office)	
Per semester unit	875
Application fee for non-Occidental students	60
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	1,745
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 (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./M.A.T. 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

Transcript-on-Demand (Within two hours. For pickup only and must be ordered by 4:00 pm	20
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, and health insurance fees.

No adjustment except for board will be made for 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.

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 endowment, annual gifts 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. All student are expected to contribute at least \$2,600 from summer earnings to assist in meeting costs of education in addition to 35 percent of their 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, loans 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 Direct 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 <http://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 <http://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 the My Oxy portal at my.oxy.edu
5. Parents of returning students must submit the paper Parent Financial Aid Supplement. Available online at <http://www.oxy.edu/x5048.xml> and submit it to the Financial Aid Office by March 2.
6. Submit a signed copy of your and your parents' federal income tax return forms 1040, 1040A, 1040EZ or ETAX with all supporting schedules including W-2 forms directly to the Occidental College Financial Aid Office.
7. 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 2010 tax returns 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 processing. 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 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 California Student Aid Commission (CSAC) awards Cal Grants A and B to California residents as determined by eligibility requirements set by the State of California.

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.

The Occidental Low Interest Loan is administered by the College using institutional funds. Occidental Low Interest Loans (5%) are awarded up to \$5,500 per year for undergraduates.

The Occidental No Interest Loan Program is a student loan originally funded by the Weingart Foundation that awards up to \$10,000 per year for undergraduate students. This generous, interest free program was established to benefit U.S. Citizens who are graduates of California high schools.

Federal Perkins loans are low-interest (5%) loans awarded to undergraduate students from low-income families.

Federal Direct loans are also long-term, low-interest loans available to all students. Direct loans are subsidized by the federal government for students who demonstrate need. Unsubsidized Direct 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. 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 improve will eliminate financial aid eligibility.

Quantitative Requirements: Students are eligible for eight semesters of institutional financial aid if they entered as first year students. 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;
- 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.

Key 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 Student Conduct may impose disciplinary sanctions on a student whose conduct does not uphold these standards. Following appropriate procedures outlined in the Code of Student Conduct, College administrators may determine a student's conduct justifies sanctions, which may include suspension or permanent separation from the College. The College reserves the right to withhold its degree or its transcripts from a student with outstanding conduct obligations to the College, its student organizations, or others in the community. For more information on the conduct process, please visit <http://www.oxy.edu/x7999.xml>.

ALCOHOL AND OTHER DRUGS

Students must abide by the Alcohol and Others Drugs policy regarding the use of these substances. This policy is outlined in the Student Handbook and can be found at <http://www.oxy.edu/x8067.xml>.

ACADEMIC ADVISING

Each new student will be assigned a faculty advisor and be assigned to the Advising Center.

AUTOMOBILES

Students are permitted to have vehicles and 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.

HEALTH CENTER

Occidental College takes seriously its responsibility to safeguard the health and safety of students. All entering students are required to complete a personal Health History, Financial Responsibility Statement, Physical Examination, Immunization Record, Authorization to Disclose Information, and Mutual Arbitration Agreement and turn it into Emmons Health Center prior to enrollment. Emmons Health Center 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 Health Center. Failure to complete all health forms on time may delay course enrollment, and the student may incur late fees.

Emmons Health Center 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, contraceptive methods and referral to medical specialists.

Emmons' counseling staff is comprised of licensed clinical psychologists and pre-doctoral psychologist interns. Therapists provide short-term individual, couple, and group counseling, emergency intervention, assessment and referral to mental health providers. Students may receive ten counseling sessions per year, the first seven of which are free.

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 <http://www.oxy.edu/EmmonsHealthCenter.xml>. Any charges incurred for health services received at Emmons Health Center will automatically be billed to United Healthcare Insurance Company. Any un-reimbursed costs will be charged to the student's account.

All services provided at Emmons Health Center 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 year-round, Monday through Friday from 9:00 AM to 4:30 PM and closed during holidays. Walk-in hours are available twice daily from 9:00 - 10:00 AM and 3:30 - 4:30 PM. 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 the website www.oxy.edu/emmonshealthcenter

HEALTH INSURANCE

Occidental College requires that all students carry health insurance coverage. To that end, the College automatically enrolls students in the Student Health Insurance Plan, administered by United Healthcare Insurance Company. Students cannot waive the student health insurance.

The Student Health Insurance Plan is a Preferred Provider Option (PPO). While students can go to any provider they choose, they can save money by seeing providers at Emmons Health Center, as well as providers that participate in the United Healthcare Options PPO network. Some students may be covered by two insurance plans that both are primary (one from the college and one from the family). If the student is sick or injured, they can choose to use either their student health insurance or their family insurance.

The student health plan covers students year round regardless of whether they are at school, home, traveling or studying abroad. Most services provided at Occidental College's Student Health Center are covered by the Student Health Insurance Plan. Co-pays are waived at Emmons Health Center. Coverage is effective from August 1, 2011 to July 31, 2012.

This document is only a summary of the benefits available. Please refer to the Summary Plan Description for a description of the benefits available and exclusions and limitations of the plan at www.gallagherkoster.com/oxy. If you have questions regarding the student insurance coverage or need assistance, please contact Julie Gordon, United Healthcare's part-time, on-site Client Services Representative at (323) 259-2836 or jgordon@oxy.edu.

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.

RESIDENTIAL EDUCATION 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, SAE and Food Justice) must select one of the meal plans available.

Students entering Occidental in the Fall of 2009, and thereafter 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 Residential Education 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 Residential Education and Housing Services by the date listed on the Housing and Meal Plan License Agreement.

Senior standing students, with written notification to Residential Education and Housing Services are able to cancel their housing for the following year.

Fall cancellations made after the June 1st deadline will be charged a full semester housing rate.

Spring cancellations made after the November 11 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.

Presidents of the College

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.