

2016

Kenyon College Catalog 2016-2017

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Course Catalog Preface

This catalog presents a comprehensive picture of the academic program at Kenyon College. Listed here are all of the regular courses taught by the Kenyon faculty. Note that not all courses are offered every year. In any given year, faculty members will teach a number of "special topics" courses that do not appear here because they are not regular parts of the curriculum. To see which courses are being offered in the current or upcoming year website of the registrar's office, registrar.kenyon.edu.

The Course Catalog is organized in two sections. The first covers academic policies and procedures, including degree requirements and curricular regulations that apply to all Kenyon students. The 'Academic Program at Kenyon' and 'College Curriculum' describe the College's curriculum and graduation requirements. The Course Catalog also provides information regarding enrollment procedures, grades, academic standards, transfer credit and off-campus study.

The second section presents the academic departments and programs of study, in alphabetical order. Each of these academic chapters sets forth specific requirements associated with the field of study — for example, a list of the requirements for majors and a description of the Senior Exercise. Each chapter also lists courses, in numerical order. Questions about courses should be addressed to members of the department or program in question.

Great care has been taken to assure the accuracy and completeness of the information contained in this publication. Note that Kenyon College reserves the right to discontinue or to modify courses or programs; to change instructors; or to change policies, procedures, fees, and other regulations without prior notice.

An Important Note on Requirements

Please pay special attention to the material covering curricular requirements and rules governing course enrollments. Read these regulations carefully; not only are students presumed to know them, but also the regulations are revised from time to time. Ignorance of a rule does not qualify a student for exemption from that rule.

Equal Opportunity Policy

Kenyon admits qualified students regardless of age, color, disability, national or ethnic origin, race, religion, sex, or sexual orientation to all rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, color, disability, national or ethnic origin, race, religion, sex, or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

Questions regarding such policies and programs should be directed to the Director of Equal Opportunity at Kenyon or to the U.S. Department of Education's Office of Civil Rights.

Degree Completion Rates

The following figures indicate the degree completion rates for Kenyon students in relation to their year of enrollment:

ENTERING CLASS	AFTER FOUR YEARS	AFTER SIX YEARS
Fall 1998	81%	83%
Fall 1999	80%	83%
Fall 2000	85%	87%
Fall 2001	82%	84%
Fall 2002	85%	88%
Fall 2003	85%	88%
Fall 2004	84%	86%
Fall 2005	82%	86%
Fall 2006	86%	89%
Fall 2007	86%	89%
Fall 2008	85%	89%
Fall 2009	83%	87%
Fall 2010	89%	
Fall 2011	86%	

Those students taking longer than four years to complete their programs have done so because they have withdrawn from the College for one or more semesters.

Accreditation

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Kenyon College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The address and phone number of the association are:

North Central Association of Colleges and Schools
30 North LaSalle Street
Suite 2400
Chicago, Illinois 60602-2504
(800) 621-7440

Reaccreditation 2010

Accredited by the Higher Learning Commission - Oct. 6, 2016

Kenyon College: Its Mission and Goals

The Mission of the College

Over the 185 years of its life, Kenyon College has developed a distinctive identity and has sought a special purpose among institutions of higher learning. Kenyon is an academic institution. The virtue of the academic mode is that it deals not with private and particular truths, but with the general and the universal. It enables one to escape the limits of private experience and the tyranny of the present moment. But to assert the primacy of the academic is not to deny the value of experience or of other ways of knowing. Kenyon's academic purpose will permeate all that the College does, but the definition of the academic will be open to recurrent questioning.

Kenyon's larger purposes as a liberal arts institution derive from those expressed centuries ago in Plato's academy, although our disciplines and modes of inquiry differ from those of that first "liberal arts college." We have altered our curriculum deliberately in answer to changes in the world, as an organism responds to its environment without losing its identity. Kenyon's founder gave a special American character to his academy by joining its life to the wilderness frontier. His Kenyon was to afford its students a higher sense of their own humanity and to inspire them to work with others to make a society that would nourish a better humankind. To that end, and as an important educational value in itself, Kenyon maintains a deep commitment to diversity. Kenyon today strives to persuade its students to those same purposes.

As a private and independent college, Kenyon has been free to provide its own mode of education and special quality of life for its members. Its historic relationship with the Episcopal Church has marked its commitment to the values celebrated in the Judaeo-Christian tradition, but without dogmatism, without proselytizing. Because its faculty and students are supported by neither church nor state, the College must charge fees and seek support from donors. While this preserves Kenyon's independence, it sets unfortunate limits. The College's ambitions must be tempered by a sense of what is economically feasible.

As an undergraduate institution, Kenyon focuses upon those studies that are essential to the intellectual and moral development of its students. The curriculum is not defined by the interests of graduate or professional schools, but by the faculty's understanding of what contributes to liberal education. The faculty's first investment is in Kenyon's students. The College continues to think of its students as partners in inquiry, and seeks those who are earnestly committed to learning. In the future, Kenyon will continue to test its academic program and modes of teaching and learning against the needs of its students, seeking to bring each person to full realization of individual educational potential.

To be a residential college means more than that the College provides dormitory and dining space for its students. It argues a relationship between students and professors that goes beyond the

classroom. It emphasizes that students learn and develop, intellectually and socially, from their fellows and from their own responses to corporate living.

Kenyon remains a small college and exemplifies deliberate limitation. What is included here is special, what is excluded is not necessary to our purposes. Focus is blurred when there is dispersion over large numbers or over a large body of interests. Kenyon remains comprehensible. Its dimensions are humane and not overpowering. Professors, knowing students over years, measure their growth. Students, knowing professors intimately, discover the harmony or conflict between what a teacher professes and his or her behavior.

To enable its graduates to deal effectively with problems as yet uncalculated, Kenyon seeks to develop capacities, skills, and talents which time has shown to be most valuable: to be able to speak and write clearly so as to advance thoughts and arguments cogently; to be able to discriminate between the essential and the trivial; to arrive at well-informed value judgments; to be able to work independently and with others; to be able to comprehend our culture as well as other cultures. Kenyon has prized those processes of education which shape students by engaging them simultaneously with the claims of different philosophies, of contrasting modes, of many liberal arts.

The success of Kenyon alumni attests to the fact that ours is the best kind of career preparation, for it develops qualities that are prized in any profession. Far beyond immediate career concerns, however, a liberal education forms the foundation of a fulfilling and valuable life. To that purpose Kenyon College is devoted.

The Goals and Objectives of the College

I. General Liberal Arts Education

Kenyon is institutionally committed to promoting a liberal arts education. Skills are promoted and developed that are not only useful to any career but essential for a fulfilling and valuable life.

- a) Students acquire knowledge and understanding of fine arts, humanities, natural sciences, and social sciences.
- b) Students learn to use information technology and make sense of the information they find.
- c) Students learn to formulate ideas rigorously and communicate them effectively, in speaking and in writing.
- d) Students learn to understand a wide diversity of cultures.
- e) Students learn to assess arguments.
- f) Students learn quantitative skills and how to analyze data.
- g) Students learn to work creatively.

II. Overall Academic and Major Program

The academic program provides freedom within a common structure to promote balance and coherence, so students design truly liberal educations which are focused, expansive, and useful in the future.

- a) Students develop expertise in at least one discipline or area.
- b) Students organize courses so that study of one subject illuminates and is illuminated by study of another.

III. Relationships, Community, and Security

Fundamental to the Kenyon experience is that students and professors develop personal and long-term relationships. The personal contact between students and faculty that characterizes Kenyon stands as central to the Kenyon undergraduate experience. The consequence of student-faculty interaction is that student experience is not one of anonymity. The scale and rural location of the residential community heighten the importance of these relationships. Kenyon provides an environment that is aesthetically conducive to study and is safe and secure, so that students may direct their attentions to their academic life and extracurricular activities unhindered.

IV. Participation and Involvement

The opportunity to participate in campus life and the ease and comfort of participation are characteristic of Kenyon. The atmosphere at Kenyon promotes student involvement. Discourse among students is frequent, on both academic and nonacademic issues, and that discourse is enriched by the diversity of the faculty and student body. Students are active in producing their own experience, rather than being primarily receivers or observers. Doing, by oneself and with others, is Kenyon's recipe for learning.

V. Satisfaction and Accomplishment

Accomplishment of the first four goals translates into high levels of student satisfaction both at Kenyon and years later when former students reflect back on their Kenyon experience. It also translates into high levels of accomplishment for Kenyon graduates.

Academic Administration

The following members of Kenyon oversee the administration of the College curriculum and assist students in forming individual curricula as they progress through Kenyon.

Provost

The provost is the College officer in charge of all academic affairs. The provost's responsibilities include matters pertaining to the faculty, curriculum, instruction, academic records, and academic facilities. Students may consult the provost on policies in these areas. The provost's office is located in Ransom Hall.

Associate Provost

The associate provosts assist the provost with a wide range of matters relating to the faculty, curriculum, and teaching. They supervise the Office of International Education, the educational outreach program, grade appeals, synoptic majors, faculty reviews, the Writing Center, summer science scholars, early-graduation petitions, and the Academic Infractions Board. Their offices are located in Edelstein House.

Dean for Academic Advising and Support

The Dean for Academic Advising and Support is responsible for academic advising for students across class years. The dean collaborates with various campus units on programs and initiatives that will empower students to access information and resources in order to make informed decisions. The dean provides counsel to students on academic, social, and personal matters, directing students to additional resources on and/or off campus as appropriate. Most importantly, the dean supports faculty and students in developing meaningful and effective faculty-student advising relationships.

Registrar

The registrar maintains the academic records of Kenyon and publishes the Kenyon College Catalog and other enrollment information. The registrar's office should be contacted on matters such as the following:

- Accessing grades
- Course enrollment
- Course schedule
- Classroom assignments
- Deadlines
- Declaration or change of major, minor, or concentration
- Diplomas
- Enrollment verifications
- Examination schedules

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- Graduation requirements
- Petitions
- Summer school credit
- Transcript requests
- Transfer of credit
- Veterans Benefits Administration

Petitions for waivers or substitutions of the academic policies of the College should be directed to the registrar for consideration by the petitions subcommittee of the academic standards committee. Advice on preparing a petition may be sought from the dean for academic advising, or the student's faculty advisor.

Faculty Advisors

New students are assigned a faculty advisor to assist in designing their programs of study, including curricular planning and postcollegiate plans. Advisors also serve as counselors regarding the student's personal development and welfare. When a student declares a major course of study within a department or program, a faculty member from that department or program serves as faculty advisor to the student. Forms for declaring a major are available from the Office of the Registrar. If students wish to change their faculty advisor before they are ready to declare a major, change of advisor forms are available from the registrar's office. The signature of the faculty advisor must be obtained before a student can enroll in a course or make any further adjustments to her or his class schedule.

New students are also assigned a volunteer upperclass student who works as a liaison with the students and their faculty advisors. The upperclass counselors (UCCs) help new students become acquainted with Kenyon and are available to provide assistance at all times.

Requirements for the Degree

NOTE: While faculty members and administrators stand ready to counsel students about degree requirements, the final responsibility for meeting the requirements rests with each student.

Students must fulfill the following requirements in order to earn a bachelor of arts degree at Kenyon.

1. Major

The student must successfully complete all requirements of one major course of study including the Senior Exercise.

2. Credits

Sixteen (16) Kenyon units (128 semester-hours or 192 quarter-hours) are required. Of these, a minimum of 8.00 units must be earned at Kenyon on a letter-grade basis. Above this minimum required, the student may include a maximum of 3.00 Kenyon units earned at summer school, a maximum of 0.50 unit of credit from physical education courses, and a maximum of 3.00 units earned on a student-chosen pass/D/fail and credit/no credit basis. (See also Transfer Credit)

3. Residency

Eight semesters of full-time undergraduate enrollment (1.50 units or more) are required. A minimum of four of these semesters, including the senior year, must be completed at Kenyon College, on the Gambier campus.

4. Grade Point Average

In order to graduate, the student must earn an overall minimum grade point average, at Kenyon College, of 2.00 ("C"). A minimum of 2.00 is also required for each major course of study. Like most other colleges and universities, Kenyon is concerned only with the grade point average earned in residence with Kenyon faculty, not with the average earned elsewhere. (See Transfer Credit)

5. Credits Outside the Major

The student must earn 9.00 or more units outside the major department; or, if there is more than one discipline in the department, the student must earn 7.00 or more units outside the major department as well as 9.00 or more units outside the major discipline. (A discipline is a traditional area of academic study.)

6. Diversification

By the time a student graduates, she or he must complete at least 1 unit, within at least one department, in each of the four divisions.

In fulfilling this requirement, students should pay careful attention to the relationships among disciplines, departments, and divisions. For example, 0.50 unit in MUSC (music) and 0.50 unit in ARTS (studio art) will not together satisfy a distribution requirement, because these two disciplines, though in the same division, are in separate departments. The charts summarize the distinctions among disciplines, departments, and divisions.

Students may earn 1.00 unit in a division by combining a course from an interdisciplinary program with an appropriate departmental course—but only if the interdisciplinary course is "cross-listed" in a department in this catalog. For example, ENVS 112, Introduction to Environmental Studies, is listed not only in the environmental studies section of the catalog but also in the biology section; thus, ENVS 112 may be paired with any biology course to satisfy the natural-science requirement.

Note: Two such courses may be paired only if the interdisciplinary course is cross-listed in the catalog during the year it was undertaken.

Advanced Placement courses will not satisfy this requirement.

7. Second Language

Students must demonstrate a level of proficiency in a second language equivalent to one full year of introductory college study. They may meet this requirement in any of the following ways:

- (a) by earning language credit in a course in the Kenyon Academic Partnership program
- (b) by earning a score of 4 or 5 on any Latin Advanced Placement examination; or by earning a score of 3 or better on the College Board Advanced Placement test in a second language or literature
- (c) by earning a score of 540 or higher on an SAT II modern language test
- (d) by achieving a satisfactory score on a placement exam administered during Orientation
- (d) by completing an introductory-level modern or classical language course at Kenyon
- (f) by obtaining transfer credit for two sequential semesters in introductory college-level language courses equivalent to a year of language study at the transfer institution as determined by the registrar and the Committee on Academic Standards
- (g) by providing documentation that is satisfactory to the registrar and/or the Committee on Academic Standards, such as an ACTFL Oral Proficiency Interview certificate or STAMP test, that indicates they have achieved proficiency equivalent to one year of introductory college-level study

If the student seeks to meet the requirement through study of a language that is not offered at Kenyon, the student is responsible for providing documentation that is satisfactory to the registrar. Likewise, if a student seeks to meet the requirement through an off-campus study (study-abroad) program other than one of the Kenyon-approved programs, the student must provide documentation that is satisfactory to the registrar. Because Kenyon's introductory modern languages courses are taught as a single, year-long curriculum, it is not possible to take one semester of a language at another institution and complete the requirement by taking a second semester at Kenyon.

Kenyon considers achievement of language proficiency important for many reasons, among them:

- Language study forms part of the traditional foundation to the liberal arts because it leads to the rigorous study of texts in the original across many disciplines.
- Language study increases understanding of one's native language and of language in general.
- Language study provides insight into other cultures and cultural differences.
- Language study enables students to function in a global context.
- Knowledge of a foreign language increases one's desirability as a job candidate, particularly for leadership positions.
- Foreign language study requires structured learning and can therefore improve study skills.

7. Quantitative Reasoning Requirement

The student must earn a minimum of 0.50 Kenyon unit of credit in a course, or courses, designated as meeting the quantitative reasoning (QR) requirement. These courses are marked "QR" in the course catalog. Advanced Placement courses will not satisfy this requirement.

In order to transfer credit to fulfill the QR requirement, a student must present to the Kenyon registrar evidence that the proposed transfer course is equivalent to a specific Kenyon QR course (a list of and descriptions of which are available on the registrar's Web page). For any proposed transfer course that does not correspond directly to a Kenyon equivalent, the student must supply explicit evidence that the course meets the specific criteria established for QR courses at Kenyon (e.g. it teaches students "to use statistical methods to analyze and interpret data," "to make inferences and decisions based on quantitative data," "to design experiments, and learn and apply data-collection methods," etc.) as a continuing theme in the course. In turn, the registrar will consult with the chair of the relevant department(s) to evaluate whether the proposed course is in fact equivalent to a Kenyon QR course or whether it adequately meets QR guidelines. The registrar, acting on behalf of the Curriculum Policy Committee, reserves the right to deny the transfer of QR credit. In every instance, the burden of proof falls to the student to present evidence that the QR criteria have been met; this evidence should take the form of course descriptions, syllabi, copies of assignments, and examinations.

Note: A course will satisfy the QR requirement only if it is designated a QR course for the semester in which it has been taken. Students should be aware that a particular course may change in

character from one year to the next, so that it may count as a QR course during one semester but not during another.

Quantitative-reasoning courses may focus on the organization, analysis, and implementation of numerical and graphical data; or they may involve learning mathematical ideas, understanding their application to the world, and employing them to solve problems. In QR courses, students will learn some or all of the following:

- To use statistical methods to analyze and interpret data.
- To make inferences and decisions based on quantitative data--for example, by developing and testing hypotheses.
- To critically assess quantitative information--for example, by reading and critiquing journal articles with quantitative information and analysis.
- To design experiments, and learn and apply data-collection methods--for example, by developing data in laboratory exercises.
- To use mathematical reasoning and the axiomatic method--for example, by using systems of symbolic logic.
- To develop and use mathematical models--for example, to predict the behavior of physical, economic, or biological systems.
- To learn and apply the basic ideas of probability, chance, and uncertainty.
- To understand and apply concepts in algorithms and computer programming.
- To communicate quantitative information and mathematical ideas--for example, by constructing and interpreting graphical displays.

A given QR course probably will not include all of these abilities, but every QR course will engage students in some of them. In courses identified with the QR tag, the use of quantitative reasoning is a major and continuing theme. Although the subject matter of QR courses will vary by department and discipline, the quantitative knowledge and skills developed will be applicable in a wide variety of settings.

The College Curriculum

Underlying Kenyon's curriculum is a set of policies and enrollment regulations created by the faculty to govern every student's curriculum at the College. These policies apply to all candidates for the degree.

The Major Program

The major program is organized in one of the following ways:

The major in a department or program

The major program constitutes focused academic work undertaken in a single department or discipline. It is the responsibility of the department to determine the work necessary for successful completion of the major. An outline of departmental or programmatic requirements may be found in the introductory paragraphs of each department's course descriptions in this catalog. The department or program may prescribe courses in other departments or disciplines as part of the major program. In order for the student to complete the declared major course of study, a minimum grade point average of 2.00 in the major department or program is required.

The synoptic major

At Kenyon, there are several ways in which students can satisfy broad and substantial interests that cut across departmental and disciplinary boundaries. Students may undertake a double major. They may combine a major in one department with a minor in another, or with any one of several interdisciplinary concentrations. Many will find their needs met by one of the interdisciplinary programs listed in this catalogue.

A great deal of care and hard work has gone into the formulation of the College's majors, minors, and concentrations, so that almost all students choose to major in one of these established departments or programs.

In exceptional cases, however, a student may have a well-thought-out and strong interest in coherent studies that do not quite fit into existing programs. In such cases, it is possible for the student to propose a synoptic major. It is the responsibility of the student to initiate such a proposal, gather faculty advice, and write and justify the proposal for a synoptic program. The proposal must be approved no later than the end of the sophomore year.

Developing a synoptic major program will require the student to do considerable synthesis in thinking through how material from the selected courses fits together. Consultation with faculty (advisor or others) should initially consider whether one or more of the established programs could not meet the needs of the student. A meeting with one of the associate provosts at an early stage will most likely be useful. A synoptic major is likely to prove more demanding to carry out

than a major chosen in the ordinary way from existing programs. Therefore, a student proposing a synoptic major must have a cumulative GPA at or above the average GPA of Kenyon students.

A synoptic major program must be deep as well as broad. It must be coherent. The program must consist primarily of courses that are offered in the established programs, together with a limited number of independent-study courses when such courses are really needed. Normally, not more than 2 units of an 8-unit synoptic major program should consist of independent-study coursework. Faculty members from at least two of the departments in which the student will work must agree to serve on the advisory committee for the student's synoptic major. Since each department may designate the core course or courses it deems necessary for all synoptic majors choosing work in that department, the student's proposal for the synoptic major must also be approved by the chairs (or members designated by chair) of the departments of the faculty advisors.

The final form of the student's proposal for the synoptic major program is the responsibility of the student and should be submitted to one of the associate provosts, who will engage with the student and the faculty advisors in a discussion and review of the proposal. Final approval of the program will be made by the associate provost in consultation with the chairs of the departments of the student's faculty advisors (or with senior members of the departments designated by the chairs).

Declaring a major

Students may declare a major at any time, but not later than September 30 of their junior year. Normally, students declare their majors as sophomores before spring vacation. To declare a major, students obtain and file a form in the registrar's office, after securing the necessary faculty signatures. Students wishing to declare synoptic majors may obtain complete information from the office of the associate provosts. Students who plan to participate in off-campus study must declare a major before submitting their off-campus study application.

The Senior Exercise

Students must satisfactorily complete the Senior Exercise in their major program to be awarded the degree. No credit is granted for the exercise. In general, the purpose of the Senior Exercise is to promote coherence within the major program of the student and, particularly, to offer each student the opportunity to articulate that coherence for himself or herself. Although each Senior Exercise is determined by the goals of the individual department and therefore may vary on that basis, a collegiate aim of the Senior Exercise is to encourage the student to achieve the following:

- Develop and demonstrate the ability to think and read critically, and to distinguish the essential from the trivial.
- Explore and refine individual interests through independent research or creative projects.
- Develop and demonstrate writing ability by the completion of a meaningful piece of newly written work.
- Develop and demonstrate speaking ability--through public presentations, roundtable discussions or symposia with peers, or through oral exams, etc.

- Develop and demonstrate the ability to synthesize prior work, and to use and critique method-ologies pertinent to the discipline through exams, written papers, or special projects.
- Grapple with new ideas.
- Collaborate with others--faculty members and peers--at various stages of the Senior Exercise.

Departments may give a different emphasis to each of these goals. In cases where the above goals are not fully addressed by a department's Senior Exercise, the department will incorporate them into other required parts of the major curriculum.

Each department must regularly inform all of its majors of the nature and purpose of the Senior Exercise and must discuss the exercise with its senior majors prior to its administration or due date(s). A student who fails the Senior Exercise will be given another opportunity to pass it before Commencement of his or her senior year. Failure on the second opportunity means that the student may not graduate or participate in the Commencement ceremonies that year. The student will be given an opportunity to satisfactorily complete the Senior Exercise after Commencement at a time mutually agreeable to the student and department.

A Minor Course of Study (Optional)

Students may choose to complete a minor course of study. Minor courses of study are offered in some disciplines but not in all. The following policies govern such courses of study:

- Students declare a minor course of study in the Office of the Registrar just as they declare majors and interdisciplinary concentrations.
- A minor consists of a minimum of 2.00 units and a maximum of 3.50 units. A minimum of 2.00 units must be from within the discipline itself.
- Courses that count toward the student's major may not also count toward the minor, nor may a student undertake both a major and minor in the same discipline.
- Neither the College nor a department will plan course availability in a given year so as to enable a particular student or students to complete a minor. Students may not be given preferential admission to a course on the basis of their minor.
- Students' transcripts will note majors (at least one required), concentrations (optional), and minors (optional).
- Specific information and requirements regarding minors may be found under the section of the department or discipline in question.

An Interdisciplinary Concentration (Optional)

Students who have declared a major may also elect to declare an interdisciplinary concentration. (Interdisciplinary programs are those that draw from two or more of the traditional disciplines.) As with the major course of study, completion of a concentration becomes part of the student's permanent record. A description of a concentration's requirements can be found in the introductory paragraphs under the appropriate heading in this catalog.

A concentration will require a minimum of 2.50 units and up to a maximum of 4.00 units of prescribed academic credit. Academic coursework undertaken for such a program may consist of work offered by departments and other concentrations, as well as coursework offered by the concentration. Directors of concentrations certify students' successful completion of their programs to the registrar, who will note completion on the students' records.

Declaring a concentration

Although coursework may begin prior to declaration, students can declare a concentration only after they have declared a major. To elect a concentration, students obtain and file a form in the Office of the Registrar after securing the necessary faculty approval. Students who wish to elect a concentration must do so before November of their senior year.

Join Major (Optional)

The joint major combines an interdisciplinary program with a major from a participating department. This combination provides a solid grounding in the methodology of a discipline, while providing an interdisciplinary experience. Joint majors are created through a cooperative agreement between departments and interdisciplinary programs, and require the student to complete coursework in both the interdisciplinary concentration and the departmental major as specified in the cooperative agreement. The student will complete a single Senior Exercise in the format of the cooperating department.

Honors

The degree with college honors

Students may receive the Bachelor of Arts degree with collegiate honors (cum laude, magna cum laude, summa cum laude) by attaining a cumulative grade point average in the following ranges:

cum laude 3.50-3.69

magna cum laude 3.70-3.89

summa cum laude 3.90 and above

Students in full-time residence at Kenyon for fewer than five semesters will be considered for honors by the Committee on Academic Standards. The student's Kenyon grade average shall be the prime determinant. However, the committee will also examine the student's record at other institutions and may alter the degree of honors indicated by the Kenyon average.

The degree with departmental or interdisciplinary honors

Students may apply to read for the degree with honors in a major. Application should be made to the chair of the department or the director of the program. At any time, the department or program may deny the student the opportunity to continue in honors. Students reading for honors are usually required to pass a special examination administered by an outside examiner.

There are three classes of honors in a major : Honors, High Honors, and Highest Honors. The class of honors that the student receives will be determined jointly by the outside examiner and the faculty of the student's major. A student who fails to achieve the degree with honors may be awarded the degree without honors, provided he or she successfully completes the equivalent of the Senior Exercise.

Collegiate standards for honors in the major

To undertake senior honors work in a major, a student must ordinarily have a minimum 3.33 grade point average overall. In addition, each department or program determines its own minimum requirements, whether a minimum grade point average or some comparable standard. These standards are listed in the sections for the various departments and programs in this catalog.

In cases where a department or program deems a student worthy to undertake honors but the student does not meet minimum standards, the department or program may petition the Academic Standards Committee for acceptance of the student into the honors program. Ordinarily such a petition will be submitted no later than April 15 of the junior year. The committee will consider at least the following criteria:

- Is the student's proposal persuasive and is it supported enthusiastically by the department or program?
- Are there extenuating circumstances around the lower grade point average? Is there upward movement in the grade point average from a poor start? Or are there extenuating circumstances in a particular semester?

Honors for synoptic majors

Students who propose a synoptic major may also ask to read for honors. The Academic Standards Committee decides on admission to the Honors Program for synoptic majors. (An explanation of the procedure is available at the registrar's office.) At least 1 unit of credit in independent study must be included in the program, and arrangements are made for an outside examiner. The degrees of honors are identical to those described above.

Year of Graduation

A student's year of graduation, or class, is determined by the registrar based on semesters of full-time study completed. The year of graduation will be set back as appropriate for students returning after having withdrawn, unless we receive the transcript with the evidence that they have earned credit as full-time students elsewhere. Students who fall behind the normal pace of 4.00 units per year by more than 2.00 units will have their year of graduation and class set back as appropriate. The class year will reflect the graduation ceremony in which the student will be eligible to participate.

Questions about a student's year of graduation should be addressed to the registrar.

Early Graduation

The Kenyon degree is based on work accomplished during four years of full-time academic work (See Residency under Requirements for the Degree). Early graduation is rare and infrequent, granted only in extenuating circumstances. Petitions for early graduation are submitted at least one year in advance of the proposed date of graduation. Detailed information about criteria and procedures is available from the Office of the Registrar.

A Guide to Courses of Study

The following tables are a handy guide to the majors, minors, interdisciplinary majors, and concentrations available in the various academic departments.

Drawing from the options presented in the tables, students, in consultation with their faculty advisors, will develop and implement their chosen courses of study. In brief, the requirements and options are as follows:

- All degree candidates must successfully complete a minimum of one major course of study including the Senior Exercise.
- Students may choose to complete one or more minor.
- Students may choose to complete one or more interdisciplinary concentrations.

ACADEMIC DIVISIONS	ACADEMIC DEPARTMENTS	DEPARTMENTAL MAJORS	DEPARTMENTAL MINORS
FINE ARTS	Art and Art History	Art History; Studio Art	Studio Art; Art History with emphasis in: Ancient; Renaissance and Baroque; Modern; Architectural History
	Dance and Drama, and Film	Drama; Dance; Film	Dance
	Music	Music	Music
HUMANITIES	Classics	Latin and Greek; Latin; Greek; Classical	Classics

Civilization

English

English

English

Modern Languages and Literatures

Modern Languages and Literature; (French, German, or Spanish); Area Studies (French, German, or Spanish)

Arabic; Chinese; Italian; Japanese; Russian

Philosophy

Philosophy

Philosophy

Religious Studies

Religious Studies

Religious Studies

Biology

Biology

Biology

Chemistry

Chemistry

NATURAL SCIENCES

Mathematics

Mathematics (focus on classical mathematics or statistics)

Mathematics; Statistics

Physics

Physics

Physics; Astronomy

Psychology

Psychology

SOCIAL SCIENCES

Anthropology

Anthropology

Anthropology

Economics

Economics

History

History

History

Political Science

Political Science

Sociology

Sociology

INTERDISCIPLINARY PROGRAMS

Interdisciplinary Majors

- American Studies
- Biochemistry
- International Studies
- Molecular Biology
- Neuroscience
- Women's and Gender Studies

Interdisciplinary Concentrations

- African Diaspora Studies
- American Studies
- Asian Studies
- Comparative World Literatures
- Environmental Studies
- Integrated Program in Humane Studies
- Islamic Civilization and Cultures
- Latino/a Studies
- Law and Society
- Neuroscience
- Public Policy
- Scientific Computing
- Women's and Gender Studies

Professional Programs

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Information and advice on professional studies in architecture, business, clinical psychology, education, engineering, health-care professions, law, library and information science, the ministry, and social work are offered by designated faculty and staff members who are knowledgeable in these fields. Informational sessions are held throughout the academic year, beginning during Orientation. The preprofessional advisors are also available for individual discussions and consultation. For a list of the current preprofessional academic advisors, see Maureen Tobin, graduate school and preprofessional advisor, or Scott Layson, director of the Career Development Office (CDO).

For Pre-Med course suggestions see "Medicine."

Course Enrollment and Schedule Change Procedures

Semester Enrollment Requirements

Normally students enroll in 2.00 units of credit each semester. A student must enroll in a minimum of 4.00 units of credit each academic year, up to a maximum of 5.00 units. In any semester, a student may enroll in a minimum of 1.75 units so long as the minimum enrollment for the year is satisfied. A student may register for a maximum of 2.50 units of credit in a semester. Seniors may register for as few as 1.50 units either semester, so long as they register for 3.50 units for the year and will have earned the necessary 16.00 units for graduation.

Students who fail to meet this requirement will find the notation "Underenrolled: Below minimum units for the year/term" on their academic record.

A student must be enroll in at least 0.50 unit of credit in at least two departments in every semester until 16.00 units have been completed. Any of the interdisciplinary courses do serve as a "department" in this regard. Please note that one may not register for, for example, two French courses and two Spanish courses, as these are in the same department. The same would be true for studio art and art history courses.

Students who fail to meet this requirement will find the notation "Improperly enrolled: Enrolled in only one dept" on their academic record.

Course Registration Procedures

During the first seven class days of each semester, the drop/add period, students may come to the registrar's office to alter their course registrations (or status within courses), with the approvals of their advisors and instructors.

Students may register for an Individual Study (IS) up to the seventh class day in any given semester. Before a sponsoring faculty member or department chair approves an Individual Study, the student (consulting with the instructor) must submit a written plan for the IS based on the guidelines articulated in the department /program policy.

Course registrations are finalized at the end of the drop/add period (seventh day of classes). Students are fully accountable for all courses for which they are registered from that point on, and all will remain on the permanent record.

If a student has attended a course in which he or she was not registered, no record of or grade for the class will be available.

If a student never attends or stops attending a course but fails to withdraw properly in the registrar's office, an F is recorded.

Fees for late course changes. All enrollment changes after the first seven class days of each semester are subject to the late course change fee unless otherwise noted. These fees apply to all enrollment changes including those accomplished through petition and are found under Explanation of Fees and Charges on the web page.

At the discretion of the registrar, payment of all or part of these fees may be waived. Students may appeal the registrar's decision to an associate provost, whose decision is final. Students may request that these fees be added to their College accounts.

Course Changes After the First Even Days of Classes

In certain instances, described below, students may change their course registration status after the first seven class days of each semester. However, unless otherwise noted, all such changes require payment of a late processing fee and the explicit approvals of advisor and instructor via signatures on their forms.

No course may be added after the sixth week of classes.

Changes in Grade and Credit Status (Audit and Pass/D/Fail)

Audit. Students may change to audit status beginning the first day of the semester through the first seven days of classes, provided such change leaves them properly enrolled. This change requires the signature of the instructor and advisor.

Pass/D/Fail. A student may change status in a course to or from pass/D/fail only through the end of the fourth week of classes. Students are specifically required to maintain a consistent grading option over both halves of a year-long course. This change requires the signature of the instructor and advisor.

For more information see the Grades and Credit section.

Withdrawing From Individual Courses Before the End of the Semester

Withdraw passing after the seventh class day. A student may withdraw without petition from a course only within the first eight weeks of each semester, provided the student remains enrolled for at least 1.75 units of credit in the semester and 4.00 units for the year. A "WP" (withdraw passing) is recorded if the student is passing at the time of the request. Students may withdraw passing (WP) from a year long course (a credit overload) only through the eighth week of the first semester, or from the second half of a year-long course through the eighth week of the second semester. The withdrawal requires the signatures of the instructor and the faculty advisor. A late course change processing fee will be charged. Students may not withdraw from the course if an academic infraction is pending.

Withdrawing from a year long course at mid-year. Students are allowed, with signature of the advisor and the instructor, to withdraw from a year long course with half credit and a final grade. The instructor may require a final examination. Students who withdraw after tentative grades have

been submitted must understand that the final grade for the first semester need not necessarily be the same as the tentative grade.

Forms for dropping the second half of year-long courses at the end of the first semester are available at the Registrar's Office and should be returned there no later than the seventh class day of the spring semester. The final grade must be received in the Registrar's Office within two weeks (ten class days) of the effective date of the drop. Otherwise a grade of F will be recorded.

Withdraw, illness or incapacity. A student may petition to withdraw from a course because a serious illness or other personal circumstance beyond the student's control has prevented him or her from meeting the requirements of his or her courses. If approved, this will appear as a "WI" (withdrawal because of illness or incapacity) on the student's transcript. The student should consult with the instructor of the course, the faculty advisor and a member of the Dean of Students Office. The petition must be approved by the Committee on Academic Standards. Students eligible for WI are exempted from payment of a late fee.

Withdraw late. A student may withdraw from a course and become underenrolled one time only. Students may withdraw late (WL) from a year long course during the first semester only. Students may not withdraw late from the second half of a year-long course. A "WL" (withdraw late) will be recorded on the student's transcript. A student may use this option even if it leaves the student underenrolled, with the understanding that the student must still accumulate 16.00 units to graduate. However, students who are already underenrolled may not use this option to become further underenrolled. Use of the WL must be discussed with the student's the instructor, faculty advisor, and the dean for academic advising before a decision is made to use the option. Students are expected to continue to attend class and participate until the required signatures are obtained and the WL form is submitted to the registrar's office. Students should obtain signatures in the following order: course instructor, faculty advisor, and dean for academic advising. This option must be exercised before 4:30 on the last day of classes for the semester. However, students who have already exercised the option to underenroll by one course in the fall of the senior year may not use the WL option the following spring.

Students may not withdraw from a course where Academic Infractions Board sanctions are pending or have been imposed. Similarly, students may not withdraw from a class after they have been expelled from the class and the "X" grade has been submitted.

Grades and Credit

Course Credits

Ordinarily, students enroll for 4 units per year. Many courses are worth 0.50 unit, however labs, intensive language courses, and music lessons and ensembles vary. Please pay close attention to the credit listed in the catalog and schedule of courses. Note: 0.50 unit of credit is considered to be the equivalent of a four semester-hour course at other colleges and universities. Courses offered at Kenyon are offered only for the credit as stated in this catalog and may not be undertaken for greater or lesser credit.

Course Grades

A student may take courses for a letter grade, on a Pass/D/Fail basis, or as an auditor.

Grades. Instructors are required to report grades for students enrolled for credit. A chart at the end of this chapter shows the grades and their value. Grades range from A through F. Plus and minus may be attached to any grade except F.

A student may be expelled from a course. In this event, X is recorded on the permanent record. Students receiving an F, WP, WI, WL, W, or X receive no credit for the course.

When a student enrolls in a course taught by a close relative, spouse, or domestic partner, the instructor must follow procedures as outlined in the Faculty Handbook (section 1.1.17 Conduct of Courses).

Pass/D/Fail (P/D/F). To encourage students to experiment with disciplines and courses they might not otherwise try, the College provides the opportunity to enroll in courses outside the declared major on a P/D/F basis with the permission of the advisor and the instructor. A maximum of 3.00 of the 16.00 units required for graduation may be earned on a P/D/F and CR/NC basis. Within any given semester a student may take no more than one course on the P/D/F basis, unless the student is taking 2.50 or more units of credit, in which case a second course may be taken on this basis. Once students have declared a major, they may not take courses on a pass/D/fail basis in the department of their major or in any course required for the major.

Work completed in a course taken on a pass/D/fail basis will receive the following grades and credit: All coursework receiving a C- or above will have a P recorded on the student's transcript. The credit thus earned counts toward graduation in every respect and is subject to the same restrictions as credit earned with a letter grade. However, the grade is not calculated in the student's grade point average. If the work of the course is D+, D, D-, or F, that grade is recorded on the student's transcript. The credit thus earned (for a grade of D+, D, or D-) counts toward graduation in every respect and is subject to the same restrictions as any letter-grade credit, and does affect that student's grade point average.

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The deadline for enrolling in both semester and year courses on a P/D/F basis, or for changing to a letter-grade basis, is the end of the fourth week of the course. Students must have the signatures of the instructor and their advisor before they may enroll in a course on a P/D/F basis. Students are specifically required to maintain a consistent grading option over both halves of a year course. Students may not change a course grade mode to P/D/F if an academic infractions case is pending for the course.

Credit/No Credit (CR/NC). Courses are designated as CR/NC when letter grades are not an appropriate system for evaluating student performance. For example, courses that stress process, activities, and/or participation may be designated CR/NC. Also, courses in which the entire class produces a group project may be designated CR/NC. Courses with the above characteristics are not required to be listed as CR/NC. Whether to designate a course CR/NC is at the discretion of instructors, departments, and programs with the review and approval of the CPC.

The CR/NC grade mode must apply to every student enrolled for credit in a course—individual students may not receive a letter grade in a course where other students receive the CR/NC designator, nor may individual students receive the CR/NC designator in courses where the other students receive a letter grade.

Instructors of CR/NC courses should set forth the criteria required to receive credit at the start of the semester and in the syllabus. They should give regular feedback to students about whether they are meeting those criteria, and submit progress reports when students are not making satisfactory progress.

CR/NC courses may count towards major, minor, or concentration requirements if so designated by an academic department or program. However, CR/NC courses may not be used to fulfill the diversification requirement. A maximum of 3.0 units earned in CR/NC and P/D/F courses may be applied to the 16 unit graduation requirement. CR/NC courses do not influence a student's grade point average. Aside from the above differences, deadlines and course enrollment procedures for CR/NC courses are ordinarily the same as other courses. Courses using this grade mode will not be converted to a standard grade.

Audit. Any fully enrolled student may, with the prior approval of the instructor, enroll as an auditor in one or more courses in addition to his or her normal load. With the exception of certain production and performance courses, such enrollment must be completed within the first seven days of classes. The student should first obtain from the instructor a clear understanding of the audit requirements for that course. The designation AU normally will mean that the student has attended at least the lectures, laboratories, or studio meetings regularly, or accomplished other activities designated by the instructor, at a level equivalent to regular attendance. An instructor has the right to require more than this minimum before granting AU designation.

Although an auditor receives no academic credit for that work, if the instructor certifies that the student has met the audit requirements of the course, the course will be entered on the student's

permanent record with the notation AU in place of a grade. If the instructor does not so certify, no record of the audit enrollment is entered. Courses taken on an audit basis, however, cannot be used to satisfy curricular rules or requirements.

Incomplete

An incomplete ("I") is a postponement of the deadline for completion of a course. The faculty intends that only in cases of extreme hardship shall an incomplete be given, and only before the scheduled ending of a semester. Ordinarily, only the dean for academic advising and support is empowered to grant incompletes. The dean may grant incompletes in the following instances:

1. When a student has fallen seriously behind in his or her work as a result of prolonged illness or other incapacity, or because of a personal or family crisis that necessitated a substantial interruption of academic work, or
2. When an illness or similar incapacity beyond the student's control occurs in the final days of a course, making final examinations or similar work impossible to complete in the required time.

Except in severe cases when the deans may act on student's behalf, the student must request an incomplete of the deans. Before making the request, the student should discuss the possibility and appropriateness of the incomplete with the course instructor. Without faculty support, the request will not be granted. That said, faculty support does not guarantee that the incomplete will be granted. In the absence of the dean, the associate provosts are empowered to act.

Once the student has completed the work for the course, the course instructor will have 14 days to submit the final grade, at which point the "I" notation is replaced with the appropriate grade.

Only the dean for academic advising and support may grant extensions-- and will only do so given extenuating circumstances. Unless an extension is granted prior to the date specified by the dean, if work is not completed by that date, the course instructor will be expected to submit a final grade without the final work.

Repeating a Course

A student may repeat a course with the advisor's and instructor's approvals. If the student repeats a course that was previously failed, the new grade and credit become part of the permanent record and may apply toward graduation requirements. However, the F is not removed from the student's record, and both grades are calculated into the cumulative average.

If a student repeats a course for which credit and a passing grade were received previously, the new grade becomes part of the permanent record; however, no credit or quality points are received for the repeated course. Thus the new grade does not affect the student's cumulative average nor with the credit be added. The student must notify the Office of the Registrar, and the instructor must approve, in the case where a student is repeating a course for which credit was previously earned. There are a limited number of courses that have been approved by the Curricular Policy Committee

to be repeated for credit when the course content is not repeated. Please read the course descriptions for details.

Grade Reports

Grade reports for courses become available to students through Personal Access Pages within a few days after the grade entry due date if the student has completed the online evaluation for all courses in which the student was enrolled during the most recently completed semester. The registrar will announce grade report availability at the end of each semester when such reports can be accessed. Students who failed to complete the online evaluations for all courses in the term most recently concluded will not have access through the Personal Access Pages to the grade report for any of those courses for two weeks after grades have been made available by the Office of the Registrar or until the first day of classes of the following semester, whichever comes first.

Year-long course grades

At the end of the first semester, tentative grades in year courses are reported. Tentative grades in year courses are not a part of the permanent record. However, students requesting transcripts during the second semester should remember that these tentative grades are official and do appear on the transcript until replaced by final grades. (Students who withdraw from the College in midyear should see also "Procedures for Withdrawing from the College," especially the section "Grades and Credit.")

Students without Web access at home are urged to visit the registrar's office in November or December, or May, to address an envelope for grade reporting purposes.

In addition, the College may, when so requested, send copies of correspondence regarding the academic standing of such students to parents. (See Student Records).

Grade Point Averages

Semester and cumulative grade point averages are computed by multiplying the quality points of each grade by the number of units of credit, summing, and dividing the total quality points by the total credits attempted, truncating to two decimal places. The chart at the end of this chapter lists each grade and the quality points it carries.

The cumulative grade point average. Only grades earned with Kenyon faculty are included in the Kenyon grade point average (GPA). Grades earned in summer school, at other colleges by transfer students, and so on, do not affect students' Kenyon GPAs, nor are such grades recorded on the Kenyon permanent record. Grades earned through a Kenyon-approved off-campus study program are recorded but are not figured into the Kenyon GPA. (See Transfer Credit)

Only the fourteen grades A+ through F and X are computed and affect GPAs. WP, WL, and WI, while recorded on the permanent record, do not affect a student's GPA. "Pass" does not affect the Kenyon GPA though credit is earned.

Tentative grades in year-long courses have a temporary effect on the Kenyon GPA (until they are replaced by the final grades).

Grades at Kenyon

Calculating Your GPA

1. List your courses, credits, and grades.
2. For each grade and credit find the quality points in the chart below.
3. List the quality points for each course.
4. Total the column of credits; total the column of quality points.
5. Divide total quality points by total credits attempted.
6. Truncate answer to the hundredths.

Chart of Quality Points

Grade	Definition	1.00 unit	0.75 units	0.50 units	0.25 units	0.13 units
A+	Excellent	4.00	3.00	2.00	1.00	0.50
A	--	4.00	3.00	2.00	1.00	0.50
A-	--	3.67	2.75	1.83	0.91	0.47
B+	--	3.33	2.49	1.67	0.83	0.41
B	Good	3.00	2.25	1.50	0.75	0.37
B-	--	2.67	1.99	1.33	0.66	0.34
C+	--	2.33	1.74	1.16	0.58	0.29
C	Adequate	2.00	1.50	1.00	0.50	0.25
C-	--	1.67	1.25	0.83	0.41	0.21

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D+	--	1.33	0.99	0.66	0.33	0.16
D	Poor	1.00	0.75	0.50	0.25	0.12
D-	--	0.67	0.49	0.33	0.16	0.08
F,X	Failing	0.00	0.00	0.00	0.00	0.00

Changes in Final Grades

If, after an instructor reports a final grade, an error in calculation or reporting is discovered, the instructor may ask an associate provost for permission to change the grade. Such changes must be requested before the end of the fourth week of the following semester. Changes after the fourth week can be made only through petition to the Committee on Academic Standards.

A student who believes his or her grade in a course has been unfairly assigned may, if a written appeal to the instructor is ineffective, carry that appeal to the chair of the instructor's department and, if the problem is not then resolved, to the associate provosts, who will present it to the Academic Standards Committee. If a majority of the committee is persuaded that an injustice has been done, they will authorize the registrar to change the grade.

Class Rank and Merit List

Students who earn an average of 3.55 or higher for the semester are placed on the Merit List. Students with grades during the semester of X, F, NG, I, or WL will not be considered for the Merit List.

At the end of each academic year, class ranks are calculated on the basis of students' cumulative GPA. At the end of the senior year, a final class rank is calculated; records of this rank are kept on file in the Office of the Registrar.

Conduct of Courses

Academic Rights and Responsibilities

Academic freedom of students. Students are guaranteed academic freedom; they make known their views, confident that these will be judged by their instructors only with regard to their academic merit.

Specification of course requirements. So that students may be protected from sudden and unexpected shifts in requirements, instructors will provide at an early class meeting a written statement of all academic responsibilities (such as the attendance policy and the number of tests and papers) and will give the class reasonable advance notice of dates when requirements are to be fulfilled.

The instructor must explain how the final grade will be determined, describing the relative weights to be given performance on the final examination, papers, tests, and so on, and whether the final grade will be influenced by participation in class discussion, class attendance, and the like. In making assignments, instructors will have in mind the accessibility of materials or equipment and will be considerate about requiring students to leave Gambier to carry out their academic work. However, this must not be so narrowly construed as to preclude, for example, honors students from obtaining material from other libraries or from doing occasional research off campus, or art students from going to Mount Vernon to obtain materials.

Examinations

Grace periods. Grace periods. The College provides grace periods during the year to ensure that 1) students have adequate time, free from extraordinary pressures, to prepare for final examinations, 2) students have winter and spring breaks free from substantial assignments, and 3) the routine work in classes during the final week of the semester is not disrupted. During grace periods, instructors may not offer final examinations. Also, instructors should not require assignments beyond what is necessary for normal daily participation in classes, seminars and laboratories during grace periods. Instructors may only schedule more ambitious assignments during grace periods if there is a pedagogical rationale for doing so, and they must inform the class of these assignments at the beginning of the semester. The grace periods are seven calendar days before the beginning of the final examination period in each semester and two days following winter and spring vacations.

Reading periods. Reading periods. The College provides reading periods at the end of each semester prior to final examinations. The dates of the reading periods are part of the official College calendar established by the Calendar Committee and supervised by the registrar. The purpose of reading periods is to provide time for preparation for final examinations. Instructors may not hold required meetings of classes, give tests, assign work, or schedule alternative final examination times during

these periods. An exception is made in the case of honors examinations, which may be scheduled during reading periods.

Final examinations. Final examinations in semester courses are typically two or three hours in length. Examinations may be three hours in length if the instructor has specified such at the beginning of the semester. Final examinations in year-long courses are given in the spring and are three hours in length.

Instructors may not accept for credit work submitted after the last day of the semester unless the student has been granted permission by the dean for academic advising and support for an incomplete. The last day of the semester is specified on the College calendar.

Scheduling of final exams. When an instructor examines all members of a class simultaneously, he or she must do so at the time and place announced by the registrar, except by permission of an associate provost. If an instructor wishes to cancel the original time of the examination and substitute another time, even if the entire class agrees, the permission of an associate provost must be obtained.

Instructors may schedule an alternative final examination time for the entire class as long as it falls within the final examination period, excluding reading periods. In such cases, the instructor must give the examination twice, at the time originally scheduled and at another time. Instructors who wish to schedule alternative final examinations are encouraged to indicate this on the course syllabus. If an instructor chooses to allow one student to take the examination at a different time, the entire class should have that option, even if the rescheduling occurs late in the semester.

However, if the dean for academic advising and support, in consultation with the instructor, gives a student permission to take an exam at an irregular time in accordance with established guidelines - for example, if he or she has more than two exams on one day or is experiencing health problems or a personal crisis - there is no obligation on the part of the instructor to offer the option to the entire class.

Rescheduling exams for health or personal issues. The dean for academic advising and support, in consultation with the course instructor, may reschedule examinations for individual students in instances involving the health of students, personal or family crises, or other extenuating circumstances on a case-by-case basis. However, the examination schedule is published well in advance so that students may plan accordingly. Therefore, problems arising because students plan travel without accounting for the examination schedule are not sufficient grounds for setting special examinations. If the dean for academic advising and support, in consultation with the course instructor, gives a student permission to take an examination at an irregular time in accordance with established guidelines, there is no obligation on the part of the instructor to offer the option to the entire class.

Failure to appear for a final exam. When a student fails to appear for a final examination, the instructor may prepare and administer a special examination. In such cases, a fee of \$35 is charged

by the Registrar's Office, and the instructor is obliged to exact a grade penalty on the examination, unless the absence is excused by a dean for extenuating circumstances.

"Take-home" final examinations. When an instructor requires a "take-home" examination, it must be due at the scheduled time of examination set by the Registrar's Office. Instructors who wish to reschedule the due date for a take-home examination must follow the procedures described above under "Scheduling of final examinations." As is the case for other examinations, instructors may offer alternative due dates in addition to the time scheduled by the Registrar's Office. Take-home examinations may not be due during grace periods or on reading days.

Other assignments during exam week. Instructors may assign work other than examinations and take-home examinations (such as papers, projects, or presentations) during examination week, but these assignments must be due at the scheduled time of examination set by the Registrar's Office. In instances where the scheduled three-hour time slot is not sufficient to accommodate a final assignment (such as presentations, performances, and individual oral exams and critiques), instructors may schedule additional times without obtaining permission of the associate provost so long as they avoid creating conflicts with the regularly scheduled exams of students in the class. As is the case for examinations, instructors may offer alternative due dates in addition to the time scheduled by the Registrar's Office. As is the case with all other paper and project assignments, instructors may also grant extensions to individual students where appropriate and fair.

Multiple exams or assignments on the same day. Students who are scheduled for three or more examinations on the same examination day (or two examinations at the same time) are entitled to relief. Students who have three or more total assignments (exams and/or other assignments) on an exam day may be entitled to relief. In both cases, students should first notify their instructors at least two weeks in advance of the conflict to make arrangements. For additional assistance, they should contact an Associate Provost.

Class Attendance

Attendance policies. Faculty members are responsible for announcing their attendance policy at the first meeting of the course or including such a statement in the course syllabus. Students are subject to attendance regulations as determined by the instructor of each course. Excessive absence is a valid reason for an instructor to expel a student from a course. Students receiving financial assistance from the Veterans Administration are required by law to attend all classes unless excused.

Students are expected to attend all lectures, laboratories, and other scheduled course meetings. Faculty members are expected to monitor the regular attendance of first-year students and those on conditional enrollment. Absence from a class meeting is inevitably a loss both to the student and to classmates. Students who are absent from a class meeting bear full responsibility for minimizing such loss.

It is especially important for students to attend classes in a regular manner for the first two weeks of each course; during this period instructors must develop accurate class rosters in order to allow additional interested students into their courses. Students who do not attend classes during the first two weeks may be expelled by the instructor (see Expulsion). Instructors will define "regular attendance" to suit their individual circumstances, and students must know that many faculty members will remove those who do not attend from the very first class meeting. Students who have been so removed from a course roster will still need to drop the course from their schedule as they add another in its place at the registrar's office.

Absences. Policies and practices with regard to class absences are generally defined, communicated to students, and enforced by individual course instructors. Instructors will receive notification of student absence due to the following reasons: 1) curricular or extracurricular activities sanctioned in advance by the College, 2) infirmity as determined by the College Health and Counseling Center, or 3) compelling and unavoidable personal circumstances as determined by the Dean of Students or the Dean for Academic Advising. In these cases, students may not be penalized for the absence, but they should be held responsible for all course assignments. The rescheduling of examinations or assigned work must be initiated by the student.

Expulsion from a Course

An instructor may expel a student from a course for cause at any time provided that, a reasonable time beforehand, he or she has given the student written warning and has, by copy, informed the dean of students, an associate provost, and the registrar and dean for academic advising. Valid causes include excessive absences and disturbances in class. Poor performance in a class or failure to submit written work does not constitute reason for expulsion. If a student is expelled from a course, X is recorded on the permanent record and is treated in the same manner as an F.

Student Appeals of Academic Policy

Occasionally, students may encounter situations in which a policy in a course is apparently in conflict with the academic policies of the college. In some of these circumstances, students may be permitted relief from the course policy. For advice about these situations, students should consult their faculty advisors and/or the Dean of Academic Advising. When students believe that a course policy is not in compliance with the academic policies of the college, they should discuss the matter with the instructor first, then the chair of the department or program that lists the course, and finally a member of the administration (an Associate Provost or the Provost).

The Right to Petition

The College has no wish that any of its academic rules and requirements should impose needless hardship or manifest injustice upon any of its students. It therefore reserves to every student the right to petition faculty members on academic matters.

Petition Procedures

A description of petition procedures and instructions is available on the registrar's Web site.

The petition must be a clear and detailed statement containing the specific regulation(s) under consideration. Petitions will not be considered without recommendations from the student's advisor and from any other person (deans, Health and Counseling Center staff members, etc.) who may be affected by or have special knowledge bearing on the petition. Such recommendations will be considered with the petition.

Every petition will be dealt with on its own merit. The registrar will write the student concerning the decision and place a copy of the email along with the petition in the student's file. Students submitting petitions must not assume that the petition will be granted. Therefore, a student should continue with class attendance and preparation until results of the petition are known. Decisions of the petitions subcommittee of the Committee on Academic Standards may be appealed to the full committee.

Maintenance of Academic Standards

Kenyon reserves the right to require any student to withdraw from the College if the student fails to meet the standards of scholarship expected, cannot remain without endangering his or her own health or that of other students, or has been found to have fallen seriously below the standards of behavior set forth in this catalog and the *Student Handbook*.

Satisfactory Progress Toward the Degree

Satisfactory progress toward the degree is defined as the maintenance of at least a 2.0 cumulative average by the end of the fourth semester, and earning credit at the normal rate of 4 units per year. The cumulative average for the first, second, and third semesters may be no lower than 1.6, 1.8, and 1.9 respectively.

SEMESTER	CUMULATIVE GPA REQUIREMENT
End of first semester	1.60
End of second semester	1.80
End of third semester	1.90
End of fourth semester	2.00

Substandard Academic Performance

The Committee on Academic Standards is charged with reviewing cases of substandard academic performance by students. Normally, the Subcommittee on Academic Standing acts for the full committee.

At the end of each semester, this committee routinely reviews the records of all students who fail to meet the minimal requirements as defined above. Based on this review, the committee may take any of the actions outlined below. The committee examines deficiency reports from instructors and receives reports from such offices as that of the dean of students, dean for academic advising and support, the health center, and so on. The committee strives to find the causes for the deficiencies if at all possible.

In addition, the committee may ask for a report from the faculty advisor, as well as a written statement from the student. Tentative grades in year courses are considered by the committee.

Committee Actions

The academic record of any student who cannot accomplish a 2.0 (C) average during any period of enrollment in the College raises serious questions about the student's will or capacity to graduate from Kenyon. Likewise, the academic record of any student who is more than .5 unit behind his or her class, or has multiple withdrawals and incompletes in any one semester, raises similar questions.

In its deliberations, the committee strives to weigh all pertinent factors before reaching a decision about the student's will or capacity to make satisfactory progress toward graduation. In addition to the reports mentioned above, positive or negative trends in the student's record are taken into account.

The following are the most common actions taken by the committee.

Letter of warning. This is a letter explaining the deficiency and possible consequences if improved performance is not forthcoming in the following semester or year.

Conditional enrollment. This letter sets forth conditions for continued enrollment at the College. Some of the more common conditions include prohibition from taking more than four courses, requiring regular class attendance, restrictions on extracurricular activities, requiring approval by the committee of subsequent course selections, and specification of minimal grade averages to be earned if the student is to continue at Kenyon. Students on conditional enrollment are not in good academic standing.

Advised withdrawal. It may be the judgment of the committee that it is advisable for a student to withdraw for some extended period of time. If the student declines this advice, some of the conditions stated above may be imposed.

Required withdrawal. When it becomes obvious that a student will have little or no chance to graduate, or when some time away from Kenyon is clearly indicated, the student's withdrawal will be required. The committee may require withdrawal for a specific period (usually one year), or in extreme cases the committee may require withdrawal indefinitely or permanently.

Records of Committee Actions

Copies of letters concerning actions taken by the Committee on Academic Standards are placed in the students' folders in the registrar's and dean of students' offices. Summary records of the committee's actions are maintained by the dean for academic advising and support.

A note of the committee's actions is kept as a part of the student's permanent academic record. The fact that a student has received a letter of warning or has been placed on conditional enrollment does not appear on copies of the student's transcript that are sent from the College. A student advised to withdraw from Kenyon is given the opportunity to complete a Declaration of Withdrawal

form. By so doing, the student will have voluntarily withdrawn from the College. In both cases, the student's transcript will indicate "Date of Withdraw: *date*."

Progress Reports From Instructors

Instructors submit progress reports throughout each semester for students with excessive absences, delinquent work, and/or academic deficiencies. An academic deficiency is defined as a level of performance at C- or below. At the end of each semester, instructors are required to comment in cases of academic deficiency. Progress reports are also submitted at mid-term and the end of the semester for students on Conditional Enrollment to provide regular feedback on academic progress, even when academic performance is not deficient. Improvement and exceptional work by any student can also be reported. Progress reports are sent to the student's advisor, the dean for academic advising, and additional sources of support. The advisor and/or dean for academic advising use these reports to counsel the student. Progress reports are reviewed by the Committee on Academic Standards and considered in its deliberations at the end of each semester.

Procedures for Withdrawing from the College

Withdrawal from the College. Students who plan to leave Kenyon for the remainder of a semester, or for a semester or more (except students studying under the auspices of the Center for Global Engagement), or permanently, must declare their intentions to the dean of students or the dean for academic advising and support by completing a Declaration of Withdrawal form.

Grades and credit. Grades and credit for students withdrawing from the College depend on the time of the withdrawal. Here is the policy:

- Before the end of the 12th week: W (no credit or grade) in all courses.
- After the 12th week: W in all year courses*; F in all semester courses, unless the courses have been completed (in which case grade and credit are recorded), or unless the deans find that the withdrawal is justified (e.g., because of illness), in which case WI is recorded.
- Between the beginning of the second semester and the end of the 12th week: W in all year courses* and all second-semester courses.
- After the 12th week of the second semester: F in all courses* unless the deans find that the withdrawal is justified.

*Half credit for the fall semester of a year-long course is granted if approved by the instructor. The grade assigned is usually, but not necessarily, the tentative grade. Instructors may require a final exam. In the absence of such a request for half credit, W is recorded as above.

Personal Leaves

Students in good standing may request a personal leave of absence (withdrawal) from a dean and, if granted, take time off from the College. Such time away, often as a period of reassessment and self evaluation, can prove to be educationally beneficial. A leave may be granted for not less than one

semester and not more than one year. Students who take personal leaves of absence are readmitted with the approval of the Dean of Students Office and are expected to complete the degree without further interruption.

Students in good standing may request a personal leave of absence (withdrawal) from a dean at any time. If a student is granted a personal leave of absence after the semester begins, but before the end of 10 class days, the transcript will list the date of withdrawal as the day before the term began. If a personal leave is allowed after the end of the 10th class day but before the end of the 12th week of the term, the transcript will list the date of withdrawal and the courses in progress, each with a "W". If a personal leave is granted after the 12th week of the term, the transcript will show grades received, unless the student petitions for WIs (withdrawal due to illness).

Medical Leaves

Students with medical and/or psychological conditions that warrant withdrawal from the College may request leaves of absence from a dean at any time and, if granted, withdraw from the College. Verification of the condition, along with a recommendation for the leave, must be provided from an appropriate healthcare professional.

If a student withdraws for medical and/or psychological reasons, the transcript will indicate the date of withdrawal and WIs for each course.

Readmission is contingent upon the medical condition being sufficiently resolved or managed successfully so as to enable the student to resume successful progress toward the degree. While on leave, students are expected to seek necessary or appropriate medical attention and to document the steps taken and progress made. This information will be requested and made part of the readmission process along with assessments from appropriate medical and/or psychological professionals. Additional information may be sought and might include a personal interview and input from family members, employers, or others who interacted with the student while on leave. In cases where there has been significant psychiatric or psychotherapeutic involvement, the student may be required to meet with a member of the College's psychological counseling staff in advance of readmission and/or as a condition of continued enrollment. Final decisions about readmission are made by the Dean of Students Office.

Mandatory Withdrawal

The College may require the withdrawal of a student who has any illness or condition or who exhibits any behavior that might endanger or be damaging to the health or welfare of the student or any other member of the College community, or whose illness, behavior or condition is such that it cannot be managed effectively while the student is enrolled. A student who leaves the College under such circumstances normally will be required to spend at least one academic year away before readmission is considered. Any student who is on conditional enrollment or any other sanction

through the Committee on Academic Standards at the time of withdrawal must also have her or his readmission reviewed by CAS prior to return.

Applicability

Kenyon College endeavors to provide a safe and orderly environment, insofar as possible, in which all students are able to pursue their academic and social development. In so doing, it reserves the right to require a mandatory withdrawal of any student whose behavior or lack of participation or contribution is incompatible with minimal standards of academic performance, social adjustment, or safety. Students for whom this policy applies include:

Students who are deemed to be a danger to themselves or others. "Danger to self or to others" is here defined as any danger of suicide, self-mutilation, accident, or assault substantially above the norm for college students that necessitates extraordinary measures to monitor, supervise, treat, protect, or restrain the student to ensure his or her safety and/or the safety of those around him or her.

1. Students whose behavior is severely disruptive. "Disruptive" is here defined to include but is not limited to behavior that causes significant property damage or directly and substantially impedes the rightful activity of others. It also includes behavior that causes emotional, psychological, or physical distress to fellow students and/or employees substantially above that normally experienced in daily life. Such disruption may be in the form of a single behavior incident or somewhat less severe but persistent disruption over a more extended period.
2. Students (a) who refuse or are unable to comply with recommended or required assessment and/or treatment, or (b) whose behavior or physical condition is likely to deteriorate to the point of permanent disability, disfigurement, impairment, dysfunction, or death without such assessment and/or treatment. Where standard assessment is impossible, indirect behavioral observations will constitute the basis for such judgment.
3. Students accused of violating Kenyon policies, procedures and regulations and who either: (a) lack the psychological capacity to respond to judicial charges, or (b) could not understand the wrongfulness of the behavior at the time of the offense.

Process for Mandatory Withdrawal

1. Implementation of this policy shall be as timely and expeditious as possible, while careful to avoid undue haste. It should be noted, that in some situations-particularly those in which a mandatory withdrawal is involved-it is neither in the student's interests nor the College's to delay emergency action.
2. The Dean of Students or his or her designee, may impose a mandatory withdrawal according to applicable criteria noted above.
3. The Dean or designee shall be responsible for advising the student of the mandatory withdrawal, and the processes for an informal hearing to resolve the student's status. When

feasible, the student shall be afforded the opportunity to review with the Dean or designee the rationale for the leave/withdrawal. The student may have support persons present. Such persons include parents or medical/mental health professionals familiar with the student's case. In no event may the student be accompanied by legal counsel at such informal hearing or related meeting to review the rationale for the leave/withdrawal.

4. If a mandatory withdrawal is imposed, an informal hearing to determine the student's status will be scheduled by the Dean or designee. The time of this hearing shall be set to permit ample time for information gathering related to the student's illness, condition or behavior. This may necessitate and include an indefinite period of leave/withdrawal pending such information gathering.

Informal Hearing

Students subject to a mandatory withdrawal shall be accorded an informal hearing before the Dean of Students or the Dean's designee.

1. The Dean, or designee, shall convene the meeting. Individuals deemed necessary to present a case for leave/withdrawal or to respond to questions by the student may be included.
2. The student may be accompanied by advocates or support persons, such as a family member, faculty or staff, or a health and/or mental health professional.
3. The informal hearing shall be non-adversarial and conversational. The Dean or designee will lead the meeting, and may exclude any person who disrupts the meeting. The hearing may be conducted in the absence of the student if the student has been given sufficient notice.
4. The decision of the Dean or designee shall be rendered within a reasonable period of time, and if leave/withdrawal is indicated, the written decision shall include the rationale therefore and the process by which the student may request reinstatement. The decision will be final and not subject to appeal.

Return from a Mandatory Withdrawal

A student subject to a mandatory withdrawal must request an informal hearing when s/he desires to return to the College. Information will be provided at that time as to the requirements for reenrollment.

Financial arrangements. Students who withdraw during the academic year are subject to tuition charges as stated in the Fees and Charges booklet. The general fee, other fees, and book charges are not refundable. Rebates for board may be granted on a weekly prorated basis.

Academic Integrity and Questions of Plagiarism

Honesty in Academic Work

Kenyon College is, at the core, an intellectual community of scholars – students and faculty – engaged in the free and open exchange of ideas. Simultaneously, we are part of a larger world of writers and artists, scientists, innovators, and researchers, all participating in wide-ranging conversations that sustain us intellectually and develop new knowledge. Critical to this lively exchange and deep engagement with ideas is the academic integrity of our work, both inside and outside the classroom.

As students in this community, all your work – tests, papers, artistic projects, experiments, etc. – is part of this common intellectual pursuit. Therefore, every piece of work you produce is your own contribution to our collective scholarly conversation. It must represent your own research, ideas, data, words, and analysis. For all of us, learning from other scholars, artists, scientists, or fellow students is essential to the process of education. While engaged in that process, it is critical to recognize the sources and bases from which you have derived your work and ideas. It is therefore an obligation to take personal responsibility for all of your work and give appropriate acknowledgement and credit to all those on whose ideas you have relied. These are sentiments common across academic communities and, indeed, these paragraphs are inspired by statements of academic integrity made by many of peer institutions such as Grinnell College, Denison University, Ohio Wesleyan University, Williams, Davidson, and the College of Wooster.

At Kenyon, we expect all students, at all times, to submit work that represents these standards of academic integrity. It is the responsibility of each student to learn and practice the proper ways of documenting and acknowledging those whose ideas and words you have drawn upon. Ignorance and carelessness are not excuses for academic dishonesty. Maintaining a climate of academic integrity requires all members of our intellectual community to abide by these principles and to hold one another accountable by reporting those who violate our standards of conduct. Defined below are the kinds of work that violate our principles.

Violations of Academic Integrity

CHEATING:

Cheating is the use of unauthorized, prohibited or unacknowledged material in an academic exercise. It includes obtaining copies of a test, quiz, etc. in advance, copying someone else's paper, having someone else do your assignment, using notes, calculators, books, or other resources to complete an assignment without permission of the instructor, changing an assignment after it is marked and then misrepresenting that fact to an instructor.

FABRICATING:

Fabricating is making up data, results, information, or numbers and recording and reporting them (Tricia Bertram Gallant, *Academic Integrity in the 21st Century*, Jossey-Bass, 2008, p. 10.). It also includes changing data to meet your hypothesis, faking sources, claiming to have consulted sources you did not consult, manipulating illustrations or dates on sources, or using standard results found on line.

PLAGIARIZING:

Plagiarizing is the representation of words, ideas, figures, or material from other sources (print, audio, visual or digital, including the internet) as one's own.

Plagiarism may be as small as five words or as much as the entirety of an assignment. It includes the cutting and pasting of language from the internet, or any other source, into a paper without proper acknowledgement. Material inadvertently used without citation is still plagiarized, even if accidentally plagiarized. Preventing plagiarism requires correctly citing all direct quotes, paraphrases, and ideas taken from other sources.

(See also <http://plagiarism.org/plagiarism-101/what-is-plagiarism/>)

FACILITATING ACADEMIC DISHONESTY:

Allowing one's own work to be used by others or aiding others, in any manner, in the commission of an academically dishonest act is also a violation of academic integrity. This includes any act that helps someone else "cheat," "fabricate," or "plagiarize." It also includes selling your work to anonymous users or letting others you know use your work. Examples are sharing test questions or answers (without faculty permission), completing an assignment for someone else, providing written papers for others, and allowing or assisting others to copy answers.

UNAUTHORIZED COLLABORATION:

Unauthorized collaboration results from working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This includes sharing the task of writing up a lab without the explicit permission of the instructor. It also includes collaboration on take-home tests and assignments without the knowledge of the instructor. Unauthorized collaboration can be a form of cheating or plagiarizing.

MULTIPLE SUBMISSIONS:

This refers to submitting the same work to two instructors without their permission. This can include the submission of your own work written in a previous semester without the professor's knowledge or submitting the same work to two different professors for similar assignments ("self plagiarism").

Penalties for Violations to Academic Integrity Policy

The goal of this policy is to provide a clear and just process for upholding the academic integrity standards of Kenyon College. It is designed to be both fair and formative, balancing education with appropriate sanctions. The process starts when a faculty member, staff, or student believes that a violation may have occurred. All members of the community have a responsibility for maintaining the high academic standards of our institution.

Outlined below are the guidelines for handling violations of the Academic Integrity policy.

Tier 1 Cases

Tier 1 cases result from a student's misinterpretation or misunderstanding of instructions or citation procedures, minor lapse in judgment, and/or lack of knowledge of proper academic procedures.

Examples include but are not limited to:

- Inappropriate collaboration on minor assignments (as defined by the instructor and chair)
- Inadequate or careless citations of a quotation or an idea taken from another source
- Close paraphrasing or verbatim use of a brief passage without citation

An instructor who discovers a possible Tier 1 case should bring it to the attention of the department chair as soon as possible, typically within 24 hours. The instructor and chair should together determine whether the case meets the Tier 1 criteria. If so, the department chair should immediately contact the Office of the Provost to inquire whether the student has previous academic infractions or Tier 1 warnings on record. If so, then the case must be immediately advanced to the Academic Infractions Board (AIB). If the chair and instructor decide that the case meets the Tier 2 or 3 criteria, then the case must be immediately advanced to the Academic Infractions Board (AIB).

First-time Tier 1 cases are handled by the department and Associate Provost. The chair should notify the student as quickly as possible (typically within 48 hours after conferring with the faculty member) about the concerns raised over the assignment(s), and schedule a meeting as expeditiously as possible with the faculty member and student to discuss the case. In Tier 1 cases, the student has the right to request a hearing before the AIB rather than the recommended meeting with the instructor and the department chair. If a student fails to attend a scheduled meeting with the department chair and instructor or otherwise fails to participate in the Tier 1 process, the case will go immediately to the AIB. Students may consult with their faculty advisor or another faculty or staff member of their choice about their options. Until the case is resolved, the student may not seek to drop, withdraw from, or change the grading status of the course in which the actions occurred.

At the meeting, all evidence should be shared with the student, and the student should be given an opportunity to respond. Because the purpose of the meeting is to educate the student about

academic procedures and integrity, the chair and instructor should discuss importance of academic integrity and explain how the student can avoid making similar mistakes in future assignments. At the end of the meeting, the student, instructor, and chair should all sign the Tier 1 Warning form as a record that the meeting has been held. Within three (3) days of the meeting, the online Tier 1 Warning form must be filed by the instructor and chair with the Office of the Provost, indicating when the meeting took place, who attended, and the sanction assessed. All evidence must also be submitted to the Office of the Provost. Following the meeting, if the chair and instructor decide that a warning is not warranted, the chair should notify both the student and the Associate Provost.

The Associate Provost will review the form, evidence, and sanction for procedure and consistency among other cases of this type. If the nature of the offense makes its assignment to Tier 1 unclear, then the case should be referred to the AIB. If the Associate Provost determines that the case meets Tier 1 criteria, the Associate Provost will confirm the department's decision in an email to the student, the department chair, and the instructor. Within three days of notification of the decision by the Associate Provost, the student must either reply to the e-mail to indicate that they accept the sanction or appeal to the Provost. In the case of an appeal, the student carries the burden of establishing that the decision is patently unfair or unjust. The Provost may decline to hear an appeal that fails to state specific grounds for review of the department's decision. The purpose of Tier 1 cases is to educate the student about academic integrity and proper citations or procedures. Thus, a Tier 1 Warning is not treated as a formal violation of academic honesty policies but functions instead as a cautionary warning to the student about the importance of academic integrity. As a result, the student effectively remains in a probationary status with the Office of the Provost, which will directly submit any subsequent Tier 1 case directly to the AIB. Given its educational purpose, the appropriate sanction for a Tier 1 case will be up to a score of zero for the assignment in question. In addition to the sanction, the student may be required to attend/complete an educational activity.

Because Tier 1 cases result in warnings rather than formal findings of an academic integrity violation, they remain confidential in the absence of a subsequent academic integrity infraction. A Tier 1 Warning will not appear on the student's transcript unless the student is found guilty of a subsequent violation. In the absence of a subsequent violation, records of the Tier 1 offense will be expunged when a student graduates or transfers. The college does not report Tier 1 Warnings to outside parties nor does it expect students to report such warnings.

Tier 2 Offenses

Tier 2 offenses are those that indicate a more significant breach of trust. Examples include but are not limited to:

- Copying work of others on an exam or allowing others students to copy your work
- Using unauthorized resources for an exam, paper, or project (or providing such resources to another student).
- Reproducing large portions of text without proper citation

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- Fabrication of source material or data
- Multiple submissions of the same work for two courses without explicit approval from both instructors (“self-plagiarism”)
- Multiple or repeated offenses that would ordinarily be classified under Tier I
- Suspected Tier 2 offenses will be presented to the AIB. The typical penalties for a Tier 2 offense will be more severe than a zero on the assignment up to failure of the course and placement on conditional enrollment. Because students who participate in collegiate activities are representatives of the College, penalties for Tier 2 offenses may include: prohibition from student leadership positions, Greek affiliation, varsity athletics, off-campus study, and/or nominations for fellowships.

Tier 3 Offenses

Tier 3 offenses reflect egregious or repeated acts of dishonesty. Examples include but are not limited to:

- False appropriation of major work (e.g., extensive plagiarism, purchasing a paper from another source, presenting another student’s previously submitted work as your own, or providing your own work for another student to submit)
- Unauthorized acquisition of current exam material
- Multiple Tier 2 offenses in a single course or repeated academic infractions
- Suspected Tier 3 offenses will be presented to the AIB. The typical penalty for such blatantly unethical acts will be suspension or dismissal from the college.

Appeals

A student who believes the verdict or the penalty is unfair has the right to appeal to the Provost within three days of receipt of the letter notifying them of their penalty. The scope of the appeal ordinarily shall be limited to whether the decision supported by the manifest weight of the evidence contained in the record of the charges and subsequent hearing or departmental discussion.

Procedures for Handling Academic Infractions

Multiple Tier 1 offenses, Tier 1 offenses that the student prefers to have heard by the AIB rather than the department, and all Tier 2 and Tier 3 offenses will go before the AIB. The procedures below apply for all AIB cases.

The Academic Infractions Board (AIB) consists of faculty members (serving two-year terms) and two student members. The faculty members of the AIB are elected by the faculty during the elections for faculty committees in the spring. The chair is appointed by the provost from among the elected members. The student members are appointed from among the members of its Academic Affairs Committee by September 1.

If the accusation is accepted for hearing by the AIB during a period in the academic calendar when the full board cannot be constituted, the accused student may choose (1) to have the case heard and decided by the available faculty members of the board, or (2) to have the case heard and decided by the full board when that body can be fully convened. If the accused student chooses this latter procedure, for the interim his or her transcript will show an "NG" for the course for which an academic infraction case is pending. In rare situations where a board member has a conflict of interest (e.g., a friend or an advisee is being accused of an infraction, the accusation is from the same department as a faculty member, etc.), the board member will recuse herself or himself and an alternate will be selected from the Conduct Review Board.

In exceedingly rare instances when a case could not ever be heard by the full board--when, for example, the student is on the verge of graduating-- the associate provost in charge of supervising the work of the AIB, in consultation with available members thereof, may hear cases.

The student must decide whether or not to contest the accusation. If the student chooses not to contest the accusation, then the AIB will assume that the academic infraction was intentional and assess a penalty accordingly. In such cases, the AIB bases its judgement on only the material from which the charges arise and the collegiate records of the accused student. If the student wishes to present any other information to the AIB, then the student must contest the charges and go through the full hearing as outlined, below. To contest the charges, then, is not necessarily to "plead innocent," but only to exercise the right to present information that may be relevant to either the question of guilt or the question of appropriate punishment.

At the outset of all courses of study under their instruction, Kenyon faculty and staff should always clearly specify the forms that academic infractions may take in the particular kinds of work required in their courses, and should always respond to student inquiries about these matters. Faculty members who assign work to be done collaboratively or otherwise encourage collaboration among students should be clear about their expectation for collaborative efforts, especially group writing assignments, presentations, and homework. Detailed information regarding these expectations should be provided by faculty members on course syllabi, and students should refer to course syllabi for particular policies in each course. Instructors are responsible for detecting instances of academic infractions, and for dealing with suspected instances according to the procedures adopted by the faculty and described below. These procedures are designed to make the responsibility of judging and penalizing those who commit academic infractions a collegiate matter.

Alleged instances of academic infractions can be reported by any member of the academic community.

A student who suspects an academic infraction presents the evidence to the instructor or department chair who will then act on the information as described below.

A staff member or an instructor who suspects a student of an academic infraction presents the evidence to the chair of the department or program. (If the instructor is the department chair, he or she shall select another member of the department--preferably a former chair--to act as chair for the purpose of these procedures.) In the case of Tier 2 and Tier 3 offenses, if the chair concurs that suspicion of an academic infraction is warranted, he or she reports the alleged violation to the chair of the AIB and the dean for academic advising and support. Tier 1 offenses may be handled within the department unless the student prefers the full AIB hearing.

Pre-hearing meeting

Within two weeks of notification from the department chair, the dean for academic advising and support will hold a meeting with the chair of AIB and the accused student(s). The primary purpose of this meeting is to make the student aware of the potential academic infraction and to thoroughly review each step (pre-hearing, hearing, and post-hearing) in the entire process. All questions about the process for dealing with a potential academic infraction should be directed to the dean for academic advising and support, not the faculty member. The next correspondence about the alleged academic infraction will come from the chair of the AIB, typically within one week of the pre-hearing meeting.

Hearing

Members of the AIB will meet with the student, the department chair, the instructor, and the student's faculty advisor or another faculty or staff member of the student's choice. The AIB hearing (but not deliberations) will be recorded with an audio recording device by the chair, and the media (tape or CD) will be sent to the Office of the Provost. The primary purpose of this audio recording is to maintain a complete and accurate record of the hearing, especially for clarifying details in the event of an appeal. If an appeal is filed, the audio recording will be destroyed after the final decisions by the provost. When no appeal is filed, the audio recording will be destroyed one week after notification of the AIB decision. The department chair and the instructor will answer questions asked by members of the AIB; they are not to conduct an examination of the student. The role of the advisor is to ask clarifying questions and to advise the student, not to present a defense. It is the student's obligation to present his or her own response. Although the conduct of the hearing will not be controlled by a set of formal rules of evidence or procedure, a finding of guilt must be established by a preponderance of the evidence. The hearing will be closed to anyone not listed above, and neither the student nor the College may be represented by legal counsel at the proceedings.

Phase I of the hearing

In the first phase of the hearing, the board, using only the evidence of the student's work and available documentation supporting a conclusion of an infraction, will decide whether or not there is reasonable cause to believe an academic infraction has occurred.

If, based on the evidence at hand, the board finds that there is not reasonable cause to believe that an academic infraction has occurred, the case is dismissed and both the student and the department or program involved will be informed of the outcome in writing. This written response will be sent

within two weeks of the hearing date. Records of the proceedings along with a report of the conclusions reached will be sent to the associate provost charged with overseeing the work of the AIB.

Phase II of the hearing

If the board finds that there is reasonable cause to believe that an academic infraction has occurred, the case will continue on to a second phase of the hearing. The purpose of this phase of the hearing will be to make a definitive determination as to whether an academic infraction has occurred based on further consideration of the evidence from the first phase of the hearing, the testimony of the involved parties, and any other evidence or testimony the board deems relevant. If an infraction has in fact occurred, the board will determine whether the infraction was deliberate or not. The board will decide what, if any, penalties should be imposed based on the type of offense and the guidelines for penalties. At this point, the issue of intent will be on the table. The AIB will be empowered to ask for any other evidence or testimony it deems relevant to its decision.

Phase III of hearing

Once all of the evidence is presented to the AIB, the board will deliberate in private and decide (1) whether the student is guilty of an academic infraction; and (2) the degree of culpability. For each hearing of the AIB, the associate provost will prepare a sealed letter containing the student's academic transcript and stating the student's previous violations of academic integrity, if any, and whether the student is on conditional enrollment. The AIB may consider this information in assessing penalties. The board may, in assessing a penalty, consider whether such a penalty will have any practical effect upon the student's academic record and recommend such action that it deems just and appropriate. The recommended penalties, if any, will be sent to the associate provost charged with overseeing the work of the AIB. (If the associate provost charged with overseeing the work of the AIB is involved in the case itself, an associate provost who is not otherwise a participant in the case will assume responsibility in his or her stead.)

Post-hearing notification

That associate provost will then review the case to assure that appropriate procedure and precedent were followed in the case. If the associate provost determines that appropriate procedures were followed, he or she will inform the student in writing of the results of the hearing by way of issuing a formal decision letter announcing the outcome of the case. If not, the associate provost will consult with the board about his or her objections to the recommendation and will seek to reach a new consensus prior to issuing the decision letter. The formal decision letter will be sent to the student as soon as possible, typically within one week of the hearing date.

It is the responsibility of the associate provost to see that the final decision of the AIB or department chair in the case of the Tier 1 offenses, is carried out. A student who believes that the verdict or the penalty is unfair has the right to appeal to the provost within three days of the receipt of the letter from the associate provost. The scope of the appeal to the provost ordinarily shall be limited to whether the decision of the board is supported by the manifest weight of the evidence contained in the record of the charges and subsequent hearing. The student carries the burden of

establishing, whether by information previously made known to the board at the hearing or through newly discovered evidence, that the decision is patently unfair or unjust. The provost may decline to hear an appeal that fails to state specific grounds for review of the board's decision. When an appeal occurs, the chair of AIB should be informed of the appeal and the results of the appeal.

In addition to the written notice to the student concerning results of any hearing, copies of the decision letter conveying such notice will be sent to the AIB members, the student's hearing advisor, the student's academic advisor, the instructor(s) of the pertinent course, the pertinent department or program chair(s), and the administrative assistant to the associate provosts. Copies of the decision letter will be sent to the dean of students, the dean for academic advising and support and the registrar. For students in F-1 and J-1 status, the director of the Center for Global Engagement will be notified immediately after a hearing date has been set. The primary reason for this notification is to enable a College representative to work with the students to understand the possible immigration consequences of being found guilty of an academic infraction.

Materials collected for an academic hearing will be delivered to the Office of the Provost, where they will remain at least until all students charged have graduated or withdrawn from the college.

A student against whom charges have been brought for an academic infraction may not, while such charges are pending nor after being found guilty of an infraction, seek to drop, withdraw from or change the grading status to a pass/D/fail basis in any course for which charges were brought. A student's withdrawal from the College while charges are pending, or any time after the rendering of a decision in an academic infraction case, will not preclude the addition of such information to the student's records maintained by the College.

The Office of the Provost will summarize infractions and actions recommended, and that information can be used, without reference to specific students, in reports to the Committee on Academic Standards, in training sessions for new members of AIB, and in annual releases to campus media. Notifications to students of results will be kept permanently; however, a winnowing of all other materials will generally occur after four years.

Library and Computing Policies

Kenyon College's Division of Library and Information Services (LBIS) supports the academic mission of the College by providing library and computing resources, services and facilities that are essential to teaching, learning, research, and general scholarship. Housed in the Olin and Chalmers libraries, LBIS is responsible for providing access to and maintaining the most effective physical and online collections. LBIS maintains the infrastructure, facilities, and resources of the campus network, computing labs, and computing services.

Library Resources

Kenyon community members have access to many different types of resources and services. The physical collections of books, journals, music, and videos are housed in the Olin and Chalmers libraries. Through the web site, <http://lbis.kenyon.edu>, we provide access to online resources that include e-books, full texts of academic journal articles, and databases of scholarly materials. Kenyon community members may borrow millions of resources from other libraries in the state of Ohio through the OhioLink consortial library system. The circulation and usage policies for all these resources are available through the web site at <http://lbis.kenyon.edu>.

The library buildings also contain computing labs, classrooms, a wide variety of study and reading spaces, student carrels, and group work spaces. The building areas are divided into regions with different expectations of quiet, clearly designated by signs and on the website. Some areas welcome a reasonable level of noise, while others, which serve as a work space for activities requiring deep concentration, require significant quiet.

Library users are permitted to bring food and drink into the buildings, subject to the guidelines found on signs and on the web site. Food and drink pose a risk to library collections, equipment, and furnishings because of both accidental spillage and the potential of attracting vermin. The food policy guidelines limit the types of food and containers to mitigate this. Special receptacles for food trash can be found on each floor.

Information Services - Technology Resources and Services

The Library and Information Services division supports and maintains the campus computer and telephone networks, the technology inside each classroom, and the computers, printers, and other technology in offices, laboratories, and public sites. LBIS supports the administrative services and web sites of the the college and manages all computer and network accounts necessary to access these resources. Help for using these resources can be found on the web site (<http://lbis.kenyon.edu>) and through the HelpLine, a phone-based service at 427-5700.

The campus computer environment is generally open, allowing students and community members to connect personal computers, tablets, smart phones, and game devices to the network and to the Internet. Open access to the College's information services requires an intellectual environment based on mutual respect and trust, information-sharing, collaboration with peers, free inquiry, the free expression of ideas, and a secure information infrastructure.

The health and well-being of such an environment is the responsibility of each member of the Kenyon community. All community members are expected to behave in a responsible, ethical, and legal manner regarding the use of the College's information services. The policies set forth below, defining the rights and responsibilities of individual members of the community, are intended to ensure that such an environment is maintained. By using Kenyon's information services, a member of the Kenyon community implicitly agrees to abide by these policies.

Rights of Members of the Kenyon Community

1. Fair and reasonable access. Open access to information is a precondition to one's personal and professional development and to the sense of community at Kenyon. Access to information, however, must be qualified by other people's right to privacy and their intellectual property rights.
2. Ownership and acknowledgment of intellectual works. Community members have ownership rights over their own intellectual works. Kenyon seeks to create an environment in which people may feel free to create and collaborate with peers without fear that the products of their intellectual efforts will be violated.
3. Collection and disclosure of personal information. Members have the right to be informed about personal information collected about them, and about how it is to be used, as well as the right to review and correct that information.
4. Security. Members have the right to expect reasonable security against intrusion and damage to their electronically stored information.
5. Freedom from harassment. Members have the right to pursue their College work without harassment by another person through electronic means.
6. Due process. Members have the right to due process in cases of alleged policy violations. They shall be dealt with according to established College judicial processes.

Responsibilities of Members

1. Respect for the rights of others. The standards of common sense and courtesy that apply to the use of any shared resource apply to the use of Kenyon's information services. They should be used wisely and carefully, with consideration for the needs of others. Anyone who uses these services to harass, intimidate, or threaten another will be referred to the appropriate College judicial authority.

2. Respect for the privacy of other's information, even when that information is not securely protected. Information stored electronically is considered confidential unless the owner intentionally makes that information available to other groups or individuals. Personal information should not be looked at, copied, altered, or destroyed without the owner's explicit permission, unless authorized to do so by College regulation or required by law.
3. Respect for authorized and intended use of information services. Members must use only those information services which they have been authorized to use and only for College-related purposes. Prohibited activities include: political campaign activities, activities jeopardizing the College's tax-exempt status, and activities for commercial profit or for the direct financial benefit of non-Kenyon organizations.
4. Respect for the intellectual work of others. Since electronic information is easily reproduced, members are expected to honor the work of others by strict adherence to academic honesty policies, software licensing agreements, and copyright laws.
5. Respect for the common resources. Members are responsible for using information services prudently, remembering that the members of the community share them. They are expected to refrain from all acts that are damaging or wasteful or that hinder others from using information resources.
6. Respect for the security mechanisms and integrity of the systems and networks. Members must not disrupt or threaten the systems at Kenyon. Members are responsible for the use of their accounts and should not share them with others or use others' accounts.
7. Respect for the responsibilities of personal computer ownership in a networked computing environment. Personal computer owners are responsible for maintaining their computers and complying with College rules and regulations in order to connect to the network.

Transfer Credits and Special Programs

Transferring Credit to Kenyon

Credit from courses taken at other institutions of higher education may be transferred to Kenyon (i.e., counted as meeting a part of the College's degree requirements) if the following conditions are met: (1) advance approval is obtained (forms available from the Registrar's Office); approval sought retroactively requires a petition; (2) an official transcript is sent directly to the Kenyon registrar from the credit granting institution; (3) courses are taken for letter grades and the grades earned are C- or above; (4) the other institution is fully accredited by a recognized accrediting agency, or the Committee on Academic Standards has specifically approved the program for off-campus study purposes; and (5) the subject matter of the courses is liberal arts in nature. Grades for transfer credit are recorded on the student's record as 'TR' except off-campus study courses. These grades do not affect a student's grade point average, except for certain portions of Kenyon programs-- see the section explaining off-campus study.

The registrar determines whether the above criteria are met, the amount of credit that is transferable, and the distribution requirements that are fulfilled. Credit is accepted in transfer to the College on a pro rata basis: one Kenyon unit equals eight semester-hours or twelve quarter-hours of credit. Kenyon will not accept transfer credit for which transfer credit would be granted more than one year after the completion of the coursework (except in the case of a student admitted to Kenyon as a transfer student). Test scores must be received no later than December of a student's sophomore year to have the credit applied to the student record.

Students should also be aware of the residency requirements as outlined under Requirements for the Degree.

Online and Distance Learning Courses

In special circumstances these may be approved by the registrar and the chair of the credit granting department at Kenyon.

Summer School Credit

Because summer school credit is credit transferred to the student's permanent record, the provisions listed above regarding all transfer credit also apply toward summer school credit. Students wishing to take courses at a summer school and receive transfer credit for work done there must obtain a transfer credit approval form at the registrar's office and then consult with their faculty advisor and for the courses for the major with the chair of the corresponding department at Kenyon for approval of the course(s). These approvals, along with any pertinent information from the summer school brochure or catalog, must then be submitted to the registrar's

office. Upon receipt of the summer school transcript, the credit will be transferred to the student's permanent record if all conditions are met.

No more than 3.00 units of summer school credit may be credited to the Kenyon degree. Credit earned in summer school may not be counted as a substitution for a semester of residence at the College.

Off-Campus Study

Students who are applying for off-campus study (OCS) must present compelling academic reasons for this option, and they will be required to articulate how the proposed OCS work will be closely linked to their Kenyon curriculum.

The process for approval to study off campus is highly competitive and the number of spaces available for off-campus study is limited. Students applying for a year must present a very strong case for this longer option. Some year-long applications may be approved for a semester only.

Requirements. The minimum cumulative GPA for participation in an OCS program is 2.75. This GPA is a requirement but not a guarantee for OCS approval. A student with a GPA of 2.75 and a strong OCS application will receive approval before a student with a 3.00 GPA and a merely adequate application.

Participation in OCS is ordinarily limited to students with junior standing.

Students wishing to participate in OCS in a non-English-speaking country must have taken at least one semester of the language of the host country, if the language is offered at Kenyon. While on the OCS program, students are required to take a course in the national language, or the local language, if offered by the program.

Deadlines. Students planning to study off campus during their junior year must apply no later than February 1 of their sophomore year. This will ensure that students will have planned well in advance for the integration of OCS coursework and their Kenyon academic work. No late applications will be accepted.

Approved programs. Students must participate in approved programs. Programs are approved by the director of the Center for Global Engagement and the faculty subcommittee on international education. Enrollment in U.S. colleges or universities is excluded, with exceptions for the historically black colleges and universities as well as specific U.S. programs.

Prohibited programs. Certain OCS programs and courses that do not meet Kenyon standards are explicitly prohibited. Students who fail to follow College procedures regarding off-campus study, or who withdraw from Kenyon and thus circumvent existing College regulations regarding off-campus study, are prohibited from receiving credit for coursework completed off-campus.

Transfer of off-campus study credit. Before starting an off-campus study program, students are required to follow the course pre-approval procedures outlined during the predeparture meeting. As part of these procedures, students must list any courses they may be taking on the program, meet with their advisor, and meet with the chairs of their major/minor departments and with their concentration directors to get approval for the courses. Requests made retroactively require a petition.

Students will have letter grades recorded for work done off campus whenever the course is taught and graded by a member of the Kenyon faculty and the course is given credit in the department where the member is appointed. These grades will factor into the student's GPA at Kenyon. All other OCS grades will be posted on the transcript with the grade preceded by 'T' (e.g. TB+), and will not be calculated into the College GPA.

Grades below a C- will be posted, but no credit will be awarded. Courses taken on off-campus study programs that do not satisfy the transfer credit criteria will be listed with a grade of 'NT' and with no credit.

Kenyon programs. *Kenyon-Exeter Program:* All grades earned in courses (taught by the Kenyon resident director) and all grades earned in Exeter's Department of English courses, translated into U.S. letter grades, will be listed on the official Kenyon transcript and figured into a student's cumulative Kenyon GPA. However, any grades posted from the University of Exeter, but earned in departments other than English, are simply treated as transfer credit, following the practices for transfer of grades from off-campus study programs not sponsored by Kenyon. Credit from Exeter will be transferred back at the rate of 32 ECTS = 2.00 Kenyon units.

Kenyon-Rome: All grades earned in the Kenyon seminar (taught by the Kenyon resident director), will be listed on the official Kenyon transcript as Kenyon courses and will figure into a student's cumulative Kenyon GPA. Courses taken from the program provider will be treated as transfer credit, following the practices for transfer of grades from off-campus study programs not sponsored by Kenyon.

Advanced Placement Credit Awarded

Up to 3.00 units of Kenyon credit may be awarded to students who have received scores of 4 or higher on CEEB Advanced Placement (AP) tests. See the Web site of the Registrar's Office for recommendations regarding credit and placement. Official score reports must be received by the Registrar's Office no later than December of a student's sophomore year.

AP credit counts toward the 16.00 units required for the degree. However, no diversification requirement (i.e., four divisions) may be satisfied with AP credit. AP credit cannot be used to satisfy the quantitative reasoning (QR) requirement.

AP credit may serve as a prerequisite for specific courses in a department, toward requirements for the major, and as advanced placement, depending on each department's decision. Students who

enroll in courses for which the AP placement is equivalent will have the AP credit removed from their record by the registrar.

Advanced placement, as opposed to credit, is determined by each department. AP credit may not be substituted for a semester of residence at the College.

Baccalaureate Programs Credit Awarded

Students who satisfactorily complete an International Baccalaureate (IB) program in high school and who send the results to the registrar may have up to 3.00 units of Kenyon credit awarded. At the discretion of individual departments, 1.00 unit of credit may be earned for each score of 6 or 7 on Higher Level examinations. Official score reports must be received by the Registrar's Office no later than December of a student's sophomore year.

Up to 3.00 units of Kenyon credit may be awarded to those who have satisfactorily completed certain other Baccalaureate programs, including the French Baccalaureate, the British A-Levels, and the German Abitur. Upon receipt of the official transcript, the registrar will determine, in conjunction with faculty members of specific departments, the awarding of the allowable 3.00 units. Placement in courses is determined by the department's faculty.

Pre-College Credit Maximum Limit

Students may earn a maximum of 3.00 units of credit from Advanced Placement, International Baccalaureate, French Baccalaureate, German Arbitur, college courses taken while completing high school or any combination of these programs. Credit will not be granted for scores from two programs which appear to be equivalent.

As with the College's advanced placement policy, baccalaureate credit cannot be used to fulfill residency or distribution requirements.

Completing a degree after leaving the college

A student who fails to graduate by the anticipated degree date may transfer credits necessary to graduate from Kenyon for up to seven years afterward. After seven years a student may petition the Committee on Academic Standards to complete the degree.

Kenyon Academic Partnership (KAP)

Founded by Kenyon and six independent Ohio secondary schools in 1979 as the School-College Articulation Program (SCAP), the Kenyon Academic Partnership (KAP) is dedicated to improving the transition of students from high school to college. KAP is designed (1) to reduce the amount of course duplication some students find in college; (2) to give students an introduction to the rigors of college work in familiar, supportive settings; and (3) to offer students more advanced and varied courses than are normally not found in high school.

Kenyon College Course Catalog 2016-17

KAP course offerings have increased from four to thirty-one, and participating students have increased from 120 to more than one thousand four hundred per year.

Participating schools offer one or more courses cooperatively developed by the school and Kenyon faculty members. The courses are fully equivalent to the introductory courses offered in each of the College's participating departments. The teachers in the secondary schools present these courses to eligible students according to collegiate standards, reproducing as closely as possible a college environment. Kenyon's standards are maintained in a number of ways: the College appoints KAP teachers in the schools, Kenyon departmental representatives visit and evaluate classes in the schools, and teachers at both levels periodically exchange student papers for cross-grading. At the end of a course, a student's final grade is posted in the same manner as for other College students, and a transcript may be sent to any college to which the student may wish to apply. KAP credits have been accepted in transfer to approximately two-thirds of the colleges attended by KAP students.

KAP students who attend Kenyon and who wish to include KAP credit toward the B.A. must visit the registrar's office to request that the KAP credit be applied to their undergraduate record.

Annual FERPA Notification

Access to Records by Students

Student education records are protected by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, 34 C.F.R. Part 99. Students may inspect all education records directly related to them that are maintained by Kenyon within 45 days of the date the inspection request is received. A student should submit to the Registrar, Dean, head of the Academic Department, or to the official who keeps the record a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be made.

Student requests for transcripts can be made online to the Registrar's office [here](#).

For purposes of this policy, "education records" do not include: records kept in the sole possession of the maker, used only as a personal memory aid, and are not revealed to any other person except a temporary substitute for the maker of the record; Title IX or other Civil Rights records where confidentiality has been requested by the complainant and no official action is taken; records of the Campus Safety Office; records created or received by Kenyon after an individual is no longer a student and that are not related to the individual's attendance as a student; confidential letters placed in files before January 1, 1975; financial records of parents; and letters of recommendation to which students have waived the right of access.

Treatment records maintained by the Health and Counseling Center and the College chaplains are also not "education records" for purposes of this policy. Students interested in accessing these records should contact the Health and Counseling Center directly.

Access to Student Records by Others

Education records may generally be accessed by the student to whom which they relate and by College officials with legitimate educational interests. A College official typically includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff), a person serving on the board of trustees, or a student serving on an official committee such as the Student Conduct Review Board. A College official may also include a volunteer or contractor outside of the College who performs an institutional service or function for which Kenyon would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another College official in performing his or her tasks. A College official typically has a legitimate educational interest if the official needs

to review and education record in order to fulfill his or her professional responsibilities for the College

Aside from disclosure to the student and disclosures to College officials, typically student consent is required to disclose education records. However, the College may disclose education records without consent of the student as follows:

To parties in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if it is determined the student committed a disciplinary violation and the student is under the age of 21.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To certain federal, state and local educational authorities in connect with an audit or evaluation of federal or state programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To persons conducting educational or research studies about colleges and students, with the provision that only aggregate (not personally identifiable) data will be released.
- To appropriate officials in connection with a health or safety emergency.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of Federal regulations.
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of Federal regulations, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against the student.
- To parents of a dependent student for IRS tax purposes. More information on when Kenyon may share information under this provision can be found [here](#).

"Directory information" may be released without the consent of the student. Directory information takes two forms. Public directory information (i.e., name, class year, email address, advisor, majors, minors, concentrations, degree in progress or degree awarded, dates of attendance, date of graduation, honors and awards, high school attended, and similar information) is available to the public unless the student expressly prohibits their publication in writing to the registrar's office. On-campus directory information (including all of the public directory information, as well as home

address and campus address) is available to students and employees with Kenyon network accounts.

Documentation of Requests for Access to Student Records

Kenyon maintains, as a part of the educational record of the student, a record of all requests for access (whether or not the requests were granted). This record includes: the name of the party who requested the information, the date of the request, and the legitimate interest this party had in requesting the information. Such records are not maintained when: the student personally inspects his or her records, disclosures are made at the request of the student, or disclosures are made to Kenyon employees or agents with a legitimate educational interest in the records.

Questions About Record Accuracy: Challenges to Content

Students have the right to question the accuracy of their records and request interpretations of the contents of their records. The following College officers should be consulted:

Admissions: Vice President of Enrollment Management and Dean of Admissions

Accounting: Controller

Student Affairs: Dean of Students

Financial Aid: Director of Financial Aid

Registrar's Office: Registrar

Each of these officers will answer questions and interpret information in student records as appropriate.

If a student believes that education records relating to the student contain information that is inaccurate, misleading, or in violation of the student's rights of privacy, the student may ask the College in writing to amend the record. The request should be given to the appropriate administrator listed above or, if the appropriate administrator cannot be identified, to the Registrar, who shall forward the request to the appropriate administrator that can address the request. The request should include information regarding the record or specific portions of a record that the student wishes to amend, the desired amendment, and the reasons for which the amendment is sought, including any evidence the student believes is relevant. The administrator to whom the request is made shall issue to the student a written decision within a reasonable time after the request is received. If the record will not be amended, the administrator shall provide the student with written notice of the right to a hearing before the president or the president's designee.

The student shall provide the president or designee with written notice of their request for a hearing within five (5) business days of receiving the decision on their request to amend the record. The president or designee shall thereafter schedule a hearing at which the student may explain their reasons for requesting the amendment and present any written evidence they may have to support the request. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Enforcement of Student Rights

Students who believe that Kenyon has violated their rights under the Family Educational Rights and Privacy Act may file a complaint with the U.S. Department of Education's Family Policy Compliance Office, 400 Maryland Avenue, SW, Washington D.C. 2020

Student Records Maintenance by the College

Admissions office. Students' applications, secondary school reports/transcripts, letters of recommendation, SAT and ACT scores, and similar materials are maintained by the admissions office until an admission decision is reached. Letters of recommendation are destroyed, and applications and secondary school reports/transcripts of those accepted who decide to enroll are sent to the student affairs and registrar's offices to form the students' personal folders.

Financial aid office. The financial aid office maintains correspondence dealing with loans, scholarships, and related topics. All materials except parents' confidential statements are available for inspection by the student.

Dean of students office. Admissions information forwarded by the admissions office forms the basis of these records. Besides correspondence with and about students, non-academic disciplinary records are maintained. The registrar routinely makes all student records available to the dean of students' office. Upon graduation, the dean of students' student folders are reviewed. Only summary records of activities, awards, honors, and related topics, are kept.

Registrar's office. The registrar maintains the academic records of all students. Two types of academic records are kept: permanent and nonpermanent.

- *Permanent academic record.* The permanent academic record includes the student's name, ID number, name of secondary school, date of Kenyon entry, date(s) of withdrawal and re-entry, major(s), minor(s), concentration(s), senior exercise completion, College degree and date granted, any credit for advanced placement tests and/or courses from other institutions accepted as transfer, and Kenyon courses, grades, credits, and quality points, as well as semester and cumulative averages.
- *Recording of suspensions and dismissals on academic records.* The following policies govern the recording of suspensions and dismissals on the student's permanent academic record:
 - Suspensions for disciplinary, social, or academic infractions are recorded on the student's permanent academic record as "Suspended: date." If the student is the subject of a judicial proceeding, but voluntarily withdraws from Kenyon before completion of the judicial process, "Date: Withdrew during judicial process" will appear on the student's transcript.

- If a student is dismissed for disciplinary, social, or academic infractions, the student's transcript will indicate "Dismissed: date." If a student is suspended or dismissed for disciplinary, social, or academic infractions during a semester, the sanction will be enacted immediately following the expiration of the appeal deadline, and no grades will be issued for that semester. "In Progress" courses will read "NG" (no grade) on the student's transcript, and there will be no opportunity to negotiate incomplete grades or complete these courses.

An exception to this procedure may be invoked in the event an infraction occurs within the last five (5) days of classes and an interim suspension has been invoked OR if the sanction has been issued within the last ten (10) days of the semester excluding exam days. In such cases, a student may make a written request to the dean of students and the office of the provost to complete course assignments on a provisional basis, pending the outcome of the hearing and/or appeal. Students whose requests are granted must adhere to the expectations of the (interim) suspension and may only submit coursework from off-campus, but that work should be graded and a final grade submitted to the registrar by the faculty member. Only in cases where the final outcome of the case/appeal does not result in suspension or dismissal will those provisional grades (not NG) be recorded on the student's transcript.

- If a student is required to withdraw from Kenyon because of substandard academic performance, the student's transcript will indicate "Required to withdraw: date."

Nonpermanent academic record. While the student is enrolled, an electronic folder containing correspondence with and about the student as well as forms submitted by the student is maintained. Such records may be destroyed after the student has graduated or withdrawn.

Reproduction of Records

Transcripts. All requests for transcripts should be addressed to the registrar's office and must be authorized by the student (or former student) by their signature. There is a per copy cost for transcripts supplied by the College. Transcripts are not provided for those who have overdue financial obligations to the College.

NOTE: The unauthorized altering of an academic record is a crime punishable by law. Students or graduates who fail to respect and maintain the integrity of their academic record, or copies thereof, will be prosecuted. The College reserves the right to limit or discontinue transcript service for such individuals.

Other records. When copies of other records are provided, a charge will be assessed at the rate of one dollar per page. Federal law prohibits the College from providing copies of transcripts from secondary schools and other colleges or universities.

Non-Degree Status Students

Guest Student Status

The guest-student category applies to students who wish to take courses on a part-time, occasional basis and whose immediate intention is not to earn an undergraduate degree from Kenyon.

Ordinarily, to be eligible for guest-student status, a candidate must never have been a degree candidate at the College. Exceptions may be made in unusual cases. Ordinarily, guest students may not enroll in a full-time course load and may enroll in a cumulative total of 8 units of course work for credit.

Admission. Candidates wishing to enroll as a guest student apply to the registrar at least fifteen business days prior to the first day of class in each semester in which they wish to undertake one or more courses. More information regarding guest-student status is available from the registrar's office.

Credit. Guest students may enroll in courses for credit or as auditors.

Fees. Tuition for courses taken for credit or as an auditor is indicated each year in the Fees and Charges booklet published by the controller. Guest students are not eligible for financial aid from Kenyon.

Privileges. Guest students are entitled to full library and computing services and may attend seminars, lectures, and campus events open to all students. Ordinarily, guest students do not live in College residences.

Responsibilities. Guest students are held to the same standards, policies, and deadlines as other students.

Residence. For guest students who become degree-seeking students, the residency requirement for the College degree may be met by taking a minimum of three courses in each of four semesters (not necessarily successive semesters). Exceptions to this may be requested by petition to the Academic Standards Committee after consultation with the registrar.

Change of enrollment status. Students who initially enroll as guest students may apply for a change in enrollment status if they wish to become a degree candidate. Guest students must complete a minimum of 2 units of credit to be eligible for a change of enrollment status. Such applications are made to the dean of admissions and are governed by the policies pertaining to transfer admission.

Visiting Students

The visiting-student category applies to students who wish to enroll at Kenyon for a specific purpose for a specific period of time and who do not intend to earn the baccalaureate degree from the College. Students previously enrolled as degree candidates at Kenyon are not eligible for visiting-student status. Ordinarily, visiting students enroll as full-time students and are governed by all regulations of degree candidates. Visiting students are required to reside in College housing.

Admission. Candidates wishing to enroll as a visiting student apply to the dean of admissions. Applications are reviewed by a committee chaired by the dean of admissions. Decisions are governed by the policies pertaining to transfer students.

Credit. Visiting students ordinarily enroll for a minimum of 1.5 units of credit each semester.

Fees. Visiting students pay full fees and tuition, including student activities fees and health and counseling fees as indicated in the Fees and Charges booklet published by the controller. Visiting students may apply for financial aid.

Privileges. Visiting students are entitled to full library and computing services and may attend seminars, lectures, and campus events open to all students. Visiting students are required to live in Kenyon residences.

Responsibilities. Visiting students are held to the same standards, policies, and deadlines as other students.

Change of enrollment status. Students who initially enroll as visiting students may apply for a change in enrollment status if they wish to enroll as degree candidates. Visiting students must complete a minimum of 2 units of credit to be eligible for a change of enrollment status. Such applications are made to the dean of admissions and are governed by the policies pertaining to transfer admission.

Special Academic Initiatives: Food For Thought

Where does our food come from? Most of us can provide little more of an answer than "from the grocery store." Yet media headlines and public debates often emphasize pressing issues involving food, from eating disorders and mad cow disease to genetically modified food and threats of ecoterrorism. Increasingly, it has become difficult and even unwise to take for granted the foods that we eat.

Understanding our food sources raises many questions of national and global significance. How will rising petroleum costs affect the availability and cost of food? What is the impact of current farming practices on the environment? How do the cultural meanings we associate with food influence eating habits? Does the loss of small landholding farmers diminish the foundation of a democratic society?

Food-related issues are particularly salient in the local community, a region rich in agriculture as a way of life and a basis of the economy. For example, the shift toward industrial agriculture has made it difficult for family farmers to compete in the global marketplace; a number of Kenyon employees hold jobs at the College in order to provide the income necessary to keep their farms financially viable. As aging farmers sell out to developers, the cornfields and livestock pastures that mark a rural landscape soon give way to residential sprawl and strip malls.

Food for Thought is a special initiative to explore food, farming, and rural life. As the accompanying list of courses suggests, these subjects touch virtually every aspect of the curriculum. For students, taking several of these courses represents an opportunity both to enrich understanding and to forge the cross-disciplinary connections that are central to liberal education. Many of these courses offer the additional opportunity to engage the surrounding community through original scholarly and creative work, broadening students' horizons beyond Gambier Hill and deepening their connection to this place.

Much of the work accomplished in these courses will contribute to an ambitious public project to build a sustainable market for foods produced in and around Knox County. Students and faculty are conducting research on local food supplies and consumer buying habits, developing a local food warehouse and retail outlet in Mount Vernon, and creating exhibits to raise public understanding about the many ways our food choices affect us as individuals and as a society.

For additional information about Food for Thought, visit the Kenyon Rural Life Center Web site at <http://rurallife.kenyon.edu>. To learn more about becoming involved in this initiative, contact Professor Howard Sacks, director of the Rural Life Center.

Certificate in Ecological Agriculture

The Ohio Ecological Food and Farm Association (OEFFA)-Kenyon Certificate Program in Ecological Agriculture gives students the opportunity to develop intellectual skills and practical knowledge regarding food and farming systems. Students will (1) develop an understanding of the complex nature of agroecosystems, (2) critically analyze the social, political, and economic institutions in which food and farming systems are embedded, and (3) explore the interplay of social values, personal responsibility, and the achievement of environmental and community goals.

To earn a certificate in ecological agriculture, students must complete three relevant courses and undertake a ten-week summer internship on a farm that uses ecological production methods. These two core elements will be enhanced by additional program components, including participation in workshops and conferences. Each participating student will be eligible to be named an OEFFA Campus Fellow, a position that supports work with the community food system and fosters leadership development.

Participating students earn \$2,500 during their internship and receive a housing allowance, if needed. To apply for the program, contact Professor Sacks or any of the faculty listed below.

Courses

Each of these courses addresses themes relevant to Food for Thought. In some cases, the subject matter is central to the entire course; in others, it represents a distinct unit. Please refer to the brief description accompanying each listing, which notes the particular topics examined in the course. Complete course descriptions may be found in the listings for each department or program. For additional information, please contact the relevant faculty member. Independent study and summer research offer additional opportunities for academic work; see Professor Sacks for details.

ANTH 320 Anthropology of Food

Credit: .5 unit

Through cross-cultural comparisons, this course investigates the central role food plays in human biology and culture, including the effects of social, political, and economic issues on human nutrition.

ARTS 106 Photography I

Credit: .5 unit

Students will work on food-related issues for a photography project.

ARTS 320 Color Photography

Credit: .5 unit

Food and culture, food politics, land use, and environmental issues will comprise a photography project; students may pursue additional projects addressing these themes.

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BIOL 261 Animal Behavior

Credit: .5 unit

Students observe and quantify behavior of farm animals at local farms involved in sustainable agriculture.

CHEM 108 Solar Energy

Credit: .5 unit

Modern agricultural methods are heavily dependent on petroleum and natural gas; this course explores our global energy challenges from fossil fuels to solar energy -alternatives.

ECON 366 Environmental Economics

Credit: .5 unit

In this course we will examine the economic rationale for agricultural practices and policies aimed at improving the quality of the environment and altering our use of natural resources.

ENVS 112 Introduction to Environmental Studies

Credit: .5 unit

This course examines sustainable development, particularly sustainable agriculture, as an important component of our general investigation of the effects of human population size on the environment.

ENVS 253 Sustainable Agriculture

Credit: .5 unit

Students will work five hours a week on a local farm and meet weekly with the instructor to discuss readings and their farm experience.

ENVS 461 Seminar in Environmental Studies

Credit: .5 unit

A portion of this class will be devoted to exploring patterns of changing land-use, including the conversion of agricultural land to suburban and commercial development, and how this leads to a host of environmental effects including loss of biodiversity, changes in soil quality, and a breakdown of the rural community.

HIST 481 Feast, Fast, Famine

Credit: .5 unit

This course explores the cultural, economic, and ecological significance of food in premodern Europe, touching on topics ranging from the religious significance of food, to medieval women, to the economic and demographic consequences of famine.

PHIL 115 Practical Issues in Ethics

Credit: .5 unit

Factory farming, vegetarianism, and the ecology of rural life are among the ethical issues discussed in the course.

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PSYC 443 Psychology of Eating Disorders

Credit: .5 unit

This course examines, from a range of perspectives (e.g., genetic, psychological, feminist sociocultural, cross-cultural), how our relationships with food, eating, and weight management develop into the spectrum of biopsychosocial problems that we call "eating disorders."

RLST 382 Prophecy

Credit: .5 unit

This course will devote two sections to discussion of agribusiness and globalization and their impact on food, farming, and rural life both in America and abroad.

SOCY 104 Identity in American Society

Credit: .5 unit

The course focuses on rural life in examining issues of identity and society in contemporary America.

SOCY 233 Sociology of Food

Credit: .5 unit

This course examines the social world we live in by -examining what we eat, how we eat it, where we buy it, how much it costs, who prepares it, who produces it, and how.

SOCY 234 Community

Credit: .5 unit

This course examines the changing character of rural community life, paying particular attention to Knox County, Ohio.

SOCY 477Y, 478Y Fieldwork: Rural Life

Credit: 1 unit

Students will conduct fieldwork throughout Knox County to examine the character of local food production and rural community life.

Special Academic Initiatives: Sustainability

Sustainability has been called the "ultimate liberal art," because it examines fundamental global questions through so many different fields of study. The concept gained prominence in 1987, with the publication of *Our Common Future*, the report of the Brundtland Commission, which had been convened by the United Nations. "Sustainable development," said the report, "is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Sustainable actions maintain the productivity and biodiversity of renewable resources, including soils, waters, forests, natural areas, and the atmosphere. Such actions can be measured on social, economic, and ecological scales.

Kenyon has undertaken an ambitious set of initiatives to incorporate sustainability in all aspects of college life. These efforts, embracing local and global perspectives, include projects designed to evaluate and reduce the College's carbon footprint, to increase the use of locally produced food (see special initiatives section on Food for Thought), to promote the stewardship of our natural, social, and academic environment, and to foster environmental literacy in all members of the community.

The impact of humans on the environment, as well as our dependence upon it, is certain to be a dominant issue for the foreseeable future. Issues that were not evident fifty years ago now inspire social, political, economic, ethical, scientific, and technical policy and innovation. The courses described below address sustainability from such diverse fields as anthropology, biology, chemistry, economics, environmental studies, religious studies, and sociology. They provide a means to understand sustainability from many disciplinary viewpoints, as well as to appreciate its interdisciplinary nature. Working beyond the classroom to engage with the local environment and community is a central part of many of these classes.

To learn more about sustainability at Kenyon, visit Kenyon's Brown Family Environmental Center Web site at <http://www2.kenyon.edu/Bfec/>. To learn more about becoming involved in sustainability initiatives, contact Professor of Biology Siobhan Fennessy, codirector of the -Environmental Studies Concentration and the Brown -Family Environmental Center.

Rural by Design

Funded by a grant from the McGregor Foundation, Rural by Design is a three-year project to enhance local rural sustainability. In a holistic approach integrating the arts, humanities, and sciences, the project explores the broad range of forces--social, economic, environmental, natural--shaping sustainability in an era of expanding globalization.

The initiative provides opportunities for students to make sustainability a central part of the collegiate experience through coursework, summer internships, public projects, and international study. Students will conduct paid summer internships with young farmers to develop sustainable crops on land at the Brown Family Environmental Center and will work with Innovation

Greenhouse to develop and execute business models to market these new crops. A yearlong fieldwork course will explore Knox County's public spaces, from region-specific online forums to asphalt-and-concrete town squares, and create activities that foster social connection. An additional project will explore the challenges and opportunities presented by the county's increasing cultural and socioeconomic diversity.

Kenyon is partnering with overseas programs, including the School for Field Studies in Costa Rica, to provide international education and summer internship opportunities for comparative studies in rural sustainability. This work will culminate in an international conference to be held at Kenyon in the spring of 2013.

Students interested in exploring these opportunities should contact Professor of Sociology Howard Sacks.

Courses

Each of the courses below addresses themes relevant to sustainability. In some cases, sustainability is central to the entire course; in others, it represents a distinct unit. Please refer to the brief description accompanying each listing, which notes the particular topics examined in the course. Complete course descriptions, as well as instructors, may be found in the listings for each department or program. For additional information, please contact the faculty member involved.

ANTH 320 Anthropology of Food

Credit: .5 unit

Through cross-cultural comparisons, this course addresses the ways in which humans obtain food and specifically examines industrial and alternative foodstreams.

ANTH 324 Biocultural Adaptations

Credit: .5 unit

This course examines the human biology of living populations and provides a deeper understanding of the biological and cultural factors affecting the health and survival of human groups around the world.

BIOL 228 Ecology

Credit: .5 unit

The ecological systems that underlie the study of sustainability are the focus of the course.

BIOL 229 Ecology Laboratory

Credit: .25 unit

This course provides direct experience with diverse groups of organisms and the methods used to learn about them.

BIOL 251 Marine Biology

Credit: .5 unit

Oceans influence climate, and at the same time climate and human actions strongly influence the ecological communities of ocean habitats. Can oceans sustainably provide needed resources for humans?

BIOL 352 Aquatic Systems Biology

Credit: .5 unit

Fresh water is a relatively scarce resource that is limited in its quality and quantity in many parts of the world. A theme of this course is the sustainable use of water to support both freshwater ecosystems and human societies.

BIOL 353 Aquatic Systems Laboratory

Credit: .25 unit

This is a field-based, aquatic ecology class designed to explore a diversity of local ecosystems and their physical, chemical, and biological characteristics, including their biodiversity.

CHEM 108 Solar Energy

Credit: .5 unit

The exigencies of oil depletion, global warming, and unsustainable growth in energy consumption drive our exploration of several methods of harvesting and harnessing solar energy to replace fossil fuels.

CHEM 125 Nanoscience and Materials Chemistry

Credit: .5 unit

Chemical thermodynamics and kinetics, electrochemistry, and molecular orbital theory are used to explore sustainable energy systems such as fossil fuel alternatives, fuel cells, artificial photosynthesis, and photovoltaics.

CHEM 373 Advanced Organic Chemistry Laboratory

Credit: .25 unit

Catalysis, or enabling a transformation to occur more quickly and with lower energy input, is the focus of the first half of this course.

ECON 336 Environmental Economics

Credit: .5 unit

This course includes a unit on the economic approach to environmental sustainability and the implications this concept has globally, nationally, and locally.

ENVS 112 Introduction to Environmental Studies

Credit: .5 unit

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The study of sustainability runs throughout this course, which provides an overview of the issues associated with human population growth and development.

ENVS 253 Sustainable Agriculture

Credit: .5 unit

The goal of this course is to introduce students to the principles of sustainable agriculture through field experiences on local farms and the study of current literature.

ENVS 461 Seminar in Environmental Studies

Credit: .5 unit

This capstone seminar employs a systems approach to the study of sustainability, its viability as a concept, and our progress in reaching the goal of living within the Earth's resources.

PSCI 363 Global Environmental Politics

Credit: .5 unit

This course seeks to identify and address many of the most pressing environmental challenges in today's world. Finding genuinely sustainable and participatory solutions to those challenges is a major goal of the course.

SOCY 234 Community

Credit: .5 unit

Students conduct field research on various aspects of Knox County rural life to develop public projects that enhance community sustainability.

SOCY 477Y, 478Y Fieldwork: Rural Life

Credit: 1 unit

Throughout this course we will investigate the factors affecting community sustainability and the importance of vital communities to our individual and collective well-being.

African Diaspora Studies

Interdisciplinary

Requirements:

The concentration has four central goals: (1) to offer students a structured program in the study of Africa and the African diaspora, (2) to help students explore the variety of cultural types and formations in the African diaspora, (3) to expose students to the connections between African studies and African American studies, and (4) to promote curricular and extracurricular interest in and awareness of the cultures of the African diaspora for the campus as a whole.

THE CURRICULUM

The African Diaspora Studies program consists of:

AFDS 108 - The Crossroads Seminar: African Diaspora Studies

AFDS 110 - Introduction to African Diaspora Studies

One (1) unit of foundation courses (.5 unit in African studies and .5 unit in African American studies)

One-and-a-half (1.5) units of advanced courses (in no fewer than two departments)

Half (.5) unit senior-level seminar course

Courses approved for AFDS Senior Seminar Credit:

AFDS 410 - Between Womanist and Feminist Theories

ANTH 471 - Ethnomedicine: Africa

ENGL 487 - The Mulatto in American Fiction

ENGL 488 - Richard Wright and Toni Morrison

HIST 411 - The Civil Rights Era

SOCY 422 - Topics in Social Stratification

SOCY 463 - Intersectional Theory

Each spring, the director of the concentration, in consultation with Crossroads, the program's advisory committee, will determine the courses offered during the upcoming academic year that will fulfill the various program requirements. Courses counted toward a student's major may be counted toward concentration requirements. For a complete list of courses fulfilling the various requirements, students should consult the African diaspora studies website on the Kenyon website.

Students who wish to declare a concentration in African diaspora studies should consult with the program director.

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FOR FIRST-YEAR AND NEW STUDENTS

We offer two distinct introductory courses to orient students to the interdisciplinary nature of African Diaspora Studies at Kenyon College. These courses are AFDS 108 and AFDS 110. Each course places a distinct emphasis upon critical thinking, oral presentation and critical writing as integral components of the learning experience. The objective of each course is to introduce students to the wide range of approaches which exist to develop a firm grasp of African Diaspora Studies as it currently exists, as informed by past events, and as history continues to unfold.

TRANSFER CREDIT POLICY

Transfer credit may be applied toward fulfilling the one-and-a-half (1.5) units of required advanced coursework. Students planning to study abroad should seek approval of transfer credits, in advance, from the director.

Courses:

AFDS 108 THE CROSSROADS SEMINAR

Credit: 0.5

The course is designed specifically with first-year students in mind. Crossroads is taught by an interdisciplinary group of Kenyon faculty members who have interests in teaching, researching and engaging with others in the discussion of issues and concerns pertaining to African and African diaspora studies. The specific topic to be addressed each year in the Crossroads seminar is developed by the Crossroads faculty at the end of the preceding spring semester. The Crossroads seminar typically will be taught as a colloquium where several Crossroads faculty offer a set of lectures serving as discrete modules of the course. Within this format, the course is intended to be an exploration of the cultures of the African diaspora and their influences on the global culture. Students also will focus on analytical writing, scientific investigation and public vocal expression. This course is limited to 15 students. The Crossroads seminar can count for .5 unit in AFDS or AMST. The seminar focus for fall 2016 is "Exploring the African Diaspora." This course will typically be offered every other year.

AFDS 110 INTRODUCTION TO AFRICAN DIASPORA STUDIES

Credit: 0.5

This discussion-based course introduces students to several of the most important approaches to the study of African diaspora experiences. Students taking this course will find themselves engaged with a variety of disciplines (e.g., anthropology, history, literary study, psychology, sociology and visual and performing arts). Though some of the texts may change extensively from year to year, the focus of this course will be to undertake a preliminary investigation into the connections and the relationship between Africa and several other parts of the world. No prerequisite. This course typically is offered each spring semester.

Instructor: Staff

AFDS 388 BLACK BRITISH CULTURAL STUDIES

Credit: 0.5

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One of the more important intellectual movements of the last decade, black British cultural studies offers us important intellectual tools that are used to think about race, ethnicity, gender, class and nationality in a rapidly changing world. This course begins with a brief consideration of cultural studies as a general proposition, then turns to the specifics of black British cultural studies. One of the central threads of the course will be a consideration of how the various terms of analysis that were developed in the study of Great Britain and its former colonies might be usefully applied to the United States. Authors to be considered will include Hazel Carby, Paul Gilroy, Stuart Hall and others. We also will read the work of thinkers who critically engage black British cultural studies, such as Aijaz Ahmad. English majors may count this course toward departmental major requirements. Open to sophomores, juniors and seniors only. This course is typically offered every two years.

Instructor: Mason

AFDS 410 BETWEEN WOMANIST AND FEMINIST THEORIES

Credit: 0.5

The objective of this interdisciplinary upper-level seminar is to offer a clear understanding of what feminist theory is, what womanist theory is, and how the two often overlap in history, social commentary and methodology. As such, the materials used in the course make explicit reference to the many academic and social contexts that have given rise to both feminist theory and womanist theory. During the course of the semester, we will trace several elements of the African American experience, predominantly pertaining to women, in order to understand how disparate voices have been informed by each theoretical paradigm. We specifically will discuss fictional and academic texts, films, audio-clips, and several other examples of womanist and feminist discourses to cement your understanding of these theoretical paradigms. Prerequisite: AFDS 110 and one mid-level course that may be counted toward the AFDS concentration or permission of instructor.

Instructor: Kohlman

AFDS 493 INDIVIDUAL STUDY

Credit: 0.5

The individual study option is a flexible concept to be negotiated between students and faculty members along with the director of the African Diaspora Studies Program. Typically, an individual-study course emerges from student initiative and depends on faculty interest and availability. Less frequently, individual study can be offered when students need to take a particular course in order to fulfill the requirements of the concentration and can draw on the expertise of a faculty member. Even in this circumstance, however, the option depends upon faculty availability. While we expect that students will broach the possibility of doing individual study, faculty will have the ultimate authority in determining how any individual study course is to be conducted. We view this option as an exceptional, not routine, opportunity. Given the interdisciplinary nature of the program, and the fact that aspects of the program change from year to year, the director has the right to decline requests for individual study. Individual study courses in African diaspora studies typically will run for one semester and carry .5 unit of credit. In those very rare cases where the course has to be halted mid-semester, .25 unit of credit will be awarded.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

AMST 110: August Wilson and Black Pittsburgh
ANTH 113: Introduction to Cultural Anthropology
ANTH 471: Ethnomedicine: Africa
ENGL 281: Fictions in Black
ENGL 288: African-American Literature
ENGL 316: Postcolonial Poetry
ENGL 366: African Fiction
ENGL 378: Race in the 19th-century Literary Imagination
ENGL 386: Toni Morrison
ENGL 388: Studies in 20th-century African American Literature
ENGL 487: The Mulatto in American Fiction
HIST 102D: United States History, 1865-Present
HIST 145: Early Africa
HIST 146: Modern Africa
HIST 175: Early Black History
HIST 176: Contemporary Black History
HIST 210: History of the South, 1607-Present
HIST 242: Americans in Africa
HIST 310: The Civil War
HIST 312: Blacks in the Age of Jim Crow
HIST 313: Black Intellectuals
HIST 316: Jazz Age: 1900-1930
HIST 341: African Women in Film and Fiction
HIST 349: Contemporary West African History through Fiction and Film
HIST 350: Race, Resistance and Revolution in South Africa
HIST 373: Women of the Atlantic World
HIST 411: The Civil Rights Era
HIST 412: Race, Politics and Public Policy
HIST 444: Faith and Power in Africa
PSCI 332: African American Political Thought
PSYC 424: Research Methods in Cross-cultural Psychology
RLST 235: African Spirituality in the Americas
RLST 342: Religion and Popular Music in the African Diaspora
SOCY 232: Sexual Harassment: Normative Expectations and Legal Questions
SOCY 244: Race, Ethnicity and American Law
SOCY 250: Systems of Stratification
SOCY 421: Gender Stratification
SOCY 422: Topics in Social Stratification
SOCY 440: Blackface: The American Minstrel Show
SOCY 463: Intersectional Theory

American Studies

Interdisciplinary

American studies provides a broad framework for the exploration of the people, places, society and culture of the United States. The field accomplishes this by appropriating ideas and methodologies from one discipline and applying them to another, and by transcending established boundaries among disciplines to create a new structure that combines traditional values and new visions. The program incorporates fieldwork research experiences, collaborative exploration, public presentation and peer evaluation.

American studies is a selective major requiring intellectual independence that includes developing a six-course plan detailing the trajectory of your course of study in the major.

Requirements:

The major in American studies consists of six (6) units:

- **AMST 108 Introduction to American Studies - half (.5) unit** - This course is normally taken during the first or second year at Kenyon
- **Two (2) units of diversification courses**

One (1) unit must be from History:

AMST 101D /HIST 101D U.S. History, 1492-1865

AMST 102D /HIST 102D U.S. History, 1865 to Present

One (1) unit must be from Politics, Culture and Society:

AMST 109 American Art and Culture, 1900-1945

AMST 200D /PSCI 200D Liberal Democracy in America

AMST 314 American College and University Architecture

AMST 382 Baseball and American Culture

AMST 227D/ARHS 227D American Art to 1865

ENGL 270 American Fiction

ENGL 280 American Literary Modernism

HIST 175 Early Black History

HIST 176 Contemporary African American History

HIST 208 Women in American History

HIST 380 Black History through Fiction and Film

HIST 411 The Civil Rights Era

AMST 302D /MUSC 302D The History of Jazz

PSCI 301 The American Presidency

RLST 230 Religion and Society in America (U.S.)

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RLST 332 African American Religions
SOCY 229 Social Movements
SOCY 246 American Folk Music

It is recommended that students choose a half (.5) unit from a group of courses listed in the Latino/a Studies concentration. See Latino/a Studies.

- Three (3) units of elective study

Six courses from a single area, discipline or set of disciplines that form a coherent program in American studies. Examples of such areas would be:

- writing and literature
- race and ethnicity
- history and society
- politics and economics
- African American studies,
- women's studies
- law and society
- landscape and the environment
- America in a global context

Many other areas of focus are possible including a track in Education Studies. The American Studies major highly recommends a course in advanced theory or methodology, feminist criticism, or intersection theory that could inform the student's major focus. The elective study program undertaken by the student requires approval of the director of the American Studies Program. At least one unit (1) must be at the 300 or 400 level.

- The Senior Seminar (.5 unit)
A one-semester seminar taken during the spring of the senior year. The Senior Seminar will typically entail individual research and public presentation.

THE SENIOR EXERCISE

The Senior Exercise in American studies may take several forms, but it must draw on the elective-study component of the major, identifying and then developing, through original research and creative presentation, a major theme that the student has identified as central to his or her work in American studies. By the final Friday in September, majors in American studies will present their plans for the Senior Exercise to their advisors and to the program director.

The exercise itself will have three parts:

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- a presentation (visual, oral, electronic) to the College public, including selected majors and faculty in American studies
- a 10-page written analysis, explanation and documentation of the work presented
- an oral response to the audience following the presentation

The Senior Exercise will be presented no later than the last Friday in April of the spring semester.

HONORS

Honors in American Studies entails a two-semester, one unit sequence of independent work integral to the elective-study program in the major, taken during the senior year (AMST 497Y-498Y). The program will result in an honors project that may take a variety of forms but shall include a written component, a public presentation or performance, and an oral interview with an external examiner. Students with an overall GPA of 3.33 and a GPA of 3.5 in the major become eligible for admission to the Honors Program during the second semester of their third year.

To enter the Honors Program, students must be nominated by an American studies faculty member. Following the recommendation, a formal proposal containing a statement of intent, a tentative bibliography and a project outline must be sent to the project advisor and the director of the American Studies program for approval by April 1.

REQUIREMENTS FOR THE CONCENTRATION

The American Studies concentration encompasses three (3) units of work, consisting of three components:

- Half (.5) unit introductory course, AMST 108
- Two (2) units in curricular options
- Half (.5) unit senior seminar

Students may choose among several pathways that will fulfill the curricular options requirement. To obtain a list of specific courses that fall under these categories, students should consult the director of the American Studies program.

Courses required for a student's major cannot count toward completion of the American Studies concentration requirements.

Students who are considering the concentration should consult with the director of American Studies before enrolling in classes.

CROSS-LISTED COURSES:

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The following course is cross-listed in the art history department offerings and can satisfy the fine arts requirement when it is taught by a member of the art history faculty:

AMST 109 American Art and Culture, 1900-1945.

Courses

AMST 101D UNITED STATES HISTORY, 1100-1865

Credit: 0.5

The purpose of this course is to introduce students to United States history from the 12th century to the mid-19th century. Students will gain a more developed understanding of American history by examining the interactions among diverse cultures and people; the formation and use of power structures and institutions throughout the colonial, Revolutionary and antebellum eras; and the processes behind the "Americanization" of the North American continent. Central to this course is a comparison between two interpretations of American history: a Whiggish, or great American history, and the more conflict-centered Progressive interpretation. Not only will students gain a general knowledge of this time period, they also will understand the ways in which the past can be contextualized. Students are expected to understand both the factual basis of American history as well as the general interpretive frameworks underlying historical arguments. This course counts toward the American Studies history requirement for the major. This course is the same as HIST 101D. No prerequisite.

AMST 102D UNITED STATES HISTORY, 1865-PRESENT

Credit: 0.5

This course is a thematic survey of the United States from the end of the Civil War to the present. Students will examine the transformation of the United States from a rural, largely Protestant society into a powerful and culturally diverse urban/industrial nation. Topics will include constitutional developments, the formation of a national economy, urbanization and immigration. The course also will discuss political changes, the secularization of public culture, the formation of the welfare state, World War I, World War II, the Cold War, and the Vietnam War as well as suburbanization, the civil rights movement, women's and gay rights, and the late 20th-century conservative politics movement and religious revival. This course counts toward the American Studies history requirement for the major. This course is the same as HIST 102D. No prerequisite. Instructor: Coulibaly

AMST 108 INTRODUCTION TO AMERICAN STUDIES

Credit: 0.5

This course introduces students to the principles of American studies through the exploration of American history and culture, alternating between the 1950s and 1960s, depending on the semester. We will explore the nature of American society in that critical period through the study of the struggle for political reform, the role of women, the civil rights movement and the counterculture. Guest lectures, films and student presentations complement the course, and students will be asked to engage actively in its development. Not open to seniors. No prerequisite.

AMST 109 AMERICAN ART AND CULTURE, 1900-1945

Credit: 0.5

This course will focus upon the visual culture of the United States in the first half of the 20th century. Employing an American studies interdisciplinary model, we will look at visual imagery within a broad cultural context--in relationship to film, literature, history and politics. In so doing, we will explore such questions as: What constitutes an American identity in the first half of the 20th century? How does the notion of cultural nationalism help construct such identities? What are the points of intersection between European and American modernism and modernity? How does race impact modern American expression? Finally, what is the relationship between art, politics and social activism during these years? This course is cross-listed in the Department of Art and Art History. Open only to first-year and sophomore students. No prerequisite.

Instructor: Dabakis

AMST 110 AUGUST WILSON AND BLACK PITTSBURGH

Credit: 0.5

The great African American playwright August Wilson set his cycle of plays in Pittsburgh's once-dynamic neighborhood, the Hill. Students will read a series of Wilson's plays, including Joe Turner's Come and Gone, The Piano Lesson, and Fences, and locate them in time and place in African American history. This course is for first-year students with AP or KAP credit in American history or American studies and a critical aspect of the course will be a three-day fieldwork experience in the Hill district of Pittsburgh. Permission of instructor required. No prerequisite.

Instructor: Rutkoff

AMST 200D LIBERAL DEMOCRACY IN AMERICA

Credit: 0.5

The course explores the guiding principles, major institutions and national politics of the American political system. The Founders' view of liberal democracy and of the three branches of our government (presented in the Federalist Papers) will provide the basis for consideration of the modern Supreme Court, presidency, bureaucracy, Congress, news media, and political parties and elections. The course concludes with Tocqueville's broad overview of American democracy and its efforts to reconcile liberty and equality. The themes of the course will be illustrated by references to current political issues, events and personalities. This course is the same as PSCI 200D.

Prerequisite: sophomore standing or PSCI 101Y or permission of instructor. Offered every year.

AMST 227D AMERICAN ART TO 1876

Credit: 0.5

This course presents an overview of painting, sculpture and architecture from colonial times to 1876. It frames the development of American art and architecture within a broad sociohistorical context and addresses many of the issues pertinent to American studies. The following questions, among others, will be addressed in the course: Does American culture have a single, identifiable character? How have Americans reconciled their uneasy relationship with European culture? How have American political values, such as freedom, liberty and democracy, informed the cultural

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expression of the 18th and 19th centuries? This course is the same as ARHS 227D. Prerequisite: ARHS 111, AMST 108, 109 or equivalent.

AMST 302D THE HISTORY OF JAZZ

Credit: 0.5

The most fascinating thing about jazz is its vitality. Jazz remains today what it has been since its inception: an art form of intense personal expression in the context of collaborative improvisation. This course is a social and stylistic investigation of the history of jazz, from its African American origins up to the present. Progressing chronologically, students will investigate through a variety of sources the main jazz styles and musicians and their development and influence upon the jazz scene. Prerequisite: MUSC 101 or placement by exam. This course is the same as AMST 302D. Offered every other year.

Instructor: Buehrer

AMST 314 THE HISTORY OF AMERICAN COLLEGE AND UNIVERSITY ARCHITECTURE AND PLANNING

Credit: 0.5

College and university campuses, from picturesque Gothic and Georgian wonderlands to the starkly modern and utilitarian assemblages of more recent years, have long been a source of fascination for Americans. They play a large role in the romantic ideal of college life, they evoke images of privilege or openness, and they increasingly are seen as a sales tool by marketers. If we look beyond the most superficial aspects of campuses, though, their physical appearances can reveal a great deal about an institution's history, its goals and philosophy, even its relative place in the nation's higher-education hierarchy. This course will look at a variety of campuses and campus types--urban, suburban and rural; public and private; old and new--and end with a class project involving development of an ideal campus. Permission of instructor required. No prerequisite.

Instructor: Stamp

AMST 330 SANKOFA PROJECT: THEORY AND PRACTICE OF URBAN EDUCATION

Credit: 0.75

This course will introduce students to the major theoretical writings about education--Dewey, Kozol, Ravitch and Freire. We will inquire about the "global achievement gap" and "cultural literacy" and interview teachers from a broad range of educational backgrounds--public, private, parochial, charter. The seminar will meet weekly, and students will engage during the week in Moodle discussions about issues raised in the reading. Students also will have a high school experience in Cleveland, with an introductory day during October break and a 10-day residency in early January. Credit only for attending all components of the course. Prerequisite: junior standing and permission of instructor.

Instructor: Rutkoff

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AMST 331 VISIONS OF AMERICA FROM ABROAD

Credit: 0.5

America is the great, ongoing experiment of modernity, a nation thoroughly structured by all that is considered new in the Western world: liberal democracy, science, technology, industry and capitalism. The colonization of America by Europe led to our nation's status as a laboratory for political, social and artistic theories which otherwise may never have been attempted. More and more nations are looking at the U.S. with ambivalence. As recent history has shown, America is not just a European obsession. U.S. ties to Europe have weakened in the last few decades, and the U.S. now finds itself in a more multilateral geopolitical environment. The Sept. 11 attacks were a brutal awakening for many Americans to the hostility that exists in parts of the world, not only against U.S. foreign policy but against the identity of the American people. Is such hostility related to the European ambivalence toward America, or is it a new phenomenon, with separate historical and intellectual roots? This course will be conducted as a seminar. Each week, we will examine texts and films that center on a particular theme of European-American intellectual relations, the emerging complicated relationship between Islam and America, and the longstanding tension with Latin America. Among the texts of European writers included in the seminar are works by Alexis de Tocqueville, Jean Baudrillard, Simone de Beauvoir and Bernard-Henri Lévy. The texts of Middle Eastern writers include works by Osama bin Laden, Ayman al-Zawahiri and Sayyid Qutb; among the Latin American authors are Fidel Castro and Che Guevara. We also will view and discuss several films by directors such as Wim Wenders, Aki Kaurismäki, Jean-Luc Godard and Charlie Chaplin. This course can count toward the major in French (modern languages or area studies) under certain conditions to be arranged with Professor Guiney. This course counts as an elective in political science. No prerequisite.

Instructor: DePascuale

AMST 350 RELIGION IN AMERICAN POPULAR CULTURE

Credit: 0.5

The relationship between religion and popular culture in America is multifaceted. It includes religious themes in popular culture popular cultural portrayals of American religions the use of popular cultural forms as vehicles for the expression of religious values and the celebration of religious emotions and the embrace of cultural expressions as forms of religious devotion. This course will explore all these facets of the relationship, looking at a cross-section of Hollywood films, television shows, and music videos, various subgenres of popular music, sports, news media and cyber culture. Our study will be guided by the reading of academic texts on the topic, viewing of videos and images, and listening to samples of music from several genres. Previous studies in American and/or religious studies will be beneficial. No prerequisite. Offered every other year.

Instructor: Edmonds

AMST 378D TOPICS IN AMERICAN ART

Credit: 0.5

This advanced course will explore specific problems in American art and architecture. Topics include Rome in the American Imagination, the Gilded Age, and Monuments and Memory.

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Assignments will include seminar reports, class discussion and a research paper. This course is the same as ARHS 378D. Prerequisite: ARHS 111 or 227D or AMST 108, 109 or equivalent.

Instructor: Dabakis

AMST 381 SENIOR SEMINAR IN AMERICAN STUDIES

Credit: 0.5

The course will provide a setting for guided student advanced work in American studies. The participants will work collaboratively to assist one another in the development of individual research projects that represent the synthesis of the six courses they have crafted for the major in American studies. The course is required of all American studies senior majors and concentrators. Permission of instructor required. No prerequisite.

AMST 382 BASEBALL AND AMERICAN CULTURE

Credit: 0.5

This course will look at the wide range of representations of the national game in American culture. The course will examine literature, poetry and drama as well as the visual arts as a way of understanding the power of baseball on our cultural imagination. The seminar will focus on group discussion, collaborative presentations and individual analysis. Permission of instructor required. No prerequisite.

Instructor: Rutkoff

AMST 493 INDIVIDUAL STUDY

Credit: 0.5

Individual study is an exceptional opportunity available to junior or senior majors who find that the ordinary course offerings at Kenyon do not meet their needs for the major. Individual study may be taken only for .5 unit of credit. Students must have the prior approval of the program director in order to apply to individual study. The student must present a detailed reading list and syllabus, including a schedule of assignments/projects and due dates, to the American studies faculty member with whom they choose to work. The faculty member will confirm the syllabus and schedule in writing to the director of the program. The student project must culminate in a public presentation. The overall evaluation is a combination of student self-evaluation and faculty evaluation, both of which will be reported to the program director with a recommendation for a final grade.

AMST 497Y SENIOR HONORS PROJECT

Credit: 0.5

The Honors Program in American studies entails a two-semester sequence of independent work integral to the elective-study program in the major, taken during the senior year. Permission of department chair required.

Instructor: Rutkoff

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AMST 498Y SENIOR HONORS PROJECT

Credit: 0.5

See the description for AMST 497Y. Instructor: Rutkoff

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

ARHS 227D: American Art to 1876

ARHS 377: Topics in Modern Art

ARTS 229: Documentary Photography

ENGL 270: American Fiction

ENGL 280: American Literary Modernism

ENGL 283: Native American Literature

ENGL 288: African-American Literature

ENGL 372: The Gilded Age

ENGL 378: Race in the 19th-century Literary Imagination

ENGL 382: The Jazz Age

ENGL 384: Imagining America in the Novel

ENGL 385: Contemporary American Poetry

ENGL 388: Studies in 20th-century African American Literature

ENGL 471: Hawthorne: Nation and Transnation in Hawthorne's Fiction

ENGL 472: The Confidence Game in America

ENGL 473: Faulkner

ENGL 483: Contemporary Indigenous American Poetry

ENVS 112: Introduction to Environmental Studies

FILM 111: Introduction to Film

FILM 267: The Documentary

HIST 101D: United States History, 1100-1865

HIST 102D: United States History, 1865-Present

HIST 175: Early Black History

HIST 176: Contemporary Black History

HIST 205: Hard Times: The Great Depression

HIST 208: U.S. Women's History

HIST 209: History of North American Indians

HIST 210: History of the South, 1607-Present

HIST 275: World War II

HIST 310: The Civil War

HIST 312: Blacks in the Age of Jim Crow

HIST 313: Black Intellectuals

HIST 316: Jazz Age: 1900-1930

HIST 317: Gilded Age America: 1877-1900

HIST 356: Vietnam

HIST 391: Special Topic

HIST 400: American Revolution

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HIST 411: The Civil Rights Era

MUSC 302D: History of Jazz

PSCI 200D: Liberal Democracy in America

PSCI 301: The American Presidency

PSCI 310: Public Policy

PSCI 312: American Constitutional Law

PSCI 332: African American Political Thought

PSCI 404: News Media and American Politics

RLST 230: Religion and Society in America (U.S.)

RLST 242: African American Religions

SOCY 104: Identity in American Society

SOCY 229: Social Movements

SOCY 231: Issues of Gender and Power

SOCY 232: Sexual Harassment: Normative Expectations and Legal Questions

SOCY 244: Race, Ethnicity and American Law

SOCY 250: Systems of Stratification

SOCY 422: Topics in Social Stratification

SOCY 440: Blackface: The American Minstrel Show

SOCY 463: Intersectional Theory

SPAN 380: Introduction to Chicana/o Cultural Studies

Anthropology

Social Sciences Division

Anthropology is an unusually broad discipline that embraces biological, historical and cross-cultural study. Anthropology courses at Kenyon reflect these three distinct but interrelated areas.

Biological anthropology studies the complex connections between our biological and cultural existence, investigating how humans have evolved in the past and how we are continuing to evolve in the present. More advanced courses focus on such topics as human skeletal anatomy, human paleontology, the anthropology of food and human adaptation to changing environmental conditions.

Courses in archaeology allow students to learn about prehistoric peoples of the New World (Aztecs, Maya, Inkas, Moundbuilders and Puebloans) as well as the Old World (Egypt, Mesopotamia and European megalith builders). Methods of investigation and analysis also are covered.

In cultural anthropology courses, students can study native North Americans and the peoples of Africa, Asia and Latin America, as well as such topics as media, race, ethnomedicine, sexuality and gender, ethnomusicology, politics and development.

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All anthropology courses deal with diversity, helping us to appreciate the varied ways of being human in the past and present and what links all of us despite those differences.

Requirements:

THE CURRICULUM

The Anthropology program consists of:

Foundation Courses

An introductory course in each of the three anthropological sub-disciplines is required:

ANTH 111 Introduction to Biological Anthropology

ANTH 112 Introduction to Archaeology

ANTH 113 Introduction to Cultural Anthropology

These courses should be taken as early in the major as practicable and may be taken in any sequence. Upper-level courses in anthropology normally have one of the foundation courses as a prerequisite.

Upper-Level Courses

A minimum of six upper-level courses, three (3) units is required, including at least one course in each of the three anthropological sub-disciplines (biological anthropology, archaeology, and cultural anthropology). Majors also are encouraged to pay attention to when courses are offered and attempt to fulfill requirements for the upper-level course in each sub-discipline, earlier rather than later, to avoid scheduling conflicts.

Capstone Course

All departmental majors must enroll in ANTH 465 History of Anthropological Thought during the fall semester of their senior year.

Note: All departmental courses are one semester in length - half (.5) unit

FOR FIRST-YEAR AND NEW STUDENTS

A first course in anthropology should be any of the three one-semester introductory courses listed below. Each course combines lecture and discussion.

ANTH 111: Introduction to Biological Anthropology

This course is required for upper-level work in biological anthropology courses

ANTH 112: Introduction to Archaeology

This course is required for upper-level work in archaeology

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ANTH 113: Introduction to Cultural Anthropology

This course is required for upper-level work in cultural anthropology

Having completed an introductory course, students may either enroll in any upper-level course in that area of the anthropology program or enroll in another introductory course to gain a broader understanding of anthropology.

SENIOR EXERCISE

The Senior Exercise in anthropology consists of a core of common readings, three seminar meetings at which the seniors and all faculty members in anthropology discuss these readings, and an examination in which students write a take-home exam in response to one question from a list provided by the faculty. The topic of the seminar generally requires an integration of three sub-disciplines, and readings are frequently from new books that faculty members are exploring for the first time. The goals of this exercise are to place faculty and students together in the roles of expert and colleague, to critique and analyze readings together orally, and to have each student produce a synthetic essay out of this common experience.

Seminar meetings take place during the early months of the fall semester. After the three meetings, the faculty members construct between two and four essay questions, and students select one for the exam. Students have approximately one month to complete the essay and are encouraged to discuss their ideas with faculty members and to utilize additional sources based on either library research or readings from other classes. The essay due date is just before the Thanksgiving break. Faculty members evaluate the papers and students are notified in writing about their performance in December. Each student's paper is read by a member of the faculty, who also provide written and/or oral comments. Some students may be asked to rewrite the paper at this point. If a paper is being considered for distinction or a rewrite, we will elicit a second faculty member to evaluate the work.

Faculty members judge student performance not merely on the quality of the essay (clarity, insight and technical proficiency) but also on participation in the whole process of the exercise itself, especially the timely submission of the essay, as well as thoughtful and active participation in the discussions. Any extensions for completing the Senior Exercise must be approved by the dean for academic advising and support, following the same procedures in place for obtaining an Incomplete for any course.

HONORS

The Honors Program in anthropology provides students with the opportunity to conduct significant independent research on a topic of their choice. Typically, a student will propose a research focus in consultation with a member of the faculty who agrees to serve as the project advisor.

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Late in the student's junior year or early in the senior year, she or he submits a brief description of the honors project to the department. This synopsis outlines the central question being addressed, what methods will be used in conducting the study, and how the thesis will be organized. All anthropology faculty not on leave at the time of the proposal's submission review the document and decide whether it will be approved or declined based on the proposal's intellectual merit and feasibility as well as the student's past classroom performance, demonstrated motivation in pursuit of excellence, and organizational skills.

After the project is approved, the student builds an honors committee consisting of the advisor and one other faculty member who need not be an anthropologist. The student's senior year is spent conducting the research and writing the honors thesis, although both processes may well have begun in previous years.

The thesis is read by the two members of the honors committee as well as a third person who is an expert in the field addressed by the thesis but who is not a part of the Kenyon faculty. An oral thesis defense, involving the student and the three readers, takes place near the end of the spring semester. The readers then determine whether to award no honors, Honors, High Honors or Highest Honors to the thesis based on the written document and the student's defense of his/her work.

Requirements: GPA 3.33 overall; 3.5 in the major.

Classes: All students pursuing honors take ANTH 497-498 during the fall and spring semesters of their senior year.

Due date: Honors theses are due in the anthropology department office on April 1 or the closest Monday after that date. The thesis defense is scheduled for a time after April 1 that is convenient for the student and the readers.

More information about the honors program evaluation process is available from the [Department of Anthropology](#).

THE ANTHROPOLOGY MINOR

All minors require a minimum of two (2) units of coursework. No more than half of the courses may be taken at the foundation level (i.e., ANTH 111, 112, 113). Courses will typically be taken from at least two department faculty members. The courses selected for the minor will have a clear and cohesive focus (e.g., a sub-discipline within anthropology or a substantive theme to be examined within the discipline). The specific cluster of courses to be included within the minor will be selected by the student in consultation with a member of the department's faculty, who will serve as advisor. The final selection of courses will be approved by the department chair. The declaration of a minor does not guarantee students a place in any particular courses.

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Please note: Beginning with the class of 2018, courses from off-campus study experiences will not count toward the anthropology minor.

TRANSFER CREDIT POLICY

Subject to departmental approval, we will accept transfer credit for introductory anthropology courses (cultural, biological or archaeological, not 4-field introductory anthropology courses) taken at approved institutions. If approval is granted, the student will still have to complete five (5) units of anthropology at Kenyon.

The department will accept up to one (1) unit of credit from approved off-campus study courses to count toward the major. These fill the role of upper-level elective classes. Classes taken in high school (unless they are university transfer credits) will not count in place of any requirement for the major or minor.

CROSS-LISTED COURSES

The following course is cross-listed in the anthropology department and can satisfy the social science requirement as well as count towards coursework in the major or minor.

MUSC 206 Seminar in Ethnomusicology.

Courses

ANTH 111 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Credit: 0.5

Biological anthropology is the study of the biological diversity of our species and the evolutionary history that has led us to our present condition. The course will include: (1) the examination of the genetics underlying evolution and the mechanisms by which change occurs; (2) variation and adaptation among living humans; (3) living primate populations as keys to understanding our evolutionary past; and (4) human evolution. This course is designed to expose students to the breadth of biological anthropology and to prepare them for upper-level classes in anthropology and related disciplines.

Instructor: Staff

ANTH 112 INTRODUCTION TO ARCHAEOLOGY

Credit: 0.5

Today people increasingly live in highly industrialized and urban civilizations. But how long have humans had "civilization"? What is "civilization" and how can it be recognized? This course will address these questions, first, by looking at the basic elements of archaeology and its place in anthropology. Some of the topics we will cover include the history of archaeology, fundamental aspects of fieldwork and analysis, and the prehistoric record from the first humans to the origins of civilization.

We will begin the chronological sequence with the Old Stone Age, or Paleolithic, a long period during which basic human cultural practices and beliefs became established. Our next topic is the development of agriculture and settled life around the globe, innovations that permitted the growth of complex social organizations that culminated in civilization and the state. In the latter part of the course, we will study the first, or "pristine," civilizations, focusing on Mesopotamia, ancient Egypt, and the Indus Valley. The course concludes with a survey of development in North, Central, and South America, including the Maya, Aztec, and Inka.

Instructor: Staff

ANTH 113 INTRODUCTION TO CULTURAL ANTHROPOLOGY

Credit: 0.5

This course introduces students to the discipline that studies and compares other cultures. Students learn about the main concepts used in anthropology and how anthropologists conduct research, while also discovering how people live in other times and places. Students will learn about theories that provide frameworks for understanding and comparing cultures. Ethnographies--descriptions of life in particular places--give students factual materials with which to apply and critique such theories. Through this introduction to the study of culture in general, and an exposure to specific cultures, students inevitably come to reexamine some of the premises of their own culture.

Instructor: Staff

ANTH 150 SCIENCE AND PSEUDOSCIENCE: ANTHROPOLOGICAL CONFRONTATIONS WITH FANTASTICAL EXPLANATIONS

Credit: 0.5

ANTH 206D SEMINAR IN ETHNOMUSICOLOGY

Credit: 0.5

ANTH 252 ANTHROPOLOGY OF RELIGION

Credit: 0.5

The focus of this course will be on religious change. We will begin, however, by trying to understand how religion functions in social and cultural life as if these settings were stable. We will then take a theoretical pause to consider religion as a system, some ecological implications of religion, and an evolutionary outline of religions' developments through time. Then, turning back toward ethnography, we will try to apprehend the process of religious change in specific settings. Here the focus will be religious movements, conversion, and communities that are religiously divided. Why do people convert to new religions, or else attempt to change their own religious community from within? What does "conversion" mean for individuals and for communities, and what does it have to do with other kinds of changes--economic, social, or political? Prerequisite: ANTH 113.

Instructor: Schortman

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ANTH 253 ANTHROPOLOGY OF MASS MEDIA

Credit: 0.5

Instructor: Pack

ANTH 310D MUSIC, HUMAN RIGHTS AND CULTURAL RIGHTS

Credit: 0.5

Instructor: Mendonca

ANTH 320 ANTHROPOLOGY OF FOOD

Credit: 0.5

Instructor: Murphy

ANTH 323 BIOARCHAEOLOGY OF SUB-SAHARAN AFRICA

Credit: 0.5

Instructor: Staff

ANTH 324 HUMAN ECOLOGY: BIOCULTURAL ADAPTATIONS

Credit: 0.5

Although biological anthropology relies heavily on an evolutionary perspective, it is also concerned with understanding the interactions between human biology and culture. This biocultural perspective seeks to appreciate how humans adapt to their environment through a combination of biological, cultural, and physiological adjustments. We will explore how humans adapt to a wide variety of environmental factor, including high altitudes, climates, nutrition, and disease. The emphasis will be on understanding our biological and cultural responses to stress and the contexts in which these can be adaptive or maladaptive. Prerequisites: ANTH 111, 112, or 113. Enrollment limited.

ANTH 325 HUMAN SKELETAL ANALYSIS

Credit: 0.5

This course focuses on the application of human skeletal and morphological data to various interpretive problems (descriptive, comparative, and analytic) in physical and forensic anthropology. Topics include basic human skeletal and dental anatomy; determination of age, sex, and stature; developmental and pathological anomalies; anthropometric methods and techniques; various comparative statistical methods; and problems of excavation, restoration, and preservation. The course also includes an examination of representative research studies that utilize the above data and methods. Prerequisite: ANTH 110 or permission of instructor. Enrollment limited.

Instructor: Murphy

ANTH 327 NARRATIVE LIVES

Credit: 0.5

Within anthropology, the life history has long been recognized as an important vehicle for learning about how culture is experienced and created by individuals. This seminar seeks to develop a better understanding of the research method known as life history and its attendant beliefs and

limitations in diverse social and cultural contexts. Additional emphasis will address how categories of difference such as race, ethnicity, class, gender, sexuality, age, religion, and geographic location are experienced and their relevance to personal identity. Equally important, this is a "learning by doing" course, as it will attempt to bridge theories of self-narrative with cultural anthropological research methods. Students will experience first-hand the theoretical, methodological, and ethical issues involved in collecting life histories. By undertaking individual projects, each student will learn to organize and conduct life history interviews, record them, to transcribe them, edit them, and present them in written form. In the process, the goal is to explore the multiple stages involved in transforming a narrative life into an inscribed text. Prerequisite: ANTH 113 or permission of instructor.

Instructor: Pack

ANTH 330 ARCHAEOLOGICAL METHODS

Credit: 0.5

This class is a survey of some of the major analytical techniques and theoretical approaches archaeologists employ in their effort to reconstruct past societies. We will consider briefly the historical development of archaeology then explore the key concepts that define the discipline. The student will gain an appreciation of: (1) the procedures involved in conducting field research, (2) the nature of the material record, (3) the process of archaeological reasoning, (4) the study of various materials, (5) the role of cultural resource management in modern archaeology, and (6) the nature of culture change. The class will consist of lectures and discussion.

Instructor: Staff

ANTH 333 PREHISTORY OF EUROPE AND WESTERN ASIA

Credit: 0.5

This semester the course will center on the topic of the Neolithic. After reviewing current theoretical views on the beginnings of domestication and sedentism, we will look at the actual evidence from plants, animals, and ecology to assess which theory or theories (if any) best explains this major transition in cultural evolution. Next we will examine early social complexity in Western Asia, focusing on new material from Anatolia. In the third section we will look at the biological and cultural transformations the Neolithic wrought in Europe. Finally, we will look at Neolithic monuments from several perspectives: engineering, social organization, landscape, and ritual. The course will combine lectures, demonstrations, discussions, audio-visual materials, and student presentations. Prerequisite: ANTH 112.

ANTH 338 THEORY AND METHOD IN ARCHAEOLOGY: HOUSEHOLD ANTHROPOLOGY

Credit: 0.5

This year's theory and method course will focus on the study of households and how they relate to larger political and social organizations in both the past and the present. The course will begin with a survey of topics in household organization (household composition, activities, and residential patterns). We'll then move on to examine how households are recognized in the archaeological and ethnographic record and the ways in which analysis at the household level can provide insight into larger political, economic, and social structures. We'll finish the course with an analysis of

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households in the El Paraiso Valley, northwestern Honduras. This course is required for participants in the Kenyon Honduras program and those students interested in working with raw data acquired through archaeological and ethnographic fieldwork. Students who have not participated in the Kenyon Honduras program will be furnished with a data set for analysis. Prerequisites: permission of the instructor and ANTH 112.

Instructor: Staff

ANTH 342 PEOPLES AND CULTURES OF NATIVE NORTH AMERICA

Credit: 0.5

Instructor: Pack

ANTH 343 CONTEMPORARY ISSUES IN NATIVE NORTH AMERICA

Credit: 0.5

Instructor: Pack

ANTH 345 ETHNICITY IN CENTRAL AMERICA

Credit: 0.5

Central America is the home of some easily recognizable ethnic groups, such as the Mayas and Kunas, but are there other, less well-known peoples? After considering what ethnicity might or might not be, we will learn about a number of groups: Mayas, Garifunas, suppressed Native American groups in El Salvador and Nicaragua, Black Creoles, and immigrants from the Levant who are known as Arabes. Studying these groups will help us understand the milieu in which we live, as well as the hidden ethnic tensions sometimes cloaked by national assertions of mestizo identity.

Instructor: Staff

ANTH 349 THE MAYA: ANCIENT AND MODERN

Credit: 0.5

Who are the Maya? Why are they often described as "mysterious"? Did they really disappear? In this course we will examine Maya history, culture, language, and tradition, proving that this dynamic group is very much alive, well, and living in what are now the countries of Mexico, Guatemala, Belize, and Honduras. We will begin with a survey of Maya history prior to the sixteenth century arrival of the Spanish, tracing the rise and fall of individual Maya kingdoms, the flourishing of art, architecture, writing, calendrics, and belief systems, and the cycle of everyday life. We will then turn to questions of continuity and change, examining the tumultuous periods of Spanish contact and colonization and the ongoing intersection of Maya tradition and the modern world. Topics covered include social and political organization, religion, art and architecture, writing and calendrical systems, tourism, preservation, and development. This course is of interest to students of Latin American culture and history, art history, and religion. Prerequisite: ANTH 112 or 113.

Instructor: Staff

ANTH 350 HUMAN SEXUALITY AND CULTURE

Credit: 0.5

In popular thought, sex is about "the birds and the bees" and "doing what comes naturally." Yet anthropology teaches us that for human beings the natural is the cultural. Based on that premise, this course looks for cultural patterns in sexual belief and behavior. We begin with an examination of the evolution of sexuality. Is sexuality or sexual behavior expressed the same way by all peoples? Why do humans avoid incest? To what extent are gender roles biologically determined? Are sexually transmitted diseases primarily biological or social problems? How do sexual norms reflect sociocultural adaptations? These are just some of the questions we will confront in this course as we examine the functional and structural significance of sexual behaviors in the sociocultural milieu. Prerequisite: Permission of the instructor.

Instructor: Suggs

ANTH 355 THE ANDES (SOUTH AMERICAN ARCHAEOLOGY AND ETHNICITY)

Credit: 0.5

Instructor: Schortman

ANTH 357 ANTHROPOLOGY OF DEVELOPMENT

Credit: 0.5

Instructor: Suggs

ANTH 358 MEDICAL ANTHROPOLOGY IN BIOCULTURAL PERSPECTIVE

Credit: 0.5

Instructor: Staff

ANTH 421 NEANDERTHALS

Credit: 0.5

Instructor: Hardy

ANTH 460 RACE AND ETHNICITY IN AMERICAN ANTHROPOLOGY

Credit: 0.5

This course examines several issues. First, we will look at how the concepts of "race" and "ethnicity" have been defined within anthropology, particularly American anthropology. Does "race" exist? Why (or why not) are "race" and "ethnicity" the same? In exploring these questions, we will examine both bioanthropological and socio-cultural approaches to these terms. Next, we will look at a variety of groups within the United States that are known as races or ethnic groups: Native Americans; Hispanics/Latinos; Americans of Asian descent; and those of us whose ancestors came, in colonial times or later, from Africa. Lest we forget that even white folks have "race" and "ethnicity," we will look at a new trend in cultural anthropology, whiteness studies. Here we will discuss how various immigrant groups have "become white," and consider current ideas about the meaning of "whiteness." The course will use readings, films, and television as materials for study and discussion; students will be responsible for presentations on various groups, as well as for

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choosing some of the audio-visual materials. Prerequisites: ANTH 113 and junior or senior standing. Enrollment limited.

Instructor: Staff

ANTH 464 METHODS IN CULTURAL ANTHROPOLOGY

Credit: 0.5

This course will provide hands-on experience with some research methods that cultural anthropologists use. Participant observation, interviews, and note-taking are standard methods, and we will consider how to organize and access qualitative data through electronic data-base management. There will be some attention to quantitative methods as well, including statistical inference based on methods such as unobtrusive observation or survey questionnaires. The difficulties of designing a good questionnaire and of becoming a perceptive interviewer or observer are best learned through practice. Students will be required to carry out a research project, from literature search and project design, to writing and possibly publishing the results. Only by actually attempting primary research ourselves do we realize just how difficult it is to make statements about human ideas and behaviors that stand up to scientific scrutiny. It is only through such research, however, that we can contribute to knowledge. Prerequisite: ANTH 113 and/or permission of the instructors.

Instructor: Staff

ANTH 465 HISTORY OF ANTHROPOLOGICAL THOUGHT

Credit: 0.5

Instructor: Staff

ANTH 466 MARX, HISTORY AND ANTHROPOLOGY

Credit: 0.5 Instructor: Suggs

ANTH 471 ETHNOMEDICINE: AFRICA

Credit: 0.5

Popular culture tells us that Western biomedical science is the only true and beneficial medical approach in the world. It suggests that traditional medical systems are based only on superstitious nonsense. While anthropological studies of medical systems show them to be different from biomedicine in a number of ways, traditional systems are not solely superstitious; neither are they completely without efficacy. This course surveys some of the many human systematic responses to illness and disease, focusing on African ethnographies. It examines beliefs with regard to etiology (causation), taxonomy (classification), and nosology (diagnosis). The course seeks to demonstrate how culture patterns illness behavior and points to the internal rationality in human responses to disease. Ultimately, it shows that all medical systems (including biomedicine) are first cultural systems, ones that universally medicalize sociomoral problems and sociomoralize medical ones. Prerequisite: ANTH 113 and permission of the instructor. Enrollment limited.

Instructor: Suggs

ANTH 474 DRINKING CULTURE: THE ANTHROPOLOGY OF ALCOHOL USE

Credit: 0.5

In this advanced research seminar, students will develop and undertake ethnographic projects focusing on the meaning of normative alcohol use among Kenyon students. Projects undertaken in the past have focused on a wide range of issues (e.g., the intersection of gender and alcohol consumption, social networks constructed in acts of drinking, drunken comportment as a culturally learned construct, the ways that alcohol is used to express adulthood, and the role of alcohol in the bonding of athletic teams.) We seek to understand what students on our campus "get" from drinking besides "drunk," and to situate that understanding in a larger historical, social, and cultural framework. Prerequisite: ANTH 113 and permission of the instructor.

Instructor: Suggs

ANTH 478 METHOD AND THEORY IN ARCHAEOLOGY: ARCHAEOLOGY OF IDENTITY

Credit: 0.5

Questions of identity, ethnicity, and social boundaries are fundamental to anthropological archaeology, yet they are among the most difficult to address using archaeological data. In this course we will use new theoretical and methodological approaches to examine how groups define

themselves, how group identities are formed, and how we can recognize them in the archaeological record. This class will begin with a consideration of the terms "identity," "ethnicity," and "ethnic group," after which we will examine case studies of particular groups, looking at questions of identity formation and maintenance and their archaeological correlates. While most of the case-studies will be drawn from the Pre Columbian Americas (North, Central, and South), we will also examine identity formation in the Old World. This course should be of particular interest to majors in anthropology (especially those with a concentration in archaeology), sociology, and international studies (Latin American concentration). Prerequisite: ANTH 112.

Instructor: Staff

ANTH 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

This course is for students who wish to do advanced work beyond regular courses or to study topics not included in course offerings. Prerequisites: permission of instructor and department chair.

ANTH 497 SENIOR HONORS

Credit: 0.5

This course is for students pursuing departmental honors. Prerequisites: permission of instructor and department chair.

ANTH 498 SENIOR HONORS

Credit: 0.5

This course is for students pursuing departmental honors. Prerequisites: permission of instructor and department chair.

Art & Art History

Fine Arts Division

The goal of the Department of Art and Art History is to provide instruction in and experience with the visual arts in the context of the liberal arts. The department offers two majors: studio art and the history of art. A major in studio art is intended to make the student particularly qualified to communicate ideas in visual form. A major in the history of art is intended to prepare the student to interpret and contextualize ideas presented in visual form throughout the past.

STUDIO ART COURSES

In each course, students confront the intellectual and aesthetic components that go into making personally meaningful artwork, guided by demonstrations, slide examples, lectures and critiques. Course content and approach differ among the sections and classes, but in each the goal is to introduce students to the ideas, techniques and vocabularies of contemporary artistic practice.

Requirements:

Requirements for the Studio Art Major

Students majoring in studio art must complete:

- One-and-a-half (1.5) units of introductory work (ARTS 101-108), which should be completed by the end of the sophomore year if possible
- Two (2) units of intermediate work with at least three different faculty members in three different media (ARTS 210-381)
- One (1) unit of advanced work (ARTS 480-481) with two different members of the studio faculty, one each semester of the senior year
- One (1) unit of art history, which should be taken by the end of the sophomore year, if possible.

Students majoring in studio art may not take a required course as Pass/D/Fail or as an Individual Study.

The Senior Exercise in Studio Art

The Senior Exercise in studio art consists of a public exhibition in Kenyon College's Gund Gallery, a written statement, and an oral defense with each member of the studio faculty. Detailed guidelines are available to download on the [studio art department website](#).

Requirements for the Studio Art Minor

Students minoring in studio art must complete:

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- One (1) unit of introductory work (ARTS 101-108)
- One-and-a-half (1.5) units of intermediate work (ARTS 210-381)
- Half (.50) unit of art history

Through the course of their study, minors must have classes from at least three different faculty members in three different media. Students minoring in studio art may not take a required course as Pass/D/Fail or as an Individual Study.

Transfer and Off-Campus Study Credit Policy

- A maximum of one (1) unit of studio art courses taken off-campus may be applied to the major.
- A maximum of half (.5) unit of studio art courses taken off-campus may be applied to the minor.

ART HISTORY COURSES

Introductory Courses

The discipline of art history encourages critical thought about visual culture in a liberal arts framework. Art history students draw from an interdisciplinary base, exploring a wide range of art and architecture within a broad cultural and historical context. ARHS 110, 111, 113 and 114 are introductory courses for students who have had little or no art history. These classes may be taken in any sequence; all introduce students to the concepts, vocabulary and methods of the discipline. Most intermediate courses and seminars require ARHS 110 and/or ARHS 111 as a prerequisite. With AP scores of 4 or 5 recorded with the Registrar's Office, students may enroll in intermediate-level (200-level courses). Only with permission of the instructor may first-year students or sophomores enroll in seminars (300-400 level courses).

Requirements for the Art History Major

Students majoring in art history must take:

- ARHS 110 and 111
- Six intermediate courses (ARHS 216-279)
- One advanced seminar (ARHS 350-380)
- One (1) unit of studio art: ARTS 101-108 or a beginning-level special topics course
- Senior Seminar (ARHS 480) also is required of all art history majors and is offered only during fall semester.

Alternatively, an art history major may take:

- Three introductory courses in art history
- Five intermediate courses (ARHS 216-279)
- One advanced seminar (ARHS 350-380)
- One (1) unit of studio art: ARTS 101-108 or a beginning-level special topics course

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- Senior Seminar (ARHS 480)

Majors must complete at least one course (half (.5) unit each) at the intermediate or advanced level in each of the following art historical areas:

- Ancient
- Medieval
- Renaissance/Baroque
- Modern/American
- One seminar may be substituted for an intermediate-level course in the same area, with the permission of the department.

Please note: an AP score of 4 or 5 allows students to place out of ARHS 110 and 111, but AP credit does not count as credit toward the major. The degree in art history at Kenyon requires at least five units of coursework in the discipline.

With pre-approval students studying abroad may count up to two (2) units of coursework toward their major for a year-long OCS program. Art history is a global discipline and competence, including reading, in foreign languages is highly encouraged, as is study abroad. For the joint major in art history and Asian studies, please see the Asian Studies webpage. German and/or French is recommended for those students planning to pursue graduate study in art history.

The Senior Exercise in Art History

The Senior Exercise in art history is a comprehensive examination, designed to measure broad knowledge of the history of art. This exam also tests the student's ability to use that knowledge critically. A two-part exam is given on two different days (usually a Friday and the following Monday) and is scheduled in February. The first part of the exam asks students to identify key monuments in the Western tradition (ancient through modern). Several connoisseurship images also are included in this section, with the intention of evaluating applied knowledge rather than memorization. The second part of the exam consists of two essays: one focuses on a broad-based knowledge of art history and its themes, and the other allows students to choose a question within a specific area of the discipline. Joint majors in art history and Asian studies take the Art History Senior Exercise, with a specific focus on Asian studies in the second essay.

Honors

The Honors Program is an opportunity for students with demonstrated ability to work on a research project under the supervision of a faculty member. Permission of the art history faculty is required. To qualify for the Art History Honors Program, the following are required:

- A minimum 3.3 cumulative GPA for all courses
- A minimum 3.5 GPA for all art history courses
- Students undertaking an honors thesis have had at least one (and preferably two) intermediate or advanced courses at Kenyon in the topic area.

- Endorsement of the project by the proposed thesis advisor is mandatory before submitting an application for honors.

Completion of a junior honors project is not a prerequisite for undertaking senior honors, but it is recommended. Previous completion of a research paper in art history (preferably in the area of honors specialization) is essential. Meeting the minimum GPA does not automatically qualify a student for the Honors Program. Typically, if a student has written an exceptionally well-researched and well-written art history paper, and meets the other criteria for acceptance into the Honors Program, a professor might suggest that the student undertake a related topic as an honors thesis. Alternately, students can discuss pursuing an honors thesis with their academic advisor and a potential thesis advisor. The project must be supervised by an art history professor who agrees and is available, to serve as the honors thesis advisor and whose interests and expertise coincide with the proposed project. In either case, the student then works closely with the thesis advisor to develop a project proposal to be submitted to the art history faculty. Departmental approval must be obtained during the spring semester preceding work on the thesis. Please see the [art history departmental webpage](#) for more information.

Requirements for the Art History Minor

Art history offers a departmental minor with five options, each totaling three (3) units. A broad minor gives students an overview of the field. Requirements are as follows:

- One (1) unit at the introductory level (ARHS 110, 111, 113, 114)
- One-and-a-half (1.5) units at the intermediate level (ARHS 216-279) in two or more areas
- Half (.5) unit advanced seminar

Minors may take ARHS 480 but are not required to do so. Four options for a focused minor give students a deeper knowledge of one field within art history. The focused minors are as follows:

Ancient art - requirements are as follows:

- ARHS 110 plus half (.5) unit at the introductory level
- One (1) unit at the intermediate level in ancient art
- Half (.50) unit of advanced work in ancient art
- Half (.50) unit above the introductory level in another area
- Renaissance and Baroque art - requirements are as follows:
 - ARHS 111 plus another half (.5) unit at the introductory level
 - One (1) unit at the intermediate level in Renaissance and Baroque art
 - Half (.5) unit at the advanced level in Renaissance and Baroque art
 - Half (.5) unit above the introductory level in another area
- Modern/American art - requirements are as follows:
 - ARHS 111 plus another half (.5) unit at the introductory level
 - One (1) unit at the intermediate level in modern art
 - Half (.5) unit at the advanced level in modern art

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- Half (.5) unit above the introductory level in another area

Architectural history - requirements are as follows:

- ARHS 113 and one other introductory course
- ARHS 279
- ARTS 102
- Two of the following: ARHS 220, 221, 223, 233 or 234.

Cross-Listed Courses

The following course is cross-listed in the art history department and can satisfy the fine arts requirement when it is taught by a member of the art history faculty:

- AMST 109 American Art and Culture, 1900-1945.

Courses in Art

ARTS 101 COLOR AND DESIGN

Credit: 0.5

Color is one of life's great joys. Visual artists and designers learn to orchestrate color, to use it in a particularly sensitive and purposeful manner, just as composers learn to orchestrate sound to create music. This course is about the orchestration of color by design. Students begin by doing a series of formal exercises designed to expand their understanding of color interaction and design principles. They then use what they have learned to complete a series of mixed media collages of their own design. Conceptual and formal growth is stressed, as is creativity. Students work with pigmented paper and "found objects." No prerequisite.

Instructor: Spaid

ARTS 102 DRAWING I

Credit: 0.5

This course introduces students to the medium of drawing as an essential means of visual communication. A variety of methods and materials are used for both in-class studies as well as for larger and more comprehensive projects. Challenging and complex drawings will be produced with a sharp focus on both formal and conceptual issues. Technical aspects of drawing will be balanced with imaginative and experimental approaches throughout the semester. Presentations and class discussions will supplement assignments to aid in expansion of the understanding of project goals. No prerequisite. This course will be offered each semester.

Instructor: Staff

ARTS 103 SCULPTURE I

Credit: 0.5

This course presents an introduction to three-dimensional art through exploration of its basic elements (line, plane, mass and color) and its basic ordering principles (unity, balance, rhythm and

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dominance). Individual projects will be of two types: one-day projects allowing quick, spontaneous explorations; and longer, more elaborate projects allowing careful execution of individual ideas. This course assumes little or no previous sculptural experience. However, for those who wish to move on to more elaborate materials and techniques, instruction and encouragement will be given. The course format will include slide lectures, group critiques and individual instruction. Material purchases are the responsibility of each student. No prerequisite. This course will be offered each semester.

Instructor: Lee

ARTS 104 BOOK ARTS

Credit: 0.5

This course is an introduction to the artistic practice of book arts, also called artists' books. Through a progression of exercises, demonstrations and projects, the conceptual thinking and artistic skills that go into the planning and making of artists' books are explored. Projects may incorporate various procedures of Eastern and Western book forms, adhesive and nonadhesive bindings and experimental book forms. Students will explore the intersection of text and image, and the effect of technological innovations, such as digital publishing, on the codex book form. Readings, presentations and discussions on the development of the book art genre will place book arts within the context of contemporary cultural expressions such as sociopolitical commentary, poetic association, explorations of the nature of language and carriers of the narrative tradition.

Instructor: Sheffield

ARTS 106 PHOTOGRAPHY I

Credit: 0.5

This course is an introduction to the fundamental technical and aesthetic issues of black-and-white photography, with emphasis on using the medium for personal expression. Students will work through a series of problems designed to increase understanding of basic camera operation, black-and-white darkroom techniques, and art-making strategies. Regular critiques are scheduled to increase understanding of communicating with an audience and sharpen the ability to analyze and discuss works of art. No prior photographic experience is needed, but a reliable manual film camera is required. No prerequisite. This course will be offered every semester.

Instructor: Staff

ARTS 107 DIGITAL IMAGING I

Credit: 0.5

This introductory course will enable students to explore digital media while engaging in aesthetic and conceptual practices in contemporary art. They will come to understand the fundamentals of visual form and to develop technical skills with a variety of camera and computer tools, including still-image and video editing programs. Personal studio projects will cover a variety of subjects, such as the relationship of the arts to popular culture and the liberal arts, the historic role of technology in the arts, and the role of one's cultural and historical context in the creation and interpretation of artwork. Through theory and practice, students will enhance their art-criticism skills, allowing for productive group interactions and the defining of personal aesthetic vision.

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Presentations and demonstrations by the professor will be supplemented by student research and response to contemporary artists and issues. This course requires at least ten hours of work per week outside of class. No prerequisite. This course will be offered each semester.

Instructor: Esslinger

ARTS 108 BACK TO THE DRAWING BOARD

Credit: 0.5

Back to the Drawing Board: an introduction to visual imagination, innovation and re-creation. In this course students will use various drawing techniques to explore design and innovation. You will examine how the way we live in the world is dependent on how our world has been drawn in the past. Drawing and its potential as a tool for understanding, invention and change is as vital to new ways of thinking about art as it is to communication, transportation, work and dwelling space. You will do exercises in realistic depiction, graphic design, industrial design and architectural conceptualizing and rendering, while exploring methods and processes for enhancing and engaging your imagination. We will approach creativity and imagination as innate faculties that are fostered and strengthened through visual and intellectual training. The four segments to the course are observational drawing, design innovation of objects, architectural and interior design and organizational and conceptual design. No prerequisite.

Instructor: Baldwin

ARTS 220 COLOR PHOTOGRAPHY

Credit: 0.5

This course is intended to develop an understanding of color photography as a medium for contemporary art, and as a ubiquitous messaging system doubly bound to veracity and deception. Students will produce digital photographs and then utilize various procedures for image editing, manipulation and color digital printing. Students will create and maintain a web portfolio of their coursework. Theory and workflow, digital camera operation, and use of color as an element in photographic design will be covered. Prerequisite: ARTS 106, 107 or permission of instructor.

Instructor: Hackbardt

ARTS 228 PHOTOGRAPHY II

Credit: 0.5

This class will extend the student's experience beyond the fundamentals of black-and-white darkroom photography, with projects in large-format photography and artificial lighting. Readings, lectures and critiques will expose students to significant issues in the history and current practice of photography. Prerequisite: ARTS 106

Instructor: Spaid

ARTS 229 DOCUMENTARY PHOTOGRAPHY

Credit: 0.5

This course engages students in the art of documentary photography, a genre associated with the "social landscape" that addresses a wide range of subjects from conflict and crisis to meaningful stories of everyday experience. Students first work on short projects designed to introduce various

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approaches to doing documentary work before they turn to longer projects of their own design, including one that is a personal document. Most projects focus on aspects of life in Knox County, Ohio, beyond the Kenyon campus. Students will learn to develop their projects with attention to logistics, research and writing, editing, technical photographic mastery, creativity, and storytelling.

Prerequisite: ARTS 106

Instructor: Spaid

ARTS 230 FIGURE DRAWING

Credit: 0.5

This course engages students in a rigorous and thorough exploration of a two-dimensional representation of the human figure in drawing. Aesthetic and anatomical study of the human figure extends throughout the semester. Assignments include the investigation of the use of figures in formal compositions, political and social narrative constructs and psychologically complex environments. The semester culminates with a 7-foot-tall full-figure self-portrait in graphite.

Students utilize a variety of drawing methods and materials, including graphite, charcoal, ink, spray-paint and collage. Students give presentations on contemporary figurative artists during the semester. The Naked Nude is the accompanying text for this class. Prerequisite: ARTS 102

Instructor: Baldwin

ARTS 240 WRITING PICTURES AND DRAWING WORDS: THE ART OF MAKING CARTOONS, COMICS, ZINES AND GRAPHIC NOVELS

Credit: 0.5

After a century of development, cartoons, comicbooks, graphic novels, and self-published zines are finding their potency and maturity as serious art forms. These cartoon based mediums form collaboration between image and text, which blends the shape and arc of classic literature with the conventions of visual storytelling. This course will provide students with a solid foundation of ideas and methods for drawing and writing cartoons, comics, zines, and graphic novels with an emphasis on effective characterization, plot progression, and narrative structure. Students will learn how to adapt writing to a comic through storyboarding create a detailed script for dialogue, setting, and action and explore the interactive development of text and image. Required and recommended readings will supplement the creative assignments, including the work of Lynda Barry, Kate Beaton, Jim Borgman, Bill Watterson, Chester Gould, Gary Panter, David Shrigly, Grant E. Hamilton, Chappatte, Charlie Hebdo, Eleanor Davis, Gary Larson, Scott McCloud, Daniel Clowes, Barbara Slate, Shaun Tan, Art Spiegelman and many others. Class meetings will consist of technical drawing demonstrations, writing and drawing exercises, and discussions for weekly assignments and longer projects. Prerequisite: ARTS 102.

ARTS 250 FUNDAMENTALS OF PAINTING

Credit: 0.5

This course is an introduction to the fundamental principles of painting. The course will begin with an investigation into painting materials and how they influence ideas. Students will explore color, composition and surface development on board, panel and canvas, while focusing on a wide range of basic approaches to oil painting. We will utilize traditional and nontraditional contemporary

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methods to address the historically established genres of still life, landscape, and portraiture. Visual literacy and conceptual growth are essential. Teacher presentations, group critiques, student reports and readings along with individual instruction will help the student to develop original concepts. Prerequisite: ARTS 102, 106 or 345.

Instructor: Staff

ARTS 264 STILL/MOVING: STOP-MOTION ANIMATION

Credit: 0.5

Developing moving sequences from still images is both a historical and contemporary practice. Experimental artists/filmmakers use the process to create actions that could not be presented through real-time film. This class will emphasize manipulating materials from paper to found objects, creating innovative contexts for movement, integrating live video/sound recording, and experimenting with the structure of time. The course will include both two- and three-dimensional approaches to stop-motion, with an emphasis on innovation and cultural critique. Class structure will include presentations of historical and contemporary work, class demonstrations of equipment and software, studio time and critiques. Prerequisite: any foundation studio art class or permission of instructor.

Instructor: Esslinger

ARTS 321 DIGITAL PHOTOGRAPHY

Credit: 0.5

This course is an introduction to digital photography as a creative medium. Subjects covered will include fundamental digital photography skills such as image editing, camera work and digital printing. Assignments will direct students toward the development of personal expression, and the exploration of the shifting signs and significance of photography meaning and digitization. Through readings and discussions, students will be introduced to different ways of conceptualizing and interpreting photography based on such variables as process and technology, motives of representation and imagination, and the politics of visibility, history and identity. Prerequisite: ARTS 106, 107 or permission of instructor.

Instructor: Hackbardt

ARTS 326 PHOTO OF INVENTION

Credit: 0.5

The central theme in this intermediate-level course is the inventive use of photography to construct works of art. Students will use photography in creative, nontraditional ways, including mixing photography with other media and using alternative photographic processes, such as cyanotype and palladium printing. The emphasis will be on pictures that are made, not taken. Throughout the course students will explore the relationship of content to process--how does one influence the other? The course will stress creative thinking, experimentation, conceptual coherency and technical mastery. Prerequisite: ARTS 106

Instructor: Spaid

ARTS 345 PRINTMAKING

Credit: 0.5

This class provides an overview of some of the most direct and fundamental forms of mechanical reproduction. A balance between technical mastery and imaginative visual exploration is the goal throughout this course. The processes employed during the semester combine aspects of drawing and painting, as well as a sculptural physicality, giving students the opportunity to explore and experiment with various combinations of visual processes. You will be challenged to synthesize and internalize diverse aesthetic approaches, while working to formulate a personal vision. All students will give presentations on modern and contemporary artists. Techniques include monotype, woodcut, linoleum print, dry point and intaglio. Prerequisite: ARTS 102, 103, 106 or 107.

Instructor: Baldwin

ARTS 351 CONTEMPORARY PAINTING PRACTICES

Credit: 0.5

This class is an intensive studio course that explores painting as a means of investigating and developing personally meaningful imagery. As an introduction, we will examine the parallel ideas of art for art's sake and art for the people, as well as the evolution of American painting from the early 20th century to the present. Throughout the semester, we will continue to study the work of contemporary painters. Students will be expected to master a wide range of visual vocabularies and approach painting from a variety of aesthetic points of view. Through structured problem solving assignments, students will be encouraged to find ways of addressing common experiences as well as developing independent work. These assignments are designed to assist in expanding perceptions and imagination and translating them into painted images. Group and one-on-one critiques will help develop critical thinking and the ability to articulate ideas about art.

Prerequisite: ARTS 102, 106, 345 or 250.

Instructor: Staff

ARTS 352 PAINTING REDEFINED

Credit: 0.5

Beginning with Lucio Fontana's slashed canvases in 1958, numerous interpretations of the process known as "painting" have evolved, moving in simultaneous yet disparate directions. No longer depending on the flat canvas hanging on an interior wall as a support system or pigment as the singular material of expression, students in this class will take the act of painting to challenging, nontraditional levels. Energized by space and materiality, we will explode the classical definitions of painting by exploring the painted object's relationship to its substance and its support. Artists such as Elizabeth Murray, Frank Stella, Jessica Stockholder, Matthew Ritchie, Judy Pfaff and Polly Apfelbaum are but a few of the artists we will examine whose work has crossed the conventional boundaries of painting to merge it with other disciplines. With a nod to multimedia, architecture and performance, we will develop projects within the contexts of collage, relief, installation and costume. Prerequisite: ARTS 102, 103, 250, 351 or 360.

ARTS 360 INSTALLATION ART

Credit: 0.5

This course allows students to explore art that is based on a merger of space and time and on a relationship between the artist and the visitor. Perhaps the most inclusive and pervasive art form in the last forty years, installation art has roots in cinema, performance art, set design, architecture, graphic design, land art, public art, curating, art criticism and history in addition to the more traditional visual arts. In this class, students will create immersive environments that are either site-specific or nomadic. They also will have the opportunity to integrate performance, video and audio components in their projects. Components range from everyday objects to surveillance video, from large wall drawings to interactive switches for participants to manipulate. The class will consist of demonstrations of art skills particularly useful in installation (sculptural, video, audio, graphic presentation, and so on), presentations, readings, weekly critiques and cumulative projects. Previous experience with any creative media such as writing, dance, music or performance will be helpful. Prerequisite: ARTS 102, 103, 106 or 107 or permission of instructor.

Instructor: Esslinger

ARTS 365 THE ART OF EXPERIMENTAL FILM AND VIDEO

Credit: 0.5

In this course students will experiment with the creation, manipulation and exhibition of digital film and sound projects. In doing so they will continue a tradition from early filmmaking, where abstract montage, surreal fantasy and playful narratives reflected innovations in the art, science and politics of the time. Like many current artists and filmmakers, students will follow the example of these historical trajectories by using contemporary technologies and concepts for acquisition, post-production and distribution of their work. Demonstrations of a wide range of equipment and software will be provided from low-tech to high-tech. Research of historical/cultural forms, will offer a context for the assignments. Frequent critiques will offer important feedback. Prerequisite: ARTS 106 or 107 or permission of instructor.

ARTS 381 CONTEMPORARY ART FOR ARTISTS: THEORY AND PRACTICE

Credit: 0.5

This studio art class is structured to familiarize art students with the complex terrain of the contemporary art world. Students will first research and then use as a point of departure various aspects and trends that have been prevalent in the art world over the past 20 years. Projects will include researching concept proposals, artist statements and other written materials, oral presentation, model building and a finished body of work. Students will be responsible for choosing the media and methods for the fabrication of these projects. Students will do readings and research as well as oral/written presentations on various aspects of the aesthetic dialogue that has contributed to the shaping of contemporary art. All bodies of work will grow out of the course research and will be generated in consultation with the professor and the class as a whole. Creativity and development strategies will help guide students in their conceptual process. Prerequisite: junior standing studio art major or permission of instructor.

Instructor: Staff

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ARTS 480 ADVANCED STUDIO

Credit: 0.5

Required for majors in studio arts, this course is designed to enable students to develop their personal artistic vision based on the foundation of introductory and intermediate studio art courses. Students will be expected to produce a self-generated body of creative work based on a concentrated investigation of materials, methods and ideas. Critiques, discussions, presentations and field trips will provide context and feedback for this process. Students will learn to develop the elements necessary for professional exhibition of a cohesive body of work, including developing ideas, writing an artist's statement and resume, and perfecting presentation skills. Studio arts majors are expected to take this class and ARTS 481 with two different faculty members.

Prerequisite: senior art major or permission of instructor.

ARTS 481 ADVANCED STUDIO

Credit: 0.5

Required for majors in studio arts, this course is designed to enable students to further develop their personal artistic vision based on the foundation of their earlier studio courses and the first-semester "Advanced Studio." Well into their senior projects at the start of the semester, students will continue to refine their concepts and skills into a cohesive body of work for exhibition at the end of the semester. Critiques, discussions and presentations will continue to amplify the studio experience. Professional presentation, writing artistic statements and visual documentation skills will be part of the course. The senior exercise, an exhibition required of studio art majors, will include art work made during this course. Prerequisite: ARTS 480 and senior art major or permission of instructor.

ARTS 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

The studio art faculty do not recommend individual studies because we feel it is important for students to work in the context of other artists. We know, however, that occasionally an individual study might be appropriate. Individual studies must be approved by the department according to the following guidelines: Individual study should be undertaken only when a student has exhausted all the options for that medium in the regular curriculum. The subject for an individual study must be in a discipline in which the faculty member has expertise. An individual study does not count toward the requirements of the major; it is considered an extra course. When possible, the student should connect with a class working in a similar medium in the faculty member's field for feedback from other students. The student is responsible for writing up a contract and maintaining a schedule. Prerequisite: appropriate introductory and intermediate level courses.

Courses in Art History

ARHS 110 SURVEY OF ART, PART I

Credit: 0.5

This course surveys Western art and architecture from the Paleolithic to the end of the Middle Ages. Training in visual analysis is emphasized, as are the historical context, religious beliefs and social

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conditions in which the artwork was produced. This is primarily a lecture class, though discussion is encouraged. Requirements include slide examinations and short papers. No prerequisite.

Instructor: Staff

ARHS 111 SURVEY OF ART, PART II

Credit: 0.5

This course will survey art and architecture from the Renaissance to the present. Framing the study of art history within a social context, this course will provide students with the tools for understanding style and interpreting meaning in individual works of art. Although this is a lecture format, discussion is encouraged. Requirements include quizzes, exams and short papers. No prerequisite.

Instructor: Staff

ARHS 113 SURVEY OF ARCHITECTURE

Credit: 0.5

This introductory lecture course introduces the student to the study of the practical and theoretical principles governing architecture. Ancient, Medieval, Renaissance, Baroque, and modern styles will be considered. Students study the text *Architecture: From Prehistory to Postmodernity*, by Trachtenberg and Hyman. Three one-hour examinations and one final examination are assigned. No prerequisite.

Instructor: Dwyer

ARHS 114 INTRODUCTION TO ASIAN ART

Credit: 0.5

This course explores the highlights of Asian art, focusing on India, China and Japan. The class also will briefly cover Central Asia, Bengal, Nepal, Tibet, Thailand, Cambodia, Java, and Korea. Buddhism, Hinduism, Confucianism, Taoism and other Asian beliefs will be explained in the context of how they affect Asian art. Types of artwork examined will include painting, sculpture, decorative arts and some architecture. Class requirements include four one-hour slide examinations. No prerequisite.

ARHS 216 IMAGE AND WORD: WRITING ABOUT ART

Credit: 0.5

No other field has been the subject of so many different types of writing, nor is any other academic field based on such a dichotomy of the ethereal and the material. Art history is an object-based field, but with an elusive mystery at its core regarding the nature of the visual arts and creativity. This course is designed to give students an opportunity to expand their knowledge of the many modes of writing about art, including theory bases and ethics. We will examine works of art in the context of their presentation and interpretation in written form. Reading and writing assignments will include description and analysis of individual works of art, art criticism, catalogue entries, art in fiction, and scholarly writing. Effective presentation of ideas and considerations of style in writing will also be an important focus of this course. Prerequisite: ARHS 110 or 111, or any 200-300 level ARHS course. AP credit not accepted as the prerequisite.

ARHS 218 BETWEEN REFUGE AND HORROR: UNDERGROUND ARCHITECTURE AND UNDERGROUND ART

Credit: 0.5

This course examines the role of subterranean excavations and structures in the cultures of Egypt, Greece, and Rome. From the Paleolithic era to the present, caves and underground excavations have served humanity as refuge and accommodation, providing conditions favorable to life (air, water, constant temperature, defense) and to the burial of the dead. With the growth of cities above ground, however, the underworld became increasingly associated with the dead and the realm of the dead. This course will trace the influence of buried and subterranean cultures on the formation of our modern and contemporary view of the past. The fascination that archaeology has held for many from the time of the Renaissance to the present will provide a framework for our topic. Readings for the course will be drawn from work such as Francesco Colonna's *Hypnerotomachia Poliphili*, William Beckford's *Vathek*, Marguerite Yourcenar's *The Dark Brain of Piranesi*, Alain Schnappe's *The Discovery of the Past*, Goran Blixas *From Paris to Pompeii* and others. No prerequisite.

ARHS 220 GREEK ART

Credit: 0.5

This course will examine the art and architecture of Greece from Bronze Age Crete and Mycenaean palaces of the mainland through the historical age of Greece and the extended Greek cultures of southern Italy and the Hellenistic world. Special attention will be given to the development of Greek standards of beauty and the role of beauty in Greek culture. The format is lecture and discussion. Prerequisite: ARHS 110, 111 or equivalent.

Instructor: Dwyer

ARHS 221 ROMAN ART

Credit: 0.5

This course will examine the art and architecture of Rome from its Etruscan and Latin origins through the decline of the Roman Empire. As Rome grew from a city to a world empire, Romans employed the arts in a wide variety of contexts, ranging from the domestic and funereal to the political and imperial, with art and architecture often used in the service of ritual or propaganda. The format is lecture and discussion. No prerequisite.

Instructor: Dwyer

ARHS 222 NORTHERN RENAISSANCE ART

Credit: 0.5

This intermediate-level course will examine Netherlandish, French and German art of the 15th and early 16th centuries, including artists such as the Limbourg brothers, Jan Van Eyck and Albrecht Dürer. Special emphasis will be placed on the relationship between artistic development and cultural conditions. Class members will discuss issues regarding the transmission of style, the development of oil painting, the revolutionary expansion of the graphic arts and the impact of the Reformation on the visual arts. Prerequisite: ARHS 110, 111 or equivalent. Instructor: Van Ausdall

ARHS 223 EARLY RENAISSANCE ART IN ITALY

Credit: 0.5

This course will investigate the beginnings of Italian Renaissance art from the profound changes of the late 13th century through the flowering of the arts in the 15th century. Artists and architects such as Giotto, Donatello, Masaccio, Alberti and Botticelli will be viewed in the context of contemporary cultural and theoretical issues. Prerequisite: ARHS 110, 111 or equivalent.

Instructor: Van Ausdall

ARHS 224 HIGH RENAISSANCE ART

Credit: 0.5

This intermediate-level course will focus on the art and architecture of the High Renaissance in Italy. The works of artists and architects such as Leonardo da Vinci, Bramante, Titian, Michelangelo and Raphael will be explored in depth. In addition, the canonical High Renaissance will be compared to the growing "Mannerist" trend in the 16th century. Issues such as patronage, politics, gender and artistic theory will be examined to shed light on the varied artistic production of this period. Prerequisite: ARHS 110, 111 or equivalent.

Instructor: Van Ausdall

ARHS 225 BAROQUE ART

Credit: 0.5

This course will focus on the art of the 17th century, starting in Rome and spreading outward to other parts of Europe. Lecture and discussion will focus on artists including Caravaggio, Bernini, Rubens, Rembrandt and Poussin. We will explore the formal characteristics and historical context of Baroque art, as well as the controversial relationship among art criticism, theory and production. Prerequisite: ARHS 110, 111 or equivalent.

Instructor: Van Ausdall

ARHS 226 MODERN ART I: ROCOCO TO IMPRESSIONISM

Credit: 0.5

This course will focus on European art and architecture of the 18th and 19th centuries. Within a chronological structure, we shall commence our study in the late Baroque with focused attention to artistic production under the French monarchy. We shall then trace the political, social and aesthetic dimensions of modern expression through a study of the Romantic, Realist and Impressionist movements. Among the broad themes we shall consider are the visual politics of revolution, gender and visual culture, and the 19th-century colonialist vision. Prerequisite: ARHS 110, 111 or equivalent.

Instructor: Dabakis

ARHS 227D AMERICAN ART TO 1876

Credit: 0.5

This course presents an overview of painting, sculpture and architecture from colonial times to 1876. It frames the development of American art and architecture within a broad sociohistorical

context and addresses many of the issues pertinent to American studies. The following questions, among others, will be addressed in the course: Does American culture have a single, identifiable character? How have Americans reconciled their uneasy relationship with European culture? How have American political values, such as freedom, liberty and democracy, informed the cultural expression of the 18th and 19th centuries? This course is the same as AMST 227D. Prerequisite: ARHS 111, AMST 108, 109 or equivalent.

ARHS 230 MODERN ART II: SYMBOLISM TO SURREALISM

Credit: 0.5

This course will focus on the evolution of modernism as an artistic practice and the emergence of the avant-garde as a social and political formation in Europe between 1880 and 1945. Among the themes to be considered are the relationship between art and technology, the cultural implications of "primitivism," and the significance of abstract and nonrepresentational art to modern expression. Prerequisite: ARHS 110, 111 or equivalent.

Instructor: Dabakis

ARHS 231 MODERN ART III: ART IN THE ERA OF THE COLD WAR

Credit: 0.5

Beginning with abstract expressionism, this course will critically address the development of high modernism in New York after World War II, analyze its nearly hegemonic position in cultural expression in the 1950s, and trace the resistance to this artistic ideology with the emergence of pop art and other artistic movements, such as minimalism, conceptual art and feminist art. Prerequisite: ARHS 110, 111 or equivalent.

ARHS 232 EARLY MEDIEVAL ART

Credit: 0.5

This course concerns the arts of medieval Europe from the fourth to the 10th centuries. The class will learn about the major forms of architecture, sculpture, painting and the decorative arts of the Middle Ages. Style and iconography will be considered within the cultural context of large societal movements, including monastic reform and pilgrimage. The secondary focus will be on information literacy and how to develop and write a research paper. The class format consists of lecture, discussion, debate and presentations. Prerequisite: ARHS 110 or equivalent.

Instructor: Blick

ARHS 234 ROMANESQUE AND GOTHIC ART

Credit: 0.5

This intermediate-level course will explore the arts of medieval Europe from the 10th through the 14th centuries. The class will learn about the rich traditions of architecture, sculpture, painting and the decorative arts from the Romanesque and Gothic period. Style and iconography will be considered within the cultural context of large societal movements, including monastic reform, pilgrimage and chivalry. The secondary focus will be on information literacy and how to develop and write a research paper. This class format will consist of lecture, discussion, debate and class presentations. Prerequisite: ARHS 110 or equivalent. Instructor: Blick

ARHS 235 ART OF CHINA

Credit: 0.5

This intermediate-level course will examine the extraordinary arts of China from the Paleolithic period (4000 BCE) through the 20th century. The class will learn about the rich traditions of jade, bronzes, lacquer, ceramics, textiles, painting, calligraphy, sculpture and architecture within their cultural context. Various forms of Buddhism, Confucianism, Daoism, Legalism and other beliefs will be explained in conjunction with how they affect Chinese art. This is primarily a lecture class, but discussion is encouraged. Prerequisite: ARHS 110, 111 or 114 or equivalent.

Instructor: Blick

ARHS 237 LATE GOTHIC ART IN EUROPE

Credit: 0.5

This intermediate-level course will explore the arts of medieval northern Europe from the mid-13th through the early 16th centuries. The class will learn about the rich traditions of architecture, sculpture, painting and the decorative arts from the Late Gothic period. Style and iconography will be considered within the cultural context of large societal movements, including literacy, pilgrimage and chivalry. The class format will consist of lecture, discussion, debate and class presentations.

The secondary focus will be on information literacy and how to develop and write a research paper.

Prerequisite: ARHS 110 or equivalent.

Instructor: Blick

ARHS 238 MODERN CHINESE ART

Credit: 0.5

At the same time that China has faced its largest challenge in history in terms of sovereignty, dignity and culture, its art has been influenced by the importation of Western styles and aesthetics. The two artistic traditions clashed, coexisted and were integrated. To understand the artistic impact of the West and China's reaction to it, we will, in this intermediate-level course, investigate the journey from its beginning, the Opium Wars, to 1949. Prerequisite: ARHS 111, 114 or permission of instructor.

Instructor: Zhou

ARHS 239 CONTEMPORARY CHINESE ART

Credit: 0.5

The year 1949 was a watershed moment in 20th-century Chinese art, due to the founding of the People's Republic of China. Art, therefore, experienced dramatic changes from the 1950s to the present. In this intermediate-level course, we will investigate the journey from ideologically oriented art to the art of the Cultural Revolution, from the post-Mao period and the avant-garde movement to art in an era of urbanization in a global context. Prerequisite: ARHS 111, 114 or permission of instructor.

Instructor: Zhou

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ARHS 240 HISTORY OF CHINESE PAINTING

Credit: 0.5

China has a painting tradition of thousands of years, starting from cave painting, tomb murals, painting on lacquer and eventually painting on silk or rice paper using brush and ink. From the Yuan Dynasty onward, Chinese painting entered its phase of "literati art," which reached its acme in the Ming and Qing Dynasties. In the 20th century, Chinese painting faced a great challenge from the art of the West in the form of oil painting. Today, the search for cultural identity and the revival of literati painting have become major issues for contemporary Chinese painting. This intermediate-level course will investigate the development of Chinese painting (together with calligraphy) in various contexts so that students will understand its history, cultural connotations and significance in the history of world art. Prerequisite: ARHS 111, 114 or permission of instructor.

ARHS 242 ETERNAL GLORIES: MONUMENTS, MUSEUMS AND CHURCHES OF ROME

Credit: 0.5

This course provides an overview of the history, culture and art of Rome from antiquity to the 18th century, with some forays into modern Rome. Classroom instruction will complement visits to different sites in the city of Rome and its environs, Florence, Naples and Pompeii. Guest lectures will focus on specific issues in ancient, medieval, Renaissance, Baroque and modern art and architecture in Rome. We will examine the formation of great art collections like that of the Borghese Gallery, the Vatican Museums, and the Capitoline collections. Students will be expected to write about art from all historical epochs. This course is only open to students in the Kenyon-Rome program. Permission of instructor required. No Prerequisite.

Instructor: Staff

ARHS 279 ARCHITECTURAL DESIGN FROM EGYPT TO THE RENAISSANCE

Credit: 0.5

This course will consider specific monuments of world architecture from the viewpoints of function, durability and design. Individual monuments such as the Great Pyramid, the Parthenon, the Colosseum, the Pantheon, Hagia Sophia, the Alhambra and the buildings of Palladio will be studied in detail. A creative design project will be assigned. The format is lecture and discussion. Prerequisite: ARHS 110, 113 or equivalent.

Instructor: Dwyer

ARHS 350 SEMINAR IN THE HISTORY OF COLLECTING

Credit: 0.5

The history of collecting and collections has long been an important area of art history and other disciplines in the sciences and humanities. This seminar will explore the historical creation and growth of public and private art collections and their relation to natural-history collections, halls of fame and other shrines of collective memory. The course will focus on current issues and events, selected readings and individual research. We pay particular attention to the growth of collections in relation to an organic theory of collecting namely, that collection progresses through four distinct but interactive phases: (1) discovery, (2) conservation, (3) illustration and (4) dispersal.

Prerequisite: .5 unit of ARHS. Instructor: Dwyer

ARHS 371 MUSEUM STUDIES

Credit: 0.5

This seminar serves as an introduction to the field of museum studies. Consisting primarily of readings, discussions, assigned papers and special projects, the course will historicize the role of the museum, theorize about the nature of the audience and study the representation and display of different cultures. Prerequisite: sophomore standing, 1 unit of ARHS and permission of instructor.

Instructor: Staff

ARHS 373 TOPICS IN ANCIENT ART

Credit: 0.5

This advanced seminar will explore topics and issues in the study of ancient art and archaeology from the vantage point of the buried cities of Pompeii and Herculaneum. Destroyed by the eruption of Mount Vesuvius in A.D. 79, these two sites bore witness to the civil and artistic culture that predated them, as well as to the great changes happening in the Mediterranean world during the first century of the Roman Empire. Among the changes discernible at these sites are the diversification of the urban population, the growth of mystery religions, and the shift from a visual culture that was increasingly inclined toward allegory and symbol. Assignments will include seminar reports, class discussion, and a research paper. Prerequisite: ARHS 110, 220, or 221 or one 0.5 unit course in classics, or equivalent.

Instructor: Dwyer

ARHS 374 TOPICS IN MEDIEVAL ART

Credit: 0.5

This advanced seminar will explore topics and issues of the study of medieval art and architecture. Topics covered may range from sacred and secular art in the late Middle Ages and pilgrimage art to the art in late medieval and Tudor England. Assignments will include seminar reports, class discussion, and a research paper. Prerequisite: ARHS 110, 220, 221 or 234 or equivalent.

Instructor: Blick

ARHS 375 TOPICS IN RENAISSANCE AND BAROQUE ART

Credit: 0.5

Various topics in the history of Renaissance and Baroque art will be explored in a seminar format. Each seminar provides a forum for the in-depth study of the methods of art historical research. Discussion of weekly readings, classroom presentations and research papers will be required. Seminar topics offered in the past have included Blood and Bread: Sacramental Art in the Renaissance; Art in the Age of Caravaggio and Bernini; and Women in Renaissance and Baroque Art. Prerequisite: ARHS 111, 223, 224 or 225 or equivalent.

Instructor: Van Ausdall

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ARHS 377 TOPICS IN MODERN ART

Credit: 0.5

This seminar will probe specific problems in modern European and contemporary art. Focusing upon a theme, artist or movement, the course will provide a forum for the in-depth study of the methods of art historical research. Discussion of weekly readings, classroom presentations and research papers will be required. Topics in the past included 20th Century Women in the Visual Arts; Modern Sculpture Seminar; Modernism/Postmodernism; Women and Modernism; and All the World's a Fair: The World's Columbian Exposition of 1893. Prerequisite: ARHS 111 or equivalent. Instructor: Dabakis

ARHS 378D TOPICS IN AMERICAN ART

Credit: 0.5

This advanced course will explore specific problems in American art and architecture. Topics include Rome in the American Imagination, the Gilded Age, and Monuments and Memory. Assignments will include seminar reports, class discussion and a research paper. This course is the same as AMST 378D. Prerequisite: ARHS 111, 227D or AMST 108, 109 or equivalent. Instructor: Dabakis

ARHS 397 JUNIOR HONORS PROJECT

Credit: 0.5

Permission of instructor required.

ARHS 398 JUNIOR HONORS PROJECT

Credit: 0.5

Permission of instructor required.

ARHS 480 SENIOR SEMINAR

Credit: 0.5

Required of all senior majors and recommended for senior minors, this course will serve as a capstone to the study of art history. Students will study the foundations of the discipline, explore the variety of methodological approaches employed by art historians, and assess current theoretical issues in the field. Prerequisite: senior standing.

Instructor: Staff

ARHS 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

The following guidelines apply to individual study in art history:

1. Students must seek the permission of the instructor before enrolling. Individual study is undertaken at the discretion of the instructor. All individual study proposals must be approved by the department.
2. Normally, students may enroll in an individual study only if they have taken all the courses offered by the department in that particular area of the curriculum. Exceptions to this rule are at the discretion of the instructor with the support of the department.

3. Individual study is considered an advanced course, and, as such, the work produced should be the equivalent of a seminar or high-level intermediate class. A grade point average of 3.0 minimum in art history courses is required. Exceptions to this rule are at the discretion of the instructor with the consent of the department.

4. The professor and the student should establish and agree on the extent and nature of the work required for the individual study. This may take several forms: several short papers, one long paper, one in-depth project (small exhibition or assisting in doing research for an exhibition), a large (and lengthy) generalized outline and annotated bibliography, public presentations, and so on.

5. The student and the professor should meet on a regular basis. The frequency is to be determined by the professor in consultation with the student.

ARHS 497 SENIOR HONORS

Credit: 0.5

Permission of instructor and department chair required.

ARHS 498 SENIOR HONORS

Credit: 0.5

Permission of instructor and department chair required.

Asian Studies

Interdisciplinary

Asian Studies at Kenyon is an interdisciplinary program that offers both a concentration and a joint major. In the major, students combine their study of Asia with major requirements in one of several departments: art history, history, modern languages and literature (Chinese), or religious studies. In addition, students will find courses in Asian Studies in anthropology, music, philosophy, political science and sociology. The program also sponsors films, invites speakers to the College, and promotes other social and cultural events to stimulate campus awareness of the societies of East Asia, South and Southeast Asia and Western/Central Asia, including the Islamic world.

The Asian Studies curriculum encourages students to acquire the analytical and critical ability to explore the linguistic, literary and cultural traditions of Asia and to develop the cultural sensitivity and humanistic knowledge needed in our increasingly globalized world. Students come to understand Asia as a culturally diverse region with deeply intertwined histories, and to understand Asian peoples as major actors in regional and world history, rather than as objects of non-Asian peoples' enterprises and observations. An important goal of the curriculum is the development of a critical understanding of the ways in which people of the interrelated regions of Asia have historically defined and expressed themselves.

FOR FIRST-YEAR STUDENTS

Students hoping to spend all or part of their junior year in China or Japan should begin to study the appropriate language in their first two years at Kenyon. New students interested in Asia who have not yet declared a major or a concentration may enroll in any 100- or 200-level course offered by an Asian studies faculty member, or should consider taking ASIA 201, which provides an introduction to the entire region.

REQUIREMENTS FOR THE JOINT MAJOR

The Asian Studies joint major provides a structured yet flexible curriculum to enable students to focus their work on Asia while acquiring a solid methodological grounding in an academic discipline. Students must fulfill all the requirements of the departmental major, in addition to the specific requirements of the Asian Studies Program as described below. The Senior Exercise will follow the requirements of the joint department and will focus on the Asian region in which the Asian studies language and study-abroad requirements were fulfilled. (Unlike in a double major, in a joint major there is only one Senior Exercise.) Double-counting of courses for the departmental major and for the Asian Studies Program is permitted.

1. Language Study - One to two-and-a-half (1-2.5) units

For Asian languages taught at Kenyon — at present Chinese, Japanese and Arabic — two years of language study are required. Students electing a joint major with modern languages and literatures (Chinese) will take more than two years of language. One semester of intensive language study in a country where the language is spoken will be considered equivalent to a full year at Kenyon for the major.

For Asian languages not taught at Kenyon, one year of intensive study abroad (or an approved intensive summer program combined with a semester abroad) will fulfill the major requirement. In the case of transfer students, credit will be accepted for a year of Asian language study pursued at another institution.

If the program committee determines that a student possesses native proficiency in an Asian language, both oral and written, it will waive this requirement, but only if the Senior Exercise focuses on populations that speak that language.

2. Study Abroad

At least one semester or one summer (minimum six weeks) in an approved study-abroad program is required. The program must be in a country where the student's Asian language is spoken. A full year of study abroad is highly recommended.

3. Foundation Courses - One (1) unit

At least one (1) unit from the following list, in two different areas and two different departments or programs. Areas are defined as East Asia (China, Japan, Korea), South/Southeast Asia (India,

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Vietnam, Indonesia), and Western/Central Asia (including the Islamic world). With the approval of the director, other courses can be counted.

East Asia:

ASIA 201 The Silk Road
ARHS 114 Introduction to Asian Art
HIST 160 Modern East Asia
HIST 161 East Asia to 1800
HIST 162 Modern Japan
HIST 163 Modern China
INST 131 China in Transition
PHIL 212 Early Chinese Philosophy
RLST 260 Buddhist Thought and Practice
RLST 270 Chinese Religions
RLST 275 Japanese Religions

South/Southeast:

ARHS 114 Introduction to Asian Art
HIST 156 History of India
HIST 166 History of the Islamicate World (covers South Asia every other year)
HIST 260 Medieval Islamic Empires
RLST 250 South Asian Religions
RLST 260 Buddhist Thought and Practice

Western/Central Asia:

ASIA 201 The Silk Road
HIST 166 History of the Islamicate World
HIST 260 Medieval Islamic Empires
HIST 261 The Mongol Empire
HIST 264 History of Modern Middle East
RLST 240 Classical Islam

4. Area Courses - One-and-a-half (1.5) units

Students must complete one-and-a-half (1.5) units in additional courses in one area. One additional foundation course in the area of the student's focus can count as an area course (i.e. the other two must be from the list below). Courses not specifically focused on Asia will not be counted toward the joint major. Language courses beyond the intermediate level that focus specifically on literature, film or culture may count as area courses. Equivalent courses taken abroad may also count as area courses. Area courses currently offered at Kenyon include:

East Asia:

ARHS 235 Art of China
ARHS 238 Modern Chinese Art

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ARHS 239 Contemporary Chinese Art
CHNS 321, 322 Advanced Chinese Language and Culture
CHNS 324 Modern China through Film and Fiction
CHNS 325 Chinese Literary Tradition
CHNS 326 Women of the Inner Chambers
HIST 262 Japan to 1850
HIST 263 Imperial China
HIST 353 Tibet Between China and the West
HIST 450 Chinese Topics in History
HIST 452 Women, Gender, and State in China
JAPN 322 Advanced Japanese: Language and Culture
JAPN 323 Advanced Reading and Composition
JAPN 325 Introductory Japanese Linguistics
PHIL 212 Early Chinese Philosophy
PSCI 346 Riots, Ballots and Rice: Comparative Asian Politics
RLST 360 Zen Buddhism
RLST 471 Confucian Thought and Practice
RLST 472 Daoism
SOCY 221 Global Religions in Modern Society
SOCY 249 Knowledge of the Other: Journey to the East

South/Southeast Asia:

HIST 260 Medieval Islamic Empires
HIST 345 History of the Indian Ocean
HIST 353 Tibet Between China and the West
HIST 356 Vietnam
HIST 358 Imagined India: Film and Fiction
MUSC 206 Seminar in Ethnomusicology
MUSC 485 Indonesian Music Ensemble
PSCI 346 Riots, Ballots and Rice: Comparative Asian Politics

Western/Central Asia:

HIST 258 Ottoman Empire
HIST 261 The Mongol Empire in World History
HIST 264 History of Modern Middle East
HIST 365 Middle East through Film and Fiction
HIST 370 Women and Gender in the Modern Middle East
RLST 440 Seminar on Sufism
RLST 443 Voices of Contemporary Islam
RLST 447 Islam in North America

5. Senior Seminar: Asia in Comparative Perspective (.5 unit)

This course is required for both the joint major and the concentration. It is offered every spring under the direction of a selected Asian studies faculty member and meets in a seminar format. Topics will vary with the instructor. Majors and concentrators must take the course in their senior year, unless there are special circumstances preventing them from doing so.

SENIOR EXERCISE

The Senior Exercise will follow the requirements of the joint department. It will focus in a significant way on the Asian area in which the language and study-abroad requirements were fulfilled, and will be supervised by an Asian studies faculty member in the joint department.

HONORS

Honors in the Asian studies joint major will follow the requirements for honors in the joint department. The supervising faculty member in that department will present the honors proposal to the Asian studies faculty for approval early in the fall semester. An Asian studies faculty member in the joint department will participate in the project's evaluation.

REQUIREMENTS FOR THE CONCENTRATION

The concentration in Asian studies enables students to integrate their studies of the histories, cultures and societies of Asia in a comparative and interdisciplinary format. It comprises three elements: (1) at least one year of language study; (2) One-and-a-half (1.5) units of coursework in at least two departments other than modern languages and literature and representing at least two regions of Asia; and (3) the senior seminar.

1. Language Study

For Asian languages taught at Kenyon — at present Chinese, Japanese and Arabic — one year of instruction is required. The equivalent of one year of approved college-level Asian language instruction at another accredited academic institution also will meet the requirement, as will an approved intensive summer program.

For Asian languages not taught at Kenyon, one semester of intensive language study in a country where the language is spoken, or an approved intensive summer program, will be considered equivalent to a full year at Kenyon. In the case of transfer students, credit will be accepted for a year of Asian language study with a grade of C+ or better pursued at another institution.

If the program committee determines that a student possesses native proficiency in an Asian language, both oral and written, it will waive the requirement.

The program committee strongly recommends that students continue language study beyond the first year.

2. Area and Disciplinary Coursework

Students are required to take one-and-a-half (1.5) units about Asia other than language courses. These courses must be from the list of courses offered under Asian Studies at Kenyon but may also include relevant courses taken in study-abroad programs. Students must take at least one course representing a region different from that of their language study. For example, students who are primarily focused on East Asia and are studying Chinese or Japanese at Kenyon (or taking Korean abroad or off-campus) must take at least one course focused on South/Southeast Asia or Western/Central Asia (see lists under Requirements for the Joint Major). A course that covers more than one region of Asia (e.g., ARHS 114 Asian Art, ASIA 201 The Silk Road or PSCI 346 Comparative Asian Politics) will also fulfill this requirement.

Courses not specifically focused on Asia will not be counted toward the concentration. Where any doubt arises, students should consult a member of the Asian studies faculty. Double-counting for a student's major and the concentration is permitted.

3. Senior Seminar: Asia in Comparative Perspective

This course is required for both the joint major and the concentration. It is offered every spring under the direction of a selected Asian studies faculty member and meets in a seminar format. Topics will vary with the instructor. Majors and concentrators must take the course in their senior year, unless there are special circumstances preventing them from doing so.

OFF-CAMPUS STUDY

Off-campus study in Asia is not required for the concentration but it is highly recommended. Students should consult with Asian studies faculty members and the director of the Center for Global Engagement to learn about the numerous opportunities available to Kenyon students to study in Asia for one semester or a year. Summer language-study programs are also available for students who need to prepare for off-campus study or desire to learn an Asian language not offered at Kenyon (e.g., Hindi, Urdu, Korean, Vietnamese).

Courses

ASIA 201 THE SILK ROAD

Credit: 0.5

Instructor: Staff

ASIA 490 SENIOR SEMINAR: ASIA IN COMPARATIVE PERSPECTIVE

Credit: 0.5

The topic of the senior seminar this year will be the social, economic, and cultural aspects of Buddhism throughout Asia. As one of the major connective links among the varied cultures of South, Southeast, and East Asia for over two millennia, Buddhism has reflected and influenced cultural change on a wide variety of levels. The seminar will focus on Buddhism's role in intra-Asian

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trade via the "Silk Road," urbanization, the construction of identity (personal, national, and transnational), conceptions of power (numinous, political, and economic), and conceptions of order (cosmic, spiritual, and temporal). Specific topics will include Buddhist cosmology, notions of kingship (the cakravartin and the dharmaraja), the Buddhist community (sangha) and the wider social order, missionary activity, pilgrimage, commerce, the confluence of spiritual and political power in Tibet, and the ways in which religious and secular phenomena can be mutually conditioned. Open to Asian studies concentrators and others by permission.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

ARHS 114: Introduction to Asian Art
ARHS 235: Art of China
ARHS 238: Modern Chinese Art
ARHS 239: Contemporary Chinese Art
CHNS 111Y: Intensive Introductory Chinese
CHNS 112Y: Intensive Introductory Chinese
CHNS 213Y: Intermediate Chinese
CHNS 214Y: Intermediate Chinese
CHNS 321: Advanced Chinese Language and Culture
CHNS 322: Advanced Chinese
CHNS 324: Modern China through Film and Fiction
CHNS 325: The Pattern on Jade: Chinese Literary Tradition
CHNS 326: Women of the Inner Chambers
HIST 156: History of India
HIST 160: Modern East Asia
HIST 161: East Asia to 1800
HIST 162: Modern Japan
HIST 163: Modern China
HIST 166: History of the Islamic World
HIST 258: Ottoman Empire
HIST 261: The Mongol Empire
HIST 262: Japan to 1850
HIST 263: Imperial China
HIST 264: History of Modern Middle East
HIST 352: Family and State in East Asia
HIST 353: Tibet between China and the West
HIST 356: Vietnam
HIST 358: Imagined India: Film and Fiction
HIST 365: Middle East through Film and Fiction
HIST 370: Women and Gender in the Modern Middle East
HIST 391: Special Topic
HIST 450: Topics in Chinese History
JAPN 111Y: Intensive Introductory Modern Japanese

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JAPN 112Y: Intensive Introductory Modern Japanese
JAPN 213Y: Intermediate Modern Japanese
JAPN 214Y: Intermediate Modern Japanese
JAPN 321: Advanced Japanese
JAPN 322: Advanced Japanese: Language and Culture
JAPN 323: Advanced Reading and Composition
JAPN 325: Japanese Linguistics
JAPN 391: Special Topic
MUSC 485: Asian Music Ensemble
PHIL 212: Early Chinese Philosophy
PSCI 346: Riots, Ballots, and Rice: Comparative Asian Politics
RLST 240: Classical Islam
RLST 250: South Asian Religions
RLST 260: Buddhist Thought and Practice
RLST 360: Zen Buddhism
RLST 440: Seminar on Sufism
RLST 443: Voices of Contemporary Islam
RLST 447: Islam in North America
RLST 471: Confucian Thought and Practice
RLST 472: Taoism
SOCY 221: Global Religions in Modern Society
SOCY 249: Knowledge of the Other: Journey to the East

Biochemistry and Molecular Biology

Interdisciplinary

The intersection of chemistry and biology provides a creative focus for understanding the molecular processes of life. Kenyon's biology and chemistry departments administer an interdisciplinary program offering two majors, biochemistry and molecular biology. Each major combines courses from both departments.

THE CURRICULUM

The biochemistry major provides a chemistry-based curriculum with a significant biology component. The molecular biology major combines a substantial chemistry background with detailed studies in cellular and molecular biology. Both majors prepare students for postgraduate studies in biomedical sciences.

An oversight committee for biochemistry and molecular biology, composed of faculty members from the chemistry and biology departments, administers the program and determines requirements for the Senior Exercise and for the Honors Program. Students interested in these majors should contact either of the program codirectors.

REQUIREMENTS FOR THE MAJORS

The biochemistry major and the molecular biology major have many requirements in common. In addition, each of the majors has its own set of required courses.

Courses required for BOTH majors - Five-and-one-quarter (5.25) units:

- BIOL 115 Energy in Living Systems
- BIOL 116 Information in Living Systems
- CHEM 121 and 124 Introductory Chemistry and Introductory Chemistry II or CHEM 122 Chemical Principles
- CHEM 123 and Introductory Chemistry Lab I and CHEM 126 Introductory Chemistry Lab II
- CHEM 231, 232 Organic Chemistry and Organic Chemistry II
- CHEM 233 Organic Chemistry Lab
- CHEM 256 Biochemistry
- BIOL 263 Molecular Biology and Genomics - MUST be completed by the end of junior year
- CHEM 335 Chemical Kinetics and Thermodynamics

In addition to the requirements listed above for both majors, students majoring in biochemistry must complete two-and-one-quarter (2.25) units from the following courses:

- CHEM 234 Organic Chemistry Lab II
- CHEM 341 Instrumental Analysis
- CHEM 371 Advanced Lab: Biochemistry
- Two advanced lab courses from: BIOL 264, CHEM 370, 372, 373, 374 and CHEM 375 (required as an advanced lab course)
- One course from: BIOL 109Y-110Y, 233, 238, 245, 255, 266, 315, 321, 333, 358

In addition to the requirements listed above for both majors, students majoring in molecular biology must complete two-and-one-quarter (2.25) units from the following courses:

- BIOL 109Y-110Y Introduction to Experimental Biology
- BIOL 264 Gene Manipulation
- Two additional lecture/discussion courses in biology at the 200- or 300-level. At least one course must be taken from the "cellular and molecular biology" category (BIOL 238, 255, 266, 315, 321, 333, 375)
- Two advanced labs from: BIOL 234, 239, 256, 267, 322, 346 or CHEM 371. Two semesters of Research in Biology (BIOL 385/386) can count toward this requirement.

SENIOR EXERCISE

Students majoring in biochemistry perform the Senior Exercise under the supervision of the Department of Chemistry. Students majoring in molecular biology perform the Senior Exercise under the supervision of the Department of Biology. For details, please refer to each department's Senior Exercise requirements listed in the course catalog.

HONORS

Honors thesis projects may be conducted under the direct supervision of a faculty member in either department (biology or chemistry) for either major (molecular biology or biochemistry). Discussion between the student and research advisor regarding the department in which honors will be conducted should begin by the spring of the junior year, and a preliminary decision should be made by the end of the semester. A final decision will be made in consultation with the program codirectors by the end of the drop-add period in the fall of the senior year. Honors are awarded according to the degree with which the student graduates, regardless of the department under which the honors process is conducted.

PLANNING FOR GRE

Majors planning to take the GRE in Biochemistry, Cell and Molecular Biology should consider selecting BIOL 266 as an elective.

Courses

BIOL 109Y: Introduction to Experimental Biology
BIOL 110Y: Introduction to Experimental Biology
BIOL 115: Energy in Living Systems
BIOL 116: Information in Living Systems
BIOL 233: Plant Biology
BIOL 234: Laboratory Experience in Plant Biology
BIOL 238: Microbiology
BIOL 239: Experimental Microbiology
BIOL 245: Environmental Plant Physiology
BIOL 255: Genetic Analysis
BIOL 256: Experimental Genetic Analysis
BIOL 263: Molecular Biology and Genomics
BIOL 264: Gene Manipulation
BIOL 266: Cell Biology
BIOL 267: Experimental Cell Biology
BIOL 315: Cell Signaling
BIOL 321: Evolutionary Developmental Biology
BIOL 322: Experiments in Developmental Biology
BIOL 333: Environmental Toxicology
BIOL 346: Introduction to Microscopy and Image Analysis
BIOL 358: Neurobiology
BIOL 375: Virology
CHEM 121: Introductory Chemistry
CHEM 122: Chemical Principles
CHEM 123: Introductory Chemistry Lab I
CHEM 124: Introductory Chemistry II
CHEM 126: Introductory Chemistry Lab II
CHEM 231: Organic Chemistry I

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CHEM 232: Organic Chemistry II
CHEM 233: Organic Chemistry Lab I
CHEM 234: Organic Chemistry Lab II
CHEM 256: Biochemistry
CHEM 335: Chemical Kinetics and Thermodynamics
CHEM 341: Instrumental Analysis
CHEM 370: Advanced Lab: Computational Chemistry
CHEM 371: Advanced Lab: Biochemistry
CHEM 372: Advanced Lab: Inorganic
CHEM 373: Advanced Lab: Organic
CHEM 374: Advanced Lab: Spectroscopy
CHEM 375: Chemical Research

Biology

Natural Sciences Division

The biology curriculum structures learning based on the scientific process of discovery: observation, interpretation, experimentation, analysis and the formation of new hypotheses. Through exploration of recent developments in the broad range of biological fields, students examine details in the context of basic principles. Students experience the dynamic nature of biological science by participating in laboratory work and research projects that form the backbone of the program. The curricular design offers many choices to students, allowing non-majors to explore any one field of biology in depth or to examine biology in the context of human issues having sociological, economic and political importance, such as health care, biotechnology and the environment.

Introductory and foundation courses are offered at the 100-level. These consist of BIOL 109Y-110Y, the year long introductory lab sequence and BIOL 115 and 116, Energy and Information in Living Systems.

Upper-level courses are offered at the 200 and 300 levels. Courses at the 200 level are designed for sophomores and juniors who have completed at least part of the introductory-level curriculum. Reading assignments include textbooks, primary literature and other advanced sources. Courses at the 300 level are designed for juniors and seniors who have completed the entire introductory-level curriculum and at least one 200 level course. Primary literature and other advanced sources form a substantial portion of the reading, and extensive student-directed work is expected.

In addition to the biology major, major programs in biochemistry and in molecular biology are available. These programs combine work in biology and chemistry to prepare students for graduate work or employment entailing research on the molecular basis of biological systems. Information on course requirements for these major programs is detailed in the biochemistry and molecular biology section.

Non-majors can choose innovative topical courses that approach biological issues in a human context (BIOL 102, 103, 104, 105, 106, 107). These courses are designed for students with minimal backgrounds in biology. The foundation courses — BIOL 115 and 116 — allow more in-depth study. Several courses also serve the interdisciplinary concentration in environmental studies.

For students considering medical, dental, nursing or veterinary postgraduate programs, there is usually a requirement of a minimum of two semesters of biology with the corresponding laboratory work. BIOL 115 and 116 plus the laboratory sequence BIOL 109Y-110Y satisfy this requirement.

Students can involve themselves in the department through the Biology Student Advisory Group, which meets with the chair and faculty members, or as employees ranging from laboratory teaching proctors to research assistants.

Majors are encouraged to participate in the department through research with faculty members and by their active role in hiring faculty, suggesting curriculum changes, inviting seminar speakers and planning social events.

BIOLOGY MAJOR REQUIREMENTS

- BIOL 109Y-110Y, to be completed by end of sophomore year
- BIOL 115 and 116 (or specific exemption by AP or IB), must be completed within the first four semesters
 - Advanced courses may be taken after completion of BIOL 115 and 116 so students can begin advanced courses while completing BIOL 109Y-110Y
- Six upper-division lecture courses, including at least one 300-level course and one 400-level course. MATH 258 and CHEM 256 can each count as one of the six required upper-division courses
- Four upper-division laboratory courses (.5 unit of credit in [BIOL 385, 386] or [BIOL 497, 498] can serve as one .25-unit laboratory course requirement)
- One year of Introductory Chemistry lecture (or equivalent)

In order to fulfill the diversification requirements for upper-level courses, biology majors will need to take at least one upper-level lecture course in each of the following three categories to graduate:

- Environmental biology: BIOL 228, 241, 251, 253, 261, 328, 352 and 362
- Organismal biology/physiology: BIOL 233, 238, 243, 245, 336 and 358
- Cellular and molecular biology: BIOL 238, 255, 263, 266, 315, 321, 333, 375 and CHEM 256

We strongly encourage majors to take at least one year of mathematics and physics. Students planning graduate studies in any area of biology should also include organic chemistry. We encourage majors to seek opportunities for independent research with faculty members, through Research in Biology (BIOL 385, 386) honors research and the Summer Science Scholars Program.

THE SENIOR EXERCISE

The Senior Exercise for all biology majors consists of a detailed analysis of a research field, focusing on a critique of a particular research article. In addition, all majors must attend a specified number of guest lectures in the Biology Seminar Series and take a standardized assessment exam.

ADVANCED COURSES

Many courses and labs are offered in alternating years, so care should be taken in planning the major to suit individual goals. The following list indicates which courses are normally taught on alternating-year schedules. Please note that the schedule can vary from these guidelines; students should consult the department chair or course instructor if particular courses are needed.

Courses that may be offered in alternating years include: BIOL 233, 234, 241, 245, 246, 251, 255, 256, 266, 315, 321, 322, 328, 333, 336, 346, 349, 352, 353, 358, 359, 362 and 375.

HONORS

The Honors Program in biology is an exciting opportunity for students to perform research in collaboration with a faculty member of the Department of Biology. Prior to enrollment in senior honors, students are expected to complete at least one semester of Research in Biology (BIOL 385, 386), although two semesters are recommended, and participate in the Summer Science Scholars Program. Students must have an overall GPA of at least 3.33 and a GPA of 3.33 in biology.

REQUIREMENTS FOR THE BIOLOGY MINOR

- A minimum of 2.75 credits earned in the major curriculum, plus the following:
 - BIOL 109Y-110Y
 - BIOL 115 and 116
 - At least one upper-level lab
 - One year of BIOL 385, 386 would satisfy the upper-level laboratory requirement, and one year of Individual Study (BIOL 393, 394) would satisfy one upper-level lecture course requirement in the minor.

TRANSFER CREDIT POLICY

All transfer credit to be counted for the biology major must be approved in advance by the department chair.

CROSS-LISTED COURSES

The following courses are cross-listed in the biology department to satisfy natural-sciences diversification:

- ENVS 112 Introduction to Environmental Studies

- MATH 258 Mathematical Biology

Courses

BIOL 102 HIV/AIDS IN GLOBAL CONTEXT

Credit: 0.5

Instructor: Edwards

BIOL 103 BIOLOGY IN SCIENCE FICTION

Credit: 0.5 QR

Science-fiction literature extends our knowledge of the natural world in extraordinary ways. Yet real biology is often more amazing than science fiction. The impact of evolution on human existence is examined through Wells's *The Time Machine* and Vonnegut's *Galapagos*, while bizarre living creatures are explored through Herbert's *Dune* and Crichton's *Jurassic Park*. Quantitative reasoning in biology is introduced through problem sets applying calculation to extrapolate present and future biological phenomena. Exponential functions are used to explore whether human populations will explode, as in *Star Trek*, "The Trouble with Tribbles," or decline as in *The Time Machine*. Hardy-Weinberg equilibria and computer modeling show how bizarre mutant traits spread through populations, as in *Galapagos*. Acid-base titrations show how global warming acidifies the ocean, disrupting the marine ecosystem as in Slonczewski's *A Door into Ocean*. Students create their own interactive ecosystems on the Web. May be offered in alternating years. No prerequisites. Does not count toward the major or minor.

BIOL 104 BIOLOGY OF FEMALE SEXUALITY

Credit: 0.5

This is an introductory biology course that considers contemporary health issues of the human female body. In order to better position these issues in the Western patient-medical-pharmaceutical context, we explore the Western feminist critique of science and medicine. Sexual and reproductive biology of the human female is examined as physicians/scientists and women have come to describe and understand it, along with the societal values that influence the research on women. Topics may include the biological bases for understanding cancer, heart disease, reproduction and cloning, contraception, drugs and fetal development, designer drugs and performance, the place for gynecologists and midwives in women's birthing, aging, Eastern medical philosophy, herbal medicines, and better health-care systems. Attention is paid to voices of marginalized women, including black women, lesbians, and disabled women, throughout the course. Students will undertake group projects designed to learn from one another, and groups will learn to lead class discussions using a cooperative learning model. The underlying goals of the course are to improve our capacity to act as health-care consumers, to forge a feminist understanding of women's health concerns in a social context, and to learn skills for bridging differences amongst our diverse selves. Texts have included Ethel Sloane's *Biology of Women*, Evelyn White's *The Black Women's Health Book*, and *A New View of Woman's Body*. May be offered in alternating years. No prerequisites.

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BIOL 105 BIOLOGY OF EXERCISE

Credit: 0.5

This is an introductory biology class that will examine human physiology by considering the response of the human body to exercise. We will ask basic questions about human exercise performance and seek to understand the biological mechanisms that are relevant to these questions. Questions that may be considered include: What limits human exercise performance? How does nutrition influence exercise? What are the mechanisms involved in increased performance during training? How does exercise influence the overall health of humans? Students will learn to directly evaluate the scientific basis of knowledge about physiology through the analysis of experimental methodology and data. No prerequisites. Does not count toward the major or minor. Enrollment limited.

Instructor: C. Gillen

BIOL 106 CONSERVATION BIOLOGY

Credit: 0.5

Instructor: Bickford

BIOL 107 SCALING IN BIOLOGY: WHY SIZE MATTERS

Credit: 0.5 QR

Instructor: Kerkhoff

BIOL 109Y INTRODUCTION TO EXPERIMENTAL BIOLOGY

Credit: 0.25 QR

This is the first laboratory course a student takes and is a prerequisite for all upper-division laboratory courses. Students are introduced to the processes of investigative biology and scientific writing. It is not designed to accompany any particular core lecture course. Laboratories cover topics presented in each of the core lecture courses, BIOL 112, 113, and 114, and introduce a variety of techniques and topics, including field sampling, microscopy, PCR, gel electrophoresis, enzyme biochemistry, toxicology, physiology, evolution, and population biology. The course emphasizes the development of inquiry skills through active involvement in experimental design, data collection, statistical analysis, integration of results with information reported in the literature, and writing in a format appropriate for publication. The year culminates in five-week student-designed investigations that reinforce the research skills developed during the year. Evaluation is based on short reports, quizzes, lab performance, and two scientific papers, as well as oral and written presentations based on the independent project. There are no prerequisites. Enrollment is limited to fourteen students in each of five sections.

BIOL 110Y INTRODUCTION TO EXPERIMENTAL BIOLOGY

Credit: 0.25 QR

See course description for BIOL 109Y.

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BIOL 115 ENERGY IN LIVING SYSTEMS

Credit: 0.5

BIOL 116 INFORMATION IN LIVING SYSTEMS

Credit: 0.5

BIOL 211 HEALTH SERVICE AND BIOMEDICAL ANALYSIS

Credit: 0.5

BIOL 228 ECOLOGY

Credit: 0.5

This course will study mechanisms that influence the distribution and abundance of organisms. Topics will include physiological ecology, population ecology, competition, predator-prey systems, mutualism, succession, energy and nutrient dynamics, and the ecology of communities, ecosystems, and landscapes. We will explore the influence of humans on natural systems. Students will use simulation models and original literature to supplement text, lectures, and discussions. Prerequisite: BIOL 112 or permission of instructor. BIOL 229 is highly recommended.

BIOL 229 ECOLOGY LABORATORY

Credit: 0.25

This course examines techniques for studying ecological principles in the field and laboratory, with primary emphasis on terrestrial systems. Students will learn experimental design, sampling protocols, and quantitative methods including spatial analysis with GIS. Topics include limits to distribution, interactions with the physical environment, population dynamics, species interactions, productivity, and biodiversity. Studies will include field trips to local habitats in varying weather conditions. Prerequisite: BIOL 110 and BIOL 112 or permission of the instructor.

BIOL 233 PLANT BIOLOGY

Credit: 0.5

This course presents an introductory examination of plant function and structure. Physiology, morphology, reproduction, and development will be considered, with an emphasis on flowering plants. Comparative life cycles and structures of different divisions of plants and algae will also be discussed, as will problems with plant classification schemes. Emphasis will be placed upon current topics in plant biology, particularly as they relate to important scientific questions and practical outcomes. May be offered in alternating years. Prerequisite: BIOL 113 or 114 or permission of instructor.

BIOL 234 LABORATORY EXPERIENCE IN PLANT BIOLOGY

Credit: 0.25

This course introduces methods of analyzing plant morphology, histology, physiology, and molecular taxonomy. Topics will include the cell, tissue, and organ structure of vascular seed plants, as well as experimental investigation of selected plant processes such as flowering and hormonal

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interactions in growth and development. In addition, students will carry out a semester-long independent analysis of an unknown plant. May be offered in alternating years. Prerequisite: BIOL 109Y-110Y. Prerequisite or co-requisite: BIOL 233.

Instructor: Edwards

BIOL 238 MICROBIOLOGY

Credit: 0.5

Microbes inhabit the most extreme environments on earth, ranging from superheated sulfur vents on the ocean floor to alkaline soda lakes. In medicine, newly discovered bacteria and viruses cause a surprising range of diseases, including heart disease; they may even hold the key to human aging. Yet other species live symbiotically with us, keeping us healthy; still others, such as nitrogen fixers, are essential to the entire biosphere. This course covers microbial cell structure and metabolism, genetics, nutrition, microbial communities in ecosystems, and the role of microbes in human health and disease. May be offered in alternating years. Prerequisite: BIOL 113 or BIOL 114.

Instructor: Slonczewski

BIOL 239 EXPERIMENTAL MICROBIOLOGY

Credit: 0.25

We learn the classic techniques of studying bacteria, protists, and viruses in medical science and in ecology. Contemporary high-throughput methods of analysis are performed, such as use of the microplate UV-VIS spectrophotometer. We practice microbial culture and examine life cycles, cell structure and metabolism, and genetics. For the final project, each student surveys the microbial community of a particular habitat, using DNA analysis and biochemical methods to identify microbial isolates. May be offered in alternating years. Prerequisite: BIOL 109-110 or a chemistry lab course. Co-requisite: BIOL 238.

Instructor: Slonczewski

BIOL 241 EVOLUTION

Credit: 0.5

Evolution is the major unifying theory of biology; the unity of fundamental processes, species diversity, and adaptive characteristics of organisms are consequences of evolution, and can be fully understood only in this light. Evolutionary processes also have major impacts on humans. This course introduces the processes of evolution, most of which can be examined in contemporary time through experiment, theory, and simulation, and by examining pattern in nature. The class format will combine lecture and discussion. Topics will include basic Darwinian arguments, modern population genetics, adaptation, speciation, reconstructing phylogenetic history, macroevolution, and the consequences of evolution for conservation and human health. Examples will be drawn from all levels of biology, from molecular to ecological studies. Students will read and discuss original literature, utilize computer simulations, and prepare a final paper and presentation. Prerequisites: BIOL 112 or BIOL 114 or permission of the instructor.

Instructor: Mauck

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BIOL 243 ANIMAL PHYSIOLOGY

Credit: 0.5

Animal physiology examines the processes of animal cells, tissues, and organ systems. In this class, we will seek to understand how physiological processes relate to the survival of an animal in its environment. We will use three primary approaches: (1) comparative, contrasting animals that live in different environments; (2) environmental, exploring how animals survive in challenging environments; and (3) structure-function, examining how the anatomy of a system relates to its function. Each of the primary animal organ systems (nerve, muscle, cardiovascular, respiratory, gastrointestinal, renal, and excretory) will be covered in detail. Readings from the primary research literature will be assigned. This course replaces BIOL 341. Prerequisites: BIOL 110 and BIOL 113, or permission of instructor.

BIOL 244 EXPERIMENTAL ANIMAL PHYSIOLOGY

Credit: 0.25

This laboratory class explores the techniques, equipment, and experimental designs common to animal physiology. Topics to be studied may include muscle physiology, cardiac physiology, salt and water balance, metabolism, and exercise physiology. A variety of experimental techniques will be used. Students will participate in experimental design, perform experiments, and present results in oral and written form. Students will also read and analyze relevant papers from the primary literature. This course replaces BIOL 342. Prerequisite: BIOL 109-110. Prerequisite or co-requisite: BIOL 243 (or BIOL 341).

Instructor: C. Gillen

BIOL 245 ENVIRONMENTAL PLANT PHYSIOLOGY

Credit: 0.5

Plants, like all life forms, survive in community with a diversity of organisms and in a changing and demanding environment. Plant life benefits from and is challenged by relationships with other species and by the environment. Because plants have evolved a fundamentally different pattern of living from those of other kingdoms, the physiological strategies that have evolved to meet the challenges of a predominantly stationary life that relies on resources of the immediate environment are marvelous, intriguing, and enlightening. Our focus is on flowering plants and the structural and physiological processes (molecular, cellular, and systemic) that manage the intersections with the environment and with other organisms. The subject is presented through examination of experimental design and data analysis. May be offered in alternating years. Prerequisites: BIOL 113 or BIOL 114; CHEM 111-112.

Instructor: Bickford

BIOL 246 ENVIRONMENTAL PLANT PHYSIOLOGY LAB

Credit: 0.25 Instructor: Bickford

BIOL 251 MARINE BIOLOGY

Credit: 0.5

This course applies ecological principles to the field of marine biology. Topics are organized to explore the diversity of marine habitats. We will study the basics of oceanography that create

diverse conditions for marine organisms, the special adaptive pressures on organisms, and the ecological influences on biological diversity. Topics will include chemical properties of seawater, ocean currents, tides, animal and plant communities in the oceans and estuaries, the importance of the sea to humans (through fisheries and influences on global climate), and the problems of pollution in marine ecosystems. May be offered in alternating years. Prerequisite: BIOL 112.

BIOL 253 PALEOBIOLOGY

Credit: 0.5

In this laboratory course, students will employ methods used in the study of marine and freshwater organisms. It is designed to complement either BIOL 251 or BIOL 352. Students will learn to identify freshwater organisms, quantify biological, chemical, and physical parameters that affect these organisms, and design ecological experiments. Throughout the course, laboratories will emphasize hypothesis testing, quantitative methods, and experimental design. Field trips will be taken to local natural habitats, and several lab periods will be spent doing fieldwork. Not offered in most years. Prerequisites: BIOL 109Y-110Y. Prerequisite or co-requisite: BIOL 251 or 352 or permission of instructor.

BIOL 255 GENETIC ANALYSIS

Credit: 0.5

This course introduces both principles and experimental approaches related to heredity in a wide variety of organisms from bacteria to humans. Topics will include classical transmission genetics, chromosomal structure, extranuclear heredity, epigenetics, population and evolutionary genetics, and molecular analysis of genes and chromosomes. As genetic analysis can be used to dissect many biological processes, we will also address how geneticists approach problems and advance scientific understanding, focusing our discussions around primary literature. May be offered in alternating years. Prerequisite: BIOL114.

Instructor: Hicks

BIOL 256 EXPERIMENTAL GENETIC ANALYSIS

Credit: 0.25

This laboratory course introduces both genetic concepts and genetic approaches commonly used to understand biological processes. We will cover fundamental techniques including mutant screens, double mutant analysis, linkage mapping, and map-based cloning of genetic loci. We will use the model plant *Arabidopsis thaliana* as our experimental organism, although the approaches taken in this course can be used in any organism amenable to genetic analysis. May be offered in alternating years. Prerequisite: BIOL 114 and BIOL 109-110Y.

Instructor: Hicks

BIOL 261 ANIMAL BEHAVIOR

Credit: 0.5

The evolution and ecology of animal behavior is explored in detail. The diversity of behavior and the ecological consequences of behavior will be studied, with emphasis on how research programs are designed to answer questions. Topics include the genetics and physiology of behavior,

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perceptual systems, integration and storage of information, the ecology of reproduction, feeding behavior, habitat selection and migration, and social behavior. Prerequisite: BIOL 112.

Instructor: Mauck

BIOL 262 EXPERIMENTAL ANIMAL BEHAVIOR

Credit: 0.25

This laboratory applies the principles of experimental design and inference to the study of animal behavior. There will be both laboratory and field components. Students should be aware that animals do not always "behave" in discrete, three-hour time periods, and that some work may have to be arranged outside of the regularly assigned class period. Prerequisites: BIOL 109Y-110Y and permission of the instructor. Prerequisite or co-requisite: BIOL 261.

Instructor: Mauck

BIOL 263 MOLECULAR BIOLOGY AND GENOMICS

Credit: 0.5

The molecular and genomic basis of life is at the heart of modern biology. In BIOL 263, we will learn techniques and explore research questions at the forefront of molecular research, focusing on the mechanisms by which the information of the genome is expressed to form the functional molecules of living cells and organisms. The processes of DNA replication, recombination and repair, transcription of RNA from DNA templates, and translation of RNA into protein are discussed in the context of current research, frequently using primary literature. The function of genes and regulation and measurement of gene expression are treated in depth. Students analyze and publish interactive tutorials on the structure and function of key macromolecules. This intermediate-level course presumes a strong background in the basics of protein structure/function, central dogma processes, fundamental molecular techniques for manipulating nucleic acids and proteins, and general chemistry. Prerequisites: BIOL 113, 114 and one year of chemistry (Intro or Honors Intro). Recommended prerequisite or co-requisite: CHEM 231 and 232 (Organic Chemistry). Note: For further study of the function of proteins, membranes, and cellular processes, the complementary course BIOL 366 (Cell Physiology) is recommended.

BIOL 264 GENE MANIPULATION

Credit: 0.25

This course teaches advanced methods of gene isolation, manipulation, and characterization. An assortment of the following techniques will be covered: the isolation of DNA and RNA from tissues and cells; recombinant DNA technique; expression of genes in heterologous systems; the polymerase chain reaction (PCR); measurement of gene expression, and bioinformatics and sequence analysis. Prerequisite: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 263, one year of chemistry with labs, or permission of instructor.

BIOL 266 CELL BIOLOGY

Credit: 0.5

Instructor: Itagaki

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BIOL 267 EXPERIMENTAL CELL BIOLOGY

Credit: 0.25

Instructor: Itagaki

BIOL 311 SEMINAR IN RESTORATION ECOLOGY

Credit: 0.5

BIOL 315 CELL SIGNALING

Credit: 0.5

Instructor: K. Gillen

BIOL 321 EVOLUTIONARY DEVELOPMENTAL BIOLOGY

Credit: 0.5

This course concerns the mechanisms responsible for building multicellular eukaryotic organisms, with examples from vertebrates, invertebrates, and plants. The processes of fertilization, embryonic axis formation, morphogenesis, organogenesis, and cellular differentiation will be examined at the molecular and cellular levels. Particular attention will be devoted to the experimental basis for current models of these processes. Students will read original research literature as well as standard texts. May be offered in alternating years. Prerequisites: BIOL 114 and any 200-level BIOL course.

BIOL 322 EXPERIMENTS IN DEVELOPMENTAL BIOLOGY

Credit: 0.25

This laboratory course introduces students to both classical and modern experimental approaches for discovering developmental mechanisms, using model systems including sea urchin, chick, *Xenopus*, *Drosophila*, *Caenorhabditis*, and zebrafish. Students document major cellular and developmental events in embryogenesis of these organisms, and conduct experiments to investigate the cellular, molecular, and genetic bases of morphogenesis, pattern development, and developmental determination. May be offered in alternating years. Prerequisites: BIOL 114 and BIOL 109Y-110Y. Prerequisite or co-requisite: BIOL 321.

Instructor: Hicks

BIOL 323 PHOTOSYNTHESIS

Credit: 0.5

BIOL 328 GLOBAL ECOLOGY AND BIOGEOGRAPHY

Credit: 0.5

This is a comprehensive course in the large-scale history and dynamics of the biosphere. The course will begin with a focus on biogeography and macroecology, with the goal of describing and understanding very general patterns in the distribution, abundance, and functioning of organisms. Special attention will be given to patterns of biodiversity and their basis in both ecological (dispersal, competition) and evolutionary (speciation, extinction) processes. The second phase of the course will examine current attempts to model dynamic ecological processes at the global scale,

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with a focus on feedbacks between ecosystems and the atmosphere, and the relationship between biodiversity and ecosystem function. The conclusion of the course will examine the large-scale interactions between *Homo sapiens* and the rest of the biosphere, including recent attempts to quantify both human impacts and the value of global ecosystem services. The course will be conducted seminar-style, and most of the reading will be drawn from recent primary literature. The development of research methods using published data, Internet databases, and model output to address ecological questions at continental to global scales will be an integral part of this course. May be offered in alternating years. Prerequisites: At least one of BIOL 228, 241, 251, or 261, or permission of the instructor.

Instructor: Kerkhoff

BIOL 333 ENVIRONMENTAL TOXICOLOGY

Credit: 0.5

This course examines the effects of chemical contaminants on molecular, organismal, and ecological systems. Topics include sources and movement of contaminants in the environment, basics of toxicity testing, mechanisms of contaminant effects, and ecological risk assessment. The course will use readings from standard texts, the popular press, and primary literature, placing particular emphasis on current experimental approaches and problem solving methods. Rather than surveying a wide variety of topics superficially, the course will concentrate on selected issues and stories that illustrate important contemporary issues in environmental toxicology. May be offered in alternating years. Prerequisite: Biol 113 or Biol 114 or permission of instructor.

Instructor: Powell

BIOL 336 INTEGRATIVE BIOLOGY OF ANIMALS

Credit: 0.5

This course will seek to understand general principles in animal biology through a topics-based approach. We will develop integrative understandings of animals, studying them from genetic, molecular, biochemical, physiological, organismal, evolutionary, and environmental frameworks. Although both invertebrate and vertebrate animals will be studied, invertebrates will be the primary focus because of the large number and spectacular diversity of invertebrate species. Emphasis will be placed upon understanding the experimental evidence that has led to the current understanding of animal biology, and controversial topics in animal biology will be explored. May be offered in alternating years. Prerequisite: At least one biology lecture course at the 200 or 300 level.

Instructor: C. Gillen

BIOL 346 INTRODUCTION TO MICROSCOPY AND IMAGE ANALYSIS

Credit: 0.25

This laboratory is designed to give students theoretical background in and an opportunity to use the power of microscopy as an investigative tool. To accomplish this, we will be investigating questions pertaining to the physiology of plants and fungi. Techniques covered will include: bright, dark-field, phase-contrast, and differential interference microscopy (DIC); and the preparation and

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viewing of living cells and tissues. Confocal, digital deconvolution, and electron microscopy will also be covered. May be offered in alternating years. Prerequisite: BIOL 109Y-110Y.

Instructor: Edwards

BIOL 352 AQUATIC SYSTEMS BIOLOGY

Credit: 0.5

This course is designed to introduce students to the study of freshwater ecosystems, including lakes, streams, and wetlands. Human activities have had profound impacts on freshwater life. An understanding of the dynamics of freshwater systems is instrumental in determining how to protect and restore these habitats. We will examine the physical, chemical, and biological factors influencing biological diversity and productivity, and will emphasize the application of ecological principles to the study of these systems. Possible topics include the effects of agricultural run-off and eutrophication; erosion resulting from human development; the introduction of non-native species; toxic contaminants; and restoration techniques. Standard texts as well as primary literature will be used. May be offered in alternating years. Prerequisite: BIOL 112 or permission of the instructor.

Instructor: Fennessy

BIOL 353 AQUATIC SYSTEMS LAB

Credit: 0.25

In this laboratory course, students will employ methods used in the study of freshwater organisms. It is designed to complement either BIOL 251 or BIOL 352. Students will learn to identify freshwater organisms, quantify biological, chemical, and physical parameters that affect these organisms, and design ecological experiments. Throughout the course, laboratories will emphasize hypothesis testing, quantitative methods, and experimental design. Field trips will be taken to local natural habitats, and many lab periods will be spent doing fieldwork. May be offered in alternating years. Prerequisites: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 251 or 352 or permission of instructor.

Instructor: Fennessy

BIOL 358 NEUROBIOLOGY

Credit: 0.5

The study of the nervous system is a field that has experienced explosive growth in the past few decades. This course is designed to introduce the student to modern neurobiology by covering the basic foundations as well as the latest results from current research. Subject matter will range from the biophysics of membranes and ion channels, through sensory integration and simple behaviors, to the development of the nervous system. Rather than cover a wide variety of topics superficially, we will concentrate more time on selected topics that illustrate the current thinking of neurobiologists. May be offered in alternating years. Prerequisites: BIOL 113 and 114. Experience in math and/or physics is strongly recommended.

Instructor: Itagaki

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BIOL 359 EXPERIMENTAL NEUROBIOLOGY

Credit: 0.25

This is a laboratory designed to complement the lecture course. We will concentrate on the different intracellular and extracellular electrophysiological recording techniques commonly used in the field to illustrate both motor and sensory aspects of nervous-system function. We will also use molecular techniques to define the distribution of some neurotransmitters in the central nervous system. We will conclude with a series of independent projects that will bring together the ideas covered earlier in the course. May be offered in alternating years. Prerequisites: BIOL 109Y-110Y or BIOL 109Y-111Y. Prerequisite or co-requisite: BIOL 358.

Instructor: Itagaki

BIOL 362 ECOLOGICAL AND EVOLUTIONARY PHYSIOLOGY

Credit: 0.5

Students will read the current primary literature in the fields of physiological ecology and evolution while learning to use the modern tools integral to the discipline. The seminar combines student-led discussion with hands-on activities in both field and lab. In discussion modules, students will read and critique important papers ranging from life history evolution to techniques for assessing age-related changes on the cellular level. Research modules apply both field and laboratory techniques presented in the readings. Individual research projects will involve the student in experimental design, field sample collection, laboratory molecular techniques, appropriate statistical analysis, and oral presentation of the data. Not offered in most years. Pre-requisites: Permission of the instructor and completion of the introductory biology series.

Instructor: Mauck

BIOL 375 VIROLOGY

Credit: 0.5

Instructor: Slonczewski

BIOL 385 RESEARCH IN BIOLOGY

Credit: 0.25

This combined discussion and laboratory course aims to develop abilities for asking sound research questions, designing reasonable scientific approaches to answer such questions, and performing experiments to test both the design and the question. We consider how to assess difficulties and limitations in experimental strategies due to design, equipment, organism selected, and so on. The course provides a detailed understanding of selected modern research equipment. Students select their own research problems in consultation with one or more biology faculty members. This course is designed both for those who plan to undertake honors research in their senior year and for those who are not doing honors but want some practical research experience. A student can begin the course in either semester. If a year of credit is earned, it may be applied toward one laboratory requirement for the major in biology. Prerequisites: BIOL 112, 113, 114, 109Y-110Y, and permission of instructor.

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BIOL 386 RESEARCH IN BIOLOGY

Credit: 0.25

This combined discussion and laboratory course aims to develop abilities for asking sound research questions, designing reasonable scientific approaches to answer such questions, and performing experiments to test both the design and the question. We consider how to assess difficulties and limitations in experimental strategies due to design, equipment, organism selected, and so on. The course provides a detailed understanding of selected modern research equipment. Students select their own research problems in consultation with one or more biology faculty members. This course is designed both for those who plan to undertake honors research in their senior year and for those who are not doing honors but want some practical research experience. A student can begin the course in either semester. If a year of credit is earned, it may be applied toward one laboratory requirement for the major in biology. Prerequisites: BIOL 112, 113, 114, 109Y-110Y, and permission of instructor.

BIOL 393 INDIVIDUAL STUDY IN BIOLOGY

Credit: 0.25-0.5

This course provides the student with the opportunity to pursue an independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, designed in consultation with the chosen faculty mentor, may be designed to earn .25 or .5 unit of credit in a semester and may be continued in BIOL 394 in the second semester. BIOL 393 and 394 are ordinarily library-oriented investigations. (For laboratory-oriented independent research, see BIOL 385 and 386.) Normally, students receive credit for no more than two semesters of independent study. Independent study does not count toward diversification requirements for the biology major. Prerequisite: permission of the department.

BIOL 475 SENIOR SEMINAR

Credit: 0.5

BIOL 493 INDIVIDUAL STUDY IN BIOLOGY

Credit: 0.25-0.5

This course provides the student with the opportunity to pursue an independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, designed in consultation with the chosen faculty mentor, may be designed to earn .25 or .5 unit of credit in a semester and may be continued in BIOL 394 in the second semester. BIOL 393 and 394 are ordinarily library-oriented investigations. (For laboratory-oriented independent research, see BIOL 385 and 386.) Normally, students receive credit for no more than two semesters of independent study. Independent study does not count toward diversification requirements for the biology major. Prerequisite: permission of the department.

BIOL 497 SENIOR HONORS

Credit: 0.5

This course offers an in-depth research experience. Prior to enrollment in Senior Honors, students are expected to complete at least one semester of BIOL 385-386 (Research in Biology) and

participate in the Summer Science Scholar program. Two semesters of BIOL 385-586 are recommended. Emphasis is on completion of the research project. Students are also instructed in poster production and produce one or more posters of their honors work for presentation at Kenyon and possibly at outside meetings. There will be oral progress reports. The letter grade is determined by the instructor and project advisor in consultation with the department. Students must have an overall GPA of at least 3.33 and a GPA of 3.33 in biology. Prerequisites: Permission of the project advisor and the department.

BIOL 498 SENIOR HONORS

Credit: 0.5

This course continues the honors research project and gives attention to scientific writing and the mechanics of producing a dissertation. A dissertation is required and is defended orally to an outside examiner. The letter grade is determined by the instructor and project advisor in consultation with the department. Prerequisites: BIOL 385 or 386, and 497.

Chemistry

Natural Sciences Division

Chemistry is often called the central science, overlapping significantly with biology, physics, psychology, mathematics, geology and engineering. All studies of matter at the molecular level (for example, biochemistry, molecular biology, pharmacology, neuroscience, nanoscience, computational chemistry, solid-state physics, geochemistry, the environmental sciences, and material science and engineering) depend on the theories and methods of chemistry.

FOR FIRST-YEAR STUDENTS

The first semester of introductory chemistry is offered at two levels.

CHEM 121 is a lecture-and-discussion course intended to give students a thorough introduction to the fundamental concepts, theories and methods of chemistry; enrollment priority is given to first- and second-year students. CHEM 122 is an accelerated lecture course covering a full year of general chemistry in one semester and is designed for students with previous study of chemistry. (The prerequisite for CHEM 122 is a score of 4 or 5 on the AP chemistry test.) These two courses meet at the same time. CHEM 123 is the accompanying lab course. It is highly recommended for students in CHEM 121 and is required for students in CHEM 122.

Students who have successfully completed CHEM 121 advance to CHEM 124 which continues the investigation of chemical principles as they apply to issues in modern chemistry, such as sustainability, neurochemistry, biochemistry and molecular medicine. CHEM 126 is the accompanying lab course and is highly recommended for students in CHEM 124. Students who complete CHEM 122 may enroll directly into CHEM 231 Organic Chemistry I in the spring and get an early start on the upper-level curriculum.

Completion of one of the introductory lecture and lab sequences either CHEM 121, 123, 124 and 126 or CHEM 122 and 123, is a prerequisite for enrolling in organic chemistry or any other advanced chemistry courses.

Students planning to complete medical school requirements should, in their first year, plan to take either the traditional introductory chemistry sequence CHEM 121, 123, 124 and 126 or the accelerated sequence CHEM 122, 123, 231 and 233. Please consult with your likely applicant medical schools regarding exact chemistry requirements for each institution. The following combinations should satisfy the medical-school requirements for courses in general chemistry: CHEM 121, 123, 124 and 126; CHEM 122, 123, 124 and 126; or CHEM 122 and 123 but confirm with your likely applicant schools. The organic requirements should be satisfied by CHEM 231, 232, 233 and 234.

The department also offers several courses designed for students who are not planning to continue beyond one or two semesters of study. These "non-majors" courses, which are numbered below 120 and have no prerequisite, serve various purposes. CHEM 109 is a required core course for the concentration in neuroscience, and CHEM 108 or CHEM 110 is a required core course for the concentration in environmental studies. Students wanting to complete the College requirements for one unit (1) in the natural sciences can take any two of these, and CHEM 108 satisfies the College quantitative reasoning (QR) requirement. Non-majors courses do not serve as a prerequisite for any higher-numbered courses in the department.

THE CHEMISTRY CURRICULUM

The chemistry curriculum begins with a series of courses covering introductory chemistry and organic chemistry in the first two years, then branches out to advanced topics in physical, inorganic, analytical and biochemistry. Because of this vertical structure, we advise students to begin their study of chemistry as soon as possible. This also helps capitalize on secondary-school preparation in math and science, the roots of college chemistry.

Students who are considering a chemistry, biochemistry or molecular biology major should plan to take CHEM 121 and 123 or CHEM 122 and 123 in their first semester and continue on with the appropriate chemistry courses in the second semester, either CHEM 124 and 126 or CHEM 231 and 233. The chemistry major is rounded out with an offering of courses and labs on the major sub-disciplines of the field, along with seminar-style special topics courses. Opportunities to work on independent research projects are available at all levels of the curriculum.

A capstone Chemistry research seminar for seniors in the fall semester guides students through a self-study of an individual research topic, and the Senior Exercise in the spring semester involves preparing and presenting a 30-minute talk on two research papers on the senior research topic.

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Chemistry majors are well prepared for professional employment or graduate study in chemistry, biochemistry and related fields; the health sciences such as medicine, dentistry and nursing; the veterinary sciences; secondary-school teaching; engineering; the environmental sciences; business and law; and public service. The major emphasizes the development of independent, critical thinking as well as problem-solving and communication skills. Our department is accredited by the American Chemical Society (ACS) and students may elect to receive a degree certified by the ACS (see below).

Numerous opportunities exist for students to participate in the life of the department through (1) undertaking research with faculty members, (2) participating in social and outreach activities, (3) advising the department in the hiring and evaluation of faculty members and other matters and (4) working as stockroom assistants, laboratory proctors, paper graders and tutors.

REQUIREMENTS FOR THE MAJOR

The minimum requirement for a chemistry major is six (6) units of credit in the department, including the following:

1. One year of introductory chemistry lecture with lab:

CHEM 121, 123, 124 and 126

or

CHEM 122 (prerequisite: AP score of 4 or 5) and CHEM 123

2. One semester of organic chemistry with lab (.75 unit):

CHEM 231 and CHEM 233 (prerequisite: CHEM 124 and 126 or CHEM 122 and 123)

3. Required advanced lecture courses (1.75 units):

CHEM 243 (prerequisite: CHEM 122 or 124)

CHEM 335 (prerequisite: CHEM 122 or 124 and MATH 112 strongly recommended)

CHEM 341 (prerequisite: four semesters of CHEM lab or permission of instructor)

CHEM 475 (prerequisite: senior standing)

4. Two elective advanced courses from list below (1 unit):

CHEM 232 (prerequisite: CHEM 231)

CHEM 336 (prerequisite: CHEM 122, 124 or 126; co-requisite: Introductory physics) and MATH 112 is recommended)

CHEM 401 (prerequisite: check specific section for more information)

Of special note: MATH 112 is highly recommended before enrolling in CHEM 335 or 336 and introductory physics is a co-requisite of CHEM 336.

5. Four advanced labs from list below (1 unit):

CHEM 234

CHEM 370, 371, 372, 373 or 374

.50 unit of CHEM 375 may replace one advanced lab (.25 unit)

6. *Senior Exercise*

Students planning to do graduate work in chemistry or related areas should take additional advanced courses in chemistry and the natural sciences division and partake in research opportunities during the school year and summer. We encourage students to take upper-level courses in departments affiliated with chemistry (biology, math, neuroscience, physics or psychology). With department approval, one of the required advanced labs can be replaced with one unit of selected 200- or 300-level coursework in another department.

For a degree to be certified by the American Chemical Society, a student must complete one-and-a-half (1.5) units of introductory physics, the minimum chemistry major plus CHEM 256 and one unit (1) of research in CHEM 375.

The chemistry and biology departments offer interdisciplinary majors in biochemistry and molecular biology. Refer to the biochemistry and molecular biology section in the course catalog for more information.

REQUIREMENTS FOR THE MINOR

The minor in chemistry requires a minimum of two-and-one-half units (2.5) of credit earned in the chemistry curriculum; these include completion of CHEM 122 and 123 or CHEM 124 and 126, an advanced seminar CHEM 401, and two upper-level lectures from CHEM 231, 232, 243, 256, 335, 336 or 341 or additional sections of 401.

RESEARCH

Students can gain research experience by participating in independent research CHEM 375 under the supervision of a faculty advisor. Although independent research is not required for the major, conducting research is a valuable educational experience, particularly for students planning to pursue graduate or medical training.

SENIOR EXERCISE

The Senior Exercise in chemistry has two components, one written and one oral. At the end of the fall semester, students submit a review paper on an assigned topic. During the spring semester, senior chemistry majors must prepare and present a 30-minute talk on two research papers relating to their senior research topic. See the chair and the [department website](#) for more information.

HONORS

Departmental honors in chemistry involve demonstrating excellence in both depth and breadth of the discipline, through accomplishments on a specific research project and achievement in studying the principal areas of chemistry knowledge. Students wishing to pursue senior honors research in chemistry should apply to the chemistry department chair no later than April 15 of their junior year. See the chair and [department website](#) for more information.

TRANSFER CREDIT

Any transfer credit to be counted for the chemistry major or minor must be approved in advance by the department chair.

Courses

CHEM 108 SOLAR ENERGY

Credit: 0.5 QR

The exigencies of peak oil, global warming, and unsustainable growth in energy consumption have sparked a quest for clean, abundant, renewable energy to replace fossil fuels. This course explores the chemistry of fossil fuels and potential solar-energy alternatives, ranging from biofuels to solar panels to hydrogen. Chemical principles such as reaction stoichiometry, molecular structure, thermochemistry, catalysis, energy quantization, and electrochemistry will be learned in the context of investigating solar radiation, greenhouse gases, photovoltaics, artificial photosynthesis, fuel cells, and the production and storage of hydrogen. This course is a required core course for the Environmental Studies Concentration. This course plus CHEM 109 or CHEM 110 fulfills the 1 unit natural science distribution requirement.

Instructor: Cummings

CHEM 109 NEUROCHEMISTRY

Credit: 0.5

This course offers a description of the nervous system's structure and function in terms of molecular processes. Topics are developed through lectures, discussions and student presentations. The course begins with a brief introduction to general and organic chemistry, then continues with the following topics: neurocellular anatomy and the biochemistry of cell neurotransmitters and receptors, and the biochemistry of psychoactive drugs and neurological disorders. This course is a required core course for the Neuroscience Concentration, and with CHEM 108 or CHEM 110 fulfills the natural science distribution requirement. No prerequisites.

Instructor: Hemkin

CHEM 110 ENVIRONMENTAL CHEMISTRY

Credit: 0.5 QR

This course offers an introduction to the chemical basis of environmental issues and the environmental consequences of modern technology, with particular emphasis on air and water

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pollution. Topics include fossil fuels, nuclear power and solar energy, ozone depletion and the greenhouse effect, pollution and toxicology of heavy metals and pesticides, and environmental impact statements. These topics will be developed through lectures, discussions, and class demonstrations. This course is a required core course for the Environmental Studies Concentration, and with CHEM 108 or CHEM 109 fulfills the natural science distribution requirement. No prerequisites.

Instructor: Staff

CHEM 121 INTRODUCTORY CHEMISTRY

Credit: 0.5 QR

This course provides a thorough introduction to the fundamental concepts, theories, and methodologies of chemistry. Topics may include stoichiometry, theories of molecular structure and bonding, the periodic table, acid-base chemistry, chemical equilibria, and thermodynamics. This course provides a basis for the further study of chemistry. The format is lecture and discussion.

Prerequisites: for first-year students, chemistry readiness test and survey; none for other students.

Instructor: Staff

CHEM 122 CHEMICAL PRINCIPLES

Credit: 0.5 QR

This lecture-discussion course is designed to build upon your previous study of chemistry. Chemical stoichiometry, atomic theory, and principles of molecular structure and bonding are reviewed, and acid-base chemistry, chemical equilibria, and thermodynamics are covered in more depth. Additional advanced topics and applications are included. Prerequisites: chemistry readiness test and survey. The department will recommend placement into this course, which is open only to first-year students. (All other students begin with CHEM 121.) Corequisite: CHEM 123.

Instructor: Staff

CHEM 123 INTRODUCTORY CHEMISTRY LAB I

Credit: 0.25 QR

This laboratory course accompanies CHEM 121 and 122 with an introduction to modern experimental chemistry. Laboratory experiments explore inorganic synthesis, molecular structure and properties, and spectroscopy, with an emphasis on laboratory safety, computerized data acquisition and analysis, and the theory of analytical instrumentation. The laboratory work is organized around individual and team projects. Communication skills are developed through written laboratory reports and the proper use of a laboratory notebook. One three-hour laboratory is held per week. Corequisite: CHEM 121 or 122. Juniors and seniors may enroll with permission of department chair.

CHEM 124 INTRODUCTORY CHEMISTRY II

Credit: 0.5 QR

This lecture-discussion course is one of two paths to continue the introductory chemistry sequence started in CHEM 121 or 122. Chemical principles of molecular structure and bonding, reactivity,

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electrochemistry, kinetics, and intermolecular forces will be explored in the context of biomolecules and molecular approaches to medicine. Prerequisite: CHEM 121 or 122.

Instructor: Staff

CHEM 126 INTRODUCTORY CHEMISTRY LAB II

Credit: 0.25 QR

Biophysical and Medicinal Chemistry Lab sections 01, 02, 03

This lab is an experimental course to accompany CHEM 124. One three-hour laboratory session will be held per week. Juniors and seniors may enroll with permission of department chair.

Prerequisite: CHEM 123. Corequisite: CHEM 124 or 125.

Nanoscience Lab section 04

This lab is an experimental course to accompany CHEM 125. One three-hour laboratory session will be held per week. Laboratory experiments involve the synthesis of functional materials, the analysis of their properties, and the assembly of materials into useful working devices. Specific activities may include: solar cells, nanocrystalline materials, quantum data, and excited state kinetics. Juniors and seniors may enroll with permission of department chair. Prerequisite: CHEM 123. Corequisite: CHEM 124 or 125.

CHEM 231 ORGANIC CHEMISTRY I

Credit: 0.5

This lecture course offers a study of the chemical and physical properties of organic compounds. Theoretical principles are developed with particular emphasis on molecular structure and reaction mechanisms. The descriptive aspects of organic chemistry include strategies for synthesis and the study of compounds of biochemical interest. Prerequisites: CHEM 126, or permission of department chair. Enrollment is limited and requires a grade of C+ or higher in CHEM 121 or CHEM 122.

CHEM 232 ORGANIC CHEMISTRY II

Credit: 0.5

This course is a continuation of CHEM 231. This lecture course offers a study of the chemical and physical properties of organic compounds. Theoretical principles are developed with particular emphasis on molecular structure and reaction mechanisms. The descriptive aspects of organic chemistry include strategies for synthesis and the study of compounds of biochemical interest. Prerequisite: CHEM 232.

CHEM 233 ORGANIC CHEMISTRY LAB I

Credit: 0.25 QR

This laboratory course introduces fundamental methods of purification such as extraction, distillation, recrystallization, and column chromatography. Experiments include the isolation of a natural product, oxidation and reduction reactions, and an examination of E1 and E2 reactions. Compounds are identified and assessed for purity by melting point determination, refractometry, gas chromatography, infrared spectroscopy, and proton nuclear magnetic resonance. Corequisite: CHEM 231.

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CHEM 234 ORGANIC CHEMISTRY LAB II

Credit: 0.25 QR

This laboratory course focuses on the chemistry of dienes, carbonyl compounds, and aromatic compounds. New techniques and instrumentation include thin-layer chromatography, Fourier transform nuclear magnetic resonance spectroscopy, and ^{13}C magnetic resonance. The focus of the semester is a seven-step convergent synthesis to be conducted in a research-like manner.

Corequisite: CHEM 232.

CHEM 243 INORGANIC CHEMISTRY

Credit: 0.5

Instructor: Staff

CHEM 256 BIOCHEMISTRY

Credit: 0.5

This course is a study of the structure and function of biologically important compounds. Topics include proteins, enzymes, intermediary metabolism, and electron transport with emphasis on thermodynamic and kinetic analysis of biochemical systems. Prerequisite or corequisite: CHEM 231 and 232.

Instructor: Staff

CHEM 335 CHEMICAL KINETICS AND THERMODYNAMICS

Credit: 0.5 QR

This course presents a study of chemical kinetics and chemical thermodynamics. Specific topics include rate laws and reaction mechanisms, reaction-rate theories, the laws of thermodynamics, thermochemistry, properties of solutions, and equilibrium. Applications will be drawn from organic, and inorganic chemistry, as well as biochemistry. Prerequisites: CHEM 126. MATH 112 is highly recommended.

Instructor: Staff

CHEM 336 QUANTUM CHEMISTRY

Credit: 0.5 QR

This course presents a study of quantum mechanics as applied to chemistry. Specific topics include general quantum theory; the time-independent Schrodinger equation applied to electronic, vibrational, and rotational energy states; valence bond and molecular orbital theory; and molecular symmetry. This course is offered every other year. Prerequisites: CHEM 126. Corequisite: one year of physics. MATH 112 is highly recommended.

Instructor: Keller

CHEM 341 INSTRUMENTAL ANALYSIS

Credit: 0.5 QR

Is your water safe? How do you know what compounds are in your water, food, body, and local environment? How do you measure and quantify these compounds? How do you convince yourself that your measurements are valid or invalid? CHEM 341 is a hybrid lecture/laboratory course on

the theory and practice of quantitative chemical analysis. Students will apply fundamental principles of measurement, instrument design, and data analysis to instrumental methods. After applying these principles to a sequence of laboratory experiments, students will then develop and evaluate their own instrumental methods. Topics include spectroscopic, electrochemical, and chromatographic methods. According to student interest, additional topics may include environmental analysis, biochemical assays, food quality, and consumer safety. Prerequisite: CHEM 234 or permission of the instructor.

Instructor: Staff

CHEM 370 ADVANCED LAB: COMPUTATIONAL CHEMISTRY

Credit: 0.25

This advanced laboratory course focuses on using computational methods to understand chemistry and biochemistry. Part of the course will concentrate on using these methods to understand and visualize molecular structure, and part of the course will concentrate on using numerical methods to understand the kinetics and mechanisms associated with reaction systems. Computational work will involve both short experiments done individually and a larger research project that will be conducted in conjunction with classmates. This course meets for one three-hour laboratory period per week. Prerequisite: CHEM 234 or permission of the instructor.

Instructor: Hemkin

CHEM 371 ADVANCED LAB: BIOCHEMISTRY

Credit: 0.25

Students will be introduced to the theory and application of modern biochemical techniques. Experiments will emphasize amino acid, carbohydrate, and lipid chemistry; protein isolation and characterization; enzyme kinetics and mechanisms; and membrane biochemistry. The course meets for one three-hour laboratory period per week. Prerequisite or corequisite: CHEM 256.

Instructor: Staff

CHEM 372 ADVANCED LAB: INORGANIC

Credit: 0.25

In this laboratory course, students will engage in projects that integrate inorganic synthesis, analytical instrumentation, and physical measurement, focusing on coordination complexes. The course meets for one three-hour laboratory period per week. Prerequisite: CHEM 234 or permission of instructor.

Instructor: Cummings

CHEM 373 ADVANCED LAB: ORGANIC

Credit: 0.25

In this laboratory course, students will engage in multiweek, multistep projects that integrate both modern organic synthesis and advanced high-field nuclear magnetic resonance techniques. This course meets for one three-hour laboratory period per week. Prerequisite: CHEM 234.

Instructor: Getzler

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CHEM 374 ADVANCED LAB: SPECTROSCOPY

Credit: 0.25

This advanced laboratory course focuses on spectroscopy instrumentation and data analysis. UV-vis, fluorescence, and laser spectroscopies are used to solve research questions involving kinetics, thermodynamics, and molecular structure. Experiments are intended to complement course work in Instrumental Analysis (CHEM 341), Chemical Kinetics and Thermodynamics (CHEM 335), and Quantum Chemistry (CHEM 336), but these courses may be taken in any order. This course meets for one three-hour laboratory period per week. Prerequisite: CHEM 234.

Instructor: Keller

CHEM 375 CHEMICAL RESEARCH

Credit: 0.25-0.5

Section 01 (.25 unit) Students engage in independent research under the direction of a faculty mentor. The time requirement is at least three hours in lab per week. Students will learn to search the literature and give professional presentations. This course also provides an introduction to scientific writing. More details can be obtained from the department chair.

Section 02 (.5 unit). This section is a prerequisite to Chemistry 497-498 (Senior Honors). The time commitment is six to eight hours per week in lab. Students will learn to search the literature and give professional scientific presentations as well as to write scientifically. More details can be obtained from the department chair. Prerequisite: permission of instructor.

CHEM 401 CHEMISTRY AND BIOCHEMISTRY SEMINAR

Credit: 0.5

This seminar course covers selected topics in advanced chemistry and biochemistry, with an emphasis on reading and discussing current scientific research and literature. Topics vary by semester, but may include structural biochemistry, computational chemistry, photochemistry, biophysical chemistry, spectroscopy, or organometallic chemistry. Prerequisite: permission of instructor.

CHEM 475 CHEMISTRY RESEARCH SEMINAR

Credit: 0.25

This is a required course for all chemistry majors, including those involved in independent research. The course covers topics relating to chemistry research. Weekly meetings will involve (1) searching chemistry literature, (2) analyzing primary research articles, and (3) discussing ethics, trends, funding, and other issues relating to chemistry research. During the semester, students will give written and oral presentations of primary research articles. Prerequisite: senior standing.

Instructor: Staff

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CHEM 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

This course provides the student with an opportunity for independent investigation of a topic not covered in the curriculum or a topic related to a faculty member's research. Prerequisite: permission of department chair.

CHEM 497 SENIOR HONORS

Credit: 0.5

The emphasis is on independent research in collaboration with a faculty mentor, culminating with a thesis that is defended orally to an outside examiner. Prerequisites: GPA of at least 3.2, enrollment in Section 02 of CHEM 375 or CHEM 376, and permission of department chair. See department chair or Web site for full description.

CHEM 498 SENIOR HONORS

Credit: 0.5

The emphasis is on independent research in collaboration with a faculty mentor, culminating with a thesis that is defended orally to an outside examiner. Prerequisites: GPA of at least 3.2, enrollment in Section 02 of CHEM 375 or CHEM 376, and permission of department chair. See department chair or website for full description.

Classics

Humanities Division

The study of the classics concerns itself with the one fixed point of reference in the liberal arts: the origins. The very notion of liberal arts is a creation of ancient Greece and Rome. Courses in the classics are intended to acquaint the student with the languages, literature and civilizations of those cultural wellsprings. Because classics comprehends all aspects of these ancient civilizations, it is in fact an interdisciplinary field.

Greek and Latin are fundamental languages of the West, with literature extending over three millennia. Serious study of Greece and Rome (as of most cultures) should include the study of their languages. Coursework in Greek, Latin and classical civilization enhances understanding of subjects as diverse as art history, drama, history, linguistics, philosophy, political science, religion and the modern literature of Europe and America. Indeed, almost any study of the Western intellect and imagination looks repeatedly toward Greece and Rome and does so to greatest advantage through the lucid windows of the original languages.

Besides Latin and Greek, Sanskrit may usually be studied.

The department encourages its students to study abroad, especially in Greece and Italy, as well as other countries as well.

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FOR FIRST-YEAR STUDENTS

First-year students or students new to classics are particularly advised to take the classical civilization courses. Courses in classical civilization do not require a knowledge of Greek or Latin. Under this heading, students' particular interests may lead them to courses that concern ancient history, literature, myth or archaeology. Please note that the distinction between civilization courses at the 100 level and 200 level is not one of difficulty. Courses at the 200 level tend to have a narrower focus than the surveys at the 100 level, but both typically combine lectures and discussions, and the work may involve presentations, papers, and tests.

New students also are encouraged to take Latin and/or Greek at the appropriate level. Those who have previously studied Latin or Greek should consult with a member of the departmental faculty to determine which course would be appropriate. We offer proficiency tests in both Latin and (on demand) Greek during Orientation and in Latin during the spring semester. For many reasons, it is ideal for students to begin studying a language in their first year of college, and our elementary courses in both Latin and Greek are specifically designed to meet their needs. No previous linguistic training is required or assumed for these courses, but regular attendance and thorough preparation are crucial.

LANGUAGE REQUIREMENT

A year of study at Kenyon in either Latin or Greek satisfies Kenyon's language requirement. To satisfy the language requirement through previous study in Latin, a student needs a score of 4 or 5 on the Latin Advanced Placement exam, or a passing grade on the department's proficiency test. The proficiency test is given during the Orientation Program as well as on the Wednesday of the ninth full week of classes in the spring semester. The examination tests the student on the equivalent of a year of Latin at Kenyon. To satisfy the language requirement through previous study in Ancient Greek, a student needs to achieve a passing grade on an examination set by the department during Orientation, but only by arrangement between the student and the department. The examination tests the student on the equivalent of a year of Greek at Kenyon.

REQUIREMENTS FOR THE MAJOR

Students majoring in classics may choose any one of the four forms of the major:

- Greek and Latin
- Greek
- Latin
- Classical civilization

A Senior Exercise and CLAS 471 Senior seminar are required of all majors. Students must declare their classics major by November 1 of their senior year.

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Students who intend to continue the study of the classics in graduate school are advised to choose the Latin and Greek form of the major and to develop reading ability in both French and German.

Time away from Kenyon, as well as other circumstances, may render it impossible for a student to proceed with his or her language study according to the established sequence: LATN 101Y-102Y or GREK 111Y-112Y, respectively, followed by one odd-numbered and one even-numbered course on the 200 level, followed by as many courses as possible on the 300 level. To take one of the courses in Latin or Greek offered at Kenyon out of sequence, a student must solicit in advance the department's approval for the necessary deviation by means of a brief petition emailed to all classics faculty members currently on campus. Students wishing to substitute a different course for any of the courses required for their type of the major or minor should follow the same procedure.

We encourage all majors and minors to take as many as possible of the seven survey courses. We offer at least two, and usually three, of these core courses every year, which are known as the core civilization courses:

- CLAS 101 Greek Civilization
- CLAS 102 Roman Civilization
- CLAS 111 Greek History
- CLAS 112 Roman History
- CLAS 121 Greek Archaeology
- CLAS 122 Roman Archaeology
- CLAS 130 Classical Mythology

Greek and Latin major (6 units minimum)

- Five (5) units of Latin and Ancient Greek, with at least one (1) unit in each
- Half (.5) unit chosen from our core courses:
 - CLAS 101 Greek Civilization
 - CLAS 102 Roman Civilization
 - CLAS 111 Greek History
 - CLAS 112 Roman History
 - CLAS 121 Greek Archaeology
 - CLAS 122 Roman Archaeology
 - CLAS 130 Classical Mythology
- Half (.5) unit CLAS 471 Senior Seminar

Greek major (5 units minimum)

- The Greek major must include at least one core course concentrating on Greece, either CLAS 101, 111 or 121
- Three (3) units of Ancient Greek
- One (1) unit chosen from our core courses:
 - CLAS 101 Greek Civilization

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- CLAS 102 Roman Civilization
 - CLAS 111 Greek History
 - CLAS 112 Roman History
 - CLAS 121 Greek Archaeology
 - CLAS 122 Roman Archaeology
 - CLAS 130 Classical Mythology
- Half (.5) unit of Classics, Greek, Latin or Sanskrit or any approved cognate course taught in another department
 - Half (.5) unit CLAS 471 Senior Seminar

Latin major (5 units minimum)

- The Latin major must include at least one course in Classics concentrating on Rome, either CLAS 102, 112 or 122
- Three (3) units of Latin
- One (1) unit chosen from our core courses:
 - CLAS 101 Greek Civilization
 - CLAS 102 Roman Civilization
 - CLAS 111 Greek History
 - CLAS 112 Roman History
 - CLAS 121 Greek Archaeology
 - CLAS 122 Roman Archaeology
 - CLAS 130 Classical Mythology
- Half (.5) unit of Classics, Greek, Latin or Sanskrit or any approved cognate course taught in another department
- Half (.5) unit CLAS 471 Senior Seminar

Classical Civilization major (5 units minimum)

- Two (2) units of either Ancient Greek or Latin
- One-and-a-half (1.5) units chosen from our core courses:
 - CLAS 101 Greek Civilization
 - CLAS 102 Roman Civilization
 - CLAS 111 Greek History
 - CLAS 112 Roman History
 - CLAS 121 Greek Archaeology
 - CLAS 122 Roman Archaeology
 - CLAS 130 Classical Mythology
- Half (.50) unit CLAS 471 Senior Seminar
- One (1) unit of Classics, Latin, Greek or Sanskrit or any approved cognate course(s) taught in other departments
- Half (.5) unit: CLAS 471 Senior Seminar

SENIOR EXERCISE

To fulfill the Senior Exercise, each major must pass the appropriate sight translation examinations and the Senior Seminar. For detailed information about the Senior Exercise, please see [Classics department webpage](#).

HONORS

Honors in classics involves a substantial senior thesis in the area of Greek, Latin, ancient history or archaeology. The thesis is written in the senior year under the direction of an advisor.

For detailed information about Honors, please see [Classics department webpage](#).

REQUIREMENTS FOR THE MINOR

The minor in Classics requires the completion of three (3) units of courses as follows:

- Two-and-a-half (2.5) units of courses in Classics, Greek, Latin or Sanskrit in any combination. Students may substitute an approved cognate course taught in another department for a half (.5) unit of these two-and-a-half (2.5) units
- Half (.5) unit CLAS 471 Senior Seminar

Minors do NOT have to take the sight translation examinations that constitute part of the Senior Exercise for majors. Students must declare a classics minor by November 1 of their senior year.

CROSS-LISTED COURSES

Several of the forms of the classics major and minor allow a half (.5) unit or one (1) unit of cognate courses taught in other departments to be used to meet requirements. These courses include, but are not limited to, the following:

ARHS 110 Survey of Art, Part I
ARHS 220 Greek Art
ARHS 221 Roman Art
ARHS 373 Pompeii and Herculaneum
DRAM 251 Classical Drama
HIST 437 Late Antiquity
IPHS 113Y-114Y Odyssey of the West (.5 unit)
PHIL 200 Ancient Philosophy
PHIL 308 Hellenistic and Roman Philosophy
PHIL 353 Aristotle
PSCI 220 Classical Quest for Justice
PSCI 421 Socrates Seminar

To determine whether a particular course not on this list may be counted as a cognate course for a major or minor, the student should email a brief inquiry to all classics faculty members currently on campus.

TRANSFER CREDIT POLICY

Transfer students and students who study abroad may receive collegiate credit for coursework completed off campus, but each student should ascertain from the department in advance how work done elsewhere will be credited to the departmental requirements for the major.

Courses

Classical Civilization

CLAS 101 GREEK CIVILIZATION

Credit: 0.5

This course introduces students to the masterpieces of the ancient Greek world in English translation and to the extraordinary civilization that produced them. We will explore the development of Greek civilization through celebrated texts for example, Homer's Iliad and Odyssey; the poetry of Sappho; plays by Aeschylus, Sophocles and Euripides; and Plato's philosophical dialogues as well as through lesser known but still fascinating works. We will work toward a better understanding of the texts themselves, the people and the culture that produced them and the enduring relevance they hold for us today. No prerequisite. Offered every other year.

CLAS 102 ROMAN CIVILIZATION

Credit: 0.5

This course introduces students to the masterpieces of the ancient Roman world in English translation and to the extraordinary civilization that produced them. We will explore the development of Roman civilization through celebrated texts for example, the plays of Plautus, Terence and Seneca; Cicero's speeches; the poetry of Catullus, Horace, Vergil and Ovid; and the novels of Petronius and Apuleius as well as through lesser known but still fascinating works. We will work toward a better understanding of the texts themselves, the people and the culture that produced them and the enduring relevance they hold for us today. No prerequisite. Offered every other year.

CLAS 111 GREEK HISTORY

Credit: 0.5

This course surveys the history of ancient Greece from its occluded origins in the pre-Homeric past to the widespread diffusion of Hellenic culture that accompanied the conquests of Alexander the Great. At the heart of the course will be a careful study of the emergence and development of the

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Greek city-state in its various incarnations. The course will provide a solid grounding in political history but also will explore aspects of the cultural milieu for example, religion, sexual mores and the economy that fostered some of the greatest literary and artistic works produced by Western civilization. We will read from the celebrated Greek historians Herodotus and Thucydides, as well as from a variety of other sources, ranging from the familiar to the recondite. The course will combine lecture and discussion. No prerequisite. Offered every other year.

Instructor: Staff

CLAS 112 ROMAN HISTORY

Credit: 0.5

This course surveys the history of the ancient Romans from their early years as a negligible people in central Italy, to their emergence as the supreme power in the Mediterranean, and, finally, to the eve of their displacement as rulers of the greatest empire in antiquity. The course combines a chronological account of the Romans' remarkable political history with an examination of Roman society, including subjects such as gender, demography and slavery. We will read from a variety of ancient sources, including the historians Polybius, Livy and Tacitus and the poets Horace and Vergil. We also will mine the evidence offered by coins, inscriptions, papyri and even graffiti, which provide invaluable insight into the realia of daily life. The course will combine lecture and discussion. No prerequisite. Offered every other year.

Instructor: Staff

CLAS 121 GREEK ARCHAEOLOGY

Credit: 0.5

This course introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis will be placed on the major monuments and artifacts of the Greek world from the Bronze Age through the Hellenistic period. Along with sculpture, architecture and painting, we will examine coinage, epigraphy and other material remains that reveal aspects of life in ancient Greece. The course will be based on slide lectures with assigned readings to supplement the images seen and discussed in class. No prerequisite. Offered every other year.

Instructor: Staff

CLAS 122 ROMAN ARCHAEOLOGY

Credit: 0.5

This course introduces the artistic, architectural and archaeological remains of ancient Italy and the Roman Empire from c. 900 BCE to 330 CE. We will study Roman material culture from its early beginnings under Etruscan influence through the era of the Roman republic, the imperial period, the rise of Christianity and the dissolution of the empire. We will examine architecture, sculpture, pottery and coins in their social and political contexts, with the goal of understanding all aspects of Roman society and those under Roman rule. The course will be based on slide lectures with assigned readings to supplement the images seen and discussed in class. No prerequisite. Offered every other year.

Instructor: Staff

CLAS 130 CLASSICAL MYTHOLOGY

Credit: 0.5

It is impossible to understand the cultures of the West without some knowledge of classical mythology. Not only are some myths wildly entertaining, they permeate popular imagination and life to this day. This course focuses on the evidence from ancient Greece and Rome but may also include material from other traditions. Class discussion will explore some of the overarching themes contained within the myths themselves and also how these stories have influenced modern culture through literature and art. At the same time, students will have a chance to observe how the treatment of different myths changes from author to author, thus revealing what issues were important to the people who told them. No prerequisite. Offered every year.

Instructor: Staff

CLAS 208 HOMER, VERGIL, AND THE ANCIENT EPIC

Credit: 0.5

This course will examine in depth the three greatest works in the loftiest genre of ancient Greek and Roman poetry: Homer's Iliad and Odyssey and Vergil's Aeneid. The aim will be to achieve a thorough appreciation of the poetic technique of Homer and Vergil and the literary qualities that so profoundly influenced other ancient poets and later Western literatures. Because these works stand at the head of European literature, study of them also will provide the opportunity to consider fundamental questions about the nature and purpose of literature. To help put these masterpieces into the broader context of ancient epic poetry and sense something of their influence, we also will read two versions of the story of Jason and the Argonauts, composed by the Greek poet Apollonius Rhodius and the Roman Valerius Flaccus, the latter in a new verse translation by the instructor of the course. No prerequisite. Offered occasionally.

Instructor: Staff

CLAS 210 GREEK AND ROMAN DRAMA

Credit: 0.5

In this course we will explore ancient drama as an art form that is deeply rooted in the specific historical context where it originated and yet continues to resonate powerfully with audiences all over the world today. Readings will be taken from the works of such famous playwrights as Aeschylus, Sophocles, Euripides, Aristophanes, Menander, Plautus, Terence and Seneca. The scope and format of the course will vary from year to year. Thus the course may take the shape of a chronological survey or focus on a particular type of play, cultural period or theme. No prerequisite. Offered occasionally.

Instructor: Staff

CLAS 220 ILLEGAL ANTIQUITIES

Credit: 0.5

Who owns the Classical past? In this seminar we will discuss a broad range of ethical dilemmas presented by the practice of archaeology in the 21st century. We will focus on issues concerning the looting of ancient sites; ethical, political, and legal aspects of the international trade in art objects

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and antiquities; authenticity and forgery of ancient art and the scientific technologies applied in the analysis of ancient objects; the management of museums and repatriation of cultural property; conservation and preservation of cultural heritage; and the protection of cultural property in armed conflict. No prerequisite.

Instructor: Kontes

CLAS 221 TOPOGRAPHY AND MONUMENTS OF ATHENS

Credit: 0.5

The ancient city-state of Athens is renowned for its achievements in architecture, art, politics, literature, philosophy and drama. In this course we will study the development of Athens from the Bronze Age to the Roman period in order to understand the context of these accomplishments. Our examination of Athenian topography and monuments will include the geography of the city and its natural resources, the architectural plan of the city as it develops over time, and the functions of different areas of the city, such as sanctuaries, cemeteries and private dwellings. This study of the archaeological record, along with ancient texts, will reveal many aspects of Athenian society, including religion, economy, government and social stratification. No prerequisite. Offered occasionally.

Instructor: Staff

CLAS 225 THE ENDS OF THE EARTH IN THE ANCIENT IMAGINATION

Credit: 0.5

What did the ancient Greeks and Romans imagine faraway places and peoples were like? What were the social, religious, military, and economic factors that led them to contemplate and travel to distant locales? How did ancient notions of the periphery and the "Other" shape post-Classical perceptions of the world's fringes during, for example, the Age of Discovery? In this course we will study ancient descriptions of journeys to far-off places, ethnographic texts, the causes of human movement in the classical world and the development of views on the structure and dimensions of the earth that led to the achievements of early geographers. We will investigate Greek and Roman travel through archaeological and historical evidence, as well as through seminal texts ranging from Homer's *Odyssey* and Herodotus' *Histories* to Tacitus' descriptions of Britain and Germany. The course will consist mainly of discussion. No prerequisite. Offered occasionally.

CLAS 255 RHETORIC IN ANTIQUITY

Credit: 0.5

Training in rhetoric the art of public speaking was a cornerstone of education in antiquity. The techniques developed in Greece and Rome for composing and analyzing speeches remain invaluable today, but the formal study of these techniques has all but disappeared from undergraduate curricula. This course seeks to fight this trend. In the opening weeks, we will read ancient handbooks on rhetoric, which anatomize the strategies and tropes available to the public speaker, and will engage in classroom exercises in speechmaking developed millennia ago. We will then examine the crucial role that rhetoric played in three venues: the assembly of democratic Athens, the criminal courts of republican Rome and the cathedrals of Christian bishops in late antiquity. We will read and analyze extant speeches delivered in these three venues, by figures such

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as Pericles, Cicero, and the Cappadocian Fathers, as well as comparable speeches delivered by more contemporary figures such as Churchill, Lincoln and Martin Luther King Jr. It is hoped that the academic study of ancient rhetoric will aid students in developing their own skills as public speakers. No prerequisite. Offered occasionally.

Instructor: Staff

CLAS 393 INDIVIDUAL STUDY

Credit: 0.5

Individual study in classics allows students to explore aspects of the field not covered, or minimally covered, in the curriculum. To be eligible for an individual study in GREK or LATN, a student must also concurrently enroll in the appropriate intermediate or advanced language course offered during the semester in which the individual study is to take place. If this is impossible, the student must petition for an exemption. To be eligible for an individual study in CLAS, a student must have completed two courses germane to the study's topic. One of these must be the core civilization course that provides the essential background for the project. Students should present their case for the approval of the second course in the proposal to the department. To enroll in an individual study, a student must meet with an appropriate faculty member and, if the professor is willing to supervise the project, submit a proposal by email to all members of the department then on campus. Departmental approval is required. The student should take the initiative in designing the course and, with the supervisor, develop a syllabus. It is expected that the student and instructor meet at least one hour each week. For an individual study worth .5 unit, the typical value, the work load must be equivalent, at minimum, to that encountered in an intermediate or advanced language course or one of the core courses in translation. For individual studies worth .25 unit, the work should be approximately half that encountered in the courses just described.

Instructor: Staff

CLAS 471 SENIOR SEMINAR IN CLASSICS

Credit: 0.5

In this capstone course, the content of which will change on a regular basis, students will study closely a particular topic in classics that benefits from an investigation based on a wide range of approaches (e.g., literary, historical, archaeological). The course seeks to further students' skills in written and verbal communication: Each student will write a major research paper on a subject related to the topic of the seminar and will outline the results of his or her inquiry in an oral presentation. This course is required of and restricted to classics majors and minors in their senior year. Offered every year.

Instructor: Staff

CLAS 497Y SENIOR HONORS

Credit: 0.5

This course offers independent study for senior candidates for honors. Prerequisite: permission of instructor and department chair.

Instructor: Staff

CLAS 498Y SENIOR HONORS

Credit: 0.5

See the course description for CLAS 497Y.

Instructor: Staff

Latin

LATN 101Y ELEMENTARY LATIN

Credit: 0.5

Knowledge of Latin opens the door to direct engagement with some of the greatest and most influential writings in Western culture without the obscuring filter of translation. The study of Latin also enhances students' ability to think analytically and to use the English language with greater understanding and sophistication. The benefit of these skills extends far beyond the study of Latin to all areas of life that demand critical thinking or effective oral and written communication. The aim of this yearlong course is twofold: (1) to give students a thorough knowledge of the grammar and vocabulary employed by Roman writers of the second century BCE through the second century CE, and (2) to have students read increasingly unadapted passages from those writers. After completing this course, students will be prepared to read with good comprehension the works of great Roman writers such as Cicero and Vergil. Faithful attendance and timely completion of all work are essential to success in this course. There will be daily assignments to prepare and frequent written homework, including translations from English to Latin. Classroom work will focus on understanding and practicing grammar and on reading Latin. Students also will be introduced to the literary and cultural context of the readings. Progress will be assessed by regular tests and frequent quizzes. There also will be a three-hour final examination in May. This course presumes no prior study of Latin and has no prerequisite. Offered every year.

Instructor: Staff

LATN 102Y ELEMENTARY LATIN

Credit: 0.5

See the course description for LATN 101Y. Offered every year.

Instructor: Staff

LATN 201 INTERMEDIATE LATIN: PROSE

Credit: 0.5

The goal of this course is to cultivate students' skills as readers of continuous Latin prose. To this end, students will expand their vocabulary as well as review and refine their understanding of the syntax of classical Latin. Upon completing this course, students will read Latin prose with greater precision, nuance and speed. Authors read with some regularity in this course include Caesar, Cicero and Sallust; however, the particular text or texts will vary from year to year and may be complemented with a selection of poems, for example those of Catullus. Offered every fall.

Instructor: Staff

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LATN 202 INTERMEDIATE LATIN: VERGIL

Credit: 0.5

Emphasis will be placed on improving reading efficiency through careful reading and translation of passages from Vergil's poetry. In addition, students will develop an appreciation of the often-subtle intricacies of Vergil's poetic language and the untranslatable music of his verse. Attention will be given both to understanding Vergil in his cultural and historical context and to exploring his continuing significance. Offered every spring.

Instructor: Staff

LATN 301 ADVANCED LATIN

Credit: 0.5

Students will improve their skills in reading Latin and discuss scholarship on the author or authors being read that semester. Each semester the readings change, so that LATN 301 and 302 can be taken, to the student's advantage, several times. Students are encouraged to inform the instructor if there is a particular genre, author or theme they would especially like to study. The list of authors regularly taught in this course includes, to name just a few, Horace and Ovid, the comic poet Plautus, and great prose stylists such as Livy, Tacitus, Petronius and Augustine. Prerequisite: completed two years of Latin at Kenyon or the equivalent. Offered every fall.

Instructor: Staff

LATN 302 ADVANCED LATIN

Credit: 0.5

See course description for LATN 301. Offered every spring.

Instructor: Staff

LATN 393 INDIVIDUAL STUDY

Credit: 0.25-0.5

See the description for CLAS 393.

Instructor: Staff

LATN 497Y SENIOR HONORS

Credit: 0.5

This course offers independent study in Latin for senior candidates for honors. Prerequisite: permission of instructor and department chair.

Instructor: Staff

LATN 498Y SENIOR HONORS

Credit: 0.5

See the course description for LATN 497Y.

Instructor: Staff

Greek

GREK 111Y INTENSIVE ELEMENTARY GREEK

Credit: 0.75

This yearlong course prepares students to read Ancient Greek literature in its original form. The first semester and the first half of the second semester will consist of readings and exercises from a textbook designed to help students build a working vocabulary and learn the extensive and subtle grammar of this language. In addition, twice a week students will translate a short piece of authentic Greek, appreciating its artistry and situating it in its cultural context. After spring break, the hard work of the preceding months will be rewarded with the opportunity to read Plato's dialogue Crito or another text written in Attic prose. The course is taught in English and does not presuppose any knowledge either of Ancient Greek or of grammatical terminology. No prerequisite. Offered every year.

Instructor: Staff

GREK 112Y INTENSIVE ELEMENTARY GREEK

Credit: 0.75

See the course description for GREK 111Y.

Instructor: Staff

GREK 201 INTERMEDIATE GREEK: PROSE

Credit: 0.5

The goal of this course is to cultivate students' skills as readers of continuous Greek prose. To this end, students will expand their vocabulary as well as review and refine their understanding of the syntax of Ancient Greek. Upon completing this course, students will read Greek prose with greater precision, nuance and speed. Authors read with some regularity in this course include Herodotus and Lysias; however, the particular text or texts will vary from year to year and may be complemented with a portion of a tragedy or comedy. Offered every fall.

Instructor: Staff

GREK 202 INTERMEDIATE GREEK: HOMER

Credit: 0.5

It is a great pleasure to read Homer in Greek, and this course seeks to help students do so with accuracy and insight. Students will acquire a working knowledge of Homer's vocabulary and syntax and will explore some of the key literary and historical questions that have occupied his readers.

Offered every spring.

Instructor: Staff

GREK 301 ADVANCED GREEK

Credit: 0.5

Students will improve their skills in reading Greek and discuss scholarship on the author or authors being read that semester. Each semester the readings change, so that GREK 301 and 302 can be taken, to the student's advantage, several times. Students are encouraged to inform the instructor

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in advance if there is a particular genre, author or theme they would especially like to study. The list of authors taught in this course includes, to name just a few, the lyric poets; the playwrights Aeschylus, Sophocles, Euripides and Aristophanes; and great prose stylists such as Plato and Thucydides. Offered every fall.

Instructor: Staff

GREK 302 ADVANCED GREEK

Credit: 0.5

See the course description for GREK 301. Offered every spring.

Instructor: Staff

GREK 393 INDIVIDUAL STUDY

Credit: 0.25-0.5

See the description for CLAS 393.

Instructor: Staff

GREK 497Y SENIOR HONORS

Credit: 0.5

This course offers independent study in Greek for senior candidates for honors. Prerequisite: permission of instructor and department chair.

Instructor: Staff

GREK 498Y SENIOR HONORS

Credit: 0.5

See the course description for GREK 497Y. Prerequisite: permission of instructor.

Instructor: Staff

Sanskrit

SANS 393Y INDIVIDUAL STUDY

Credit: 0.5

Prerequisite: GREK 111Y-112Y or permission of instructor and department chair. Please note that this course may NOT be used to satisfy the language requirement.

Instructor: McCulloh

Comparative World Literature

Interdisciplinary

FOR FIRST-YEAR STUDENTS

Fundamental to the concentration is coursework in two literary traditions. Students may choose to complete coursework in two of the three fields: Classics, English, and/or Modern Languages and Literature. These lower-level courses will satisfy the prerequisites required for advanced coursework in each discipline. First-year and sophomore students can also take the CWL 333 and CWL 220.

CONCENTRATION REQUIREMENTS

3 Units total are required to complete the Comparative World Literature Concentration.

Core Courses

Students are required to take 1.5 units of the following three courses:

- CWL 220 Introduction to Comparative Literature - Altered States, Literary Trips
- An intermediate level CWL course
- CWL 48 Senior Seminar

The goal of the senior seminar is to help students identify the approach and methodological tools most suited to their area of specialization. Each student will work on a capstone project that focuses on one of the three approaches of CWL:

- World/Global
- Comparative/Transnational
- Critical/Multidisciplinary

Often, the student will seek a second advisor who will offer additional methodological guidance.

Elective

.5 unit. The elective course allows students to continue their exploration of comparative world literature on a more advanced level. These courses emphasize a particular aspect of the field:

- Transnational and Multilingual Comparisons
- Non-Western Literature
- Postcolonial Studies
- Translation Theory
- History and Literature

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- Literary Theory
- Literature and the Other Arts
- Film as Text

Consult the [electives page](#) for current course offerings.

Students must complete one (1) unit of advanced coursework in two of the following:

Classics

Any advanced Greek or Latin course in the Department of Classics (normally the 300 level) will count toward the Comparative World Literature concentration.

English

Any advanced literature course in the Department of English (normally the 300 level) will count toward the Comparative World Literature concentration. Most students must take several lower-level English courses in preparation for this advanced coursework.

Modern Languages and Literature

Any advanced literature course offered and taught in the language of study in the Department of Modern Languages and Literature (normally above the 321 or 322 level) will count toward the Comparative World Literature concentration. For language disciplines that do not offer advanced literature courses in the target language, such as Arabic, Chinese, Japanese and Russian, students must have completed an advanced-level language course (321 or its equivalent) in order to count a literature course in translation (taught in English) toward the concentration.

Language Study

Students are expected to work in at least one foreign language at an advanced level. Demonstration of this competency is satisfied by the completion of the Modern Languages and Literatures requirement detailed below. Study abroad is strongly recommended.

Courses

CWL 215D CRISIS AND REBELLION: MODERNISM, THE AVANT-GARDE, AND EXISTENTIALISM

Credit: 0.5

Continuing the inquiries begun in IPHS 113Y-114Y, this seminar addresses the rise of modernism, which represented a massive fissure in Western consciousness. A fault line visible since Romanticism suddenly fractured and one consequence was that something utterly unique, highly unsettling and profoundly revolutionary occurred: the role of art and the artist leapt into extraordinary prominence. Why in modernism do the issues of "self," "society" and "authority" figure so prominently in the aesthetic domain? What does the signal role of art suggest about the character of modernism itself? How successful has art been as the focal point of questions regarding authority? Is art's centrality itself a paradoxical response to the issues of complexity, specialization, fragmentation and relativity that inform the modern world? In view of modernism's paradoxes and

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chief concerns, we will address contending views of art and authority in various disciplines and media, including the visual arts, architecture, philosophy, literature, music, dance and film. Readings will include Baudelaire, Dostoevsky, Nietzsche, Woolf, Kafka, Breton and Sartre. Films will include *Triumph of the Will*, *Rashomon*, and *Mulholland Drive*. If you would like this course to be used as .5 unit of history toward fulfilling diversification requirements in the Social Sciences Division, you must take it as IPHS 215D. Prerequisite: IPHS 113Y-114Y or two semesters of English or philosophy. This course will be offered every other year.
Instructor: Elkins

CWL 220 ALTERED STATES, LITERARY TRIPS

Credit: 0.5

This introductory course in comparative world literature will introduce cutting-edge literary studies. Weekly visits from Kenyon faculty present current issues like: translation, film, theory, postcolonial studies, desire in literature, narrative studies, folktales, oral culture, and multilingual and transnational comparison. Crossing boundaries of space and time, readings will be selected from important works in world literature and will center on themes of altered states and travel. Guest visits will take place on Wednesdays. Mondays and Fridays will entail class discussion. This course is taught every fall semester.

Instructor: Elkins

CWL 318D POSTMODERNISM AND ITS CRITICS

Credit: 0.5

This course investigates the phenomenon of postmodernism and considers its relation to the modernist era. We will study key definitions and ask: Can postmodernism be defined as a postindustrial capitalistic phenomenon, as an increasing emphasis on language games, as a refusal of grand narratives, or as a shift from epistemological to ontological concerns? We will look at the advent of structuralism and its response to existentialism, as well as poststructuralist critiques. What does postmodern politics look like, and what are the implications of its critique of humanism? Postcolonialism, feminism, gender studies and critical race theory also will be considered for their critique of the Western tradition. We will then examine the reinvigoration of religious discourse. Through our study of postmodern architecture, literature, the visual arts and film, we will explore the nature of dual-coding, the critique of "instrumental" rationality, new representations of the past, identity, time and space, and a new role for the reader/viewer. Finally, we will consider key critics' defense of humanism before asking whether our "information age" demonstrates a clear departure from the tenets of postmodernism. Prerequisite: IPHS 215 or CWL 215. This course is offered every other year.

Instructor: Elkins

CWL 333 READING WORLD LITERATURE

Credit: 0.5

Literature is world literature when it is read for its truly global significance. To read literature as world literature is to discover its diversity. It is to see how fundamental questions inspire very different forms of literary creativity across the globe--to seek intersections across time and space

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and thereby to appreciate the many ways literary texts represent their cultures. This course explores what it means to read world literature by focusing on a single theme or problem common to many cultures but different for each. For example, the course might focus on the problem of migrations to see how global literary forms have found different ways to represent what happens when people move from place to place. Or the course might focus on the world's different ways of representing coming of age, or how the environment is figured across cultures. The course studies these themes through focus on texts from nations and cultures not routinely featured together in literature classes. At the same time, the course explores the theory of world literature, as well as the reasons to study it, which include broadening our sense of literature's possible forms and uses, appreciating the world's diversity through its literature, and developing one basis for a sense of global citizenship. Offered every other year.

CWL 480 SENIOR SEMINAR

Credit: 0.5

The course will provide a setting for guided student advanced work in comparative world literature. Students will work collaboratively to assist one another in the development of individual research projects that represent the synthesis of the courses they have taken in comparative world literature, English, and modern languages and literatures. The course is required of all comparative world literature concentrators.

Instructor: Elkins

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

ENGL 212: Introduction to Literary Theory

ENGL 266: Violence and the Body: Narrative Insurgency

ENGL 317: Poetry and the Visual Arts

ENGL 363: Writing the Global City

ENGL 370: Transnational South Asia

ENGL 412: The Arts of Memory

GERM 387: Rilke, Celan, and Theory

IPHS 318D: Postmodernism and Its Critics

MLL 260: World Cinema

SPAN 385: Cities of Lights and Shadows: Urban Experiences in Latin America

SPAN 388: Literary Translation

Dance, Drama, & Film

Fine Arts Division

The performing arts of stage and screen, past and present, are the focus of the Department of Dance, Drama, and Film. The central objects of our study are the plays, films and dance, and the ways they are brought to life before an audience. Students learn by doing the jobs of the artists who collaborate to make these works. Some courses concentrate on the arts as they were performed in their historical and cultural context; others explore in depth the craft of the artists: the playwright, screenwriter, choreographer, actor, dancer, director, designer and filmmaker. Almost all courses require, in conjunction with reading and critical writing, the performance of problems and exercises. Students are encouraged to pursue independent work either in historical and critical research or in creative activity. All courses in the department are open to every student in the College; certain courses have prerequisites noted in the course descriptions. Majors are given some preference for admission to upper-level courses.

FOR FIRST-YEAR STUDENTS

DANC 105 is the introductory course most appropriate for first-year students interested in dance.

DRAM 111 is the introductory course most appropriate for first-year students interested in drama, but it is also a required course for students majoring in film.

FILM 111 is the introductory course most appropriate for first-year students interested in film.

As the foundation on which the other coursework in the department is built, these courses are recommended to students considering majors in the department. They are also recommended for other students wishing to diversify their course of study by fulfilling distribution requirements in the fine arts.

REQUIREMENTS FOR THE MAJOR

Students in the department may major in dance, drama or film. The minimum requirements for each major are as follows:

Requirements for Dance

Five-and-a-half (5.5) units total with two-and-a-half (2.5) units Core Curriculum Theory Requirements.

- DANC 105 Introduction to the Dance
- DANC 215 Contemporary Dance History
- DANC 227 The Choreographer I
- DANC 322 Dance Kinesiology

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- DANC 493 Individual Study - Senior Exercise in Dance

Minimum of one-and-a-half (1.5) units dance technique courses. Technique courses are repeatable for credit.

- Six technique courses

One-and-a-half (1.5) units of optional courses from the list below. Course selections should be made in close consultation with the senior project advisor in order to ensure that selected courses support the proposed senior project.

- DANC 220 Labanotation
- DANC 228 The Choreographer II
- DANC 240 Directed Teaching
- DANC 391, 491 Special Topic
- Elements of Theater Arts courses with the proper prerequisites for the courses and/or with permission of instructor

Requirements for Drama

Five-and-a-half (5.5) units total.

- DRAM 111 Introduction to the Theater
- DRAM 213 History of Western Theater
- One-and-a-half (1.5) units drawn from Elements of Theater Art

These courses provide a close examination of several aspects of the theater arts: acting, writing, directing and design. Reading, discussion, problem solving and laboratory exercises will increase students' understanding of the artistic experience and develop their skill in the art of theater.

- One (1) unit drawn from The Stage and Its Plays (DRAM 251-DRAM 257)

These courses provide a study, in terms of the theater, of selected plays of a period of notable dramatic achievement or the work of an important playwright. Emphasis, by means of problems and exercises, is on the theatrical qualities of the plays and their staging.

- One-and-a-half (1.5) units drawn from other course offerings in the department — these may include courses in dance and/or film.
- DRAM 493 Individual Study half (.50) unit

Requirements for Film

Five -and-a-half (5.5) units total.

- DRAM 111 Introduction to the Theater

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- FILM 111 Introduction to Film
- One (1) unit from our selection of Film Genre courses (FILM 251-FILM 259)
- At least one-and-a-half (1.5) units selected from the list below:
 - FILM 230 Writing the Short Film
 - FILM 231 The Screenwriter
 - FILM 236 Film Development
 - FILM 261 Directing for the Camera
 - FILM 267 The Documentary
 - FILM 328 Advanced Acting on Screen
 - FILM 336 Writing the Television Pilot
 - FILM 361 Intermediate Film Directing
 - Of the 1.5 units, at least one class in writing for the screen (FILM 231, 243, 335 or 336)
- Students are also required to fulfill the requirements for their senior exercise with FILM 480 Senior Seminar in Film
- In addition, students pursuing a major in film must choose an additional one-and-a-half (1.5) units of study in consultation with their faculty advisor

Students are encouraged to include courses offered by other departments in their course of study, but no more than one (1) unit outside the Department of Dance, Drama, and Film can be credited toward the five-and-a-half (5.5) units required for the major. Courses students might choose to complete the required additional one-and-a-half (1.5) units of study include, but are not limited to:

- ARTS 107 Digital Imaging I
- ARTS 361 Alternative Narratives: The Role of Storytelling in Video Art
- ARTS 362 Poetics of the Moving Image
- DRAM 220 The Actor
- DRAM 231Y-232Y Playwriting and Dramatic Theory
- DRAM 242 The Costume Designer
- DRAM 243 The Lighting Designer
- DRAM 261 The Director
- ENGL 219 Film as Text: Alfred Hitchcock in Context
- ITAL 350 Topics in Italian Cinema
- PHIL 263 Mind, Perception, and Film
- WGS 221 Gender and Film

REQUIREMENTS FOR THE MINOR

Requirements for Dance (3 units):

- DANC 105 Introduction to the Dance
- DANC 215 Contemporary Dance History
- DANC 227 The Choreographer I

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- Dance technique courses (2 technique classes)
- Two of the following four courses:
 - DANC 220 Dance Labanotation
 - DANC 228 The Choreographer II
 - DANC 240 Directed Teaching
 - DANC 322 Dance Kinesiology

THE SENIOR EXERCISE

The Senior Exercise has three parts: a project, an oral discussion of the project, and a written examination. Each senior major, with the advice and consent of the department's faculty, designs a senior project, a major piece of creative or scholarly work. The student will initiate the work and collaborate with others to see it through to completion, all with guidance from one or more faculty members. The faculty guidance will take the form of an Individual Study, in dance or drama, for which the student will receive course credit and a grade. Film majors work with a faculty member and in collaboration with each other in the senior seminar in film. When the work is finished, the student and department faculty members will discuss the preparation and choices that shaped the project. At the end of the year, every senior major will complete a six-hour written examination. The awarding of "distinction" is based on the student's performance on all three parts of the exercise.

Courses

Dance

DANC 104 YOGA

Credit: 0.25

This is a Hatha yoga course that will help the participants improve alignment, balance, strength and flexibility through the mindful practice of yoga postures. Integration through motion, breath and healthy attentiveness will be emphasized. The required reading for the course, *Yoga, Mind, Body and Spirit*, by Donna Farhi, will provide a deeper understanding of what yoga has to offer. No prerequisite. Generally offered every other year.

DANC 105 INTRODUCTION TO THE DANCE

Credit: 0.5

This is a one-semester survey course designed to introduce dance as a performing art form, historically as well as in practice, and to explore how dance as a cultural phenomenon helps shape and is shaped by cultural values. The course will track the development of dance as a performing art in Europe and in the U.S. from the Renaissance to the 1950s, by identifying important stylistic trends and the works of major contributors to the field, such as the Ballets Russes, Martha Graham and Katherine Dunham. While we will focus on Western concert dance as a performing art, we also will study some dance phenomena cross-culturally in order to broaden our understanding of the function dance serves and its relationship to cultural beliefs and to the history of ideas. The study of

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dance history provides a lens for exploring the world, its people, and their cultures. Assignments include written work and short movement studies composed by students to explore various aspects of the choreographic process and to embody significant trends in the evolution of dancemaking. No prerequisite. This course is offered every year.

DANC 107 BEGINNING DANCE FUNDAMENTALS

Credit: 0.25

This course introduces movement concepts for the beginning-level student in one particular form of dance. The style being offered will vary each semester and may include contact improvisation, jazz dance, world dance or tap dance. The specific classes will be determined at the beginning of each academic year. The course involves intensive movement participation; however, there is no stress placed on public performance. No prior experience is necessary. No prerequisite. This course is offered every year.

DANC 108 BEGINNING MODERN DANCE

Credit: 0.25

This course focuses on modern dance technique for the beginning-level student. Self-expression through movement will be explored through exercises emphasizing the basic concepts of breath, mobilizing weight, and improvisation. The course involves intensive movement participation; however, there is no stress placed on public performance. No prior experience is necessary. No prerequisite. Generally offered every year.

DANC 109 BEGINNING BALLET DANCE

Credit: 0.25

The ballet style and movement vocabulary are presented in this technique course for the beginning-level student. During the semester, students will be introduced to the fundamental components of ballet technique, including line, position and artistry, with a focus on correct body mechanics. The course involves intensive movement participation; however, there is no stress placed on public performance. No prior experience is necessary. No prerequisite. Generally offered every other year.

DANC 110 THE DANCE: PRODUCTION AND PERFORMANCE

Credit: 0

The Fall and Spring Dance Concerts give dancers, choreographers and designers an opportunity to present their work in concert. Advised and directed by dance faculty members and guest artists, these concerts are the culmination of one or two semesters of preparation, rehearsals and regularly scheduled showings of work-in-progress. In order for students to choreograph for the Fall Dance Concert, students must be enrolled in or have successfully completed DANC 227 or 228. (Please note: DANC 110 audit will be awarded to those dancers, choreographers, and production personnel whose work exhibited high standards.) Choreography proposals must be submitted to the dance faculty by the date announced early each semester. Final selection is determined by the dance faculty, with priority given to dance majors and minors. The same selection process is followed for both Fall and Spring Dance Concerts. Students who have choreographed for the Fall Dance Concert will be given priority. Auditions to dance in either concert are held at the beginning of each

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semester. All dancers who perform in either concert are required to participate in a dance technique course (DANC 104, 107, 108, 109, 208, 209 or 308). Designers are recommended by the design faculty of the Department of Dance, Drama and Film.

DANC 208 INTERMEDIATE MODERN TECHNIQUE

Credit: 0.25

This course furthers the work of the beginning-level course with increased application of movement principles established by creative artists and teachers from the American and European contemporary dance tradition. Movement fundamentals from other broad-based techniques and somatic principles also are included. Permission of instructor required. No prerequisite. This course is offered every semester.

DANC 209 INTERMEDIATE BALLET TECHNIQUE

Credit: 0.25

This course furthers the work of the beginning-level course with a more in-depth application of the ballet vocabulary and style. Prerequisite: DANC 109 or equivalent or permission of instructor. This course is usually offered every semester.

DANC 214D UNION OF MUSIC AND DANCE

Credit: 0.5

This course explores the historical intersections of music and dance in the collaborative creative process. Music and dance are inexorably linked. At times music composition and choreography happen simultaneously, as is the case with Aaron Copland and Martha Graham's Appalachian Spring. At other times the dance comes after the music has been composed. Learning about the vital intersections between music and dance will provide students with a more deeply understood and nuanced approach to how the work of composers and choreographers intersects as they dialogue with each other in works ranging historically from Lully and Petipa to Philip Glass and Mark Morris. This is an interdisciplinary class co-taught by a professor of dance and a professor of music. No prerequisite. This class is usually offered every two to three years.

DANC 215 CONTEMPORARY DANCE HISTORY

Credit: 0.5

This course investigates the development of dance as a performing art in the 20th and 21st centuries. It examines major trends that influence dancemaking including technology, globalization and collaboration by observing the work of principal artists. This course investigates aesthetic points of view, beliefs and assumptions inherent in dance practice, dance criticism and history writing. Prerequisite: DANC 105. Generally offered every other year.

DANC 220 DANCE LABANOTATION

Credit: 0.5

This course covers the basic concepts and skills necessary for reading and writing Labanotation, a system for recording movement in symbolic form. Studio work will emphasize re-creating and performing dances from written scores in addition to the theoretical analysis of movement. Class

requirements may fulfill Dance Notation Bureau standards for certification in Beginning Labanotation. No prerequisite. Generally offered every other year.

DANC 227 THE CHOREOGRAPHER I

Credit: 0.5

The theory and practice of making dances is the focus of the choreographer. The fundamentals of composing both solo and group works are presented through the exploration of dance dynamics, improvisation and movement problem-solving. Work will include movement studies, presentations, readings and discussions. Group preparation time outside of class for movement studies is required. Prerequisite: DANC 105 (or concurrent enrollment in DANC 105) or permission of instructor. Concurrent enrollment in a dance technique class is required. DANC 227 and 228 are offered on alternate years.

DANC 228 THE CHOREOGRAPHER II

Credit: 0.5

Special topics in dance composition are the focus of this course. Students will be presented with advanced choreographic theories and challenges. The choreographic assignments vary each semester and may include studies that emphasize partnering, the use of technology, collaboration or site-specific work. Course requirements include readings, discussions and the development and presentation of movement studies. Significant preparation time outside of class is expected. Prerequisite: DANC 227 or permission of instructor. Concurrent enrollment in a dance technique class is required. DANC 227 and 228 are offered on alternate years.

DANC 240 DIRECTED TEACHING

Credit: 0.5

This course presents students with theories and philosophies about teaching the art of dance in various contexts. Readings and discussions will consider methods for integrating somatic techniques and scientific principles into the dance technique class, as well as contemporary aesthetic and creative practices. Different learning and teaching environments will be compared and contrasted, including the private sector, public schools, and higher education. Adaptations necessitated by dance style, age, motivation, and skill level will be addressed both theoretically and experientially, as students will be required to plan, teach, and evaluate their own and each other's pedagogical choices in practice teaching sessions. Outside teaching experiences are required and may be scheduled outside of class time. Permission of instructor required. No prerequisite. Usually offered every other year.

DANC 308 ADVANCED MODERN DANCE TECHNIQUE

Credit: 0.25

Advanced technique work in contemporary dance builds upon principles of movement established at the beginning and intermediate levels. In-depth exploration of floor work, improvisation, somatic practices and a variety of postmodern styles promotes artistry, efficiency of movement and integrated strength. Prerequisite: DANC 208 or permission of instructor. This course is offered every semester.

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DANC 322 DANCE KINESIOLOGY

Credit: 0.5

This course studies the science of movement as it relates to dance. Basic anatomy and physiology, the physics of dance and the mind-body connection responsible for producing and controlling movement are explored to provide students with a deeper understanding of the structure and function of the human body. Lectures, discussions and movement labs focus on practical analysis and application of material in order to increase movement efficiency, with the ultimate goal of enhancing performance and preventing injury. Prerequisite: sophomore standing or permission of instructor. Generally offered every other year.

DANC 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study in dance and drama is reserved for students exploring a topic not regularly offered in the department's curriculum. Typically, the course will carry .5 unit of credit. To enroll in an individual study, a student must identify a member of the department willing to direct the project and, in consultation with him or her, write a proposal. The department chair must approve the proposal. The one- to two-page proposal should include a preliminary bibliography and/or set of specific problems, goals and tasks for the course; outline a schedule of reading and/or writing assignments or creative undertakings; and describe the methods of assessment (e.g., a journal to be submitted for evaluation weekly; a one-act play due at semester's end, with drafts due at given intervals, and so on.). The student also should briefly describe prior coursework which qualifies him or her for this independent project. At a minimum, the department expects the student to meet regularly with the instructor one hour per week and to submit an amount of work equivalent to that required in 300-level dance and drama courses. Students are urged to begin discussion of their proposed individual study the semester before they hope to enroll, so that they can devise a proposal and seek departmental approval before the deadline.

Drama

DRAM 110 THE PLAY: PRODUCTION AND PERFORMANCE

Credit: 0

The work of DRAM 110 involves the realization in the theater of the work of an important playwright, as expressed in the text for a particular play. Problems in textual analysis, historical research and the creation of a production lead, by way of independent and cooperative activity involving acting, design and special problems, to public performance before an audience. Note: Students who, in the judgment of the instructional and directorial staff, have made significant creative contributions to the effectiveness of the production will have "audit" indicated on their academic record. No credit is awarded for an audited course.

DRAM 111 INTRODUCTION TO THE THEATER

Credit: 0.5

This course examines how theater differs from other arts and how theatrical artists go about their jobs in bringing a play to life on stage. This examination is accomplished through a series of

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performance or creative assignments. The class is divided into four sections, two meeting in the morning and two in the afternoon. Plays, problems and exercises are performed and discussed in the sectional meetings; about every other week, sections are combined for lectures and demonstrations. The course explores what a play is and how it is structured. Assignments consist of a series of playwriting problems and one acting problem, which students perform in class working in teams. In addition, students read at least five plays and a series of essays about the theory and practice of the theater, complete a series of brief written assignments and take written examinations. As a culmination of the work, each student writes, directs and presents to the class a final short play, working with fellow students. Any student with a general interest in the theater will find this a challenging course, regardless of previous experience. Because this course is an introduction to the arts of the theater, it is a prerequisite to many other courses in the department. Required for drama or film majors. No prerequisite. This course will be offered every year.

DRAM 213 HISTORY OF THE WESTERN THEATER

Credit: 0.5

This course presents a historical study of Western theater from its origins to the present time. Students will examine the evolution of the physical theater structure and production elements of each period, as well as the relationship between each style and its historical context. Work will include lectures, readings, projects and discussion. Required for drama majors. Prerequisite: sophomore standing. Offered every year.

DRAM 219 HISTORY OF CLOTHING AND FASHION

Credit: 0.5

This course surveys the history of Western clothing and fashion from the ancient world to the present day. Work will include papers, oral presentations, lectures and discussion. Prerequisite: DRAM 111 or sophomore standing. Generally offered every year.

DRAM 220 THE ACTOR

Credit: 0.5

Through the rehearsal and performance of various scenes, students will explore the nature of the actor's contribution to the theater. Work will include performance exercises, readings and written assignments. Prerequisite: DRAM 111. Offered every year.

DRAM 231Y THE PLAY: PLAYWRITING AND DRAMATIC THEORY

Credit: 0.5

Students will be given weekly exercises exploring dialogue, monologue, exposition, autobiography, writing for the opposite gender, and fluid time. The class discusses the resulting short plays in a group critique, after which they are rewritten. In the first semester, students will finish with a collection of short plays that can later be developed into longer works. In the second semester, students will complete a one-act play, which will be performed as a staged reading. Students will keep a writer's notebook, do in-class exercises, and read a variety of plays relevant to their weekly assignments, including plays by Harold Pinter, John Guare, Martin McDonagh, Caryl Churchill and Tarell Alvin McCraney. Prerequisite: DRAM 111. Offered every year.

DRAM 232Y THE PLAY: PLAYWRITING AND DRAMATIC THEORY

Credit: 0.5

See description for DRAM 231Y.

DRAM 241 THE SCENE DESIGNER

Credit: 0.5

Working from varied scripts, students will move from a study of the visual choices implicit in the text to the process of designing scenery. This course places an emphasis on collaboration and includes written assignments, drafting, sketching and model building. Prerequisite: DRAM 111. Generally offered every year.

DRAM 242 THE COSTUME DESIGNER

Credit: 0.5

This course presents an introduction to the costume designer's creative process. Through a series of projects, students will explore the relation of the costume to the character, the plot, the work of the director, the actor and the other designers. Projects involve drawing, painting, collage, writing and research. Prerequisite: DRAM 111. Generally offered every year.

DRAM 243 THE LIGHTING DESIGNER

Credit: 0.5

Students are introduced to the properties of light and electricity, and explore the creative process of designing light for the theater, with an emphasis on collaboration. Work includes readings, written assignments, research, drafting, lectures, discussions, laboratory sessions and design projects. Prerequisite: DRAM 111. Generally offered every year.

DRAM 244 INTERPRETING THE CHARACTER: STAGE MAKEUP

Credit: 0.5

The face is the actor's most important tool to communicate the character's intent. This course teaches how the art and craft of theatrical makeup can be used to project the students' facial features on stage and film and how to visualize the determinants of a character's physical appearance. In addition to the assimilation and projection of the character in terms of age, environment, and health, the course also explores the psychological support makeup can give the actor. Students will analyze the makeup design of characters in 5 to 6 plays. The actor is often left to his own devices when it comes to stage makeup. Although he is surrounded and assisted by the artistry and craftsmanship of the playwright, the director, and the designers who seek to create a harmonious and coherent production, the young actor is usually unfamiliar with how to use makeup to visually complete the character's appearance. Many young actors do not know how to put on and properly care for a wig or how to apply facial hair. Yet these are certainly situations they will encounter during their academic and professional careers. Students will apply makeup to themselves during laboratory exercises and for project adjudication. Students are evaluated on how well they have prepared to do a daily exercise. Students are evaluated on their progress and improvement at executing a technique once they have practiced it and received critical feedback.

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Students will also evaluate their own and each other's designs and makeup applications. Permission of instructor is required.

DRAM 251 CLASSICAL DRAMA

Credit: 0.5

Students will study the plays of Aeschylus, Sophocles, Euripides, Aristophanes and others. The emphasis is on reading for a theatrical understanding of these ancient texts. Work includes projects, lecture and discussion sessions and written assignments. Prerequisite: DRAM 111 or sophomore standing. Offered every third year.

DRAM 252 THE ENGLISH RENAISSANCE THEATER

Credit: 0.5

Students will explore the plays and theatrical practice of the English Renaissance. Readings will emphasize textual understanding for the stage and will be drawn from the plays of Shakespeare, Marlowe, Jonson, Middleton, Webster and their contemporaries. Prerequisite: DRAM 111 or sophomore standing. Generally offered every third year.

DRAM 253 17TH- AND 18TH-CENTURY DRAMA

Credit: 0.5

Students will study the development of classicism in England and France in the 17th and 18th centuries. The focus will be theater of England and France, covering texts of Corneille, Molière, Racine, Wycherley, Congreve, Dryden, Marivaux, Beaumarchais, Farquhar, Goldsmith and Sheridan. Prerequisite: sophomore standing. Generally offered every third year.

DRAM 255 MODERN DRAMA

Credit: 0.5

This course studies the major theatrical movements of the first half of the 20th century, emphasizing plays as they were performed in the theater of the time. Work will include readings, discussions, written assignments, projects and lectures. Prerequisite: sophomore standing. Generally offered every other year.

DRAM 256 CONTEMPORARY DRAMA

Credit: 0.5

This course will focus on plays of the last 50 years by British and American playwrights, taught from the practitioner's perspective. Included are works by Harold Pinter, David Mamet, Sam Shepard, Caryl Churchill, Jez Butterworth, August Wilson, Annie Baker, Tracy Letts, Kia Corthron, Bruce Norris, Martin McDonagh, David Lindsay-Abaire, Kirsten Greenidge, Ayad Akhtar and others. Work will include papers, quizzes, reading scenes from the assigned plays and an active presence in class discussion. Prerequisite: DRAM 111 or sophomore standing. Generally offered every third year.

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DRAM 258 SOUTH AFRICAN THEATER

Credit: 0.5

South Africa has a rich tradition of theater that reflects the diversity and history of the country, drawing influence from both indigenous African and Western storytelling traditions. Students will investigate South African theater of the last half century with an emphasis on textual understanding for the stage. Readings are drawn from the works of Todd Matshikiza, Pat Williams, Athol Fugard, Percy Mtwa, Mbongeni Ngema, Barney Simon, Zakes Mda, Pieter-Dirk Uys, Reza de Wet, Brett Bailey, Lara Foot Newton, William Kentridge and others. Work includes readings, discussions, written assignments and projects. Prerequisite: DRAM 111 or sophomore standing.

Instructor: Wolf

DRAM 261 THE DIRECTOR

Credit: 0.5

This course examines the work of the director through the analysis of plays and the exploration of the visual means of realizing that analysis on stage. Work includes exercises, written assignments, readings, discussion and lectures. Students will act both as performer and director in exercises and scenes throughout the semester. Prerequisite: DRAM 111. Generally offered every year.

DRAM 325 VERSE ACTING

Credit: 0.5

Students will develop an approach to acting plays by Shakespeare and other authors writing in verse. The course will focus on textual analysis, methods of rehearsal and performance approaches particular to working in verse. Prerequisite: DRAM 220 or 222. Generally offered every three years.

DRAM 326 CHARACTER ANALYSIS

Credit: 0.5

This course presents a study of the actor's methods of analysis of a text and development of a completed characterization. Students will rehearse and present a series of scenes in various stages of development, leading to a complete understanding of a major role from dramatic literature.

Prerequisite: DRAM 222. Offered every other year.

DRAM 333 ADVANCED PLAYWRITING

Credit: 0.5

Students will develop a full-length play while simultaneously presenting exercises that explore nontraditional narrative: solo performance, found text, and site-specific plays. Students will look at the work of such writers/performers as Bill Irwin, Spalding Gray, David Kodeski and Anna Deavere Smith. We will analyze plays by contemporary playwrights such as Will Eno, Doug Wright, Anne Washburn, Caryl Churchill, and Bruce Norris while using their playwriting strategies. Also, students will examine the reinvention of older plays by contemporary playwrights. The semester will culminate in a staged reading of the completed first act of a full-length play. Prerequisite: DRAM 231Y-232Y or permission of instructor. Generally offered every other year.

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DRAM 362 ADVANCED DIRECTING

Credit: 0.5

This course continues an investigation, from the director's point of view, of the creation of live theater from dramatic texts. Students will direct scenes and excerpts from a broad range of texts including contemporary realist and non-realist plays, verse plays, and new works. We will emphasize the role of the director in collaboration with actors as well as other key relationships such as those with designers and playwrights. Work will include directed projects, written assignments and reading. Prerequisite: DRAM 261. Generally offered every other year.

DRAM 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study in dance and drama is reserved for students exploring a topic not regularly offered in the department's curriculum. Typically, the course will carry .5 unit of credit. To enroll in an individual study, a student must identify a member of the department willing to direct the project and, in consultation with him or her, write a proposal. The department chair must approve the proposal. The one- to two-page proposal should include a preliminary bibliography and/or set of specific problems, goals and tasks for the course; outline a schedule of reading and/or writing assignments or creative undertakings and describe the methods of assessment (e.g., a journal to be submitted for evaluation weekly, a one-act play due at semester's end, with drafts due at given intervals, and so on). The student also should briefly describe prior coursework which qualifies him or her for this independent project. At a minimum, the department expects the student to meet regularly with the instructor one hour per week and to submit an amount of work equivalent to that required in 300-level dance and drama courses. Students are urged to begin discussion of their proposed individual study the semester before they hope to enroll, so that they can devise a proposal and seek departmental approval before the deadline.

Film

FILM 111 INTRODUCTION TO FILM

Credit: 0.5

In this course we will consider the collaborative nature of filmmaking and how its various crafts combine to tell stories with perhaps the greatest mass appeal of any artistic medium. We will explore dramatic narrative structure, mise-en-scene, cinematography, editing and film genres as they have been used and advanced in the history of cinema. In addition to regular class meetings, attendance at weekly film showings is required. This course includes an introduction to film production where students are expected to write, direct and film short projects in collaboration with their classmates. Permission of instructor required. No prerequisite. Generally offered once a year.

FILM 230 WRITING THE SHORT FILM

Credit: 0.5

This class is about finding your voice as a filmmaker. In this sense, the class is not just a writing class, it also is a film history class and a directing class. In many successful shorts, it is difficult to

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separate great writing from great directing. The goal is to write a great short, and students will spend half of their time watching short films to learn what makes them successful. Prerequisite: DRAM 111 or FILM 111.

FILM 231 THE SCREENWRITER

Credit: 0.5

This course will explore what is particular about writing for the screen. Through weekly writing assignments, students examine the form and structure of the three-act feature film. Each student will work toward an outline of a feature screenplay and write the first 30 pages. This is a workshop class so students must always be prepared and ready to participate. Prerequisite: DRAM 111 or FILM 111. Generally offered every year.

FILM 236 FILM DEVELOPMENT

Credit: 0.5

This class is not only about screenwriting. Students will learn the process of how a development executive and/or producer works with a writer to develop material. The class has two components: 1) students will endeavor to finish the screenplays they worked on in FILM 231, 2) students will work on three scripts currently in development at Hollywood studios and explore how to improve them. Prerequisite: FILM 111 and FILM 231.

Instructor: Sherman

FILM 243 BASIC CINEMATOGRAPHY

Credit: 0.5

This course explores cinematography as an art of visual storytelling. The cinematographer plays a critical role in shaping the light and composition of an image and capturing that image for the screen. Students will investigate the theory and practice of this unique visual language and its power as a narrative element in cinema. Students will study films by accomplished cinematographers and engage in the work of the cinematographer through a series of projects. Prerequisite: FILM 111.

FILM 253 AMERICAN FILM COMEDY

Credit: 0.5

Preston Sturges and Billy Wilder are not only the greatest American comedy writer-directors because of how funny their movies are. They understood that the best way for mainstream films to deal with serious subjects was not to make dark, heavy films, but to broach them while making the audience laugh. This class will analyze how these delicately balanced films were constructed to allow the filmmakers to explore the darker side of life and how filmmakers pushed socially acceptable boundaries while still making commercially viable films for a mainstream audience. Prerequisite: FILM 111.

Instructor: Sherman

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FILM 254 THE WESTERN

Credit: 0.5

Guns. Horses. Saloons. Whiskey. Are cowboy movies really worth studying? Can movies starring John Wayne and Clint Eastwood be sublime works of art? The answer to both of these questions is a resounding yes. Westerns are among the most visual of all film genres and some of the finest directors of classic American cinema specialized in them. We will examine films by John Ford, Anthony Mann, Howard Hawks, Sam Peckinpah and Clint Eastwood and will learn how to discern the differences in these filmmakers' works. In this sense, this seminar will be an exploration of film visual style. Prerequisite: FILM 111.

Instructor: Sherman

FILM 256 AFRICAN-AMERICAN FILM: OSCAR MICHEAUX TO SPIKE LEE

Credit: 0.5

Because the director has, perhaps, the most comprehensive impact on a film, this course considers films directed by African-American people. The representation of African Americans throughout history has been perverted using visual imagery, and modern images in film and television are not exempt. However, African Americans have been contributing since the beginning of film history to the imaging or re-imaging of the culture and its people. This class will look at these contributions and the images of African Americans they help to create and how these representations have changed over time. Offered every three years.

FILM 258 THE HORROR FILM

Credit: 0.5

Beginning with F. W. Murnau's *Nosferatu* (1922), we will trace the evolution of the horror film over the last century, giving focus to several seminal films, including (but not limited to) Tod Browning's *Freaks*, James Whale's *Bride of Frankenstein*, George Romero's *Night of The Living Dead*, William Friedkin's *The Exorcist*, Dario Argento's *Suspiria* and John Carpenter's *Halloween*. There also will be a creative writing component. Students will be required to pitch, synopsise and further develop an idea for an original horror film. Permission of instructor required.

FILM 261 DIRECTING FOR THE CAMERA

Credit: 0.5

This course will focus on the understanding of cinema through the practical application of pre-production and post-production techniques. Students will learn the art of telling a story on screen by taking on the roles of the major positions in a film production, including producer, director, actor, cinematographer and editor. Prerequisite: DRAM 111 or FILM 111. Generally offered every year.

FILM 267 THE DOCUMENTARY

Credit: 0.5

In this course, students will learn the practice of documentary filmmaking. Professionals in the world of documentary film will visit and present. This course is intended to be a fusion of practical filmmaking skills through the use of digital video technology and a deeper understanding of the

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nature of documentary through exposure to existing films and contact with professional filmmakers. The course is designed for the upper-level student. Prerequisite: FILM 261. Generally offered every third year.

FILM 328 ADVANCED ACTING ON SCREEN

Credit: 0.5

This is a course in screen acting. Students will explore the unique and peculiar nature of acting in front of a camera. What demands does screen acting have that are different from performances on stage? How do screen actors tell a coherent story given the disruptive process of filming a narrative? Students will explore the nature and technique of acting on camera by performing scenes from existing screenplays with classmates, and the scenes will be recorded. We will watch these recordings in class and critique students' work. Students will be graded on their preparation and performance. Students will engage with several visiting artists who work in the film and television industry. Prerequisite: DRAM 111 and 222. This course will generally be offered every other year.

FILM 336 WRITING THE TELEVISION PILOT

Credit: 0.5

So you've produced your first indie film, written a play that's gotten some attention, or paid your dues on a television writing staff. Now production companies are calling and asking if you've got an idea for a pilot. What makes for a good television show? How does television function differently from film or theater? How do the dramatic structures overlap? How do you develop your idea into a pitch that a network will buy? How do you get from there to getting a show on the air? Primarily focusing on hour-longs and half-hour single-cam shows, students will take an idea from pitch to treatment to pilot script. We'll watch and/or read and discuss the pilots of shows like *Transparent*, *Girls*, *Homeland*, *House of Cards*, *Friday Night Lights*, *Flight of the Conchords* and *The Office*. Prerequisite: Sophomore standing, DRAM 111 or FILM 111 and permission of instructor with a short writing sample required. Generally offered every three years.

FILM 361 INTERMEDIATE FILM DIRECTING

Credit: 0.5

This course is designed primarily for students majoring in film, though it is not limited to senior majors. It is also open to non-majors with a significant interest in film directing who have taken many film courses offered in the Dance, Drama, and Film department. Students will make a series of very short films and develop a film project of approximately 10-15 minutes in length. This process will involve a deeper understanding of writing, budgeting, producing, cinematography and editing of short films through class exercises. Prerequisite: FILM 261 or permission of instructor.

Instructor: Tazewell

FILM 480 SENIOR SEMINAR IN FILM

Credit: 0.5

This seminar is for senior majors in film. Through this course, senior majors will prepare for the completion of their senior exercise. Students will present their project proposals, develop these

projects through collaboration with peers, critique each other's work and utilize feedback to improve their individual projects. Students will be expected to provide project schedules and weekly status updates and to meet regular guideposts for project completion. This course will culminate in public presentations of the senior projects and oral examinations by faculty in the department.

Instructor: Staff

FILM 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study in film is reserved for students exploring a topic not regularly offered in the department's curriculum. Typically, the course will carry .5 unit of credit. To enroll in an individual study, a student must identify a member of the department willing to direct the project and, in consultation with him or her, write a proposal. The department chair must approve the proposal. The one- to two-page proposal should include a preliminary bibliography and/or set of specific problems, goals, and tasks for the course, outline a schedule of reading and/or writing assignments or creative undertakings, and describe the methods of assessment (e.g., a journal to be submitted for evaluation weekly, a feature length screenplay due at semester's end, with drafts due at given intervals, etc.). The student also should briefly describe prior course work, which qualifies him or her for this independent project. At a minimum, the department expects the student to meet regularly with the instructor one hour per week and to submit an amount of work equivalent to that required in 300-level film courses. Students are urged to begin discussion of their proposed individual study the semester before they hope to enroll so that they can devise a proposal and seek departmental approval before the deadline.

Economics

Social Sciences Division

Personal fulfillment and effective citizenship require some understanding of the principles of human interaction in society. Economics is the scientific study of choosing how best to use technology and limited resources to maximize individual or social welfare. Through its analysis of behavior, economics can add much to our understanding of vital public-policy issues. A grasp of the principles of economics enables students to analyze problems such as unemployment, economic growth, pollution, inflation, monopoly power, race and gender discrimination, and international trade.

Economics can also be defined by its methods of analysis. In seeking to understand and predict social behavior, economists build, test and revise models. Economics students learn to work with models of the behavior of consumers, producers, suppliers of labor and capital, and government. They study the markets in which these economic agents interact. This technique for understanding the experience of men and women in society differs sharply from the literary and intuitive methods of the humanities and fine arts.

Economics is a highly integrated discipline in which most economists work simultaneously with theory, analytical models, data, quantitative research methods and public-policy issues. Each economics course at Kenyon introduces all of these elements, in varying mixes. The common thread among the courses is reliance on models that explain and predict human behavior. Economics courses at Kenyon are designed to help students develop the ability to think in a rigorous, analytical fashion and to develop communication skills. This emphasis places economics at the heart of liberal arts education.

FOR FIRST-YEAR STUDENTS

ECON 101 and 102 are the complementary set of foundation courses in economics. Both are lecture and discussion courses. The introductory courses survey theories of producer and consumer behavior and show how these theories can be used to predict the consequences of individual, business and government actions. Current public-policy issues are also studied. Different instructors teach sections of these courses using different teaching styles. All sections, however, feature several examinations each semester, and in most sections there are also homework assignments or quizzes. In addition to a major text, most sections also introduce readings about current issues. These courses are an excellent introduction to economics for those who plan no further work in the discipline, but they also are the foundation and prerequisite for all upper-level courses and the first courses in the economics major.

Even though ECON 101 and 102 are challenging introductory courses, most first-year students who take these courses perform well. Those students who are most successful in the principles courses have a strong general preparation for college, reasonably good study habits, and academic motivation to keep up with reading and homework assignments every week.

There are significant advantages in taking ECON 101 and 102 as a first-year student. The courses prepare one to take virtually any other economics course starting in the sophomore year. Students who are seriously considering an economics major often find this early start helpful.

Economics majors can participate in off-campus study in the junior year. However, those who plan to major in economics and study off campus should seriously consider enrolling in ECON 101 and 102 as first-year students and ECON 201 and 202 as sophomores to provide a sound base for off-campus study.

REQUIREMENTS FOR THE MAJOR

Successful completion of ECON 101 and ECON 102 with a grade of at least B- in each is a prerequisite for admission to the major program.

A minimum of 4.5 units within the department is required, including:

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- ECON 201
- ECON 202
- An economics seminar
- ECON 205, which has a prerequisite of a college introductory statistics course

SENIOR EXERCISE

The Senior Exercise involves a systematic effort to understand social behavior using economic principles. The exercise allows majors to gain an appreciation of the integrity of economics as a discipline. Students typically sit for the closed-book exam during the spring semester. Honors majors typically must answer an additional essay question. An honors oral examination is conducted by an outside examiner.

More information about the Senior Exercise is available at the following link: [additional senior exercise information Economics](#).

HONORS

The Honors Program in economics provides an opportunity for more independent research and study than is available in regular courses of study. Honors candidates must have completed ECON 201, 202 and 205 prior to their senior year. Students must also participate in the Honors seminar ECON 375 in the fall of their senior year. In the honors seminars, students present and discuss with their peers the results of their research. A minimum departmental GPA of 3.50 and a minimum cumulative GPA of 3.33 is required for honors. Those interested in the Honors Program should discuss this possibility with the department chair.

TRANSFER CREDIT POLICY

For those majors who spend a semester studying off-campus, the department will transfer no more than one (1) unit of credit in economics.

For those majors who spend two semesters studying off-campus, the department will transfer no more than two (2) units of credit in economics.

The Economics Department will award economics credit for no more than half (.5) unit for an accounting or finance course taken at another institution.

ADVANCED PLACEMENT

Students with scores of 4 or higher on the Advanced Placement (AP) microeconomic and macroeconomic exams are given .25 unit of credit, per exam, in economics.

Courses

ECON 101 PRINCIPLES OF MICROECONOMICS

Credit: 0.5 QR

This course studies issues of economic choice, economic efficiency and social welfare. The course presents theories of consumer and producer behavior and shows how these theories can be used to predict the consequences of individual, business and government actions. Topics covered include opportunity cost; the gains from trade, supply and demand analysis, and price controls; consumer choice; production and cost; product pricing, market structure, monopoly power and government regulation; and resource conservation and pollution. This course is required for economics majors and offered every fall semester.

ECON 102 PRINCIPLES OF MACROECONOMICS

Credit: 0.5 QR

This course studies national economic performance. Building upon the microeconomic theories of consumer and producer behavior developed in ECON 101, the course introduces models that focus on the questions of unemployment, inflation and growth. Topics covered include measurement of national income and inflation, macroeconomic models, saving and investment, money and banking, fiscal and monetary policy, and international trade and finance. This course is required for economics majors. Prerequisite: ECON 101. Offered every spring semester.

ECON 201 MICROECONOMIC THEORY

Credit: 0.5 QR

Microeconomics is an intensive study of the fundamental logic of economic behavior primarily within the context of a market economy. The course develops a systematic analysis of consumer and producer behavior, linked together through the principles of exchange and market structure. The resulting explanation of product prices and factor rewards is used to evaluate and analyze economic efficiency and the distribution of welfare under alternative economic policies and conditions. This course is required for economics majors. Prerequisite: a grade of B- or better in ECON 101 or a score of 4 on the Micro AP exam and ECON 102 or a score of 4 on the Macro AP exam. Offered every fall semester.

ECON 202 MACROECONOMIC THEORY

Credit: 0.5 QR

This course is a theoretical and applied study of the level of national income and employment. Prices, interest rates, unemployment rates, international trade relations, business cycles and the long-run growth of income significantly affect our standards of living. Diverse schools of macroeconomic thought are distinguished by theoretical concepts, priorities in performance goals, and empirical evidence. The course considers a variety of approaches and also emphasizes the microeconomic foundations of macroeconomic theory. Government actively manages both domestic and international aspects of the macroeconomy, and the course considers current public policy issues. This course is required for economics majors. Prerequisite: a grade of B- or better in

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ECON 102 or a score of 4 on the Macro AP exam and ECON 201 or permission of instructor. Offered every spring semester.

ECON 205 INTRODUCTION TO ECONOMETRICS

Credit: 0.5 QR

Students learn how to express economic concepts in quantitative terms, perform basic statistical measures and tests of hypotheses using a spreadsheet program, and interpret quantitative presentations of information. Students learn how economics literature presents research by studying examples from journal articles. Students learn to choose among appropriate methods for analyzing empirical economic research questions. Topics include the scientific method, applications of statistical concepts in economics, measurement of economic concepts, and the use of mathematical models, graphs and data sources. This course is required for economics majors.

Prerequisite: ECON 101, 102 and a college course in statistics or permission of instructor. Offered every year.

ECON 331 ECONOMICS OF DEVELOPMENT

Credit: 0.5 QR

Students examine the economic conditions and problems of developing economies, exploring alternative theories of economic development and strategies for achieving development goals. Specific topics include the meaning of development; historical and theoretical perspectives; income distribution; agriculture, population and human resources; industrialization, employment and technology; urbanization and migration; foreign trade, investment and aid; and government planning. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 335 ECONOMICS OF IMMIGRATION

Credit: 0.5

This course examines the impact of immigration on the U.S. economy, focusing on why people choose to come here and what impact they have on labor markets, product markets, income inequality, the nature of cities, and government budgets. The goals of the course are (1) to develop the analytical tools used by economists to understand the economic effects of immigration, (2) to examine the empirical evidence on these effects, and (3) to assess the political economy and potential economic and political consequences of U.S. immigration policy choices. The course also will examine the impact of emigration on the countries that people leave. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 336 ENVIRONMENTAL ECONOMICS

Credit: 0.5 QR

This course uses economic analysis to better understand the nature of environmental issues such as pollution and the allocation of natural resources. The course also examines the economic rationale behind policies aimed at improving the quality of the environment and altering our use of natural resources. The relative strengths of alternative policies will be discussed using a series of case studies focusing on actual policies aimed at correcting environmental problems. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 337 PORTFOLIO ALLOCATION AND ASSET PRICING

Credit: 0.5

This course examines the optimal allocation of an individual's wealth among risky financial assets and the related question of the pricing of these risky assets. After a consideration of various measures of risk and return, modern portfolio theory is used to derive the capital asset pricing model. The empirical performance of the capital asset pricing model will be analyzed and alternative asset pricing models will be discussed. Throughout the course, equity shares will be used as a particular application. (The pricing of fixed income assets is left to ECON 343.) The remainder of the course is spent on derivative assets, most importantly futures and options. Time permitting, options will be treated in some detail, concluding with a discussion of the Black-Scholes option-pricing model. While completing assignments, students will make fairly heavy use of a spreadsheet program such as Excel. MATH 106 is recommended. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 338 INTERNATIONAL TRADE

Credit: 0.5

This course focuses on the basics of international trade--theories of international trade, the instruments of trade policies, their impact on welfare and employment, the movement of factories and economic integration. While we emphasize is placed on developing and empirically testing theories, we also discuss major trade-related issues such as the economic effects of globalization, the role of the World Trade Organization, labor and immigration issues, foreign direct investment and outsourcing. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 339 INTERNATIONAL FINANCE AND OPEN-ECONOMY MACROECONOMICS

Credit: 0.5 QR

This course examines the determination of national incomes, price levels, interest rates and exchange rates using open-economy macroeconomic models. The course begins with an intensive study of balance of payments accounting and the foreign exchange market, followed by a consideration of the law of one price, purchasing power parity and uncovered and covered interest parity. The second half of the course will be spent deriving several open-economy macroeconomic models and using these models to discuss important international financial policy issues. These discussions will highlight the interaction of domestic policymakers with important international financial institutions such as the International Monetary Fund, the World Bank and the Bank for International Settlements. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 342 ECONOMICS OF REGULATION

Credit: 0.5 QR

This course will examine government regulation of the behavior of individuals, firms, industries and markets. The first half of the course will focus on the economic regulation (and deregulation) of industries and occupations. Examples of government-imposed restrictions on prices, quantities and the freedom to enter and exit industries and occupations will be drawn from medical services, funeral services and entertainment industries. The second half of the course will focus on various types of social regulations, focusing on health and safety regulations. Throughout the course, we

will explore the economic rationales for the regulations and evaluate their effects upon economic efficiency. Prerequisite: ECON 101 and 102.

ECON 343 MONEY AND FINANCIAL MARKETS

Credit: 0.5 QR

This course examines U.S. money and financial markets and their interaction with and influence on prices, real output, employment and international trade. After an extensive discussion of fixed income pricing and the term structure, the class will consider the operations of financial institutions and the Federal Reserve System. The implementation of monetary policy and its effect on domestic and foreign financial markets, real output, and foreign trade also will be examined. In addition, alternative domestic and international monetary arrangements will be considered. While completing assignments, students will make fairly heavy use of a spreadsheet program such as Excel. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 344 LABOR ECONOMICS

Credit: 0.5 QR

This course provides an introduction to the economic analysis of labor markets. Topics include the determinants of labor demand and labor supply; the theory of compensating wage differentials; formation of human capital; discrimination in the workplace; public policy toward the workplace; and the determinants of earnings inequality. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 345 FUTURES AND OPTIONS

Credit: 0.5

This course is an introduction to both the theoretical and practical aspects of the financial derivatives named futures and options. Markets for these instruments have grown rapidly over the past 40 years and are an important part of the global financial system. We begin with the study of market terminology and structure. We then turn to the pricing of forwards and futures. The majority of the course is spent on option pricing. We will use the binomial model to motivate a careful derivation and will discuss the Black-Scholes pricing equation. Throughout the course, we pay careful attention to the relationships among derivative prices, market participants, risk preferences and expectations for future realizations of the prices of underlying assets. Students will likely make extensive use of a spreadsheet program such as Excel. Prerequisite: ECON 101 and 102.

ECON 346 INDUSTRIAL ORGANIZATION

Credit: 0.5 QR

This course provides an introduction to industrial organization, a field that focuses on how firms, interacting through markets, attempt to exploit opportunities for profit. We examine the standard models of perfect and imperfect competition, emphasizing the strategic behavior of the interacting firms. Topics include pricing models, strategic aspects of business practice, vertical integration and technological change. Prerequisite: ECON 101, 102 and 201 or permission of instructor.

ECON 347 ECONOMICS OF THE PUBLIC SECTOR

Credit: 0.5 QR

This course is a study of the public sector in the U.S. economy, featuring government provision of public goods, redistribution of income, and taxation. Students consider the theory that justifies government intervention in a market economy as well as the reasons for government's tendency to create economic inefficiencies. We will explore specific expenditure programs such as defense, health care, education, social insurance and welfare, as well as specific taxes. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 355 BUSINESS CYCLES

Credit: 0.5

This course explores the patterns of change of the national economy, through business cycle expansions and recessions, and their effects on employment and income. Data on U.S. and worldwide economies will be analyzed to identify regular behavior that characterizes a macroeconomic business cycle. Economic theories will be offered that specify different initial causes of the cycle, some of which are endogenous while others are outside influences such as government policy or technological change. Theories also suggest how the cause is able to generate the full cycle that affects the macroeconomy. The Great Depression of the 1920s and 1930s will be considered as an extreme example. Recent and current cycles will be considered to understand their causes and characteristics. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 357 ECONOMICS WITH CALCULUS

Credit: 0.5 QR

This course introduces students to the tools of derivative and integral calculus used in microeconomics and macroeconomics. These tools include Lagrange multiplier methods for unconstrained and constrained optimization, Kuhn-Tucker conditions for nonlinear programming, and Hamiltonian functions for problems of dynamic optimization. The course will emphasize the application of the tools of calculus rather than the underlying calculus theory. Therefore, students taking the course are expected to be familiar with derivative and integral calculus, as well as with the main principles of micro- and macroeconomics. Prerequisite: ECON 101, 102 and MATH 111, 112 or permission of instructor.

ECON 359 HISTORY OF POLITICAL ECONOMY

Credit: 0.5

This course explores the history of ideas in economics. Special attention is given to how economic ideas have informed public policy and popular opinion on the proper role of government. The course aims to develop a deeper understanding of the methods of economic argumentation, including common assumptions and the typical form. After completing this course, the successful student will be able to analyze modern economic theories in light of historical views and critically examine the policy recommendations that follow from these theories. Prerequisite: ECON 101 and 102.

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ECON 371 EXPERIMENTAL ECONOMICS

Credit: 0.5

This seminar examines the use of laboratory and field experiments to study economic and social science behavior. We will consider issues relating to the design of experiments, including the use of laboratory versus field methods, financial incentives, control conditions and statistical analysis. We will study several types of economic experiments, including auctions, bargaining, dictator and ultimatum games, games in environmental economics, public goods allocation and voting games.

Prerequisite: ECON 101 and 102.

Instructor: Corrigan

ECON 373 ECONOMIC GROWTH

Credit: 0.5 QR

This seminar examines the sources, process and implications of sustained growth of incomes. Adam Smith's *Wealth of Nations* was an early analysis of how economies grew richer, and the field has developed to explain why there are differences in standards of living across countries. We will consider several theories of the process of economic growth and balance that with empirical evidence on performance of current theory. We will analyze how population growth, technological change, investment in physical and human capital, government policy and the quality of institutions affect growth. Discussion on the implications of economic growth for globalization, environmental conditions and income inequality will figure in our evaluation of the effects of economic growth.

This course counts as an Economics Department seminar. Prerequisite: ECON 101 and 102.

ECON 374 ECONOMICS OF OIL AND GAS

Credit: 0.5

This seminar will consider the markets for petroleum products from a variety of perspectives. Analyses of these markets have ranged from microeconomic investigations of the pricing of key products such as crude oil to macroeconomic considerations of the role of energy prices in generating economic booms and busts. The seminar will use models from microeconomics, macroeconomics, and finance to study the pricing of energy products and the role played by these products in economic development. Throughout the seminar, attention will also be paid to historical and political developments related to the economics of oil and gas. As part of the seminar, each student will prepare and present to the class an independent research paper. Prerequisite: ECON 101 and 102 or permission of the instructor.

ECON 375 ADVANCED ECONOMETRICS

Credit: 0.5 QR

This seminar studies the empirical testing of economic models. The seminar's focus will vary depending on the instructor. Possible topics include instrumental variable analysis, time series analysis, panel data analysis or limited dependent variables. Each student will undertake and report on a research project. This course counts as an Economics Department seminar. Prerequisite: a semester of college statistics, ECON 101, 102 and 205 or permission of instructor.

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ECON 378 ECONOMICS OF WOMEN AND WORK

Credit: 0.5

This seminar examines the role of women in the labor market and how that role has changed over time. This examination involves a comparison of women and men with respect to labor supply (for both market and nonmarket work), wage rates, occupational choices and unemployment levels. The seminar evaluates economic models that attempt to explain differences among labor market outcomes for men and women. Finally, the seminar examines some public policy proposals that are aimed at remedying gender differences in work opportunities and pay. Each student will write and present a seminar paper. This course counts as an Economics Department seminar. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 382 ECONOMICS OF EDUCATION

Credit: 0.5 QR

This seminar uses economic theory and empirical analysis to examine both the role of education in the economy and current educational policy debates. The seminar will review the basic theory of investments in education (human capital theory) and investigate the empirical problem of disentangling the impact of education on earnings from the impact of innate ability as well as the association between education and individual earnings and reasons why that relationship has changed over time. The seminar also will examine the role of early childhood education, the main approaches to K-12 school reform and the issues of cost and access to higher education. Each student will write and present a seminar paper. This course counts as an Economics Department seminar. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 383 AMERICAN ECONOMIC HISTORY

Credit: 0.5

This seminar examines the American past with special emphasis on issues such as the influence of the Constitution on economic growth, welfare and income distribution; the economics of slavery and the post-emancipation plight of blacks in the economy; and 20th-century economic policy, with special emphasis on the Great Depression. Each student will write and present a seminar paper. This course counts as an Economics Department seminar. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 385 SPORTS ECONOMICS

Credit: 0.5

This seminar will explore professional and amateur sports from an economic perspective. Aside from recreational and entertainment appeal, the sporting world provides a wealth of applications to several fields in economics. For example, this course will cover topics in industrial organization (antitrust and franchising), public finance (stadium financing) and labor economics (labor market discrimination), among others. This will give students an opportunity to apply theory covered in the core courses of the economics major to explain developments in the world of sports. The course will consist of lectures, readings, class discussions and assessments including individual research papers and class presentations. This course counts as an Economics Department seminar. Prerequisite: ECON 201 and 205 or permission of instructor.

ECON 386 ECONOMICS OF HEALTH

Credit: 0.5

This seminar examines the economic aspects of the production, distribution and organization of health care services. Topics include measuring output; structure of markets; demand for, supply of and pricing of services; and financing mechanisms and their impact on the relevant markets. Analysis also will focus on government policy toward health care and public health, its impact upon institutions and resource allocation and major policy alternatives. Each student will write and present a seminar paper. This course counts as an Economics Department seminar. Prerequisite: ECON 101 and 102 or permission of instructor.

ECON 393 INDIVIDUAL STUDY

Credit: 0.25-0.5

This course is for students who wish to do advanced work beyond regular courses or to study subjects not included in course offerings. Prerequisite: ECON 101, 102 and permission of instructor and department chair.

ECON 440 CAPSTONE SEMINAR IN PUBLIC POLICY

Credit: 0.5

This seminar brings together a political scientist and an economist to consider how these disciplines approach the study of public policy. The course will concentrate on applying both of the disciplines to the study of a selection of public policies ranging from poverty to budget deficits or globalization. We will explore the substantive issues and the process of governmental policymaking in specific policy domains. How is policy made? What should the policy be? The work of scholars in each discipline will be studied to better understand the differences in approaches and to consider the potential for combining them. What does political science contribute to the study of economic policymaking? What can the tools and perspective of economics contribute to the study of a topic like welfare reform or global warming? This course is required for students completing the Public Policy Concentration and it is open to other seniors. This course is the same as PSCI 440. Prerequisite: ECON 101, 102 and one course in American politics or permission of instructor.

ECON 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

This course is for students who wish to do advanced work beyond regular courses or to study subjects not included in course offerings. Prerequisite: ECON 101, 102 and permission of instructor and department chair.

English

Humanities Division

The Department of English teaches students to read with active understanding and wide appreciation, to write with clarity and grace, and to explore themselves and the world through the intensive study of literature.

FOR FIRST-YEAR STUDENTS

ENGL 103 and 104 are designed for students beginning the serious study of literature at the college level, and as such are especially appropriate for first-year students. Either ENGL 103 or ENGL 104, or junior standing, is a prerequisite for further study in English at Kenyon. Students may register for a maximum of one (1) unit of 100-level courses in English, and students may not go back to take a 100-level course after taking a 200-level course.

More advice for new students is available on the [English department website](#).

ENGL 201-289

Students who have taken ENGL 103 or 104 should advance to one of the courses numbered 210-289. These courses have been designed for and are limited to sophomores and first-year students. Like the department's 100-level courses, these classes are small in size, so that classroom interaction can be discussion-centered and more time can be devoted to helping students with their writing. These courses provide an introduction to fundamental terms, techniques and methods for the advanced study of literature. Students may expect to learn some of the following: how to do a close reading of a literary text, how to conduct research in literary study (including an introduction to library and information resources, and basic reference tools), some of the basic principles of different approaches to literary criticism, important terms used in literary analysis (including prosody in poetry courses), and the proper documentation of sources. While the subject matter of these courses sometimes parallels that of courses for upper-level students (e.g., Shakespeare, postcolonial literature), all are intended as introductions to a focused and intensive consideration of particular genres, themes, periods or critical questions.

ENGL 310-389

These are courses grounded in the advanced study of literature in English, as well as in the variety of critical and theoretical approaches to literature. These courses examine literary works from a range of historical periods, written in a wide variety of genres, and contributing to different national traditions. Through the reading of influential critical books and articles or through the instructors' modeling of different critical practices, these courses aim to teach students about the various modes of literary criticism, theory and scholarship that constitute the current state of

literary study. Thus, these courses aim to make students critically self-aware. Some of these courses will situate literary texts in their historical and cultural contexts. Others will focus on the formal concerns of genre and style. Many will require that students conduct independent research. When the subject matter of these courses overlaps with that of an ENGL course numbered from 210 to 289, these courses will provide more intensive critical study than the broad introductions of the lower-division courses. By taking courses at both curricular levels, students will thus have the opportunity to specialize in a period or genre. The prerequisites for these courses are ENGL 103 or 104 and an ENGL course numbered from 210 to 289. For students with junior standing, the course prerequisites are waived, since such students have typically written enough analytical essays to be prepared for advanced work in literary study. While these courses will constitute the bulk of the coursework of most English majors, non-majors are encouraged to enroll since contemporary literary study frequently draws upon knowledge and techniques from other disciplines.

REQUIREMENTS FOR THE MAJOR

English majors are required to complete a minimum of five-and-one-half (5.5) units, eleven courses total, offered or approved by the department. To graduate as English majors, students must meet the following requirements:

- Completion of half (.5) unit of ENGL 103 or 104
- Completion of at least five (5) units above the 100 level, three (3) units of which should be at the 300 level or above. The remaining units may be completed at the 200-level or above, at the discretion of the student in consultation with his/her advisor
- Distribution of coursework above the 100 level must fulfill the following criteria:
 - Completion of at least one (1) unit, 2 courses, of study of literature written in each of the following historical periods (please see the English Major Distribution Requirements or check specific course descriptions to see which requirements they satisfy):
 - Pre-1700*
 - 1700-1900*
 - Post-1900*
 - Completion of half (.5) unit in courses designated "Approaches to Literary Study." Courses in this category foreground a variety of methods, critical paradigms and theories for reading and analyzing literature, language and culture. They are intended to help students think self-consciously and more systematically about tools and methods that can be applied broadly within the discipline. Such courses will be designated as meeting the "Approaches to Literary Study" requirement in their course description. The half (.5) unit of coursework in "Approaches to Literary Study" may not also count toward the historical distribution requirement.
 - Completion of at least two additional elective courses from any of the department's offerings above the 100-level. Based on the individual curricular choices they have made within the major, students may petition to have a maximum of half (.5) unit of literature courses taken in a department other than the English Department be

counted toward their major as an elective. Students will need to present solid arguments about how and why such courses are integrated with the English major.

- Completion of the Senior Seminar: ENGL 405 or ENGL 410
 - ENGL 405: Senior Seminar in Creative Writing

Offered in more than one section each spring semester, this seminar is required for English majors pursuing an emphasis in creative writing. The course will involve critical work on a topic chosen by the instructor (such as “Reliable and Unreliable: Investigating Narrative Voice,” “Beginnings and Endings,” “The Little Magazine in America,” and “Documentary Poetics”) to provide context and structure for students' creative work. Students should check online listings for the specific focus of each section. Although not primarily a workshop, this seminar will require students to work on a substantial creative project (fiction, nonfiction, or poetry). Prerequisite: This course is open only to senior English majors who are completing the emphasis in creative writing.
 - ENGL 410: Senior Seminar in Literature

Offered in several sections, this seminar will require students to undertake a research paper of their own design, within the context of a course that ranges across genres, literary periods and national borders. Students will study literary works within a variety of critical, historical, cultural and theoretical contexts. All sections of the course will seek to extend the range of interpretive strategies students can use to undertake a major literary research project. Each student will complete a research paper of 15-17 pages. Prerequisite: This course is open only to senior English majors. However, if the enrollment cap has not been reached after the enrollment of senior English majors, then seniors who have declared the English minor will be permitted to enroll.
- Students pursuing honors will take the ENGL 497 - Honors Seminar rather than ENGL 405 or 410 - Senior Seminar.
- Completion of the Senior Exercise

REQUIREMENTS FOR THE MAJOR WITH EMPHASIS IN CREATIVE WRITING

Students wishing to major in English with an emphasis in creative writing are required to complete the following:

- To have taken two-and-one-half (2.5) of the five-and-one-half (5.5) units of course credit before the spring semester of their senior year in the following areas:
- To meet all requirements for the regular English major.
- One section of any of the following:
 - ENGL 200 Introduction to Fiction Writing
 - ENGL 201 Introduction to Poetry Writing
 - ENGL 202 Creative Nonfiction Workshop

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- One section of any of the following:
 - ENGL 300 Advanced Fiction Writing
 - ENGL 301 Advanced Poetry Writing
 - ENGL 302 Advanced Creative Nonfiction
- One literature course primarily in the genre of the emphasis (poetry, prose-fiction, or nonfiction), normally to be taken before the advanced workshop in the genre. Note: This course might also fulfill a period or approaches requirement.
- One course to be chosen from among the following:
 - An additional workshop, at any level, in the genre of the emphasis
 - An advanced individual study in the genre of the emphasis
 - An additional workshop, at any level, in any other genre
 - An additional literature course primarily in the genre of the emphasis
- ENGL 405 Senior Seminar in Creative Writing or ENGL 497 Honors Seminar.

Qualified seniors who have taken both introductory and advanced creative writing workshops may, with faculty approval, pursue an individual study in creative writing (ENGL 493); this course is not available to students who have not taken both workshops.

Students who are unable to take the advanced creative writing workshops may petition the English Department to count two introductory workshops in a single genre as fulfillment of the two-workshop requirement for the emphasis, as long as these workshops have been taken with different instructors. ENGL 150 may count as a prerequisite for 300-level creative writing courses. Introductory courses in fiction and creative nonfiction (ENGL 200 and ENGL 202) may serve as prerequisites for advanced courses in both genres (ENGL 300 and ENGL 302). Students pursuing the Creative Writing Emphasis must take at least one of their two primary workshops (200- and 300-level) at Kenyon.

ENGL 200, 201, 202, 300, 301 and 302 (Creative Writing)

Admission to all 200- and 300-level creative writing workshops is based on the submission of a writing sample and permission of the instructor. ENGL 200 or 202 is a prerequisite for ENGL 300; ENGL 201 is a prerequisite for ENGL 301. ENGL 200 or 202 is a prerequisite for ENGL 302. Creative writing courses are open to non-majors. For specific course offerings, sample requirements and submission deadlines, check with the English Department administrative assistant.

REQUIREMENTS FOR THE MINOR

English minors are required to complete a minimum of two-and-one-half (2.5) units, 5 courses, offered or approved by the department. Students must meet the following requirements:

- Completion of one half (.5) unit course in each of the following historical periods (please see the [English Major Distribution Requirements](#) or check specific course descriptions to see which requirements they satisfy):
 - Pre-1700

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- 1700-1900
- Post-1900
- Completion of two electives

Completion of at least two courses at the 300 or 400 level.

Please note that only one of ENGL 103 or 104 can count toward the minor. No courses taken off campus (except in the Kenyon-Exeter program) can be applied toward the minor.

SENIOR EXERCISE

In order to meet the college-wide Senior Exercise requirement, the English Department requires its majors to take an examination based on a set reading list. The examination is based on a short reading list of a major work or set of lyric poems by twelve different writers; it will be completed in two timed sittings, normally on the Saturday of the week after spring break. The morning two-hour examination will consist of short-answer questions and a short essay, as well as identifications of and brief commentary on passages reproduced from works on the reading list. The afternoon two-hour examination will require students to write an extended essay analyzing a lyric poem by one of the poets on the reading list. The reading list will be different for each graduating class, so students should request from the chair of the English Department the reading list for their particular class.

Reading lists, by year, are available on the [English department website](#).

HONORS

Students of demonstrated ability who would like to undertake more independent work are encouraged to enter the Honors Program. In order to be eligible for the Honors program, students must have a 3.5 grade-point average in their English courses and a 3.3 grade-point average overall. The Honors Program consists of the following:

- ENGL 497 The Honors Seminar (to be taken fall of the senior year). Students register with a Senior Honors form.
- ENGL 493 Directed Individual Study (undertaken in the fall semester). In the directed Individual Study course, the student begins a substantial critical essay of approximately 50-80 pages in length or a creative project of commensurate scope. Students register with an Individual Study form.
- ENGL 498 Directed Individual Study (undertaken in the spring semester). In the Senior Honors course, pursued mainly in a continuation of the fall Individual Study format, the student completes the Honors essay or project and defends the work in written and oral exams. Students register with a Senior Honors form.
- A written examination set by the English Department, to be taken in the spring of the senior year and based on a reading list that combines the Senior Exercise reading list for the current and the subsequent graduating classes

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- An oral exam, to be taken soon after the written exam, and conducted by outside examiners on both the thesis and the reading list for the written exam
- Evaluation of the thesis, written exam, and oral exam by outside examiners

Please see the description for the Honors Program in English, available from the department administrative assistant, for details. Detailed and complete information is also available on the [English department website](#).

KENYON-EXETER PROGRAM

The department directs a year-long program of study at the University of Exeter in England for junior majors and non-majors who qualify for admission. A member of our department teaches at the university, conducts seminars for Kenyon students, leads numerous co-curricular excursions, and administers the program. See the director of the Center for Global Engagement or the department chair for more information.

TRANSFER CREDIT POLICY

Students wishing to transfer credit for courses taken elsewhere must petition the department before taking the courses in question.

Courses

ENGL 103 INTRODUCTION TO LITERATURE AND LANGUAGE

Credit: 0.5

Each section of these first-year seminars approaches the study of literature through the exploration of a single theme in texts drawn from a variety of literary genres (tragedy, comedy, lyric poetry, epic, novel, short story, film, autobiography, etc.) and historical periods. Classes are small, offering intensive discussion and close attention to each student's writing. Students in each section are asked to work intensively on composition as part of a rigorous introduction to reading, thinking, speaking and writing about literary texts. During the semester, instructors will assign frequent essays and may also require oral presentations, quizzes, examinations and research projects. This course is not open to juniors and seniors without permission of the department chair. Offered annually in multiple sections.

ENGL 104 INTRODUCTION TO LITERATURE AND LANGUAGE

Credit: 0.5

Each section of these first-year seminars approaches the study of literature through the exploration of a single theme in texts drawn from a variety of literary genres (tragedy, comedy, lyric poetry, epic, novel, short story, film, autobiography, etc.) and historical periods. Classes are small, offering intensive discussion and close attention to each student's writing. Students in each section are asked to work intensively on composition as part of a rigorous introduction to reading, thinking, speaking, and writing about literary texts. During the semester, instructors will assign frequent

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essays and may also require oral presentations, quizzes, examinations, and research projects. This course is not open to juniors and seniors without permission of department chair. Offered annually in multiple sections.

ENGL 122 INTRODUCTION TO ANGLO-SAXON

Credit: 0.5

This course is a seminar in the general field of Old and Middle English literature. Class meetings will be conducted in a combination seminar and workshop fashion. The primary work of the course will be reading and translating Anglo-Saxon prose and poetry, supplemented by readings in Anglo-Saxon culture and history. It is open to all without regard for major or class year. First-year and sophomore students with an interest in medieval literature are particularly welcome, but this course is open to all students at all levels. This course meets the pre-1700 requirement.

Instructor: Klein

ENGL 150 CREATIVE WRITING: A MULTI-GENRE WORKSHOP

Credit: 0.5

This open-enrollment, multi-genre writing course will give students the opportunity to develop as creative writers and readers through a series of writing assignments and workshops. In addition to poetry and short fiction, areas of focus may include creative essay, playwriting, screenwriting and multimedia works. Students will conclude the course by revising and polishing a selection of their original work as a final portfolio. This class will be limited to 12 students, with three seats reserved for each class year. It will not be open to students who have already taken workshops at Kenyon.

ENGL 200 INTRODUCTION TO FICTION WRITING

Credit: 0.5

This course introduces students to the elements of fiction writing. While each section of the course will vary in approach and structure, activities and assignments may include intensive reading, workshops, writing, short and flash fiction, and exercises emphasizing various aspects of fiction such as place, dialogue and character. Students should check the online schedule for specific descriptions of each section. Check with the English Department administrative assistant for submission deadlines. Prerequisite: submission of writing sample and permission of instructor. Offered annually in multiple sections.

Instructor: Staff

ENGL 201 INTRODUCTION TO POETRY WRITING

Credit: 0.5

This course begins with two premises: (1) that students of the craft of poetry should be challenged to write in as many different ways as possible, and (2) that students are individual writers with different needs and goals. In this course, we will study a variety of types of poetry. Regular writing exercises will encourage students to widen their scope and develop their craft. The course will emphasize discovering the "true" subject of each poem, acquiring the skills needed to render that subject, understanding the relationship between form and content, and, finally, interrogating the role and function of poetry in a culture. In addition to weekly reading and writing assignments,

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students will submit a process-based portfolio demonstrating an understanding of the revision process and a final chapbook of eight to 12 pages of poetry. Check with the English Department administrative assistant for submission deadlines. Prerequisite: submission of writing sample and permission of instructor. Offered annually in multiple sections.

Instructor: Staff

ENGL 202 CREATIVE NONFICTION WORKSHOP

Credit: 0.5

Students in this workshop will write imaginative nonfiction in any of its traditional forms: memoirs, reflections, polemics, chronicles, idylls, lampoons, monographs, pamphlets, profiles, reviews, prefaces, sketches, remarks, complaints -- anything but the traditional college essay. As in other writing workshops, attention in class will be paid above all to the writing itself, word by word, sentence by sentence. Check with the English Department administrative assistant for submission deadlines. Prerequisite: submission of writing sample and permission of instructor. Offered annually.

Instructor: Staff

ENGL 203 CREATIVE WRITING WORKSHOP: FICTION AND OTHER HYBRID FORMS

Credit: 0.5

This course is a workshop in which students will experiment with writing that bridges some of our usual ideas about genre. Hybrid writing deliberately mixes fictional technique with nonfiction, essay and lyric. It is the literary form of our time, in which story, wit and meaning emerge from the collapsing distinction between the fictive and the factual. Hybrid form is variously categorized as fiction, memoir, New Journalism, lyric essay, autobiography, nonfiction novel, prose poetry. It can draw on philosophy, reportage, memoir, scholarship, blogging and other forms of nonfiction prose, but it's always working with the pleasures and skills associated with fiction and lyric: voice, character, place and language. We'll look at some good practitioners (examples are Lydia Davis, David Foster Wallace, Dave Eggers, Maxine Hong Kingston, Edward P. Jones and Philip Roth) as we focus on questions of finding shape, structure, and art when the old lines of genre have been blurred. The course requires openness to giving and receiving criticism, and is intended to extend the craft possibilities for students working in creative writing. Check with the English Department administrative assistant for submission deadlines. Prerequisite: submission of a writing sample and permission of instructor. Offered annually.

Instructor: Vigderman

ENGL 204 WRITING FICTION, NONFICTION AND OTHER NARRATIVE FORMS

Credit: 0.5

This course is an introductory workshop in which students will develop skills in a range of narrative strategies, reading a variety of texts: fiction, nonfiction, memoir, and graphic novels and memoirs, as well as blog essays and other relatively new formats and styles of literary expression. As these multiple forms are explored in the course of the semester, students will write new material each week, with an emphasis on understanding structure, pace, setting, time, dialogue, character and narrative voice. Students will be encouraged to experiment with fiction and nonfiction

approaches to the same material. The workshop will pay rigorous attention to language and form, sentence by sentence, and will also focus on developing insights and strategies for revision. Students in this class are assumed to possess basic English writing competence and mature ability to give and receive thoughtful criticism. Permission of instructor required.

ENGL 210 PROPER LADIES AND WOMEN WRITERS

Credit: 0.5

"We think back through our mothers if we are women," Virginia Woolf writes in *A Room of One's Own*. Taking Woolf's meditation on women and creativity as our point of departure, we will examine a range of fictional, poetic and polemical writing produced by British women from the late 18th century through the early 20th century, a period that witnessed increases in the literary and cultural opportunities available to female writers, as well as challenges to those opportunities. We will explore debates over "proper" education for women; the role of culturally sanctioned "plots" (most notably, romance and marriage plots) in shaping women's lives and narratives; complex negotiations between public and private experience, particularly between work and domesticity; and the aims and achievements of women's activist and political writings. When has it been possible, or desirable, for female writers to "think back through [their] mothers"? If a tradition of women's writing exists, what motivates and characterizes it? How did these women writers create new plots -- or terminate familiar ones -- in response to incommensurable or uncontainable desires and allegiances? How did these writers respond to traditions they inherited from their predecessors, whether male or female? Course authors will include Woolf, Wollstonecraft, Austen, Gaskell, Eliot and Barrett Browning, among others. Students will write two essays and a final exam. This course fulfills a requirement for the Women's and Gender Studies Concentration and meets the "approaches to literary study" or the 1700-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Heidt

ENGL 211 AUTOBIOGRAPHICAL THEORY AND PRACTICE

Credit: 0.5

Autobiographical writing allows us to study the complicated cultural and personal dynamics of self-making, as individual authors define (and show themselves to have been defined by) their sociohistorical circumstances. How do writers confront or capitalize on such intersections of the personal and the historical? How and why do autobiographers translate life experiences into writing? How do they grapple with elements of experience that are difficult to represent in language? Is truth necessary to -- or even possible in -- autobiographical writing? How have writers' gendered, sexualized, classed, raced or geographically located identities shaped the possibilities and purposes of autobiographical narrative? And where is the line between autobiography and biography? In this survey of classic and experimental autobiographical texts, as well as of major developments in autobiographical theory, we will consider broad questions of identity, time and memory, and narrative through close attention to specific works' subjects, structures and histories. Authors may include Augustine, Thomas De Quincey, Harriet Jacobs, Gertrude Stein, Virginia Woolf, Vladimir Nabokov, Malcolm X, Maxine Hong Kingston and Art Spiegelman, among others. Students will write two essays and several reading response papers and will lead one class discussion. This

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course meets the "approaches to literary study" or the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every third year.
Instructor: Heidt

ENGL 212 INTRODUCTION TO LITERARY THEORY

Credit: 0.5

What gives a literary text its meaning? Does a text simply contain meaning, or is that meaning shaped by social contexts, history, even the act of reading itself? Literary theory attempts to answer these questions by examining the ways in which we interpret the texts we read. This course will introduce students to some of the most important movements in literary theory over the last century with a particular focus on structuralism and poststructuralism, Marxism, feminism, deconstruction and postcolonialism. In addition, we will read short stories and two or three novels to develop our skills at reading and writing with theory. This course meets the "approaches to literary study" requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104.

Instructor: Staff

ENGL 213 TEXTING: READING LIKE AN ENGLISH MAJOR

Credit: 0.5

From basic techniques of critical analysis to far-reaching questions about language, literature, culture and aesthetics, this course will introduce students to many of the fundamental issues, methods and skills of the English major. Topics will range from the pragmatic (e.g., how do you scan a poem? what is free indirect discourse? how do you use the MLA bibliography, OED, JSTOR?) to the theoretical (how does a genre evolve in response to different historical conditions? what is the nature of canons and canonicity? why are questions of race, class, gender and sexuality so important to literary and cultural analysis?). Students will be given many hands-on opportunities to practice new skills and analytic techniques and to explore a range of critical and theoretical paradigms, approaches which should serve them well throughout their careers as English majors. Our discussions will focus on representative texts taken from three genres: drama (Shakespeare's *The Tempest*), the novel (Shelley's *Frankenstein*, Woolf's *Mrs. Dalloway*), and lyric poetry (a variety of poems representing four centuries and several traditions). This course fulfills the "approaches to literary study" requirement for the major. It is open only to first-year and sophomore students who have taken ENGL 103 or 104 and is strongly recommended for anyone contemplating an English major.

ENGL 214 GENDER BENDERS

Credit: 0.5

In the planetary analogy through which pop psychologists have articulated gender difference, men are from Mars and women from Venus. Presumably, this suggests an irreducible difference that always separates males and females. Critical gender, feminist and queer theorizations have, however, enabled us to look beyond such simplistic binaries. How can fiction reenvision categories of sexual difference? What newer figurations of gender, sexuality and the seeming immutability of such signifiers do writers play with and complicate? In this course, we will examine some of these

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gendered imaginings and pay particular attention to the fluidity of gender boundaries, in-betweenness, third space and exclusion by exploring global fiction. In so doing, we will look beyond the heterosexual and heteronormative to identify multiple axes of desire, identity and identification. This course fulfills the post-1900 or "approaches to literary study" requirement for the major. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every two years.

Instructor: Murthy

ENGL 215 PROSODY AND POETICS

Credit: 0.5

This course introduces students to the fundamentals of prosody and poetics. "Ecstasy affords the occasion" for poetry, Marianne Moore wrote, "and expediency determines the form." We will read poems from a broad range of historical periods in a range of forms (sapphics, syllabics, sonnets, sestinas, etc.), as well as statements by poets, critics and theorists about the aims and effects of poetic form. In addition to a series of short critical analyses of poetry, students will practice writing in the forms studied. This course meets the "approaches to literary study" requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Clarvoe

ENGL 216 THEORY OF COMEDY

Credit: 0.5

This course will introduce students to a range of critical methods, interpretive strategies and approaches to literature as we explore connections among theories of comedy and comic texts. Jokes, puns and the language of comedy; the carnivalesque; the role of laughter; the relation of comedy to aggression and violence; the depiction of gender; the comedy of manners; utopian social impulses; and the cultural work of comedy: These issues will shape our attempt to explore traditional and contemporary definitions of the genre. Authors to be studied include Shakespeare, Austen, Wilde, Shaw, O'Connor, Woody Allen and David Sedaris. This course meets the "approaches to literary study" requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered occasionally.

Instructor: Davidson

ENGL 217 THE ART AND CRAFT OF ANALYTICAL WRITING

Credit: 0.5

Participants in this course will become more aware of opportunities for creativity and self-challenge in the multi-layered and recursive writing process and will become more practiced in the art of writing. They will learn to better articulate objectives at each stage of the writing process and to make distinctions between the many choices for techniques and methods available to them for improving their own writing and that of fellow writers. Objectives include: to learn a wide range of rhetorical, literary, and theoretical strategies; to connect theory with practical experience and reflective practice in order to learn more about how best to engage with different kinds of student writers and different forms of academic prose across disciplines; to question assumptions about writing in order to begin establishing a perspective for self-evaluation and assessment, to become

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more confident at employing a wider range of writing skills and more qualified to suggest interventions to other writers at various stages of the writing process; and to learn to analyze various types of writing and engage with them in a variety of recursive processes for exploration, composition and revision. This course meets the "approaches to literary study" requirement. Permission of instructor required. Offered annually.

ENGL 219 FILM AS TEXT: ALFRED HITCHCOCK IN CONTEXT

Credit: 0.5

In this course we will discuss film using methods similar to those used in the analysis of literary texts. The purpose will be to examine the language of film and to explore film history and theory. The class will acquire a working use of film terms and basic understanding of both narrative structure and formal elements. We will look at several films by Alfred Hitchcock to explore both the elements of film construction and a particular directorial style, while also studying a selection of other films that offer variations on Hitchcock's themes and methods. In addition to regular classes, weekly evening film screenings will be held and are mandatory. This course may be counted for the major by students in English or in the Department of Dance, Drama and Film. This course meets the "approaches to literary study" requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered in most years.

Instructor: Vigderman

ENGL 220 STUDIES IN SHAKESPEARE

Credit: 0.5

An introduction to the major plays, this course emphasizes questions of language and modes of reading as the entryway into key themes and topics (e.g., gender, identity, kin/g/ship, desire) within the Shakespearean corpus. An initial in-depth study of a single play will enable us to acquire a base knowledge of rhetorical strategies, considerations of performance and thematic development that we will subsequently apply to our readings of other plays. Assignments reinforce reading and writing strategies. This course meets the pre-1700 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Staff

ENGL 223 WRITING MEDIEVAL WOMEN

Credit: 0.5

The Wife of Bath, in perhaps the most famous of Chaucer's Canterbury Tales, asks: "Who painted the lion, tell me who?/ By God, if women had written stories,/ As these clerks have within their oratories,/ They would have written of men more wickedness/ Than all Adam's race could redress." But the Wife, a fictional creation of a male poet, seems unaware of the profusion of writing that was, in fact, produced by women in the medieval period. In this class, we will sample the archive she overlooks, asking how institutions constrained what women could write and how, and pondering how women in this period deployed the resources of literature to create new possibilities for themselves and their readers. We will read the most important works written in Middle English by women, placing these in the context of continental traditions of women's writing. Our readings will range across time, space and genre: from the letters exchanged by history's most famous ill-fated

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lovers (Abelard and Heloise), to some of the most sophisticated works of theology produced in the Middle Ages (by Julian of Norwich and Hildegard von Bingen), to the first autobiography in English, in which a married mother of 14 travels around the world on pilgrimage, challenging clerics and stirring up trouble along the way (The Book of Margery Kempe). We also will read writing by women in lesser-known genres: purgatory vision letters, parenting manuals, as well as some of the advice and conduct literature written by men that shaped expectations of female behavior. Most texts will be in modern translation, with a few short pieces in Middle English (no previous experience expected). This course meets the pre-1700 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104.

Instructor: O'Neill

ENGL 224 CHAUCER: CANTERBURY TALES

Credit: 0.5

Chaucer's final great work (profound, moving, sometimes disturbing, often hilarious) can be considered both a medieval anthology and a framed, self-referential narrative anticipating modern forms and modern questions. Reading in Middle English, and exploring the social and historical contexts of Chaucer's fictions, we will pay special attention to Chaucer's preoccupations with the questions of experience and authority, the literary representation of women, the power of art, and the status of literature itself. This course meets the pre-1700 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered two of every three years.

Instructor: Staff

ENGL 226 TOLKIEN'S MIDDLE AGES

Credit: 0.5

J. R. R. Tolkien was not just a beloved novelist but also a distinguished scholar who edited, translated and analyzed medieval poetry including Beowulf, Sir Gawain and the Green Knight, and Chaucer's Canterbury Tales. In this course, we will study the literature that gave rise to Tolkien's fiction in order to explore how medieval literature continues to shape contemporary popular culture. In this vein, our reading of medieval texts will pay particular attention to "popular" genres such as purgatory vision narratives, romances and drama. While our reading will primarily focus on the medieval narratives that inspired Tolkien, there will be occasional student-led opportunities to connect this medieval material to Tolkien's own fiction and poetry. This course fulfills the pre-1700 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104.

Instructor: O'Neill

ENGL 227 LOVE, SEX AND DESIRE IN MEDIEVAL ROMANCE

Credit: 0.5

From the invention of Valentine's Day, to the notion of love as a sickness, to the articulation of courtship as a game with specific rules, many of our ideas about and expectations for romantic love come to us from medieval literature. Yet in the popular medieval genre of adventure story known as "romance," things do not always go according to love's rules: Men fall in love with other men, women resist getting married, and married women seduce their unsuspecting houseguests. In this

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course, we will explore the complex messages about love and sex encoded in medieval romances. Our readings will include poetry by Geoffrey Chaucer, the anonymous romances *Roman de Silence* and *Amis and Amiloun*, Guillaume de Lorris and Jean de Meun's *Romance of the Rose*, and the rules of love offered by both Ovid and Capellanus, and other medieval texts as well as contemporary works of theory and criticism. This course fulfills the pre-1700 requirement. It also counts toward the Women's and Gender Studies concentration. Prerequisite: first-year and sophomore students who have taken ENGL 103 or 104.

ENGL 231 ELIZABETHAN AGE

Credit: 0.5

This course examines the profound cultural matrix that shaped the golden age of English literature. The course will focus on nondramatic poetry, especially that of Sidney, Shakespeare and Spenser, with attention to the development of the Renaissance lyric and the Renaissance conception of the vocation of poet. The sonnet will be studied extensively in relation to gender and love relations, and to the cult of the individual. We also will examine the origins of Elizabethan drama and the relation of emblem, allegory and spectacle to Elizabethan drama and epic. How does Elizabethan literature represent, celebrate and critique the power relations found in Renaissance social institutions? Using contemporary critical and cultural theory, we will analyze the roots of Elizabethan nationalism, the emergence of London as a central literary milieu, and the iconic dominance of Queen Elizabeth in the literary and cultural landscape of the late 16th century. Students who have taken another course under this number may receive credit for this. This course meets the pre-1700 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered two of every three years.

Instructor: Staff

ENGL 232 RENAISSANCE POETRY

Credit: 0.5

This study of the Renaissance poem opens up a delicate world of intensely structured language. We will develop strategies of micro- and macro-reading for understanding how sparks of meaning lattice across a poem to create a whole effect: we will see how a single letter can change everything, how much a single word can do, a single line, a stanza within a poem, an entire sonnet within a series of sonnets. We will explore ways poems draw us into their worlds by transforming us into the "I" of the lyric speaker, by articulating our own emotions in a beautiful and intricate arrangement of words designed to amplify or soothe. In the light of early modern poetic studies as well as contemporary methodologies (e.g., George Puttenham, Roman Jakobson), this course examines the major Renaissance poetic movements and poetics of the 16th and early 17th centuries, including the works of sonneteers, popular ballad writers, the Cavalier Poets, the Metaphysical Poets and others. This course meets the "approaches to literary study" or the pre-1700 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Staff

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ENGL 235 MODERNS AND EARLY MODERNS

Credit: 0.5

When T. S. Eliot declared that there had been a disassociation of sensibility that set in after the early 17th century metaphysical poets, he was deliberately claiming a connection between his own work and the writing from this earlier period that he admired. This course will investigate this affinity between early modern literature and the literature of the 20th century. In the process, we will consider the importance of early modern literature in forming the critical taste and formalist methods of reading that were central to the New Criticism. This course meets the pre-1700 and 20th century requirements. It is open only to first-year and sophomore students who have taken ENGL 103 or 104.

Instructor: Staff

ENGL 240 EARLY 18TH-CENTURY LITERATURE

Credit: 0.5

We will begin this course by spending several weeks on Jonathan Swift's *Gulliver's Travels* (examining in passing another work of the 18th century inspired by *Gulliver's Travels*, *The Adventures of Baron Munchausen*). Satire is one of the predominant forms of the 18th century and finds its grotesque complement in the graphic arts. We will study various examples of visual satire - notably the "progress" narratives of William Hogarth. We will examine the emergence of the novel in this period, focusing on its multi-generic character. We will explore the overlapping of categories -- history and fiction, travel and novel, news and novels, philosophy and fiction -- in works such as Jonathan Swift's *Gulliver's Travels*, Lady Mary Wortley Montagu's epistolary account of her travels to Turkey, Eliza Haywood's spy/masquerade novel *Fantomina*, and Susanna Centlivre's play about metamorphosis, *A Bold Stroke for a Wife*. Periodical literature first appears in the long 18th century. We will explore the phenomenon of spectatorship in this period in relation to the institution of the masquerade, the science and philosophy of empiricism, and the rise of the penitentiary and systems of surveillance. This course meets the 1700-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Laycock

ENGL 243 SATIRE, SENSIBILITY AND ENLIGHTENMENT

Credit: 0.5

This course presents a survey of 18th-century literature from Jonathan Swift to such writers of the 1790s and early 19th century as Mary Wollstonecraft, Olaudah Equiano and Maria Edgeworth. Early 18th-century literature is dominated by satirical works that ostensibly aim at reform through ridicule, even while the great satirists doubt that such an aim can be achieved. Beginning in mid-century, the literary movement of sentimentalism and sensibility rejects the satirical impulse and embraces sympathy, immediacy and the "man of feeling." Throughout the period -- indeed already satirized by Swift and Pope -- Enlightenment ideals are explored and debated in a new public sphere. These ideals include progress, secularism, universal rights, the systematization of knowledge and the growth of liberty through print and education. Through an examination of works in a variety of literary genres (prose and verse satire, periodical essay, novel, tragedy, comedy, descriptive and lyric poetry, and travel writing), the course will introduce students to such

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authors as Alexander Pope, Joseph Addison, Richard Steele, Samuel Johnson, Oliver Goldsmith, Edmund Burke and Thomas Gray. This course meets the 1700-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered occasionally.

Instructor: Carson

ENGL 251 STUDIES IN ROMANTICISM

Credit: 0.5

This course will focus on the lyric poetry of the Romantic period, from William Cowper to John Keats. We shall also consider criticism, autobiographical writing, essays and novels by William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, William Hazlitt, Percy Bysshe Shelley, Mary Wollstonecraft Shelley and Keats. In this course, we shall investigate two central claims: first, that Romantic poetry is not simply nature poetry but rather philosophical poetry about the interrelationship between natural objects and the human subject; and, secondly, that Romanticism develops a notion of aesthetic autonomy out of very specific political and historical engagements.

This course meets the 1700-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Carson

ENGL 254 LITERARY WOMEN: 19TH-CENTURY BRITISH LITERATURE

Credit: 0.5

"What art's for a woman?" asks Elizabeth Barrett Browning. Her question was echoed by many other writers throughout the 19th century, nonetheless - or all the more - a great age for literary women. This course will introduce major writers of the Romantic and Victorian periods, exploring the relationships between their lives and works, and examining issues such as women as readers; the education of women; the changing roles of women in the home, in the workplace and in the community; the growth of the reading public; and the gendering of authorship. We will consider relations between genres as we read fiction ("Gothic" and "realistic" novels), poetry, letters, journals, biography, autobiography and essays on education, travel, literature and politics. Authors will include Mary Wollstonecraft, Maria Edgeworth, Dorothy Wordsworth, Jane Austen, Mary Shelley, Charlotte Bronte, Emily Bronte, Elizabeth Gaskell, Elizabeth Barrett Browning, Florence Nightingale, George Eliot and Christina Rossetti. This course meets the 1700-1900 requirement and the approaches to literary study requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered two of every three years.

Instructor: Mankoff

ENGL 260 MODERNISM

Credit: 0.5

"Modernism" refers to art that aimed to break with the past and create innovative new forms of expression. The modernists, writing between 1890 and 1939, tried in various ways to make literature newly responsive to the movements of a rapidly changing modern world. Alienated by the upheavals of modernity, or inspired by modern discoveries and developments in psychology, technology and world culture, modernist literature reflects new horrors and traces new modes of insight. Experimental, often difficult and shocking, modernist literature pushes language to its

limits and tests the boundaries of art and perception. This course studies the nature and development of modernist literature, reading key texts in the context of the theoretical doctrines and cultural movements that helped to produce them. The key texts include poetry and fiction by T. S. Eliot, Virginia Woolf, James Joyce, Nella Larsen, Marianne Moore, Langston Hughes, William Faulkner and Ezra Pound. The secondary material includes essays, paintings and manifestoes produced at the moment of modernism, as well as later criticism that will help explain what modernism was all about. This course meets the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Matz

ENGL 262 IRISH CLASSICS

Credit: 0.5

This course will survey two centuries of "Irish Classics" by reading, in translation, poems and narratives from the vibrant Gaelic literary tradition and by returning to their Irish milieu a number of classic texts that have been conscripted into the canon of "English Literature." We will encounter "the greatest poem written in these islands in the whole 18th century," according to one critic - a traditional keen composed by an Irishwoman over the body of her murdered husband - and we will read Maria Edgeworth's *Castle Rackrent*, "the first significant English novel to speak in the words of the colonized," according to another critic. We will ask what happens to Jonathan Swift's *Gulliver's Travels* or Oscar Wilde's glittering *The Importance of Being Earnest* or Bram Stoker's brooding *Dracula* when we restore it to a Hibernian context. We will read a bawdy Irish epic once banned in Ireland, analyze early lyrics by W.B. Yeats, consider Joyce's *Dubliners*, and conclude with some rousing examples of the Irish political ballad. This course fulfills the 1700-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every other year.

Instructor: McMullen

ENGL 263 WRITING THE MODERN CITY

Credit: 0.5

In this class, we will explore how cities are written -- not only how they are written about, but also how they are constructed, both imaginatively and concretely, through disciplines ranging from poetry to architecture. In doing so, we will try to understand how cities give rise to modern literature and to modernity more generally. In the works of novelists that may include Dickens, Bellow, Balzac, Ellison, Joyce, Zadie Smith, Rushdie and Woolf, we will consider urban landscapes that offer unprecedented economic, political, social and intellectual opportunities. At the same time, we will see how urban life threatens to increase the commodification of experience and how new organizations of social space impose ever greater levels of control and surveillance, calling for new tactics in both literature and daily life. By reading poets such as Apollinaire, Ashbery, Baudelaire, Brooks, Cullen, Eliot, Hughes, McKay, O'Hara, Williams and Whitman, we will explore the role of the crowd, its race and its class. Theoretical works by authors such as Jean Baudrillard, Houston Baker, Walter Benjamin, Michel De Certeau, Ann Douglas, Jane Jacobs, Frederick Jameson, Le Corbusier and Lewis Mumford will frame discussions of literary texts. This course meets the "approaches to

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literary study" or the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Hawks

ENGL 265 POSTCOLONIAL LITERATURE

Credit: 0.5

From *Heart of Darkness* to *Midnight's Children* to *Wide Sargasso Sea* to *Pushing the Bear*, the novel has lent itself to various and provocative imaginings of national identities. Novelists have not only imagined their own nations but they also have imagined "other" nations as well. This class examines how national identities are represented in these novels and to what purpose. We also identify and explore the outer reaches and limitations of postcolonial theory as we apply its critical frameworks to the analysis of 19th- and 20th-century novels that have come to define and/or challenge national identities in Africa, India, the Caribbean and the United States. This course meets the "approaches to literary study" or the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every other year.

ENGL 266 VIOLENCE AND THE BODY: NARRATIVE INSURGENCY

Credit: 0.5

In his "Critique of Violence," the German philosopher Walter Benjamin raises the question: "Is any nonviolent resolution of conflict possible?" In this course, we will investigate this question through an exploration of literary and theoretical writings that shed light on the historical experience of decolonization. Decolonization was often imagined as a "new day," free from oppression and strife. In reality, however, independence from the colonizer was almost always marked by many manifestations of violence. Why was decolonization such a violent phenomenon? How did violence express itself in response to race, class, gender, and religious and linguistic difference? How did the various anticolonial nationalisms imagine everyday life after independence? How was literature -- novels, poems, short stories, plays and film -- shaped by the struggles of anticolonial resistance and decolonization? And finally, how do fictional texts represent everyday life after decolonization? These are some of the questions that we will explore in this course. We will begin with an exploration of a few critical writings on violence: Frantz Fanon's "Concerning Violence," Walter Benjamin's "Critique of Violence," Mohandas K. Gandhi's *Hindu Swaraj*, Hannah Arendt's "Reflections on Violence" and excerpts from Edward Said's *Culture and Imperialism*. We will use the questions and responses that we generate from our discussion of these theoretical texts to frame our subsequent analyses of literary texts. Our literary texts will include writing from India, Sri Lanka, Pakistan, Bangladesh, Trinidad, Jamaica and Zimbabwe. Rabindranath Tagore's *The Home and the World*, Earl Lovelace's *The Dragon Can't Dance*, Shyam Selvadurai's *Funny Boy*, Michael Ondaatje's *Anil's Ghost*, Tsitsi Dangarembga's *Nervous Conditions* and Baburao Bagul's "Mother" are some of the works that we will read in the context of the course. Prerequisite: ENGL 103 or 104. Offered every year.

Instructor: Fernando

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ENGL 270 AMERICAN FICTION

Credit: 0.5

We will concentrate on American fiction of the 19th and the 20th centuries, tracing its development from Romantic to Modern. Some of the questions we will pose include: How do the American landscape and revolution figure in this genre? How do American writers translate the British Gothic impulse? How do major American cultural/political events -- the Civil War, for example -- contribute to changes in the genre? How do race, class and gender affect the way authors shape their fiction? We will read from a broad variety of short stories and novels by writers such as Hawthorne, Melville, James, Crane, Gilman, Ellison and Silko. This course meets the 1700-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Staff

ENGL 273 LATINO/LATINA LITERATURE AND FILM

Credit: 0.5

This course serves as an introduction to the literature and film produced by and about U.S. Latinos and Latinas, and to the theoretical approaches, such as borderlands theory, which have arisen from the lived experience of this diverse group. By focusing on the Latino/a experience, and situating it squarely within an American literary tradition, the course examines the intersections of national origin or ancestry with other identity markers such as gender, race and sexuality. We take an interdisciplinary approach that seeks to connect literature and film with history, political science, psychology, art, sociology and so on. Thus, students read not only literary works, both visual and written, but also related works in other disciplines that speak to the issues raised by the texts. Specifically, the course critically explores the effects and literary expressions of internal and external migration, displacement and belonging, nation and citizenship, code switching and other ways in which Latinos and Latinas have made sense of their experiences in the United States. Beginning with 16th-century accounts by Spaniards in areas that would eventually become part of the United States, and moving to the present day, the class familiarizes students with the culture(s) of a group that plays an important role in our national narrative, and with the issues that this group grapples with on our national stage. This course meets the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every other year.

Instructor: García

ENGL 274 HOPE AND HATE: READING RACE AND RECONSTRUCTION

Credit: 0.5

The late 19th century was a pivotal moment in African-American social and intellectual history. During Reconstruction, African Americans were elected to positions in state and national government. Later in the century, however, unprecedented racial violence threatened the social, political and economic gains achieved during Reconstruction. As the nation as a whole was still attempting to heal the wounds of sectional division caused by the Civil War, African Americans were also meditating on what it means to be a people. African American literature written during this time incorporates such meditations, chronicling African Americans' attempt to negotiate between the two poles of hope and hate, and urging individual readers to commit to the common

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cause of racial uplift. This course meets the 1700-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every one or two years.

Instructor: Schoenfeld

ENGL 280 AMERICAN LITERARY MODERNISM

Credit: 0.5

Modernist literature was written under the injunction to "make it new." Our discussion will focus on how American modernist writers made it new, and what "it" was, in each case, that they made. We will pay particular attention to the problematics of gender and sexuality and to the permeability of gender boundaries that produced such figures as Djuna Barnes's *Dr. O'Connor*, T.S. Eliot's *Tiresias* and Ernest Hemingway's *Jake Barnes*. In addition to these three writers, we will read selections from Stein, Faulkner, Hughes, Williams and Larsen, among others. This course can be used to fulfill requirements in American studies as well as (in some years) the Women's and Gender Studies Concentration. This course meets the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

Instructor: Staff

ENGL 281 FICTIONS IN BLACK

Credit: 0.5

What are the many ways in which African-American authors have approached the challenge of capturing human experience in narrative? To answer this question, this course considers African-American fiction since the mid-19th century. We will focus on literary works that tend not to receive the attention they deserve. In doing so, we will deepen our knowledge of the African-American literary tradition as well as cultivate our recognition of that tradition's variety. Authors to be considered will include William Wells Brown, Jessie Fauset, William Attaway, Zora Neale Hurston, Dorothy West and Charles Johnson, among others. Some knowledge of African-American history (literary, historical and general) or other related fields is helpful, though certainly not necessary. This course meets the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every third year.

Instructor: Mason

ENGL 282 BEYOND BORDERS: INTRODUCTION TO TRANS-AMERICAN LITERATURE

Credit: 0.5

This course examines the literatures of the Americas through the critical lenses of contact zone, border and transnational theories. From Laura Esquivel's *Malinche* to Juan Rulfo's *Pedro Paramo* to Rudolfo Anaya's *Bless Me, Ultima* to Esmeralda Santiago's *America's Dream* this class explores the clashes between races, cultures, genders, classes, nationalities and worldviews that characterize this richly creative region, both in the hemispheric and U.S. sense of "America." By examining mostly novels but also poetry, including the love poems of Pablo Neruda, we will seek a better understanding of this richly creative and fascinating area of literary study. This course meets the "approaches to literary study" or the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104.

Instructor: García

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ENGL 283 NATIVE AMERICAN LITERATURE

Credit: 0.5

Through literature and film, this course offers an introduction to contemporary Native American culture. We will screen several films, including Sherman Alexie's *Smoke Signals*, Arlene Bowman's *Navajo Talking Picture*, and short films by emerging Native filmmakers. Our readings will include works by writers visiting campus (recent visitors have included Gordon Henry, Diane Glancy, Diana Garcia, LeAnne Howe and Allison Hedge Coke). We will take an interdisciplinary approach, locating these texts and authors within their appropriate historical and cultural contexts and focusing on issues of identity, sovereignty and community. We'll also consider the ways Indians are depicted in and respond to popular culture. Other texts will include the anthology *Nothing But the Truth*, Louise Erdrich's *Tracks*, Gordon Henry's *The Failure of Certain Charms and Other Disparate Signs of Life*, and Sherman Alexie's *Smoke Signals: A Screenplay*. This course meets the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104.

ENGL 284 DEMONS, GREAT WHITES AND ALIENS: REPRESENTING AMERICAN FEAR

Credit: 0.5

This course engages questions such as: "How have U.S. writers and filmmakers represented fear, and why?" "What are the major themes in American horror?" "What is the relationship of American horror to American history and to ongoing national issues, especially those involving race, class, sexuality and gender?" To answer these questions, we do close reading analysis, read critical and theoretical essays, and apply historicist and cultural-studies approaches to examine specifically "American" novels, short stories and films that seek to incite fear in one way or another. We look at canonical works, such as those of Edgar Allan Poe and Henry James, and also at works considered "mass market," such as those of Stephen King and the film *Jaws*. Our mission is to uncover how these texts are cast as specifically "American" and why this is significant to our understanding of the texts and their historical contexts. We also compare how the written and visual "fears" between the texts, and between written texts and films, work differently and similarly. This course fulfills either the 1700-1900 or the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every year.

Instructor: García

ENGL 286 TRANSGRESSIVE FRIENDSHIPS IN AMERICAN LITERATURE

Credit: 0.5

Race, class, gender, religion: These categories can be the basis of identity politics that divide as much as they unite. This course will consider the significance in American literary texts of friendships that transgress these categorical divisions. We will contemplate what makes such transgression possible in individual instances, and why these instances are so exceptional. We will expand the discussion to explore the tension between the individual and the community in the formation of identity. Texts are likely to include: Mark Twain's *Huckleberry Finn*, Ernest Hemingway's *The Sun Also Rises*, Toni Morrison's *Sula*, Langston Hughes' and Zora Neale Hurston's play *Mule Bone*, Toni Morrison's short story "Recitatif" and others. This course meets the post-1900

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requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every other year.

Instructor: Schoenfeld

ENGL 288 AFRICAN-AMERICAN LITERATURE

Credit: 0.5

This course introduces students to the literature written by African Americans between 1845 and 1940. Rather than approach this material as a survey would, this course focuses instead more narrowly on central texts indispensable to any further study of African-American literature. Our goal will be to engage a limited number of texts and authors, but to do so in a deeper and more detailed fashion than a survey course would allow. Writers to be covered include, but are not limited to, Frederick Douglass, Harriet Jacobs, Charles Chesnutt, W.E.B. Du Bois, Langston Hughes, Jean Toomer, Nella Larsen, Zora Neale Hurston and Richard Wright. This course meets the 1700-1900 or the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered annually.

ENGL 289 AMERICAN NOVEL, 1950-PRESENT

Credit: 0.5

This course involves close examination of 10 American novels written after World War II. Consideration will be given to styles and methods: the authorial choices that make the novels what they are. Beyond this, however, we'll examine these novels as comments on American life. The reading list may be organized around a specific theme -- politics, ethnic experience, sport, small-town life -- or a combination of themes. In any case, the study of authors whose place in or out of the canon has not yet been determined should give the class an opportunity for intelligent, critical reading. This course meets the post-1900 requirement. It is open only to first-year and sophomore students who have taken ENGL 103 or 104. Offered every other year.

Instructor: Kluge

ENGL 300 ADVANCED FICTION WRITING

Credit: 0.5

This workshop will focus on discussion of participants' fiction as well as on exercises and playful experimentation. Principally, we will be concerned with how stories work at every level. As we consider narrative strategies and practical methods for developing individual styles, along with approaches to revising work, we also will read, as writers, a variety of outside texts. Check with the English Department administrative assistant for submission deadlines. Prerequisite: ENGL 200 or 202, submission of a writing sample and permission of instructor. Offered annually.

Instructor: Staff

ENGL 301 ADVANCED POETRY WRITING

Credit: 0.5

This course sets out to trouble your assumptions -- both conscious and unrecognized -- about poetry: writing it, reading it, responding to it; its purpose, its nature, its public and private selves. We will explore revision in the fullest senses of the word, aiming not only toward compression and

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economy but toward expansion and explosion, toward breaking down the boundaries between what constitutes -- for you as writer and reader -- poem and not-poem. We will reverse the usual order of things: Our workshopping will focus on canonized poems, and you should expect to engage fully in your role as poet-critic when you respond to classmates' work, approaching it as you approach texts in the literature classroom. We will explore poetry's technologized face through blogs and webzines, even as, Luddite-like, we hand write, cut, paste, find and memorize poetry. This class requires intensive reading (and attendant thoughtful response) in poetry and poetics, enthusiastic engagement with exercises in critique, revision and poem-making, and a final project, demonstrating your advancement as both critic and poet during the course of the semester. Texts will likely include several volumes of contemporary poetry, selected critical essays, manifestoes, writings on process, and readings by visiting writers. Prerequisite: ENGL 201, submission of a writing sample, and permission of instructor. Check with the English department administrative assistant for submission deadlines. Offered annually, in one or two sections.

Instructor: Staff

ENGL 302 ADVANCED CREATIVE NONFICTION

Credit: 0.5

Students in this workshop will write imaginative nonfiction in any of its many forms and will be especially encouraged to work on a single, long piece over the course of the semester. As with all writing workshops, classroom discussion will require an openness to giving and receiving criticism. Outside reading will include essays and at least one book-length work by acknowledged masters of the form. To better explore questions of craft, written responses to these readings will be due each week. Check with the English department administrative assistant for submission deadlines. Prerequisite: ENGL 200, 202, 203 or a similar course, submission of writing sample and permission of instructor.

ENGL 310 NARRATIVE THEORY

Credit: 0.5

Why do we tell stories -- and why do we do it the way we do? What psychological desires do our narratives express? How do they help us to generate our collective cultures, to frame our individual lives, to recreate the past, and to imagine the future? What political dictates do our narratives obey, and how do they constitute political resistance? What are the different genres of narrative, and what elements define them? This course asks these and other such questions in order to study the nature, purpose and effects of narrative, from a range of theoretical perspectives. We will study the history of the English novel (its development out of spiritual autobiographies, news sheets and capitalist individualism), the categories of "narratology" (the formal study of narrative), the politics of narrative according to Marxists, feminists, neo-Victorians, and New Historicists, the psychology of narrative (according to the Freudians, behavioral therapists, cognitive scientists) and the structure of narrative as described in schools of criticism from formalism and deconstruction to film theory. Readings will include selections from *The Rise of the Novel* by Ian Watt, *Narrative Discourse* by Gerard Genette, *S/Z* by Roland Barthes, *Reading for the Plot* by Peter Brooks, *The Sense of an Ending* by Frank Kermode, *The Dialogic Imagination* by Mikhail Bakhtin and *Dreaming by the Book* by Elaine Scarry. This course meets the "approaches to literary study" requirement.

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Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered annually.

Instructor: Matz

ENGL 311 TIME AND NARRATIVE

Credit: 0.5

Long ago, in answer to the question, "What is time?" St. Augustine wrote: "If no one asks me I know but when someone does I do not." Time continues to be hard to define or explain. But where philosophy and physics fail, some say, narrative succeeds. Narrative engagement, as the creative record of history, or the form of personal recollection, or the way to trace the succession of moments in an ordinary day, may be the cultural form through which we truly understand the meaning of time. To test this theory, this course will read narrative fiction that experiments with the representation of time, to see: (1) what such fiction has to say about time, and (2) how the problem of time determines the forms, styles, and techniques of narrative fiction. Primary texts will include novels and stories by Charles Dickens, Leo Tolstoy, Virginia Woolf, William Faulkner, Jorge Luis Borges, and others. Secondary reading will include philosophical treatments of time, literary-critical accounts of the time-narrative relationship, and cultural histories of time's changing meanings. This course meets the "approaches to literary study" requirement. Prerequisite: junior standing or ENGL 210-291 or permission of instructor. Offered every other year.

ENGL 312 POSTMODERN NARRATIVE

Credit: 0.5

Through discussion and occasional lecture, this course will examine some of the aesthetic strategies and cultural concerns of postmodern narrative: the critique of representation and a consequent focus on fictionality, textuality, intertextuality and the act of reading; subversion of "master narratives" and the release of multiplicity and indeterminacy; preoccupation with the discursive construction of the human subject and the interrelationship of language, knowledge, power; and the interpenetration of history and fiction, theory and literature, "high" art and mass culture. We will consider such writers as Italo Calvino, Angela Carter, J.M. Coetzee, Maxine Hong Kingston, Vladimir Nabokov, Manuel Puig, Ishmael Reed, Salman Rushdie and Jeanette Winterson. We also will engage various theorists and critics of the postmodern (Barthes, Lyotard, Jameson, Eagleton). This course meets the "approaches to literary study" or the post-1900 requirement in English. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered occasionally.

Instructor: McMullen

ENGL 313 LAND, BODY, PLACE IN LITERATURE AND FILM

Credit: 0.5

This interdisciplinary course critically examines cultural expressions of the relationship between humans and their environment. Important concerns will include historical and culturally constructed connections between gender and nature, between human and nonhuman animals, environmental racism, and the erotics of landscape. Course readings will focus on texts outside the Western canon; primary texts will likely include the films *Atanarjuit: The Fast Runner*, *Grizzly Man*, and *Brokeback Mountain*; novels by J.M. Coetzee, Kamila Shamsie, and Sabina Berman. Secondary

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readings will draw upon animal studies, ecocritical, queer, and postcolonial theories. This course meets the "approaches to literary study" or the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor.

Instructor: McAdams

ENGL 315 THE HISTORY OF THE BOOK

Credit: 0.5

History of the Book is an introduction to the history of material texts. It investigates the production of writing from scribal manuscript to modern digital media, with a focus on the hand-press era (c.1450-1830). Our goal is to become proficient at reading material forms in conjunction with the texts they contain and to place these materials in historical context. During the course, we will examine topics including: shifting notions of authorship and audience; the processes of manuscript and print production; the economics of printing and bookselling; libraries and organization of knowledge; methods of illustration; mise-en-page, and paratexts; and textual editing. The class is taught in Special Collections in the Olin Library, where we learn how to handle rare materials and become familiar with the physical structure and layout of books. This course meets the "approaches to literary study" requirement, or one of the pre-1700 or 1700-1900 period requirements.

Prerequisite: junior or senior standing, or ENGL 210-291 or permission of instructor.

Instructor: Staff

ENGL 316 POSTCOLONIAL POETRY

Credit: 0.5

This course will examine primarily Anglophone poetry written by Caribbean and African poets during the 20th century, a period marked by assertions of new national and cultural identities as colonized nations achieved political independence from imperial powers. Students will consider how indigenous cultural expressions from these regions interact with European forms and traditions, and how such encounters transform both indigenous and imperial cultural forms. How do poets "write back" to the metropole to reclaim occluded or distorted cultural meanings or identities? How are these identities then bolstered or contested, both within poems and beyond them, by transnational identities proposed by Negritude or Pan-Africanism? How do commitments to a particular language, gender, race, religion, caste, or class complicate the unifying nationalisms of decolonized regions? We will also attend to literary genre. Why would postcolonial subjects choose to write poetry, particularly when the novel has been so often identified as the principal literary form for articulating modernity, empire and secular life? Do lyric poems provide different ways of thinking about the postcolonial condition than novels do? Should these genre boundaries developed within European traditions even be deployed when examining non-Western literature? Finally, students will consider the relationship between postcolonial writing and postmodern literary strategies like appropriation, mimicry, hybridity and pastiche; how and why do postcolonialism and postmodernism intersect? Exploring these questions, students will gain a more nuanced understanding of a world of Anglophone poetry that has developed beyond, though frequently in dialogue with, the literary cultures of Britain and America. This course fulfills either the "approaches to literary study" or the "post-1900" requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered occasionally. Instructor: Hawks

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ENGL 317 POETRY AND THE VISUAL ARTS

Credit: 0.5

From Homer's description of the shield of Achilles in the Iliad, to Keats' great "Ode on a Grecian Urn," to John Ashbery's meditation on Parmigianino's painting in "Self-Portrait in a Convex Mirror," poets have attempted to capture works of visual art in words. This course will consider examples in this tradition, from classical to contemporary poets, as well as a range of theories of ekphrasis. We will explore the various ways that such poems offer (as the root meaning of ekphrasis indicates) a "speaking out" or a "telling in full" of what is silent in a painting, sketch, sculpture, monument, photograph, or fresco; from ancient Greek bronzes to the miraculous boxes of Joseph Cornell. The fascination with ekphrasis also should suggest, however, ways that the visual arts, at their best, evoke more than the merely visible, just as great poetry evokes that which is beyond words. This course meets the "approaches to literary study" requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered every one or two years.

Instructor: Clarvoe

ENGL 318 SCIENCE FICTION AND FANTASY

Credit: 0.5

As a genre, fantasy has seen a sudden leap in popularity over the last two decades, primarily as a result of novels for children, such as those by J. K. Rowling and Philip Pullman, and of film or television adaptations, such as those of Lord of the Rings and Game of Thrones. Despite these events it remains one of the most marginalized genre categories in fiction, both in academia and in culture more generally -- a marginalization that is all the more striking considering the general acceptance of magic realist novels as part of literary culture. In this course we will reread the genre of fantasy for continuities with the wider history of the novel, focusing particularly on allegory, the bildungsroman, childrens literature and historical narratives. This course meets the "approaches to literary study" requirement or the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor.

Instructor: Brown

ENGL 320 SHAKESPEARE

Credit: 0.5

Who and what is "Shakespeare"? The wealth of Shakespeare's legacy allows us to offer many versions of this course, all of which will focus on Shakespeare on the page and on the stage. Sometimes this course may examine the role of the cultural "other." Looking at figures like the witch, the native/foreigner, or the cross-dressed woman in such plays as Macbeth, Othello and The Merchant of Venice, we will explore the way Shakespeare's theater shaped -- and was shaped by -- the cultural expectations of the English Renaissance. At other times the course may query the concept of Renaissance self-fashioning in the sonnets and in plays such as Twelfth Night, Hamlet, and Antony and Cleopatra. We may also explore what Shakespeare read as he composed plays such as A Midsummer Night's Dream, King Lear, and The Tempest -- and how writers since Shakespeare have responded to and re-visioned his work in the form of lyric poems, new plays, novels and films. Now and then, the course may focus on "the history plays," or the relationship of comedy and tragedy to the romances. No matter which version of Shakespeare is offered, a close reading of

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several of Shakespeare's plays will always shape and center this course. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered annually in multiple sections.

Instructor: Staff

ENGL 322 HISTORY OF THE ENGLISH LANGUAGE

Credit: 0.5

This course treats the history of English from Anglo-Saxon through the Renaissance in English literature to the era of Samuel Johnson and the creation of his great dictionary. The first half of the course provides an introduction to both Anglo-Saxon and Middle English language and literature. Students acquire sufficient grasp to read the citations in the Oxford English Dictionary from the medieval period. In the Anglo-Saxon portion of the course, the study focuses on short texts including poetry, riddles and varieties of prose. In the Middle English and Early Modern English portions of the course, the array of texts is broader and includes the Renaissance sonnet tradition, family correspondence and miscellaneous prose. Particular attention is given to the emergence of differentiated styles, dialects and "discourses" in the 17th and 18th centuries, and to the early stages of English language study following models of philology created to treat Latin and Greek. This course meets the "approaches to literary study" or pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor.

Instructor: Klein

ENGL 324 EPIC TO ROMANCE

Credit: 0.5

Primary readings in this course present the tradition of heroic narrative from Beowulf to Le Morte D'Arthur. In the last third of the semester, we will explore the meaning of this tradition in the context of the world of heroic narrative from Gilgamesh to Clint Eastwood, depending upon the interests and knowledge of class members. This course meets the "approaches to literary study" or the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered occasionally.

Instructor: Klein

ENGL 325 CHAUCER

Credit: 0.5

With a focus on major works -- Troilus and Criseyde, The House of Fame, The Legend of Good Women and The Canterbury Tales -- we will consider Chaucer in the context of medieval literature and as a writer who anticipates modern questions of gender and authority. Reading in Middle English, and exploring the social and historical contexts of Chaucer's fictions, we will pay special attention to Chaucer's preoccupations with the experience of reading, the revisioning of romance, the metamorphosis and translation of texts, and the status of the book itself. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered every third year.

Instructor: Staff

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ENGL 331 THE REFORMATION AND LITERATURE: DOGMA AND DISSENT

Credit: 0.5

The Reformation deeply influenced the literary development of England and transformed the religious, intellectual and cultural worlds of the 16th and 17th centuries. The long process of Reformation, shaped by late-medieval piety, the Renaissance, Continental activists, and popular religion, illustrates both religious continuities and discontinuities in the works of poets and prelates, prayer books and propaganda, sermons and exorcisms, bibles and broadsheets. This interdisciplinary course will focus on a range of English literary texts, from the humanists under early Tudor monarchs to the flowering of Renaissance writers in the Elizabethan and Stuart eras, in the context of religious history, poetry, drama, prose and iconography. Writers and reformers such as More, Erasmus, Cranmer, Shakespeare, Marlowe, Southwell, Herbert and Donne will be examined. This course meets the pre-1700 requirement. This course is the same as RLST 331. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered annually.

Instructor: Davidson

ENGL 336 17TH-CENTURY POETRY

Credit: 0.5

This course will examine the poetry of England's most radical age, a period of revolution, religious dissent and the birth of modern science, of apocalyptic visions and utopian dreams. We will consider how these changing ideas about politics, religion, science and sex shaped the poems of John Donne, Aemilia Lanyer, Ben Jonson, George Herbert, Katherine Philips, John Milton, Henry Vaughan, Andrew Marvell and others. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered every other year.

ENGL 338 MILTON

Credit: 0.5

This course will undertake a close reading and analysis of the great English epic *Paradise Lost* in the context of Milton's political and literary career: his early experiments in lyric poetry and masque; his radical support -- through prose, the writings of "[his]left hand" -- of revolution, freedom of the press and divorce; and his personal response to imprisonment and the death of his political hopes in the restoration of the English monarchy under Charles II. As we examine issues of freedom, authority and authorship in *Paradise Lost* and *Samson Agonistes*, we will consider Milton's revisioning of classical epic and drama and of biblical texts. And as we explore the attempt "to justify the ways of God to men," we will pay particular attention to Milton's account of gender and his examination of the literary imagination and the creative process. We also will consider the responses of other great writers, from Milton's time to our own, to this most provocative and enduring epic. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor.

Instructor: Staff

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ENGL 339 THE RESTORATION ON STAGE AND SCREEN

Credit: 0.5

This course focuses on the plays of a period (roughly 1660-1720) deemed to be one of the most licentious in history, both morally and politically. We shall examine the ways in which contemporary playwrights and film directors explore and critique not only Restoration society but also modern society through the lens of Restoration plays. Peter Greenaway's *Draughtsman's Contract* (1982), set in 1694, is a brilliant reconstruction of the Restoration's preoccupation with sex and property but it also is a film that reflects on the art of filmmaking, thus taking us into the modern world through the perspective of the 17th-century artist and forcing us to confront the ways in which we see the past. The Restoration period was an important moment of transition in theater history: women (as actors) were introduced to the stage (displacing boys playing women's roles), and female playwrights had a new and influential voice. We will examine the rise of the actress in the Restoration and also in modern plays that attempt to recreate the sexual dynamics of this cultural shift. This course meets the pre-1700 or the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered annually.

Instructor: Laycock

ENGL 341 TRAVEL AND TOURISM IN 18TH-CENTURY BRITISH LITERATURE

Credit: 0.5

In this course, we will concentrate on the literature and discourse of travel in the later 18th century. This is the period of the "grand tour," the rise of tourism and the tourist industry, and the increasing preoccupation of writers with the issue of cultural identity -- are human beings everywhere ("from China to Peru") the same, or are there important essential or cultural differences between them? Is there such a thing as national identity and, if so, what attempts can be made to preserve or construct that national identity? What are the relationships of so-called civilized cultures to "primitive" or undeveloped ones? Many travelers in the 18th century embarked on the grand tour to Italy, to examine the origins of a culture the English sought to reconstruct in self-consciously "neoclassical" forms, but travelers also ventured north -- to Scandinavia, to the polar regions, to the Celtic fringes of Britain -- hoping to find and observe people existing in a state of nature. We will examine how various writers use travel as a "vehicle" to explore such larger issues as the history of human society and notions of progress. We also will study issues of perception -- how travelers regarded and transformed what they viewed. In addition to reading 18th-century tour guides, we will study representations of the sublime and picturesque in landscape painting, landscape gardening, and theater design. We also will examine the horror of travel in the 18th century by examining narratives of the slave trade. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered every other year.

Instructor: Laycock

ENGL 342 18TH-CENTURY NOVEL

Credit: 0.5

This course aims to define the novel, to trace the causes of its rise in 18th-century England, to study some great and various examples of the genre from Aphra Behn to Jane Austen, and to learn about a

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historical period quite different from our own even though we may find there some of the roots of our own culture. The novel will be defined against epic, romance, drama, historiography and newswriting. Various types of novel also will be distinguished: fictional biography and autobiography, epistolary fiction, the picaresque, the fictional travelogue, the Oriental tale, sentimental fiction and Gothic fiction. Particular attention will be paid to authorial prefaces, dedications and advertisements to determine what the novelists themselves thought about the emerging genre and how they imagined their relationship to the reader. This course also will provide an introduction to such major theorists of the novel as Mikhail Bakhtin, Ian Watt and Michael McKeon. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered annually.

ENGL 351 THE ROMANTIC PERIOD

Credit: 0.5

This course will explore some of the complexities and contradictions in the literature of the Romantic period. A period that came to be identified with the work of six male poets in two generations (Blake, Wordsworth and Coleridge; Byron, Shelley and Keats) also is the period in which the English novel achieves considerable subtlety and broad cultural influence. In addition to the poets, then, the course will include works by such novelists as Walter Scott and Maria Edgeworth. While lyric poetry becomes increasingly dominant and the sonnet undergoes a revival in this period, there remains a poetic hierarchy in which epic and tragedy occupy the highest positions. The course will therefore include dramatic poems, whether or not such works were intended for performance, and a consideration of the epic impulse. The course will examine the tension between populism (and popular superstitions) and the elitist alienation of the Romantic poet, and the relationship between political radicalism and both Burkean conservatism and an abandonment of the political ideals of the French Revolution in favor of imaginative freedom. In addition, this course will introduce students to recent critical studies of Romanticism. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered every other year.

Instructor: Carson

ENGL 354 PAGE, STAGE, SCREEN: 19TH-CENTURY NOVELS TRANSFORMED

Credit: 0.5

In the 19th century British writers brought into the world innumerable fictional characters and plots that have -- for good and ill, and in forms as low as cereal boxes and as high as acclaimed novels -- served as cultural touchstones for more than a century. In this course, we will explore a handful of fictions that have undergone particularly provocative transformations into novelistic, theatrical, and cinematic productions. Throughout the semester, we will use our close readings of fictions, plays and films (as well as of ephemera like cartoons) to consider theories and practices of adaptation in both the 19th and 20th centuries. What kinds of plots seem most to have enthralled or even possessed 19th- and 20th-century readers and viewers? How do those plots change when they undergo shifts from textual to visual media? We also will explore the cultural and critical discourses that have grown up around particular works. Course texts will include Austen's *Pride and Prejudice*, Shelley's *Frankenstein*, Carroll's *Alice's Adventures in Wonderland*, Stevenson's

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Strange Case of Dr. Jekyll and Mr. Hyde and Stoker's Dracula, as well as numerous film adaptations of each novel. Students will produce two formal writings and weekly film response papers and also will participate in a group research presentation. Students enrolled in this course must enroll in a mandatory weekly film screening. This course meets the "approaches to literary study" or the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered every other year.

Instructor: Heidt

ENGL 356 VICTORIAN POETRY AND POETICS

Credit: 0.5

This course will serve as a wide-ranging exploration of Victorian poetic culture. Our primary focus will be Victorian poetry in all its forms -- including lyric, ballad, elegy, narrative and epic -- and its staggering range of subjects sacred and profane: love, grief, social injustice, doubt, sadomasochism, religious devotion, pet dogs, travel, madness and poetry itself (among many others). We will read works by Tennyson, the Brownings, the Brontes, the Rossettis, Arnold, Clough, Hopkins, Swinburne and Hardy, examining the formal and topical conventions and innovations of their verse. We also will examine mechanisms of fame and obscurity as they shaped these (and other) poets' careers, and we will discuss a number of female poets whose critical and canonical fortunes have risen in recent years, including the dramatic monologist Augusta Webster and the duo who wrote as Michael Field. We will consider the relationship of poetry to other arts (especially painting) and literary forms (such as the novel); we also will discuss the role anthologies, periodicals, reviews and the development of English literature as an academic discipline played in the circulation and consumption of poetic works throughout the 19th century. Students will write two formal essays and several three-to-four-page poetry explications and also will perform at least one poem during class. This course meets the "approaches to literary study" or the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered occasionally.

Instructor: Heidt

ENGL 358 VICTORIAN GHOSTS

Credit: 0.5

In the 19th century, Britain was nothing if not haunted -- by (among other things) history, doubt, science, political unrest, desire and sexuality, other parts and peoples of the world, and the unfathomable complexities of the human psyche. This course will provide an intensive introduction to Victorian literature and culture through an examination of its ghosts. Among the literary works we will read are fictions by Emily Bronte, Hardy, Eliot, Gaskell, Dickens, Pater, James and Wilde; poetry by Tennyson, Browning, Arnold, Christina Rossetti, Swinburne and Hardy; and autobiographical writing by Oliphant. We will explore extraliterary movements and phenomena that illustrate how Victorian people attempted to document and/or make contact with ghosts, including spiritualism, spirit photography and psychical research. And we will give some consideration to the ways the Victorian period has haunted its successors. Students can expect to complete two major essays and a final exam, deliver at least one oral presentation, and compose

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occasional short reading papers or discussion questions. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Instructor: Heidt

ENGL 362 20TH-CENTURY IRISH LITERATURE

Credit: 0.5

Henry V's resident stage-Irishman, MacMorris, poses the pressing postcolonial question, "What ish my nation?" -- a concern that grows urgent for Irish writers at the beginning of the 20th century. This course will examine the mutually informing emergence of an independent Irish state and a modern Irish literature and will analyze the evolution of postcolonial Irish culture. Focusing on texts from the "Celtic Revival," the revolutionary and Civil War era, the Free State, and present-day Eire, we will analyze literature's dialogue with its historical moment and with its cultural inheritance. We will consider multiple genres (drama, poetry, fiction and film) and such writers as Yeats, Augusta Gregory, J.M. Synge, James Joyce, Padraic Pearse, Sean O'Casey, Elizabeth Bowen, Flann O'Brien, Seamus Heaney, Brian Friel, Eavan Boland, Colm Tóibin and Conor McPherson. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered annually.

ENGL 363 WRITING THE GLOBAL CITY

Credit: 0.5

What makes and defines a city? Is there an essence that unites Tulsa and Tokyo or Rio de Janeiro and Riga? What happens if we shift our gaze, instead, to comparing New York, Delhi and Shanghai? Some of the characteristics that make these three cities similar include their cosmopolitanism, their renown as economic and political hubs, and their location as sites of cultural activity. In contrast with Tulsa and Riga, then, these cities become global cities. Since the 1990s, globalization theorists have increasingly focused on the city as the site of contestation between the local and the global. In this course, we will read cultural and literary texts that challenge and complicate how we read cities: between exemplifying the nation in a microcosm and embodying globality. Some of the writers we read in this course may include Teju Cole, Orhan Pamuk, Monica Ali, China Miéville, and Jeet Thayil. Students should contact the instructor to find out what specific texts will be adopted. This course meets the post-1900 and "approaches to literary study" requirements. Prerequisite: junior or senior standing or ENGL 210-291.

Instructor: Murthy

ENGL 364 THE MODERN SHORT STORY

Credit: 0.5

This course will focus on the American short story since 1900. The story is not simply a shorter fictional narrative than the novel. It is a genre with a distinct pedigree. For the first three-quarters of the 20th century, writing short stories for commercial venues such as the Saturday Evening Post, the New Yorker, and even Playboy offered financial support to many authors while they were also writing novels or screenplays. Hemingway, Fitzgerald and Porter are just a few examples. More recently, creative writing workshops and university-based M.F.A. programs have proliferated, and the short form, ideal for workshop discussion, received new life. Finally, throughout the last

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century, the short story was often also the site for counter-narratives and other experimentation. In this course, we will read five or six stories each week. We often will read multiple examples by the same author. And though each week will concentrate on stories largely from the same era, there will be significant differences in styles, subjects, and technique. We will discuss how the stories work, how the authors' themes and techniques develop over time, and how they influenced each other. As the semester progresses, students will assume increasing responsibility for leading discussions. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor.

Instructor: Lynn

ENGL 365 THE MODERN NOVEL

Credit: 0.5

For at least 100 years now, novelists have experimented with ways to make fiction "modern," to make it better able to reflect and resist the perils and pleasures of modernity. This course explores the ways they have done so, tracing the evolution of the modern novel from its origins in the realist fiction of the 19th century to its contemporary incarnations. We will consider such authors as Thomas Hardy, Joseph Conrad, Virginia Woolf, James Joyce, E. M. Forster, Zora Neale Hurston, William Faulkner, Anthony Burgess and Salman Rushdie. This course meets the post-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered most years.

Instructor: Staff

ENGL 366 AFRICAN FICTION

Credit: 0.5

This course is a reading of African fiction since the middle of the 20th century, focusing on the way Africa's cultural traditions, historical problems and political objectives have revised and resisted Western narrative forms. What narrative forms develop as a result of the machinations of power in modern Africa? How, for example, does the need to present historical information and political argument to the broadest possible local audience favor realism and popular styles? How has the globalization of the African novel complicated questions of genre, style, and even the very category of African fiction? Some of the topics that the course will touch upon may include the impact of modernization on traditional life, the transmission of oral culture into literary form, the impact of external patronage on local literary cultures, the influence of writers educated abroad on literature at home, the result of the African effort to "decolonize" literary forms of expression, and the transnational turn in African fiction, and newer movements in African literature including Afro-Futurism. The thematic focus of the course may vary from year to year; students should contact the instructor to find out what specific focus and texts that will be adopted. In addition to plays, short stories, and novels, we will read selections from critical and nonfiction works. This course meets the post-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered every third year.

Instructor: Staff

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ENGL 368 DEPARTURES AND ARRIVALS

Credit: 0.5

Exile, Edward Said writes, is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted. What is it about leaving one's native home that evokes this essential sadness? Is a native place always a true home? What are the social, cultural, emotional, and political challenges that accompany leaving home as well as arriving in a new country? What does it mean to return home as a member of the diasporic community abroad? How do we distinguish between the various types of migrations --exile, refugee, expatriate, and émigré? How do writers imagine the various hybridity--linguistic, cultural, religious, gender, and sexual-- that result from these complicated crossings? We will interrogate these questions related to diasporic living, through an examination of an array of literary and theoretical writings. This course meets the post-1900 requirement. Prerequisite: junior or senior standing, or ENGL 210-291 or permission of instructor.

ENGL 369 CANADIAN LITERATURE AND CULTURE

Credit: 0.5

In this course we will examine works of modern authors from English- and French-speaking (in translation) Canada, as well as works by native Canadian writers, some who choose to write in either of the two "official" languages. We will consider issues of national identity both within an officially bilingual, multicultural Canada, and within a North American context -- Canadians defining themselves in relation to a powerful neighbor to the south. We will thus begin by focusing on Canadian writers, filmmakers and musicians as they characterize that border or "medicine line" along which so many Canadians choose to live, against which so much of Canadian identity is defined, and over which they constantly trespass. In the process, we also will examine the many ways in which Canadians characterize the United States and Americans. We will concentrate on writers (Margaret Atwood, Michael Ondaatje, Alice Munro, Gabrielle Roy, Leonard Cohen) who have very self-consciously, and from very different perspectives, contributed to the task of defining what constitutes Canadian culture, the Canadian multicultural "mosaic." Some of Canada's most renowned poets also are musicians. We also will hear from them. And, as some of Canada's strongest representations of cultural difference have appeared in the form of films sponsored by the National Film Board of Canada and Telefilm Canada, we will view and study some of these in relation to the literary works we will be reading. This course meets the post-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered annually.

Instructor: Laycock

ENGL 370 TRANSNATIONAL SOUTH ASIA

Credit: 0.5

The course offers an exploration of literary texts from writers based in India, Pakistan, Sri Lanka, and Bangladesh and/or the South Asian diaspora. It examines how South Asia as a category is imagined and evoked, as well as how the literary classification changes the way we approach and read the text. To what extent is a reading of a text bound with the national literary canon? In what ways are literary texts informed by the social, historical, and political conditions while also

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participating in the transformation of the public sphere? What are the ways in which South Asian writers articulate a specifically postcolonial imaginary within a global discourse? What, indeed, counts as a South Asian text? In addition to poems, plays, short stories, and novels, we will read critical and nonfiction works. Topics to be examined in the course may include borders and locations, traumas and triumphs of decolonization, formation of the national canon, and articulation of identity within and outside the nation. The thematic focus of the course may vary from year to year students should contact the instructor to ascertain the specific focus and texts that will be adopted. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor.

ENGL 371 WHITMAN AND DICKINSON

Credit: 0.5

"I celebrate myself and sing myself, / And what I shall assume you shall assume," asserts Walt Whitman. Emily Dickinson queries, "I'm Nobody -- who are you?" This course will focus in depth on the poetic works of these two 19th-century American poets, paying attention to the development of their distinctive poetry and their careers, their publication history and reception, the relationship between their work and lives, and their influence on subsequent generations of writers. We will pay particular attention to their formal innovations and poetic principles. Students will write weekly response papers, including projects in poetic imitation, and two longer (nine-to-12 page) essays. This course fills the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 210-291 or permission of instructor. Offered occasionally.

ENGL 372 THE GILDED AGE

Credit: 0.5

This will be a study of American literature and culture from the Civil War to World War I, an era marked by American expansion, industrialization and the birth of modernism. Authors considered include James, Wharton, Cather, and Crane. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered every other year.
Instructor: Staff

ENGL 373 LITERARY AMAZONS: 19TH-CENTURY U.S. WOMEN WRITERS

Credit: 0.5

This course traces American women's authorship between the 1840s and the early 1900s from a multi-ethnic perspective, from Margaret Fuller's feminist manifesto "Woman in the 19th Century" in 1845, to Elizabeth Keckley's autobiographical account of her work as a seamstress for the Lincoln White House in 1868, to Edith Wharton's heartbreaking *The House of Mirth* (1905). Focusing on literature selected to provide a wide exposure to the study of U.S. female writers, the course sets each author within her historical context and examines the ways in which the texts address issues of race, ethnicity, nationality, gender, sexuality, class and other identity categories pertinent to the definition of American-ness. Is there such a category as American women's writing? And, if so, how might we define its national and generic parameters? The course explores these questions through biographical and critical lenses currently under debate in this field, such as separate spheres, true

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womanhood, republican motherhood, sentimentalism and manifest domesticity, among others. The course provides students with a solid foundation in some of the most well known but also some of the least studied texts written by 19th-century American female authors. This course fulfills the 1700-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered every other year.

Instructor: García

ENGL 375 FROM COOPER TO CRANE: U.S. FICTION IN THE 19TH-CENTURY

Credit: 0.5

This course covers major United States fiction from roughly 1840-1900. We will concern ourselves with the fictional representations of an emerging national identity, focusing on such questions as the individual's relation to nature, westward expansion, slavery, the Civil War and its aftermath. In doing so we will be particularly interested in the development of fiction as a literary form, considering the relation of fictional romance to literary realism and then taking up the question of aesthetic form as realism is elaborated later in the century. One important issue to be considered is why the novel plays such an important role in developing conceptions of U.S. identity during the period. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor.

ENGL 378 RACE IN THE 19TH-CENTURY LITERARY IMAGINATION

Credit: 0.5

This course will consider the role played by the concept of "race" in the development of 19th-century American literature. Specifically, we will concern ourselves with how "whiteness," "blackness," and "Indianness" become constructed as important categories and as literary "figures" in the developing literary production of the period. Readings will include Puritan histories and narratives, as well as works by Wheatley, Jefferson, Cooper, Melville, Twain, Cable and Du Bois, among others. This course meets the 1700-1900 requirement. It can be used to fulfill requirements in African diaspora studies as well as in American studies. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered every other year.

Instructor: Mason

ENGL 381 ANOTHER AMERICA: NARRATIVES OF THE HEMISPHERE

Credit: 0.5

This course serves as an introduction to the literature in English of Latin American and U.S. Latino(a) writers. Through both written works and films, we examine the themes, critical issues, styles and forms that characterize the literature of this "other" America. The course expands the notion of what is widely considered as "American" literature by examining works (some originally written in English and others translated into English) produced in both the hemispheric and U.S. contexts of "America." We begin with the Cuban Alejo Carpentier, the Colombian Gabriel García Márquez, and the Mexican Laura Esquivel, using rhetorical and cultural analysis to discuss how issues of colonization, slavery, the clash of cultures and U.S. intervention are represented within the texts. We then migrate north into the United States to read essays by Gloria Anzaldúa and Chérrie Moraga, poetry by Miguel Piñero, and a memoir of migration by Esmeralda Santiago. These and

other texts help us to explore questions such as: What general similarities and differences can we identify between Latin American and Latino(a) literature? How are individual and national identities constructed in popular films by Latin Americans, and by U.S. filmmakers about Latino(a)s? Is there a difference between Hispanic and Latino(a)? This course fulfills either the "approaches to literary study" or the "post-1900" requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered every other year.
Instructor: García

ENGL 382 THE JAZZ AGE

Credit: 0.5

We will study in its cultural contexts the remarkable literature that emerges from the so-called Jazz Age or Roaring Twenties, an era framed by the ending of World War I and the beginning of the Great Depression. We will pay particular attention to the ways in which authors of narrative and lyric sought a form to capture their transformed visions of what might be called their modern American selves. As we do so, we also will be discussing the parallel developments in other artistic disciplines, including music, fashion photography and painting. We will read widely, including works by Fitzgerald, Hemingway, Stein, Eliot, Dreiser, Cather, Larsen, Faulkner and Dos Passos. This course meets the post-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered annually.
Instructor: Staff

ENGL 383 UNLEARNING NATIVE AMERICA

Credit: 0.5

An introduction to the field of Native American studies, this interdisciplinary course critically examines an array of cultural expression by contemporary Native writers, filmmakers, visual artists, and performers. While the course emphasizes the way Native people represent themselves, we begin with the powerful stereotypes of Native Americans that continue to circulate (hence, the unlearning aspect of the course), then look to the ways Native artists and writers appropriate, refute, and rewrite these images. As we read, screen, and listen, we all attend to the political, regional, and tribal contexts informing these works, through supplementary reading in history, political science, gender studies, and other disciplines. Key critical issues will include nation and sovereignty, indigenous feminism and two-spirit traditions, displacement and community, and the role of humor. Texts to be studied may include *Storyteller* by Leslie Marmon Silko, *Bad Indians* by Deborah Miranda, *When My Brother Was an Aztec* by Natalie Diaz, such films as *Reel Injun*, *Smoke Signals*, and *The Fast Runner*, and work by such visual and performing artists as the 1491s, Steven Paul Judd, and Jaune Quick-to-See-Smith. This course meets the "approaches to literary study" or the post-1900 requirement. Prerequisite: sophomore standing or permission of instructor.

ENGL 384 IMAGINING AMERICA IN THE NOVEL

Credit: 0.5

This course is a general introduction to major American novels from 1900 to 1955. Our central question will be: How is American national identity imagined and represented in fiction? We also will consider the relation between a general national identity and various regional identities in the

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South or the Midwestern prairie. Are these identities more in conflict or in concert? The course will investigate how national identity also can be connected with other forms of identity, such as race, class and gender. We also will interest ourselves in the craft of the authors under consideration including Theodore Dreiser, Edith Wharton, F. Scott Fitzgerald, Willa Cather, William Faulkner, John Dos Passos, and Ralph Ellison. This course is designed for non-majors and majors alike. It meets the post-1900 requirement. This course may be taken for credit in American studies. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered annually.
Instructor: Mason

ENGL 385 CONTEMPORARY AMERICAN POETRY

Credit: 0.5

The young Robert Lowell, before he attended Kenyon, wrote to Ezra Pound, "If the 20th century is to realize a great art comparable to that of Chaucer or Shakespeare, the foundation will have to be your poems." James Wright, some years later, wrote his Kenyon honors thesis on "The Will in the Thought and Art of Thomas Hardy." This course offers a sampling of contemporary American poets of the generation of Lowell and Wright and later generations, including Ashbery, Bishop, Gunn, Jarrell, Merrill, O'Hara, Plath, Olson, Ginsberg, Duncan, Rich and Baraka. We will pay particular attention to their dynamic and widely varying relationships with the traditions they inherited and transformed, and we also will attempt to locate their poems within social and political as well as aesthetic contexts. This course meets the post-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered occasionally.
Instructor: Staff

ENGL 386 TONI MORRISON

Credit: 0.5

Pleasurable doesn't seem like a word that would apply to the harrowing story of a mother who kills her child rather than allow her to be enslaved. Yet Toni Morrison, consummate artist and Nobel laureate, writes prose so beautiful that one could describe reading such a story as, in some sense, pleasurable, even as this beauty deepens the powerful and sometimes painful effect of her words. In this class we will read most of Morrison's novels, some of her short fiction, and some of her critical work. We will discuss the craft involved in the creation of Morrison's stunning prose, Morrison's position relative to both American and African-American literary canons, as well as the themes of Morrison's literature, including (but not limited to): race, gender and love (familial, amorous, platonic and, perhaps most importantly, self). This course fulfills the post-1900 requirement. This course can be used to fulfill requirements in African diaspora studies as well as in women's and gender studies. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor. Offered every other year.
Instructor: Staff

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ENGL 387 MODERN AMERICAN POETRY

Credit: 0.5

"The 20th century is much more splendid than the 19th century." Wrote Gertrude Stein in Picasso. "It is a time when everything cracks, where everything is destroyed, everything isolates itself, it is a more splendid thing than a period where everything follows itself. So then the 20th century is a splendid period. Not a reasonable one in the scientific sense, but splendid." This course provides a survey of American poets exploding onto the literary scene in the early 20th century: Stein, Masters, Pound, Eliot, Williams, H. D., Moore, Stevens, Toomer and Frost. We will consider ways in which this poetry, as Stein might suggest, splendidly cracks conventions of poetic representation, narrative, form, voice and genre to explore what it might mean to be "modern." This course will conclude with a consideration of issues of canon-formation -- and cracks in the canon. This course meets the post-1900 requirement. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor.

Instructor: Clarvoe

ENGL 388 STUDIES IN 20TH-CENTURY AFRICAN AMERICAN LITERATURE

Credit: 0.5

In Zora Neale Hurston's novel *Their Eyes Were Watching God*, Nanny observes that African American women are "de mule uh de world." Her response to this situation is to marry her granddaughter to a man whose wealth might take Janie off her feet. Janie, in contrast, wants a man whose charm will sweep her off her feet. To what extent do historical circumstances, expressed in this case as generational differences, shape the meaning of marriage for African American women? What other kinds of hopes are invested in the institution of marriage in African American women's writing (and lives)? When might marriage cease to be regarded as a viable avenue for expanding African American women's opportunities? How do African American authors negotiate the loaded issue of African American female sexuality both within and outside of marriage? What circumstances could make death an African American mother's greatest gift, as in Toni Morrison's novel *Sula*, for example? What circumstances could make abandonment a generous gesture, as in Harriet Jacobs' *Incidents in the Life of a Slave Girl*? These are just a handful of the questions that will stimulate our discussion over the course of the semester. Note: Though the texts in this course span from 1861 to 1991, this course fulfills the post-1900 requirement for the English major. Prerequisite: junior or senior standing; or ENGL 210-291; or permission of instructor.

ENGL 395Y THE KENYON-EXETER SEMINAR

Credit: 0.5

Designed to take full advantage of the rich historical and cultural heritage of the British Isles, the Kenyon-Exeter Seminar focuses on two different themes: "plays in production" and "literature and landscape." "Plays in production" focuses on the drama, stagecraft, history and culture of British theater. Students see and study 15 to 20 plays ranging from works by Shakespeare and other Renaissance and classical dramatists to the most avant-garde of contemporary writers; from "original practices" at London's Globe Theatre to "immersive theater" in London warehouses to cutting-edge productions staged by boundary-defying companies. The goal is to trace the actual process of production from play-text to cultural reception all across Britain's theatrical history, in

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the context of close classroom attention to the theory and practice of performance. "Literature and landscape" integrates analysis of literary texts with study of the distinctive geographic and social landscapes that inspired and shaped them. This part of the course balances literary study with travel throughout England and the British Isles. Subjects include the poetry and journals of William and Dorothy Wordsworth in the context of their surroundings in the Lake District and elsewhere; William Butler Yeats' poetic reinvention of the Irish landscape; the country-house tradition of Chatsworth and Stourhead as it helped determine Jane Austen's approach to questions of property and community; and the complex social and cultural history of London legible in the work of writers ranging from William Blake to Charles Dickens to Zadie Smith. This part of the course also centers on an extended sojourn across a broad region of Britain or Ireland—typically, one to two weeks in Scotland's Highlands and cities or in the Republic of Ireland. Other sites include Dartmoor, Bath, Lyme Regis, Stonehenge, Tintagel, and many more, all with a view toward immersion in the worlds of British literature. This course meets two half-units of any of the department's distribution requirements, as confirmed by the course's instructor. Prerequisite: only open to participants in the Kenyon-Exeter Program.

ENGL 396Y THE KENYON-EXETER SEMINAR

Credit: 0.5

See description for ENGL 395Y.

ENGL 405 SENIOR SEMINAR IN CREATIVE WRITING

Credit: 0.5

Offered in more than one section each spring semester, this seminar is required for English majors pursuing an emphasis in creative writing. The course will involve critical work on a topic chosen by the instructor (such as "Reliable and Unreliable: Investigating Narrative Voice," "Beginnings and Endings," "The Little Magazine in America" and "Documentary Poetics") to provide context and structure for students' creative work. Students should check online listings for the specific focus of each section. Although not primarily a workshop, this seminar will require students to work on a substantial creative project (fiction, nonfiction or poetry). Students pursuing honors will take ENGL 497 rather than the Senior Seminar. Prerequisite: open only to senior English majors who are completing the emphasis in creative writing.

ENGL 410 SENIOR SEMINAR IN LITERATURE

Credit: 0.5

Offered in several sections, this seminar will require students to undertake a research paper of their own design, within the context of a course that ranges across genres, literary periods and national borders. Students will study literary works within a variety of critical, historical, cultural and theoretical contexts. All sections of the course will seek to extend the range of interpretive strategies students can use to undertake a major literary research project. Each student will complete a research paper of 15 to 17 pages. Senior English majors pursuing an emphasis in creative writing are required to take instead ENGL 405. Students pursuing honors will take ENGL 497 rather than ENGL 410. Prerequisite: senior standing and English major or permission of instructor. Instructor: Matz

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ENGL 412 THE ARTS OF MEMORY

Credit: 0.5

Memory is the mother of the muses because, as Vladimir Nabokov once noted, all art must work with materials that Mnemosyne, with mysterious foresight has stored up and made available. That gathering up implies, however, that the memory-work of creation is always double, for the creative spirit necessarily consigns to oblivion vastly more material than it ever retains. In this seminar we will study the double life of memory and forgetting by surveying ancient mythology and philosophy (Hesiod, Homer, Plato, Aristotle) the tension between oral and written literature, the rhetorical tradition of memory palaces (Cicero and others), the Christian Middle Ages (Saint Augustine), and finally some modern theorists (Nietzsche, Foucault) and practitioners (Proust and Nabokov). This course meets the "approaches to literary study" or the post-1900 requirement. Permission of instructor required.

Instructor: Hyde

ENGL 419 HARD-BOILED CRIME FICTION AND FILM NOIR

Credit: 0.5

From *The Maltese Falcon* to *Pulp Fiction*, the hard-boiled crime novel and film noir have explored the dark side of the American Dream. This course will examine the cultural history of "noir" style and its influence on the literature and film of postwar America. Readings will begin with classic texts by authors such as Raymond Chandler, Dashiell Hammett, James Cain and Jim Thompson, then examine the influence of noir style on such "literary" texts as Faulkner's *Sanctuary*, Wright's *Native Son*, Warren's *All the King's Men*, Capote's *In Cold Blood* and DeLillo's *Libra*. By doing so, the course will explore such issues as the relationship between popular and high culture, the politics of literary and cinematic style, the role of the femme fatale in recent gender theory, and the cultural history of the anti-hero as both a commercial product in American popular culture and an expression of literary dissent. The course includes a mandatory film series, tracking the development of film noir as a cinematic style, as well as extensive readings in literary and film theory. This course meets the "approaches to literary study" requirement. Permission of instructor required. Offered every other year.

Instructor: Lobanov-Rostovsky

ENGL 420 SHAKESPEARE: THE MAJOR TRAGEDIES

Credit: 0.5

We will undertake an intensive investigation of Shakespeare's major tragedies -- *Hamlet*, *Othello*, *King Lear* and *Macbeth* -- as enduring literary and dramatic legacies and as products of a unique cultural and historical moment. How do the tragedies emerge from the landscape of early modern London and in the context of contemporaneous non-Shakespearean drama? What do the plays tell us about the Jacobean theater and the printing house? How do these dramas compare with early tragedies such as *Romeo and Juliet* and *Julius Caesar*? How do the tragedies negotiate religious, racial, cultural and gender difference? Does a coherent Shakespearean theory of tragedy emerge? What is the literary afterlife of these plays? Substantial independent work and full seminar participation are required. This course meets the pre-1700 requirement. Permission of instructor required. Instructor: Davidson

ENGL 453 JANE AUSTEN

Credit: 0.5

This course will focus on the works of Jane Austen - from a selection of her juvenilia, through the six major novels, to the unfinished *Sanditon*. Additional texts for the course will include Austen's letters and a biography of the author. The class will consider film adaptations of Austen's novels, both as these films are positioned within and as they escape from the nostalgia industry of costume drama. Austen's works will be situated formally in relation to the novel of sensibility, the Bildungsroman, the comic novel, the tradition of the romance genre, and the development of free indirect discourse. Her novels also will be considered in relation to the late 18th-century development of feminism, controversies over women's education, and the formulation of the separate sexual spheres. Ultimately, the course will address how an author who claimed to work with "so fine a Brush" on a "little bit (two Inches wide) of Ivory" responded to such major historical events as the French Revolution, the Napoleonic Wars, English radicalism and the abolition of the slave trade. This course meets the 1700-1900 requirement. Permission of instructor required. Offered every other year.

Instructor: Carson

ENGL 461 VIRGINIA WOOLF

Credit: 0.5

This course examines the novels, stories, essays, letters and diaries of Virginia Woolf, seen as contributions to Modernist aesthetics, feminist theory, narrative form, the history of sexuality, avant garde culture, English literary history and literary psychology. This course meets the post-1900 requirement. Permission of instructor required.

Instructor: Matz

ENGL 462 JAMES JOYCE

Credit: 0.5

Language, race, history, commodity culture, gender, narratology, imperialism, decolonization, sexuality: If the list reads like an encyclopedia of modern/postmodern preoccupations, it's because the text it references -- James Joyce's *Ulysses* -- stands at the de-centered center of so many discussions of 20th-century culture. With a brief review of *Dubliners* and *A Portrait of the Artist as a Young Man* as our preamble, we will spend the majority of our seminar following Leopold Bloom through the Dublin day that left its traces on so many aspects of modern and postmodern culture. In the process, we will engage several of the major theoretical paradigms that shape contemporary literary studies. Preferred preparation: a course in Modernism/ modernity, the novel as genre, literary theory, Irish literature or Irish history. This course meets the post-1900 requirement. Permission of instructor required. Offered two of every three years.

Instructor: McMullen

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ENGL 469 ATWOOD AND ONDAATJE

Credit: 0.5

In this course we will examine the works of two of the most internationally recognized Canadian writers: Margaret Atwood and Michael Ondaatje. Both have won the prestigious Booker Prize. Both have had their works translated into a variety of media (film, drama, opera). Their works have come to be emblematic of the Canadian postmodern, and both authors have worked at defining Canadian identity -- its mosaic assemblage of subject positions, from colonial to postcolonial. We will read a wide selection of their writings, which engage issues of postmodernism, postcolonialism, the Canadian long poem, the documentary collage and the relationship between history and fiction and between literature and film. This course meets the post-1900 requirement. Permission of instructor required. Offered occasionally.

Instructor: Laycock

ENGL 471 HAWTHORNE: NATION AND TRANSNATION IN HAWTHORNE'S FICTION

Credit: 0.5

Herman Melville, who dedicated *Moby Dick* to Hawthorne, described the latter as the "American Shakespeare." Perhaps more than any of his contemporaries (with the exception of Melville himself), Hawthorne wanted to be (and be recognized as) the great American writer. But while by the end of his life he had established himself as a respected and largely admired author, the fame and financial success he craved seemed to elude him. This course explores the bulk of Hawthorne's work, more specifically his novels and his short stories (his "sketches" and "tales"), in search of an answer to two important questions: (1) How and why is "the nation" (the developing "American" nation of the 19th century between the 1830s and 1860s) reflected (or not) in Hawthorne's writing?, (2) How and why is Hawthorne's writing transnational (that is, how does it move beyond the American nation itself to find sources and issues of discussion)? In attempting to answer these questions, we will try to gauge whether Melville was correct in comparing Hawthorne to Shakespeare. We will read the latest biography on Hawthorne, his five completed novels, his most famous short stories and other writings and a number of critical essays by his contemporaries and by modern scholars who have tried to make sense of this most perplexing and fascinating of the 19th-century U.S. authors. This course meets the 1700-1900 requirement. Permission of instructor required.

Instructor: García

ENGL 472 THE CONFIDENCE GAME IN AMERICA

Credit: 0.5

A confidence man is not necessarily a crook; he is simply someone in the business of creating belief. Abraham Lincoln, rallying the nation to the Union cause, was a confidence man in the good sense; P. T. Barnum, charging people to see his "Fejee Mermaid," was a con man of the shadier sort. But how exactly do we tell the difference between the two? More broadly, how does the story someone tells, and the way that it is told, lead us to believe or to disbelieve? This course will focus on 18th- and 19th-century writers who both shaped and disturbed American confidence: Benjamin Franklin, Ralph Waldo Emerson, P. T. Barnum, Herman Melville, Henry D. Thoreau, Edgar Allan Poe and Mark Twain. The term "confidence man" was invented in the United States. It is apt then that we read our

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own tradition, asking as we go: What is the American story? Why do we believe it? And what is our "art of reading" such that we might know when belief is warranted and when it isn't? This course meets the 1700-1900 requirement. Permission of instructor required.

Instructor: Hyde

ENGL 473 FAULKNER

Credit: 0.5

In this seminar we will conduct intensive and critically sophisticated readings of all of Faulkner's major works. We will pay special attention to issues of race and gender as we confront Faulkner's representations of Southern culture. We will read widely in critical and cultural theory and engage in theoretical discussions of narratology as we explore Faulkner's innovative and complicated narrative strategies. Prior reading of at least one major novel is highly recommended. This course meets the post-1900 requirement. Permission of instructor required. Offered occasionally.

Instructor: Staff

ENGL 483 CONTEMPORARY INDIGENOUS AMERICAN POETRY

Credit: 0.5

How do indigenous writers bear witness to history? How are they influenced by concerns of community, audience and tradition? These are some of the questions we will consider in this exploration of poetry by contemporary Native American writers. We will read works by major poets such as Simon Ortiz (Acoma Pueblo), Linda Hogan (Chickasaw), Joy Harjo (Muskogee), Carter Revard (Osage) and Diane Glancy (Cherokee), as well as from the emerging generation. We'll view taped interviews and two films, Sherman Alexie's *The Business of Fancy Dancing*, based on his poetry collection of the same name, and Cedar Sherbert's *Gesture Down*, based on the poetry of James Welch. Other secondary materials will include memoirs and essays written by the poets, as well as readings in contemporary poetics and indigenous theory. This course fulfills the post-1900 requirement. Permission of instructor required. Offered every two years.

Instructor: McAdams

ENGL 487 THE MULATTO IN AMERICAN FICTION

Credit: 0.5

The mulatto balances precariously on the razor-thin edge of the color line between black and white. In the antebellum era, the mulatto's proximity to whiteness made the mulatto an attractive object for abolitionist sympathy. In the Jim Crow era, that proximity made the mulatto a threat to the security of white privilege. In our present moment, this figure has all but disappeared, though it seems to be re-emerging in a new form with Tiger Woods, Cablinasian and Vin Diesel, "multiracial movie star." This course will explore representations of the mulatto in American fiction and culture. In addition to reading some great works of literature, by authors such as William Faulkner, Nella Larsen, Charles Chesnutt and Mark Twain (to name only a few), we will use our discussions about the trope of the mulatto to consider some of the more perplexing theoretical issues concerning race in America. We'll begin with concerns generated specifically by the mulatto, such as passing (the "problem" of the racially ambiguous body), racial allegiance, biological determinism (nature/nurture), hybrid degeneracy and the mulatto's "tragic" marginality. From there, we'll move

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to the big questions, including, but not limited to: What is race? What is its determining factor: physical features, ancestry, culture? Can it be chosen or rejected? The course will concentrate on fiction of the Jim Crow era, a period of particularly intense struggle over the significance of race, but may also draw on other disciplines, such as science and law, and other historical moments. This course fulfills the post-1900 requirement. It can be used to fulfill requirements in African diaspora studies. Permission of instructor required. Offered every two years.
Instructor: Schoenfeld

ENGL 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is a privilege reserved for senior majors who want to pursue a course of reading or complete a writing project on a topic not regularly offered in the curriculum. This option is intended to supplement, not take the place of, coursework. Individual study cannot normally be used to fulfill requirements for the major. Typically, an individual study will earn .5 unit of credit, although in special cases it may be designed to earn .25 unit. To qualify for individual study, a student must identify a member of the English Department willing to direct the project and, in consultation with him or her, write a proposal, which must be approved by the department chair. The one- to two-page proposal should describe a preliminary bibliography (and/or set of specific problems, goals and tasks), outline a specific schedule of assignments and describe in some detail the methods of assessment. The student also should briefly describe any prior coursework that particularly qualifies him or her for this project. The department expects the student to meet regularly with the instructor for at least one hour per week or the equivalent. The amount of work submitted for a grade should approximate that required, on average, in 400-level English courses. In the case of group individual studies, a single proposal may be submitted, assuming that all group members will follow the same protocols. Students are urged to begin discussion of their proposals well in advance, preferably the semester before the course is to take place.

ENGL 497 SENIOR HONORS

Credit: 0.5

This seminar, required for students in the Honors Program, will relate works of criticism and theory to various literary texts, which may include several of those covered on the honors exam. The course seeks to extend the range of interpretive strategies available to the student as he or she begins a major independent project in English literature or creative writing. The course is limited to students with a 3.33 GPA overall, a 3.5 cumulative GPA in English and the intention to become an honors candidate in English. Enrollment limited to senior English majors in the Honors Program; exceptions by permission of the instructor. Undertaken in the fall semester; students register with the Senior Honors form as well as the individual study form. Permission of instructor and department chair required.

ENGL 498 SENIOR HONORS

Credit: 0.5

See description for ENGL 497. Undertaken in the spring semester; students register with the Senior Honors form.

Environmental Studies

Interdisciplinary

The concentration provides an interdisciplinary framework for understanding the interactions of individuals, societies and the natural world. The concentration brings together the different perspectives of the humanities, life sciences, physical sciences and social sciences. The academic program is enhanced by the 450-acre Brown Family Environmental Center (BFEC). The BFEC, within walking distance of campus, features a wide range of natural and managed habitats and includes part of the Kokosing River (one of Ohio's State Scenic Rivers). In addition, Kenyon encourages students to think in more global terms through affiliations with the School for Field Studies and the Organization for Tropical Studies, as well as through off-campus study opportunities like the Duke University Marine Laboratory and the Semester in Environmental Science at Woods Hole. Our goals are to increase basic knowledge in the relevant subjects and to learn techniques for evaluating complex issues, especially those with both technological and social components.

The implications of our interaction with the environment extend well beyond either natural or social sciences, however, as ethics and aesthetics are integral to those interactions. Consequently, the concentration in environmental studies knits together many traditional academic disciplines. The concentration can be integrated with a major in international studies.

FOR FIRST-YEAR STUDENTS

Students interested in ENVS are encouraged to take ENVS 112 in their first year.

Other appropriate courses for first-year or new students include:

- BIOL 106 Conservation Biology
- BIOL 115 Energy in Living Systems
- CHEM 108 Solar Energy
- ECON 101 Principles of Microeconomics

Other introductory courses in affiliated departments may be taken as interests dictate.

THE CURRICULUM

The environmental studies program consists of four components:

- ENVS 112
- three semester courses in "core" subjects (biology, chemistry and economics)
- a selection of three courses from affiliated courses in at least two departments

- ENVS 461

CONCENTRATION REQUIREMENTS

The concentration requires a total of four (4) units. Affiliated courses are offered in anthropology, biology, chemistry, economics, philosophy, physics, political science, religious studies and sociology.

Required Environmental Studies Courses: One (1) unit

ENVS 112 Introduction to Environmental Studies

ENVS 461 Seminar in Environmental Studies

Core Courses in Environmental Studies: One-and-a-half (1.5) units

BIOL 106 Conservation Biology

BIOL 115 Energy in Living Systems

CHEM 108 Solar Energy

CHEM 110 Environmental Chemistry

CHEM 121 Introductory Chemistry

CHEM 122 Chemical Principles

ECON 101 Principles of Microeconomics

Elective Courses for Environmental Studies - One-and-a-half (1.5) units from the following courses in at least two departments:

Anthropology courses:

ANTH 111 Introduction to Biological Anthropology

ANTH 320 Anthropology of Food

ANTH 324 Human Ecology: Biocultural Adaptations

ANTH 333 Prehistory of Europe and Western Asia

Biology courses:

BIOL 228, 229 Ecology and Ecology Laboratory

BIOL 251 Marine Biology

BIOL 352, 353 Aquatic Systems Biology and Aquatic Systems Lab

Chemistry courses:

CHEM 231, 233 Organic Chemistry I and Organic Chemistry Lab I

CHEM 341 Instrumental Analysis

Economics courses:

ECON 336 Environmental Economics

ECON 342 Economics of Regulation

ECON 347 Economics of the Public Sector

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Environmental Studies courses:

ENVS 251 Field Experience: Environmental Outreach
ENVS 253 Sustainable Agriculture
ENVS 261 Geographic Information Science

Philosophy courses:

PHIL 110 Introduction to Ethics
PHIL 115 Practical Issues in Ethics

Physics course:

PHYS 108 Geology

Political science courses:

PSCI 361 Globalization
PSCI 363 Global Environmental Politics
PSCI 480 Science and Politics

Religious studies course:

RLST 481 Religion and Nature

Sociology courses:

SOCY 233 Sociology of Food
SOCY 477Y-478Y Fieldwork: Rural Life

TRANSFER CREDIT POLICY

Because careful course selection is necessary to achieve specific objectives, students are urged to consult as early as possible with a program co-director and other faculty members in the Environmental Studies Concentration.

A maximum of one (1) unit may be taken off-campus. Students planning to take a course for transfer credit should consult a program co-director in advance.

Courses

ENVS 104 SOLAR POWER SYSTEMS: SCIENCE, POLICY AND PRACTICUM
Credit: 0.5

Photovoltaic power generation is proving to be a viable renewable alternative to fossil fuels, and Kenyon College is embarking on a multi-year plan to install PV systems on several buildings across campus. This course is uniquely situated to take advantage of this endeavor. We will discuss the role energy serves in society and examine the basic physics of energy in general before discussing

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and comparing traditional fossil fuels versus alternatives. Focusing our attention on PV electrical energy, a series of hands-on lab exercises will explore the science of electricity, PV power generation and linking such systems to the grid. Determining potential locations for installing Kenyon's growing network of solar power systems will be addressed via a combination of spatial analysis exercises and on-site visits to past and future installation sites. Additional field trips to local residential and commercial agricultural PV systems and conversations with their owners will augment these efforts. Through conversations with leaders of Kenyon's campus efforts and online virtual meetings with leaders in the industry at the state, regional, and national levels, we will learn the ins and outs of designing, planning, installing, and financing PV systems from the perspectives of buyers, sellers and investors. During semesters when an installation is in process, we will be directly involved in site evaluations and will closely follow along with the design and construction of the system. During these times, students will help plan and will host a public flip-the-switch event at system sites when these new systems are commissioned and are officially energized and connected to the grid. No prerequisite.

ENVS 112 INTRODUCTION TO ENVIRONMENTAL STUDIES

Credit: 0.5

This course examines contemporary environmental problems, introducing the major concepts pertaining to human interactions with the biosphere. We will explore this interaction at both local and global scales. Course topics include basic principles of ecology (flows of energy, cycling of matter and the role of feedback), the impacts of human technology, the roots of our perceptions about and reactions to nature, the social and legal framework for responding to problems, and economic issues surrounding environmental issues. We will discuss methods for answering questions regarding the consequences of our actions and, using a systems approach, focus on methods for organizing information to evaluate complex issues. The format of the course will be three-quarters discussion and lecture and one-quarter workshop. The workshops will include field trips, experience with collecting data, and application of systems thinking. This course counts as a biology course for diversification. No prerequisite. Offered every spring.

Instructor: Staff

ENVS 251 FIELD EXPERIENCE: ENVIRONMENTAL OUTREACH

Credit: 0.13

In this course, students will examine special topics in environmental science, gaining subject knowledge so that they can lead educational experiences for elementary school classes visiting the Brown Family Environmental Center. Students will participate in two workshops at the beginning of the semester and then participate in at least four programs for visitors. Participants will keep a journal and submit a final report on their experiences along with evaluations of the effectiveness of the programs. Prerequisite: ENVS 112 or BIOL 112 or equivalent or permission of instructor. Offered each semester.

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ENVS 253 SUSTAINABLE AGRICULTURE

Credit: 0.5

The purpose of the course is to introduce students to the principles of sustainable agriculture through hands-on experience on local farms and through readings of current literature. The course thus combines fieldwork and seminar-style discussion. Work on the farm will be varied, determined by the seasons and farm projects under way. In addition, students may be taken to the local Producers Livestock Auction and other off-farm sites as the time and season allow. Students can expect to handle and feed animals, clean barns, harvest and plant crops, prepare farm products for market, build and repair fences, bale hay, and work with, repair or clean equipment and buildings. Readings will be drawn from relevant books, current environmental literature and the news media. Discussions will be student-led and combine readings and their experiences in the field. Completion of ENVS 112 is strongly encouraged. Also, students must have available in their academic schedule four continuous hours one day per week to spend working at a local organic farm (travel time will be in addition to these four hours). In addition, students will participate in a weekly seminar discussion of assigned readings, lasting from an hour and a half to two hours. Participation is limited to eight to 10 students and permission of instructor is required. Preference will be given to juniors and seniors. No prerequisite. Offered every fall.

Instructor: Staff

ENVS 261 GEOGRAPHIC INFORMATION SCIENCE

Credit: 0.5

This course is for all students interested in improving their spatial literacy, or the ability to use spatial information to communicate, reason, and solve problems - in this case environmental problems, nearly all of which have a spatial component. Following a review of maps (coordinate and projection systems, cartographic principles, etc.) we will survey a number of online mapping applications (e.g., Google Earth) and use these to produce informative maps. We also will explore the nature of the Global Positioning System (GPS) and how data can be collected in the field for future analysis and presentation. The focus of the course will eventually settle onto the nature of computer-based geographic information systems (GIS) and the ways in which this powerful suite of tools can be used to analyze geographic data, model spatial processes and make informed decisions. Lectures will introduce fundamental concepts such as scale and resolution, the nature and structure of spatial data models, and the construction of GIS queries. A series of laboratory case studies will present real-world applications of GIS while offering students opportunities to apply the fundamental concepts discussed in lectures. Prerequisite: sophomore standing.

Instructor: E. Holdener

ENVS 461 SEMINAR IN ENVIRONMENTAL STUDIES

Credit: 0.5

The intention of this capstone seminar is to draw together and apply the concepts learned in earlier courses in the Environmental Studies Concentration. The focus of the course will be on case studies of natural-resource management, with specific topic areas to be determined. In this strongly interdisciplinary effort, we will explore ecological, economic, social and legal issues that influence how people exploit natural resources, and whether that exploitation is sustainable. Students will be

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expected to develop and communicate their understanding of the complex and inseparable relationships of human well-being, ecosystem services and environmental management. Prerequisite: junior standing and must be pursuing the Environmental Studies Concentration. Offered every year.

ENVS 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Because the Environmental Studies Concentration has no faculty of its own, the nature of an individual study will necessarily vary dramatically depending on the home discipline of the faculty member guiding the course. Details regarding the expected number of contact hours per week, workload, and assessment will be left to the discretion of the faculty member guiding the individual study. There are no formal restrictions on who can pursue an individual study in environmental studies. Individual studies are not intended to replace an elective course in fulfilling the requirements of the Environmental Studies Concentration.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

ANTH 111: Introduction to Biological Anthropology

ANTH 320: Anthropology of Food

ANTH 324: Human Ecology: Biocultural Adaptations

ANTH 333: Prehistory of Europe and Western Asia

BIOL 106: Conservation Biology

BIOL 115: Energy in Living Systems

BIOL 228: Ecology

BIOL 229: Ecology Laboratory

BIOL 251: Marine Biology

BIOL 328: Global Ecology and Biogeography

BIOL 352: Aquatic Systems Biology

BIOL 353: Aquatic Systems Lab

CHEM 108: Solar Energy

CHEM 110: Environmental Chemistry

CHEM 121: Introductory Chemistry

CHEM 122: Chemical Principles

CHEM 231: Organic Chemistry I

CHEM 232: Organic Chemistry II

CHEM 341: Instrumental Analysis

ECON 101: Principles of Microeconomics

ECON 336: Environmental Economics

ECON 342: Economics of Regulation

ECON 345: Futures and Options

ECON 347: Economics of the Public Sector

PHIL 110: Introduction to Ethics

PHIL 115: Practical Issues in Ethics

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PHYS 108: Geology

PSCI 362: America and the World in the 21st Century

PSCI 363: Global Environmental Politics

PSCI 480: Science and Politics

RLST 481: Religion and Nature

SOCY 233: Sociology of Food

History

Social Sciences Division

As historians we look for and examine what women and men of the past have left behind, what they have created, and what marks they have left on the world. We listen to the stories others have told and look at the pictures others have painted of those pasts. We shape and articulate our own narratives and understandings of historical evidence. We discern and analyze varieties of and connections among human experiences. Through departmental course offerings, the major, and participation in interdisciplinary studies, we teach students to join us in exploring the world's past. We encourage off-campus study and foreign language study, sponsor diverse speakers, and arrange formal and informal gatherings to encourage students to reflect on the human past as a way to understand their world.

FOR FIRST-YEAR STUDENTS

The department has developed the course HIST 100, "Making of the Contemporary World," as a historical introduction to the 20th century. With an emphasis on small group discussion and the exploration of primary sources, this is an ideal course for first-year students. In addition, courses numbered between 100 and 199 are designed as introductory courses, suitable both for those who plan further work in the field and for those who intend to enroll in only one history course during their college career. The department recommends them as appropriate first courses. Nevertheless, unless otherwise noted, all courses numbered below 300 are open to any interested student. Courses numbered from 300 to 498 are seminars. Enrollment in seminars is limited, and normally not recommended for first-year students. Interested first-year students should consult the instructor about enrolling in a 300-level course.

PRINCIPLES FOR THE MAJOR

The department believes a sound history curriculum presents the following seven elements:

1. authentic research and writing opportunities
2. a variety of classroom interactions
3. a blend of studies focusing on breadth with studies focusing on depth
4. opportunities to learn about different world cultures
5. engagement with events that occurred well before recent times
6. an introduction to the ways historians do their work and the theoretical considerations that undergird that work
7. an obligation to integrate the various discrete courses that the curriculum offers.

REQUIREMENTS FOR THE MAJOR

The requirements for the major are designed to ensure that all history majors experience these elements.

History majors at Kenyon must receive credit for at least five-and-one-half (5.5) units of work in courses taught by the History Department or in extra-departmental courses approved by the History Department. No more than one (1) unit may be earned outside the department by students who choose not to study off-campus. Students who choose to study off-campus may earn up to one (1) additional unit of outside history credit. For information on non-departmental courses that count for history credit, see the department chair.

The five-and-one-half (5.5) required units must include:

- Two (2) units in a defined field within the major
- HIST 387 Practice and Theory of History
- HIST 490 Senior Seminar OR HIST 497-498 Senior Honors Seminar
- Half (.5) unit advanced seminar (any 300- to 400-level seminar except HIST 387, 490, 497 or 498) Normally this seminar constitutes one of the four courses in the defined field. Students may and usually do take more than one advanced seminar.
- Two (2) units of elective courses

Electives and the two (2) units taken in the field within the major must include courses that meet the following distribution requirements:

- One (1) unit in the history of Asia and/or Africa
- One (1) unit in the history of the Americas and/or Europe
- One (1) unit in pre-modern history
- One (1) unit in modern history

Fields within the Major (2 units)

The purpose of fields is to give students the opportunity to organize their history courses into a coherent thematic or geographic area of specialization within the major. When students declare a major, they will submit to the department chair and their department advisor a brief proposal that defines their anticipated field (the field proposal is part of the declaration of major form). The field proposal identifies: (1) the geographic or comparative area that the student will explore; (2) the courses that the student proposes to take to complete the field; (3) the reasons for these choices; and (4) the role, if any, that off-campus study will play in the field.

Students may select their field from the list below:

Regional

- Americas (Latin America, U.S.)
- Asia
- Europe
- Africa
- African American

Comparative

- Medieval
- Women's and Gender
- Colonial/Imperial

SENIOR RESEARCH CONFERENCE

The Senior Research Conference, which is held each January, usually on the first Sunday after classes begin, culminates the work that students carry out for the Senior Seminar, HIST 490. Participants are divided into panels based on common themes that emerge from their papers, and speakers present a 10 to 12 minute version of their theses, followed by a period of discussion. As a result students gain experience summarizing a larger project and giving a public presentation. All seniors are required to attend, and the conference is open to the entire Kenyon community. The Senior Research Conference, as a collaborative event, is a particularly meaningful experience for the participants because it serves as a turning point in the research process, culminating the collective work they did in the senior seminar and providing feedback as they begin the individual work of the Senior Exercise.

SENIOR EXERCISE

The Senior Exercise in History is usually conducted in the spring semester. It consists of:

- a newly prepared and significantly revised version of the research paper completed in the Senior Seminar, along with a brief explanation of the chief ways it differs from the Senior Seminar paper.
- a 45-minute oral examination that will focus on prominent themes in the student's field and their relation to the student's research project.

HONORS

Honors candidates are chosen by the history faculty and are invited to participate in the program based on their grade point averages (3.33 overall and 3.33 in history courses by the end of the junior year) and demonstrated ability to do high-quality independent research. Prior to their senior year, honors candidates should have completed HIST 387. In their senior year, honors candidates enroll in HIST 497-498. The one (1) unit of credit earned in HIST 497-498 may be counted towards the five-and-one-half (5.5) units required to fulfill the history major. Senior Honors fulfills the senior seminar requirement.

More information is available from the Department of History about [admission to the program](#) and the program's [structure and expectations](#).

THE HISTORY MINOR

A minor in history will consist of at least two-and-one-half (2.5) units, which include:

- At least half (.5) unit in premodern and half (.5) unit in modern history
- At least two seminars at or above the 300 level
- Courses with at least two different professors and in two different fields or areas of the world

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A minor should include no more than three courses taken with the same professor.

Students desiring to declare a minor in history should consult the department chair. A half (.5) unit course in Roman (or Greek) history taught in the Kenyon Classics Department, or one history course taken on an off-campus study program may be counted toward the minor at the discretion of the department chair.

TRANSFER CREDIT POLICY

Majors may earn no more than one (1) unit of history credit outside the department if they do not study off-campus. Students who do study off-campus may earn up to one (1) additional unit of history credit. (For information on nondepartmental courses that may count towards the history major, consult the department chair.

Minors may earn up to half (.5) unit of history credit outside the department or outside Kenyon, at the discretion of the department chair.

ADVANCED PLACEMENT

AP credit cannot be used to satisfy any of the requirements of the history major or minor.

OFF-CAMPUS AND FOREIGN LANGUAGE STUDY

Faculty members in the department believe that study in another country strengthens academic work in history. Students may meet the above requirements with courses taken off campus, but only with departmental approval. Students contemplating off-campus study should consult with their advisor to clarify whether they may receive departmental credit for off-campus work. History majors should give serious consideration to foreign language study. Foreign language competence not only enriches study abroad, it enhances opportunities for historical research at Kenyon.

Courses

HIST 100 MAKING OF THE CONTEMPORARY WORLD

Credit: 0.5

This team-taught seminar explores the 20th century in global comparative perspective, through the reading, contextualization, and analysis of mainly primary source texts and documents. In any given year the seminar will focus on one of two themes: the post-war world (ca.1945-1989), or the inter-war world (1919-1939). It takes up themes of broad political, economic and social transformations; scientific and technological innovations; and the cultural shifts that occurred throughout these decades preceding and following the Second World War. The seminar sections will meet jointly once a week for lectures or films, and separately once a week for discussion of primary-source readings. In addition to the rich historical material that the course addresses, students will begin to learn the basic skills of the historian: asking questions, finding and analyzing relevant documents or primary sources, and identifying different kinds of interpretations of those sources. Open only to first-year students.

HIST 101D UNITED STATES HISTORY, 1100-1865

Credit: 0.5

The purpose of this course is to introduce students to United States history from the 12th century to the mid-19th century. Students will gain a more developed understanding of American history by examining the interactions among diverse cultures and people; the formation and use of power structures and institutions throughout the colonial, Revolutionary and antebellum eras; and the processes behind the "Americanization" of the North American continent. Central to this course is a comparison between two interpretations of American history; a Whiggish, or great American history, and the more conflict-centered Progressive interpretation. Not only will students gain a general knowledge of this time period, but they also will understand the ways in which the past can be contextualized. Students are expected to understand both the factual basis of American history as well as the general interpretive frameworks underlying historical arguments. This course fulfills the premodern requirement for the major and minor. This course is the same as AMST 101D. No prerequisite.

HIST 102D UNITED STATES HISTORY, 1865-PRESENT

Credit: 0.5

This course is a thematic survey of the United States from the end of the Civil War to the present. Students will examine the transformation of the United States from a rural, largely Protestant society into a powerful and culturally diverse urban/industrial nation. Topics will include constitutional developments, the formation of a national economy, urbanization and immigration. The course also will discuss political changes, the secularization of public culture, the formation of the welfare state, World War I, World War II, the Cold War, and the Vietnam War as well as suburbanization, the civil rights movement, women's and gay rights, and the late 20th-century conservative politics movement and religious revival. This course is the same as AMST 102D. No prerequisite.

Instructor: Coulibaly

HIST 120 EARLY LATIN AMERICA

Credit: 0.5

An introduction to the history of Latin America's colonial period, this course begins with an overview of the century before the first encounters between European and indigenous peoples in the New World, and traces major political and economic developments in the Americas and the Atlantic world that contributed to the shaping of specific social formations in South America, Mexico, and the Caribbean Basin from the 16th through the 18th centuries. The course will consider not only the establishment and evolution of dominant institutions such as the colonial state and church, but also racial and gender relations that characterized the colonial societies of Brazil and Spanish America. This course fulfills the premodern requirement for the major and minor.

Instructor: Suarez-Potts

HIST 121 MODERN LATIN AMERICA

Credit: 0.5

This course, through lectures and discussions, will begin by examining the long process of the breakdown of Iberian colonial authority (contrasting Brazil's evolution to that of the Spanish-American republics). It will then shift to studying Latin America's further economic integration into the Atlantic world economy in the late 19th century, and the ensuing political, cultural, and social changes that occurred throughout the 20th century, as regional economies continued to evolve. Social and economic inequality, political authoritarianism, and revolutionary and cultural change will be discussed from a historical perspective.

Instructor: Suarez-Potts

HIST 126 HISTORY OF THE EARLY MIDDLE AGES: EUROPE AND THE MEDITERRANEAN, 300-1100
Credit: 0.5

This course surveys the history of the early Middle Ages. Relying mainly on primary sources, it traces the broad contours of 800 years of European and Mediterranean history. The course covers the gradual merging of Roman and Germanic cultures, the persistence of Roman ideas during the Middle Ages, the slow Christianization of Europe, monasticism, the rise of Islam, and Norse society. Readings include Augustine's Confessions, a scandalous account of the reign of the Emperor Justinian, the Rule of St. Benedict, a translation of the Qur'an and Bede's Ecclesiastical History. This course fulfills the premodern requirement for the major and minor.

Instructor: Bowman

HIST 127 THE LATER MIDDLE AGES: EUROPE AND THE MEDITERRANEAN, 1100-1500
Credit: 0.5

This course surveys the history of the later Middle Ages in Europe and the Mediterranean. Relying mainly on primary sources, the course covers the renaissance of the 12th century, mendicant and monastic spiritualities, scholasticism, the rise of universities and the devastation of the Black Death. Readings include Christian, Jewish and Muslim accounts of several crusades; a saga about a hard-drinking, poetry-loving Norseman; and letters written by two ill-fated 12th-century lovers. This course fulfills the premodern requirement for the major and minor.

Instructor: Bowman

HIST 131 EARLY MODERN EUROPE
Credit: 0.5

Through lectures and discussions, this course will introduce the student to early modern Europe, with special attention to Austria, Britain, France, Prussia and Russia. It will treat such topics as the Reformation, the emergence of the French challenge to the European equilibrium, Britain's eccentric constitutional course, the pattern of European contacts with the non-European world, the character of daily life in premodern Europe, the Enlightenment, the appearance of Russia on the European scene, and the origins of German dualism, as well as the impact of the French Revolution on Europe. This course fulfills the premodern requirement for the major and minor.

Instructor: Matytsin

HIST 132 MODERN EUROPE
Credit: 0.5

The European continent is incredibly diverse: geographically, culturally, economically, ethnically and politically (to name only the most obvious factors). Throughout the semester we will explore this diversity of experiences since the end of the 18th century. We will look at issues of race, class and gender, as well as violence, poverty, faith, nationalism, technology and art. We will read novels and memoirs, watch films and listen to music as we hone our historical knowledge and sensibilities regarding modern Europe, its peoples and its governments. We will examine the fates of a variety of nations, using examples from across the continent.

Instructor: Ablovatski

HIST 145 EARLY AFRICA
Credit: 0.5

This course is a survey of major events and social changes that occurred on the continent of Africa before 1800, with an emphasis on those that took place after 500. As the continent encompasses hundreds of different societies, each with its own history, this survey is necessarily far from

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comprehensive, instead focusing on select cases in various regions that illustrate larger trends and issues. Among the main topics are smaller-scale societies, kingdoms that arose in different parts of Africa, the spread of Islam, the arrival of European traders, and the impact of the transatlantic slave trade. Recurring themes in the course will include state formation, religion, geographic diversity, cultural exchange, and the role of archaeology, linguistics and oral histories in the reconstruction of Africa's early history. This course fulfills the premodern requirement for the major and minor.

Instructor: Volz

HIST 146 MODERN AFRICA

Credit: 0.5

This course examines the history of Africa from 1800 to the present. It employs a range of books, articles, novels and videos to explore 19th-century transformations in Africa, European conquest of the continent, the impact of colonialism, the coming of independence and recent challenges and achievements in Africa. The influence of Europe on Africa is a dominant theme, but the course emphasizes African perspectives and actions in that troubled relationship. Throughout, we will consider issues of resistance, identity and cultural change, paying particular attention to the recent roots of current situations in Africa, such as the democratization of some nations and endemic violence in others.

Instructor: Volz

HIST 156 HISTORY OF INDIA

Credit: 0.5

India is the world's largest democracy and home to one-sixth of the global population. While stereotypes and clichés about India abound, it defies simple categorization. For example, India will soon have more software developers than the United States but a third of its population still has no access to electricity. Although India is a religiously, ethnically, and linguistically diverse constitutional republic, its electorate recently voted politicians hostile to this diversity into national government. An understanding of history is essential to making sense of contemporary complexities such as these and this course is an introduction both to the study of modern India and to the study of history using India as a rich example. Topics include: Muslim rule; European trade; British colonialism; anti-colonial nationalism; Hindu nationalism; gender, religion, and caste; decolonization and the partition of India and Pakistan; postcolonial democracy and economic development; the meanings of "modernity" in the context of India; the global diffusion of the Indian diaspora and culture; and the role of India in the "rise of Asia." No prerequisite.

Instructor: Singer

HIST 160 MODERN EAST ASIA

Credit: 0.5

The arrival of the Portuguese ships off the coasts of China and Japan in the 16th century, followed by other European merchants, turned East Asia into a major theater of events shaping the emerging modern age. This course examines the sources and dynamics of change -- social, economic, geopolitical, and cultural -- in the local and intramural arenas of East Asia as its economies and peoples became entangled in the rise and expansion of Euro-American imperial enterprises. The changes were violent and transformative, leaving deep impressions. Local understandings of past events continue to animate domestic politics and regional relations in the global competition for survival today. Focusing on China, Korea and Japan (acknowledging that the Philippines was the first real European colony in East Asia, and Vietnam the second), the class explores the processes of becoming modern for individuals, states, and the region, and the diverse interpretations of those processes.

Instructor: Dunnell

HIST 161 EAST ASIA TO 1800

Credit: 0.5

This course focuses on China, Korea and Japan before the rise of European maritime dominance (from the 16th century on), and the region's role in the early globalization of world exchange. East Asia emerged as a coherent cultural area in the first millennium CE, with the introduction and spread of Buddhism, a religion whose faith and associated practices profoundly stamped the physical and human landscape of the region. Significant shifts in the 12th to 18th centuries CE highlight the Confucianization of family, gender, politics and kingship during these later centuries. The Mongol and Manchu conquests of the 13th and 17th centuries mark key transition points in this process, as well as in shaping regional and global relationships of exchange. No prerequisite. This course fulfills the premodern requirement for the major and minor.

HIST 162 MODERN JAPAN

Credit: 0.5

Japan's current cultural and socioeconomic malaise has deep roots, whatever its proximate causes in the natural disasters and economic downturns of recent decades. This course examines the institutions of the last period of warrior rule -- the Tokugawa era (17th through 19th centuries), and their transformation through the rise of modern Japan from the mid-19th century to the early 21st century. The course addresses the central dilemma of modern Japanese history: the changing meanings of "modernity" and "tradition," and how Japanese have reinvented themselves (and a number of powerful myths along the way) over and over again in the struggle to become modern while remaining "Japanese." Japan's modern history is inseparable from that of the world around it, in particular from the United States, Korea and China. In addition to tracing how historians have interpreted Japan's economic, political, social and cultural development, the course explores how Japanese have understood themselves in relation to other peoples, through their own eyes, and through the eyes of people on the margins or outside the heart of Japanese society. This course fulfills the Asia/Africa requirement for the major. No prerequisite.

Instructor: Dunnell

HIST 163 MODERN CHINA

Credit: 0.5

In the second decade of the 21st century, China boasts the world's fastest growing economy and has abandoned its revolutionary communist moorings, though not its authoritarian political structures. Some writers claim that China is the last of the early modern empires. Many Chinese are intent on recovering the pride and prestige that their civilization commanded in Asia and Europe until the 19th century. Many others wonder about China's likely future direction. Any reasonable assessment must begin with the past, with the last great imperial government. This course explores the nature of state and society under the Qing dynasty (1644-1912), and the collision between two empires, the Manchu Qing and the British, which ultimately transformed Asia. It addresses the legacies of both Manchu and Western imperialism, and traces the transformations of Chinese society through the turbulent 20th century to the present. Sources used include memoirs, political documents, fiction, visual art and film. This course fulfills the Asia/Africa requirement for the major. No prerequisite.

Instructor: Dunnell

HIST 166 HISTORY OF THE ISLAMICATE WORLD

Credit: 0.5

This course surveys the history of the Islamic(ate) world from the rise of Islam in the sixth century to the rise of post-Mongol-Muslim empires--the Ottomans, the Safavids, the Mughals--in the 16th century. The course will especially focus on the formation and expansion of Islam as a global civilization and the historical development of the social, cultural, religious, and commercial networks and institutions that connected the Islamicate world during these centuries. Among the topics to be covered are the life and career of the Prophet Muhammad and the emergence of Islam, the expansion of the Islamicate world through conquests, conversions and commercial networks, the formation of various Islamic polities and empires, such as the Abbasids, the Fatimids, the Seljuks and the Mamluks, and the issues of authority, power and legitimacy that confronted these polities. It also will examine the historical development of Islamic institutions such as Sufism and religious law. This course fulfills the Asia and premodern requirement for the major.

Instructor: Kilic-Schubel

HIST 175 EARLY BLACK HISTORY

Credit: 0.5

In August 1619, "twenty and odd negars" were traded for food by the crew of a Dutch sailing vessel. That commercial transaction represented the first recorded incident of a permanent African presence in America. Over the next 146 years, this population of Africans would grow to create an African American population of over four million. The overwhelming majority of this population was enslaved. This course will be an examination of those enslaved millions and their free black fellows -- who they were, how they lived, and how the nation was transformed by their presence and experience. Particular attention will be paid to the varieties of African-American experience and how slavery and the presence of peoples of African descent shaped American social, political, intellectual and economic systems. Students will be presented with a variety of primary and secondary source materials; timely and careful reading of these sources will prepare students for class discussions. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions for themselves. This course fulfills the premodern requirement for the major and minor.

HIST 176 CONTEMPORARY BLACK HISTORY

Credit: 0.5

This course is an introduction to the major time periods, themes, individuals, and institutions in African American history since 1865. It surveys the efforts that African Americans undertook to fully secure freedom in the United States by way of protecting their postbellum, federally instituted citizenship rights, all the while working and organizing to build social, political, cultural, religious and economic institutions that supported their right to self-determination. True to form, we will discuss widely recognized personalities including W. E. B. Du Bois, Martin Luther King, Jr. and Malcolm X. However, this course is also designed to bring emphasis to lesser discussed but highly important characters including Homer Plessy, Ella Baker, and Bayard Rustin; to introduce developing historiographical contexts including grassroots organizing in the mid-20th century; and to place the traditional perspective of American history within the varying contexts of the long black freedom struggle.

HIST 205 HARD TIMES: THE GREAT DEPRESSION

Credit: 0.5

Hoover, F.D.R., farmers, city people, agrarian conservatives, labor, the unemployed, politicians, demagogues, the silver screen, free market versus national planning, and much more. Among other themes, this course will analyze the development of modern liberalism, the modern party system and the modern presidency. Additionally, it will assess social, cultural and intellectual currents of the Great Depression era. Course materials will include biographies, novels, film and historical studies. No prerequisite.

HIST 208 U.S. WOMEN'S HISTORY

Credit: 0.5

The course will analyze the diverse experiences and social roles of women from settlement in the 17th century to the present day. We will examine the broad themes that have shaped the lives of women, paying close attention to specific experiences. The course will analyze the ways in which notions of gender have changed over time and how a wide variety of women have created and responded to changing cultural, political and economic environments.

Instructor: Coulibaly

HIST 209 HISTORY OF NORTH AMERICAN INDIANS

Credit: 0.5

This course surveys American Indian experience in North America from pre-Columbian America to the contemporary moment by "facing east from Indian country" in order to situate Indians' experience within their own worlds, perspectives and values. American Indians were agents of change far more than simply victims of circumstance and oppression. By looking at American Indians as actors, settlers and thinkers, students will gain a more nuanced understanding of colonialism, expansion, ethnic diversity, hegemony and violence throughout North America. Topics include cultural diversity in pre-Columbian North America; pre- and postcolonial change; cosmology and creation; language; New World identities; slavery and violence; empires; political and spiritual dimensions of accommodation and resistance; borderlands and frontiers; race and removal; the Plains wars; assimilation; Red Power; self-determination; hunting and fishing rights; and gaming. This course will highlight the fact that American Indians are intimately intertwined with the histories of various European colonial empires, African peoples and the United States, but also that Indian peoples have distinct histories of their own that remain vibrant and whole to this day.

Instructor: Bottiger

HIST 210 HISTORY OF THE SOUTH, 1607-PRESENT

Credit: 0.5

The course will examine the American South from Jamestown to the present. Lectures and discussions will focus on the South's distinctive development within the American nation, the region's biracial character, and the formation of a shared African/European culture. Students will look at the political events that shaped the region, its economy, the regional differences within the South and changes that have taken place over the last four centuries.

HIST 218 HISTORY OF MEXICO

Credit: 0.5

In this course we shall address the formation and evolution of Mexico from approximately 1800 to the near present, noting aspects of its history as a Spanish colony and an independent republic. The course will cover issues associated with Mexico's changing, complex identity and how the

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inhabitants of the region have expressed different sentiments and perceptions about their communities, state and nation. We shall thus explore questions raised by relations between indigenous peoples and various, predominantly Hispanic, ruling groups, as well as questions about class and gender, and political and economic organization. The class will alternate or mix lectures with discussions. No prerequisite.

Instructor: Suarez-Potts

HIST 226 THE BRITISH EMPIRE

Credit: 0.5

Painting in broad strokes on a massive canvas, this course will examine the history of the British Empire from its inception in the 16th century through its dissolution in the 20th. The British Empire, whose beginnings were modest, would by the close of the 19th century encompass almost 13 million square miles and a population of nearly 400 million. Well before the end of the 20th century, this empire, the largest the world had ever seen, virtually ceased to exist. Its story, from inception to extinction, is a remarkable one. Internal imperatives, global imperial rivalries and developments on the periphery impelled the empire forward and ultimately brought about its demise. This course will investigate the evolving characteristics of the British imperial experience and the dynamics responsible for the rise and fall of the British Empire.

Instructor: Kinzer

HIST 227 BRITISH HISTORY, 1485-2000

Credit: 0.5

This mid-level survey course will introduce students to the last 500 years of British history. Its chief purpose is to expose students to the principal forces - political, economic, social and cultural - shaping a country that would ultimately play a decisive role in the formation of the modern world.

Instructor: Kinzer

HIST 229 IMPERIAL RUSSIA, 1547-1917

Credit: 0.5

This course will explore the history of one of the more fascinating and misunderstood places in the world. Standing between Europe and Asia, the Russian Empire was a conglomeration of religiously diverse and multi-ethnic populations that came to be ruled by one of the strongest authoritarian governments in history. Topics will include the nature of empire and the process of state formation, and it will also engage students in understanding the unique aspects of Russian culture.

HIST 230 HISTORY OF THE RENAISSANCE AND THE REFORMATION: 1300-1648

Credit: 0.5

The course will explore the Renaissance and Reformation eras in continental Europe from the beginning of the 14th century to the end of the Thirty Years War in 1648. This revolutionary period provides important insights into the development of modern Western society. It was a period of dramatic developments in the intellectual, political, economic and social structures of a civilization. The medieval intellectual and political traditions were fired in the crucible of economic, religious and social upheaval. The emergence of clearly defined territorial states, modern capitalism, royal absolutism, humanist scholarship and the rediscovery of ancient sources, the invention of printing, the encounter with the New World, economic and ethnic social stratification, and Christian confessionalism became a fixed part of the landscape of Western culture. The course will cover the late medieval intellectual traditions urban and rural conflicts, the Italian and the Northern Renaissance, the traditionally understood Protestant reformation and Catholic reformation, the

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struggle of empire and kingdoms, religious conflicts and confrontation, capitalism's role in social and political revolution, and the emergence of a new social order.

Instructor: Matytsin

HIST 231 HABSBURG EMPIRE

Credit: 0.5

As a political entity, the aggregation of central European lands ruled from Vienna for almost four centuries constitutes the strangest major power on the European scene in the past 500 years. Alone among the great states of Europe, the Habsburg realm accepted cultural heterogeneity and actively sought to avoid war. This course will assess the Habsburg experiment in political and cultural multiculturalism, seeking finally to account for the empire's inability to survive the tensions of the 20th century. Among the subjects to be considered are: Vienna as the cultural capital of Europe, the role of language in politics, the creative rivalry between Prague and Vienna, the emergence and character of nationalism, the postwar successor states, and the concept of Central Europe. The course will involve lectures and discussions. No knowledge of German is required.

Instructor: Ablovatski

HIST 232 MODERN EUROPEAN WOMEN'S HISTORY

Credit: 0.5

In lectures and discussions, we will cover European women's history from the Reformation and Enlightenment up through the late 20th century and the questions raised by the end of the Soviet system. We will look at women's participation in the work force and in revolutionary movements, their fight for political emancipation and equality, and their relationship to war and racism, as well as study the changing ideas of womanhood, gender, and family throughout modern European history.

Instructor: Ablovatski

HIST 233 RUSSIAN EMPIRE AND SOVIET UNION: HISTORIES, PEOPLES, CULTURES

Credit: 0.5

This survey of the history of the Russian Empire and the Soviet Union in the modern era will introduce students to the region, familiarize them with the major periods of modern Russian history and help them to understand some of the important historical issues and debates. Students should develop an appreciation for the ethnic, social and cultural diversity of both the Russian Empire and the Soviet Union as well as for the ways in which political events shaped the personal lives of the country's population. Though focusing on 20th-century history, this course will begin with an introduction to the social structures, ethnic composition, and political problems of the late Russian Empire. We will cover the Russian Revolution and early Soviet history, then turn our attention to Stalinism, collectivization, terror and the Second World War. In the postwar era, we will examine the failure of the Khrushchev reforms and the period of stagnation under Brezhnev, before turning to Gorbachev and the reforms of perestroika. At the end of the semester, we will approach the end of the Soviet Union and its legacy for the many successor states (not only Russia). Although organized along the lines of political periodization, the class will emphasize the perspectives of social and ethnic diversity as well as culture and gender. We will look at art, literature and music, and we will attend film screenings outside of class. Historical background in modern European history is recommended. Russian and other regional language skills are welcomed.

Instructor: Ablovatski

HIST 235 MODERN FRANCE

Credit: 0.5

This course will present a survey of French history from the 17th century to the present, emphasizing the political/cultural life of France, particularly attempts to secure an elusive stability within a long trajectory of revolutionary and counterrevolutionary tumult. The Enlightenment, the French Revolution, the cultural ferment of the fin-de-siècle, and the French experience of the crisis years 1914-1945 will receive special attention. The course also will explore the various ways (manifest through art, politics and social life) in which France conceived of itself as an exemplary nation, or as a practitioner of an exemplary modernity to the rest of the world. No prerequisite.

Instructor: Matytsin

HIST 236 MODERN GERMANY: GENDER, RACE, AND CLASS

Credit: 0.5

Modern German history is often seen as a tension between the land of the "poets and thinkers" (Dichter und Denker) and the "land of the murderers and executioners" (Mörder und Henker). In this class, we will use the perspectives of gender, race, and class to explore and illuminate the main themes and topics in modern German history, beginning with the Enlightenment and the French Revolution, up to reunification and European Union membership in the present. German language is not required. One unit of history, English or modern languages is recommended. No prerequisite.

HIST 238 THE SCIENTIFIC REVOLUTION AND THE EUROPEAN ENLIGHTENMENT, 1600-1800

Credit: 0.5

This course will explore a period of unprecedented changes in European intellectual culture. Shaken by the encounter with the New World, by a new cosmological perspective, and by the rediscovery of previously unknown ancient sources, European learned society attempted to rethink the very foundations on which its knowledge of the surrounding world rested. The course will begin by looking at the medieval universities and the nascent challenges to Aristotelian philosophy that emerged from the rediscovery of ancient schools of thought. We will explore debates about the proper sources of knowledge in cosmology and natural philosophy that led to a decoupling of religion and science, giving rise to new types of explanations about the structure and origin of the universe. We will see how the transformations in the perception of the natural world impacted political thought and led to the birth of new rationally based political ideologies. In addition to the intellectual transformations, this course will explore the changes in sociability and the transition from the Republic of Letters to the growing importance of the public sphere and of public opinion. Finally, we will interrogate the very scholarly categories that are so commonly used to define the 17th and 18th centuries.

HIST 242 AMERICANS IN AFRICA

Credit: 0.5

This class examines various ways that people and ideas from the United States have influenced Africa during the past two centuries and how Africans have responded to that involvement. Although much interaction has been at the institutional level of governments and organizations, we will focus primarily on the history of U.S.-African relations at the personal and local level within Africa, studying specific examples of transatlantic cultural, economic, and political influence that changed over time and varied between different parts of Africa. Among the cases to be considered will be several involving African Americans, such as the founding of Liberia and the development of Pan-Africanism. Other topics will include Christian missionaries, explorers, the Cold War, and recent U.S. political, economic and humanitarian interest in Africa. No prerequisite.

Instructor: Volz

HIST 246 URBAN AFRICA

Credit: 0.5

This course explores the role that towns and cities have played in African history, tracing the development of urban areas from early times up to the present. In regarding urban areas as integral features of African societies, the course questions stereotypes of Africa as essentially rural and traditional, examining instead African capacities for cultural synthesis, adaptation and innovation. Among the general themes studied are urban-rural relations, trade, political centralization, industrialization and globalization. Given the immensity of the continent, the course focuses on a select assortment of urban areas as case studies, utilizing a range of sources such as archaeology, memoirs, government documents and literature to understand their histories and current situations.

HIST 258 OTTOMAN EMPIRE

Credit: 0.5

This course introduces the history of one of the great empires of the premodern period. Founded in the late 13th century and lasting until the 1920s, the Ottoman Empire was one of the longest-lasting and most successful polities in history. Although founded and ruled by Muslim Turks, the Ottoman Empire was in reality a multiethnic, multicultural religious entity, which at its height contained territories in the Balkans, "the Middle East," and North Africa. It left a significant political and cultural legacy, which continues up to our time. In this course we will examine the entire span of Ottoman history, from the formation of the empire until its dissolution in the aftermath of World War I. Topics to be covered will include: the rise of the Ottoman state in the 13th century and how it became an empire; the role of Islam in Ottoman cultural and political life; the problems of governing a religiously and ethnically pluralist empire; the changing nature of Ottoman politics and administration; some aspects of Ottoman cultural and social life; women and gender in the Ottoman empire; Ottoman relations with Europe; Ottoman responses to modernity; the rise of nationalism; and the events leading up to the eventual creation of the modern Turkish republic in the Ottoman heartland. This course fulfills the premodern requirement for the major and minor. No prerequisite. Instructor: Kilic-Schubel

HIST 260 MEDIEVAL ISLAMIC EMPIRES

Credit: 0.5

This course covers the history of the Islamic world from the rise of the Mongols in the 13th century to the beginning of the modern era. During this period major Islamic empires such as the Timurids, the Safavids, the Ottomans, the Timurid-Mughals and the Shibanid-Uzbeks were founded by Turko-Mongol Muslims. The period saw the rise of diverse new political institutions, profound transformations of religious thought and practice, and the creation of remarkable literary, artistic and technological achievements. Among the themes we will cover are the role of Turko-Mongol nomads in the formation of these empires, the interaction between Islam and local cultural traditions and practices, the nature of economic and social relations, the construction of gender relations and identity, and the varieties of cultural and literary expression associated with the medieval Muslim world. A central focus of the course will be an examination of cultural, religious and artistic connections and exchange among different regions of Islamic world. This course will help students acquire an understanding of the diverse and cosmopolitan nature of premodern Islamicate society. This course fulfills the premodern requirement for the major. No prerequisite. Instructor: Kilic-Schubel

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HIST 261 THE MONGOL EMPIRE

Credit: 0.5

Why and how did Mongolian and Turkic nomads join together to conquer much of the Eurasian world in the early 13th century? What impact did those conquests have on the civilizations they encountered and ruled, from southern Russia and Anatolia to Persia, central Asia, and China? Why do they remain a fertile source for contemporary pop culture? The first part of this course introduces anthropological and historical perspectives on what it meant to be a nomad (focusing on nomads of Eurasia), how sedentary writers (such as Herodotus and Sima Qian) wrote about nomadic neighbors, and how (and why) nomadic societies organized states and interacted with agrarian peoples. Next the course will examine in depth the career of Chinggis Khan (Genghis Khan) and the empires founded by his descendants, with attention to how Mongol imperial priorities and political culture drove new patterns of trade and consumption, religious patronage, and administrative practices, which fostered new paradigms of political and cultural expression in areas under Mongol control. Students will read and discuss arguments made by modern scholars (from the 18th century forward), and dip into the vast body of primary sources generated by the conquests, both textual and visual: chronicles, folklore, travellers' accounts (you will be able to compare the "real" Marco Polo to the Netflix version), inscriptions, art and archaeological findings, etc. This course fulfills the premodern and Asia/Africa distribution requirements for the History major. No prerequisites.

HIST 262 JAPAN TO 1850

Credit: 0.5

This course traces the important socioeconomic, political and cultural developments that gave birth to a state and climaxed centuries later in the unification of the Japanese islands under the Tokugawa shoguns in the late 16th and early 17th centuries. The Tokugawa "Peace" (ca 1615-1868) laid the stage for Japan's remarkable transformation in the modern era. We will read and discuss a variety of primary and secondary sources, watch some films, and become familiar with early Japanese views of their society and with modern interpretations of its development. This course fulfills the premodern requirement for the major and minor.

Instructor: Dunnell

HIST 263 IMPERIAL CHINA

Credit: 0.5

This course surveys the development of society and state in China from the origins of empire at the turn of the first millennium to the 18th century, focusing on the later centuries. It explores (1) the Confucianization of Chinese society and the tensions between ethical ideals and social realities; (2) the economic, technological and demographic expansion which brought China increasingly into global exchange networks, and stimulated efforts to channel or contain that growth as the state and society defined visions of the proper world order; and (3) how these changes shaped relationships between individuals, state and society. Along with core institutions such as the imperial state (throne and bureaucracy), the agrarian economy (farmer, artisan, merchant), and the family-ancestral lineage, we examine other social and cultural forms that flourished in a dynamic political and ecological environment. This course fulfills the premodern requirement for the major and minor.

Instructor: Dunnell

HIST 264 HISTORY OF MODERN MIDDLE EAST

Credit: 0.5

This course will examine the social, economic, and political transformation people have experienced in the Middle East, with a focus on the 19th and 20th centuries. Topics will include the

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impact of the changing world economy and European imperialism, the emergence of nation-states, gender relations, and the role of religion in political and cultural life. The geographical focuses of the course will include Turkey, Iran, Afghanistan and the central Arab lands. No prerequisite. Offered every one or two years.

Instructor: Kilic-Schubel

HIST 275 WORLD WAR II

Credit: 0.5

This course will examine the circumstances and factors leading to World War II and to the U.S. entry into the war. The course will focus on the disruption of the world order through the rise of German, Japanese and Italian imperialism. The course will analyze the effect of the worldwide economic depression of the 1930s. Other topics include the military strategies and conduct of the war, its impact on the home front, and its long-term effects on U.S. foreign policy.

Instructor: Coulibaly

HIST 305 AMERICAN PRESIDENTS

Credit: 0.5

This course will look at the American presidency through the lives and administrations of select presidents, including Washington, Jefferson, Jackson, Lincoln, Theodore Roosevelt, Franklin Roosevelt, Lyndon Johnson and Ronald Reagan. In addition to seminar participation and assigned readings, each student will undertake an independent research project on either the presidency or a particular president. Students will present their findings as well as complete a research paper.

HIST 307 GREAT AFRICAN AMERICAN MIGRATION: 1900-1970

Credit: 0.5

This course is a historical examination of the 20th-century migration of African Americans out of the rural South into American cities, especially cities outside the South. The seminar will look at the historical causes of migration, how the migration changed through time, and the importance of the route taken. The class will read the seminal scholarship and works written or created by the migrants. Students will engage in their own research. Previous enrollment in a college-level 20th-century United States history course is recommended. No prerequisite. Offered every two or three years.

HIST 310 THE CIVIL WAR

Credit: 0.5

The Civil War is perhaps the defining moment in the history of the United States. When the war ended, slavery had been abolished, 4 million African Americans had been freed, the South had been laid waste, and the power of the federal government had been significantly expanded. The war set in motion forces that would change the nature of citizenship and alter the nature of American society, politics and culture forever. This course will focus on the causes of the war, its military campaigns, and its social, political and cultural consequences for black and white northerners and southerners. The course concludes with an examination of the war's continuing hold on the national imagination. Prerequisite: sophomore standing.

Instructor: McNair

HIST 311 IMMIGRANT EXPERIENCE IN THE UNITED STATES

Credit: 0.5

We will examine how successive waves of immigrants, from the eve of the Civil War to the present, have shaped cities, markets, suburbs and rural areas, while altering education, labor, politics and

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foreign policy. The course will address such questions as: Why do people leave their homelands? Where do they settle in America and why? What kinds of economic activities do they engage in? How do the children adapt? How does assimilation work? What are the effects of immigration on those born in America?

Instructor: Coulibaly

HIST 312 BLACKS IN THE AGE OF JIM CROW

Credit: 0.5

One historian has described the years between 1880 and 1920 as the "nadir of black life." During this period, African Americans were politically disenfranchised, forced into debt peonage, excluded from social life through Jim Crow segregation, and subjected to historically unprecedented levels of extralegal violence. This course will examine how African America was affected by these efforts at racial subjugation and how the community responded socially, politically, economically, intellectually and culturally. Topics will include the rise of Booker T. Washington and W.E.B. DuBois as political leaders, the founding of the NAACP, the birth of jazz and the blues, the impact of the Great Migration, racial ideologies, lynching, and class, gender and political relations within the African American community.

HIST 313 BLACK INTELLECTUALS

Credit: 0.5

This course will examine the emergence of black intellectual life in the United States from the early 19th century to the present. The course will focus on the changing role of black intellectuals as individual figures and political and social leaders. The course also will focus on how slavery, racism and gender discrimination have affected black thought. Works of fiction and films will be used extensively.

Instructor: Coulibaly

HIST 314 U.S. FOREIGN POLICY, 1898 TO THE PRESENT

Credit: 0.5

This course shall focus on the major trends of U.S. foreign policy from the Spanish-American War to the present. This seminar will examine the actors who have shaped U.S. foreign policy, as well as how such policies are connected to the larger historical forces both at home and abroad. The course will emphasize, in particular, the origins of U.S. foreign policy and its evolution through various time periods and administrations. The course will explore themes such as: What is foreign policy? Does the U.S. need a foreign policy? What is the relationship between race and foreign policy? How do conceptions of manhood and of womanhood affect foreign policy? What are the economic and cultural aspects of foreign policy and their effects? Offered every two to three years.

Instructor: Coulibaly

HIST 316 JAZZ AGE: 1900-1930

Credit: 0.5

The Jazz Age seminar will examine the emergence of modern America in the first third of the 20th century. The seminar will discuss the Progressive political movement, popular culture, feminism, African American migration to northern cities and its impact, World War I, mass communication and the formation of a youth culture.

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HIST 317 GILDED AGE AMERICA: 1877-1900

Credit: 0.5

This seminar will examine the formation of a multiracial, urban America following the Civil War and Reconstruction. Topics addressed will be urbanization, economic integration, immigration, the conquest of the West, the New South, late Victorian culture and the Spanish-American War. Fulfills history major and minor advanced seminar and premodern requirements. This course fulfills the advanced seminar, Americas/Europe, and modern requirements for the major. Prerequisite: sophomore standing.

HIST 320 THE CARIBBEAN

Credit: 0.5

This seminar will concern itself with the Anglophone, Francophone and Spanish- and Dutch-speaking islands of the Caribbean, as well as such mainland Caribbean nations as Belize, Guyana and Surinam. Among the topics to be explored are the Indian heritage, European imperialist rivalry, the African traditions in the Caribbean, the quest for independence, and superpower rivalry in the area. Offered every year.

HIST 321 THE MEXICAN REVOLUTION: ORIGINS, STRUGGLES, AND SIGNIFICANCE

Credit: 0.5

This seminar introduces students to the subject of the Mexican Revolution which defies easy description. The course will examine the major social and political struggles of the revolution, their origins, and their implications as the country emerged from civil war in the 1920s and then underwent substantial reform in the 1930s. Further, the seminar will consider the meaning(s) of the revolution and how it has been conceived and reimagined in cultural and ideological terms. The seminar will examine primary sources in class, but the assignments and reading will focus on the historiography concerning the revolution and on the interpretation of its political, social and cultural significance. Students should have some historical knowledge of the late 19th and 20th centuries and be prepared to gain quickly an overview of the main events of modern Mexican history. This course fulfills the advanced seminar, Americas/Europe, and modern requirements for the major. Prerequisite: sophomore standing.

Instructor: Suarez-Potts

HIST 322 HUMAN RIGHTS IN LATIN AMERICA

Credit: 0.5

This seminar will examine how human rights have been articulated in distinct historical contexts in Latin America. We shall first review early notions of human rights and natural law as expressed during the Spanish conquest of the Caribbean and the Americas. Second, the seminar will identify the main tenets of human rights law and discourse, as comprehended in general terms since the establishment of the United Nations. Then we shall study how major concepts of human rights have been asserted in recent years in different countries across Latin America. This course fulfills the advanced seminar, Americas/Europe, and modern requirements for the major. Prerequisite: sophomore standing.

Instructor: Suarez-Potts

HIST 323 BORDERLAND HISTORY

Credit: 0.5

This seminar examines how Native Americans, Spaniards, Mexicans, Americans and Mexican Americans have contributed to the shaping of the region encompassing the present border between the U.S. and Mexico. The course will consider demographic, economic, social, political and cultural

aspects of the peoples who have inhabited and interacted in this area since the 16th century to approximately the present (ca 2010). Transnational themes that we shall consider include the following: Spanish and American colonization, the Mexican-American War, the 1910 Mexican Revolution, the evolution of frontier societies on each side of the border since the Treaty of Guadalupe (1848), and post-World War II developments. The class will thus address historical processes relating to migration, economic change and state formation, as discourses concerned with individual and group identities are reviewed. Students should have some knowledge of 19th and 20th century American or Mexican history. The course fulfills the advanced seminar requirement for the major and minor, as well as .5 unit of the core course requirement of the Latino/a Studies Concentration. No prerequisite.

HIST 325 HISTORY OF NORTH AMERICAN CAPITALISM

Credit: 0.5

This seminar examines the evolution of capitalism in North America from a historical and comparative perspective. It covers the period from about 1700 to 1945 centers on the U.S. and Mexico, and is especially concerned about the contrasting economic development of these two countries which has resulted in a relatively affluent society in one country and a relatively poor one in the other. Students should have some background in American or Mexican history. The course fulfills the advanced seminar requirement for the history major and minor. No prerequisite.

Instructor: Suarez-Potts

HIST 328 THE CRUSADES: RELIGION, VIOLENCE, AND GROWTH IN MEDIEVAL EUROPE

Credit: 0.5

In the late 11th century, Pope Urban II launched the First Crusade by calling on European knights to reconquer the city of Jerusalem. The objectives of the first crusaders may have been fairly circumscribed, but for the next four centuries the crusading movement had complex and varied consequences for the inhabitants of Europe, North Africa and the Middle East. In this course, we will examine: (1) the confluence of religious, political and economic motivations that inspired crusaders (2) the extension of the notion of crusade to Islamic Spain and parts of northern Europe and (3) the manifold interreligious and cross-cultural exchanges (peaceful and violent) that resulted from the crusades. This course fulfills the premodern requirement for the major and minor.

Instructor: Bowman

HIST 330 CRUSADERS, PILGRIMS, MERCHANTS AND CONQUISTADORS: MEDIEVAL TRAVELERS AND THEIR TALES

Credit: 0.5

In 1325, 21-year-old Ibn Battuta left Tangiers for a pilgrimage to Mecca. This pilgrimage became 28 years of ceaseless travel through sub-Saharan Africa, China and India. A careful observer, Battuta left a valuable record of his travels, his disappointments, his enthusiasms and his perplexity at the things he witnessed. This course looks at medieval people who, like Ibn Battuta, undertook ambitious journeys and recorded their experiences. It asks about the motivations (religious, military, economic, scholarly) for such costly and dangerous travel and pays particular attention to how medieval travelers perceived the cultures they encountered. Understanding their experiences is not a simple task, since their reports, like those of all travelers, are admixtures of astute observation, fallible memory and fantastic embellishment. In addition to texts on Ibn Battuta's travels, we will read the letters of spice merchants in India; the observations of a cultivated 12th-century Jew as he traveled from Spain throughout the Mediterranean; Marco Polo's descriptions of the courts of China, India and Japan; and the report of a 10th-century ambassador to Constantinople, where he met the Byzantine emperor: "a monstrosity of a man, a dwarf, fatheaded and with tiny mole's eyes." This course fulfills the premodern requirement for the major and minor.

HIST 331 EUROPE BETWEEN THE WORLD WARS

Credit: 0.5

This course covers the major political, social and cultural developments in Europe during the period of the two world wars. This time period saw the collapse of empires and the creation of new national states and witnessed the first socialist revolutions and the creation of a new state organized on Marxist principles in the Soviet Union. During this era, liberal democracy and capitalism failed, authoritarian and totalitarian dictatorships proliferated, and, ultimately, political violence and warfare overtook the European continent. At the same time, the first half of the 20th century saw an explosion of creativity, technological expansion and utopian social and cultural projects. Interpretations of "inter-war" Europe have ranged from nostalgia for a golden age before the horrors of the Second World War to focus on the constant political and military conflict of a "second Thirty Years War." In order to analyze these varying interpretations of the era, we will focus on themes such as political ideology, class conflict, racism, gender, the persecution of "internal enemies" and social outsiders, violence, and the general crisis of modernity. HIST 132 is recommended. No prerequisite.

HIST 332 THE FIRST WORLD WAR IN EUROPEAN HISTORY

Credit: 0.5

One hundred years ago, the European powers went to war over dynastic honor after the heir to the Habsburg throne was assassinated in Sarajevo. Four years later, all the European empires had fallen to revolution and defeat and Europe was transformed. The war inspired not only socialist revolutions but also revolutions in technology, art and daily life. We will look at the experience of soldiers fighting and new technologies of warfare; civilian suffering, hunger and political radicalization; modernist art and music, and postwar experiments in urban architecture; women's emancipation; and political violence and ethnic cleansing. This upper-level seminar will examine the war, its causes, course and consequences, with a special emphasis on historiography, the way the war was interpreted at the time and over the century since. Students will work with a variety of primary sources and conduct their own research project over the course of the semester. The course is intended for advanced history students, but students from other disciplines with an interest in the time period are welcome. Students without Modern Europe or an equivalent history course should contact the professor about their preparedness. Offered every three years.

Instructor: Ablovatski

HIST 333 FREUD'S VIENNA: CULTURE POLITICS, AND ART IN THE FIN DE SIÈCLE HABSBERG MONARCHY

Credit: 0.5

This course will examine the explosion of creativity and radicalism in late Habsburg society, focusing on the capital city Vienna. In the years before and after 1900, Vienna was a vibrant city, home to many of the most important creators of early 20th-century modern culture, among them not only Freud but also such figures as Gustav Klimt, Egon Schiele, Otto Wagner, Karl Kraus, Arthur Schnitzler, Hugo von Hofmannsthal, Robert Musil, Theodor Herzl, Otto Bauer, Karl Lueger, Gustav Mahler, and Arnold Schoenberg, to name only a few. Taking the multilingual, multireligious, multiethnic Habsburg monarchy as our base, we will follow developments in the fields of psychology, medicine, literature, architecture, art and music, putting them into the context of important political and social movements like socialism, nationalism, anti-Semitism and liberalism. This seminar is designed for junior and senior history majors with a background in European history. However, non-majors with knowledge of or interest in music, art history or German literature are strongly encouraged to join.

Instructor: Ablovatski

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HIST 335 DAILY LIFE IN NAZI GERMANY

Credit: 0.5

This seminar introduces students to the German National Socialist regime, to major historical debates in the field, and to methods of historical research and writing. We begin with the rise of the NS party and the problems of the Weimar Republic in the late 1920s and end with the defeat of Germany and its military occupation after May 1945, looking at major questions including anti-Semitism, Nazi party support, collaboration, terror, and the role of gender, class and sexuality. The course uses the perspective of daily life to look at the history of Nazi Germany and the Holocaust through sources from below, and the work of historians who use these sources. Students will become familiar with the major events of the period and will explore many historical debates in depth in the seminar. They will also explore a topic of their own choosing through progressive assignments, developing their skills in research and analysis. Prior coursework in European history is strongly recommended. This course meets the major requirements for modern and for Europe. No prerequisite.

HIST 336 THEORY AND ACTION IN THE POLITICS OF LOCKE, BURKE AND MILL

Credit: 0.5

Major figures in the history of political thought, John Locke, Edmund Burke, and J.S. Mill were also deeply engaged with the turbulent political events of their time. The political crisis that gave rise to the Glorious Revolution of 1688-89 is fundamental to understanding the composition and publication of Locke's Two Treatises of Government. Burke, a member of Parliament and leading Whig politician, responded vigorously and memorably to the coming of both the American and French revolutions. Mill, mid-Victorian England's most influential political theorist, was also an active member of Parliament during a time when issues central to the emergence of mass politics pressed hard upon the existing order. This seminar will closely examine the intersections of text and context, thought and action, in the political undertakings of these three distinguished thinkers. This course fulfills the premodern requirement for the major and minor. Prerequisite: sophomore standing or permission of instructor.

Instructor: Kinzer

HIST 337 SOCIALISM AT THE MOVIES

Credit: 0.5

This course will look at the history of the Soviet Union and the post-1945 German and Eastern European socialist states with a concentration on films made in these countries, as well as films made elsewhere or later about life under state socialism. We will focus on a few key eras and topics, such as World War II films, Stalinism/socialist realism, the Thaw, the position of women in socialist society, and generational conflict. Students will be required to attend a weekly film screening as well as participate in class discussion. During the semester, each student may pick a topic for an in-depth research project. Previous coursework in European history recommended. No prerequisite.

Instructor: Ablovatski

HIST 338 REVOLT, REBELLION AND REVOLUTION IN EUROPEAN THOUGHT

Credit: 0.5

Europe's modern intellectual and political culture has often been associated with revolutionary attempts to break free from the hold of tradition. Over the last 500 years, these revolutions have taken place in a number of arenas. In philosophy, Francis Bacon and Rene Descartes challenged all traditional learning and defined new principles that were central to the so-called "Revolution of the Mind." In matters of religion, Enlightenment thinkers not only advocated the toleration of different faiths but also questioned the veracity of Christianity and of all theistic worldviews. In politics, the French Revolution redefined the very concept of a political revolution and set the stage for modern

conceptions of sovereignty. Socialist thinkers of the 19th century, in turn, reshaped the ways their contemporaries thought about socio-economic arrangements during the turbulent period known as the Industrial Revolution. Finally, 20th-century existentialists have attempted to rethink the very purpose of human existence. In this course, we will explore these and other seminal revolutionary moments that not only transformed European society but that also had implications for European and, indeed, global culture. We will explore the political, social, economic and intellectual dimensions of Europe's several revolutionary moments and investigate the various meanings that the term revolution assumed at different historical moments. Prerequisite: one course in early modern or modern European history.

HIST 340 TUDOR AND STUART BRITAIN

Credit: 0.5

This course will examine the tumultuous age of the Tudors and Stuarts. It will investigate the Henrician Reformation, the remarkable reign of Elizabeth I, the struggles between court and country associated with the early Stuarts, and the events leading to the so-called Glorious Revolution. Although political developments will feature prominently, social, economic, and cultural continuity and change issues also will receive attention. This course fulfills the premodern requirement for the major and minor.

Instructor: Kinzer

HIST 341 AFRICAN WOMEN IN FILM AND FICTION

Credit: 0.5

This course will explore social changes that have taken place in Africa during the past century as portrayed in novels and films by and about African women. A variety of works from throughout the continent will be considered, but the general focus will be on the impact of colonization, urbanization, and other recent social changes. Among the topics addressed will be polygyny, motherhood, education, religion, employment, political activism, and the recent AIDS epidemic. In each case, the emphasis will not be on victimization or cultural decline, but rather, as expressed in their works of art, the resilience and adaptability of African women. Prerequisite: sophomore standing.

Instructor: Volz

HIST 345 HISTORY OF THE INDIAN OCEAN

Credit: 0.5

Long before Columbus crossed the Atlantic Ocean, peoples residing along the shores of the Indian Ocean had already established an extensive maritime network that linked the civilizations of India, China, Southeast Asia, the Middle East, and East Africa. For centuries, the volume and wealth of Indian Ocean trade exceeded that of any other region, and it was in hopes of gaining access to this commercial zone that Europeans embarked on their voyages of "discovery." This seminar course treats the Indian Ocean region as a site of premodern globalization and explores the wide-ranging cultural and economic exchanges that occurred across it during successive eras of regional, Muslim, and European dominance from the seventh to the nineteenth centuries, before its decline. Towards the end of the course, we will explore recent historical scholarship, that focuses on modern networks of labor, pilgrimage, kinship, and ideas across the Indian Ocean, and questions whether this zone of exchange and interconnection did indeed decline in the era of nineteenth-century European dominance. This course fulfills the premodern requirement for the major and minor and is recommended for sophomores and above. No prerequisite.

HIST 349 CONTEMPORARY WEST AFRICAN HISTORY THROUGH FICTION AND FILM

Credit: 0.5

Novels and films are powerful tools of historical projection in modern societies, and Africa is no exception. The sub-Saharan African novel is a recent phenomenon, dating back, for the most part, to the early 20th century. The African film is of even more recent vintage and to a large extent remains a marginal form of expression for most of sub-Saharan Africa. However small a group they remain, sub-Saharan novelists and filmmakers have had a considerable impact on the societies that produced them. We will examine the influence of African novelists and filmmakers on the political and social realms of their societies and attempt to determine the relationship between novels, films and the historical reality of sub-Saharan Africa from the 1940s to the present. We also shall focus on how novels and films have in turn been shaped by the historical forces they have attempted to transcend. Finally, we will analyze the vision Africans have of their past and their judgment of that vision.

Instructor: Coulibaly

HIST 350 RACE, RESISTANCE AND REVOLUTION IN SOUTH AFRICA

Credit: 0.5

This course will explore major social and political changes that took place in South Africa during the 20th century. From the time of European colonial conquest, through the rise and fall of the apartheid state, a variety of competing groups emerged that eventually combined to form the nation of South Africa. That process was accompanied by recurring conflict, but with the end of enforced racial segregation in the 1990s and the introduction of democracy, South Africans have been re-examining their past in search of new narratives that might transcend the legacy of historic divisions. Through study of scholarly works, primary documents, literature and film, this seminar will explore the roots of modern South African society and the varying perceptions of that history.

Prerequisite: sophomore standing

Instructor: Volz

HIST 352 FAMILY AND STATE IN EAST ASIA

Credit: 0.5

What is a family and how has it changed? This course examines the evolution of family and kinship in East Asia; its impact on gender norms and the lives of men, women, and children; and why these things mattered to political authorities (the state). It focuses on the striking variations of family and household structures and dynamics over the last millennium in China, Japan, and Korea, mainly. A society's economic and political underpinnings, religious traditions, and legal norms shape and are shaped by practices of sex, marriage, child-rearing, and inheritance. Students will explore these universal concerns through a rich body of materials, including written texts, art, architecture, artifacts of visual and material culture, along with abundant current scholarship that encourages an evaluation of East Asian experience in a global framework. Weekly discussion of assigned readings and an independent research project are core requirements. No previous knowledge of East Asia assumed or required. Fulfills the premodern requirement for the major and minor.

HIST 353 TIBET BETWEEN CHINA AND THE WEST

Credit: 0.5

This course will explore the modern history of Tibet through the eyes of travelers and scholars (Western and Chinese/Asian) as well as Tibetans themselves, through memoirs, accounts by historians, field studies of anthropologists and other materials. We will assess the myths that have emerged about Tibet through readings and films, exploring questions including: Why do these myths exert such enduring fascination in Europe and America? How have they changed? How have they taken root in China? How have Tibetans found new uses for them? We also will study the

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changes that have taken place in Tibet over the 20th century. Students will engage in independent research projects and share their research.

Instructor: Dunnell

HIST 356 VIETNAM

Credit: 0.5

Vietnam is a region, a country, a nation, a society and a war, or a series of wars. This seminar explores the place and its people during the 20th century, with special attention to the era from 1945 to 1975. The French and American wars will be situated in the context of the Vietnamese experience of colonialism and nationalism. Through fiction, field studies, memoirs, reportage, official documents, critical essays and films we will consider the issues of memory, race and ideology in the construction of history. Students will pursue independent research projects and share their research.

Instructor: Dunnell

HIST 358 IMAGINED INDIA: FILM AND FICTION

Credit: 0.5

People make sense of their past by telling stories about it. This course focuses on the rich and exciting traditions of literature in India as a way of studying its past, and as a way of studying history itself. Some Indian writers, such as Salman Rushdie, Arundhati Roy and Anita Desai, have, in fact, brought India's history to the world through their fiction. But what different visions of India do they choose to portray? This course will examine their work, but also the work of lesser-known Indian writers and filmmakers, as a way of seeing how Indian intellectuals themselves have defined and described India, on the one hand, and "history," on the other. How have these images changed over time? Among the recent films we may see are *Earth*, *Train to Pakistan*, *East Is East*, and *Hyderabad Blues*. Each challenges viewers' notions of the past as its characters confront it.

Permission of instructor required.

HIST 360 CORN, FARMING AND THE ROOTS OF AMERICAN CULTURES

Credit: 0.5

This course evaluates the ways in which North American peoples (Natives and not) have evolved through corn in terms of population growth and cultural values from pre-Columbian America to the rise of large agribusinesses such as Cargill. Although corn was one of many plants that Mesoamericans initially domesticated, its hardy nature, nutritional bounty, and adaptability to many environments helped it spread throughout North and South America. As Native peoples domesticated corn, they often abandoned nomadic lifestyles for sedentary ones to cultivate their crops and feed their growing communities. Such changes ushered in profound transformations among Native communities as social hierarchies developed, new religious practices and cosmologies evolved, and large urban centers such as Tenochtitlan and Cahokia appeared. Corn's centrality in the lives of North Americans continued even after Europeans, Africans, and Asians arrived during the colonial period. In fact, without corn, efforts by Europeans to colonize North America may have taken an entirely different course or failed altogether. Yet Native peoples helped European colonists grow corn as part of reciprocal trade relationships, military alliances, or simply to win the loyalty of a convenient ally when European diseases ravaged their communities. Non-natives quickly relied as much as Native peoples on the crop, which began to transform Europe and Africa, too. The slave trade quickly grew to incorporate corn as an important foodstuff from the west coast of Africa to plantations in the American South. Ohio Valley frontiersmen rebelled against the nascent American republic in the 1790s to protect their corn whiskey that was increasingly threatened by oppressive taxes. Settlers who moved west during the 19th century grew corn from Ohio to Colorado and created a market for foodstuffs, machines, and "corn-on-the-hoof" (cattle and

swine) that fueled the development of key urban centers such as Chicago and Kansas City. By the turn of the 20th century, Americans were not only dependent on corn as a foodstuff, but as a key component of their capitalist, agrarian, and racial identities. Although scholars traditionally speak of Native peoples as tying their genesis to corn, they often neglect to engage the ways in which non-natives did the same. Prerequisite: HIST 101D or 102D or permission of instructor.

HIST 365 MIDDLE EAST THROUGH FILM AND FICTION

Credit: 0.5

Both film and fiction have played significant roles in the so-called "Modern Middle East" as means of interpreting the past as well as constructing present realities and issues. This seminar will use novels and film as lenses to explore major historical dynamics and trends in the history of this region in the 20th century. We will examine works created by artists from a number of different countries, including Turkey, Iran, Egypt, Palestine, Afghanistan and Algeria, as well as examples of Western imaginings of the region. Themes to be explored will include "Orientalism" and representations of the "Middle East," colonialism, nationalism and resistance, responses to development and globalization, understandings of ethnicity and identity, images of gender relations and the changing roles of religion. Prerequisite: sophomore standing.

Instructor: Kilic-Schubel

HIST 370 WOMEN AND GENDER IN THE MODERN MIDDLE EAST

Credit: 0.5

This seminar will examine women's history and the cultural constructions of gender in the so-called Middle East in the 19th, 20th, and 21st centuries. Examining a rich variety of historical sources--religious texts, literary writings, women's personal writings, films and images--we will explore women's lives in a variety of cultural and historical contexts. The course addresses a variety of topics, including the role of religion in the construction of discourse concerning women, the impact of colonialism and nationalism on gender politics, and the nature of women's movements. This course also will discuss the rise and impact of transnational feminism, particularly in the context of current conflicts in the region.

Instructor: Kilic-Schubel

HIST 373 WOMEN OF THE ATLANTIC WORLD

Credit: 0.5

This course will discuss black women of the Atlantic world, from Africa to the United States, the Caribbean and South America, from the 17th century to the present. We will pay particular attention to commonalities among black women of the Atlantic world. The course will examine the impact on black women of the Atlantic slave trade, enslavement and colonialism. The course also will examine the status of black women cross-culturally, as well as social organization, race, class and culture. Lastly, the course will analyze the role of black women both in the struggle for freedom and in the women's movement. Works of fiction and films will be used extensively.

Instructor: Coulibaly

HIST 374 THE ATLANTIC WORLD

Credit: 0.5

As a field of study the Atlantic World transcends national borders. The Atlantic World is a very large geographical area that encompasses four continents, North and South America, Western Europe and Western Africa. Atlantic World Studies compares how these regions developed intricate and closely linked economic, cultural, and political systems on the eve of the 16th century. This course will examine the history of the Atlantic World from its beginnings to the present by emphasizing

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economic, cultural and intellectual exchanges between these four geographical regions and their peoples. Particular attention will be paid to European colonization in the Americas and in Western Africa, on the rise of slavery and of the plantation economy, on religious exchanges, and on migrations throughout the Atlantic littoral.

HIST 375 AMERICAN INDIAN ACTIVISM AND RED POWER

Credit: 0.5

This course is a study of American Indian activism from the late 19th century to the present in order to understand the broader historical context of Red Power. It is designed to look beyond the myth that American Indian activism rode in on the coattails of the 1960s Civil Rights Movement and show that Native and non-Native activists had been fighting and campaigning on behalf of the Indian peoples throughout the entire century. The course will highlight the varying methods, intentions, successes, and failures of the many American Indian activists and organizations that fought for Indian sovereignty.

HIST 380 BLACK HISTORY THROUGH FICTION AND FILM

Credit: 0.5

Novels and movies have had a powerful effect on history, both as media for the transmission of historical information to modern audiences and as reflections of the values and concerns of their creators and audiences over time. This seminar will examine a variety of 20th century films and novels to understand African-American history from the antebellum period to the present. The goal of this examination will be to discern how writers and filmmakers have understood and presented the history and images of African Americans to contemporary audiences, and how these representations have reflected and changed understandings of African-American history and notions of race.

HIST 387 PRACTICE AND THEORY OF HISTORY

Credit: 0.5

This course focuses on the conceptual frameworks used by historians and on debates within the profession about the nature of the past and the best way to write about it. The seminar prepares students of history to be productive researchers, insightful readers and effective writers. The seminar is required for history majors and should be completed before the senior year. Open only to sophomores and juniors. This course fulfills the practice and theory requirement for the major. Prerequisite: history or international studies major or permission of instructor.

HIST 397 JUNIOR HONORS: PRACTICE AND THEORY OF HISTORY

Credit: 0.5

See the course description for HIST 387.

HIST 400 AMERICAN REVOLUTION

Credit: 0.5

This seminar will look at the formation of the American republic. It will look at the prerevolutionary causes of the conflict, the revolution itself, the establishment of a new nation and the writing and ratification of the federal Constitution. The course will focus on political and constitutional issues but also will address social change, Native Americans, women and slavery. This course fulfills the premodern requirement for the major and minor. Prerequisite: sophomore standing. Instructor: Bottiger

HIST 411 THE CIVIL RIGHTS ERA

Credit: 0.5

The years between 1954 and 1975 have been variously described by historians as a Second Reconstruction and the "fulfillment of the promise of the American Revolution." These years, which constitute the civil rights era, witnessed African Americans and their allies transforming the nation by overturning Jim Crow segregation, challenging racism, and expanding the idea and reality of freedom in America. While this period was one in which most African Americans fought for greater inclusion in American society, it also was one which saw the rise of militant nationalist organizations like the Nation of Islam and the Black Panther Party that sought to separate themselves from an America they saw as hopelessly depraved and racist. This seminar will be an intense exploration of this revolutionary period and its personalities through close examination of a variety of primary and secondary sources, documentaries and motion pictures.

Instructor: McNair

HIST 412 RACE, POLITICS AND PUBLIC POLICY

Credit: 0.5

This course will examine the impact of race on politics, political parties and public policy in the United States from the 1930s to the present. Race has been a defining feature of American political culture from the country's founding and has had a profound impact on society and culture over the past seven decades. Government action has contributed significantly to the development of the post-World War II middle class, the rise of the suburbs and American economic prosperity, but it also has created the modern ghetto, maintained and increased segregation, hindered black wealth creation and led to the ascendancy of political conservatism, all while putatively pursuing an agenda of racial and social justice. This course will explore the evolution of these social, political and economic developments. Topics will include federal housing policy, urban renewal, the construction of the highway system, the civil rights and Black Power movements, the rise of the Republican Party, busing, affirmative action, congressional redistricting and the War on Drugs. Offered every two years.

HIST 426 CULTURE CLASH IN NORTH AMERICA, 1492-1763

Credit: 0.5

This course will examine interactions among the various cultural groups that inhabited the Great Lakes region of North America from the days of Jacques Cartier's first voyage in 1534 until the American settlement of the region in the late 18th century. Native peoples, French and British settlers, and even African slaves played important roles in creating commercial, Native, and imperial borderlands within the geographic boundaries of the Great Lakes. From the storied voyageurs who explored vast stretches of the Iroquoian and Algonquian worlds to the Illinois and Miami confederacies that incorporated French and British settlers, the cultural and political boundaries of the Great Lakes were in continual flux and under constant negotiation. In order to understand this Great Lakes borderland, we will look at the power differentials among the various groups, the patterns of cooperation or noncooperation they adopted, the sources of various cultural misunderstandings, and the strategies for coping that they adopted. This course fulfills the premodern requirement for the major and minor.

Instructor: Bottiger

HIST 427 RISE OF BRITISH POWER

Credit: 0.5

This course will examine the rise of British power from the late 17th century to the late 19th century. Between 1688 and 1815, few years passed when Britain was not doing one of the following: preparing for war; engaging in war; recuperating from war. By 1815 she had emerged as

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the preeminent power in the world, albeit one whose geopolitical influence was subject to certain notable limitations. The 19th century was the age of Pax Britannica. We will seek to understand the sources of British power--cultural, financial, commercial, industrial, maritime, political - as well as its ends and means. If much will be said of strength and victory, this will not be to the exclusion of weakness and defeat. Inasmuch as British power can be comprehended only in relation to the power of other states, a comparative perspective will necessarily inform our investigation. This course fulfills the premodern requirement for the major and minor.

Instructor: Kinzer

HIST 428 THE FRENCH REVOLUTION AND ITS HISTORIOGRAPHY

Credit: 0.5

The French Revolution was a watershed moment in the history of the Western world. Many historians believe it was the beginning of modernity, as the Revolution ushered in seismic transformations in political, social, economic, cultural and intellectual life. These changes occurred not only in France, where turbulent popular upheavals precipitated the unraveling of the existing social order, the unprecedented beheading of the king, the rapid mutation of political institutions and even the abolition of the Christian calendar, but in the whole Western Hemisphere. French armies exported the ideas and the institutions of the Revolution into neighboring European countries, while political leaders fighting for independence in Haiti and in Latin America appropriated the rhetoric of the French revolutionaries for their own purposes. The Revolution's mythological legacy continued to inspire revolutionaries across the world far into the 19th century and beyond, making it an event of truly global significance. This seminar will be structured both thematically and chronologically. We will begin by looking back into the mid-18th century at the Old Regime to explore the various factors that brought about the end of the existing order. The Revolution's singular importance has turned it into a minefield of controversial debates across generations of historians, who have attempted to account for its causes and effects. We will encounter various historical explanations of the Revolution and reflect on the assumptions and methods of different historical schools that have attempted to interpret this seismic event. We will then explore the Revolution in its many stages: from its radical republicanism, to the Reign of Terror, to the eventual rise and fall of Napoleon. We will end the course by considering the Revolution's short- and long-term effects. Prerequisite: sophomore standing and one course in early modern European history or permission of instructor.

HIST 431 VICTORIAN CULTURE AND SOCIETY

Credit: 0.5

"When one reflects on all the bitterness that has been expended both in defending and attacking the Victorians, one cannot but regret that Queen Victoria was so long-lived. Had the great Victorians lived under three or four sovereigns, they would be judged on their own merits instead of being regarded as embodiments of an epoch which owes the illusion of its spiritual unity to the longevity of a single person" (Hugh Kingsmill, 1932). Not all "Victorians" were "great Victorians," and this course will take into account the not-so-great as well as the more eminent representatives of the age. Be it called "Victorian" or not, 19th-century England did constitute an "age," one of unprecedented change--demographic, social, economic, technological, cultural and political. Yet a number of continuities played an indispensable role in allowing this society to sustain a notable measure of stability despite the dramatic impact of forces laden with transformative power. We will seek to come to grips with both the change and the continuity. Prerequisite: sophomore standing or permission of instructor.

Instructor: Kinzer

HIST 434 HISTORY OF IRELAND

Credit: 0.5

This seminar will introduce students to the history of Ireland since 1600. Through readings, reports and discussions, the seminar will examine major topics and themes in modern Irish history.

Instructor: Kinzer

HIST 437 LATE ANTIQUITY: THE MEDITERRANEAN WORLD FROM AUGUSTUS TO MUHAMMAD

Credit: 0.5

This course examines the transition from antiquity to the Middle Ages. We concentrate on life and thought on the shores of the Mediterranean between the Pax Romana and the rise of Islam (roughly 0 CE to 700 CE). This period witnessed dramatic transformations in the social, political, intellectual and spiritual life of those who lived near the Mediterranean. We will explore the gradual metamorphosis of Roman institutions, divisions between east and west as well as Roman and Greek, city life, early Christian communities, gladiatorial games, the cult of martyrs and the swift spread of Islam in the seventh century. This course fulfills the premodern requirement for the major and minor.

Instructor: Bowman

HIST 438 THE MEDIEVAL SPAINS: ANTIQUITY TO THE NEW WORLD

Credit: 0.5

This course explores the history of the Iberian peninsula during the Middle Ages. The history of medieval Spain differed dramatically from the rest of Europe. For over 700 years, the peninsula was divided between Muslim and Christian rule. During different periods, many Christians lived under Islamic rule, and many Muslims under Christian rule. Most major cities also had long-established Jewish communities. As a result of multiple superimposed migrations and invasions, Spain was the most ethnically and religiously diverse part of Europe. The interactions among these different groups ranged from fruitful cooperation and tolerance on the one hand, to virulent persecution, on the other. This course explores the rich but volatile relations between different ethnic and religious groups while placing Spain's history in the context of its relations with other regions. To understand the dynamic and sometimes violent societies of medieval Spain, one must appreciate the shifting patterns of economic, political and cultural ties that linked the peninsula to Europe, North Africa, the eastern Mediterranean and the Americas. This course fulfills the premodern requirement for the major and minor.

Instructor: Bowman

HIST 439 THINKING ABOUT GOD IN MODERN EUROPE

Credit: 0.5

For nearly two millennia, religious belief was a fundamental part of European culture that permeated nearly every aspect of daily experience. The proposition that human beings could not prove God's existence had profound implications for all realms of human experience. Doubts about the rational foundations of Christianity emerged both from the ranks of the faithful and from those who challenged the divine origins of all organized religions. This course will explore the complex transition from a largely theistic worldview to deist, materialist and atheist understandings of the universe. The seminar will begin by looking at the origins of religious unbelief in 16th- and 17th-century Europe. We will explore the growing popularity of various forms of "irreligious" doctrines in the Enlightenment. Finally, we will examine the persistence of religious belief in multiple forms during the 19th and 20th centuries. This course includes readings by Pierre Bayle, Voltaire, David

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Hume, Søren Kierkegaard, Friedrich Nietzsche and Albert Camus, among others. Prerequisite: one course in early modern or modern European history, Western religion, or modern philosophy.

Instructor: Matytsin

HIST 444 FAITH AND POWER IN AFRICA

Credit: 0.5

Throughout Africa's history, religion and government have been inseparably linked as fundamental elements of society. Authority and achievement, in all spheres of life, are generally based on certain assumptions about the operation of unseen forces and the submission of individuals to a higher power, whether human or divine. Allegiance, civility, and justice are as much religious phenomena as they are political. This seminar examines leading cases of religiously inspired politics--or politically motivated religion--from different places and times in Africa, studying key aspects of the relationship between faith and power and seeking greater understanding of regional variation and historical change in that relationship. A recurring theme is the role of indigenous African beliefs and their interaction with Christian, Islamic, and modern understandings of power. The seminar will culminate with individual research papers by students on topics of particular interest to them. Prerequisite: HIST 145, 146, or permission of instructor.

HIST 447 EUROPE IN THE 12TH CENTURY

Credit: 0.5

This course focuses on the diverse ways that historians have understood a period of dramatic political, social and cultural change: the 12th century. We begin by looking at how historians have described the 12th century in the broader context of European history. In the early 20th century, Charles Homer Haskins famously proposed that we should see the 12th century as a renaissance. Over the course of several weeks, we examine different varieties of evidence: law codes, theological tracts, chronicles, letters and poems. We turn from these various types of evidence to explore a set of broadly synthetic questions about the social, political, cultural and economic history of the period. In other words, we move from granular analysis of particular pieces of evidence to thinking about models for understanding change and continuity. In the final weeks of the semester, students will share the fruits of individual research projects with the seminar.

HIST 450 TOPICS IN CHINESE HISTORY

Credit: 0.5

This course explores topics in the history of China primarily from the 11th- to 20th-centuries. Past seminars have studied the relationship between religion and rebellion or resistance to state authority; the Cultural Revolution; Qing China (in comparison to Tokugawa Japan); and the Song era (10th- to 20th-centuries).

Instructor: Dunnell

HIST 454 ASIANS IN DIASPORA

Credit: 0.5

There are so many Tibetans in Dharamsala, India, that people call it Little Lhasa. Ramayana celebrations based on the Hindu epic in Southeast Asia reflect more ancient migrations of Indians, who carried their languages and cultures with them as they migrated. Chinese communities thrive throughout Asia, where Chinese traders once settled in the course of commercial enterprise. This course will examine old and new patterns of Asian migration and the diaspora of various Asian ethnic communities. We will use cultural artifacts and products of popular culture that reflect the transit of people from one part of Asia to another. We also tackle some important theoretical questions: What is the relationship between diaspora and assimilation? What does it mean for a

community to settle in a place and make it home? The converse of this question is: Who is indigenous? What effect does colonialism have on the changing meanings of migration and diaspora? The transmission of cultures and religions across Asia raises other complicated questions. For example, the "spread of Buddhism" from India eastward is usually seen through the transmission of texts and ideas. What about people? We are more apt to consider the importance of people in the spread of Islam. But surely in India, if not Malaysia, too, most Muslims within a few centuries were converts, not immigrants. So how do we separate the diaspora of people from the diaspora of ideas? This course can count as the Senior Seminar for the Asian Studies Concentration and fulfills the premodern requirement for the major and minor.

Instructor: Singer

HIST 458 GANDHI AND CIVIL DISOBEDIENCE

Credit: 0.5

Nonviolent protests, sit-ins, marches, experience in jail, passive resistance and hunger strikes are all techniques attributable to civil disobedience and to its major 20th-century exponent, Mohandas Gandhi. This course examines the changing definitions of civil disobedience across different cultures and societies in the context of Gandhi's history and philosophy. We will begin by studying Gandhi in depth and then branch out to other approaches to civil disobedience. In the process we will look at several political leaders or movements that examined and then revised, rejected or used Gandhian techniques: Martin Luther King Jr., Nelson Mandela or Malcolm X and the 1989 student movement in China. Finally, students will devise their own research projects on movements of their choice in order to understand how civil disobedience has developed, functioned or changed in different historical contexts. This course fulfills the advanced seminar requirement, modern history requirement, and Asia/Africa requirement for the major. Prerequisite: sophomore standing.

Instructor: Singer

HIST 481 FEAST, FAST, FAMINE

Credit: 0.5

The course explores the cultural, economic and ecological significance of food in premodern societies. Food serves as a shuttle between the concrete (what do you need to grow an olive?) and the symbolic (what does the Eucharist mean?). Caroline Bynum's work on the religious significance of food to medieval women is one example of the sort of reading that will be included. We also will explore the ways in which the great famine of the 14th century altered European social and political structures, how the increased cultivation of legumes fueled economic and demographic expansions (European crusaders were quite literally full of beans), and how leaders used feasting as a political tool. Dietary practices also were markers of religious and ethnic identity. The earliest Christians were, for example, unsure of whether they were still bound by Jewish dietary laws. When Romans disparaged their northern neighbors, one of the most effective ways to express their contempt was to describe how barbarians used animal fat (rather than olive oil) and drank ale (rather than wine). This course fulfills the premodern requirement for the major and minor.

Instructor: Bowman

HIST 490 SENIOR SEMINAR

Credit: 0.5

The goal of this course is to give each history major the experience of a sustained, independent research project, including formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources, placing evidence in context, shaping an interpretation, and presenting documented results. Research topics will be selected by students in consultation with the instructor. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues

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of common interest, such as methods and bibliography. Open only to senior history majors. This course fulfills the senior research seminar requirement for the major. Prerequisite: HIST 387.

HIST 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is available to students who want to pursue a course of reading or complete a focused research project on a topic not regularly offered in the curriculum. This option is restricted to history majors and cannot normally be used to fulfill distribution requirements within the major. To qualify, a student must prepare a proposal in consultation with a member of the history faculty who has suitable expertise and is willing to work with the student over the course of a semester. The two- to three-page proposal should include a statement of the questions to be explored, a preliminary bibliography, a schedule of assignments, a schedule of meetings with the supervising faculty member, and a description of grading criteria. The student also should briefly describe prior coursework that particularly qualifies him or her to pursue the project independently. The department chair must approve the proposal. The student should meet regularly with the instructor for at least the equivalent of one hour per week. At a minimum, the amount of work submitted for a grade should approximate that required, on average, in 300- or 400-level history courses. Individual projects will vary, but students should plan to read 200 pages or more a week and to write at least 30 pages over the course of the semester. Students are urged to begin discussion of their proposals with the supervising faculty member and the department chair the semester before they hope to undertake the project. Proposals must be submitted by the third day of classes to department chair.

HIST 497Y SENIOR HONORS SEMINAR

Credit: 0.5

The honors candidates enrolled in this course will devote their time to the research and writing of their honors theses under the direct supervision of a history faculty member. This course fulfills the senior research seminar requirement for the major. Prerequisite: HIST 387 or 397 and permission of instructor and department chair.

HIST 498Y SENIOR HONORS SEMINAR

Credit: 0.5

See the course description for HIST 497Y.

Integrated Program in Humane Studies

Interdisciplinary

The Integrated Program in Humane Studies (IPHS), the oldest of Kenyon's interdisciplinary programs, engages students in an intensive study of classic works deriving from a wide range of historical contexts, cultural settings and fields of knowledge. Our mission is to encourage and to help guide intellectual exploration and experimentation. Balancing tradition and innovation, IPHS is dedicated to helping students to express their analyses and evaluations of classic works ranging from Homer and Dante to Austen and Proust in a clear and articulate manner. By discovering or creating links between areas of knowledge and modes of knowing that are most often segregated by disciplines and departments, IPHS encourages students to think carefully and critically. It also provides students with the opportunity to experiment with an array of expressive media, including essays, films, multimedia presentations, graphic arts and plays. These projects enable students to develop their abilities in written communication, oral communication, critical thinking and new media skills, including design and composition.

THE CURRICULUM

IPHS blends lectures, small seminars, and one-on-one or two-on-one student-faculty tutorials. This unique approach to learning allows students to work closely with their professors. IPHS promotes a sense of community in which intellectual differences are respected and intellectual ties are strengthened.

Note: Completion of the first-year, introductory seminar in IPHS counts toward the IPHS concentration and may also fulfill up to one (1) unit of diversification in humanities or social sciences.

More details are available in the [IPHS Diversification Credits table](#).

REQUIREMENTS FOR THE CONCENTRATION

The concentration in IPHS requires three (3) units of credit

- IPHS 113Y-114Y
- An additional one (1) unit intermediate-level course after completion of IPHS 113Y-114Y. Students often choose IPHS 215 as one of their upper-level courses. Courses in a variety of other fields may be counted toward the concentration as well, including courses in classics, philosophy, history and political science. Students must obtain permission to count such courses by petitioning the program and consulting with the IPHS director.
- IPHS 484 or 485, Senior Seminar - This can be possibly be done as a junior with permission from the IPHS director.

Courses

IPHS 113Y ODYSSEY OF THE WEST: THE PURSUIT OF WISDOM AND UNDERSTANDING

Credit: 0.75

In the first semester, we explore the themes of love and justice, purity and power, fidelity to the family, and loyalty to the state. Through reading selections from the Hebrew Bible, Homer, Plato, Aristotle, Thucydides, Vergil, Dante and others, we investigate these themes as they find expression in the Judeo-Christian and Greco-Roman traditions and in their enduring European legacies. Any student who wants to gain access to any full section of IPHS 113Y, must see Professor Lisa Leibowitz for permission.

IPHS 114Y ODYSSEY OF THE WEST: THE PURSUIT OF WISDOM AND UNDERSTANDING

Credit: 0.75

In the second semester, we focus on the themes of law and disorder, harmony and entropy, and modernity and its critics. Beginning with Machiavelli, Shakespeare and Hobbes, we investigate the desire to construct a unified vision through reason; then we examine the disruption or refinement of that vision in the works of such authors as Nietzsche, Darwin and Marx. Throughout the year, we explore the connections between the visual arts, literature and philosophy. In tutorial sessions, students concentrate on developing the craft of writing. IPHS 113Y-114Y will fulfill diversification in the Humanities Division.

IPHS 215D CRISIS AND REBELLION: MODERNISM, THE AVANT-GARDE, AND EXISTENTIALISM

Credit: 0.5

Continuing the inquiries begun in IPHS 113Y-114Y, this seminar addresses the rise of modernism, which represented a massive fissure in Western consciousness. When a fault line visible since Romanticism suddenly fractured something utterly unique, highly unsettling and profoundly revolutionary occurred: the role of art and the artist leapt into extraordinary prominence. Why in modernism do the issues of "self," "society," and "authority" figure so prominently in the aesthetic domain? What does the signal role of art suggest about the character of modernism itself? How successful has art been as the focal point of questions regarding authority? Is art's centrality itself a paradoxical response to the issues of complexity, specialization, fragmentation and relativity that inform the modern world? In view of modernism's paradoxes and chief concerns, we will address contending views of art and authority in various disciplines and media, including the visual arts, architecture, philosophy, literature, music, dance and film. Readings will include Baudelaire, Dostoevsky, Nietzsche, Woolf, Kafka, Breton and Sartre. Films will include *Triumph of the Will*, *Rashomon* and *Mulholland Drive*. This course may be used as .5 unit of history toward fulfilling diversification requirements in the Social Sciences Division. Prerequisite: IPHS 113Y-114Y or two semesters of English or philosophy. This course will be offered every other year.

Instructor: Elkins

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IPHS 225 GALILEO TO EINSTEIN

Credit: 0.5

In the early 17th century, Galileo's writings on physics and astronomy helped establish modern scientific thought. Three centuries later, Einstein's work on relativity and quantum theory helped transform it. The ideas of both men proved influential and ignited controversy far beyond the bounds of their scientific disciplines. In this class, we will read essential works by Galileo and Einstein (among others) and explore not only their discoveries, but also their wider views of nature and the human striving to understand her. What principles guide the scientific quest? Are there limits to scientific knowledge? What are the relationships between observation and imagination, between genius and ethics, between science and religion?

Instructor: B. Schumacher

IPHS 318D POSTMODERNISM AND ITS CRITICS

Credit: 0.5

This course investigates the phenomenon of postmodernism and considers its relation to the modernist era. We will study key definitions and ask: Can postmodernism be defined as a postindustrial capitalistic phenomenon, as an increasing emphasis on language games, as a refusal of grand narratives, or as a shift from epistemological to ontological concerns? We will look at the advent of structuralism and its response to existentialism, as well as poststructuralist critiques. What does postmodern politics look like, and what are the implications of its critique of humanism? Postcolonialism, feminism, gender studies, and critical race theory also will be considered for their critique of the Western tradition. We will then examine the reinvigoration of religious discourse. Through our study of postmodern architecture, literature, the visual arts and film, we will explore the nature of dual-coding, the critique of "instrumental" rationality, new representations of the past, identity, time and space, and a new role for the reader/viewer. Finally, we will consider key critics' defense of humanism before asking whether our "information age" demonstrates a clear departure from the tenets of postmodernism. Prerequisite: IPHS 215 or CWL 215. This course is offered every other year.

Instructor: Elkins

IPHS 323 DANTE'S DIVINE COMEDY

Credit: 0.5

In this course, we will study the whole of Dante's Divine Comedy in John Sinclair's Oxford translation. Prerequisite: sophomore standing.

Instructor: Shutt

IPHS 325 THE EPIC IN ANTIQUITY

Credit: 0.5

In this course we will study the development of the epic in Middle Eastern and Graeco-Roman antiquity. Readings will include The Epic of Gilgamesh, selections from the Hebrew Bible, The Iliad, The Odyssey, Hesiod's Theogony and Works and Days, Vergil's The Aeneid and Ovid's The Metamorphoses. Prerequisite: sophomore standing.

Instructor: Shutt

IPHS 335 CELTS AND GERMANS: WORKS AND CULTURES OF THE PREMODERN EUROPEAN NORTH

Credit: 0.5

In this course we will examine some of the works and cultures of the premodern European North, both in their interaction with the Mediterranean cultures of antiquity and later times and in their own right. Readings will include: Beowulf, The Prose Edda, Selections from the Poetic Edda, The Saga of the Volsungs, Njál's Saga, Grettir's Saga, Early Irish Myths and Sagas, The Mabinogion, The Lais of Marie de France, Sir Orfeo, and Sir Gawain and the Green Knight. Prerequisite: sophomore standing.

IPHS 375 ATHENS AND SPARTA

Credit: 0.5

In this course we will take a close look at the rise of historiography and at the political, military and social history of fifth-century B.C. Greece, based on a thorough reading of the most prominent existing ancient sources: Herodotus, Thucydides, Plutarch, Xenophon, and a few modern sources as well. Prerequisite: sophomore standing.

IPHS 423D ARISTOPHANES: POLITICS AND COMEDY

Credit: 0.5

Today, political comedians are a mainstay of our culture, with Jon Stewart leading the pack. But while their insights are often astute, they are rarely profound and never add up to a teaching that goes very far. To see the heights and depths that are possible in comedy, we will study four plays by Aristophanes, the unrivaled master of combining comic vulgarity with a wisdom equal to that of the philosophers. Prerequisite: sophomore standing.

IPHS 484 SENIOR RESEARCH SEMINAR

Credit: 0.5

This course, designed as a research and/or studio workshop, allows students to pursue their own interdisciplinary projects. Students are encouraged to take thoughtful, creative risks in developing their ideas and themes. Those engaged in major long-term projects may continue with them during the second semester.

IPHS 485 SENIOR RESEARCH SEMINAR

Credit: 0.5

This course, designed as a research and/or studio workshop, allows students to create their own interdisciplinary projects. Students are encouraged to take thoughtful, creative risks in developing their ideas and themes.

IPHS 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study in the Integrated Program in Humane Studies is reserved for juniors and seniors who have completed at least one course in the program. Individual study projects are designed to

offer the opportunity for directed reading and research in areas not generally covered by the regular offerings of the program, or by the regular offerings of other programs or departments. Alternatively, such projects may offer the opportunity for more advanced research in areas already addressed in program offerings. Or, in some instances, they may offer the possibility of studying languages not otherwise available, or not available at an advanced level, in the college curriculum (e.g., Old Icelandic, Old English). Typically, individual study projects will earn .5 unit of credit. Students will be expected to meet with their advisors on a regular basis, ordinarily at least once a week. Individual study projects are expected to embody a substantial commitment of time and effort that at the discretion of the project advisor, may result in a major essay or research report. Students wishing to undertake such a project should first gain, if possible a semester in advance, the permission of a potential advisor or mentor and then submit a written prospectus of the project for the approval of both the prospective advisor and the program director.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

CWL 215D: Crisis and Rebellion: Modernism, the Avant-garde, and Existentialism

CWL 318D: Postmodernism and Its Critics

International Studies

Interdisciplinary

The International Studies Program enables students to analyze an increasingly global society using the foundations of the liberal arts. International studies majors concentrate in one of three thematic tracks — development, environment, or politics & society — taking a focused set of courses from several disciplines to develop their understanding of that topic. Majors apply that knowledge to the sustained study of a particular region of the world, where they spend at least a semester abroad studying, living in, and experiencing a foreign culture.

International studies majors must have an adventurous spirit and a high level of personal motivation. They must learn foreign languages, study in distant countries and think rigorously across disciplinary boundaries. The program especially encourages students to study the problems and challenges of areas other than Western Europe and North America.

FOR FIRST-YEAR STUDENTS

International studies majors select an area of geographic concentration and follow a series of courses in one of the three thematic tracks. We strongly recommend that first-year students take courses in a language appropriate for the geographic area in which they plan to concentrate (Spanish for Latin America, Chinese for East Asia, and so forth). This suggestion is by far the most important one we can make, for success in off-campus study in the area concentration depends heavily on language skills. Second, you should look carefully at the introductory courses listed for

each of the three thematic tracks. Consider taking one or more of the courses that can serve in more than one thematic track — e.g., ANTH 113, ECON 101, PSCI 260, SOCY 105 or HIST 100. Students should consult the director of the program for additional advice.

THE CURRICULUM

Regardless of which of the three thematic tracks a student follows, there are seven elements in the international studies curriculum:

1. Sophomore course

INST 201 The Expansion of International Society, explores the historical origins, causes and implications of today's globalized world.

2. Core track courses

Each of the three thematic tracks has its own assortment of introductory, upper-level and research methods courses, which are listed along with the description of each track below.

3. Area concentration

Students must take at least four courses on a geographic region outside the United States such as sub-Saharan Africa, Middle East and North Africa, Latin America and the Caribbean, East Asia, South Asia, Central Asia, Eastern Europe or Western Europe, or else on a more culturally-defined region such as the Islamic world, the Atlantic world or a diaspora community. At least two of the area courses must be historical in scope, including a course on the modern history of the region, and at least two of the area courses must be taken at Kenyon.

Although one region serves as the primary focus, students are encouraged to include at least one course that explores that region's historical and cultural connections with other regions. Some examples of trans-regional courses are: ASIA 201, CWL 220, FREN 340, HIST 166, HIST 242, HIST 258, HIST 261, HIST 345, HIST 373, HIST 454, RLST 235, RLST 240, RLST 447, SPAN 330 or SPAN 365.

4. Foreign language

Majors must complete at least two years of college-level instruction in one foreign language or demonstrate such proficiency through a placement exam. If studying abroad in a place where the local language is one not offered at Kenyon, then the student is allowed to fulfill the second year of the requirement by studying that language while studying off-campus. All students are required to study a local language during their off-campus study experience.

5. Off-campus study

All international studies majors must study abroad for at least a semester and are encouraged to do so for an entire year. Students are expected to study abroad in a program relevant to their thematic track, area concentration and foreign language training, and in an area where the majority of the people speak a language different from the student's own primary language. A maximum of one (1)

unit of courses from each semester of off-campus study can be used to fulfill requirements in the international studies major. Keep in mind that off-campus study at Kenyon is competitive and writing a strong application is critical. In order to study off-campus, a student must receive approval from the College and have achieved a GPA of at least 2.75.

6. Senior seminar

INST 401 Contemporary Global Issues, is a comparative course that brings all international studies majors together during the fall of their senior year to look at significant global problems from the various perspectives they bring based on their specializations.

7. Senior exercise

The senior exercise provides an opportunity for majors to undertake a substantial, independent research project that combines and reflects their thematic training and regional knowledge. It usually builds on their experience and research abroad and then examines it from a broadly intellectual and comparative perspective. Seniors are encouraged to consult with any faculty whose expertise has bearing on their investigations. Projects usually take the form of a research paper of about twenty to thirty pages in length. They are due in mid-February. Additional information about the senior exercise is available through the [department website](#).

Students can keep track of their progress with a checklist for majors.

Please note that the International Studies curriculum was revised in 2015.

- Students in the class of 2017 should follow the old curriculum
- Students in the class of 2018 can follow either the old or the new curriculum
- Students in the classes of 2019 and 2020 should follow the new curriculum

For information about the old curriculum, see the [description from the 2014-15 catalog](#).

Honors

The international studies honors program offers qualified students the opportunity to work intensively on a research project during their entire senior year under the close guidance of one or two faculty members. Students who think they might want to pursue this option should consult early with the director, preferably before going off-campus in their junior year, as the study abroad experience will usually shape or inform the honors project. Honors students produce a written work of an appropriate length in their thematic track (usually a minimum of 80 pages), and an outside examiner reads and assesses each student's work at the end of the spring semester.

Kenyon requires a minimum GPA of 3.50 to be eligible for honors, and honors candidates enroll in INST 497Y and INST 498Y each semester.

For more detailed information about honors in international studies, see the [INST Honors Guidelines](#).

DEVELOPMENT TRACK

This track appeals to those drawn to the study of Asia, Africa and Latin America because of an interest in the prospects for socioeconomic change in those regions. Development is studied as an inherently interdisciplinary and global issue, incorporating the perspectives of economics and other social sciences while exploring the roles of trade, aid, governments and international institutions in shaping relations between wealthier and poorer countries. Students also focus on a particular geographic region in the “developing world,” studying the culture and society of the area in which they undertake off-campus study in order to better understand the development challenges faced by people in that area. Those regions include sub-Saharan Africa, the Middle East and North Africa, Latin America and the Caribbean, East Asia, South Asia, Eastern Europe, Central Asia, and the Islamic world.

Development Track Core Courses

Introductory (3 courses): ECON 101, ECON 102 and either ANTH 113, SOCY 101, SOCY 103, SOCY 105, SOCY 107 or SOCY 108.

Upper-level (4 courses): ECON 331 or ECON 339; two courses that situate the challenges of development in a broader context, from two different departments, such as ANTH 357, ANTH 358, PSCI 342, PSCI 361, PSCI 366, PSCI 470, RLST 380, SOCY 223, SOCY 233 and SOCY 251; and one course on global cultural aspects of development, such as AMST 331, ANTH 253, ANTH 310D, CWL 333, ENGL 265, ENGL 363, SOCY 249 or SOCY 466.

Research Methods (1 social science methods course): ANTH 464, ECON 205, HIST 387, PSCI 280, PSCI 397, SOCY 271 or SOCY 374.

ENVIRONMENT TRACK

The study of issues related to the environment, ecosystems and natural resources requires an interdisciplinary and international approach. Many environmental issues are global in scope or are best studied comparatively between different regions, and other issues central to international studies have fundamental implications for the environment. Students in this track combine scientific training with international studies in order to examine complex environmental issues. They are expected to take advantage of a growing number of off-campus study programs that deal primarily with environmental questions, and students majoring in this track must also fulfill the requirements for the Concentration in Environmental Studies.

Environment Track Core Courses

Introductory (5 courses): ENVS 112; BIOL 106 or BIOL 115; CHEM 108 or CHEM 110; ECON 101; and one introductory course on the global social context of environmental issues, such as ANTH 113, PSCI 260, SOCY 101, SOCY 103, SOCY 105, SOCY 107 or SOCY 108.

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Upper-level (4 courses): ENVS 461; and three courses on the challenges of managing the environment, such as ANTH 320, ECON 336, ECON 342, ECON 347, ENVS 253, PSCI 361, PSCI 363, PSCI 480, RLST 481, SOCY 233 and SOCY 242.

Research Methods (1 course, plus lab for science courses): ANTH 464, BIOL 228 & 229, BIOL 352 & 353, CHEM 231 & 233, ECON 205, ENVS 261, PSCI 280 or PSCI 397.

POLITICS AND SOCIETY TRACK

This track appeals to students who are interested in the impact of recent globalization on how societies are governed in different areas of the world and how international institutions have been engaged in world affairs. Students explore ways that political science, sociology and other social sciences have described global phenomena such as human rights, migration, democracy, and terrorism, studying the efforts of states and non-state actors to manage people, forces and ideologies that transcend national borders. As with the other tracks, students focus on a particular geographic region, but their off-campus study program and area courses should include study of issues and interactions that extend beyond their primary regional focus.

Politics and Society Track Core Courses

Introductory (4 courses): ECON 101; either PSCI 240 or PSCI 260; an introductory sociology course such as SOCY 101, SOCY 103, SOCY 105, SOCY 107 or SOCY 108; and a course on global cultural and historical interactions such as ENGL 265, HIST 100, HIST 226, HIST 275, MLL 260, RLST 101, SOCY 221 or SOCY 249.

Upper-level (3 courses from two departments): ECON 335, ECON 338, ECON 339, PSCI 340, PSCI 351, PSCI 355, PSCI 361, PSCI 446, PSCI 460, PSCI 465, PSCI 471, SOCY 235, SOCY 237, SOCY 251, SOCY 425, SOCY 466 or WGS 242.

Research Methods (1 social science methods course): ECON 205, HIST 387, PSCI 280, PSCI 397, SOCY 271 or SOCY 374.

Courses

INST 201 THE EXPANSION OF INTERNATIONAL SOCIETY

Credit: 0.5

This course is designed for sophomores who plan to major in International Studies. It explores the evolution of modern international society by examining the roles of industrialization, capitalism, nationalism, individualism and other elements of modernity in propelling and directing the flow of wealth, people, and ideas between different regions of the world. In addition to studying general political and economic changes, the course considers various local and personal perspectives, giving life to otherwise abstract forces and complicating attempts to construct a single overarching narrative of "modernization," "Westernization" or "development." Among the issues to be examined are the causes and effects of international economic disparities, migration, cultural tensions, and

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stresses on the environment. In surveying major viewpoints and illustrative cases within these themes, the course is meant to serve as an introduction to the International Studies major, utilizing a variety of academic disciplines and providing a foundation for further study of relations between different nations and peoples of the world. As part of the course, students will complete a research paper related to the geographic area where they plan to go for their off-campus experience.

Prerequisite: sophomore standing or permission of instructor. Offered every year.

INST 401 SENIOR SEMINAR: CONTEMPORARY GLOBAL ISSUES

Credit: 0.5

This seminar will examine some of the problems inherent in cross-cultural comparison and will explore the ways in which a variety of disciplines grapple with these difficulties by investigating contemporary themes in international affairs. These themes will include some or all of the following: (1) ethnic conflict; (2) comparative perspectives on development; (3) religion and socioeconomic development; (4) contemporary environmental problems; (5) the ethics of armed intervention; (6) the emergence of a world popular culture and its consequences for national cultures; (7) the challenges of democratization; and (8) perceptions of the United States, Americans, and U.S. foreign policy abroad. Open only to international studies majors with senior standing. Offered every year.

INST 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is available to students who want to pursue a course of reading or complete a focused research project on a topic not regularly offered in the curriculum. This option is available only in exceptional circumstances and must involve international studies, rather than subjects more suitable for a particular department. To qualify, a student must prepare a proposal in consultation with a member of the international studies faculty who has suitable expertise and is willing to work with the student over the course of a semester. The two- to three-page proposal should include a statement of the questions to be explored, a preliminary bibliography, a schedule of assignments, a schedule of meetings with the supervising faculty member, and a description grading criteria. The student also should briefly describe prior coursework that particularly qualifies him or her to pursue the project independently. The program director must approve the proposal. The student should meet regularly with the instructor for at least the equivalent of one hour per week. The amount of graded work should approximate that required in 300- or 400-level social science or humanities courses. Students should plan to read 200 pages or more a week and to write at least 30 pages over the course of the semester. Students are urged to begin discussing their proposals with the supervising faculty member and the program director the semester before they hope to undertake the project. The program director must receive proposals by the third day of classes.

INST 497Y SENIOR HONORS

Credit: 0.5

The Honors Program is designed to recognize and encourage exceptional scholarship and to allow able students to do more independent work than is otherwise feasible. The senior honors candidate works with members of the International Studies faculty to prepare an extended essay on a topic of

mutual interest, which is defended before an outside examiner in May. For more detailed information about honors in international studies, see the department chair. Note: students standing for honors also take the senior seminar. Prerequisite: permission of the International Studies Steering Committee.

INST 498Y SENIOR HONORS

Credit: 0.5

See description for INST 497Y.

Islamic Civilization and Cultures

Islamic Civilization and Cultures

The focus of this concentration is the study of Islamic civilization as a global and multicultural phenomenon. There are currently more than a billion Muslims in the world. They live in dozens of countries and speak hundreds of languages and dialects. They are the majority population in a region spanning from Morocco to Indonesia.

The impact of the civilization connected with Islam on world history has been complex and profound. The founding of the religion of Islam and the first Islamic polity by the Prophet Muhammad was a major turning point in human history. The subsequent Islamic empires that arose in the immediate wake of the rise of Islam — the Umayyad and the Abbasids — not only had a tremendous effect on the political and economic nature of the global system, they also became centers of intellectual and cultural fluorescence. Following the fall of Baghdad to the Mongols in the 13th century, the conversion of Turko-Mongol tribes to Islam led to a remarkable new series of Islamic polities that transformed the Eurasian world not only through military conquest but also by providing links for trade and diplomacy. Islam played similarly crucial roles in the histories of Africa and Southeast Asia.

From the Taj Mahal and the libraries of Timbuktu to the Blue Mosque in Istanbul and the Alhambra palace in Spain, Islamic societies generated remarkable works of art, architecture and literature. The rise of European power and the subsequent colonization of much of the Islamic world brought new challenges. In the contemporary world, the role of Islam in global and local affairs is deeply contested. The purpose of this concentration is to allow students to study systematically and coherently the global civilization of Islam and its religious traditions, histories and cultures in all of its diversity.

FOR FIRST-YEAR STUDENTS

First-year and sophomore students may begin with any introductory course that deals with Islamic civilization or its cultures. RLST 240 Classical Islam, HIST 166 History of the Islamic World, or HIST 264 History of Modern Middle East are especially designed as introductory courses and are

open to first-year students. Students hoping to spend all or part of their junior year in the Arabic-speaking world should begin their study of Arabic in the first two years at Kenyon.

CONCENTRATION REQUIREMENTS AND CURRICULUM

Area and disciplinary coursework

Students are required to take at least two (2) units which focus on the Islamic world, outside of the Department of Modern Languages and Literature. Courses should be chosen from at least two different departments. These courses may be chosen from a list of courses approved by the program committee of the Islamic Civilization and Cultures Concentration and may include up to two relevant courses taken in study abroad programs. These courses must have a substantial amount of work that deals specifically with an aspect or aspects of the Islamic world. One of the courses may be a comparative course that examines the Islamic world together with another cultural region. At least one of the courses must be an advanced seminar. One of the courses must be an introductory course chosen from the following: RLST 240 Classical Islam, HIST 166 History of the Islamicate World, or HIST 264 History of Modern Middle East.

Language study

At least one year of instruction in a relevant Islamicate language is required. Currently, this requirement can be met by taking the two-semester sequence of Arabic at Kenyon, ARBC 101Y-102Y. The equivalent of one year of approved college-level language instruction in Arabic or another relevant language such as Farsi, Turkish, Urdu, Swahili, Uzbek or Bhasa Indonesian at another accredited academic institution will also meet the requirement, as will some intensive summer programs, or a semester of language study abroad when paired with language immersion. In the case of transfer students, credit will be accepted for a year of Islamicate language study with a grade of C+ or better pursued at another institution. If the program committee determines that a student possesses native proficiency in a relevant language, it will waive the requirement. Students are encouraged to continue language study beyond one year. It is strongly recommended that students continue their language study beyond the first year.

OFF-CAMPUS STUDY

Off-campus study in the Islamicate world is not required, but it is highly recommended. Students should consult with Islamic Civilization and Cultures Concentration faculty and the director of international education for opportunities available to Kenyon students to study in the Islamicate world for one semester or a year. Summer language-study programs are also available for students who need to prepare for off-campus study or desire to learn an Islamicate language not offered at Kenyon (e.g., Hindi-Urdu, Farsi, Turkish, Swahili, Bhasa Indonesian). Students who wish to study abroad in the Arabic speaking world need to complete one year of Arabic at Kenyon before going abroad.

COURSES FOR MEETING THE CONCENTRATION REQUIREMENT

ARBC 101Y Beginning Arabic

ARBC 102Y Beginning Arabic

ARBC 201 Intermediate Arabic I

ASIA 490 Senior Seminar: Asia in Comparative Perspective (comparative, when the topic is appropriate)*

HIST 156 History of India (comparative)

HIST 166 History of the Islamic World**

HIST 237 History of Spain: Pliny to the Guggenheim (comparative)

HIST 258 Ottoman Empire

HIST 261 The Mongol Empire in World History (comparative)

HIST 264 History of Modern Middle East**

HIST 345 History of the Indian Ocean (comparative)

HIST 365 Middle East through Film and Fiction*

HIST 370 Women and Gender in the Modern Middle East*

HIST 438 The Medieval Spains: Antiquity to the New World* (comparative)

MUSC 485 Asian Music Ensemble (Gamelan)

RLST 240 Classical Islam**

RLST 440 Seminar on Sufism*

RLST 443 Voices of Contemporary Islam*

RLST 447 Islam in North America*

* Course fulfills the seminar requirement

** Course fulfills the introductory course requirement

Latino/a Studies

Interdisciplinary

FOR FIRST-YEAR STUDENTS

First-year and sophomore students may begin with any of six core courses listed below. Students need not take two of the core courses consecutively during the same academic year. Students who need to fulfill the language requirement for the concentration should begin their study of Spanish in the first two years at Kenyon.

CONCENTRATION REQUIREMENTS & CURRICULUM

1. Core and Related Areas Coursework

Students are required to take two-and-one-half (2.5) units which focus on Latino/a culture and society, outside of the language requirement. Courses should be chosen from at least two different departments. These courses should be chosen from the list of courses approved by the Latino/a Studies program committee and may include up to two relevant courses taken in study abroad programs.

One (1) unit must be chosen from the following:

Core Coursework

- ARTS 291 Studio Views: Chicana/o Art
- ENGL 273 Latino/Latina Literature and Film
- HIST 323 Borderland History
- PSYC 328 Latino Psychology
- SPAN 380 Introduction to Chicana/o Cultural Studies
- SPAN 381 Resisting Borders: Contemporary Latino(a) Literature

One-and-a-half (1.5) units must be in related areas of study within American studies, English, history, MLL, psychology, sociology, women's and gender studies, or other programs and departments that offer courses about the histories and cultures of Latino/a communities, depending on the course offerings in any given academic year.

Related Areas Coursework:

- HIST 218 History of Mexico
- SOCY 229 Social Movements
- SOCY 233 Sociology of Food
- SOCY 235 Transnational Social Movements

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- SPAN 335 Literature and Popular Culture in Spanish America
- SPAN 355 The Literature of National Experience in Mexico
- WGS 242 Transnational Feminisms

Half (.5) unit must be an advanced seminar.

Seminar Coursework:

- AMST 493 Individual Study
- ENGL 381 Another America: Narratives of the Hemisphere
- HIST 311 Immigrant Experience in the United States
- HIST 321 The Mexican Revolution: Origins, Struggles, and Significance
- HIST 322 Human Rights in Latin America
- PSCI 355 Immigration, Citizenship, and National Identity
- PSYC 327 Cross-Cultural Psychology
- SOCY 237 Borders and Border Crossing

2. Language Study

At least one year of study in Spanish language is required. Currently, this requirement can be met by taking the two-semester sequence of Spanish at Kenyon (SPAN 111Y-112Y). The equivalent of one year of approved college-level language instruction in Spanish at another accredited academic institution will also meet the requirement, as will some intensive summer programs, or a semester of language study abroad when paired with language immersion. In the case of transfer students, credit will be accepted for a year of Spanish language study with a grade of C+ or better pursued at another institution. If the student tests out of the college language requirement, the program committee will waive the language requirement. Students in the concentration are encouraged to continue language study for more than one year.

3. Service Learning Experience

A minimum of 20 hours of service learning experience is required.

Four core courses will offer the service learning component of the concentration, and each will require at least 10 hours of service learning.

- ARTS 291 Special Topic
- PSYC 328 Latino Psychology
- SPAN 380 Introduction to Chicana/o Cultural Studies
- SPAN 381 Resisting Borders: Contemporary Latino(a) Literature

This community-based learning experience must be within a Latino/a community and must be arranged in consultation with the faculty using service learning. At least one course with service will occur once a year. Each faculty member will provide a set of guidelines with descriptions and expectations for both students and service providers.

OFF-CAMPUS STUDY

Off-campus study in a Spanish-speaking country is not required, but it is highly recommended. Students should consult with the Latino/a Studies faculty and the director of the Center for Global Engagement for the numerous opportunities available to Kenyon students to study abroad. Students are encouraged to attend study abroad programs in countries representing most critically the U.S. Latino population including, but not limited to, Mexico and Central America, the Dominican Republic, Puerto Rico, Colombia and Cuba. The Earlham Border Studies program also is recommended.

Courses

ARTS 391: Special Topic
ENGL 273: Latino/Latina Literature and Film
ENGL 282: Beyond Borders: Introduction to Trans-American Literature
ENGL 381: Another America: Narratives of the Hemisphere
HIST 218: History of Mexico
HIST 311: Immigrant Experience in the United States
HIST 321: The Mexican Revolution: Origins, Struggles, and Significance
HIST 322: Human Rights in Latin America
HIST 323: Borderland History
PSCI 355: Immigration, Citizenship, and National Identity
PSYC 327: Cross-Cultural Psychology
PSYC 328: Latino Psychology
SOCY 233: Sociology of Food
SOCY 235: Transnational Social Movements
SOCY 237: Borders and Border Crossings
SPAN 335: Literature and Popular Culture in Spanish America
SPAN 355: The Literature of National Experience in Mexico
SPAN 380: Introduction to Chicana/o Cultural Studies
SPAN 381: Resisting Borders: Contemporary Latino(a) Literature
WGS 242: Transnational Feminisms

Law and Society

Interdisciplinary

Kenyon's concentration in law and society is an acknowledgment of the increasing importance within the best liberal arts institutions of programs that emphasize the study of law, legal institutions and the legal profession. This program is designed to provide students with a comprehensive, coherent curricular structure within which to examine a plethora of law-related issues that emerge across disciplines and for which these various disciplines seek, if not to find the correct answers about law, to ask appropriate questions.

Students pursuing a concentration in legal studies will ponder the relationship between law and human behavior and the role of law in society. They will focus their work in three primary areas: philosophies of law, law as a social institution and law and government. The program prepares students to undertake directed research in socio-legal studies under the mentorship of Kenyon faculty.

THE CURRICULUM

Students will begin their exploration of law in society with LGLS 110 Introduction to Legal Studies and conclude it with a LGLS 410 Senior Seminar in Legal Studies, which will encompass a directed research project within a selected theme or topic.

Introduction to Legal Studies is a survey course that exposes students to a variety of disciplinary approaches to the study of law and legal phenomena. It is intended ordinarily for students who have attained at least sophomore standing and have had some exposure to the social sciences, usually through an introductory course. The Senior Seminar in Legal Studies is open to juniors and seniors who have taken Introduction to Legal Studies and at least two other courses counting toward fulfillment of the concentration requirements (or to students with permission of the director).

CONCENTRATION REQUIREMENTS

The law and society concentration requires students to complete two-and-a half (2.5) units of specified "law and society" coursework. These units comprise the following:

- LGLS 110 Introduction to Legal Studies
- One semester course in a philosophy-of-law subject area (philosophy, political science or history offerings)
- Two courses in two different departments examining law as a social institution
- LGLS 410 Senior Seminar in Legal Studies

Courses

LGLS 110 INTRODUCTION TO LEGAL STUDIES

Credit: 0.5

This course examines the law, legal profession, and legal institutions from a variety of traditional social-science perspectives. The primary frame of reference will be sociological and social psychological. The objective of the course is to expose students to a variety of interdisciplinary perspectives on law and to encourage the examination of law-related phenomena through the literature of multiple disciplines. Topics to be covered include law as a social institution; law as a social-control mechanism; a history of law in the United States; the U.S. criminal justice system; philosophies of law; law and psychology; comparative legal cultures; and law and social change. This survey course is intended to encourage and facilitate a critical study of law in society and serve as a foundation from which to pursue the study of law and legal issues in other curricular offerings. This course is required for the Law and Society Concentration. Prerequisite: sophomore standing.

LGLS 220 MEDIA AND THE LAW

Credit: 0.5

This is a mid-level lecture/discussion course intended to expose students to the intersection of media and the law within various social institutions and cultural contexts. Students enrolled in this course will examine the significant role that the media play in the American justice system as well as the critical socio-legal issues that journalists and other media figures face in pursuing their craft. Central to the course is an exploration of the meaning of the speech and press clauses of the First Amendment of the U.S. Constitution. Topics to be explored include government censorship, libel, invasion of privacy, obscenity, the impact of press coverage upon the right to a fair trial, and law and linguistics. A portion of this course will focus on understanding the media in relation to crime and criminal justice, particularly through the advent of new technologies. Given pervasive depictions and representations of law in popular culture, students will research and examine society's perception of law and justice in both traditional and modern art forms (e.g., literature, film, humor, etc.). Prerequisite: sophomore standing.

Instructor: Sheffield

LGLS 371 EXPLORING LAW: UNDERSTANDING SOCIO-LEGAL METHODS

Credit: 0.5

This course has been designed as a discussion course with a series of mini-research assignments. The course focuses on the role and contributions of sociology and the social sciences to the conceptualization of law and legal policymaking. Course materials will draw upon research performed primarily within the context of the American civil and criminal justice system. We also will examine some prevalent notions about what law is or should be, legal behavior and practices, and justifications for resorting to law to solve social problems. Through the use of mini-research assignments, students will gain an appreciation for the complexity and far-reaching impact that the social sciences have upon social policymaking and legal policymaking as well as the difficulty of determining or measuring law and its impact. This course is highly recommended for students

participating in the John W. Adams Summer Scholars Program in Socio-legal Studies. Prerequisite: permission of instructor.

LGLS 393 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is an exceptional, not a routine, option, with details to be negotiated between the student(s) and the faculty member, along with the program director. The course may involve investigation of a topic engaging the interest of both student and professor. In some cases, a faculty member may agree to oversee an individual study as a way of exploring the development of a regular curricular offering. In others, the faculty member may guide one or two advanced students through a focused topic drawing on his or her expertise, with the course culminating in a substantial paper. The individual study should involve regular meetings at which the student and professor discuss assigned material. The professor has final authority over the material to be covered and the pace of work. The student is expected to devote time to the individual study equivalent to that for a regular course. Individual studies typically will run for no more than one semester and award .5 unit of credit. In rare cases when the course must be halted mid-semester, .25 unit may be awarded.

LGLS 410 SENIOR SEMINAR LEGAL STUDIES

Credit: 0.5

This is an upper-level seminar that offers students in the concentration an opportunity to integrate the various topics and approaches to which they were exposed in the law-related courses they have taken. Each year, the senior seminar will be designed around a specific substantive theme or topic; the themes as well as the format and approach to the course will change from year to year, depending upon the faculty members teaching the course and their interests. Prerequisite: permission of instructor.

LGLS 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is an exceptional, not a routine, option, with details to be negotiated between the student(s) and the faculty member, along with the program director. The course may involve investigation of a topic engaging the interest of both student and professor. In some cases, a faculty member may agree to oversee an individual study as a way of exploring the development of a regular curricular offering. In others, the faculty member may guide one or two advanced students through a focused topic drawing on his or her expertise, with the course culminating in a substantial paper. The individual study should involve regular meetings at which the student and professor discuss assigned material. The professor has final authority over the material to be covered and the pace of work. The student is expected to devote time to the individual study equivalent to that for a regular course. Individual studies typically will run for no more than one semester and award .5 unit of credit. In rare cases when the course must be halted mid-semester, .25 unit may be awarded.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

HIST 322: Human Rights in Latin America
HIST 411: The Civil Rights Era
HIST 458: Gandhi and Civil Disobedience
PHIL 115: Practical Issues in Ethics
PHIL 208: Contemporary Political Philosophy
PHIL 235: Philosophy of Law
PHIL 270: Political Philosophy
PSCI 300: Congress and Public Policymaking
PSCI 312: American Constitutional Law
PSCI 460: The Role of Morality and Law in International Politics
PSCI 464: International Law
PSYC 321: Abnormal Psychology
RLST 380: Social Justice: The Ancient and Modern Traditions
SOCY 226: Sociology of Law
SOCY 231: Issues of Gender and Power
SOCY 232: Sexual Harassment: Normative Expectations and Legal Questions
SOCY 243: Social Justice: The Ancient and Modern Traditions
SOCY 244: Race, Ethnicity and American Law
SOCY 255: Women, Crime and the Law
SOCY 291: Special Topic
SOCY 421: Gender Stratification
SOCY 424: Vigilantism and the Law

Mathematics

Natural Sciences Division

For more than two thousand years, mathematics has been a part of the human search for understanding. Mathematical discoveries have come both from the attempt to describe the natural world and from the desire to arrive at a form of inescapable truth through careful reasoning that begins with a small set of self-evident assumptions. These remain fruitful and important motivations for mathematical thinking, but in the last century mathematics has been successfully applied to many other aspects of the human world: voting trends in politics, the dating of ancient artifacts, the analysis of automobile traffic patterns, and long-term strategies for the sustainable harvest of deciduous forests, to mention a few. Today, mathematics as a mode of thought and expression is more valuable than ever before. Learning to think in mathematical terms is an essential part of becoming a liberally educated person.

Mathematics is an engaging field, rich in beauty, with powerful applications to other subjects. Thus we strive to ensure that Kenyon students encounter and learn to solve problems using a number of

contrasting but complementary mathematical perspectives: continuous and discrete, algebraic and geometric, deterministic and stochastic, theoretical and applied. In our courses we stress mathematical thinking and communication skills. And in courses where it makes sense to incorporate technological tools, our students learn to solve mathematical problems using computer algebra systems, statistical packages and computer programming languages.

FOR FIRST-YEAR STUDENTS

For those students interested only in an introduction to mathematics or a course to satisfy a distribution requirement, may select from MATH 105, 106, 111, 116, 128 and SCMP 118.

Students wanting to continue the study of mathematics beyond one year, either by pursuing a major or minor in mathematics or a foundation for courses in other disciplines, usually begin with the calculus sequence MATH 111, 112 and 213.

Students who have already had calculus or who want to take more than one math course may choose to begin with MATH 106 and 206 or SCMP 118. A few well-prepared students may take MATH 222 or 224 in their first year. Please see the department chair for further information.

MATH 111 is an introductory course in calculus. Students who have completed a substantial course in calculus might qualify for one of the successor courses, MATH 112 or 213. MATH 106 is an introduction to statistics, which focuses on quantitative reasoning skills and the analysis of data. SCMP 118 introduces students to computer programming.

To facilitate proper placement of students in calculus courses, the department offers placement tests that help students decide which level of calculus course is appropriate for them. This and other entrance information is used during the orientation period to give students advice about course selection in mathematics. We encourage all students who do not have Advanced Placement credit to take the placement exam that is appropriate for them. Students who have Advanced Placement credit for MATH 106 should consider enrolling in MATH 206 or 216.

The ready availability of powerful computers has made the computer one of the primary tools of the mathematician. Students will be expected to use appropriate computer software in many of the mathematics courses. However, no prior experience with the software packages or programming is expected, except in advanced courses that presuppose earlier courses in which use of the software or programming was taught.

REQUIREMENTS FOR THE MAJORS

There are two concentrations within the mathematics major: classical mathematics and statistics.

Classical Mathematics

A student must have credit for the following core courses:

- Three semesters of calculus (MATH 111, 112, 213, or the equivalent)
- One semester of statistics (MATH 106 or 436, or the equivalent)
- SCMP 118 Introduction to Programming
- MATH 222 Foundations
- MATH 224 Linear Algebra
- MATH 335 Abstract Algebra I or MATH 341 Real Analysis I

In addition, majors must have credit for at least three other elective courses selected with the consent of the department. MATH 110 may not be used to satisfy the requirements for the major.

Statistics

A student must have credit for the following core courses:

- Three semesters of calculus (MATH 111, 112, 213 or the equivalent)
- SCMP 118 Introduction to Programming
- MATH 222 Foundations
- MATH 224 Linear Algebra
- MATH 336 Probability
- MATH 341 Real Analysis I
- MATH 416 Linear Regression Models or MATH 436 Mathematical Statistics

In addition to the core courses, majors must also have credit for two elective courses from the following list:

- MATH 106 Elements of Statistics
- MATH 206 Data Analysis
- MATH 216 Nonparametric Statistics
- MATH 236 Random Structures
- MATH 416 Linear Regression Models
- MATH 436 Mathematical Statistics

Applications of Math Requirement

Mathematics is a vital component in the methods used by other disciplines, and the applied math requirement is designed to expose majors to this vitality. There are two ways to satisfy the requirement:

1. One (1) unit from a single department or program that use mathematics in significant ways. Typically, majors will choose a two-course sequence from the following list; other two-course sequences require departmental approval:

- PHYS 140 Classical Physics and PHYS 145 Modern Physics
- ECON 101 Principles of Microeconomics and ECON 102 Principles of Macroeconomics

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- PSYC 200 Statistical Analysis in Psychology and a 400-level Psychology Research Methods course

2. Half (.50) unit math course that focuses on the development and analysis of mathematical models used to answer questions arising in other fields. The following courses satisfy the requirement, but other courses may satisfy the requirement with department approval:

- MATH 258 Mathematical Biology
- MATH 347 Mathematical Models

Classical mathematics majors may also use MATH 206, MATH 216, MATH 226 or MATH 416 to satisfy the requirement. Additionally, students choosing this option may not use the applied math course as one of the elective courses required for the major.

Depth Requirement

Majors are expected to attain a depth of study within mathematics, as well as breadth. Therefore majors should earn credit in one of four two-course upper-level sequences:

- MATH 335 Abstract Algebra I and MATH 435 Abstract Algebra II
- MATH 341 Real Analysis I and MATH 441 Real Analysis II
- MATH 336 Probability and MATH 416 Linear Regression Models
- MATH 336 Probability and MATH 436 Mathematical Statistics

Other two-course sequences may satisfy the requirement with department approval.

SENIOR EXERCISE

The Senior Exercise begins promptly in the fall of the senior year with independent study on a topic of interest to the student and approved by the department. The independent study culminates in the writing of a paper, which is due in November. Juniors are encouraged to begin thinking about possible topics before they leave for the summer. Students are required to take the Major Field Test in Mathematics produced by the Educational Testing Service. Evaluation of the Senior Exercise is based on the student's performance on the paper and the standardized exam. Detailed information on the Senior Exercise is available on the [Mathematics Department website](#).

SUGGESTIONS FOR MAJORING IN MATHEMATICS

Students wishing to keep open the option of a major in mathematics typically begin with the study of calculus and normally complete the calculus sequence, MATH 222, and either SCMP 118 or MATH 106 by the end of the sophomore year. A major is usually declared no later than the second semester of the sophomore year. Those considering a mathematics major should consult with a member of the mathematics department to plan their course of study.

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The requirements for the major are minimal. Anyone who is planning a career in the mathematical sciences, or who intends to read for honors, is encouraged to consult with one or more members of the department concerning further studies that would be appropriate. Similarly, any student who wishes to propose a variation of the major program is encouraged to discuss the plan with a member of the department prior to submitting a written proposal for a decision by the department.

Students who are interested in teaching mathematics at the high-school level should take MATH 230 and 335, since these courses are required for certification in most states, including Ohio.

HONORS IN MATHEMATICS

To be eligible to enroll in the Mathematics Honors Seminar, by the end of junior year students must have completed the following:

- one depth sequence (MATH 335/435, MATH 336/416, MATH 336/436, MATH 341/441)
- have earned an overall Kenyon GPA of at least 3.33
- a GPA in Kenyon mathematics courses of at least 3.6
- The student also must have, in the estimation of the mathematics faculty, a reasonable expectation of fulfilling the requirements to earn honors which are listed below.

To earn honors in mathematics, a student must:

- Complete two depth sequences (see list above)
- Complete at least six, half (.5) unit courses in mathematics numbered 300 or above
- Pass the Senior Exercise in the fall semester
- Pass the Mathematics Honors Seminar MATH 498
- Present the results of independent work in MATH 498 to a committee consisting of an outside examiner and members of the Mathematics Department
- Successfully complete an examination written by an outside examiner covering material from MATH 498 and previous mathematics courses
- Maintain an overall Kenyon GPA of at least 3.33
- Maintain a GPA in mathematics courses of at least 3.6

Based on performance in all of the above-mentioned areas, the department (in consultation with the outside examiner) can elect to award Honors, High Honors, or Highest Honors, or not to award honors at all.

REQUIREMENTS FOR THE MINORS

There are two minors in mathematics. Each minor deals with core material of a part of the discipline, and each reflects the logically structured nature of mathematics through a pattern of prerequisites. A minor consists of satisfactory completion of the following courses:

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Mathematics

The calculus sequence MATH 111, 112, 213 or the equivalent four other courses offered by the Department of Mathematics and Statistics. Of these four other courses, students may count at most one of the following:

- MATH 105
- MATH 106
- MATH 116
- MATH 128
- SCMP 118

Statistics

- MATH 106 or an equivalent introductory statistics course
- MATH 206
- three courses from the following:
 - MATH 216
 - MATH 236
 - MATH 258
 - MATH 336
 - MATH 416
 - MATH 436
 - Students may count at most one statistics course from another department. ECON 205 or PSYC 200 may be substituted for one of the courses listed above

Our goal is to provide a solid introduction to basic statistical methods, including data analysis, design and analysis of experiments, statistical inference, and statistical models, using professional software such as Minitab, SAS, Maple and R.

Deviations from the list of approved minor courses must be approved by the Mathematics Department. Students considering a minor in mathematics or statistics are urged to speak with a member of the department about the selection of courses.

TRANSFER CREDIT POLICY

Transfer credit from other institutions, and the applicability of this credit to the major or minor, must be approved by the department chair.

CROSS-LISTED COURSES

The following course is cross-listed in biology and will satisfy the natural science requirement:

- MATH 258 Mathematical Biology

Courses

MATH 105 SURPRISES AT INFINITY

Credit: 0.5 QR

Our intuitions about sets, numbers, shapes and logic all break down in the realm of the infinite. Seemingly paradoxical facts about infinity are the subject of this course. We will discuss what infinity is, how it has been viewed through history, why some infinities are bigger than others and how a finite shape can have an infinite perimeter. This very likely will be quite different from any mathematics course you have ever taken. This course focuses on ideas and reasoning rather than algebraic manipulation, though some algebraic work will be required to clarify big ideas. The class will be a mixture of lecture and discussion, based on selected readings. You can expect essay tests, frequent homework and writing assignments. No prerequisite. Typically offered every other year.

MATH 106 ELEMENTS OF STATISTICS

Credit: 0.5 QR

This is a basic course in statistics. The topics to be covered are the nature of statistical reasoning, graphical and descriptive statistical methods, design of experiments, sampling methods, probability, probability distributions, sampling distributions, estimation and statistical inference. Confidence intervals and hypothesis tests for means and proportions will be studied in the one- and two-sample settings. The course concludes with inference regarding correlation, linear regression, chi-square tests for two-way tables, and one-way ANOVA. Statistical software will be used throughout the course, and students will be engaged in a wide variety of hands-on projects. No prerequisite. Offered every semester.

MATH 111 CALCULUS I

Credit: 0.5 QR

The first in a three-semester calculus sequence, this course covers the basic ideas of differential calculus. Differential calculus is concerned primarily with the fundamental problem of determining instantaneous rates of change. In this course we will study instantaneous rates of change from both a qualitative geometric and a quantitative analytic perspective. We will cover in detail the underlying theory, techniques and applications of the derivative. The problem of anti-differentiation, identifying quantities given their rates of change, also will be introduced. The course will conclude by relating the process of anti-differentiation to the problem of finding the area beneath curves, thus providing an intuitive link between differential calculus and integral calculus. Those who have had a year of high school calculus but do not have advanced placement credit for MATH 111 should take the calculus placement exam to determine whether they are ready for MATH 112. Students who have .5 unit of credit for calculus may not receive credit for MATH 111. Prerequisite: solid grounding in algebra, trigonometry and elementary functions.

MATH 112 CALCULUS II

Credit: 0.5 QR

The second in a three-semester calculus sequence, this course has two primary foci. The first is integration, including techniques of integration, numerical methods and applications of integration.

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This study leads into the analysis of differential equations by separation of variables, Euler's method and slope fields. The second focus is the notion of convergence, as manifested in improper integrals, sequences and series, particularly Taylor series. Prerequisite: MATH 111 or permission of instructor. Offered every semester.

MATH 116 STATISTICS IN SPORTS

Credit: 0.5 QR

Appropriate applications of statistical methods have changed the way some Major League Baseball teams manage the game. (See *Moneyball: The Art of Winning an Unfair Game*.) Statistics are used in other sports to evaluate the performance of individual players or teams. The focus of this course will be on the proper application of statistical models in sports. Students will use appropriate methods to examine interesting questions such as: Are there unusual patterns in the performance statistics of "steroid sluggers" such as Barry Bonds and Mark McGwire or pitchers such as Roger Clemens? Other possible topics include the impact of a penalty kick in soccer, of home field advantage in football, of technological improvements in golf or cycling, and of training methods in marathon running. Although the sport and question of interest will change, the focus on proper applications of appropriate statistical methods will remain the same. Students will analyze data and present their results to the class. Oral and written reports will be expected. No prerequisite. Offered every other year.

Instructor: Hartlaub

MATH 128 HISTORY OF MATHEMATICS IN THE ISLAMIC WORLD

Credit: 0.5 QR

This course examines an important and interesting part of the history of mathematics and, more generally, the intellectual history of humankind: the history of mathematics in the Islamic world. Some of the most fundamental notions in modern mathematics have their roots here, such as the modern number system, the fields of algebra and trigonometry, and the concept of algorithm, among others. In addition to studying specific contributions of medieval Muslim mathematicians in the areas of arithmetic, algebra, geometry and trigonometry in some detail, we will examine the context in which Islamic science and mathematics arose, and the role of religion in this development. The rise of Islamic science and its interactions with other cultures (e.g., Greek, Indian and Renaissance Europe) tell us much about larger issues in the humanities. Thus, this course has both a substantial mathematical component (60-65 percent) and a significant history and social science component (35-40 percent), bringing together three disciplines: mathematics, history, and religion. The course is a part of the Islamic Civilization and Cultures Program and fulfills the QR requirement. No prerequisite is needed beyond high school algebra and geometry but a solid knowledge in algebra and geometry is needed.

MATH 206 DATA ANALYSIS

Credit: 0.5 QR

This course focuses on choosing, fitting, assessing and using statistical models. Simple linear regression, multiple regression, analysis of variance, general linear models, logistic regression and discrete data analysis will provide the foundation for the course. Classical interference methods

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that rely on the normality of the error terms will be thoroughly discussed, and general approaches for dealing with data where such conditions are not met will be provided. For example, distribution-free techniques and computer-intensive methods, such as bootstrapping and permutation tests, will be presented. Students will use statistical software throughout the course to write and present statistical reports. The culminating project will be a complete data analysis report for a real problem chosen by the student. The MATH 106-206 sequence provides a thorough foundation for statistical work in economics, psychology, biology, political science and many other fields. Prerequisite: MATH 106 or 116. Offered every spring.

MATH 213 CALCULUS III

Credit: 0.5 QR

The third in a three-semester calculus sequence, this course examines differentiation and integration in three dimensions. Topics of study include functions of more than one variable, vectors and vector algebra, partial derivatives, optimization and multiple integrals. Some of the following topics from vector calculus also will be covered as time permits: vector fields, line integrals, flux integrals, curl and divergence. Prerequisite: MATH 112 or permission of instructor.

MATH 216 NONPARAMETRIC STATISTICS

Credit: 0.5 QR

This course will focus on nonparametric and distribution-free statistical procedures. These procedures will rely heavily on counting and ranking techniques. In the one and two sample settings, the sign, signed-rank, and Mann-Whitney-Wilcoxon procedures will be discussed. Correlation and one-way analysis of variance techniques also will be investigated. A variety of special topics will be used to wrap up the course, including bootstrapping, censored data, contingency tables and the two-way layout. The primary emphasis will be on data analysis and the intuitive nature of nonparametric statistics. Illustrations will be from real data sets, and students will be asked to locate an interesting data set and prepare a report detailing an appropriate nonparametric analysis. Prerequisite: MATH 106, 116 or permission of instructor. Offered every other fall.

MATH 222 FOUNDATIONS

Credit: 0.5 QR

This course introduces students to mathematical reasoning and rigor in the context of set-theoretic questions. The course will cover basic logic and set theory, relations--including orderings, functions and equivalence relations -- and the fundamental aspects of cardinality. The course will emphasize helping students read, write and understand mathematical reasoning. Students will be actively engaged in creative work in mathematics. Students interested in majoring in mathematics should take this course no later than the spring semester of their sophomore year. Advanced first-year students interested in mathematics are encouraged to consider taking this course in their first year. (Please see a member of the mathematics faculty if you think you might want to do this.) Prerequisite: MATH 213 or permission of instructor. Offered every spring semester.

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MATH 224 LINEAR ALGEBRA

Credit: 0.5 QR

This course will focus on the study of vector spaces and linear functions between vector spaces. Ideas from linear algebra are highly useful in many areas of higher-level mathematics. Moreover, linear algebra has many applications to both the natural and social sciences, with examples arising often in fields such as computer science, physics, chemistry, biology and economics. In this course, we will use a computer algebra system, such as Maple or Matlab, to investigate important concepts and applications. Topics to be covered include methods for solving linear systems of equations, subspaces, matrices, eigenvalues and eigenvectors, linear transformations, orthogonality and diagonalization. Applications will be included throughout the course. Prerequisite: MATH 213. Typically offered three out of four semesters.

MATH 227 COMBINATORICS

Credit: 0.5 QR

Combinatorics is, broadly speaking, the study of finite sets and finite mathematical structures. A great many mathematical topics are included in this description, including graph theory, combinatorial designs, partially ordered sets, networks, lattices and Boolean algebras and combinatorial methods of counting, including combinations and permutations, partitions, generating functions, recurring relations, the principle of inclusion and exclusion, and the Stirling and Catalan numbers. This course will cover a selection of these topics. Combinatorial mathematics has applications in a wide variety of nonmathematical areas, including computer science (both in algorithms and in hardware design), chemistry, sociology, government and urban planning; this course may be especially appropriate for students interested in the mathematics related to one of these fields. Prerequisite: MATH 112 or permission of instructor. Offered every other year.

MATH 230 EUCLIDEAN AND NON-EUCLIDEAN GEOMETRY

Credit: 0.5 QR

The Elements of Euclid, written over 2,000 ago, is a stunning achievement. The Elements and the non-Euclidean geometries discovered by Bolyai and Lobachevsky in the 19th century form the basis of modern geometry. From this start, our view of what constitutes geometry has grown considerably. This is due in part to many new theorems that have been proved in Euclidean and non-Euclidean geometry but also to the many ways in which geometry and other branches of mathematics have come to influence one another over time. Geometric ideas have widespread use in analysis, linear algebra, differential equations, topology, graph theory and computer science, to name just a few areas. These fields, in turn, affect the way that geometers think about their subject. Students in MATH 230 will consider Euclidean geometry from an advanced standpoint, but also will have the opportunity to learn about non-Euclidean geometries. Prerequisite: MATH 222 or permission of instructor.

MATH 231 MATHEMATICAL PROBLEM SOLVING

Credit: 0.25

Looking at a problem in a creative way and seeking out different methods toward solving it are essential skills in mathematics and elsewhere. In this course, students will build their problem-

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solving intuition and skills by working on challenging and fun mathematical problems. Common problem-solving techniques in mathematics will be covered in each class meeting, followed by collaboration and group discussions, which will be the central part of the course. The course will culminate with the Putnam exam on the first Saturday in December. Interested students who have a conflict with that date should contact the instructor. Prerequisite: MATH 112 or equivalent.

MATH 236 RANDOM STRUCTURES

Credit: 0.5 QR

This course will explore the theory, structure, applications and interesting consequences when probability is introduced to mathematical objects. Some of the core topics will be random graphs, random walks and Markov processes, as well as randomness applied to sets, permutations, polynomials, functions, integer partitions and codes. Previous study of all of these mathematical objects is not a prerequisite, as essential background will be covered during the course. In addition to studying the random structures themselves, a concurrent focus of the course will be the development of mathematical tools to analyze them, such as combinatorial concepts, indicator variables, generating functions, discrete distributions, laws of large numbers, asymptotic theory and computer simulation. Prerequisite: MATH 112 or permission of instructor. Typically offered every other year.

MATH 258 MATHEMATICAL BIOLOGY

Credit: 0.5 QR

In biological sciences, mathematical models are becoming increasingly important as tools for turning biological assumptions into quantitative predictions. In this course, students will learn how to fashion and use these tools to explore questions ranging across the biological sciences. We will survey a variety of dynamic modeling techniques, including both discrete and continuous approaches. Biological applications may include population dynamics, molecular evolution, ecosystem stability, epidemic spread, nerve impulses, sex allocation and cellular transport processes. The course is appropriate both for math majors interested in biological applications and for biology majors who want the mathematical tools necessary to address complex, contemporary questions. As science is becoming an increasingly collaborative effort, biology and math majors will be encouraged to work together on many aspects of the course. Coursework will include homework problem-solving exercises and short computational projects. Final independent projects will require the development and extension of an existing biological model selected from the primary literature, using mathematical software like Mathematica, Matlab, R or Maple. Students will make a poster presentation of their results. This course will build on (but not be limited by) an introductory-level knowledge base in both math and biology. Interested biology and math majors lacking a prerequisite are encouraged to consult with the instructor. Prerequisite: MATH 111 and either BIOL 115 or 116. Offered every other year.

MATH 322 MATHEMATICAL LOGIC

Credit: 0.5

This course is a mathematical examination of the formal language most common in mathematics: predicate calculus. We will examine various definitions of meaning and proof for this language, and

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consider its strengths and inadequacies. We will develop some elementary computability theory en route to rigorous proofs of Godel's Incompleteness Theorems. Prerequisite: MATH 222 or PHIL 120 or permission of instructor. Offered occasionally.

MATH 324 LINEAR ALGEBRA II

Credit: 0.5 QR

This course builds on the concepts that arise in MATH 224. Topics will vary and will likely include some of the following: abstract vector spaces, inner product spaces, linear mappings and canonical forms, linear models, linear codes, the singular value decomposition, wavelets. Prerequisite: MATH 224. Offered every other year.

MATH 327 NUMBER THEORY SEMINAR

Credit: 0.5 QR

Patterns within the set of natural numbers have enticed mathematicians for well over two millennia, making number theory one of the oldest branches of mathematics. Rich with problems that are easy to state but fiendishly difficult to solve, the subject continues to fascinate professionals and amateurs alike. In this course, we will get a glimpse at both the old and the new. In the first two-thirds of the semester, we will study topics from classical number theory, focusing primarily on divisibility, congruences, arithmetic functions, sums of squares, and the distribution of primes. In the final weeks we will explore some of the current questions and applications of number theory. We will study the famous RSA cryptosystem, and students will read and present some current (carefully chosen) research papers. Prerequisite: MATH 222. Offered every other year.

MATH 328 AN INTRODUCTION TO CODING THEORY AND CRYPTOGRAPHY

Credit: 0.5 QR

Coding theory, or the theory of error-correcting codes, and cryptography are two recent applications of algebra and discrete mathematics to information and communications systems. The goals of this course are to introduce students to these subjects and to understand some of the basic mathematical tools used. While coding theory is concerned with the reliability of communication, the main problem of cryptography is the security and privacy of communication. Applications of coding theory range from enabling the clear transmission of pictures from distant planets to quality of sound in compact discs. Cryptography is a key technology in electronic security systems. Topics likely to be covered include basics of block coding, encoding and decoding, linear codes, perfect codes, cyclic codes, BCH and Reed-Solomon codes, and classical and public-key cryptography. Other topics may be included depending on the availability of time and the background and interests of the students. Other than some basic linear algebra, the necessary mathematical background (mostly abstract algebra) will be covered within the course. Prerequisite: MATH 224 or permission of instructor. Offered every other year.

MATH 333 DIFFERENTIAL EQUATIONS

Credit: 0.5 QR

Differential equations arise naturally to model dynamical systems such as often occur in physics, biology, chemistry and economics, and have given major impetus to other fields in mathematics,

such as topology and the theory of chaos. This course covers basic analytic, numerical and qualitative methods for the solution and understanding of ordinary differential equations. Computer-based technology will be used. Prerequisite: MATH 224 or PHYS 245 or permission of instructor. Offered every other year.

MATH 335 ABSTRACT ALGEBRA I

Credit: 0.5 QR

Abstract algebra is the study of algebraic structures that describe common properties and patterns exhibited by seemingly disparate mathematical objects. The phrase "abstract algebra" refers to the fact that some of these structures are generalizations of the material from high school algebra relating to algebraic equations and their methods of solution. In Abstract Algebra I, we focus entirely on group theory. A group is an algebraic structure that allows one to describe symmetry in a rigorous way. The theory has many applications in physics and chemistry. Since mathematical objects exhibit pattern and symmetry as well, group theory is an essential tool for the mathematician. Furthermore, group theory is the starting point in defining many other more elaborate algebraic structures including rings, fields and vector spaces. In this course, we will cover the basics of groups, including the classification of finitely generated abelian groups, factor groups, the three isomorphism theorems and group actions. The course culminates in a study of Sylow theory. Throughout the semester there will be an emphasis on examples, many of them coming from calculus, linear algebra, discrete math and elementary number theory. There also will be a couple of projects illustrating how a formal algebraic structure can empower one to tackle seemingly difficult questions about concrete objects (e.g., the Rubik's cube or the card game SET). Finally, there will be a heavy emphasis on the reading and writing of mathematical proofs. Junior standing is recommended. Prerequisite: MATH 222 or permission of instructor. Offered every other fall.

MATH 336 PROBABILITY

Credit: 0.5 QR

This course provides a calculus-based introduction to probability. Topics include basic probability theory, random variables, discrete and continuous distributions, mathematical expectation, functions of random variables, and asymptotic theory. Prerequisite: MATH 213. Offered every fall.

MATH 341 REAL ANALYSIS I

Credit: 0.5 QR

This course is a first introduction to real analysis. "Real" refers to the real numbers. Much of our work will revolve around the real number system. We will start by carefully considering the axioms that describe it. "Analysis" is the branch of mathematics that deals with limiting processes. Thus the concept of distance also will be a major theme of the course. In the context of a general metric space (a space in which we can measure distances), we will consider open and closed sets, limits of sequences, limits of functions, continuity, completeness compactness, and connectedness. Other topics may be included, if time permits. Junior standing is recommended. Prerequisite: MATH 213 and 222. Offered every other fall.

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MATH 347 MATHEMATICAL MODELS

Credit: 0.5 QR

This course introduces students to the concepts, techniques and power of mathematical modeling. Both deterministic and probabilistic models will be explored, with examples taken from the social, physical and life sciences. Students engage cooperatively and individually in the formulation of mathematical models and in learning mathematical techniques used to investigate those models. Prerequisite: MATH 106 and MATH 224 or 258 or permission of instructor. Offered every other year.

MATH 352 COMPLEX FUNCTIONS

Credit: 0.5 QR

The course starts with an introduction to the complex numbers and the complex plane. Next students are asked to consider what it might mean to say that a complex function is differentiable (or analytic, as it is called in this context). For a complex function that takes a complex number z to $f(z)$, it is easy to write down (and make sense of) the statement that f is analytic at z if exists. Subsequently, we will study the amazing results that come from making such a seemingly innocent assumption. Differentiability for functions of one complex variable turns out to be a very different thing from differentiability in functions of one real variable. Topics covered will include analyticity and the Cauchy-Riemann equations, complex integration, Cauchy's theorem and its consequences, connections to power series, and the residue theorem and its applications. Prerequisite: MATH 224. Offered every other year.

MATH 360 TOPOLOGY

Credit: 0.5 QR

Topology is an area of mathematics concerned with properties of geometric objects that remain the same when the objects are "continuously deformed." Three of these key properties in topology are compactness, connectedness and continuity, and the mathematics associated with these concepts is the focus of the course. Compactness is a general idea helping us to more fully understand the concept of limit, whether of numbers, functions, or even geometric objects. For example, the fact that a closed interval (or square, or cube, or n -dimensional ball) is compact is required for basic theorems of calculus. Connectedness is a concept generalizing the intuitive idea that an object is in one piece: the most famous of all the fractals, the Mandelbrot Set, is connected, even though its best computer-graphics representation might make this seem doubtful. Continuous functions are studied in calculus, and the general concept can be thought of as a way by which functions permit us to compare properties of different spaces or as a way of modifying one space so that it has the shape or properties of another. Engineering, chemistry and physics are among the subjects that find topology useful. The course will touch on selected topics that are used in applications. Prerequisite: MATH 222 or permission of instructor. Typically offered every two to three years.

MATH 416 LINEAR REGRESSION MODELS

Credit: 0.5 QR

This course will focus on linear regression models. Simple linear regression with one predictor variable will serve as the starting point. Models, inferences, diagnostics and remedial measures for

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dealing with invalid assumptions will be examined. The matrix approach to simple linear regression will be presented and used to develop more general multiple regression models. Building and evaluating models for real data will be the ultimate goal of the course. Time series models, nonlinear regression models, and logistic regression models also may be studied if time permits. Prerequisite: MATH 106, 213 and 224 or permission of instructor. Offered every other spring.

MATH 435 ABSTRACT ALGEBRA II

Credit: 0.5 QR

Abstract Algebra II picks up where MATH 335 ends, focusing primarily on rings and fields. Serving as a good generalization of the structure and properties exhibited by the integers, a ring is an algebraic structure consisting of a set together with two operations -- addition and multiplication. If a ring has the additional property that division is well-defined, one gets a field. Fields provide a useful generalization of many familiar number systems: the rational numbers, the real numbers and the complex numbers. Topics to be covered include polynomial rings; ideals; homomorphisms and ring quotients; Euclidean domains, principal ideal domains, unique factorization domains; the Gaussian integers; factorization techniques and irreducibility criteria. The final block of the semester will serve as an introduction to field theory, covering algebraic field extensions, symbolic adjunction of roots; construction with ruler and compass; and finite fields. Throughout the semester there will be an emphasis on examples, many of them coming from calculus, linear algebra, discrete math, and elementary number theory. There also will be a heavy emphasis on the reading and writing of mathematical proofs. Prerequisite: MATH 335. Offered every other spring.

MATH 436 MATHEMATICAL STATISTICS

Credit: 0.5 QR

This course follows MATH 336 and introduces the mathematical theory of statistics. Topics include sampling distributions, order statistics, point estimation, maximum likelihood estimation, methods for comparing estimators, interval estimation, moment generating functions, bivariate transformations, likelihood ratio tests and hypothesis testing. Computer simulations will accompany and corroborate many of the theoretical results. Course methods often will be applied to real data sets. Prerequisite: MATH 336. Offered every other spring.

MATH 441 REAL ANALYSIS II

Credit: 0.5 QR

This course follows Real Analysis I. Topics will include a study differentiation and (Riemann) integration of functions of one variable, sequences and series of functions, power series and their properties, iteration and fixed points. Other topics may be included as time permits. For example: a discussion of Newton's method or other numerical techniques; differentiation and integration of functions of several variables; spaces of continuous functions; the implicit function theorem; and everywhere continuous, nowhere differentiable functions. Prerequisite: MATH 341. Offered every other spring.

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MATH 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is a privilege reserved for students who want to pursue a course of reading or complete a research project on a topic not regularly offered in the curriculum. It is intended to supplement, not take the place of, coursework. Individual study cannot normally be used to fulfill requirements for the major. Typically, individual study will earn .5 unit or .25 unit of credit.

To qualify, a student must identify a member of the Mathematics Department willing to direct the project. The professor, in consultation with the student, will create a tentative syllabus (including a list of readings and/or problems, goals and tasks) and describe in some detail the methods of assessment (e.g., problem sets to be submitted for evaluation biweekly; a 20-page research paper submitted at the course's end, with rough drafts due at given intervals, and so on). Individual studies also require the approval of the department chair. The department expects the student to meet regularly with his or her instructor for at least one hour per week.

Students must begin discussion of their proposed individual study well in advance, preferably the semester before the course is to take place. Prerequisite: permission of instructor and department chair.

MATH 498 SENIOR HONORS

Credit: 0.25 QR

This course will consist largely of an independent project in which students read several sources to learn about a mathematical topic that complements material studied in other courses, usually an already completed depth sequence. This study will culminate in an expository paper and a public or semi-public presentation before an audience consisting of at least several members of the mathematics faculty as well as an outside examiner. Prerequisite: At least one "depth sequence" completed and permission of the department chair.

Modern Languages and Literatures

Humanities Division

Study in the Department of Modern Languages and Literatures (MLL) aims to deepen the understanding of other languages and cultures in their uniqueness and diversity, to develop the communication and analytical skills which provide a window to those cultures, and to invite reflection on the literary traditions and societies represented by the eight disciplines taught in the department. MLL offers a range of language, literature and culture courses in French, German and Spanish for majors and non-majors, as well as language and culture courses, with occasional offerings in literature or cinema, in Chinese, Italian, Japanese, Russian and Arabic. Literature and cinema courses usually are taught in the original languages. The department also offers some courses taught in translation, to allow students with limited or no knowledge of the target language to explore the richness of its literacy and cultural heritage.

THE CURRICULUM

Students who major in MLL focus their studies by choosing from among three types of majors:

1. Literature (for students of French, German or Spanish)
2. Modern languages (incorporating the study of two foreign languages — a primary and a secondary one)
3. Area studies

The specific course of study which constitutes each of these major programs is devised by the student in consultation with an MLL faculty advisor, chosen by the student at the time he or she declares the major. All students majoring in the department must, as part of their Senior Exercise, take a language-competency examination, given at the beginning of their senior year. Modern language majors must take an examination in each of their two languages. In addition, all students majoring in the department must submit a written project.

For information about departmental minors, please see below.

PLACEMENT EXAMINATIONS

During the Orientation Program, placement tests in French, German and Spanish, as well as other languages, will be given to incoming students. The list of departmental recommendations regarding placement will be made available to faculty advisors as soon as the tests have been processed.

Students who have studied more than one modern language in secondary school and are considering courses in more than one language or literature should take the placement test in the language in which they feel most competent or which they are most likely to continue studying at Kenyon. It is usually possible for students to take a second placement test in the time period allotted for placement tests during orientation. Arrangements can also be made with individual instructors to determine placement for the other language or languages.

Students who have scored 3, 4 or 5 on the College Board Advanced Placement test in language or literature, or 540 or above on the SAT II test in language, need not take a placement examination in that language and will have fulfilled the College's language requirement. Kenyon faculty advisors will have a list noting any Advanced Placement credit and will recommend appropriate courses.

FOR FIRST-YEAR STUDENTS

Depending on a student's interests, language background, and the results of the placement test, many departmental offerings listed in this catalog are available and appropriate for diversification credit. It is not unusual for students with four to five years of language study in high school to be

recommended for placement in an advanced language course (e.g., a course numbered 321) or in an introductory literature course.

Beginning and Middle Levels: Language Skills

Courses numbered 111Y-112Y are beginning language classes. These courses stress the acquisition of the four basic language skills (oral comprehension, speaking, writing and reading) while incorporating some cultural and/or literary materials. All introductory language courses listed as 111Y-112Y are taught through the Kenyon Intensive Language Model (KILM), an approach that allows students to gain in one year the linguistic competence and cultural literacy normally acquired after one and a half to two years of non-intensive study. KILM classroom activities aim at dispelling inhibitions and encouraging communication. Classes with the professor typically meet four to five times per week; additionally, there are three to four required sessions with a Kenyon undergraduate apprentice teacher (AT), working with a group of approximately six to eight students. Apprentice-teacher classes usually meet in the late afternoon or early evening and are arranged during the first days of class each semester.

Courses numbered 213Y-214Y are middle-level or intermediate classes. These courses continue to develop the basic skills introduced in the beginning-level classes, usually with increasing emphasis on cultural materials, vocabulary and reading skills. The classes usually meet three days per week, with one or two additional hours per week with the apprentice teacher.

Middle Level: Language and Culture

The following courses serve as an introduction to language, culture and literature and also continue the development of language skills. Students are recommended for these courses on the basis of their scores on the placement examination, AP credit or previous coursework in the language.

ARBC 321 Advanced Arabic
CHNS 321 Advanced Chinese Language and Culture
CHNS 322 Advanced Chinese
FREN 321 Advanced Composition and Conversation
FREN 323 Approaches to French Literature I
FREN 324 Approaches to French Literature II
GERM 321 Advanced Composition and Conversation
GERM 325 Approaches to German Literature and Culture I
ITAL 321 Advanced Italian
JAPN 321 Advanced Japanese
RUSS 321 Advanced Russian
RUSS 322 Advanced Russian Language and Literature
SPAN 321 Advanced Grammar, Conversation and Composition

Advanced Level: Literature and Culture

Courses numbered 325-399 are advanced-level literature, language and/or civilization courses. See the course listings for full descriptions.

REQUIREMENTS FOR THE MAJORS - LITERATURE, MODERN LANGUAGES, AREA STUDIES

Students who have received an Advanced Placement score of 4 or 5 in language may apply a half (.5) unit of credit toward a major in modern languages or area studies. Students who have received an Advanced Placement score of 4 or 5 in literature may apply a half (.5) unit of credit to all majors.

Literature Major

The primary concerns of this major program are the cultivation of the skills of literary analysis and the appreciation of works of literature in their cultural and historical contexts.

Course requirements: four (4) units (minimum). The department offers three distinct literature majors: French literature, German literature and Spanish literature. Literature majors take a minimum of four (4) units of work in literature courses in the chosen discipline. They also must take courses covering a certain range of time periods, according to their chosen discipline: in French, a minimum of one pre-1800 and one post-1800 literature course; in German and Spanish, a minimum of one pre-1900 and one post-1900 literature course. MLL 331, a foundational course in linguistics, is recommended but not required. Though it is recommended for all majors, MLL 331 cannot be used as part of the required number of units in literature. Literature majors must take at least one semester of Introduction to Literature (323, 324, 325, 338) or the equivalent course taken off campus (with prior approval by the department), preferably when they begin their work toward the major. Because they tend to cover larger periods of time, Introduction to Literature courses normally do not fulfill the time-period requirement described above; however, if all of the works studied in a particular Introduction to Literature course were written within the time frame of the requirement (either pre- or post-1800 for French, pre- or post-1900 for German and Spanish), then the course would fulfill the requirement.

In addition, an advanced-level language and/or civilization class (300-399) and a course on the theory of literary criticism are strongly recommended.

Modern Languages Major

The aim of this major program is twofold: to enable students to develop proficiency in the four language skills (reading, listening, speaking and writing) in at least two modern languages other than English, and to develop the cultural literacy that is an integral part of language study.

Course requirements: five (5) units. Language courses or culture/literature courses in the languages drawn from two disciplines within MLL are required. A variety of combinations is possible: French, German, Russian or Spanish may be elected as the first language in the major program, and Arabic, Chinese, French, German, Italian, Japanese, Russian or Spanish chosen as the student's secondary language. Under exceptional circumstances, students may choose Chinese, Italian or Japanese as their primary language if they study abroad for two semesters or the equivalent, take as many courses as possible in the language while abroad, and achieve the appropriate level of proficiency. However, students must first obtain approval from the appropriate faculty member, and then inform the department chair and the departmental senior-majors liaison

of such a decision, in writing, at the latest by the end of the second week of classes of their senior year.

Primary language: Students must take at least two (2) units above the 213Y-214Y level (i.e., four advanced-level language courses or culture/literature courses in the language, minimum). A course at the introductory level (111Y-112Y) in the student's primary language does not count toward the modern languages major.

Secondary language: The number of units depends on the student's level at the time he or she begins study of that language at Kenyon:

- Students who begin their second language at Kenyon by taking 111Y-112Y must take:
 - 111Y-112Y, 213Y-214Y
 - a half (.5) unit advanced-level course in the language
- Students who initially place into the 213Y-214Y course must take at least:
 - 213Y-214Y
 - half (.5) advanced-level course in the language
- Students who initially place into an advanced course (321 or above), however, must take at least:
 - one-and-a-half (1.5) units above the 213Y-214Y level (i.e., three semesters of advanced work in the language, totaling at least one-and-a-half [1.5] Kenyon units)

In ALL of these cases, at least a half (.5) unit in the second language must be taken at Kenyon. MLL 331, a foundational course in linguistics, is highly recommended. This course counts as a half (.5) of the five (5) units required for completion of the modern languages major.

It is recommended that the student take an additional one (1) unit in areas related to the study of foreign languages and cultures. In the study of the phenomenon of language, students may elect courses focusing on language offered by the departments of anthropology, classics, English, philosophy and psychology. In the area of classical languages, students may elect language courses in ancient Greek or Latin. In the area of culture, students may choose among appropriate offerings within fine arts, humanities and social sciences.

Area Studies Major

This major program is designed primarily for students who seek to apply advanced language skills to interdisciplinary study, combining work in language, culture and literature taught in the department of MLL (or courses taken off campus with MLL approval) with studies in one or more other (secondary) fields. These may include, but not limited to, anthropology, art, classical studies, drama, economics, film studies, history, music, philosophy, religion, and women's and gender studies. As part of the declaration of the major, the student will submit to the MLL department chair a 250-word written statement — prepared in consultation with the major advisor, at least two

weeks in advance of the declaration, articulating a coherent plan of study. This plan, accompanied by an annotated list of courses, will specify the student's areas of interest both within and outside of MLL and may focus on: texts representing a geographical area; a time period; a genre represented in the MLL curriculum (novels, essays, poems, plays, short stories, testimonials, films and works of visual art) and disciplines or themes to be concentrated on outside of MLL. This statement of the plan of study will be used as a guide throughout the student's career and may be revised in consultation with the major advisor when the student reaches the senior year, depending on the evolution of his or her studies. Students of Chinese, Italian, Japanese or Russian may petition the department to pursue an area studies major by presenting the plan of study with the annotated course list. Usually students of those languages undertake off-campus study in order to complete this option. In recent years, Senior Exercise themes in area studies have included:

- cultural preservation in ethnic minority Chinese writing (Chinese)
- gender, ethnicity and nationhood in West African women's writing (Francophone)
- stylistic and thematic intersections between Cubist art and poetry in early 20th century France (French)
- the history of the Berlin Wall and its significance for both East and West Berliners (German)
- perspectives on music under National Socialism in the representation of the "Comedian Harmonists" in Joseph Vilsmaier's film *The Harmonists* (1997) (German)
- influences of Italian immigrant artists on American artistic expression in the early 20th century (Italian)
- sociocultural contexts of the all-female musical Takarazuka Revue in Japanese society (Japanese)
- censorship in the former Soviet Union as seen through the evolution of Nikolai Zabolotskii's poetry (Russian)
- male homosexuality and changing ideas of the family through Mexican film (Spanish)
- avant-garde art of 1947-56 in the context of cultural politics of the Franco regime (Spanish)

The area studies major will take 10 courses (5 units): six courses (3 units) in the language within the MLL Department and four (2 units) in the secondary field(s), to be broken down as follows:

- In the target language, a minimum of six courses (3 units) above the 213Y-214Y level, including at least three courses (1.5 units) in literature. These courses should be taken as early in the student's four years as possible to prepare the way for advanced study in the language and in the secondary fields. Thus, a first-year student considering this major should consult with a faculty member in MLL as soon as possible to plan a course of study, even before declaration of the major. MLL 331, a foundational course in linguistics, is recommended but not required. Though it is recommended for all majors, MLL 331 cannot be used as part of the required number of units in area studies.
- In the secondary field(s), a minimum of four courses (2 units) related to the focus articulated in the plan of study. Courses offered both at Kenyon (not MLL) and outside Kenyon will be approved by the department advisor on a case-by-case basis.

SENIOR EXERCISE

All departmental majors are required, as part of the Senior Exercise, to pass a language-competency exam in the language(s) of their major. These exams are normally administered early in the fall of the senior year. The second-language exam for modern-languages majors is administered on the same day as the exam for minors. In addition, each of the three majors offered by the department requires a written project, the first draft of which is usually due in the second week of the spring semester. An oral exchange in the language of the major, based on the content of the written project, takes place within three weeks of the submission of the final draft. (See the senior majors liaison for a detailed description of the expectations and requirements for the Senior Exercises.)

Modern Languages Major

The written portion of the exercise is a research paper of a suggested length of 20 (double-spaced) pages. It must be written in the first foreign language (except in the case of Chinese, Japanese or Russian, where students may choose to write in English). The advisor(s) and student will agree on a topic for an oral exam to be held in the second foreign language.

Area Studies Major

The written portion of the exercise consists of a research paper of a suggested length of 20 (double-spaced) pages. The paper may be written in English. While students are encouraged to write in the major language, no special credit is given to those who do. It is expected that papers written in the foreign language will demonstrate a reasonable degree of accuracy and fluency.

Literature Major

The written portion of the exercise consists of a research paper of a suggested length of 20 (double-spaced) pages. As with the area studies major, the paper may be written in English. While students are encouraged to write in the major language, no special credit is given to those who do. It is expected that papers written in the foreign language will demonstrate a reasonable degree of accuracy and fluency.

HONORS

Especially well-qualified majors may be approved to read for honors and will be required to enroll in MLL 498 Senior Honors, generally during the spring semester, for a half (.5) unit of credit. The senior honors enrollment form is available in the registrar's office. A substantial portion of the honors project, to be defined by the student and his or her advisor, should be submitted to the advisor by the end of the first week of the spring semester

Additional information about the honors program is [available from the Department of Modern Languages & Literatures](#).

REQUIREMENTS FOR THE MINOR

The department provides students with the opportunity to declare a minor in Arabic, Chinese, Italian, Japanese or Russian. Because entering students who might want to declare a minor may or may not have had previous experience in the language, we offer two different minor tracks within the department.

1. For students who have had limited or no previous instruction in a language, the minor will consist of:
 - a minimum of one (1) unit of coursework above the 213Y-214Y level
 - a minimum of two-and-a-half (2.5) units in the minor.

Please note that this means a student who chooses to pursue a minor will have to begin his or her study of the language at Kenyon before the junior year.

2. For students who have had significant experience in the language, and who have placed (normally by an Advanced Placement test score or a Kenyon placement test) into a 300-level class, the minor consists of a minimum of two (2) units of 300-level courses.

Because of limited course offerings, students who qualify under #2 will be expected to fulfill all but one course requirement above the 213Y-214Y level through off-campus study, transfer credit, individual study or a combination thereof. It should be noted, however, that individual study depends on the availability of the faculty member, which cannot be guaranteed.

Students can apply up to a half (.5) unit of Advanced Placement credit toward the MLL minor provided that, in the case of students who qualify under #2, it be at least equivalent to the 213Y-214Y level. With respect to 300-level courses in the discipline of the minor which may be offered in English translation (such as courses on literature, film or culture), students may apply up to a half (.5) unit of those classes to the minor.

Because of limited course availability, off-campus study may be necessary in order to complete a minor. Students are strongly encouraged to undertake study abroad.

Students should not expect to fulfill the requirements for the minor by registering for Individual Study.

Additional Requirements for the Minor

- In order to declare a minor in a language, students must obtain approval for the minor from the chair of MLL and from the faculty advisor by the end of the second full week of the first semester of their senior year, at the latest.
- Students must pass a language-competency test appropriate to minors, administered in the fall of their senior year.
- A minimum of one (1) unit toward the minor must be completed in residence.

Transfer Credit Policy

The MLL Department will accept a limit of one-and-a-half (1.5) Kenyon units of summer school credit, taken at an approved academic institution. Any courses taken off campus, to be used toward the language requirement at Kenyon, must be pre-approved by the MLL department chair prior to taking the course.

Courses

MLL 260 WORLD CINEMA

Credit: 0.5

This course presents significant films from different cultures that address a given theme, such as the tension between obedience and autonomy, appetite and intention, or love and loss. Students will explore how the films' artistic qualities convey thematic content and will share their reflections on their own values, behavior and ability to make conscious choices. The current theme concerns obedience and autonomy, in terms of the challenge to become fully oneself in community with others, from the micro-level of the child within a family to the macro-level of the citizen in a sociopolitical context. Secondary source material on the theme complements reading in film criticism to guide class discussion of the films. In addition, films are considered in their geographical and historical context. Students are responsible for the factual information about the setting and creation of the films. Students will develop visual acumen and interpretive skill expressed precisely in speech and writing through guided practice. Coursework includes collaborative preparation for class, journal entries, discussions, two papers, a midterm and a final exam. Attendance at weekly film showings outside of class is required. Films are subtitled. Directors include internationally renowned figures such as Satyajit Ray, Truffaut, Tarkovsky, Haneke and others. This course can count toward the major in Film and International Studies and for the concentration in Comparative World Literature. The course is open to first-year students. No prerequisite.

MLL 331 INTRODUCTION TO LINGUISTICS

Credit: 0.5

This course develops a broad understanding of human language - what it is, what it is used for, and how it works. It serves as an introduction to contemporary linguistic theory and methods of linguistic analysis, such as phonetic transcription; phonological, morphological and syntactic analysis; the meaning of expressions; language change; the acquisition of language by young children and adults; and the role of language in society. Students develop basic skills and techniques for learning how particular languages work and behave. Additionally, the organizing principles of language and the diversities and similarities of language systems are discussed. This class provides the basic concepts necessary for further linguistic study. The course will be taught in English. No prerequisite.

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MLL 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study offers an opportunity to explore an area of special interest - literary, cultural or linguistic - under the regular supervision of a faculty member. It is offered primarily to candidates for honors, to majors and, under special circumstances, to potential majors and minors. Individual study is intended to supplement, not take the place of, regular courses in the curriculum of each language program. To enroll, a student must identify a member of the department willing to direct the project and, in consultation with that professor, prepare a one-page proposal. The proposal must receive approval from the department chair. It should specify the schedule of assignments and meeting periods. The amount of work should approximate that required in regular courses of corresponding levels. The department expects the student to meet with the instructor one hour per week, at a minimum. Typically, an individual study will award .25 or .5 units of credit. Students should begin planning individual studies well in advance so that they can complete a proposal and obtain departmental approval before the registrar's deadline.

MLL 498 SENIOR HONORS

Credit: 0.5

This course offers independent study for senior candidates for honors, under the direction of the honors supervisor. Prerequisite: permission of instructor. Normally offered in the spring semester, this course may be offered in the fall with the approval of the student's honors supervisor and the chair of Modern Languages and Literatures.

Arabic

ARBC 101Y BEGINNING ARABIC

Credit: 0.5

This is a yearlong course for students who are beginning the study of Modern Standard Arabic (MSA). The main objective of the course is to develop speaking, listening, reading and writing skills in MSA. Part of the first semester concentrates on the Arabic alphabetic writing system, pronunciation, basic conversation and an introduction to Arabic grammar. Classwork includes dictation, group conversations, listening exercises and activities focused on developing written skills. Online audio and visual materials are used to reinforce communication and vocabulary building, to expose students to authentic language resources, and to help students practice inside and outside of the class. Instruction will include an introduction to the customs and cultures of the Arabic-speaking world. No prerequisite. Offered every year.

ARBC 102Y BEGINNING ARABIC

Credit: 0.5

This is a continuation of the introduction to Modern Standard Arabic (MSA). Objectives of the course continue to be the development of skills in writing, reading, listening and speaking. There is increased emphasis on vocabulary and grammar. Classwork includes oral participation (speaking in class, both alone and in groups), active writing activities and exercises in listening and reading comprehension. Students are expected to use online and extracurricular resources (provided by the

instructor) to improve their skills and complete assignments. Some elements of Arabic dialect will be introduced, but the focus will be on MSA. By the end of the second semester, students will understand basic grammatical concepts and communicate at a novice-high level. Prerequisite: ARBC 101Y or equivalent or permission of instructor. Offered every year.

ARBC 201 INTERMEDIATE ARABIC I

Credit: 0.5

The main objective of the course is to develop speaking, listening, reading and writing skills in Modern Standard Arabic (MSA) at the intermediate-novice level. Classwork includes reading comprehension activities, vocabulary building activities, giving presentations in Arabic, listening to authentic texts and guided class discussion in the target language. Students will conduct a research project using MSA as the medium for research and presentation. Students are expected to use online and extracurricular resources (some provided by the instructor) to help improve their skills and complete assignments outside of class. Prerequisite: ARBC 102Y or equivalent or permission of instructor. Offered every year.

ARBC 202 INTERMEDIATE ARABIC II

Credit: 0.5

The main objective of the course is to develop speaking, listening, reading and writing skills in Modern Standard Arabic (MSA) at the intermediate level. Classwork includes reading authentic texts, vocabulary building, presenting research in Arabic, listening to authentic media (such as news, films and television programs) and class discussion in the target language. Students are expected to use online and extracurricular resources to improve their skills and complete assignments outside of class. By the end of Intermediate Arabic II, students will be able to communicate at the intermediate level and will have the ability to recognize different genres of literature, read newspapers with the use of a dictionary, and comprehend basic information from media resources without the use of a dictionary. Prerequisite: ARBC 201 or equivalent or permission of instructor. Offered every year.

ARBC 321 ADVANCED ARABIC

Credit: 0.5

This course continues language study from advanced-intermediate level Arabic through advanced levels. The main objective of the course is to develop speaking, listening, reading and writing skills in Modern Standard Arabic (MSA) at the advanced-intermediate to advanced level. Classwork includes reading authentic texts, building vocabulary, presenting research in Arabic, listening to authentic media (such as news, films and television programs) and class discussion in the target language. Students will conduct research using authentic Arabic texts and online materials. There also will be opportunities to study dialect in an informal setting. Students are expected to use online and extracurricular resources to help improve their skills and complete assignments outside of class. By the end of Advanced Arabic, students will be able to communicate at the advanced level as well as to recognize different genres of literature, read newspapers with the use of a dictionary, and comprehend basic information from media resources without the use of a dictionary. Prerequisite: ARBC 202 or equivalent or permission of instructor.

ARBC 341 ARAB WORLD THROUGH LITERATURE AND FILM

Credit: 0.5

This course explores the broad and diverse cultures of the Arabic-speaking world through the lens of Arabic literature and modern Arab cinema. Students will examine selections of literature and films from all over the Arabic-speaking world across North Africa into the Arabian Gulf. Additionally, they will critique films primarily made in the Arabic-speaking world or about the Arabic-speaking world. By exploring multiple perspectives from inside and outside the cultures, students can begin to research the diversity and richness of this "othered" culture as well as examine its similarities with their own. Students also will explore the reality of "us vs. them" through class discussions, media depictions, and their own research. Students will be exposed to a myriad of dialects and topics. Open to students with an interest in literature, translation, film, religion, art, politics, history, political science, economics, sociology and the Arabic language. No prerequisite.

ARBC 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

See description for MLL 493.

Chinese

CHNS 111Y INTENSIVE INTRODUCTORY CHINESE

Credit: 0.75

This is the first half of the basic introductory language course in Modern Standard Chinese (Putonghua). This course will develop students' basic communicative competence in the Chinese language and their understanding of the Chinese culture. Throughout the course, students develop their listening, speaking, reading and writing skills across the three communicative modes: interpretive, interpersonal and presentational. The bulk of in-class work will be devoted to developing oral and aural skills. There also will be an introduction to the Chinese writing system. Class meetings range from eight to nine hours per week in the first semester and from seven to eight hours per week in the second. There will be required individual language practice as well. Offered every year.

CHNS 112Y INTENSIVE INTRODUCTORY CHINESE

Credit: 0.75

See course description for CHNS 111Y. Offered every year.

CHNS 213Y INTERMEDIATE CHINESE

Credit: 0.5

This course is a continuation of CHNS 111Y-112Y. By the end of the first semester, all the basic grammar of Modern Standard Chinese (Putonghua) and another 300 Chinese characters will have been introduced. There will be extensive oral and written assignments. In the second semester, there will be a review of the basic grammar through in-class oral work and an introduction to the

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elements of Modern Written Chinese grammar. In both semesters, there will be two required drill and discussion sessions each week with an apprentice teacher. Prerequisite: CHNS 111Y-112Y or equivalent. Offered every year.

CHNS 214Y INTERMEDIATE CHINESE

Credit: 0.5

See course description for CHNS 213Y. Offered every year.

CHNS 321 ADVANCED CHINESE LANGUAGE AND CULTURE

Credit: 0.5

This is an upper-level course for students who wish to develop and refine their ability to understand, speak, read and write Modern Standard Chinese. There will be extensive reading that deals with aspects of Chinese culture and society. Reading assignments serve as points of departure for discussion and composition. Video materials also will be used for this purpose. This course is recommended for students wishing to specialize in any field related to China. The course may be repeated for credit for a maximum of 1.5 units. Prerequisite: CHNS 213Y-214Y or equivalent or permission of instructor. Offered every year.

CHNS 322 ADVANCED CHINESE

Credit: 0.5

See description for CHNS 321.

CHNS 323 LITERATURE AND CULTURE: CHINESE HEROES

Credit: 0.5

The course is an upper-level course for students at the Advanced Low Level (on an OPI scale) who wish to further develop their communicative competence in the Chinese language and their understanding of the Chinese culture. Throughout the course, students develop their listening, speaking, reading and writing skills across the three communicative modes: interpretive, interpersonal and presentational. The course adopts a theme-based approach to learning advanced Chinese. Reading materials include newspaper articles and other authentic material such as short essays on aspects of Chinese culture and contemporary issues. Materials are arranged by thematic units and serve as points of departure for critical analysis of the content and for oral discussion and composition. Films also will be used in this course. The course is conducted entirely in Chinese and recommended for students wishing to specialize in any field of research related to China. Prerequisite: CHNS 322 or permission of instructor.

CHNS 324 MODERN CHINA THROUGH FILM AND FICTION

Credit: 0.5

This seminar explores how the image of modern China has been constructed through a variety of cinematic and literary representations. Background readings and documentaries will provide basic historical narrative. Class discussions will focus on how cultural, social and political changes find expression in film and fiction, and, more importantly, how China has come to be imagined and represented as primitive, exotic, oppressive, revolutionary, modern and, most recently, postmodern

and economically appealing. Some of the key issues include gender, youth, family, ethnicity, modernity, visuality, violence, identity and cultural stereotyping. The course aims to acquaint students with major works of 20th-century Chinese filmmaking and to promote students' critical understanding of Chinese literature, culture and society. All readings, films and discussion are in English. Advanced Chinese language students also have the opportunity to watch movies in Chinese and write short essays in Chinese. This course will count toward the Asian Studies Concentration and the Asian area distribution for the international studies major. Normally offered every other year.

CHNS 325 THE PATTERN ON JADE: CHINESE LITERARY TRADITION

Credit: 0.5

This course serves as an introduction to Chinese literary traditions from the first millennium B.C. to 1911. Readings, all in English translation, include the most beloved literary texts that unify Chinese civilization through its long history, selected from early poetry and history, Confucian and Daoist classics, tales of the strange, Tang Dynasty poetry, short stories and drama written in vernacular language, and novels from the late imperial period. The discussion-based seminar will explore how Chinese literature, seen as a means of achieving immortality along with virtue, confirms social values or challenges them, and how it articulates the place of the individual in a thoroughly Confucian and patriarchal society. No background in Chinese language or culture required. No prerequisite. Normally offered every other year.

CHNS 326 WOMEN OF THE INNER CHAMBERS

Credit: 0.5

This course examines roles, images and writings of women in ancient and modern China. The integration of gender relations into cosmological and sociopolitical patterns set the tone for the representation of women in Chinese literature, theater, film and religious texts, but the notion that women were oppressed and silenced throughout imperial China is overly simplistic and needs to be reexamined. Our discussion will focus on three main themes: the gap between Confucian ideals of womanhood and the complex realities of female social roles, the construction of a feminine voice by both female writers and men writing as women, and the issue of female agency and its various manifestations within and outside the domestic realm. All readings are in English. No prerequisite. Normally offered every other year.

CHNS 393 INDIVIDUAL STUDY

Credit: 0.5

Students who have completed three years or more of Chinese language may be eligible for independent study in Chinese language and literature. Topics will be arranged in consultation with the instructor and may include advanced readings in Chinese literature (stories, essays, newspapers and so forth) and advanced conversation (Kouyu). Credit earned will vary depending upon the topic. Prerequisite: permission of instructor and department chair.

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CHNS 493 INDIVIDUAL STUDY

Credit: 0.5

See description for MLL 493.

French

FREN 111Y INTENSIVE INTRODUCTORY FRENCH

Credit: 0.75

This is a yearlong course offering the equivalent of three semesters of conventional language study. Work for the course includes required practice sessions with an apprentice teacher (AT), which will be scheduled at the beginning of the semester. Class meetings and AT practice sessions are supplemented with online activities and written homework. Work in class focuses primarily on developing listening comprehension and speaking skills while reinforcing vocabulary acquisition and the use of grammatical structures. Written exercises, short compositions and elementary reading materials serve to develop writing and reading skills and promote in-class discussion. There are normally eight to nine hours of class instruction in the first semester (including AT sessions). This course is intended for students who have had no prior experience with French or who are placed in FREN 111Y-112Y on the basis of a placement exam administered during Orientation. Offered every year.

FREN 112Y INTENSIVE INTRODUCTORY FRENCH

Credit: 0.75

This course is a continuation of the first semester of intensive introductory French. During the second semester, the class continues the study of the fundamentals of French with the addition of more literary and cultural materials, introduced with a view toward further developing reading comprehension and writing ability, expanding vocabulary, and enhancing cultural awareness. Prerequisite: FREN 111Y or permission of instructor. Offered every year.

FREN 213Y INTERMEDIATE FRENCH

Credit: 0.5

This course is designed for students interested in further developing their ability to speak, write and read French. The course includes a comprehensive grammar review and short cultural and literary readings, which will serve as points of departure for class discussion. Course requirements include attendance at one extra discussion section per week with a language assistant. Attendance at a weekly French table is strongly encouraged. Prerequisite: FREN 111Y-112Y or equivalent or placement test. Offered every year.

FREN 214Y INTERMEDIATE FRENCH

Credit: 0.5

This course is the continuation of the first semester of intermediate French. Please see the description for FREN 213Y. Prerequisite: FREN 111Y-112Y or placement or permission of instructor. Offered every year.

FREN 321 ADVANCED COMPOSITION AND CONVERSATION

Credit: 0.5

This course is designed to provide advanced students with the opportunity to strengthen their abilities to write, read and speak French. The conversation component of the course will focus on the discussion of articles from the current French and Francophone press, films and other media, and web sites, and on developing the fluency in French to perform linguistically and culturally appropriate tasks. Through the composition component, students will seek to improve their ability to write clearly and coherently in French. In order to foster these goals, the course also will provide a review of selected advanced grammatical structures and work on literary excerpts. Prerequisite: FREN 213Y-214Y or equivalent. Offered every year.

FREN 323 APPROACHES TO FRENCH LITERATURE I

Credit: 0.5

In this course, we will examine representative texts--lyric poems, plays, short stories and novels--from the Middle Ages to the French Revolution. In addition to gaining a greater understanding of French literary history and of related social and philosophical trends, students will develop skills necessary for close reading, explication de texte and oral discussion. We will read complete texts rather than excerpts whenever possible. It is especially recommended for students with little or no previous exposure to French literature. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Offered every year or alternating with FREN 324.

FREN 324 APPROACHES TO FRENCH LITERATURE II

Credit: 0.5

The purpose of this course is to introduce students to the study of three major literary genres--poetry, theater, and the novel--from the French Revolution to the 21st century. Readings will include the works of authors such as Hugo, Baudelaire, Lamartine, Balzac, Mallarmé, Colette, Cocteau, Camus and Sartre. Students will gain a deeper understanding of French literary history and of its relationship to major social and philosophical movements. In addition to exploring certain themes, we will see how the literature reflects important societal and intellectual debates of the time. The course will continue the development of the skills of literary analysis, guided discussion and essay writing in French. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Offered every year or alternating with FREN 323.

FREN 325 CONTES ET NOUVELLES: EXPLORING FRENCH SHORT FICTION

Credit: 0.5

Many of the best-loved and most original writers in French--Voltaire, Flaubert, Maupassant, Camus, Yourcenar, to name a few--experimented with short forms of fiction while simultaneously cultivating other literary genres. This course will focus on short works of fiction as a means of exploring both the French literary tradition and the parameters of the short-story genre. It will include examples of the folktale, the fairy tale, the philosophical tale, the realist short story, the fantastic tale, the existentialist short story, the fragmentary narrative in the style of the "nouveau roman," and more recent Francophone fiction. Selections from theoretical works, such as Propp's

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Morphology of the Folktale and Todorov's Introduction à la littérature fantastique, also will help guide our understanding of the genres of short fiction. The course will be conducted in French, with occasional theoretical readings in English. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 328 MODERN FRENCH CIVILIZATION

Credit: 0.5

We will examine some of the social, cultural and political issues in contemporary France, as well as their historical context, by analyzing representative films and texts from the 20th and 21st centuries. Films and themes may include *La Grande Illusion*, *Lacombe, Lucien*, and *World Wars I and II*; *Coup de Torchon*, *Indochine* and the colonial experience; *Milou en Mai* and the fifties and sixties; and *La Haine* or *Welcome* and the impact of immigration. Students will be regularly required to view films outside of class. We also will read a textbook on contemporary France to supplement the films, and students will be required to complete an independent research project on a topic related to class discussions. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every other year.

FREN 337 FRENCH DRAMA WORKSHOP

Credit: 0.5

This course is designed to build on the oral and written skills of students at the advanced level. Students will undertake critical writing, creative writing, and performance activities. Coursework also will include attention to pronunciation, with the goal of increasing sensitivity to phonetics, intonation, and expressiveness in French. Students will regularly perform improvisations, short scenes they write themselves, and scenes from authors such as Molière, Ionesco, and Camus. The largest single component of the course will be the analysis, interpretation and staging of a French play or series of scenes in the original. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 340 IDENTITY IN THE FRANCOPHONE NOVEL

Credit: 0.5

This course will examine the theme of individual and collective cultural identity in the Francophone novel, focusing primarily on texts from the 1970's to the 21st century. We will explore literary expressions of issues of belonging, otherness, migration, ethnicity and assimilation in a wide range of sociocultural and political contexts, including working-class Montreal, rural and urban postcolonial West Africa, Judeo-Maghrebian communities of North Africa, Arab-Muslim immigration in Western Europe, postcolonial and transnational identities in the French Caribbean, and the influence of French culture in Asian and Middle Eastern communities. Authors may include Albert Memmi (Tunisia), Jean-Marie Adiaffi (Ivory Coast), Mariama Bâ (Senegal), Alain Mabanckou (Congo), Maryse Condé (Guadeloupe), Dany Lafferrière (Haiti) Dai Sijie (China), Michel Tremblay (Québec), Antonine Maillet (Acadie) and Leila Houari (Belgium). Secondary readings will engage a number of critical approaches, ranging from postcolonial to anthropological-mythological. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

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FREN 341 FRANCOPHONE POETRY

Credit: 0.5

This course will focus on lyric poetry from a number of French-speaking regions including Canada, the Antilles and French Guyana, North Africa, and sub-Saharan Africa. In analyzing the poetry, we will examine the relationship between concepts of human purpose and dignity, on the one hand, and modern urbanized life, on the other; the sense of connection between the individual and the land; and modes of self-definition in the context of social groups. We will read a selection of poems, ranging from those that evoke universalizing images of the human experience to those that reflect and sometimes also advocate intense political engagement with contemporary struggles in the postcolonial world. The work to be studied will come primarily, though not exclusively, from 20th- and 21st-century poets including Paul Chamberland (Québec), Gilles Vigneault (Québec), Anne Hébert (Québec), Aimé Césaire (Martinique), Léon-Gontran Damas (Guiana), Tahar Ben Jelloun (Morocco), Andrée Chédid (Lebanon), Léopold Sédar Senghor (Senegal), Jean-Marie Adiaffi (Ivory Coast), Véronique Tadjo (Ivory Coast), Jean Arceneaux (Louisiana) and Abd al-Malik (French and Congolese origin). The course will be conducted in French. FREN 321 is recommended.

Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 343 17TH-CENTURY FRENCH LITERATURE

Credit: 0.5

The works of French literature and thought in the 17th century embody what the French call le classicisme: the golden age of the national literary tradition. The belief still persists that French literature of the period, such as Racine's tragedies or Boileau's *Art poétique*, rivaled the great works of antiquity. This course will introduce students to the literature and intellectual history of 17th-century France and will examine the concept of the Baroque, the ideals of the classical aesthetic which succeeded it, and the tensions that may lie beneath the classical facade. Readings will include such works as Pascal's *Pensées*, plays by Corneille, Molière, and Racine, selected poems by La Fontaine, and what is often considered the first psychological novel, *La Princesse de Clèves* by Madame de Lafayette. The course will be conducted in French. FREN 321 is recommended.

Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every other year.

FREN 345 HEART AND REASON: 18TH-CENTURY FRENCH PROSE

Credit: 0.5

We will explore the competing forces of *la raison* and *la sensibilité* as they affect developing notions of the self and of individual freedom in 18th-century France. Our readings will include some of the major works of Enlightenment thought, representative of several genres: philosophical narratives, plays, novels and autobiographical texts by such authors as Montesquieu, Voltaire, Diderot, Rousseau, Graffigny and Laclos. Our considerations of the tensions between the heart and reason also will provide some glimpses of the underside of the French Enlightenment and will reveal an ongoing dialogue between the center (Paris) and a variously constituted periphery. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

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FREN 346 ROMANTICS AND REALISTS

Credit: 0.5

We will read major novels and plays produced during one of the most turbulent eras of French history, from the wake of the French Revolution to the establishment of France's first viable democratic regime, the Third Republic. Works by authors such as Stendhal, Hugo, Balzac, Flaubert and Zola will provide us with a perspective on the social and political upheavals of the time. In addition to interpreting these works in relation to their historical background, we will try to understand and compare the authors' aesthetics of literary creation, their understanding of the individual's role in society, and the opposition of idealism and material forces that they portray. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every other year.

FREN 348 20TH-CENTURY FRENCH PROSE

Credit: 0.5

Though centered on the novel, this course may examine various genres including drama, short narrative and even film. Close readings of classic modern texts will illuminate questions such as the role and nature of the subject, narrative coherence and incoherence, the incorporation of marginal voices into the literary mainstream, and the relationship between literature and modernism. These texts will be situated in historical and intellectual context. Authors studied may include Marcel Proust, Samuel Beckett and Marguerite Duras. This course is designed to accommodate advanced students as well as those with less experience in French literature. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 352 BAUDELAIRE TO VALÉRY

Credit: 0.5

We will explore the relationship between poetry and modernity, as well as learn techniques for the close reading of French poetic texts. Authors will include Rimbaud, Verlaine and Mallarmé in addition to Baudelaire and Valéry. The literary and philosophic consequences of the development of a poetic language that rejects all reference to the outside world, striving toward the pure or absolute text, constitutes the primary focus of the course. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 353 MYTH AND MEANING OF THE FRENCH REVOLUTION

Credit: 0.5

Few events in world history were as cataclysmic as the French Revolution. The purpose of this course is to acquaint students with the basic events of the revolution and to expose them to the conflicting interpretations of those events, particularly as they are portrayed in literature and film. In so doing, the course will explore different authors' visions of history and the creation of a mythology surrounding the Revolution. Discussion of fictional narratives will be enriched by allusions to revolutionary art and music in order to elucidate the role of symbol in political ideology. Readings will include selected essays and excerpts from historical narratives, as well as

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major works by Beaumarchais, Balzac, Hugo and Anatole France. We also will discuss major feature films by directors Renoir, Wadja, Gance, and others. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 361 SYMBOLISM TO SURREALISM AND BEYOND

Credit: 0.5

The period extending from the belle époque to World War II saw the birth, ascendancy, and worldwide influence of French avant-garde poetry. We will study this phenomenon chronologically, beginning with the Symbolist "cult of literature" epitomized by poet Stéphane Mallarmé, moving on to "anti-literature" such as the Paris Dada movement, and ending with the Surrealist and post-World War II periods, when the literary avant-garde established itself as a powerful institution in its own right. We will study poems and some shorter prose texts by a range of authors including Paul Valéry, Guillaume Apollinaire, Tristan Tzara and André Breton. We also will discuss the relationship between literature and other arts such as painting and film. The course will be conducted in French. FREN 321 is recommended. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

See description for MLL 493.

German

GERM 111Y INTENSIVE INTRODUCTORY GERMAN

Credit: 0.75

This is the first half of a yearlong course for students who are beginning the study of German or who have had only minimal exposure to the language. The first semester introduces students to the German language in all four modalities: reading, writing, speaking and listening. The work includes practice (in class, in scheduled review sessions with an apprentice teacher, and using an online workbook) in understanding and using the spoken language. Written exercises and elementary reading materials completed outside class serve as a basis for vocabulary-building and in-class discussion and role-plays. Students also will write four short essays on familiar topics over the course of the semester. During the second semester there is more advanced practice in the use of the spoken and written language, and we will use short fictional and authentic cultural texts in order to develop techniques of reading. The class meets four and one-half hours per week with the professor, and an additional three hours per week with an apprentice teacher. Offered every fall semester.

GERM 112Y INTENSIVE INTRODUCTORY GERMAN

Credit: 0.75

This is the second half of a yearlong course for students who are beginning the study of German or who have had only minimal exposure to the language. As in the first semester, the work includes

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practice of the German language in all four modalities--reading, writing, speaking and listening--in class, in scheduled review sessions with an apprentice teacher, and using an online workbook. There will be more advanced practice in the use of the spoken and written language. We will develop reading skills through a variety of fictional and cultural texts, including a short book we will read in its entirety. The class meets four and one-half hours per week with the professor, and an additional three hours per week with an apprentice teacher. Prerequisite: GERM 111Y or placement or permission of instructor. Offered every spring semester.

GERM 213Y INTERMEDIATE GERMAN LANGUAGE

Credit: 0.5

This first-semester middle-level course is designed to develop German reading, writing, and speaking skills beyond GERM 111Y-112Y. We will use a grammar text for reviewing and expanding upon aspects of German grammar from the first year. We will apply this review as we read short literary and journalistic texts, as we gain a basic understanding of films in the original German, and as we converse in German with a partner or in groups. These texts and films will serve as a point of departure for short compositions as well. Keeping a diary in German also is an integral component of the course. An apprentice teacher or language assistant will conduct a fourth weekly meeting, in addition to the three regular classes. Prerequisite: GERM 111Y-112Y or equivalent. Offered every fall semester.

GERM 214Y INTERMEDIATE GERMAN LANGUAGE

Credit: 0.5

This second-semester middle-level course is designed to develop German reading, writing and speaking skills beyond GERM 111Y-112Y. See course description for GERM 213Y. Studying the novel *Der Richter und sein Henker* by Swiss author Friedrich Dürrenmatt will be a special component of GERM 214Y. Offered every spring semester.

GERM 321 ADVANCED COMPOSITION AND CONVERSATION

Credit: 0.5

In this course, we will explore a wide array of topics in contemporary German culture to provide advanced students with the opportunity to strengthen their abilities to write, read and speak German. Topics may include the impact of reunification on contemporary Germany, religious life and popular music. Textbooks and/or articles from the current press in German-speaking countries, films, other media and websites may provide material for conversation and composition. Students will develop fluency in German to perform linguistically and culturally appropriate tasks. The composition component will seek to improve the ability to write clearly and coherently in German. To foster these goals, the course also will provide a review of advanced grammatical structures. Prerequisite: GERM 213Y-214Y or equivalent. Offered every fall semester.

GERM 325 APPROACHES TO GERMAN LITERATURE AND CULTURE I

Credit: 0.5

This course is designed as an introduction to the study of German literature and culture beginning with the earliest writings by the Germanic tribes in the early Middle Ages and going through 1900.

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Students will gain a greater understanding of German literary history and of related social and philosophical trends. Other central goals include practice in the close reading of texts and acquiring a basic German vocabulary to do so. We will read samples from various genres--drama, prose, and lyric poetry. Authors and works to be studied may include the Hildebrandslied, Walther von der Vogelweide, Martin Luther, Immanuel Kant, Ludwig Tieck, Georg Büchner (including Werner Herzog's film rendition of Büchner's *Woyzeck*), Karl Marx, Louise Otto-Peters, Gerhard Hauptmann, Karl May and others. Prerequisite: GERM 213Y-214Y or equivalent. GERM 321 is recommended. Instructor: Staff

GERM 326 APPROACHES TO GERMAN LITERATURE AND CULTURE II

Credit: 0.5

This course provides an overview of various movements in German, Swiss and Austrian literature and film of the 20th and 21st centuries on the basis of representative textual and cinematic examples. Students will gain a greater understanding of German literary history and of related social and philosophical trends. Other central goals include practice in the close reading of texts and films and acquiring a basic German vocabulary to do so. We will read samples from various genres--drama, prose and lyric poetry. Authors to be studied may include Arthur Schnitzler, Franz Kafka, Thomas Mann, Anna Seghers, Bertolt Brecht, Heinrich Böll, Ingeborg Bachmann, Barbara Honigmann, Uwe Timm, and Judith Hermann. We also will watch films such as *The Blue Angel* (1930, von Sternberg), *The Murderers Are among Us* (Staudte, 1946), *Berlin: Schönhauser Corner* (Klein 1957), and *Aguirre: The Wrath of God* (Herzog, 1972). GERM 321 recommended. Prerequisite: GERM 213Y-214Y or equivalent.

GERM 355 JEWISH WRITERS IN GERMAN CULTURE: ASSIMILATION AND ITS DISCONTENTS

Credit: 0.5

Heinrich Heine, Arthur Schnitzler, Franz Kafka, Paul Celan. These authors are considered among the greatest ever to have written in the German language -- one might argue, in any language. And they also were all Jews. In this course, we will read short fictional texts and poems created over the last 250 years by these and other German-language Jewish artists. In addition, we will examine a variety of treatises surrounding the origins of Germany's so-called *Judenfrage* and the answers to the Jewish question given over time by important Jewish and non-Jewish thinkers such as G. E. Lessing, C. W. von Dohm, Karl Marx, Richard Wagner, Theodor Adorno, Jean Amery and Gershom Scholem. Even as we consider the meaning of the Holocaust's unhealable rupture in the German-Jewish encounter, the primary focus of the course is on the continuity and vibrancy of German-Jewish life and on the variety of German-Jewish cultural expression during the period in question, including after the Shoah. Other possible authors include Moses Mendelssohn, Fanny Lewald and Karl Emil Franzos in the late 18th and the 19th centuries; Theodor Herzl, Joseph Roth, and Else Lasker-Schüler in the early 20th century; Ilse Aichinger in the immediate postwar period; and Jurek Becker, Andre Kaminski, Maxim Biller and Doron Rabinovici in more recent times. Films by Ernst Lubitsch, Ruth Beckermann, and Dani Levy also are examined. Prerequisite: GERM 325 or permission of instructor.

GERM 361 IMAGES OF THE GERMAN FAMILY

Credit: 0.5

Some of the greatest masterpieces of German literature thematically explore family relationships, harmonious or dysfunctional. In this course, we will look at images of the family in German and Austrian literature and film. Three masterworks from the Age of Goethe will be juxtaposed with novels, short fiction and films from the early and late 20th century. Schiller's *Intrigue and Love*, Goethe's *Elective Affinities* and Heinrich von Kleist's *Earthquake in Chile* provide surprisingly different approaches to the family theme in the earlier period. Discussion of these works will provide a basis for exploring later texts, such as excerpts from Thomas Mann's *Buddenbrooks*, Kafka's shorter works *The Metamorphosis* and *The Judgment*, and Thomas Bernhard's 1986 novel *Extinction*, which shares with Kafka's texts the outsider status of its protagonist within his family. Films may include Fritz Lang's silent movies based on the Nibelungen myth, Margarethe von Trotta's *Marianne and Juliane*, and Tom Tykwer's *The Princess and the Warrior*. We will analyze these works from different perspectives--for example, family history as a mirror for economic development (Mann), the family in the face of terror (Schiller, Kleist, von Trotta), and the juxtaposition of family intimacy with totalitarian power (Schiller). We will trace connections among different family images while also exploring theoretical considerations, such as the influence of the family theme on narrative structure. All readings and discussion will be in German. Prerequisite: GERM 325 or equivalent. Permission of instructor possible for students who have completed GERM 321. Normally offered every other year.

GERM 362 CONTEMPORARY GERMAN FICTION

Credit: 0.5

In a special journal issue on emerging German writers, Frank Finley and Stuart Taberner write: "What is most immediately striking about the German literary market since unification, and in particular since the mid-1990s, is its sheer diversity." In this course, we will read and interpret exemplary works from the wealth of texts that form this new literature. Among the authors are emerging writers, as well as well-established writers such as Nobel Prize winner Günter Grass. Our focus for discussion will shift a number of times during the semester. We will explore issues of German history and German identity with respect to Grass's novel *Im Krebsgang* and Thomas Brussig's satirical alternative "history" of the fall of the Wall *Helden wie wir*. More aesthetic and philosophical problems, such as intertextuality and memory, will guide our discussion of W.G. Sebald's *Schwindel. Gefühle*. Sebald's book is related to Judith Hermann's *Nichts als Gespenster* through the theme of the travelogue. Likewise, we will discuss the poetics and narrative strategies of Hermann's stories. We will investigate questions of popular literature and generational issues ("Generation Golf") by looking at Christian Kracht's *Faserland* (which -- like the Hermann and Sebald texts -- can be read as a travelogue) and Benjamin von Stuckrad-Barre's *Solo-Album*. The novels *Helden wie wir* and *Solo-Album* also will be discussed in the context of their respective motion picture versions. The format of the course will be seminar-type discussion complemented by occasional presentations by students and the instructor. All readings and discussion are in German. Prerequisite: GERM 325 or equivalent. Permission of instructor possible for students who have completed GERM 321. Normally offered every two to three years.

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GERM 363 FROM NIETZSCHE TO KAFKA

Credit: 0.5

Nietzsche and Kafka stand out as two of the most important prose stylists of the German language. At the same time, the period between the beginning of Nietzsche's productive career around 1870 and Kafka's death in 1924 is one of fundamental historical change: It starts with the rise of the German nation-state and ends after the downfall of both the German and the Austro-Hungarian monarchies. Not surprisingly, the literature of this era in the German language is marked by similar radical transformations. We will attempt to trace these changes by beginning with a discussion of Nietzsche's *Also sprach Zarathustra* (1883-85) and concluding with Kafka's fragmentary novel *Der Process*. From the perspective of the changing role of literature in response to societal and historical realities, or as a depiction of states of human consciousness, we will investigate a number of additional works: for example, Hugo von Hofmannsthal's *Ein Brief*, Gerhart Hauptmann's *Bahnwärter Thiel*, Lou Andreas-Salome's *Fenitschka* and Arthur Schnitzler's *Leutnant Gustl*, as well as poetry by Rilke, Trakl and Benn. All readings and discussion are in German. Prerequisite: GERM 325 or equivalent. Permission of instructor possible for students who have completed GERM 321. This course will be offered every two or three years.

GERM 365 POLITICS AND GENDER IN GERMAN CINEMA AFTER 1990

Credit: 0.5

Contemporary German cinema has been criticized for its presentation of "characters whose primary sense of person and place is rarely an overt function of their national identity or directly impacted by Germany's difficult past" (Eric Rentschler). Politics seem to disappear more and more from the German screen, whereas the New German Cinema from the 60s to the early 80s often used film explicitly as a means of coming to terms with the past. This course presents major trends in German film since 1989 (beginning with Heiner Carow's *Coming Out*, a queer movie and one of the last DEFA films). We will try to reassess the often-repeated claim of the disappearance of the political. Indeed, we will look at a number of films dealing with gender and queer issues by directors such as Monika Treut (*My Father is Coming*) and Kutlug Ataman (*Lola and Billy the Kid*), among others. Ataman, along with director Fatih Akin (*In July, Head On*), will serve as an example for a breakthrough in Turkish-German film production. Discussing the work of Tom Tykwer (*Winter Sleepers*, *The Princess and the Warrior* and *Perfume*) will form one thematic block in this overview of the past 18 years of German film. Another group of movies that deals with the German division and re-unification, such as *The Promise*, *Good-Bye Lenin* and *Go For Zucker*, will be included as well. The course also introduces students to the tools of film analysis. No previous knowledge of German or film is required. Taught in English. May be taken for credit toward the German major; please consult with instructor regarding arrangements for German credit. No prerequisite. Normally offered every three years.

GERM 366 CINEMA & SEXUALITY IN GERMAN FILM AFTER 1990

Credit: 0.5

As Tanya Krzywinska writes in *Sex and the Cinema*, "From the sanctioned to the forbidden, the suggestive to the blatant, evocations of the sexual have saturated cinema with a heady distillation of fleshly passions." For the German-language cinema after reunification, this is especially true, as one

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of the most commercially successful films of the early days of the Berlin Republic -- the comedy *Maybe, Maybe Not* (Sönke Wortmann) -- aptly demonstrates. Criticized for belonging to the contested "comedy wave of the 1990s," few critics are actually aware of the fact that the film is an adaptation of two queer graphic novels by the popular but nonetheless controversial gay cartoonist Ralph König. Starting with König's graphic novels and Wortmann's adaptation, the course will take us through different topics and perspectives on sexuality throughout the 1990s and the early 2000s. Among the films that will highlight these topics are *Love in Thoughts*, a scandal about youth sexuality in Weimar; *Jerichow* a drama set in new Eastern States by Berlin School director Christian Petzold; *Three*, an exploration of the fluidity of sexual orientation by Run, Lola, Run director Tom Tykwer; and *A Woman in Berlin* about the sexual violence against German women during the downfall of the Third Reich. Additional movies we will interpret include films by Fatih Akin, Michael Haneke, Ulrich Seidl, Eva Urthaler and Matthias Luthardt. We will discuss films alongside the books of which they are adaptations, as well as essays by German film studies scholars (Randall Halle, Marco Abel and Helga Druexes, among others). Films will be screened in the original German, and most readings, as well as class discussion, will be in German. No film studies background required. Prerequisite: GERM 325 or equivalent or permission of instructor. Permission of instructor possible for students who have completed GERM 321.

Instructor: Gebhardt

GERM 374 UNCANNY LOVE STORIES: THEORIES OF LOVE IN GERMAN LITERATURE FROM THE ENLIGHTENMENT TO THE PRESENT

Credit: 0.5

The purpose of this course is twofold: to provide an overview of the development of German literature from the 18th century to the present; and to focus on the ways different writers and thinkers (and later, filmmakers) represent the fundamental human experience of love in exceptional or "uncanny" ways. The course begins with a consideration of the role of the emotions versus reason in the German Enlightenment. We then turn to the literary works from major German authors, from Goethe to Kleist, Kafka, and Thomas Mann, in which love is marked by loss, violence, and tragedy and/or elevated to the realm of the aesthetic. Freud's theory of love as outlined in his psychoanalytic writings informs the course in general. The course will conclude with a selection of films from the postwar era. Readings and discussion are in German. The course will be conducted in German. Prerequisite: GERM 325 or equivalent. Permission of instructor possible for students who have completed GERM 321.

Instructor: Riegert

GERM 381 FAUST AND FAUST LEGENDS IN LITERATURE AND FILM

Credit: 0.5

This course presents a close examination of Faust and the Faust legend in German and European literature from the Renaissance to the present, with all its implications for modern times. The Faustian pact with the Devil, your heart's desire in exchange for your soul, has clear reference for modernism. The birth of the blues as well as fascism share in the Faustian myth. Reading in this class will trace the roots of this myth in the *Volksbuch von Doktor Faust*, Marlowe's *Dr. Faustus*, Goethe's *Faust*, and Bulgakov's *The Master and Margarita*. The course also will include a number of

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films that deal with the Faust themes, such as *Angelheart*, *Faust*, *Mephisto* and *The Last Temptation of Christ*. Readings are in English. The course may be taken for credit toward the German major; students should consult with the instructor regarding requirements for German credit.

GERM 385 WEIMAR FILM AND BEYOND

Credit: 0.5

This course will examine German film from its beginnings to the present. The films we will view and analyze represent four epochs of German film: (1) the Weimar era, which produced film classics such as *Nosferatu*, *Metropolis* and *The Golem*; (2) examples of films produced during the Third Reich; (3) the films of the New German Cinema, which include such works as *The Marriage of Maria Braun*, by Rainer Maria Fassbinder, and *Heart of Glass*, by Werner Herzog, as well as films by directors such as Margarethe von Trotta and Wim Wenders; and (4) films produced in the last decade. The films shown in this class are in the original German. The course will be conducted as a seminar. The course may be taken for credit toward the German major; students should consult with the instructor regarding requirements for German credit.

GERM 387 RILKE, CELAN, AND THEORY

Credit: 0.5

In this course, we will attempt to gain an understanding of some of the most complex poetry in German in the 20th century. At least two of the poets we will study, Rainer Maria Rilke and Paul Celan, have made it into the canon of what some call "world literature." Our approach will be theoretical in that we will start with a seminal work in German aesthetics, Nietzsche's *Birth of Tragedy*, and throughout the semester, we will discuss the poems side by side with philosophical and critical essays on the poems in question. German 20th-century poetry has resonated in extraordinary ways with writers in theoretically and philosophically oriented criticism. Theoretical work we will discuss in this course will include Martin Heidegger's essays "What are Poets for?" and "Language," Hans Georg Gadamer's essays on Rilke and Celan, Werner Hamacher's "The Second of Inversion," Adorno's "The Lyric and Society," and Paul de Man's "Tropes (Rilke)." In addition to Rilke and Celan, we will study poems by Else Lasker-Schüler, Stefan George, Georg Trakl, Gertrud Kolmar and Gottfried Benn. The readings will open up perspectives on the central aspects of criticism on poetry, namely the relationship between philosophical thought and poetry, the relationship between poetry and language, the problem of self-reference, and questions of history and memory. All readings will be in English. Normally offered every two to three years.

GERM 395 MYTH OF NATION: GERMAN FILM FROM NOSFERATU TO HITLER AND BEYOND

Credit: 0.5

This course will examine the construction of national identity through the medium of film. For Germany, which historically looked to its writers to define its national identity, film became a very important medium for expressing this goal. In addition to a basic understanding of the terms and methods used in the formal description of film, this course provides students with the sociohistorical background to be able to understand and evaluate the role that films played in both shaping and reflecting German cultural ideals from the early 20th century through the present. The majority of films viewed in this course will represent three distinct historical epochs: (1) the

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Weimar period, which produced some of the greatest silent films ever made, such as *Nosferatu*, *The Golem*, *Dr. Caligari* and *Dr. Mabuse*; (2) the Nazi period, which resulted in the artistically unequaled propaganda film *The Triumph of the Will*, as well as examples of Hollywood-inspired Nazi propaganda films such as *Jew Süss*; and (3) the post-World War II period, for which we will view films made by members of the New German Cinema, like Fassbinder's *The Marriage of Maria Braun*, Werner Herzog's *Aguirre: The Wrath of God*, and *Wings of Desire* by Wim Wenders. Finally, we will view a number of films that represent a reaction of sorts to the New German Cinema, such as the (anti-) war film *Das Boot*, as well as recent works by female filmmakers such as Margarethe von Trotta (*Rosenstraße*), Dorris Dörrie (*Men*) and Vanessa Jopp (*Forget America*). No prerequisite. The course will be conducted in English. The course may be taken for credit toward the German major; students should consult with the instructor regarding requirements for German credit. Normally offered every two to three years.

GERM 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

See description for MLL 493.

Italian

ITAL 111Y INTENSIVE INTRODUCTORY ITALIAN

Credit: 0.75

This is the first half of a yearlong course for students who are beginning the study of Italian or who have studied it only minimally. The first semester's work comprises an introduction to Italian as a spoken and written language. The work includes practice (in class and in sessions with an apprentice teacher) for understanding and using the spoken and written language. Written exercises, themes, oral reports and readings develop communicative skills. Coursework includes daily homework, chapter tests, a midterm and end-of-semester test. Offered every year.

ITAL 112Y INTENSIVE INTRODUCTORY ITALIAN

Credit: 0.75

This is the second half of a yearlong course for students who are continuing the study of Italian from first semester. The second semester entails more advanced work in the use of the spoken and written language. Literary and cultural materials develop reading ability and provide topics for discussion and oral presentations, as well as for writing assignments. Prerequisite: ITAL 111Y or permission of instructor. Offered every year.

ITAL 213Y LANGUAGE AND CULTURE

Credit: 0.5

This first half of the intermediate-level course develops speaking, reading and writing skills, while considering cultural themes. The activities and materials introduce modern history, literature, film and music. Written themes develop writing skills. Aural activities develop verbal skills. There are biweekly chapter tests, a midterm and an end-of-semester exam, as well as a short essay in Italian. Two 50-minute practice sessions are required weekly. Attendance at evening film showings

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(alternate weeks) also is required. The class is conducted in Italian. Prerequisite: ITAL 111Y-112Y. Offered every year.

ITAL 214Y LANGUAGE AND CULTURE

Credit: 0.5

This second half of the mid-level course continues its focus on cultural themes and develops speaking, reading and writing skills. The activities and materials focus on contemporary culture and literature. Written themes integrate reading and writing skills. Oral reports and lab work develop verbal skills. Coursework concludes with a short research paper on a topic chosen by the student in consultation with the instructor. Two 50-minute practice sessions are required weekly. Attendance at evening film showings (alternate weeks) also is required. The class is conducted in Italian. Prerequisite: ITAL 111Y-112Y. Offered every year.

ITAL 321 ADVANCED ITALIAN

Credit: 0.5

This upper-level course, taught in Italian, provides an introduction to contemporary Italian literature in its historical context. The course deepens understanding of the Italian language through advanced analysis of grammar and syntax in literary texts. Beyond reading and discussion, coursework includes short response papers, a research paper, oral presentations and a final exam. Attendance at evening film showings is required. Prerequisite: ITAL 213Y-214Y or equivalent. Offered every year.

ITAL 333 INTRODUCTION TO DANTE

Credit: 0.5

Dante's analysis of the soul from sin to redemption, the *Divina commedia*, studied in Italian, is the focus of this seminar. Ample selections from the three canticles are supplemented by passages from key scholars of the text. Coursework involves close reading, class discussion and oral presentations in Italian, as well as papers and a final exam (also in Italian). The course introduces students to the range of Dante's works, both poetic and analytical. Dante's contribution to the Western and world literary heritage is examined in its cultural context, with attention to themes in medieval art and thought. Students also will consider issues of translation by comparing various versions of specific canti. The course is conducted in Italian and is not available on a pass/D/fail basis. Prerequisite: advanced standing in Italian.

ITAL 340 SURVEY OF ITALIAN LITERATURE: ROMANTICISM, SYMBOLISM, DECADENCE, AND MODERNITY

Credit: 0.5

This course focuses on Italian literature from the end of the 18th century to the 20th, including authors such as Foscolo, Leopardi, Manzoni, d'Annunzio and Montale. Through close reading and written analysis, it aims to develop a critical understanding of texts from Romanticism to the most significant works of the 20th century. The course sets texts in their historical context and supplements them with selected critical essays. This course also considers related contemporary cultural movements in literature and the visual arts, particularly in France and England. Beyond

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readings and discussions, coursework includes response papers, oral presentations, a final oral exam and a long paper. The course is taught in Italian. Prerequisite: ITAL 321 or equivalent.

ITAL 341 VISIONS OF ITALY AND ITALIANNESS

Credit: 0.5

This course is designed as a survey and exploration of perceptions of Italian literary and artistic creation from the Middle Ages to the present. A choice of literary texts selected according to a variety of themes, works of art from the Middle Ages to the 20th century, and films to contextualize discussion of whether a continuity and a stream of Italian creativity can be said to exist throughout the history of Italian culture (and how to define such continuity or discontinuity). Themes to be included may include the imagery of love, religion, family and philosophical reflections such as those on the nature of the individual. Students will read selections from both classical literary authors and contemporary authors, along with essays on the history of medieval and Renaissance painting and experiences of modernity. For cinema, they will watch films by Visconti, Fellini, Antonioni, Bertolucci and others, exploring how the themes have changed or remained the same through the Italian literary and cultural tradition. The course is taught in Italian. Prerequisite: ITAL 321 or equivalent. Offered every other year.

ITAL 350 TOPICS IN ITALIAN CINEMA

Credit: 0.5

This course examines topics (which may vary from year to year) in Italian cinema, with the aim of developing an understanding and appreciation of its lasting value as an art form and as an expression of Italian culture. Coursework includes oral presentations, papers, tests, a final exam and class preparation with partners. Attendance at weekly film showings is required in addition to class meetings. The course is conducted in English and the films are subtitled. Past topics include "Focus on Food," "Post-war Cinema," "Federico Fellini and Friends" and "Youth." The course may be repeated one time for a maximum of 1 unit of credit if the content is significantly different the second time. This course can count towards the film major. No prerequisite. Normally offered every year.

ITAL 493 INDIVIDUAL STUDY

Credit: 0.5

See description for MLL 493.

Japanese

JAPN 111Y INTENSIVE INTRODUCTORY MODERN JAPANESE

Credit: 0.75

JAPN 111Y-112Y is a yearlong course that constitutes the first two sequences of the five-semester Japanese program. JAPN 111Y is offered in the fall. This course introduces basic Modern Standard Japanese and provides students with language skills through intensive practice and with knowledge of various aspects of the Japanese culture. Students also will learn three types of Japanese orthography: hiragana, katakana and approximately 250 kanji. Class meetings range from nine

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hours per week in the first semester to eight hours per week in the second, with a 50-minute evening session each day of class. Offered every year.

JAPN 112Y INTENSIVE INTRODUCTORY MODERN JAPANESE

Credit: 0.75

This course is the second half of JAPN 111Y-112Y. JAPN 112Y is offered in the spring. See description for JAPN 111Y. Offered every year.

JAPN 213Y INTERMEDIATE MODERN JAPANESE

Credit: 0.5

JAPN 213Y-214Y is a yearlong course that constitutes the third and fourth sequences of the five-semester Japanese program. By the end of the course, students will have learned all the basic grammar of Modern Standard Japanese and the cumulative total of 500 kanji. Coursework involves extensive assignments for speaking, listening, writing, and reading, which will include materials about Japanese culture written in Japanese. Prerequisite: JAPN 111Y-112Y or equivalent. Offered every year.

JAPN 214Y INTERMEDIATE MODERN JAPANESE

Credit: 0.5

This course is the second half of JAPN 213Y-214Y. See description for JAPN 213Y. Offered every year.

JAPN 321 ADVANCED JAPANESE

Credit: 0.5

This is the final sequence of the five-semester Japanese program. By the end of the course, students will learn 250 new kanji, for a cumulative total of 750 kanji. Authentic Japanese materials online will be extensively employed to study traditional and modern cultures in Japan. This course is conducted in Japanese. Prerequisite: JAPN 213Y-214Y or equivalent or permission of instructor. Offered every year.

JAPN 322 ADVANCED JAPANESE: LANGUAGE AND CULTURE

Credit: 0.5

This course introduces concepts essential for understanding contemporary Japanese culture and society. Students will study key words in the relevant context through extensive reading and in-class discussion. They also will have ample opportunities to utilize the learned concepts through speaking and writing practice to be assigned on a weekly basis. The course will be taught in Japanese. Prerequisite: JAPN 321 or permission of instructor.

JAPN 323 ADVANCED READING AND COMPOSITION

Credit: 0.5

The two main goals of this course are to help students gain skills in (1) research and presentation in Japanese, and (2) utilizing Japanese resources online. Outside the classroom students will independently research their own topics of interest mainly online. In class they will evaluate the

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information with regard to reliability and accuracy, summarize the relevant points, and then present them verbally and in writing. As a final project, students will write a research paper in Japanese on a contemporary topic. Prerequisite: JAPN 322 or permission of instructor. Offered every other year.

JAPN 325 JAPANESE LINGUISTICS

Credit: 0.5

This course surveys the characteristics of the Japanese language. Students will first review formal aspects of the language, including sound patterns, word formation rules, and sentence patterns, in order to understand how they are combined to generate meaning in Japanese. Students will next examine actual uses of the language as influenced by cultural concepts and social contexts. The course is taught in English. Prerequisite: JAPN 111Y-112Y or permission of instructor. Normally offered every third year.

JAPN 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

See description for MLL 493.

Russian

RUSS 111Y INTENSIVE INTRODUCTORY RUSSIAN

Credit: 0.75

This course is an introductory language course that emphasizes language proficiency in all four skills: speaking, reading, listening and writing. After the first year, students will be able to discuss most everyday topics; they will learn essentials of Russian grammar and vocabulary. The course also will introduce students to facts about Russian life, culture, history and geography. The class will meet eight hours per week; five hours with the master teacher and three hours with the apprentice teacher. Offered every year.

RUSS 112Y INTENSIVE INTRODUCTORY RUSSIAN

Credit: 0.75

See course description for RUSS 111Y. RUSS 112Y will meet seven hours per week: four hours with the master teacher and three hours with the apprentice teacher. Prerequisite: RUSS 111Y or equivalent or permission of instructor. Offered every year.

RUSS 213Y INTERMEDIATE RUSSIAN

Credit: 0.5

In this course, students continue the study of the language, concentrating on the development of oral communication and writing skills. Work for the course will involve regular study of new vocabulary, extensive reading, and writing. In class, we will review some important aspects of grammar, focusing on communication in a variety of contexts. The skills of listening and comprehension, speaking and participating in discussion will be further developed. Students will be introduced to more facts about Russian culture. They will read excerpts from Russian literature and

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learn some poetry. The class meets three times a week with the master teacher and twice a week with the apprentice teacher. Attendance at Russian Table is required. Prerequisite: RUSS 111Y-112Y or equivalent. Offered every year.

RUSS 214Y INTERMEDIATE RUSSIAN

Credit: 0.5

This course is a continuation of the first semester of Intermediate Russian. See course description for RUSS 213Y. Prerequisite: RUSS 111Y-112Y or equivalent.

RUSS 321 ADVANCED RUSSIAN

Credit: 0.5

This course provides beginning advanced students of Russian the opportunity to continue their study of the language, concentrating on the development of four skills: reading, writing, speaking and listening. To strengthen their writing, students will be required to write several essays during the course of the semester. Work for the course will involve regular study of new vocabulary, reading a variety of texts, and writing essays. A main focus of this course is communication within a variety of contexts while trying to enhance listening, reading comprehension and oral proficiency. One additional practice session, conducted by an apprentice teacher, may be required. This course can be repeated for credit with a change of teaching materials. In such a case, permission of the instructor is required. Prerequisite: RUSS 213Y-214Y or permission of instructor. Offered every year.

RUSS 322 ADVANCED RUSSIAN LANGUAGE AND LITERATURE

Credit: 0.5

This course is designed to provide advanced students the opportunity to refine and increase their abilities to write, read and speak Russian. Students will review grammatical structures and work on developing their written and oral proficiency. Readings and class discussions will center on cultural and literary material, Russian print media and occasional films. A strong emphasis will be placed on a comprehensive grammar review, with special attention to typical topics of difficulty. One additional 50-minute practice session, conducted by an apprentice teacher, may be required. This course can be repeated for credit with a change of teaching materials. In such a case, permission of the instructor is required. Prerequisite: RUSS 213Y-214Y. Offered every year.

RUSS 340 RUSSIAN CULTURE THROUGH FILM

Credit: 0.5

This course provides an overview of the most significant trends and periods in the development of Russian cinema and introduces students to main cinematic genres and styles. It will concentrate on three major aspects of cinema as an essential part of Russian culture: (1) cinema as art: major directors and productions; (2) myths of the nation: politics and history in Russian cinema; and (3) self and the other: gender, race, ethnicity. New trends in Russian culture also will be considered. The course will be taught in English. No prerequisite. Normally offered every other year.

RUSS 350 MASTERPIECES OF 19TH-CENTURY RUSSIAN LITERATURE IN TRANSLATION

Credit: 0.5

The central aim of this course is to introduce students to classic and modern works in prose and poetry of 19th- and 20th-century Russian literature, and to develop their ability to discuss and analyze various genres and individual styles. Lectures and discussions will focus on works by Pushkin, Gogol, Dostoevsky, Tolstoy, Chekhov, Pasternak, Nabokov, Solzhenitsyn and others. While our emphasis will be on close readings and analysis of individual texts, we will pay special attention to the development of realist aesthetics and to the special role played by literature in Russian, Soviet and post-Soviet society. Though centered on the novel, this course examines various genres and their boundaries: short story, drama and film. The course will be taught in English. No prerequisite. Normally offered every three years.

RUSS 352 20TH-CENTURY RUSSIAN LITERATURE

Credit: 0.5

This course introduces students to 20th century Russian literature. Lectures and discussions will focus on works by Chekhov, Zamyatin, Gorky, Nabokov, Bunin, Pasternak and Solzhenitsyn, among others. While our emphasis will be on close readings and analysis of individual texts, we will pay special attention to the artistic conflict resulting from the imposition by the Soviet government of socialist realism. This course examines various genres and their boundaries: novel, drama and short story. The course will be taught in English. No prerequisite. Normally offered every other year.

RUSS 354 MASTERPIECES OF 19TH-CENTURY RUSSIAN LITERATURE

Credit: 0.5

The aim of this course is to introduce students to major literary movements and cultural institutions of 19th-century Russia through works that are recognized as the "canon" in Russian literature. The course will be devoted to readings, discussions and close analysis of selected texts by major Russian writers (Pushkin, Gogol, Dostoyevsky, Tolstoy, Turgenev, Chekhov). An important aspect of the course will be a comparative study of cross-cultural interpretations of the masterpieces of Russian literature on film. No prerequisite. Normally offered every other year.

RUSS 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

See description for MLL 493.

Spanish

SPAN 111Y INTENSIVE INTRODUCTORY SPANISH

Credit: 0.75

This first half of a yearlong course is for students who are beginning the study of Spanish or who have had only minimal exposure to the language. The course offers the equivalent of conventional beginning and intermediate language study. The first semester's work comprises an introduction to Spanish as a spoken and written language. The work includes practice, in both master teacher

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classes and scheduled drill sessions with an apprentice teacher, in understanding and using the spoken language. Written exercises and elementary reading materials serve to reinforce communicative skills, build vocabulary, and enhance discussion. Offered every year.

SPAN 112Y INTENSIVE INTRODUCTORY SPANISH

Credit: 0.75

This second half of a yearlong course is a continuation of SPAN 111Y. The second semester consists of a rapid review and continued study of the fundamentals of Spanish, while incorporating literary and cultural materials to develop techniques of reading, cultural awareness, and mastery of the spoken and written language. The work includes practice, in both master teacher classes and scheduled drill sessions with an apprentice teacher, in understanding and using the spoken language. Written exercises and elementary reading materials serve to reinforce communicative skills, build vocabulary, and enhance discussion. Offered every year.

SPAN 213Y CONVERSATION AND COMPOSITION

Credit: 0.5

This first half of the yearlong intermediate-level language course is designed for students who are interested in developing their ability to speak, read, write and understand Spanish. A comprehensive grammar review is included. The texts chosen for the course serve as a general introduction to Hispanic culture and literature. Short articles from the Hispanic press and Spanish-language magazines, language software, and a video series of images from Spanish-speaking cultures are among the materials on which class activities may be centered. One additional 50-minute practice session per week, conducted by a language teaching assistant, will be required. Prerequisite: SPAN 111Y-112Y or equivalent. Offered every year.

SPAN 214Y CONVERSATION AND COMPOSITION

Credit: 0.5

This course is a continuation of the first semester of Conversation and Composition. Please see course description for SPAN 213Y. Prerequisite: SPAN 111Y-112Y or equivalent. Offered every year.

SPAN 321 ADVANCED GRAMMAR, CONVERSATION, AND COMPOSITION

Credit: 0.5

This course is designed to give advanced students the opportunity to refine and increase their abilities to write, read and speak Spanish. The course will have a strong emphasis on oral proficiency. Cultural and literary readings, writing software, and selected Spanish-language films are among the materials on which class discussion and assignments may be centered. A grammar review, focused mainly on typical areas of difficulty, will be included. Prerequisite: SPAN 213Y-214Y or equivalent. Offered every year.

SPAN 324 INTRODUCTION TO SPANISH LITERATURE

Credit: 0.5

This is a foundation survey of the literature of Spain from its early manifestations to the present. Students read both selections and several representative works of different time periods and

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literary genres, gain insight into significant sociohistorical transformations, and acquire knowledge of literary theory and techniques of analysis in Spanish. Readings and class are conducted in Spanish. This course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321 or equivalent. Normally offered every other year.

SPAN 325 INTRODUCTION TO SPANISH AMERICAN LITERATURE

Credit: 0.5

This is a foundational survey of Spanish American literature from its pre-Hispanic manifestations to the present. The course covers major historical periods and literary movements, including the narrative of discovery and conquest, Renaissance and Baroque poetry, and the literatures of Romanticism, modernism, the avant-gardes, the Boom and postmodernity. Fundamental concepts of literary theory and techniques of literary analysis are discussed. Historical readings, critical essays and films provide the background for textual analysis. The course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321 or placement exam or permission of instructor. Normally offered every other year.

SPAN 328 HISPANIC CULTURE AND LITERATURES: METHODOLOGIES AND ANALYSIS

Credit: 0.5

This course is an introduction to close textual analysis and methodologies for the study of master works of literature, culture and film from the Hispanic world. It will prepare students for more advanced work in the major through the practice of research methodologies such as composing annotated bibliographies, conducting library searches and employing academic writing styles. Class will be conducted in Spanish. This course is recommended for majors in Spanish and international studies. Prerequisite: SPAN 321 or permission of instructor. Normally offered every three years.

SPAN 330 INTRODUCTION TO TRANSATLANTIC STUDIES

Credit: 0.5

This course is an introductory literature course that focuses on the literature and culture of Spain and Spanish America from before the arrival of Columbus until the nineteenth century. By comparing literary and cultural discourses on both sides of the Atlantic Ocean, it seeks to elucidate the literary roots of discourses of discovery, empire, race, gender, colonialism and early nation formation. The course includes primary readings by Columbus, Las Casas, Nebrija, Cortes, Ercilla, El Inca Garcilaso de la Vega, Díaz del Castillo, Sor Juana Inés de la Cruz, Catalina de Erauso, Caviedes, Lizardi, Quevedo and Hernández. Students also will discuss numerous critical and historical readings. The course will devote several days to focus intentionally on student writing.

Prerequisite: SPAN 321 or equivalent.

Instructor: Hartnett

SPAN 335 LITERATURE AND POPULAR CULTURE IN SPANISH AMERICA

Credit: 0.5

One of the features of the most exciting and innovative Spanish American literature is that it seeks to speak directly through and with popular culture. This course has as its focus precisely this relationship. Topics that may be covered include the ties between witchcraft and sexuality, literary

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appropriations of different musical genres (son, tango, nueva Canción or salsa), and testimonial literature and legends. Special attention also may be paid to the cultures created by the three major revolutions from the region; Mexico (1910), Cuba (1959) and Nicaragua (1979). Writers and artists may include Rubén Blades, Ana Castillo, Sandra Cisneros, Rosario Ferré, Juan Gelman, Nicolás Guillén, Pedro Lemebel, Carlos Monsiváis, Elena Poniatowska and Silvio Rodríguez. Selected films, compact discs and multimedia will be part of class materials. The course is recommended for Spanish and international studies majors. Prerequisite: SPAN 324 or above or permission of instructor. Normally offered every three years.

SPAN 337 LITERATURE AND POPULAR CULTURE IN SPAIN

Credit: 0.5

This is an introductory-level literature and culture course that explores the relationship between artistic expression and popular culture in Spain from the period of the "Transition" (between the Franco dictatorship and democracy) up to the present. Bringing into focus an array of cultural artifacts from literature, film, music and the visual arts, the course looks at complexly rendered depictions of the cultural "other" often marginalized due to ethnicity, gender, class, profession, ideology or language. Among the "others" to be considered are gypsies, flamenco performers, immigrants, working-class women, homosexuals, lawmakers, lawbreakers and residents of the political and linguistic periphery. Among the cultural artifacts to be considered are films by Jaime Chávarri, Montxo Armendáriz, Carlos Saura, and Julio Médem; musical compositions by Camarón de la Isla, "Ketama," "Radio Tarifa," and "Martirio"; and works of fiction by Ignacio Martínez de Pisón, Antonio Lozano and Lorenzo Silva. Our discussions, and paper assignments for the course, will draw on ideas from the field of cultural studies. With the exception of some background readings, all work for the course is in Spanish. The course generally will not be open to students who have taken a literature course numbered above 335. Prerequisite: SPAN 321 or placement exam. Normally offered every two years.

SPAN 340 LATIN AMERICAN CINEMA

Credit: 0.5

The course studies a significant, provocative selection of films from Latin America. This cultural production, despite its lack of international visibility until recently, has a long and complex history that merits consideration. In class, students will be given the opportunity to see the present-day region and the forces that have shaped it through images generated from within its cultures. They will be exposed to an art that is revolutionary because of its form and the ways in which it challenges the cinematic methods and styles of creation that characterize Hollywood's cultural industry. It uses as a theoretical basis a range of cultural, gender, ethnic, queer and postcolonial perspectives as they apply to cinema. It considers films directed by "El Indio" Fernandez, Buñuel, Birri, Gutiérrez Alea, Rocha, Sanjinés, Ledouc, Lombardi, Subiela, Gaviria, Bemberg, Salles and Cuarón, among others. Class is conducted in Spanish. This course is recommended for majors in Spanish as well as international studies. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

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SPAN 343 DON QUIJOTE

Credit: 0.5

This course offers a close reading of the Quijote with particular emphasis on Cervantes' contribution to the novel form, the comic hero and the anti-hero, the interplay of fiction and history, and the confusion of appearance and reality. The novel will be studied in its social and historical context. Prerequisite: One unit of Spanish or Spanish American literature or permission of instructor.

SPAN 344 CONTEMPORARY SPANISH-AMERICAN SHORT STORIES

Credit: 0.5

This course presents an overview of the Spanish American short story from 1940 to the present. It examines the antecedents of the new Spanish American narrative, the so-called "Spanish American Boom," and a narrative of the periphery. The national literature of the "boom" will be read with attention to subgenres such as the fantastic, magic realism and the marvelous real. It will be shown how these subgenres are transformed and eventually challenged by an ethnic, feminine and postmodern narrative, which instead of focusing on the representation of the nation explores other social subjects and forms of cultures. Among the authors included are Jorge Luis Borges, Juan Rulfo, Julio Cortázar, Carlos Fuentes, Gabriel García Márquez, Luisa Valenzuela, Isabel Allende, Ana Lydia Vega, Diamela Eltit, Ricardo Piglia, and Elena Poniatowska. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 345 BAROQUE SHORT FICTION

Credit: 0.5

The seventeenth century, when Spain's empire was at its apex, was one of tremendous literary production. Authors of the Baroque period used short fiction as a laboratory for new artistic and social ideas that came from Spanish holdings at home and abroad. In order to consider the original values embedded in these stories and novellas, the class will read and discuss multiple works of short fiction written by Miguel de Cervantes, María de Zayas, Lope de Vega and Francisco de Quevedo. Through a growing familiarity with the most important literary criticism written on the topic, members of the class can join the critical conversation surrounding these important authors and their most celebrated prose works. Prerequisite: SPAN 324 or permission of instructor.

SPAN 347 SEX, SCIENCE, AND THE REALIST NOVEL IN SPAIN

Credit: 0.5

Literature and science have enjoyed a fluid relationship for centuries, but in the particular case of the 19th century, the novel became a laboratory for understanding both the individual and society. In Spain, writers sought to capture and critique "reality" with new knowledge about the laws governing behavior, and in the process they came to reveal unanticipated truths about the nature of scientific discovery. In particular, sex was on the mind, and in this course we will attempt to understand how and why. Across Europe, groundbreaking, often disquieting schools of thought fueled the popular imagination, from evolutionism to criminology, experimental medicine and psychoanalysis. Together, in Spanish translation, these writings and related essays on sex will frame our discussions of novels from several of the greatest Spanish realists, including Benito Pérez

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Galdós, Emilia Pardo Bazán, Jacinto Octavio Picón, and Leopoldo Alas (Clarín). Their representations both disturb and entertain, feeling more like fun-house mirrors than anything else, and thus we will no doubt question the science of such reflections. Our last author will be Miguel de Unamuno, as we look at how this wayward realist and his later novel *Niebla* (1914) managed to turn the entire enterprise on its head.

SPAN 348 GUERRILLAS, DRUGS, IMAGINATION: VIOLENCE AND CULTURE IN CONTEMPORARY COLOMBIA

Credit: 0.5

Leech has acknowledged that to perceive Colombia "simply as an exporter of cocaine or a perpetrator of terrorism is to completely misunderstand it." Hence, this course first addresses the economic and political causes of the violence that has plagued the Latin American country since 1948. After establishing this historical perspective, we focus on relevant cultural productions that represent and challenge contemporary Colombian social reality. The course studies narrative, essay, poetry, theater and cinema produced throughout the last 50 years in this intriguing country that has been defined as "the scent of an overripe guava." Offered every two to three years.

SPAN 353 THE LITERATURE OF NATIONAL EXPERIENCE IN ARGENTINA

Credit: 0.5

This course examines the history, culture and literature of Argentina since the war of independence. Our study proceeds thematically and chronologically, focusing primarily on works that deal with the theme of nation building. We will examine an array of issues: early nation building, the theme of civilization against barbarism, the loss of the frontier and of innocence, the region's export-oriented agricultural economy, urbanization and industrialization, and dictatorships and revolutions as they are portrayed in a variety of representative works of literature. The course will focus on how particular Argentine communities experienced and responded to these processes. The course will include many of the most celebrated and influential works of Argentine literature. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 354 SPANISH AMERICAN POETRY SINCE 1880

Credit: 0.5

This course is designed to introduce students to the literary trends and the poetics that underlie 20th-century Spanish American poetry, including those labeled "modernism," "avant-garde," "social poetry," "anti-poetry" and "conversationalism." Through close readings of representative works, the course will examine the representation of nation, class, gender, ethnicity and sexuality by the practice of these poetics. Some of the authors included are: Martí, Darío, Mistral, Vallejo, Storni, Gironde, Huidobro, Borges, Guillén, Neruda, Lezama Lima, Burgos, Paz, Parra, Cardenal, Castellanos, Benedetti, Varela, Gelman and Pacheco. Readings and class are conducted in Spanish. The course is recommended for international studies majors. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 355 THE LITERATURE OF NATIONAL EXPERIENCE IN MEXICO

Credit: 0.5

Using literature, art and history as the primary sources of exploration, this course examines aesthetic constructions of Mexico from the movement of independence led by Father Miguel Hidalgo y Costilla in 1810 to the present. Through close analysis of the most representative and influential works of Mexican literature and art, the course explores thematically and chronologically an array of issues, including early nation building, the Mexican Revolution, caudillismo, political repression, machismo, malinchismo and diverse conceptualizations of national identity. The course will focus on how prominent writers such as Octavio Paz, Carlos Fuentes, Mariano Azuela, Rodolfo Usigli, Elena Poniatowska, Elena Garro and Sabina Berman, as well as the "muralistas" Rivera, Siqueiros and Orozco, have responded to these issues, contributing to the historic myths of the Mexican nation. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 359 LITERATURE AND FILM FROM THE CUBAN REVOLUTION

Credit: 0.5

As Burns and Charlip remark, "Perhaps no other event in Latin American history has had the impact of the Cuban Revolution of 1959. It became the model for revolutionary changes throughout Latin America and beyond. It also became a model for U.S. Cold War policy." Naturally, this social process has generated an array of cultural productions during the last five decades, in favor and against, on the island and in the U.S. and other countries, in Spanish and English. This class examines representative works of such cultural production, exploring the representations of different kinds of social subordination in poems, short stories, essays and films. It considers works by well-known poets such as Guillén, García Marruz and Padilla; short story writers such as Piñera, Jorge Cardozo, and Benítez Rojo; essayists such as Fernández Retamar, Pérez Firmat, and Campuzano; and filmmakers such as Gutiérrez Alea, Solás, and Pérez, among others. The class includes extensive reading on social context and a theoretical perspective informed by postcolonial studies. The class is conducted in Spanish. This course is recommended for majors in Spanish as well as international studies. Prerequisite: SPAN 321 or any Spanish or Spanish American literature course or permission of instructor.

SPAN 360 THE POWER OF WORDS: TESTIMONIOS AND DOCUMENTARY LITERATURE IN SPANISH AMERICA

Credit: 0.5

What is the role of literature in representing reality? Writers and intellectuals in Spanish America have consistently addressed this question over many decades. The genre can be said to have begun with the accounts of Spaniards arriving in Spanish America, but it was during the 1960s and 1970s when writers used these accounts extensively to address distressing political realities. The social and political turmoil of recent decades, including political violence, human rights violations, and the implementation of equally violent neoliberal policies in the region in the 1990s, have confronted writers with new levels of social engagement in Spanish American societies. In this class we will study different responses to the question of how testimonios and documentary fiction have addressed social issues in Spanish America. In addition, we will review documentary films that

enhance our discussion of the genre. We will consider examples of testimonials and documentary fiction from Cuba, Bolivia, Mexico, Chile and Argentina. The course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 361 SPANISH LITERATURE OF THE GOLDEN AGE

Credit: 0.5

This course invites students to explore some of the great works of literature produced in Spain during the sixteenth- and seventeenth centuries. We will read poems by Fray Luis de León, Garcilaso de la Vega, Francisco de Quevedo, Sor Juana Inés de la Cruz, Lope de Vega and Luis de Góngora; religious prose by Santa Teresa de Jesús; plays by Lope de Vega and Tirso de Molina; and short novels by Miguel de Cervantes and María de Zayas. Textual analysis will be stressed, but we also will consider the social, economic and political realities that helped to shape literary and artistic production during this period. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 363 SPANISH ROMANTICISM - TRANSGRESSIONS OF SELF IN ROMANTIC SPAIN

Credit: 0.5

From the historical shadows of birthright, religious oppression and absolutism emerge the makings of Promethean individualism in Spain at the dawn of the nineteenth century, with fire stolen through profanations, infidelities, perversions of desire, erotic sentiment, secret fellowships, unbound interiority and political censure. Indeed, in its various manifestations, transgression as a creative force drives new configurations of the self in opposition to established literary norms and cultural conservatism at this watershed moment in the nation's history. Structured around distinct, often mixed genres of the period (theater, poetry, prose), our discussions will address how to define Romanticism; what role specific writers of the period have had in shaping literary history in Spain and beyond; why cultural production, namely literature, and nation building occur in tandem; and where gender factors in the equation. Prerequisite: SPAN 321 or above.

SPAN 365 THE LEGACY OF ISLAM IN SPANISH LITERATURE SINCE THE ENLIGHTENMENT

Credit: 0.5

This course explores the representation of cultural exchange in Spanish literature from a perspective framed by the legacy of Islam in narratives of exile, travel, immigration, conflict, nationalism and spiritual awakening. Though attention will be given to important contextual issues and historical shifts across periods, much of the focus will be on the relationship between Spain and Morocco from the eighteenth century to the present. The Strait of Gibraltar will figure in our discussions as a symbolic point of crossing for the coexistence and challenges of neighboring cultures. In addition to several films and critical studies, the primary readings might include: (a) contemporary fiction from Juan Goytisolo, an iconic expatriate living in Marrakech, and Najat El-Hachmi, whose award-winning novel in Spanish translation *El último patriarca* (2008), provides a singular account of the trials of assimilation for a young Moroccan girl; (b) depictions of the regional wars and colonial tensions, like Ramon J. Senders' *Iman* (1930), from the early 20th century; (c) the modernist Maghreb aesthetic of fin de siglo writers from Andalusia; (d) the journal

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of Domingo Badía (Ali Bey) whose undercover pilgrimage to Mecca from 1804 to 1807 disguised as a Muslim gives an unprecedented view of North Africa and the sacred site; and (e) the humanistic pluralism of the *Cartas marruecas* (1789) by Jose Cadalso. From these selections our discussions will address issues of religious difference, geography and identity. Prerequisite: SPAN 324 or above.

SPAN 367 MODERNISM(S), SPAIN, AND THE DEHUMANIZATION OF ART

Credit: 0.5

For José Ortega y Gasset, the most influential Spanish philosopher of the twentieth century, art could only become truly humanized to the degree that it moved, paradoxically, away from all things human toward the more figurative, psychological realm of aesthetic expression. As such, this same artistic impulse promised to reveal previously unimaginable truths about the essence as well as the evasion of lived realities. Ortega y Gasset's thinking will, therefore, serve as a point of departure for this course, which seeks both to understand modernism in Spain (and elsewhere) and to push its parameters beyond the Modernist movement. Indeed, the premise for our approach as a class will be that modernism can best be understood as modernisms, as a spectrum of revolutionary forms of representation across time. We will thus look to identify iterations of (de)humanization that transcend the historical period in which Ortega y Gasset wrote, while also asking why certain dramatic shifts could only ever reach such newfound extremes in the wake of the first World War. The course will draw from writers as early as Cervantes and interweave the Romantics, Miguel de Unamuno and his contemporaries, the Generation of 27, and those beyond. Consequently, literary genres to be covered will include the short story, the novel, theater, poetry and the essay. We also will read philosophical treatises on aesthetics, explore surrealist cinema, and discuss the works of Pablo Picasso, Joan Miró, Salvador Dalí, and many other visual artists of the day. Ultimately, our goal will be to ask and perhaps to answer why we choose to turn away in order to see better the world in which we live. Prerequisite: SPAN 324 or higher or permission of instructor.

Instructor: Landry

SPAN 369 QUEERING SPANISH AMERICAN LITERATURE AND FILM

Credit: 0.5

This course studies the representation of sexualities that confront social norms in Spanish American contemporary literature and cinema. It presents a provocative, captivating selection of poems, novels, short stories, essays, "crónicas", and films from the region often excluded from canonical accounts. The class also develops a theoretical perspective based on queer studies and its practical application to textual and cinematic analysis. Readings and class are conducted in Spanish. This course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321 or any Spanish or Spanish American literature course or permission of instructor. Offered every two to three years.

SPAN 370 ORIGINS OF SPANISH LANGUAGE AND LITERATURE

Credit: 0.5

Where did that word come from and what does it really mean? This is a common question that we ask ourselves or our teachers at some point in our Spanish education. The first part of this course will address this question and many others as it discusses the development of the Spanish language

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from Latin to Old Castilian to modern Spanish. The second part of the course will provide students with an opportunity to apply their knowledge of the development of Spanish to the earliest manifestations of Castilian literature. Through a variety of activities, they also will gain an understanding of some of the difficulties faced by scholars and students alike when interpreting these works. Students will read parts of the following texts in the original Old Spanish: a selection of romances, *El poema del mío Cid*, *Los Milagros de Nuestra Señora*, *El Libro de Buen Amor*, *El Conde Lucanor*, a selection of poesía cancioneril, and *La Celestina*. This course will be conducted in Spanish. Prerequisite: SPAN 324 or permission of instructor.

SPAN 371 GENDER, IDENTITY, AND POWER IN WOMEN'S LITERATURE

Credit: 0.5

The artistic discourse of Latin American women has been largely omitted in academic studies, yet the contributions of women's works have been instrumental in shaping and changing our world views. In this course we will examine Latin American women's use of the dimension of gender to produce a critique of their culture and oppressive structures of power. Art, film and literature will be used as the primary sources of exploration. Recurring themes such as self-knowledge, affirmation of female eroticism, and struggles for social and gender equality will be examined within the framework of the historical and sociopolitical realities of Latin American societies. Contemporary feminist theories will serve to interpret writing and creative strategies used by these women to produce an experimental language that embodies new human relationships. Among the filmmakers, painters, and writers included are María Luisa Bemberg, María Novara, Frida Kahlo, Remedios Varo, Tilsa Tsuchiya, Julia de Burgos, Claribel Alegría, Luisa Valenzuela, Gioconda Belli, Cristina Perri Rossi, Pia Barros, Elizabeth Subercaseaux and Diamela Eltit. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 373 SPANISH SHORT STORY OF THE 20TH CENTURY

Credit: 0.5

Students will read, analyze and interpret selected short stories and works of short fiction by such important 20th-century writers from Spain as Miguel de Unamuno, Pío Baroja, Azorín, Gabriel Miró, Ramón Gómez de la Serna, Francisco Ayala, Carmen Laforet, Miguel Delibes, Jorge Campos, Javier Marías, Marina Mayoral, Juan José Millás, Ana María Navales, Soledad Puértolas, Esther Tusquets and Cristina Fernández-Cubas. Close textual analysis will be stressed, and the individual works will be considered in their sociohistorical and literary contexts. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

SPAN 374 SPANISH POETRY OF THE TWENTIETH CENTURY

Credit: 0.5

The course considers selected poems by such major twentieth century Spanish poets as Antonio Machado, Juan Ramón Jiménez, Federico García Lorca, Jorge Guillén, Luis Cernuda, Miguel Hernández, Ángela Aymerich, Gloria Fuertes, José Hierro, José Angel Valente, Ana Rossetti, María Victoria Atencia, Vicente Valero and Luisa Castro. Students will draw on critical, analytical, and interpretive skills in reading, discussing and writing about the works studied. The poetry will be

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related to important social and political realities and aesthetic ideas of different periods in 20th and 21st century Spain. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.
Instructor: Metzler

SPAN 375 SPANISH AMERICAN ESSAY AND THE QUEST FOR DECOLONIZATION

Credit: 0.5

This course examines the modern and contemporary Spanish American essay in its defiance of colonialism and neocolonialism. It considers, among others, texts by Bolívar, Bello, Sarmiento, Gómez de Avellaneda, Martí, Rodó, Henríquez Ureña, Mariátegui, Reyes, Ortiz, Paz, Castellanos, Fernández Retamar and García Márquez. These works are placed in their social and cultural context by concise and interpretative readings on Latin American history. A theoretical perspective informed by postcolonial studies is used extensively. However, a critique of this perspective as a metropolitan representation that does not accurately mirror the periphery's social reality also is incorporated. Readings and class are conducted in Spanish. The course is especially recommended for Spanish and international studies majors. Prerequisite: SPAN 321 or any Spanish or Spanish American literature course or permission of instructor. Normally taught every three years.

Instructor: Staff

SPAN 376 FAMILY AND NATION IN MODERN SPANISH FILM

Credit: 0.5

In 1941, Spaniards saw the debut of a film, *Raza* based on a novel published pseudonymously by the country's recently installed pro-fascist dictator, Francisco Franco. The film, adapted from the novel by the director Sáenz de Heredia, depicts several generations of a conflict-filled Galician family—one strikingly similar to the dictator's own—as they contend with successive Spanish political and social upheavals: the Spanish-American War, the Second Republic and the Civil War. The film, a mouthpiece of Franco's own socio-political policy, posits a family unit based on values of traditional Catholic piety, the sanctity of motherhood and allegiance to the Regime. Beginning with *Raza*, this course considers the images of family and of the nation (conjoined or counterpoised, explicitly or implicitly) in selected works of important Spanish filmmakers through the early twenty-first century. Directors include Juan Antonio Bardem, José Luis García Berlanga, Luis Buñuel, Carlos Saura, Basilio Martín Patino, Jorge Grau, Chus Gutiérrez, Pedro Almodóvar, Iciar Bollán and Alejandro Amenábar. Students will view the films together (one evening per week, outside of class). Class discussion will center on film analysis enabled by a critical text and supplemented by historical and cultural readings. All viewing, reading, writing and discussion for the course are in Spanish. Please note that some of the films shown will not be available in a version subtitled in English. The course is especially recommended for Spanish and international studies majors. Prerequisite: SPAN 321 or any Spanish or Spanish American literature course or permission of instructor. Normally offered every three years.

SPAN 380 INTRODUCTION TO CHICANA/O CULTURAL STUDIES

Credit: 0.5

Chicana/o culture produced in the U.S. is a vast field often underrepresented in undergraduate curricula. Even so, Chicana/os' contributions to literature, visual and public art, music, film, cultural

theory and political activism are among the richest in this nation. This absence is symptomatic of a larger societal reality, namely, a history of cultural and economic oppression, which results in a silencing of this "other" America. This course is an introduction to Chicana/o cultural studies through an examination of Chicana/o history, art, literature, film, music and cultural theory as sites of opposition to sexist, racist, classist, and homophobic ideologies. A primary goal of the course is to expose students to Chicana/os' identities and critiques, from the Mexican American civil rights movements to the present. Chicana/os' debates about immigration, custodial labor, border issues, feminism, race issues, human rights, the environment, queer studies, spirituality and the occult will be seminal to our discussion. The Mesoamerican concept of *nepantla*, a Nahuatl word referring to "the land in the middle," will serve as an anchor since it is fundamental to the notion of "crossing borders" that is at the root of Chicana/o cultural theory and practice. Border crossing, which emerges from the state of being in *nepantla*, represents Chicana/os' alternative epistemological approach to dominant ideologies. Readings and class discussion will be in English. Students may choose to read and write in Spanish when primary and secondary sources are available. This course will offer students valuable opportunities to learn through civic engagement and to link key issues from class discussion and readings to their community activities. This course fulfills .5 units of the core course requirement for the Latina/o Studies Concentration. It also will count toward the majors in American studies, international studies, women's and gender studies, religious studies and Spanish area studies.

SPAN 381 RESISTING BORDERS: CONTEMPORARY LATINO(A) LITERATURE

Credit: 0.5

In this course we will study relevant Latino/a voices in a variety of literary genres, among them essay, poetry, fiction and theater, with a special emphasis on Mexican American, Puerto Rican, and Cuban American literatures, and especially those works that, while produced in the United States, are written in Spanish. While we will pay close attention to local constructions of identity, we also will look beyond them to focus on how these same representations and constructions are connected to global processes. Prerequisite: SPAN 321 or equivalent or permission of instructor. Normally offered every three years.

SPAN 382 FROM THE EMPIRE'S BACKYARD: LITERATURE OF THE SPANISH CARIBBEAN

Credit: 0.5

For García Márquez, the Caribbean is a "hallucinated and hallucinating world where the maddest of illusions end up being true and the other side of reality is discovered." In this class, we will study the writing that such a reality has produced, focusing on contemporary works that represent and challenge colonialism and neocolonialism. We will consider essay, narrative, poetry and theater by a variety of authors from Cuba, the Dominican Republic, and Puerto Rico. The course will use as a theoretical perspective postcolonial studies and give particular emphasis to concepts like alterity, appropriation, counter-discourse, decolonization, diaspora, ethnicity and transculturation, among others. Relevant theoretical voices from the region that have created a culture of resistance to the imperial order, and an introduction to the history of the region, also will be incorporated. The course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321 or equivalent. Normally offered every three years.

Instructor: Staff

SPAN 383 TRAVEL NARRATIVES AND CULTURAL ENCOUNTERS IN LATIN AMERICA

Credit: 0.5

Travel has recently emerged as a key theme within the humanities and social sciences. The academic disciplines of literature, history, geography and anthropology have together produced an interdisciplinary criticism which allows for a more comprehensive understanding of travel as an intercultural phenomenon. This class will explore how travel and related forms of displacement are represented in the literature and culture of Latin America. We will review key moments of the global history of travel that have affected local identities in Latin American countries: colonial encounters and imperial expansions (1500-1720); the period of exploration and scientific travels outside Europe (1720-1914); modernism and travel (1880-1940); and more contemporary experiences of migration and displacement (1940-2000). Since travel accounts can be located in an intricate network of social and cultural tensions, the approach of this class will be interdisciplinary. We will draw our discussions from a wide array of texts (travel journals, fiction, accounts by missionaries, slaves, and immigrants, scientific treatises, poetry, intellectual essays). We will engage in discussion about key topics related to experiences of travel and other forms of displacement in Latin America: travel writing and gender; travel writing and ethnography, cosmopolitanism, diaspora, tourism, migration and exile. We will study the impact of foreign travelers on Latin American ideas and perceptions of national culture and how the fascination with international travel similarly affected local traditions. This course will be offered every other year.

SPAN 385 CITIES OF LIGHTS AND SHADOWS: URBAN EXPERIENCES IN LATIN AMERICA

Credit: 0.5

This course is a study of how cities are represented in different Latin American cultural manifestations. We will study primarily literary texts, but since the study of cities requires an interdisciplinary approach, our discussions will draw on readings about architecture, urbanism, film, visual arts, popular culture and music. This class seeks to challenge the idea that Latin America is a rural paradise, given that, as authors such as Luis Restrepo state, 70 percent of the population of Latin America lives in cities. Massive immigration from Latin America to the U.S. and Europe challenges historical divisions of city/country, modernity/primitivism, and development/underdevelopment. We will focus on four representations of urban space in Latin America: the impressionist and futurist city of the 1920s and 1930s; migration and urban space during the 1950s and 1960s; and, in more contemporary representations, the "massive" city as depicted in urban chronicles and testimonials, and the postnational metropolis. We will review how cities have come to represent social, political and economic utopias and failed social encounters among their inhabitants. This course will be offered every other year.

SPAN 388 LITERARY TRANSLATION

Credit: 0.5

This course focuses on both the theoretical and practical aspects of literary translation from Spanish into English. Numerous essays on translation provide the opportunity to think critically about this cultural practice and to question the imperialist, ethnocentric and gendered notions that

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have historically driven it. Much of the class is taught using a workshop format in which this theoretical framework is used to compare original works to translations and to practice the art of translation itself. In addition to weekly writing assignments and the sharing and critiquing of peer work, students complete an extensive literary translation. The course is conducted in Spanish and requires an advanced level of proficiency in that language. Prerequisite: any Spanish or Spanish American literature course and permission of instructor.

SPAN 395 CREATIVE WRITING IN SPANISH

Credit: 0.5

This course has the goal of cultivating a theory and practice of creative writing in Spanish. Its foundation is contemporary Spanish American writing in Spanish, specifically, essays, short stories and poetry. The class includes discussion of texts on the art of writing as well as of works that could be considered models for writing. In order to offer students the possibility of developing their craft, part of the course is taught using a workshop format. In addition to writing assignments and the sharing and critiquing of peer work, students complete an extensive creative writing project. This is not a composition course and requires a mature approach to offering and receiving criticism as well as an advanced proficiency in the language. Prerequisite: SPAN 324, 325 or permission of instructor.

Instructor: Staff

SPAN 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

See description for MLL 493.

Music

Fine Arts Division

The Department of Music offers several types of study. Each course, whether it results in a student's own performance or in heightened perception of others' performances, is designed to increase the student's sense of the richness and importance of music in the human experience.

THE CURRICULUM

MUSC 101, 102 and 107 are considered especially appropriate introductory courses for first-year students or upperclass students new to the department. As the foundation on which the other coursework in the department is built, these courses are recommended for students considering majors or minors in the department. To facilitate proper placement of entering students, the department administers a music theory exam through which students may be exempted from MUSC 101.

Those who do not take the exam or who wish to develop basic skills should take MUSC 101, which covers the rudiments of music theory and the aural skills needed by practicing musicians. MUSC 102 and 107 are designed to provide both an overview of the subject and the requisite skills needed for active, informed listening. Students with Advanced Placement credit should consult the department chair.

The experience of creating or recreating music through musical performance is central to understanding the discipline of music. To this end, the applied music program is structured to allow any student at any level of experience to engage in this type of study. End-of-semester juries and timely advancement to established higher skill levels are two of the methods by which the department seeks to evaluate the progress of individual students. Lessons are offered as follows:

- Levels I, II and III: 25 minutes (.13 unit) or 50 minutes (.25 unit)
- Level IV: 50 minutes (.25 unit) or 100 minutes (.5 unit - must petition the department for consideration).

Students may earn a total of a half (.5) unit at Level I, at which point they are required to advance to Level II in order to continue to receive academic credit. Students may generally earn a total of a half (.5) unit at Level II, at which point they are required to advance to Level III in order to continue for credit. However, an additional quarter (.25) unit may be earned at Level I or II, upon the recommendation of the applied instructor and consent of the tenured or tenure-track faculty members attending the relevant jury. There is no limit on the aggregate credit available for Levels III and IV.

Whether taken for credit or audit, the lessons involve an additional fee. When such instruction is required for the major or minor, the fee is waived. The department's music lesson coordinator can provide all pertinent information about the programs of studio instruction.

As a corollary to the music lesson program, the department offers ensemble work. The instrumental ensembles call for some degree of proficiency and are usually formed by audition.

- The Chamber Singers - open only by competitive audition
- The Kenyon Community Choir - open to all with a voice-placement audition
- Other ensembles include:
 - the Symphonic Wind Ensemble
 - the Kenyon Jazz Ensemble
 - the Musical Theater/Opera Workshop
 - the Knox County Symphony
 - Asian Music Ensemble
 - the Early Music Ensemble
 - the Flute Choir
 - string, guitar, woodwind, percussion, harp, brass, horn and saxophone ensembles
 - other groups as determined by student interest

As with lessons, it is best to plan to begin such an activity as early in one's academic career as possible.

REQUIREMENTS FOR THE MAJOR

The minimum requirement of five-and-three-quarter (5.75) units is distributed as follows:

- Theory: MUSC 121Y-122Y and MUSC 222
- History: MUSC 102 or 107 and two of MUSC 202-205
- Ethnomusicology: MUSC 206D
- Electives: MUSC 124, 302-331, 391, or additional from MUSC 202-205 and 221
- Applied Study/Performance: (3 semesters of 50-minute lessons) compiled from applied lessons at Level II or above
- Senior Exercise

Additional Requirements

For students whose major instrument is not piano, two semesters of 25-minute piano lessons. (Note: A GPA of 3.33 or higher must be earned each semester for these lessons to meet this requirement.)

SENIOR EXERCISE

The Senior Exercise in music consists of two major components: the comprehensive examination and the independent research/performance project. The Senior Exercise must be completed, in all respects, by May 1 of the senior year.

1. Comprehensive Examination

The comprehensive examination evaluates student knowledge acquired in both required and elective courses. It is intended to address the major areas of study within the music major. The music department faculty will determine and announce the format and schedule of the comprehensive examination during the fall semester of the senior year.

2. Independent Research/Performance Project

Majors can choose from the following types of independent research/performance projects:

- a music theory, music history or ethnography research project of substantial length, culminating in a public presentation;
- a composition of at least 10 minutes in length, culminating in a public presentation;
- a recital of 50 to 60 minutes in total duration on the major instrument; or
- a lecture-recital of 50 to 60 minutes in total length, combining performance on the major instrument with a research presentation related to the instrument and/or the repertoire being performed.

A substantial written component is required in all independent research/performance projects. For research projects, the results must be presented in a paper of considerable length (approximately 40 pages). For composition projects, students are required to write a 20-page paper describing the compositional process employed and citing influences of other composers. Students performing a recital are required to complete a 10-page paper presenting research on the composers, the contexts of the pieces, any relevant issues pertaining to historical performance, and/or other appropriate issues. Lecture-recitals must include a 20-page paper that will serve as a basis for the narrative employed in the performance.

Public presentation is a requirement of all independent research/performance projects. For research projects, this means a department-sponsored public presentation of findings (typically through delivering an abridged version of the full paper). Composition projects, recitals and lecture-recitals are presented through department-sponsored performances. For final approval, all students must perform/present and pass a preliminary hearing, as specified in the department guidelines, two weeks before the official presentation. A written component of the independent research/performance project is due three days before that hearing.

In all cases, the student must determine the type of project, decide on the topic/repertoire, obtain an advisor (in the case of recitals, the student's applied adjunct instructor will be one of two advisors), and submit to the department chair a written proposal by May 1 of the junior year. A final, formal written proposal is due October 1 of the senior year.

HONORS

Music majors of particular merit and possessing an interest in focused, independent work may petition the department for permission to undertake a senior honors project. Each honors student works closely with a faculty member on a project of considerable scope. Honors projects in music require a substantial commitment of student and faculty time and effort. Projects are approved on the basis of their scope and depth, their viability and the likelihood of their successful completion, and the qualifications of the student applicant. Students applying for honors must have previous coursework in the proposed area(s) of study. For instance, students proposing an honors project in composition are considered qualified only if they have already taken relevant courses in music theory and composition. Senior Honors is two semesters in duration, with the presentation at the end of the second semester. The completed project is subject to evaluation by the department faculty and an outside expert in the field.

The honors project comprises a second senior-year endeavor, one independent of the applicant's Senior Exercise (and any junior recital). To qualify for honors, applicants must possess (in addition to the minimum College GPA of 3.33 for honors) a departmental GPA of 3.5 or higher, and that standard must be maintained throughout the duration of the project.

To have projects considered for honors, music majors must submit a proposal to the chair of the Department of Music no later than May 1 of the junior year. In developing the proposal, students must consult with their advisor and the faculty member most likely to serve as project advisor. The proposal should outline the goals of the project, the steps involved in its production, and the nature of the resulting product as well as the form of its public presentation. Students should also note their qualifications to undertake the proposed project, listing courses completed in relevant areas and any other related projects completed.

Examples of recent honors projects are listed on the [department website](#).

REQUIREMENTS FOR THE MINOR

The minimum requirement of 2.89 units is distributed as follows:

- Theory: MUSC 121Y-122Y
- History: MUSC 102 or 107 and one of MUSC 202-205
- Electives: MUSC 124, 302-331, 391, or additional from MUSC 202-206D, 221 and 222
- Music lessons/performance: Three (3) semesters of 25-minute lessons compiled from lessons at Level II or above.

CROSS-LISTED COURSES

Music courses are cross-listed in a number of departments and programs, such as Anthropology, Women's and Gender Studies, Asian Studies, and American Studies. Please consult the course offerings of the departments/programs or consult the department chair.

Courses

Lecture Courses

MUSC 101 BASIC MUSICIANSHIP

Credit: 0.5

This is an intensive course in the basic materials of music: pitch elements (scales, intervals, chords), time elements (meter, rhythm), and notation. Emphasis is on the development of basic techniques of music-making: sight-singing, ear-training, and keyboard work. Suggested for first-year students or those new to the department. No prerequisite. Offered each semester.

Instructor: Staff

MUSC 102 INTRODUCTION TO MUSICAL STYLE

Credit: 0.5

This course provides a concise chronological overview of music from classical antiquity through the postmodern period, selected cultures, and an introduction to the research methods used in the fields of historical musicology and ethnomusicology. Emphasis will be placed on learning to listen

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analytically to and write about music, and on understanding the role of music within society. Some concert attendance may be required. Readings from primary sources will supplement the basic texts. This course is a prerequisite for upper-level courses offered by the music department.

Suggested for first-year students or those new to the department. (Complements the introductory music theory courses MUSC 101 and MUSC 121Y-122Y). No prerequisite. Offered each year.

Instructor: Staff

MUSC 107 COMPREHENDING MUSIC PERFORMANCE

Credit: 0.5

The performance of western art music (aka classical music) is a multifaceted process. First and foremost, performance serves as a conduit between a composer and the listeners, a vehicle in which the notated composition is converted from the printed page into an aurally comprehensible format. The performing musicians function as a "middle man" between the composer and the audience, and this community of artists adds its own layer of creativity and expression through their interpretation of the composers work. The musicians pool their finely honed abilities into a unity of purpose: presenting their audience with a cogent statement of artistic expression. This course aims to provide an in-depth understanding of how the music comes together, from a number of different points of view: performing musician, composer and listener. While the bulk of the course content will focus on Western art music, additional styles, including jazz and select non-Western musics, will also be explored. Gaining a historical context of style is a priority, and secondary emphases include analytical listening and writing about music. This course is considered a substitute for MUSC 102 as a prerequisite for upper-level courses offered by the Music Department. Suggested for first-year students or those new to the department. No prerequisite.

Instructor: Heuchemer

MUSC 121Y MUSIC THEORY/EAR TRAINING

Credit: 0.5

This course offers a basic investigation of traditional music theory. The first semester, MUSC 121Y, will focus on diatonic harmony. MUSC 122Y will cover extended chromatic harmony. Emphasis will be on writing skills and visual/aural analyses of musical scores. Also included will be an in-depth study of the parameters of music and how these parameters function within a composition. This course takes a holistic approach to style and compares elements of music with similar principles in the other arts. Student work will include short composition projects. MUSC 102 or 107, which can be taken concurrently are recommended. MUSC 102 or 107, which can be taken concurrently are recommended. Prerequisite: MUSC 101 or placement. Offered each fall.

MUSC 122Y MUSIC THEORY/EAR TRAINING

Credit: 0.5

See course description for MUSC 121Y. Offered every spring.

Instructor: Staff

MUSC 124 INTRODUCTION TO COMPUTER MUSIC

Credit: 0.5

This course introduces students to the principles of computer music. Beginning with a historical overview and introductions to the physics of sound and digital audio, the course will provide students with an understanding of basic acoustics, tuning, synthesis techniques, musique concrète, MIDI, and the composition, processing and recording of digital audio using Macintosh-based software programs. Students will compose, edit and mix original work, as well as remix extant material, and will learn how to discuss, critique and write about issues, techniques and approaches of importance to the field of computer music. No prerequisite. Offered every other year.

Instructor: Feller

MUSC 202 MEDIEVAL AND RENAISSANCE

Credit: 0.5

This course is a survey of Western music from antiquity through the turn of the 17th century. While the stylistic development of music is central to the course, other issues to be discussed include aesthetics, philosophies, performance practices, and cultural/social/political influences that significantly affected music. Primary and secondary source readings will be used to augment the basic texts. Prerequisite: MUSC 101 or placement by exam and MUSC 102 or 107. Offered every other year.

Instructor: Heuchemer

MUSC 203 MUSIC HISTORY: BAROQUE AND CLASSICAL

Credit: 0.5

This course is a survey of Western art music from the early 17th century through the era of Haydn and Mozart. While the stylistic development of art music is central to the course, questions of aesthetics, philosophy, religion, performance practice and politics will also be explored. Primary and secondary source readings will be used to augment the basic texts. Prerequisite: MUSC 101 or placement by exam and MUSC 102 or 107. Offered every other year.

Instructor: Sanders

MUSC 204 MUSIC HISTORY: 19TH CENTURY

Credit: 0.5

This course is a survey of Western music from Beethoven to the end of the 19th century. While the stylistic development of art music is central to the course, questions of aesthetics, philosophy, performance practice and politics will also be explored. Primary and secondary source readings will be used to augment the basic text. Prerequisite: MUSC 101 or placement by exam and MUSC 102 or 107. Offered every other year.

MUSC 205 MUSIC HISTORY: MUSIC SINCE C.1900

Credit: 0.5

This course is a survey of major trends of 20th-century Western art music, from Mahler's late Romanticism and Debussy's rejections of 19th century practices to today's musical eclecticism.

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While the stylistic development of music is central to the course, other issues to be discussed include aesthetics, philosophy, performance practice and cultural/social/political influences that significantly affected music. Primary and secondary source readings will be used to augment the basic text. MUSC 121Y-122Y is recommended. Prerequisite: MUSC 101 or placement by exam and MUSC 102 or 107. Offered every other year.

MUSC 206D SEMINAR IN ETHNOMUSICOLOGY

Credit: 0.5

This course is an investigation of the issues, methods and history of the discipline of ethnomusicology. This course will focus on case studies drawn from different music genres and areas of the world that illustrate the complexities of considering music in its cultural contexts. Student work will involve close listening, engagement with cultural theory and practical fieldwork exercises, and will culminate in an individual field research project on a topic related to the course. This course is double listed in the Department of Anthropology for diversification purposes. Prerequisite: MUSC 102 or 107 or ANTH 113. Offered three out of four years.

MUSC 214D UNION OF MUSIC AND DANCE

Credit: 0.5

This course explores the historical intersections of music and dance in the collaborative creative process. Music and dance are inexorably linked. At times music composition and choreography happen simultaneously, as is the case with Aaron Copland and Martha Graham's Appalachian Spring. At other times the dance comes after the music has been composed. Learning about the vital intersections between music and dance will provide students with a more deeply understood and nuanced approach to how the work of composers and choreographers intersects as they dialogue with each other in works ranging historically from Lully and Petipa to Philip Glass and Mark Morris. This is an interdisciplinary class co-taught by a professor in Dance and a professor in Music. No prerequisite. This class is offered approximately every two to three years.

MUSC 221 18TH CENTURY COUNTERPOINT

Credit: 0.5

This course presents a study of the compositional techniques and style of late Baroque contrapuntal forms and procedures, such as the dance suite, canon, invention, fugue, variation forms and choral prelude. Students will learn the 18th-century style through a rigorous combination of analytical score study, listening, and composition assignments. Prerequisite: MUSC 102 or 107 and 122Y (102 may be taken concurrently). Offered every other year.

Instructor: Staff

MUSC 222 MUSICAL STRUCTURE AND ANALYSIS

Credit: 0.5

This course presents a study of musical forms and compositional techniques from ancient times to the present. Smaller sectional forms will include binary (simple and rounded), ternary (simple and compound), and strophic. Larger forms will include rondo, variations (continuous and sectional), sonata-allegro, sonata-rondo, and through-composed. Concurrent to this study of musical forms

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will be an investigation into the compositional applications of common-practice harmony (pre-1900) and various approaches to musical organization post-1900. Students will engage these topics through detailed study of existing pieces, the application of common analytical techniques, and composition. A holistic approach to music will be taken, and comparisons with other arts and sciences will be investigated. Prerequisite: MUSC 102 or 107 and MUSC 122Y. Offered every fall.

Instructor: Staff

MUSC 302D HISTORY OF JAZZ

Credit: 0.5

The most fascinating thing about jazz is its vitality. Jazz remains today what it has been since its inception: an art form of intense personal expression in the context of collaborative improvisation. This course is a social and stylistic investigation of the history of jazz, from its African American origins up to the present. Progressing chronologically, students will investigate through a variety of sources the main jazz styles and musicians and their development and influence upon the jazz scene. Prerequisite: MUSC 101 or placement by exam. This course is the same as AMST 302D. Offered every other year.

Instructor: Buehrer

MUSC 303 MUSIC AND GENDER

Credit: 0.5

In this course we will investigate the important role that gender plays in selected music cultures from around the world. Looking at a range of different musical genres, including rock, pop, traditional and art musics, we will look at the relationship of music and gender from different angles. Questions we will ask include the following: What influence do constructions of "masculinity" and "femininity" have on who can make or listen to music in specific cultural settings? How is music involved in the production of gender identity? How is music used to challenge gender perceptions and stereotypes? Prerequisite: MUSC 102 or 107 or ANTH 113. Offered every two to three years.

Instructor: Mendonça

MUSC 304 COVER SONGS

Credit: 0.5

In this course we will examine cover versions of previously recorded songs and how the intersection of gender, sexuality, race, class and genre through changing sociohistorical and cultural contexts can shape different meanings in the songs. Most essential to this course will be the exploration of how artists covering other people's songs can emulate, pay homage to, comment upon, subvert meanings of and create parodies of previously recorded works. Part of this endeavor will involve an investigation into meanings around the concept of authenticity and its role in music criticism. Emphasis will be placed on the application of musical analysis and transcription to aid the understanding of musical processes at play in various cover songs. Prerequisite: MUSC 101 or placement by exam and MUSC 102 or 107. Offered every two to three years.

Instructor: Feller

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MUSC 306 MUSIC HISTORY: J.S. BACH

Credit: 0.5

This course is a chronological exploration of the life and music of Johann Sebastian Bach. It draws upon the most recent scholarship and, to the extent possible, upon primary source documents. The student will gain an understanding of the world in which Bach lived and a familiarity with the background, structure and significance of his most important works. Prerequisite: MUSC 202, 203, 204, 205, or permission of instructor. Offered every two to three years.

Instructor: Sanders

MUSC 307 LUDWIG VAN BEETHOVEN

Credit: 0.5

This course is a chronological exploration of the life and music of Ludwig van Beethoven. Through the study of primary sources and recent scholarship, the student will gain an understanding of Beethoven, the world in which he lived, and the background, structure and significance of his most important works. Prerequisite: MUSC 202, 203, 204, 205, or permission of instructor. Offered every two or three years.

Instructor: Sanders

MUSC 309 HISTORY OF OPERA

Credit: 0.5

This course will trace the development of opera from its origins in the 16th century through the important works of the 20th century. Students will study representative operas from the various periods in Italy, France, Germany, Eastern Europe and America to understand the stylistic development of the genre and the musical, literary, philosophical, aesthetic and political forces that shaped it. Prerequisite: MUSC 101 or placement by exam and MUSC 102 or 107. Offered every two to three years.

Instructor: Sanders

MUSC 310D MUSIC, HUMAN RIGHTS AND CULTURAL RIGHTS

Credit: 0.5

Music is deeply embedded in many forms of individual and cultural identity. This upper-level seminar examines the relationship of music to notions of cultural rights and human rights. Using case studies from a variety of music cultures, we will explore topics such as music censorship, music and warfare, music and disability, and music and AIDS awareness, among others. Engaging with literature from ethnomusicology, anthropology and other social sciences we will explore the following questions: What roles do music and related forms of expressive culture play in notions of human rights? Who owns music? Who has the right to transform music? What are the artistic, political and economic reasons for these transformations? What are their implications? What constitutes a cultural-rights violation? What role, if any, should regulatory agencies have with regard to monitoring cultural rights? This course is the same as ANTH 310D. Prerequisite: ANTH 113 or MUSC 102 or 107 and permission of instructor.

Instructor: Mendonça

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MUSC 321 JAZZ THEORY AND ARRANGING

Credit: 0.5

In this course, students will study the basics of jazz nomenclature, harmony and voice-leading and their application to writing arrangements for instrumental jazz combos of up to five horns and rhythm section or vocal jazz ensembles. Rhythmic, formal, textural, and other parameters will be studied as well, and comparisons will be made to Western "classical" theoretical conventions to highlight similarities and differences between the two genres. Students will learn to write idiomatically for common jazz instruments and will study appropriate recorded examples. In addition, the course includes an ear-training component, and students will frequently be expected to practice theoretical concepts on their instruments. Prerequisite: MUSC 122Y. Offered every two to three years.

Instructor: Buehrer

MUSC 322 COMPOSITION

Credit: 0.5

This course offers instruction in the craft of composition. Exploring a variety of approaches and aesthetics, students will be encouraged to employ traditional formal structures, tonal and atonal materials, as well as recent techniques from the 20th and 21st centuries. Students' work will be routinely presented and discussed during class time, and presented in a final concert at the end of the semester. Attendance at concerts in metropolitan areas such as Columbus and Cleveland will be required. This course may be repeated for credit one time. Prerequisite: MUSC 102 and 122Y.

Offered at least every other year.

Instructor: Feller

MUSC 324 INTRODUCTION TO MUSIC TECHNOLOGY

Credit: 0.5

This course is designed to be a follow-up to the current introductory course in computer music. Students will continue to develop fluency with the technological tools for composing and producing original, computer-assisted music. Students will learn about algorithmic composition, advanced synthesis and processing techniques, and how to implement them, designing their own patches and applications using current software packages such as Max, ProTools and various open source programs. Prerequisite: MUSC 124 or permission of instructor. Offered every other year.

Instructor: Feller

MUSC 331 CONDUCTING

Credit: 0.5

This course is designed primarily for music majors to prepare them for the specific problems and issues that confront the instrumental and/or choral conductor. The class will focus on developing conducting techniques of the individual student in laboratory situations and perhaps public performance. In addition, students will do extensive reading in the philosophy of conducting and performance. One aim is to synthesize their knowledge of music history and music theory in the presentation of their ideas. Prerequisite: MUSC 202, 203, 204 or 205 and MUSC 121Y and permission of instructor. Offered every other year. Instructor: Locke

MUSC 397 JUNIOR HONORS

Credit: 0.5

MUSC 398 JUNIOR HONORS

Credit: 0.5

MUSC 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is available to junior or senior music majors wishing to explore, with a Music Department faculty member, a topic not normally offered in the curriculum. Typically, the student proposes the topic to the faculty member, who then brings the proposal before the department for approval. The department will discuss the feasibility of any proposal. Individual studies supplement the music curriculum and may not usually be used to satisfy major requirements. Most individual studies will earn .25 unit of credit, although some may earn .5 unit. After identifying a faculty member willing to oversee the individual study, the student should work with that professor to develop a short (one-page) proposal that will be shared with the department for approval. The proposal should articulate the nature of the proposed study; present planned readings, assignments and other work; and describe how or what in the proposed study will be assessed at the end of the semester. Meeting schedules may vary, but at a minimum the department expects that students will meet once per week with the faculty member.

MUSC 497Y SENIOR HONORS PROJECT

Credit: 0.5

Prerequisite: permission of department chair.

MUSC 498Y SENIOR HONORS PROJECT

Credit: 0.5

Prerequisite: permission of department chair.

Ensembles

MUSC 471 KENYON COMMUNITY CHOIR

Credit: 0.25

The Kenyon Community Choir is a large chorus designed to perform literature for chorus and orchestra (or piano accompaniment). Sacred and secular works from the Baroque period to the present will be performed at concerts and college functions. Membership is open to students, faculty, staff and other community members. Those who formally enroll should expect to meet requirements beyond the regular weekly rehearsals. Prerequisite: a voice placement audition and permission of instructor.

Instructor: Locke

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MUSC 472 KNOX COUNTY SYMPHONY

Credit: 0.13-0.25

The Knox County Symphony is a community-based orchestra that performs three to four times per year, including one combined concert with the Kenyon choirs. Literature includes the standard symphonic and concerto repertoire. Enrollment is limited depending on the needs of the orchestra; therefore a competitive seating audition is required. Prerequisite: permission of instructor.

Instructor: Locke

MUSC 473 KENYON COLLEGE CHAMBER SINGERS

Credit: 0.25

The Kenyon College Chamber Singers is a small choir devoted to the literature for chamber ensemble, both a cappella and accompanied. The class meets five hours per week. Members are required to make concerts and the spring tour a priority. The course may be repeated. Prerequisite: a voice placement audition and permission of instructor.

Instructor: Locke

MUSC 475 FLUTE CHOIR

Credit: 0.13-0.25

This course is open to all qualified flutists upon audition. Special emphasis will be placed on aspects of ensemble playing, intonation, phrasing and style. One performance will be given each semester.

Prerequisite: permission of instructor. Not offered every semester.

Instructor: Stimson

MUSC 476 WOODWIND CHAMBER ENSEMBLE

Credit: 0.13-0.25

This ensemble is open to students with sufficient ability to play chamber music for winds. One performance will be given each semester. Prerequisite: permission of instructor. Not offered every semester.

Instructor: Staff

MUSC 477 STRING CHAMBER ENSEMBLE

Credit: 0.13-0.25

This ensemble is open to students with sufficient ability to play chamber music for strings. It is also open to keyboard players. One performance will be given each semester. Prerequisite: permission of instructor. Not offered every semester.

Instructor: Biava

MUSC 478 GUITAR ENSEMBLE

Credit: 0.13-0.25

This ensemble is open to all qualified guitarists upon audition. The repertoire will consist of selections encompassing a variety of styles and periods of music. One performance will be given each semester. Prerequisite: permission of instructor. Not offered every semester.

Instructor: Staff

MUSC 479 SYMPHONIC WIND ENSEMBLE

Credit: 0.13-0.25

This ensemble, involving the standard concert band instrumentation (woodwinds, brass and percussion), rehearses and performs a variety of music from the wind ensemble repertoire, including works for smaller chamber-style ensembles. There will be at least one performance per semester. Prerequisite: a section placement audition and permission of instructor.

Instructor: Heuchemer

MUSC 480 INSTRUMENTAL JAZZ ENSEMBLE

Credit: 0.13-0.25

This course offers study of improvisational techniques, jazz and jazz fusion from the early 1900s to the present. Application is toward individual style and ensemble performance. Work will include reading of lead sheets, transposition, and playing by ear. One or two concerts per semester will be given, with the strong possibility of other performance opportunities and possible inclusion of original works. Prerequisite: permission of instructor.

Instructor: Buehrer

MUSC 481 EARLY MUSIC ENSEMBLE

Credit: 0.25

The Early Music Ensemble performs music of the Middle Ages, Renaissance, and Baroque using modern instruments as well as replicas of historical instruments. Performance practice issues will be explored through an examination of surviving primary sources as well as a select number of high-quality secondary sources that focus on historical performance techniques. Prerequisite: ability to read music fluently and permission of instructor. Not offered every semester.

Instructor: Heuchemer

MUSC 482 PERCUSSION ENSEMBLE

Credit: 0.13-0.25

The Percussion Ensemble provides an opportunity for students to perform in a variety of musical styles on traditional and contemporary percussion instruments. The ensemble presents a concert every semester. The ensemble is open to all Kenyon students and community members and may require an audition. Prerequisite: permission of instructor. Not offered every semester.

Instructor: Dachtyl

MUSC 483 OPERA AND MUSICAL THEATER WORKSHOP

Credit: 0.13-0.25

This course covers preparation and study of representative scenes from the musical theater and opera repertoire. Special attention will be given to diction and characterization. The course will lead to an end-of-semester production. The course may be repeated for credit. Prerequisites: audition and permission of instructor. Not offered every semester.

Instructor: Marcellana

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MUSC 484 FRENCH HORN ENSEMBLE

Credit: 0.13-0.25

This course is open to horn players qualified to perform chamber music. Auditions may be required. The class will explore all periods of music with emphasis on style, technique and ensemble blending. An end-of-the semester performance will be expected. Prerequisite: permission of instructor. Not offered every semester.

MUSC 485 ASIAN MUSIC ENSEMBLE

Credit: 0.25

This course provides ongoing study of the music of the Sundanese gamelan degung, a traditional ensemble incorporating different types of tuned bronze percussion, drums, flutes and vocals. Students will be introduced to basic and advanced instrumental techniques for several individual gamelan instruments and receive coaching in musicianship and ensemble skills. A variety of repertoires will be covered. Each semester will culminate in one public performance. No previous musical experience is required. This course can be used to satisfy diversification requirements in anthropology as well as music. Prerequisite: permission of instructor.

Instructor: Mendonça

MUSC 486 HARP ENSEMBLE

Credit: 0.13-0.25

This ensemble is open to students with sufficient ability to play harp. Prerequisite: permission of instructor. Not offered every semester.

Instructor: Thompson

MUSC 487 SAXOPHONE ENSEMBLE

Credit: 0.13-0.25

The Saxophone Ensemble is open to all qualified students. There is one performance per semester. Prerequisite: permission of instructor.

Instructor: Clark

Music Lessons

MUSC 140 LEVEL-I HARPSICHORD OR ORGAN

Credit: 0.13-0.25

This course is an introduction to the technique and literature of the harpsichord or organ. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 141 LEVEL-I PIANO

Credit: 0.13-0.25

This course is an introduction to basic piano technique: how to practice, sight-reading, relaxation, and memorization. Works studied will be representative of the Baroque, classical, Romantic, and

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modern periods. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: attendance at a one-time placement interview and permission of applied music coordinator.

MUSC 142 LEVEL-I HARP

Credit: 0.13-0.25

This course is an introduction to harp technique and literature. Possible avenues of study include classical, folk and popular music, as well as improvisation. An instrument will be available for instruction and practice time. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 143 LEVEL-I VOICE

Credit: 0.13-0.25

This course is an introduction to basic vocal technique. Work will be based on the needs of the individual student. The repertoire includes folk and popular tunes as well as classical selections. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: attendance at a one-time placement interview, ability to match pitch, and permission of applied music coordinator.

MUSC 144 LEVEL-I RECORDER

Credit: 0.13-0.25

This course is an introduction to basic recorder technique. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 145 LEVEL-I WOODWINDS

Credit: 0.13-0.25

This course is an introduction to basic woodwind technique. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 146 LEVEL-I PERCUSSION

Credit: 0.13-0.25

This course is an introduction to basic percussion technique. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 147 LEVEL-I BRASS

Credit: 0.13-0.25

This course offers study of one of the orchestral brass instruments. Work will be based on the needs of the individual student. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

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MUSC 148 LEVEL-I GUITAR

Credit: 0.13-0.25

This course is an introduction to guitar technique and literature. Classical, rock/folk, acoustic pop and jazz are possible avenues of study. An acoustic, classical or electric guitar is acceptable for instruction. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level.

Prerequisite: attendance at a one-time placement interview and permission of applied music coordinator.

MUSC 149 LEVEL-I STRINGS

Credit: 0.13-0.25

This course offers study of one of the orchestral strings. Work will be based on the needs of the individual student. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 240 LEVEL-II HARPSICHORD OR ORGAN

Credit: 0.13-0.25

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level.

Prerequisite: MUSC 140 and permission of applied music coordinator.

MUSC 241 LEVEL-II PIANO

Credit: 0.13-0.25

The course will cover representative works from all periods and emphasize practice methods, sight-reading and memorization techniques, and expression and interpretation. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 141 and permission of applied music coordinator.

MUSC 242 LEVEL-II HARP

Credit: 0.13-0.25

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level.

Prerequisite: MUSC 142 and permission of applied music coordinator.

MUSC 243 LEVEL-II VOICE

Credit: 0.13-0.25

This course offers a continuation of flexibility and range development and includes a required music jury performance. Problems of stage deportment and interpretation are considered. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 143 and permission of applied music coordinator.

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MUSC 244 LEVEL II-RECORDER

Credit: 0.13-0.25

This course will consider representative sonatas and suites of the 17th and 18th centuries, as well as historical sources of recorder technique from the 16th to the middle of the 18th centuries. Simple figured bass is used. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 144 and permission of applied music coordinator.

MUSC 245 LEVEL-II WOODWINDS

Credit: 0.13-0.25

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 145 and permission of applied music coordinator.

MUSC 246 LEVEL-II PERCUSSION

Credit: 0.13-0.25

This course is a continuation of snare-drum technical studies with application to orchestral and concert band music, rudimental solos, advanced drum-set styles for jazz-rock applications, and chart reading for big band and show drumming. Music majors: This course presents an introduction to keyboard percussion and timpani, as well as orchestral techniques for various trap-percussion instruments. Performance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 146 and permission of applied music coordinator.

MUSC 247 LEVEL-II BRASS

Credit: 0.13-0.25

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 147 and permission of applied music coordinator.

MUSC 248 LEVEL-II GUITAR

Credit: 0.13-0.25

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 148 and permission of applied music coordinator.

MUSC 249 LEVEL-II STRINGS

Credit: 0.13-0.25

Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 149 and permission of applied music coordinator.

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MUSC 340 LEVEL-III HARPSICHORD OR ORGAN

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 240 and permission of applied music coordinator.

MUSC 341 LEVEL-III PIANO

Credit: 0.13-0.25

The course will cover major works of the Baroque, classical, Romantic, impressionist, and contemporary periods. A standard concerto may also be studied. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 241 and permission of applied music coordinator.

MUSC 342 LEVEL-III HARP

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 242 and permission of applied music coordinator.

MUSC 343 LEVEL-III VOICE

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. Diction and interpretation are given special consideration. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 243 and permission of applied music coordinator.

MUSC 344 LEVEL-III RECORDER

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 244 and permission of applied music coordinator.

MUSC 345 LEVEL-III WOODWINDS

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 245 and permission of applied music coordinator.

MUSC 346 LEVEL-III PERCUSSION

Credit: 0.13-0.25

This course offers study of contemporary literature for all percussion instruments, including mallet instruments, timpani, multiple percussion, and drum set. Study will include orchestral repertoire for various percussion instruments and possible solo percussion recital. A music jury performance

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is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 246 and permission of applied music coordinator.

MUSC 347 LEVEL-III BRASS

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 247 and permission of applied music coordinator.

MUSC 348 LEVEL-III GUITAR

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 248 and permission of applied music coordinator.

MUSC 349 LEVEL-III STRINGS

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 249 and permission of applied music coordinator.

MUSC 440 LEVEL-IV HARPSICHORD OR ORGAN

Credit: 0.25-0.5

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 340 and permission of applied music coordinator.

MUSC 441 LEVEL-IV PIANO

Credit: 0.25-0.5

The course will cover major works of the Baroque, classical, Romantic, impressionist and contemporary periods. A standard concerto may also be studied. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 341 and permission of applied music coordinator.

MUSC 442 LEVEL-IV HARP

Credit: 0.25-0.5

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 342 and permission of applied music coordinator.

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MUSC 443 LEVEL-IV VOICE

Credit: 0.13-0.5

The year's work leads to a recital featuring representative styles. Diction and interpretation are given special consideration. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 343 and permission of applied music coordinator.

MUSC 444 LEVEL IV RECORDER

Credit: 0.25-0.5

Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 344 and permission of applied music coordinator.

MUSC 445 LEVEL-IV WOODWINDS

Credit: 0.25-0.5

Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 345 and permission of applied music coordinator.

MUSC 446 LEVEL-IV PERCUSSION

Credit: 0.25-0.5

This course offers study of contemporary literature for all percussion instruments, including mallet instruments, timpani, multiple percussion, and drum set. Study will include orchestral repertoire for various percussion instruments. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 346 and permission of applied music coordinator.

MUSC 447 LEVEL-IV BRASS

Credit: 0.25-0.5

Work will be based on the needs of the individual student. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 347 and permission of applied music coordinator.

MUSC 448 LEVEL-IV GUITAR

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 348 and permission of applied music coordinator.

MUSC 449 LEVEL-IV STRINGS

Credit: 0.25-0.5

Work will be based on the needs of the individual student. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 349 and permission of applied music coordinator.

Neuroscience

Natural Sciences Division

Neuroscience studies brain-behavior relationships in order to understand the roles they play in regulating both animal and human behavior. A thorough knowledge of the functions of the nervous system is essential to understanding the vicissitudes of psychological experience, general behavior and clinical disorders. Therefore, the study of the nervous system and the brain—anatomically, physiologically and biophysically, at both the microscopic and macroscopic levels — is central to the Neuroscience Program.

In recent years, neuroscience has become the most rapidly developing interdisciplinary area in the sciences. This field integrates the knowledge, research methods and modern laboratory technology of biology, chemistry, psychology and other scientific fields toward the common goal of understanding animal and human behavior. For this reason, the program's curriculum and list of faculty reflect a diversity of subdisciplines within a variety of departments. A primary objective of this program is to prepare students for entrance into graduate training or research occupations in neuroscience, neurochemistry, neurobiology, anatomy, physiology, physiological psychology, clinical psychology, behavioral science and the health sciences (medicine and allied fields).

FOR FIRST-YEAR STUDENTS

Students who are considering a concentration or a major in neuroscience should inquire about the program from any of the affiliated faculty members and also should consult with the program's director.

NEUR 212 is the entryway into the neuroscience curriculum. It begins by emphasizing that neuroscience is truly an interdisciplinary field. After covering brain evolution and the genetic basis of behavior, there is a review of the organization of the nervous system and the processes responsible for neural conduction and synaptic transmission. This knowledge is then applied to a comprehensive examination of the neurochemical, sensory, motor, developmental, motivational, cognitive and emotional processes and structures that influence both normal and abnormal behavior.

CURRICULUM FOR THE MAJOR

The neuroscience major is intended primarily for students who are planning to attend graduate school in the many specialized fields of neuroscience, such as medical neuroscience, developmental neuroscience, cognitive neuroscience or behavioral neuroscience. It also is an excellent major for students who are seriously interested in pursuing research careers or becoming clinical practitioners concerned with the biochemical or the biopsychological aspects of the nervous system or behavior (e.g., psychopharmacology, psychiatry, clinical neuropsychology).

The following requirements for the neuroscience major and concentration apply to the class of 2017 and those following.

REQUIREMENTS FOR THE MAJOR (7-7.25 UNITS)

Required Core Courses (4.75-5.25 units)

Neuroscience Required Courses (1 unit)

- NEUR 112/212 Neuroscience
- NEUR 305 Behavioral Neuroscience OR NEUR 307 Sensory Processes
- NEUR 471 Topics in Neuroscience

Neuroscience/Psychology Required Courses (1 unit)

One of the following laboratory courses:

-
- NEUR 401 Research Methods in Electrophysiology and Biopotentials
- NEUR 405 Research Methods in Behavioral Neuroscience
- NEUR 406 Research Methods in Sensory Processes
- PSYC 402 Research Methods in Cognition
- PSYC 403 Research Methods in Learning and Motivation
- PSYC 410 Research Methods in Human Neuroscience

OR 2 semesters (.5 unit) of NEUR 385 Research in Neuroscience

Biology Required Courses (2.25 units)

- BIOL 109Y Introduction to Experimental Biology (Lab)
- BIOL 110Y Introduction to Experimental Biology (Lab)
- BIOL 115 Energy in Living Systems (or Biology AP score of 5)
- BIOL 116 Information in Living Systems
- BIOL 358 Neurobiology
- BIOL 359 Experimental Neurobiology (Lab)

Chemistry Required Courses (.5 - 1 unit)

- CHEM 121 and 124 Introductory Chemistry I and II OR CHEM 122 Chemical Principles

ELECTIVES

Two-and-a-quarter (2.25) units beyond the required core curriculum and selected from the elective list below. Overall the electives must span at least three departments, with at least one (1) unit being from a single department and a minimum of half (.5) unit from the other two departments. This will aid both your breadth and depth of understanding.

Biology Electives

- BIOL 243 Animal Physiology
- BIOL 261 Animal Behavior
- BIOL 263 Molecular Biology and Genomics
- BIOL 266 Cell Biology
- BIOL 321 Evolutionary Developmental Biology

Chemistry Electives

- CHEM 231, 232 Organic Chemistry I and II
- CHEM 233, 234 Organic Chemistry Laboratory I and II
- CHEM 256 Biochemistry
- CHEM 335 Chemical Kinetics and Thermodynamics
- CHEM 341 Instrumental Analysis
- CHEM 370 Advanced Lab: Computational Chemistry
- CHEM 371 Advanced Lab: Biochemistry
- CHEM 401 Chemistry and Biochemistry Seminar (Permission of NEUR Chair required)

Neuroscience Electives

- NEUR 275 Animal Cognition (NEUR 291 Spring 2015)
- NEUR 302 Neuroethology and Comparative Psychology
- NEUR 304 Human Neuropsychology
- NEUR 305 Behavioral Neuroscience (if not taken as core course)
- NEUR 307 Sensory Processes (if not taken as core course)
- NEUR 347 Psychopharmacology
- NEUR 491 Special Topic (Spring 2015-Neurophilosophy Conscious)

Psychology Electives

-
- PSYC 301 Cognitive Psychology
- PSYC 303 Learning and Motivation
- PSYC 306 Psychology of Language
- PSYC 310 Cognitive Neuroscience

Other Electives for Major

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- ANTH 111 Intro to Biological Anthropology
- ANTH 323 Bioarcheology of Sub-Saharan Africa
- ANTH 421 Neanderthals
- MATH 106 Elements of Statistics
- PHIL 245 Philosophy of Natural Science
- PHIL 260 Philosophy of Mind
- PHIL 262 Philosophy of Perception
- SCMP 118 Intro to Programming

REQUIREMENTS FOR NEUROSCIENCE CONCENTRATION (4 UNITS)

Neuroscience Required Courses (1.5 units)

- NEUR 112/212 Introduction to Neuroscience
- NEUR 305 Behavioral Neuroscience OR NEUR 307 Sensory Processes
- NEUR 471 Topics in Neuroscience
- Basic Science Required Courses (1.5 units)
- BIOL 115 Energy in Living Systems
- BIOL 116 Information in Living Systems

AND one of the following chemistry courses:

- CHEM 109 Neurochemistry
- CHEM 121 Introductory Chemistry
- CHEM 122 Chemical Principles

Electives

One (1) unit from the elective list above for the major.

SENIOR EXERCISE

The senior exercise consists of an original research proposal, written in a format appropriate for a scientific grant. The exercise is completed in the fall of the student's senior year. The senior exercise is evaluated by two faculty members: the senior exercise advisor and another member of the Neuroscience Program.

RESEARCH

Students can gain research experience by participating in independent research (NEUR 385) under the supervision of a faculty advisor. Although independent research is not required for the major, conducting research is a valuable educational experience, particularly for students planning to pursue graduate or medical training.

HONORS

Seniors participating in the Honors Program (NEUR 497Y-498Y) must complete an honors project and pass an oral exam. Assessment of the honors candidates is conducted by two members of the advisor's department, one member of the Neuroscience Program from another department, and an outside examiner brought in by the advisor's department.

NEUR Courses and Diversification Requirements

The following courses may be paired to satisfy the natural sciences requirement:

- NEUR 105 and NEUR 212
- NEUR 302 through 406 with any PSYC course
- NEUR 291 (201510) with any NEUR course
- NEUR 275 (2016-17 on) with any NEUR course

Courses

NEUR 105 FUNDAMENTALS OF NEUROSCIENCE: FILM, SPACE AND PLAY

Credit: 0.5

This introductory course will explore a range of topics and issues in the study of neuroscience. Specifically, the course will focus on the relationship between neuroscience, the arts and humanities. The course will treat the humanities and sciences as partners working together on the same problems. Usually, three topics are covered per semester. Examples of topics covered include the neuroscience of emotions, play behavior, film, visual and artistic perspective, space and time. Other topics may be covered. Assignments will include weekly quizzes, class discussion and a thesis paper. No prerequisite. NEUR 105 is a non-majors introductory course geared towards first-year and sophomore students, although others may take it. Anyone who plans to major or concentrate in neuroscience will need to take NEUR 112/212. NEUR 105 can be paired with NEUR 112/212 in order to satisfy the natural science distribution requirement. This course is repeatable for credit one time for a maximum of one unit. However, this course taken twice or with a NEUR special topic does not satisfy the natural sciences diversification.

NEUR 212 NEUROSCIENCE

Credit: 0.5

This course begins with a definition of neuroscience as an interdisciplinary field, in the context of the philosophy of science. After covering the basics of cellular neurophysiology, the course examines the development and organization of the human nervous system in terms of sensory, motor, motivational, emotional and cognitive processes. The neurological and biochemical bases of various brain and behavioral disorders also are examined. It is strongly recommended that BIOL 115 or 116 is taken as a prerequisite or corequisite or have an AP score of 5 in biology. No prerequisite.

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NEUR 275 ANIMAL COGNITION

Credit: 0.5

Can ants count? Can gorillas "converse" about the past or the future? Do crows use tools? Can dogs read human faces to detect our mood or follow our gaze for guidance or direction? These are the types of questions we will be considering in this seminar on animal cognition. We will examine how various cognitive abilities evolved in non-human animals and the purpose these abilities serve in their lives. Additionally, we will explore the implications of animal cognition for our own cognitive abilities. General topics we will discuss include memory, learning, conceptual abilities, spatial cognition, numerical competence, planning, social intelligence, communication and language, animal culture, and self awareness and theory of mind in non-human animals. This course can be used as an elective towards the neuroscience major or concentration. This course can be used in conjunction with another NEUR course to fulfill the natural science distribution requirement. No prerequisite.

NEUR 302 NEUROETHOLOGY AND COMPARATIVE PSYCHOLOGY

Credit: 0.5

Comparative psychology is the study of behavior and mental processes of organisms, including humans. Until Darwin published his theory of evolution, it was commonly accepted that a huge gulf exists between human and nonhuman animals. In this course we will examine human and animal behavior and mental activity from an evolutionary perspective -- that is, from a perspective in which humans are part of the continuum of life forms that inhabit the planet. We will consider the notion that, in contrast to the usual anthropocentric view of behavior and mental processes, many of the same evolutionary, ecological and biological principles explain both human and animal behavior. Prerequisite: NEUR 112/212 or PSYC 100 and 150. This course is offered at least every other year.

NEUR 304 NEUROPSYCHOLOGY

Credit: 0.5

This course is designed to facilitate our learning about the connections and interactions among neuroanatomy, brain function and psychological phenomena. We do this by studying neuropsychological disorders, as well as the basic psychological processes such as perceptions and memory. Through readings, discussions and class presentations, we will learn some of the basic principles of the brain's organization and function, as well as its ability to recover function after damage. In addition, we will learn about the nature, causes and treatment of specific neuropsychological disorders such as Parkinson's disease, Alzheimer's disease, closed head injuries, Tourette's syndrome, and stroke-induced aphasia. Further, we will learn about neuropsychological assessment and the current level of research and discovery in the neuropsychology of specific disorders through student presentations. This course is cross-listed with psychology for diversification purposes. Prerequisite: PSYC 100 or 101 or NEUR 112/212. This course is offered at least every other year.

Instructor: McFarlane

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NEUR 305 BEHAVIORAL NEUROSCIENCE

Credit: 0.5

This course is designed to provide the student with an understanding of the physiological phenomena responsible for psychological experiences. The main focus of the course is a detailed study of the anatomy and physiology of the nervous system. This is followed by a study of the sensory and self-regulatory systems, a study of higher cognitive processing. With each new topic, the relevant anatomical and physiological systems will be discussed as they relate to the behavior under scrutiny. Thus the biological underpinnings of sleep, mood, learning and memory, motivation, and other topics will be studied. Prerequisite: PSYC 100, 110, or NEUR 112/212. This course typically is offered every year.

NEUR 307 SENSORY PROCESSES

Credit: 0.5

This course focuses on the ways in which the brain gathers, processes and interprets information from the external environment in order to construct an internal representation that the organism perceives to be "reality." The goal is to provide students with an understanding of the evolution, structure and function of various sensory systems as well as an understanding of how the brain interprets incoming sensations and turns them into perceptions that allow organisms to act on their environment. Prerequisite: PSYC 100 and 150 or NEUR 112/212. This course typically is offered every year.

NEUR 347 PSYCHOPHARMACOLOGY

Credit: 0.5

This course explores the biological mechanisms of the actions and effects of both legal and illegal psychoactive drugs. The course begins with a brief discussion of the history of psychopharmacology, followed by an in-depth examination of the biological basis of drug action in the brain. We will discuss the basis of drug classification and of specific drugs, including illicit drugs such as cocaine, amphetamines, and heroin as well as legal psychoactive drugs such as caffeine, nicotine and alcohol. The course ends with a discussion of the action of drugs used in the treatment of mental disorders such as schizophrenia (antipsychotics) and depression (antidepressants). This course is cross-listed with psychology for diversification purposes. PSYC/NEUR 305 is recommended but not required. Prerequisite: PSYC 100 or NEUR 112/212. Offered as our schedule permits.

Instructor: McFarlane

NEUR 385 RESEARCH IN NEUROSCIENCE

Credit: 0.25

This combined discussion and laboratory course aims to develop abilities for asking sound research questions, designing reasonable scientific approaches to answer such questions, and performing experiments to test both the design and the question. We consider how to assess difficulties and limitations in experimental strategies due to design, equipment, system selected, and so on. The course provides a detailed understanding of selected modern research equipment. Students select their own research problems in consultation with one or more neuroscience faculty members. This

course is designed both for those who plan to undertake honors research in their senior year and for those who are not doing honors but who want some practical research experience. A student can begin the research in either semester. If a year of credit is earned, it may be applied toward the research methods course requirement for the major in neuroscience. This course is repeatable for up to 1.00 unit of credit. Prerequisite: BIOL 109Y-110Y, NEUR 112/212, and permission of instructor.

NEUR 401 RESEARCH METHODS IN ELECTROPHYSIOLOGY AND BIOPOTENTIALS

Credit: 0.5 QR

This methods course teaches students the skills necessary for conducting research in biopsychology and neuroscience. Students will gain first-hand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which biopsychologists and neuroscientists investigate the brain and its relationship to behavior. Students will learn to design experiments; collect, analyze and present data using computer software packages; and write a scientific paper. Prerequisite: NEUR 112/212 or PSYC 200 and permission of instructor. Offered as our schedule permits.

NEUR 405 RESEARCH METHODS IN BEHAVIORAL NEUROSCIENCE

Credit: 0.5 QR

This is a laboratory methods course that focuses on research methods used in physiological psychology and behavioral neuroscience. The emphasis of the course will be on designing, conducting and presenting research, as well as on mastering specific laboratory techniques. The primary goal is to examine the relationships between brain chemistry and behavior. To this end, students will design and implement projects that examine these relationships using animal subjects. The course also will focus on data analysis and experimental design. Prerequisite: PSYC 100 and 150 or NEUR 112/212 and one of the following: NEUR 305 or 347 or permission of instructor. Typically is offered every other year.

NEUR 406 RESEARCH METHODS IN SENSORY PROCESSES

Credit: 0.5 QR

This methods course teaches students the skills necessary for conducting research in sensation and perception. It will give students first-hand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which sensory neuroscientists investigate how the brain gathers, processes, and interprets information from the external environment to construct an internal representation of reality. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper.

Prerequisite: NEUR 112/212 or PSYC 200 and prerequisite or corequisite in either PSYC 301, NEUR 305, or 307 and permission of instructor. Typically offered every other year.

NEUR 471 TOPICS IN NEUROSCIENCE

Credit: 0.5

This capstone seminar is required of all students who plan to graduate with a neuroscience concentration or major. The seminar is intended to bring together the knowledge acquired from

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courses required for, or relevant to, the concentration and major. During the course of the semester, each student will submit a critique of a published article and write an integrative paper with the assistance of the instructor. Oral presentations are given in conjunction with each of these exercises. Prerequisite: NEUR 112/212, junior standing and completion of two of the three required basic science courses for the concentration.

NEUR 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Students conduct independent research under the supervision of one of the faculty members affiliated with the Neuroscience Program. This course is restricted to juniors or seniors who are neuroscience majors or have taken (or are concurrently enrolled in) courses required for the neuroscience concentration. Prerequisite: permission of instructor and neuroscience director, along with demonstrated special interest.

NEUR 497Y SENIOR HONORS

Credit: 0.5

This program for senior honors students culminates in the completion of a senior honors research project. The research is expected to be on a topic of particular relevance to the student's postgraduate plans. Students must select a research advisor from the faculty members in the Neuroscience Program. They are expected to have completed a thorough bibliographic search of the literature, written a short review paper, and formulated some tentative hypotheses during the spring semester of their junior year. Prerequisite: The student must have a 3.33 overall GPA and a 3.5 GPA in the neuroscience core courses and must have completed at least 5 units toward the major. Permission of neuroscience director.

NEUR 498Y SENIOR HONORS

Credit: 0.5

See course description for NEUR 497Y.

Instructor: Staff

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

ANTH 111: Introduction to Biological Anthropology

ANTH 323: Bioarchaeology of Sub-Saharan Africa

ANTH 421: Neanderthals

BIOL 115: Energy in Living Systems

BIOL 116: Information in Living Systems

BIOL 243: Animal Physiology

BIOL 261: Animal Behavior

BIOL 263: Molecular Biology and Genomics

BIOL 266: Cell Biology

BIOL 321: Evolutionary Developmental Biology

BIOL 358: Neurobiology

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BIOL 359: Experimental Neurobiology
CHEM 109: Neurochemistry
CHEM 121: Introductory Chemistry
CHEM 122: Chemical Principles
CHEM 123: Introductory Chemistry Lab I
CHEM 124: Introductory Chemistry II
CHEM 126: Introductory Chemistry Lab II
CHEM 231: Organic Chemistry I
CHEM 232: Organic Chemistry II
CHEM 233: Organic Chemistry Lab I
CHEM 234: Organic Chemistry Lab II
CHEM 256: Biochemistry
CHEM 335: Chemical Kinetics and Thermodynamics
CHEM 341: Instrumental Analysis
CHEM 370: Advanced Lab: Computational Chemistry
CHEM 371: Advanced Lab: Biochemistry
CHEM 401: Chemistry and Biochemistry Seminar
MATH 106: Elements of Statistics
MATH 111: Calculus I
PHIL 210: Modern Philosophy
PHIL 245: Philosophy of Natural Science
PHIL 260: Philosophy of Mind and Brain
PHIL 262: Philosophy of Perception
PSYC 200: Statistical Analysis in Psychology
PSYC 301: Cognitive Psychology
PSYC 303: Learning and Motivation
PSYC 306: Psychology of Language
PSYC 310: Cognitive Neuroscience
PSYC 402: Research Methods in Cognition
PSYC 403: Research Methods in Learning and Motivation
PSYC 410: Research Methods in Human Neuroscience
SCMP 118: Introduction to Programming

Philosophy

Humanities Division

The great philosophers seek to answer the most basic questions about the world and our place in it. Can we distinguish between what is real and what is unreal? What is freedom? What is knowledge? What is understanding? What is wisdom? What are the roles of reason, perception, intuition and emotion in shaping our relations with the world and with each other? What does it mean to be human? What does it mean to be non-human? What is life? What is the value of art? What are we to think about religion?

Many philosophical questions are inescapable. How is one to live one's life? What are good and bad, right and wrong, virtue and vice? How do we acquire obligations? How are we to make moral decisions? In every life, such questions arise, and everyone assumes one answer or another. To attempt to articulate your answer and to search for better answers is to become a philosopher.

Original works of the great classical and contemporary philosophers from different traditions are used in all courses. Texts are analyzed critically in order to understand what is being said and judge their merit. In class discussion and in written work, we raise questions, develop additional ideas, and construct new arguments. Classes in philosophy are generally small and usually emphasize discussion and dialogue. Students are encouraged to engage in critical thought and to come to their own conclusions.

THE CURRICULUM

Nearly all courses are designed to be of interest and accessible to both majors and non-majors. Regardless of background, students should normally take the introductory course, PHIL 100, before they take any other philosophy course at Kenyon. Each member of the philosophy faculty offers a section of the introductory course. This course serves as an introduction to the subject through the reading of original works by major philosophers. We emphasize classroom discussion, focusing on interpretation of the texts and consideration of the philosophical issues raised by them. We assign several short papers and we give a final examination. Other courses especially recommended for first-year students are PHIL 105 and 115.

Courses that may be taken without prerequisites are:

- PHIL 105 Introduction to Logic
- PHIL 110 Introduction to Ethics
- PHIL 115 Practical Issues in Ethics
- PHIL 190 The Anthropocene as a Philosophical Problem
- PHIL 200 Ancient Philosophy
- PHIL 208 Contemporary Political Philosophy

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- PHIL 210 Modern Philosophy
- PHIL 212 Early Chinese Philosophy
- PHIL 225 Existentialism
- PHIL 235 Philosophy of Law
- PHIL 240 Philosophy of Religion
- PHIL 270 Political Philosophy
- PHIL 275 Moral Psychology

Intermediate-level courses include:

- PHIL 201 Symbolic Logic
- PHIL 245 Philosophy of Natural Science
- PHIL 270 Political Philosophy
- PHIL 291 Special Topic

More advanced courses include:

- PHIL 310 Heidegger's Ontology
- PHIL 340 Sartre and Merleau-Ponty
- PHIL 345 Kant

Although the following seminars are primarily for majors, they may be of interest to other advanced students as well:

- PHIL 400 Ethics Seminar
- PHIL 405 Epistemology Seminar
- PHIL 410 Metaphysics Seminar

REQUIREMENTS FOR THE MAJOR

Four-and-one-half (4.5) units of philosophy, including the following courses:

- PHIL 105 Introduction to Logic or PHIL 201 Symbolic Logic
- PHIL 200 Ancient Philosophy
- PHIL 210 Modern Philosophy

One-and-a-half (1.5) units of core-area courses, one course from each of the three core areas (ethics, epistemology, metaphysics) one of which must be chosen from the following advanced seminars):

-
- PHIL 400 Ethics Seminar
- PHIL 405 Epistemology Seminar
- PHIL 410 Metaphysics Seminar

One-and-a-half (1.5) units of electives of the student's choice

COURSE PLANNING TIPS

PHIL 100 is normally the first course majors take, but it is not mandatory.

The following courses should normally be taken as early as possible:

- PHIL 105 Introduction to Logic OR PHIL 201 Symbolic Logic
- PHIL 110 Introduction to Ethics
- PHIL 200 Ancient Philosophy
- PHIL 210 Modern Philosophy

The following advanced seminars should normally begin no earlier than the second semester of the junior year:

- PHIL 400 Ethics Seminar
- PHIL 405 Epistemology Seminar
- PHIL 410 Metaphysics Seminar

Students who expect to do graduate work in philosophy are strongly encouraged to take PHIL 201.

CORE AREA COURSES

There are three core areas: ethics, epistemology and metaphysics.

The courses that may be selected to satisfy the core-area requirements are listed below. Additional courses may be announced.

Ethics

- PHIL 110 Introduction to Ethics
- PHIL 208 Contemporary Political Philosophy
- PHIL 270 Political Philosophy
- PHIL 275 Moral Psychology
- PHIL 348 Kant's Practical Philosophy
- PHIL 400 Ethics Seminar

Epistemology

- PHIL 220 Pragmatism
- PHIL 245 Philosophy of Natural Science
- PHIL 262 Philosophy of Perception
- PHIL 264 Philosophy of Mathematics
- PHIL 340 Sartre and Merleau-Ponty

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- PHIL 345 Kant
- PHIL 405 Epistemology Seminar

Metaphysics

- PHIL 190 The Anthropocene as a Philosophical Problem
- PHIL 205 Medieval Philosophy
- PHIL 215 Nineteenth-Century Philosophy
- PHIL 240 Philosophy of Religion
- PHIL 255 Philosophy of Language
- PHIL 260 Philosophy of Mind and Brain
- PHIL 310 Heidegger's Ontology
- PHIL 410 Metaphysics Seminar

SENIOR EXERCISE (NON-HONORS OR HONORS)

The Senior Exercise consists of a comprehensive essay examination with questions drawn from ancient philosophy, modern philosophy and one of the core-area advanced seminars of the student's choice.

HONORS

Central to the Honors Program is a series of two related courses culminating in a thesis at the end of the senior year. The first, PHIL 497, enables the student to pursue the search for and development of a suitable topic. By the second semester of the senior year, the student should have the background necessary for writing an honors thesis in PHIL 498. Students interested in the Honors Program should submit a written request to the chair of the department before the second semester of their junior year.

In the second semester of their junior year, honors candidates submit a thesis proposal for approval. Upon departmental approval, honors candidates will register for two (.25) unit courses to be taken senior year, PHIL 497 (fall) and PHIL 498 (spring). Honors candidates write complete drafts of their theses in PHIL 497 and refine and defend their theses in PHIL 498.

COURSE REQUIREMENTS FOR HONORS

Five (5) units of philosophy, including the following courses:

- PHIL 201 Symbolic Logic
- PHIL 200 Ancient Philosophy
- PHIL 210 Modern Philosophy

All three core-area course seminars, one-and-a-half (1.5) units:

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- PHIL 400 Ethics Seminar
- PHIL 405 Epistemology Seminar
- PHIL 410 Metaphysics Seminar

Two units (2) of electives of the student's choice, of which two must be 200-level course or higher.

- PHIL 497 and 498 Senior Honors

*For normal sequence of courses, see Course Planning Tips above.

Honors Thesis and Oral Examination

Upon completion of the thesis, the honors candidate will stand for an oral examination on the thesis, conducted by an outside examiner and the candidate's thesis advisor, in the presence of the entire department.

Divisional Approval

The candidate must meet the requirements of the College and of the Humanities Division for admission to and retention in the Honors Program.

REQUIREMENTS FOR THE MINOR

The minor in philosophy consists of two-and-one-half (2.5) units of work in the department, including the following courses:

- PHIL 100 Introduction to Philosophy
- PHIL 105 Introduction to Logic or PHIL 201 Symbolic Logic
- One course from the history sequence:
 - PHIL 200 Ancient Philosophy
 - PHIL 205 Medieval Philosophy
 - PHIL 210 Modern Philosophy
- Any two electives

GRADUATE SCHOOL CONSIDERATIONS

Philosophy majors interested in attending graduate school are strongly encouraged to select PHIL 201 to satisfy the logic requirement, and to select PHIL 400, 405 and 410 to satisfy the core-area course requirements. Such students also should consult with a faculty member as early as possible.

SYNOPTIC MAJORS

Philosophy courses are often suitable for inclusion in synoptic majors, and the department welcomes such majors.

OFF-CAMPUS STUDIES

Philosophy majors who wish to do so are generally able to participate in off-campus study programs, particularly if they begin their major programs as sophomores.

TRANSFER CREDIT POLICY

Students who want to transfer credit to count towards the major or minor in the Philosophy Department must petition the department with a copy of the syllabus of the course. The department will decide on a case-by-case basis whether transfer credit will be counted towards the major or minor.

Courses

PHIL 100 INTRODUCTION TO PHILOSOPHY

Credit: 0.5

The primary aim of this course is to acquaint the student with the spirit, methods, and problems of philosophy. Students will explore the range of issues in which philosophical inquiry is possible and to which it is relevant. Major works of important philosophers, both ancient and modern, will be used to introduce topics in metaphysics, theory of knowledge, ethics, and other traditional areas of philosophical concern. Offered every semester.

PHIL 105 INTRODUCTION TO LOGIC

Credit: 0.5

This course is an examination of the informal reasoning used in everyday life as well as in academic contexts. We will aim to both describe and understand that reasoning, on the one hand, and improve our competence in reasoning, on the other. We will explore the nature of explanation and causation, and we will discuss ways of articulating our reasoning patterns that make their nature clear. Thus we aim both to improve critical thinking and reading skills, and to understand in a deeper way the role that those skills play in human life. Offered every year.

Instructor: Lloyd-Waller

PHIL 110 INTRODUCTION TO ETHICS

Credit: 0.5

The central question in ethics is "How should I live my life?" This course explores this question by examining major ethical traditions such as honor ethics, Stoicism, Aristotelian virtue ethics, sentimentalism, utilitarianism, Kant's practical philosophy, Nietzsche's critique of morality, Buddhist ethics, and feminist ethics. The emphasis is on classical texts, as well as their connections with our contemporary life. This course is suitable for first-year students. Offered every year.

Instructor: Xiao

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PHIL 115 PRACTICAL ISSUES IN ETHICS

Credit: 0.5

This course examines moral issues we encounter in our private as well as public lives from a philosophical point of view. We discuss various ethical approaches such as Kantianism, utilitarianism, and value pluralism through analyzing issues such as abortion, capital punishment, euthanasia, the moral status of nonhuman animals, the environment, climate change, war, world poverty, inequality, and the ecology of rural life. There is a strong emphasis on discussion, and we use diverse methods such as Brandeis Brief and moral heuristics. This course is suitable for first-year students. Offered every year.

Instructor: Xiao

PHIL 190 THE ANTHROPOCENE AS A PHILOSOPHICAL PROBLEM

Credit: 0.5

This course is a philosophical introduction to the environmental humanities, taking the concept of the Anthropocene as our point of departure. We are especially interested in critical examinations of the following concepts and topics: the meanings of *ahumana* and *anaturea*, Big History, religion in human evolution, global environmental history, how humans are connected to nature and nonhuman animals, the pastoral ideal and technology, rituals and place, ecology and production of space, environmental justice, and the environmentalism of the poor. We also explore how traditional disciplines in the humanities, especially philosophy and religion, might be rethought in light of these new intellectual developments. Scholars we read include Hannah Arendt, Robert Bellah, Rachel Carson, William Cronon, Cora Diamond, Ian Hacking, Donna Haraway, David Harvey, Martin Heidegger, Carolyn Merchant, Ramachandra Guha, A.N. Whitehead, and Ludwig Wittgenstein, as well as thinkers from Chinese philosophical tradition. This is a lecture/discussion course. ENVS 112 is recommended. No prerequisite.

PHIL 200 ANCIENT PHILOSOPHY

Credit: 0.5

Ancient Greek philosophy is not only the basis of the Western and the Arabic philosophical traditions, it is central for understanding Western culture in general, including literature, science, religion, or values. In this course, we examine some of the seminal texts of Greek philosophy, focusing on the work of Socrates, Plato, and Aristotle. But we also examine the work of the pre-Socratics (such as Heraclitus, Zeno, and Democritus) and the Sophists (such as Protagoras and Gorgias). This is a lecture/discussion course. PHIL 100 is recommended. No prerequisite. Offered every year.

Instructor: Staff

PHIL 201 SYMBOLIC LOGIC

Credit: 0.5

There are many different ways to get someone to do what you want. These include threatening violence, lying, conditioning, bribery, begging and providing an argument. An "argument" (in logic) is an appeal to evidence in the support of a conclusion. (It should not be confused with the ordinary usage of the term "argument," which means quarrel.) An argument--unlike the other methods of

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persuasion--is an appeal to what is rational in the person to whom one is speaking. It is the only method that respects the other person's ability to think. An argument does this in two ways. First, an argument is an attempt to show that the evidence supports the conclusion. Second, an argument is the only method that invites the other person to assess whether the evidence in fact does support the conclusion. An argument invites a conversation. Logic is the study of what makes some arguments successful and some not. We will develop a procedure for assessing whether an argument is good (i.e., valid). We will examine the uses and the limits of this method. Offered every year.

PHIL 205 MEDIEVAL PHILOSOPHY

Credit: 0.5

Philosophically speaking, the period between the 11th and 16th centuries was a remarkably fertile one that both warrants and rewards close study. In this course we will examine some of the major thinkers and themes from the Jewish, Muslim and Christian medieval traditions, with an emphasis on understanding how the medievals synthesized the wisdom of the ancients of Aristotle with their dominant religious concerns. Particular attention is paid to the major epistemological and metaphysical topics pursued during this period. No prerequisite. Offered every third year.

Instructor: Lloyd-Waller

PHIL 208 CONTEMPORARY POLITICAL PHILOSOPHY

Credit: 0.5

This course is a study of major works in political philosophy since about 1950. Topics will include: the nature and legitimacy of modern political institutions; modern forms of power, oppression and alienation; and the often-conflicting demands of liberty, equality, rights and recognition. We will explore these topics through the writings of Oakeshott, Rawls, Nozick, Taylor, Geuss, Habermas and Foucault. Offered every third year.

Instructor: Lottenbach

PHIL 210 MODERN PHILOSOPHY

Credit: 0.5

This course examines 17th- through 18th-century philosophy. Major figures to be studied include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. We will stress metaphysical and epistemological issues throughout. It wouldn't be unfair to say that Descartes sets the agenda by creating a certain conception of the mind and the nature of knowledge, while each of the subsequent figures works out various implications of that conception. As such, the course content takes something of a narrative form, where we start with a certain optimism about knowledge and work our way into a deepening skepticism, only to be rescued at the end (by a rescuer whose price may not be worth paying). PHIL 200 is recommended but any previous philosophy course is acceptable. No prerequisite. Offered every year.

Instructor: Lloyd-Waller

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PHIL 212 EARLY CHINESE PHILOSOPHY

Credit: 0.5

This course is a survey of early Chinese philosophy (in translation). We focus on the major thinkers of the classical period of Chinese philosophy (550-221 BC), such as Confucius, Mozi, Mencius, Laozi, Zhuangzi, Xunzi, and Han Feizi. The emphasis is on ethics, moral psychology and political philosophy. PHIL 100 is recommended. No prerequisite. Offered every other year. Instructor: Xiao

PHIL 214 GERMAN IDEALISM

Credit: 0.5

In this course we will study the major philosophers of post-Kantian German Idealism: Schiller, Hölderlin, Jacobi, Fichte, Schelling, and Hegel. Our emphasis will be on Fichte and Hegel. Questions addressed will include the following: In what way are the philosophical systems of the German Idealists systems of freedom? How do the theories of freedom developed by the German Idealists relate to their accounts of the mind? How do the German Idealists understand the development or the history of the mind (both in the individual and in human kind)? What is the idealism in German Idealism? PHIL 210 recommended. No prerequisite.

PHIL 215 NINETEENTH-CENTURY PHILOSOPHY

Credit: 0.5

At the end of the 18th century, Immanuel Kant initiated a philosophical revolution that has not ceased to both orient and divide philosophers in the Western tradition. In this course, we will revisit the first sparks of that revolution as they caught fire in the tinder of 19th-century Europe. We will consider Fichte's outline of the vocation of humanity, Schelling's development of a philosophy of nature, Schopenhauer's mysticism and moral theory, and Nietzsche's criticisms. At a time in which the philosophy of religion was a vital and convulsive field, we will consider works from Herder, Schleiermacher and Kierkegaard. We will then see this religious convulsion tied to political aspirations by the "Young Hegelians" (including Marx). We will end with work in logic, metaphysics and philosophy of language by Brentano, Meinong and Frege that has been enormously influential for English-language philosophy since the turn of the 20th century. Prerequisite: at least one previous class in philosophy, political theory, or social theory. Offered occasionally.

PHIL 220 PRAGMATISM

Credit: 0.5

Pragmatism is the only major philosophical tradition on the world stage originating in the United States. And it is the only tradition of philosophy since Kant that is respected and taken seriously in both the Anglo-American philosophical tradition and the continental philosophical tradition. Many movements claim their origins in American pragmatism--these include verificationism, Husserlian phenomenology, Quinean naturalism, and some trends in postmodernism, cybernetics, vagueness logic, semiotics, the dominant trend in American educational philosophy, Italian fascism, American experimental psychology and Gandhi's philosophy of nonviolence. We will examine that tradition by reading the major works of Peirce, James, and Dewey, and their critics. Offered every third year. Instructor: Richeimer

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PHIL 225 EXISTENTIALISM

Credit: 0.5

Existentialism is one of the most influential philosophical movements in modern culture. Unlike other recent philosophies, its impact extends far beyond the cloistered walls of academia into literature (Beckett, Kafka, Ionesco), art (Giacometti, Bacon, Dadaism), theology (Tillich, Rahner, Buber), and psychology. Existentialism is at once an expression of humanity's continual struggle with the perennial problems of philosophy (knowledge, truth, meaning, value) and a particularly modern response to the social and spiritual conditions of our times (alienation, anomie, meaninglessness). In this course we will study existentialism in its complete form as a cultural and philosophical movement. After uncovering the historical context from which this movement emerged, we will view the "existential" paintings of de Chirico and Munch; read the fiction of Kafka, Dostoevsky, Tolstoy and Beckett; and closely study the thought of Kierkegaard, Nietzsche, Heidegger and Sartre. Among the topics we shall examine are alienation, authenticity, self-knowledge, belief in God, the nature of value and the meaning of life. PHIL 100 or RLST 101 is recommended. No prerequisite. Offered every year.

Instructor: DePascuale

PHIL 235 PHILOSOPHY OF LAW

Credit: 0.5

This course is a survey of philosophical issues relating to law. We begin with the nature of law: Does statutory law derive its power from a more fundamental and objective natural law, or merely from its acceptance within a political community? Is international law really law? Do we have a moral obligation to obey the law? Then we consider a variety of philosophical issues within law: liberty, authority, equality, rights, privacy, freedom of expression, and torture. Finally, we look at general principles of philosophy that underlie the legal system: punishment and responsibility, promises and contracts, and property and ownership. The readings are drawn from a mixture of philosophy articles and court cases. This course fulfills the philosophy of law requirement for the Law and Society Concentration. Offered occasionally.

PHIL 240 PHILOSOPHY OF RELIGION

Credit: 0.5

This course presents an inquiry into the nature of claims associated with religious traditions and the validity, if any, of such claims in the contemporary context. Topics to be studied include modern critiques of religious claims, proofs and practices as irrational and/or related to oppression; the classical "proofs" of the existence of God; the relation between religion and science, including questions about the nature of religious language and how religious claims might be verified; the religious (and secular) understanding of suffering, death, and evil; the possibility of justifying religious claims on the basis of religious experiences; and the question of how religious claims might be understood as valid, given the differing claims of different religions. No prerequisite. Offered every other year.

Instructor: DePascuale

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PHIL 245 PHILOSOPHY OF NATURAL SCIENCE

Credit: 0.5

One of the greatest human achievements is scientific knowledge. But what is scientific knowledge? Is it different from other kinds of knowledge? Should we take scientific claims as literally true or as useful fictions? What status should we accord scientific work? We will examine the answers to these questions offered by the Logical Positivists, the Popperians, Kuhn, Quine, Lakatos and Boyd. On the way, we will consider the issues surrounding induction, explanation, theoretical entities, laws, observation, reductionism and so on. No formal background in the natural sciences is assumed. Offered every third year.

Instructor: Richeimer

PHIL 255 PHILOSOPHY OF LANGUAGE

Credit: 0.5

Language plays a central role in our life. But how does language work? For instance, how does communication take place in our everyday life? How should we interpret literary or religious texts? What is the relationship between language, thought and the world? How do we "do things with words"? We examine these issues through the writings of Frege, Russell, Wittgenstein, Quine, Davidson, Austin, Grice, Lewis, and Brandom. Prerequisite: PHIL major or permission of instructor. Offered occasionally.

Instructor: Xiao

PHIL 260 PHILOSOPHY OF MIND AND BRAIN

Credit: 0.5

Mentality is not like much else in the universe. Mentality (or mind) is quite peculiar. The human brain (unlike other physical things) has the power to think. We have thoughts. Yet what are thoughts? Thoughts don't seem to be physical. For instance, unlike physical objects, thoughts don't have any weight. One does not gain weight by having new thoughts or lose weight by forgetting them. Unlike physical objects, thoughts have no shape. The thought of a circle is not circular. Yet thoughts have power. When we explain human behavior, we do so by saying that the person has certain thoughts; i.e., they have certain beliefs and certain desires. Those beliefs and desires (those thoughts) caused the person to act the way he did. The view that there are thoughts, that thoughts are in minds, that thoughts cause behavior, is the ordinary everyday view of the world. It is called folk psychology (i.e., the psychology of ordinary folk). Folk psychology seems obviously true. But is it true? And if it is true, can we describe it in a clear way? Does contemporary research in psychology support or undermine folk psychology? We will see that what seems so obvious is in fact quite controversial. Many psychologists and philosophers think something is wrong with folk psychology. We will examine some of those debates. Offered every third year.

Instructor: Richeimer

PHIL 262 PHILOSOPHY OF PERCEPTION

Credit: 0.5

We all depend on perception to live our lives. It is so much part of our lives that it is taken for granted and seems not worth noticing. Yet perception is not well understood. When one examines

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the differences in perception among humans, what one takes for granted becomes problematic. When one includes animal perception and robotic perception, perception becomes mysterious. We will examine various ways of understanding perception: biological, computational, ecological, cultural and rational. In so doing, we hope to gain some insight into a process that makes up much of our lives and provides the basis for much of what we know. Prerequisite: sophomore standing. Offered every third year.
Instructor: Richeimer

PHIL 263 MIND, PERCEPTION, AND FILM

Credit: 0.5

This is not a course on film history, film theory or aesthetics. Nor is this a course using film to illustrate philosophical ideas. Rather this course treats film as a phenomenon in its own right. Film has its own properties. Those properties are in some ways similar and in some ways dissimilar from human experience. For instance, film has its own temporal and spatial structure. That temporal-spatial structure is seemingly quite different from the temporal-spatial structure of how we ordinarily experience the world. Yet humans can easily understand film and be moved by film. Film is both of this world and otherworldly. We will explore a broad range of questions on the nature of film and what the magic of film teaches us about who we are. Offered occasionally.
Instructor: Richeimer

PHIL 264 PHILOSOPHY OF MATHEMATICS

Credit: 0.5

This course covers core issues in the philosophy of mathematics. Why should we believe mathematical claims? Is mathematics really a priori? If so, what do we mean by that? Are mathematical claims truth claims? What is the nature of a mathematical proof? Do numbers exist? How do we make sense of various mathematical concepts such as infinity, imaginary numbers, probability, and so on. We are going to look at primary texts written by mathematicians and philosophers such as Hilbert, Frege, Brouwer, Russell, Putnam, Wittgenstein and others. And we will examine standard philosophical accounts of mathematics such as intuitionism, Platonism, formalism and more. This is a team taught course. Prerequisite: PHIL 120 or some coursework in mathematics and permission of instructor.
Instructors: Staff

PHIL 270 POLITICAL PHILOSOPHY

Credit: 0.5

In this course we will study the history of political philosophy (with a focus on the period from about 1600 to about 1850). The course will address the following questions: What is the origin of civil society and government? What role does consent play in establishing government? Are there any natural rights, or do rights depend on the conventions of civil society? Does the civil law depend on the natural law? What is the relation between the constraints of law and liberty? Are there economic preconditions for liberty? Our readings will be mostly from Hobbes, Locke, Rousseau, Hume, Kant, Hegel and Marx. Offered every other year.
Instructor: Lottenbach

PHIL 275 MORAL PSYCHOLOGY

Credit: 0.5

This course examines concepts and issues at the intersection between moral philosophy and psychology or theory of human nature. We discuss philosophical ideas regarding the nature of action, agency, practical reasoning, moral heuristics and moral freedom. We examine these issues through the writings of Aristotle, Spinoza, Nietzsche, Murdoch, Frankfurt, as well as novels by Jane Austen and Tolstoy. No prerequisite. Offered occasionally.

Instructor: Xiao

PHIL 300 NIETZSCHE'S PHILOSOPHY

Credit: 0.5

Nietzsche is a disturbing presence in the modern world. In a series of beautifully written books that are at once profound, elusive, enigmatic, and shocking, Nietzsche does nothing less than challenge our most precious and fundamental beliefs: the idea of truth, the existence of God, the objectivity of moral values, and the intrinsic value of the human being. As a critic of both the Western metaphysical tradition and the Judeo-Christian religion, Nietzsche may well be the most controversial thinker in the entire history of philosophy. In this seminar we will submit some of Nietzsche's most important books to a close, critical reading in an effort to come to terms, so far as this is possible, with his mature thought. We will examine his most famous yet perplexing views -- the death of God, will to power, the Übermensch, nihilism, perspectivism, the eternal recurrence -- as they are developed in *Untimely Meditations*, *Twilight of Idols*, *Genealogy of Morals*, *Beyond Good and Evil*, and selections from *Will to Power*. PHIL 100 or 225 is recommended. No prerequisite. Offered every third year.

Instructor: DePascuale

PHIL 305 KIERKEGAARD ON BEING HUMAN

Credit: 0.5

Often regarded as the originator of existential inquiry, Søren Kierkegaard (1813-1855) wrote a captivating poetic and philosophical literature concerning human existence. Taking the human hunger for meaning as his point of departure, Kierkegaard examined the rational and emotional depths of human life in its aesthetic, moral, and religious modes of expression. In this course we will read a large part of what Kierkegaard called "my authorship" in order to understand his way of doing philosophy and to examine his portrayal of the spiritual landscape. Kierkegaard's probings into the value dimensions of life--for example, happiness, pleasure, boredom, despair, choice, duty, commitment, anxiety, guilt, remorse, hope, faith, love--encourage his readers to think about their own lives and their relations with others. In examining Kierkegaard's ideas, therefore, the student should expect to be challenged personally as well as intellectually. Prerequisite: PHIL 100 or 225 or permission of instructor. Offered every third year.

Instructor: DePascuale

PHIL 308 HELLENISTIC AND ROMAN PHILOSOPHY

Credit: 0.5

The Hellenistic and Roman period of Western philosophy has long been neglected by mainstream philosophers. Contemporary philosophers rarely mention philosophers from this period, and you will look long and hard before you find a department of philosophy, undergraduate or graduate, that offers a course on this subject. Such neglect arises in part because many do not regard what thinkers of the time were doing as "philosophy" in today's accepted academic sense of the term. The Epicureans, Sceptics, and Stoics practiced philosophy not as a detached intellectual discipline in the manner of professors of the subject, but as a worldly art of grappling with issues of daily and urgent human significance: the fear of death, love and sexuality, anger and aggression, the duties of friendship, the relative value of different life pleasures. Philosophy for these thinkers and writers was a way of life, a way of coping with life's difficulties and the mystery that is human existence. This seminar will not be a strict historical survey of Hellenistic and Roman philosophy. Instead, we will critically analyze some of the best and most influential writings of this period to understand and evaluate what these philosophers thought was the best way to live life. We will read and discuss the writings of Epictetus, Lucretius, Seneca, Marcus Aurelius, Cicero, Plutarch and others. Prerequisite: PHIL 100 and 200 or permission of instructor. Offered every other year.

PHIL 310 HEIDEGGER'S ONTOLOGY

Credit: 0.5

Martin Heidegger (1889-1976) is widely regarded as one of the most important philosophers of the 20th century. His influence has been extraordinarily wide and deep, affecting such diverse fields as psychoanalysis, literary theory, theology, and architecture. Although the body of work he produced is remarkably diverse, Heidegger claims that in all of his writings he is occupied with a single task, that of thinking through "the question of the meaning of being." In this seminar we will submit to close reading selected works from Heidegger's early writings, from the period between 1922 and 1940 among them *Being and Time*, *What Is Metaphysics*, *The Concept of Time*, and *Basic Problems of Phenomenology*. Among the topics to be discussed are: the cognitivity of emotions, the basic structure of human existence, and the relationship among the awareness of death, being, and time. Some time will also be spent studying the reception of Heidegger's thought by Anglo-Saxon analytic philosophy. Prerequisite: one unit of philosophy. Offered every third year.

Instructor: DePascuale

PHIL 340 SARTRE AND MERLEAU-PONTY

Credit: 0.5

The two most important philosophers in post-World War II France were Jean-Paul Sartre and Maurice Merleau-Ponty. They initiated a debate that was and still is immensely influential both in and out of academia. Sartre worked out the implications of a consciousness-centered methodological individualism. The result was a new analysis of human freedom that equated freedom with "consciousness-raising." This had a tremendous influence on the political left, feminist thought, existentialism, postmodernism and many forms of psychotherapy. Merleau-Ponty challenged Sartre's mind's-eye view with a brain-body's eye view of human behavior. Such a view replaced consciousness as guiding human behavior with an account of how any embodied

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functional system can self-adapt to its environment. Merleau-Ponty's account was not limited to human behavior but was generalizable to a range of self-maintaining systems. Merleau-Ponty explored this primarily in terms of the psychology of perception, in neuroscience, and in an analysis of film as a psychological phenomenon. Prerequisite: PHIL 100 or permission of instructor.
Instructor: Richeimer

PHIL 345 KANT

Credit: 0.5

In this course, we will study Kant's major work in theoretical philosophy, the Critique of Pure Reason. We shall examine how Kant establishes that our empirical knowledge has conditions (a priori intuitions and a priori concepts) which cannot be derived from experience, and that these conditions of our empirical knowledge are also the conditions of our having any experience at all. We will pay particular attention to the way in which the Critique of Pure Reason revolutionizes the reflection on knowledge found in the work of Kant's rationalist, empiricist and skeptical predecessors. PHIL 210 is recommended. No prerequisite. Offered every other year.

PHIL 348 KANT'S PRACTICAL PHILOSOPHY

Credit: 0.5

This course is a comprehensive study of Kant's practical philosophy. For Kant the subject matter of practical philosophy is freedom. Kant asks: Under what conditions can we be free? We will examine Kant's claims that freedom is realized in morality and in law-governed political society, and that freedom must be autonomy. We shall also pay attention to Kant's accounts of moral religion and of human history as the development of freedom. The readings will be from the Groundwork of the Metaphysics of Morals, the Critique of Practical Reason, the Metaphysics of Morals, the Religion within the Limits of Reason Alone, the essays on history, and the lectures on pedagogy.

Instructor: Lottenbach

PHIL 400 ETHICS SEMINAR

Credit: 0.5

This seminar examines important topics in normative ethics as well as meta-ethics; it emphasizes 20th-century philosophers. We discuss contemporary normative ethical theories such as ethical naturalism (Foot and Thompson), Neo-Kantianism (Korsgaard), agent-based virtue ethics (Zagzebski and Slote), utilitarianism (Smart and Singer), and critique of modern moral philosophy (Anscombe, MacIntyre, Taylor and Williams). We also discuss meta-ethical issues such as moral realism, relativism, the sources of normativity, the concept of virtue, and the possibility of moral understanding. Prerequisite: PHIL 110 or 275 or permission of instructor. Offered in a three-year rotation with PHIL 405 and 410.

Instructor: Xiao

PHIL 405 EPISTEMOLOGY SEMINAR

Credit: 0.5

This is an advanced course on the central debates in epistemology: internalism versus externalism, foundationalism versus coherentism, naturalism versus antinaturalism. We examine these issues

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through the writings of Quine, Rorty, Putnam, Stroud, Dretske, Wittgenstein, and others.

Prerequisite: PHIL major and junior standing. Offered in a three-year rotation with PHIL 400 and 410.

Instructor: Richeimer

PHIL 410 METAPHYSICS SEMINAR

Credit: 0.5

The content of this course varies but includes such topics as the nature and scope of reality, causality, space, time, existence, free will, necessity, and the relations of logic and language to the world. Traditional topics such as the problems of substance and of universals may be discussed. Much of the reading will be from contemporary sources. Prerequisite: junior standing and philosophy major or permission of instructor. Offered in a three-year rotation with PHIL 400 and PHIL 405.

Instructor: Lloyd-Waller

PHIL 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Prerequisite: permission of instructor and department chair.

PHIL 497 SENIOR HONORS

Credit: 0.25

Prerequisite: permission of instructor and department chair.

PHIL 498 SENIOR HONORS

Credit: 0.25

Prerequisite: permission of instructor and department chair.

Physical Education

COURSE OFFERINGS

The Department of Physical Education and Health Studies (PEHS) offers both physical education activity courses and courses in health and sport studies.

Physical education activity-based courses, designated PHSD, are offered in four six-week sessions or full semester sessions. Each six-week course is worth .13 unit. Each semester course is worth .25 unit. The grading of activity-based courses is pass/D/fail, but these do not count against Kenyon's limit of two units of pass/D/fail credit. PHSD courses may not be repeated for credit. Students may apply a maximum of .5 unit of PHSD courses toward the sixteen units needed for graduation. Evaluation criteria include attendance, effort, cooperation, written tests, subject knowledge and physical proficiency (where applicable). These courses include Personal Fitness, Lifeguard Training,

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Racquetball, Tennis, Intro to 5k Running, Beginning Weight Training, CPR and First Aid, Strength and Conditioning and Golf.

Health and sport studies courses (HSPS) are full-semester courses offered on a semester-by-semester basis and are .25 or .5 unit. These courses receive a letter grade and count toward the student's grade point average. These courses include Sports Medicine and Wellness, Human and Sport Nutrition, Anatomy and Physiology, Wilderness First Aid and Outdoor Skills, Gender in Sports, and Topics in Human Performance. Evaluation criteria include mastery of subject matter, critical and analytical thinking, and comprehension and proficiency in laboratory skills and sessions.

There are no limits on the number of HSPS courses that may be taken per semester but they may not be repeated for credit. HSPS courses do not count in the PHSD .5 credit limit allowable towards graduation.

Goals for Physical Education and Health Studies courses include:

- engaging in physical activities that maintain and improve personal wellness
- fostering an appreciation of physical activities that will bring enjoyment and well-being while in college and in future years
- promoting comprehension of the benefits of physical activity on health
- developing practical athletic skills
- learning how to maximize the results of physical activity throughout life
- developing a broad knowledge base regarding personal health and wellness
- developing both theoretical knowledge and practical laboratory skills in the area of health and sport studies

INDIVIDUAL STUDY GUIDELINES

Given the nature of physical education and health studies courses at Kenyon, individual studies are approved only in Health and sports studies (HSPS) and only under extenuating circumstances. They will be approved only on formal petition to registrar, the director of athletics, and the coordinator for physical education and lifetime fitness. Documentation of the circumstances justifying a proposed individual study must be included with the petition. Petitions without documented need will be declined.

Individual studies in HSPS are intended to provide the student with the opportunity to pursue an independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, which is designed in close collaboration with a current health and sport studies instructor, may be designed to earn .13 or .25 unit of credit in a semester. Students may receive credit for no more than one individual study within the department, which does not count in the .50 PHSD credits allowable toward graduation.

ENROLLMENT AND COMPLETION PROCEDURES FOR INDIVIDUAL STUDIES

To enroll in a HSPS individual study, the student must:

1. Complete the petition process through documentation of need and present the petition to the dean for academic advising and support, the director of athletics, and the coordinator for physical education and lifetime fitness. After approval, the student must complete the following no later than the fifth day of the semester:
 2. Identify a member of HSPS willing to mentor the project. If the student is a varsity athlete, the student's coach or coaches may NOT serve as mentor.
 3. Working closely with the mentor, draft a detailed course syllabus, including the following:
 - Individual study title
 - Topic background information
 - Desired course outcomes
 - Specific objectives necessary to achieve outcomes
 - Weekly topic schedule
 - Readings: at least one assigned reading per week for the duration of the individual study. Reading must have direct bearing on the topic of the study. The specific reading must be included in the syllabus, which must also include an electronic link to the text in question.
 - Meeting schedule: at least one hour-long meeting with the mentor per week for the duration of the individual study
 - Required assignment set 1: At least one detailed paper of ten to twelve pages on the assigned topic per .13 of credit desired for the individual study. Two papers of this length are required for a .25 credit individual study. Papers must be fully cited using APA or CSE formatting, and each must include at least eight references from accredited sources.
 - Assignment set 2: For courses that involve physical activity or internship/coaching/sport management-style activities as well as academic components, a complete journal of all daily and/or weekly activities must be included, and must contain, at a minimum:
 - Date
 - Activity completed
 - Specifics of activity
 - Course objectives and/or outcomes met by completion of activity
 4. Upon completion of the course syllabus, the syllabus must be turned in to the coordinator for physical education and lifetime fitness for final topic approval.
 5. Upon completion of certain units of the study (at set intervals during the semester) and at the final completion of all individual study courses, the requirements as presented in the course syllabus, as well as copies of all assignments and journals, must be presented to the individual study mentor and the coordinator for physical education and lifetime fitness. A timetable of review and

submission of these documents will be set by the coordinator for physical education and lifetime fitness.

6. The mentor is to forward attendance records and recommended course grades to the coordinator for physical education and lifetime fitness.

7. Final course grade will be the result of successful completion of all course requirements as reviewed by both the mentor and coordinator for physical education and lifetime fitness. Grading will follow standard College procedures.

Courses

HSPS 170 SPORTS MEDICINE AND WELLNESS

Credit: 0.25

The aim of this course is to enable students to make well-informed decisions about a healthy lifestyle. Students will learn the fundamental principles of sports medicine, a discipline derived from exercise physiology and orthopedic medicine. Although traditionally concerned with athletic injuries, this field has expanded to include an array of health-related areas, including nutrition, the use of performance-enhancing supplements, strength training and cardiovascular fitness, basic psychology, pharmacology, and substance abuse. By learning about these topics, students will be better prepared to make sensible lifestyle choices that can improve the quality of health and wellness in their lives. Offered each semester.

HSPS 171 HUMAN AND SPORT NUTRITION

Credit: 0.25

This course will instruct individuals interested in sport, wellness and personal nutrition how to use both macronutrients and micronutrients as fuel for performance. All information will follow national guidelines on nutrition. Students will come to understand the foundations of human nutrition and be prepared to make sound nutritional decisions. They will be prepared to integrate nutritional information with personal fitness and sport programs and will understand the concepts of performance periodization and nutrition periodization. They will gain knowledge and experience through the use of discussion forums and in-class activity sessions that will teach them how to choose meals wisely in the dining halls and how to create healthy meals and snacks that will meet energy needs. No prerequisite. Offered every fall semester.

HSPS 184 WILDERNESS FIRST AID & OUTDOOR SKILLS

Credit: 0.25

This course is designed to meet the training and skills needs for anyone who works, travels or spends time in rural or wilderness areas. By understanding how to prepare for trips, follow wilderness ethics guidelines, and use or construct outdoor equipment, the student will be better prepared to meet the demands of the outdoor environment. The student will learn wilderness-specific first aid techniques, including completing a physical exam, treating wounds and head/neck/spinal injuries, dealing with heat- and cold-related illnesses, caring for major injuries,

and evacuating the backcountry. The student will learn how to signal for help when phones are not available and create crude shelters for protection from the elements.

There will be an optional capstone overnight backpacking trip to cement the newly learned skills in an outdoor environment. Upon successful completion of classroom and skill components, the student will be eligible to receive the American Red Cross Wilderness First Aid certification. There is a charge for Red Cross instructional materials and certification fee. Offered every spring semester.

HSPS 188 TOPICS IN HUMAN PERFORMANCE

Credit: 0.25

This is a laboratory-based course that allows the student to explore topics relating to exercise and exercise training. Topics will range from one-week investigations of short-term responses to exercise to multi-week investigations of exercise training effects on a variety of cardiovascular and musculoskeletal variables. Under the direction of the course instructor, the student will develop methodology for investigating the effect of exercise on selected aspects of human anatomy and physiology. The student will use monitored, in-class exercise participation and exercise testing as a means to assimilate objective data regarding physical response to exercise and build conclusions based on the results of self-testing. No prerequisite. Offered every spring semester.

HSPS 272 HUMAN ANATOMY AND PHYSIOLOGY

Credit: 0.5

A study of the structure and function of the human body covering all systems, this course will also explore structure and function at the cellular level, interrelationships among systems, and vocabulary and basic medical terminology. The course utilizes a blended learning format of in-class lecture and online tutorials and readings. Intended both for students interested in learning more about the human body and those interested in a sport sciences career, as the course will touch on exercise physiology, kinesiology, athletic training/sports medicine, nursing, and physical therapy. Upon its conclusion, the student will have a working vocabulary of anatomy terminology; know the histology of structures in the human body; comprehend the structure and function of human cells; be able to describe human anatomy and physiology systems; and be able to describe anatomical landmarks, the orientation and planes of the human body, axes of movement, and types of movement. A background in natural sciences is helpful. Prerequisite: one unit in biology or chemistry. Offered every fall semester.

HSPS 493 INDIVIDUAL STUDY

Credit: 0.13-0.25

Due to the nature of physical education courses at Kenyon, individual studies rarely are approved and only under extenuating circumstances. They will be approved on formal petition to the dean of academic advising, the director of athletics, and the coordinator for physical education and lifetime fitness. Documentation of the circumstances justifying a proposed individual study must be included with the petition. Petitions without documentable need will be declined. Individual studies in health and sport studies are intended to provide the student with the opportunity to pursue an

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independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, which is designed in close collaboration with a current HSPS instructor, may be designed to earn 0.13 or 0.25 unit of credit in a semester. Students may receive credit for no more than one individual study within the department and does not count toward the total of .50 PHSD credits allowable toward graduation.

PHSD 110 PERSONAL FITNESS

Credit: 0.13

This course features a program of fitness activities, designed by the student and a member of the physical-education faculty. The student and faculty member develop fitness goals and strategies (activities and a schedule) to reach those goals. Class time is spent completing various fitness tests and workouts. The student will keep a training log throughout the course. The student will become familiar with principles of fitness and basic self-assessment techniques. Offered during the first half of each semester.

PHSD 113 LIFEGUARD TRAINING

Credit: 0.25

This course provides students with the knowledge and skills to obtain lifeguard certification, including CPR, first aid and water rescue. Successful completion of the course results in a Red Cross certificate. The course runs for the full semester. There is a charge for Red Cross instructional materials. Prerequisite: intermediate or advanced level of swimming proficiency. Offered every fall semester.

Instructor: Scott

PHSD 122 RACQUETBALL

Credit: 0.13

The course is designed for participants with all levels of experience. Basic techniques, mechanics and tactical considerations are taught in an environment where the activity itself is the teaching tool. A brief history of the activity and safety considerations for the participant before and during play will be presented. Physical preparation for play, technical performance, and tactical strategies will be introduced within the context of the physiological principles and laws of movement. Offered once yearly during the first half of the spring semester.

Instructor: Staff

PHSD 124 TENNIS

Credit: 0.13

The course is designed for participants with all levels of experience. Basic techniques, mechanics and tactical considerations are taught in an environment where the activity itself is the teaching tool. A brief history of the activity and safety considerations for the participant before and during play will be presented. Physical preparation for play, technical performance, and tactical strategies will be introduced within the context of the physiological principles and laws of movement. Offered in the first and second half of every fall semester.

Instructor: Staff

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PHSD 126 INTRO TO 5K RUNNING

Credit: 0.13

This course is designed to provide the student with the basis for a lifetime of activity. Running is an ideal form of fitness training: It provides health and wellness benefits, requires minimal equipment, and can be done nearly anywhere. Moreover, most people can do it. The student will learn technique and form, basic training programs, and safety. A portion of each class will be spent building endurance and speed through running workouts that will vary depending upon the fitness level of the student. Throughout the course, the student will keep a training journal, logging weekly mileage, nutrition, and weekly goals. At the end of the course, the students will compete in a 5K race, either recreationally or competitively. Offered once yearly during the second half of the spring semester.

PHSD 132 BEGINNING WEIGHT TRAINING

Credit: 0.13

The course is designed to introduce the basic techniques and principles of strength training through the use of Nautilus and free-weight equipment. Physiological principles of isokinetic, isotonic and isometric training will be developed. Safe and appropriate methods of equipment use will be emphasized. Offered during the first half of each semester.

Instructor: Staff

PHSD 134 STRENGTH AND CONDITIONING

Credit: 0.13

The primary objective of this course is to help students develop an understanding of the principles, techniques and strategies for increasing total body conditioning with an emphasis on agility, anaerobic power development and the enhancement of aerobic capacity. Students will learn skills that can be applied to lifetime physical activity as well as to enhance their advanced athletic skills. They will develop an understanding of training principles and experience training benefits, including increases in muscular power, brain signal efficiency, kinesthetic or body spatial awareness, motor skills, and reaction time. Prerequisite: PHSD 110 or 132 or a current varsity athlete with permission of instructor. Offered each semester.

PHSD 136 GOLF

Credit: 0.13

This course is designed for participants with all levels of experience. Basic fundamentals and techniques of the game are taught. The strategy of the game is explored and individualized to the student. Successful completion of the course will result in an understanding and appreciation of the game. Offered twice yearly in the first half of the fall semester and the second half of the spring semester.

Instructor: Wallace

PHSD 182 CPR AND FIRST AID

Credit: 0.13

This class is designed to prepare the student to take the American Red Cross CPR and first-aid certification tests. The student will learn to safely and effectively care for adult, child and infant victims of cardiopulmonary emergencies including choking; cuts, scrapes and bruises; burns; muscle, bone or joint injuries; sudden illnesses; and poisoning. The student will be able to demonstrate proper precautions to guard against blood-borne illness. Upon successful completion of the course, the student will be eligible to take the American Red Cross certification tests for the above listed skills. There is a charge for Red Cross instructional materials. Offered during the second half of each semester.

Instructor: Staff

Physics

Natural Sciences Division

Physics is the study of the most basic principles of nature that describe the world around us, from subatomic particles, to the motion of everyday objects, to the galaxies and beyond. Courses in physics allow students to develop a sound knowledge of these principles as well as the analytical, computational and experimental techniques necessary to apply them to a broad range of theoretical and experimental problems. A physics degree is excellent preparation for graduate school in physics and engineering and for careers in the health sciences, law and teaching.

THE CURRICULUM

The Department of Physics offers three options for students wishing to begin their exploration of physics.

1. Students interested in exploring physics as a potential major or minor field of study should begin by taking PHYS 140 and 141 and PHYS 145 and 146 in their first year. Together with PHYS 240 and 241, these courses form a calculus-based introduction to physics particularly suitable for students who plan to take upper-level courses in physics, chemistry and/or mathematics. PHYS 140 and 145 require concurrent enrollment in or credit for Calculus I and II, respectively, and each has a co-requisite laboratory course. PHYS 141, corequisite to PHYS 140 for first-year students, is a weekly seminar open only to first-year students enrolled in PHYS 140 or holding credit for an equivalent course. It introduces students to laboratory work in physics in the context of one of the subdisciplines of physics pursued by faculty members in the department. Recent seminar topics have included nanoscience, biological physics, gravitation, astrophysics and particle physics. PHYS 131, corequisite to PHYS 140 for upperclass students, and PHYS 146 are weekly laboratories, closely tied to lecture material; they make extensive use of computers for data acquisition and analysis.

2. First-year students who have unusually strong physics preparation from high school, including a high score on the Advanced Placement C-level Physics Examination, experience with quantitative laboratory measurement, significant use of calculus in their high school physics course and placement into Calculus III, may want to consider beginning their study of physics with PHYS 240 (plus PHYS 141 as their corequisite lab course), in the first semester, followed by PHYS 145 and 146 in the second semester. Placement into PHYS 240 is determined in consultation with the instructor and chair of the department.
3. Students who desire a more qualitative approach to physics can choose from an array of courses designed to engage learners in the physics relevant to various interesting subfields of the discipline. Recent course offerings in this series have included: PHYS 101 (QR); PHYS 102 (QR); PHYS 103; PHYS 104 (QR); PHYS 105 (QR); PHYS 106; PHYS 107 (QR); PHYS 108 and PHYS 109. These courses are suitable for diversification in the sciences and are accessible to any Kenyon student regardless of class year or prior preparation. Those including the QR designation also satisfy the College's quantitative reasoning requirement, making regular, weekly use of numerical, statistical and/or graphical techniques to help students explore the material in quantitative ways. All contain some laboratory sessions in which students gain experience with the phenomena discussed in lectures. Usually, one or two such courses are offered each semester.

Upperclass students seeking a one-year survey of physics with laboratory should take PHYS 130 and 135 and the co-requisite laboratory courses, PHYS 131 and 146. Entry into PHYS 130 and 135 requires sophomore standing; no first-year students will be admitted to these courses.

A student preparing for graduate study in physics should enroll in several advanced physics courses in addition to the minimum requirements and is encouraged to take further work in mathematics and chemistry. A student preparing for graduate study should expect to average about two-and-a-half (2.25) units per semester. Care should be taken to satisfy the College's graduation requirement to take nine (9) units outside of the major department.

A student preparing for graduate or second bachelor's degree work in engineering will need to complete a year of chemistry with lab as well as MATH 333. Note that MATH 224 does not substitute for MATH 333 for purpose of pre-engineering coursework.

All courses in physics numbered above 220 have as prerequisites PHYS 140 and 145 and MATH 111 and 112, unless otherwise noted. PHYS 131, 141, 146, 241, and courses numbered 380-387 are laboratory courses involving substantial experimental work.

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a major in physics consist of the following:

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- PHYS 140; 141; 145; 146; 240; 241; 245. In extraordinary circumstances, PHYS 130, 131, and 135 may be substituted for PHYS 140, 141, and 145 with permission of the department chair.
- One (1) unit of experimental physics including both PHYS 380 and 385, the rest being chosen from PHYS 381, 382, 386 and 387.
- One (1) unit of theoretical physics selected from PHYS 340, 345, 350, 355, 360, 365, 370 or 375, including at least one of PHYS 340, 350 or 360.
- Half (.5) unit of computational physics chosen from PHYS 218 or PHYS 270. (Note that PHYS 218 has a prerequisite of SCMP 118 and is not offered every year.)
- Half (.5) additional unit selected from experimental or theoretical physics courses numbered above 320.
- MATH 111, 112 and 213, or equivalent; and either MATH 224 or 333.

REQUIREMENTS FOR THE MINORS

The department offers two minors, physics and astronomy. Students considering one of these minors should work with a faculty member in the physics department as the minor is being planned, since some courses are not offered every year.

Requirements for the Physics Minor

The program for a minor in physics consists of the following:

- PHYS 140; 131 or 141; 145; 146; 240; 241. PHYS 130 and 135 may be substituted for 140 and 145 with permission of the department chair.
- One (1) additional unit selected from physics courses numbered above PHYS 220 (Note: All courses in physics numbered above 220 have as prerequisites PHYS 140 and 145 and MATH 111 and 112, unless otherwise noted).

This minor is open to students with all majors, but it may be especially attractive to students in disciplines that have strong ties to physics, such as chemistry, mathematics and biology. Other combinations of introductory courses may also be acceptable.

Requirements for the Astronomy Minor

The program for a minor in astronomy consists of the following:

- Both 100-level survey courses in astronomy: PHYS 106 and 107;
- A year of introductory physics with lab: PHYS 130 and 135 or 140 and 145; 131 or 141; 146.
- An additional half (.5) unit selected from all physics courses (see suggestions below).

There are several options for the choice of the fifth course. While any of the 100-level courses could be used, specific intermediate courses accessible upon completion of the introductory sequence with lab are also good choices. For example, PHYS 240 and 241 provide further experience with the foundations of physics. PHYS 218, 219 and 270 explore computational approaches to problem

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solving using examples from astronomy, physics and other sciences. Other options may include individual study and special topics courses related to astronomy.

Note: College policy prohibits a student from receiving a minor in the same department as his or her major. Thus, a physics major may not elect to minor in astronomy.

SENIOR EXERCISE

The Senior Exercise includes the presentation of a talk on a topic in physics at a department colloquium and a comprehensive written exam in physics.

More information about the Senior Exercise in physics is available on the [department website](#).

HONORS

Honors work in physics involves directed research on a specific topic in experimental, theoretical or computational physics, culminating in a written thesis, an oral presentation at a departmental colloquium, and an examination by an outside specialist.

More information about honors work in physics is available on the [department website](#).

Courses

PHYS 101 ROCKET SCIENCE

Credit: 0.5 QR

"Rocket science" may be proverbial as a complex subject impossible for the ordinary person to understand, but in fact its essential principles are entirely accessible to any Kenyon student. Our course explores the basic concepts of rocket propulsion and spaceflight, including Newton's laws of motion, ballistics, aerodynamics, the physics and chemistry of rocket motors, orbital mechanics and beyond. Simple algebra, numerical calculations and data analysis help us apply the principles to real situations. We also delve into the history of astronautics, from the visionary speculations of Tsiolkovsky and Goddard to the missiles and space vehicles of today. Finally, we take a look at some of the developments in technology and space exploration that may lie just around the corner. In addition to the regular class meeting, there will be several evening and weekend lab sessions, during which we will design, build, test and fly model rockets powered by commercial solid-fuel engines. A willingness to build upon high school science and mathematics is expected. No prerequisite.

PHYS 102 GOOD NUKES, BAD NUKES

Credit: 0.5 QR

Nuclear power produces needed energy, but nuclear waste threatens our future. Nuclear weapons make us strong, but dirty bombs make us vulnerable. Nuclear medicine can cure us, but nuclear radiation can kill us. Radiocarbon dating tells us about the past, but it can challenge religious faith.

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"Good Nukes, Bad Nukes" is designed to give each student the scientific knowledge necessary to understand and participate in public discussions of nuclear issues. The concepts include classification of nuclei, the types of energy (radiation) released in nuclear reactions, the interactions of that radiation with matter, including human health effects, and the design of nuclear reactors and nuclear weapons. Hands-on demonstrations and experiments will explore radioactive decay, antimatter, transmutation of atoms, nuclear detectors and interactions of radiation with matter. We will apply the core concepts to understanding contemporary issues, such as electric power generation using nuclear energy, including its environmental effects; advances in nuclear medicine; the challenges of preventing nuclear weapons proliferation; the threat of "dirty bombs"; and dating the universe. We also will cover the history of the Manhattan Project and the use of nuclear weapons that brought an end to World War II. The course will offer a field trip to at least one significant nuclear site in Ohio. This course is designed to be accessible to any student. No prerequisite.

PHYS 103 CREATING WITH GADGETS

Credit: 0.25

In this course, students will learn to use motors, relays, microcontrollers and electronic components to design and build computer-controlled devices, small robots and interactive gizmos increasingly employed in projects by artists, designers and scientists. The primary tool will be the Arduino open source microcontroller environment. Developed for use by designers, artists and hobbyists, the Arduino environment provides a wide array of options for implementing automation and interaction between a physical device and its environment. It is used in applications ranging from interactive installation art to smart home technologies and hardware control in scientific applications. The course will combine laboratory exercises, homework assignments, individual and group project work, and a culminating public presentation. No prerequisite.

PHYS 104 EINSTEIN

Credit: 0.5 QR

Over one hundred years ago, Albert Einstein helped launch a far-reaching revolution in physics. His relativity theories are justly famous, but he also made amazing discoveries about quantum mechanics and the statistical properties of matter and radiation. This course will focus on Einstein's life, his scientific contributions and his role in the creation of modern physics. We will find that his insights are significant, not just for microscopic particles or distant galaxies, but for the phenomena of everyday life. Lectures, discussions and readings (including Einstein's own works) will be supplemented by laboratory experiments. The course will have some mathematical content, simple algebra and geometry, but should be accessible to any student. No prerequisite.

PHYS 105 FRONTIERS OF GRAVITY AND ASTROPHYSICS

Credit: 0.5 QR

Gravity is at once the most familiar and most mysterious of the basic forces of nature. It shapes the formation, structure and motion of stars, galaxies and the cosmos itself. Also, because gravity affects everything, it enables us to investigate parts of the universe that are otherwise invisible to us. This course will explore the role of gravity in a few vibrant areas of contemporary astrophysics:

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the search for planets beyond our solar system, the discovery of giant black holes in the nuclei of galaxies, the generation and detection of gravitational waves and the evidence for dark matter and dark energy in our universe. In addition to the scheduled class lectures and discussions, students will be required to meet a few times during the semester for evening laboratories. No prerequisite.

PHYS 106 ASTRONOMY: PLANETS AND MOONS

Credit: 0.5

This course introduces the modern understanding of the solar system, including planets, moons and smaller bodies (asteroids, comets, meteorites). Topics include planetary interiors, surface modification processes, planetary atmospheres and the evolution of the solar system. Evening laboratory sessions will utilize a variety of methods for exploring space-science topics, including telescopic observations, computer simulations and laboratory investigations. No prerequisite.

PHYS 107 ASTRONOMY: STARS AND GALAXIES

Credit: 0.5 QR

This course surveys current knowledge of the physical nature of stars and galaxies. Topics include the sun and other stars, the evolution of stars, interstellar matter, the end products of stellar evolution (including pulsars and black holes), the organization of stellar systems such as clusters and galaxies, and the large-scale structure of the universe itself. Evening laboratory sessions will include telescopic observation, laboratory investigations of light and spectra, and computer modeling and simulation exercises. No prerequisite.

PHYS 108 GEOLOGY

Credit: 0.5

As an introduction to the geosciences designed for all students, this course surveys a wide range of physical geology topics. Our initial coverage of minerals and rocks, the basic building blocks of the world around us, includes discussions of the environments in which they form and the major processes operating in these environments. Hands-on exercises are designed to aid in the identification of these basic components of the Earth and to teach students how to recognize clues to their formation. Students will use this knowledge in a series of self-guided on-campus "field trips." Our coverage of plate tectonics includes discussions of the major evidence in support of this grand unifying theory of geology, including seismicity and earthquakes, volcanism and plutonic activity, orogenesis and structural geology, and geomagnetism and paleogeographic reconstruction. We will establish these ideas in a global context and apply them to the geologic history of the North American continent. Requirements include laboratory exercises, on-campus field trips, at least one off-campus field trip and small group projects. No prerequisite.

PHYS 109 ORIGINS

Credit: 0.5

Around us we see a vast, expanding universe of galaxies. The galaxies are composed of stars, some of which planets orbit. At least one of these planets in the universe is inhabited by an astoundingly complex set of living things. Where did all this come from? This course presents an overview of the formation and evolution of the universe, the solar system, planet Earth, and life on our planet.

Astronomical observations, computer simulations and laboratory experiments will supplement lectures and readings. No prerequisite.

PHYS 130 GENERAL PHYSICS I

Credit: 0.5 QR

This course is the first course in a one-year introductory physics sequence. Topics include Newtonian mechanics, work and energy, wave phenomena, fluids, and thermodynamics. When possible, examples will relate to life-science contexts. The course will be taught using a combination of lectures, in-class exercises, homework assignments and examinations. Knowledge of calculus is not required. Prerequisite: sophomore standing. Corequisite: PHYS 131. Offered every fall semester.

PHYS 131 INTRODUCTION TO EXPERIMENTAL PHYSICS I

Credit: 0.25 QR

This laboratory course meets one afternoon each week and is organized around weekly experiments that explore the phenomena of classical mechanics and thermodynamics, including motion, forces, fluid mechanics, and conservation of energy and momentum. Lectures cover the theory and instrumentation required to understand each experiment. Experimental techniques emphasize computerized acquisition and analysis of video images to study motion. Students are introduced to computer-assisted graphical and statistical analysis of data as well as the analysis of experimental uncertainty. Corequisite: PHYS 130 and for upperclass students enrolled in PHYS 140. Offered every fall semester.

PHYS 135 GENERAL PHYSICS II

Credit: 0.5 QR

This course focuses on a wide variety of physics topics relevant to students in the life sciences. Topics include electricity and magnetism, geometrical and physical optics, atomic physics, X-rays, radioactivity, and nuclear physics. When possible, examples will relate to life-science contexts. The course will be taught using a combination of lectures, in-class exercises, homework assignments and examinations. Prerequisite: PHYS 130. Corequisite: PHYS 146. Offered every spring semester.

PHYS 140 CLASSICAL PHYSICS

Credit: 0.5 QR

This lecture course is the first in a three-semester, calculus-based introduction to physics. Topics include the kinematics and dynamics of particles and solid objects; work and energy; linear and angular momentum; and gravitational, electrostatic and magnetic forces. PHYS 140, 145, and 240 are recommended for students who might major in physics, and they also are appropriate for students majoring in other sciences and mathematics. The course will be taught using a combination of lectures, in-class exercises, homework assignments and examinations. Corequisite: MATH 111, if not previously taken, and PHYS 141 (first-year students) or PHYS 131 (upperclass students). Open only to first-year and sophomore students. Offered every fall semester.

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PHYS 141 FIRST YEAR SEMINAR IN PHYSICS

Credit: 0.25 QR

This seminar will explore a currently significant topic in physics that will challenge first-year students. The topic varies from year to year; in the past, the seminar has explored such topics such as nanoscience, astrophysics, particle physics, biological physics and gravitation. In addition to introducing the fundamental physics connected with these topics, the course will expose students to recent developments, as the topics often are closely related to the research area of faculty teaching the seminar. The seminar meets one evening a week for lectures, discussions, laboratory experiments and computer exercises. This course fulfills the concurrent laboratory requirement of PHYS 140 and serves as solid preparation for PHYS 146. Prerequisite: Open only to first-year students who are concurrently enrolled in or have placed out of PHYS 140, including those first-years who enroll in PHYS 240. Offered every fall semester.

PHYS 145 MODERN PHYSICS

Credit: 0.5 QR

This lecture course is a continuation of the calculus-based introduction to physics, PHYS 140, and focuses on the physics of the 20th century. Topics include geometrical and wave optics, special relativity, photons, photon-electron interactions, elementary quantum theory (including wave-particle duality, the Heisenberg uncertainty principle, and the time-independent Schrödinger equation), atomic physics, solid-state physics, nuclear physics and elementary particles. PHYS 145 is recommended for students who might major in physics and is appropriate for students majoring in other sciences or mathematics. The course will be taught using a combination of lectures, in-class exercises, homework assignments and examinations. Prerequisite: PHYS 140 and MATH 111 or permission of instructor. Corequisite: PHYS 146 and MATH 112 taken concurrently or permission of department chair. Open only to first-year and sophomore students. Offered every spring semester.

PHYS 146 INTRODUCTION TO EXPERIMENTAL PHYSICS

Credit: 0.25 QR

This laboratory course is a corequisite for all students enrolled in PHYS 135 or 145. The course meets one afternoon each week and is organized around weekly experiments demonstrating the phenomena of waves, optics, X-rays, and atomic and nuclear physics. Lectures cover the theory and instrumentation required to understand each experiment. Experimental techniques include the use of lasers, X-ray diffraction and fluorescence, optical spectroscopy, and nuclear counting and spectroscopy. Students are introduced to computer-assisted graphical and statistical analysis of data, as well as the analysis of experimental uncertainty. Prerequisite: PHYS 131 or 141. Corequisite: PHYS 135 or 145. Offered every spring semester.

PHYS 218 DYNAMICAL SYSTEMS IN SCIENTIFIC COMPUTING

Credit: 0.5 QR

The advent of widespread computing power has led to a revolution in our understanding of the natural world. Using computer models, scientists in all disciplines have been able to explore systems that are mathematically intractable. Surprising commonalities among systems have been

discovered, leading to new ways of classifying phenomena and to a strong interdisciplinary perspective. In this class, students will get hands-on experience in numerical exploration using new techniques applied to many areas of science. Students will write programs to solve ordinary differential equations and to model electrical circuits, orbital motion and chemical reaction rates. In every case, students will implement these techniques in a programming language and build their programming skills. Prerequisite: SCMP 118, PHYS 270 or permission of instructor.

PHYS 219 COMPLEX SYSTEMS IN SCIENTIFIC COMPUTING

Credit: 0.5 QR

The underlying laws governing nature are usually fairly simple, yet the phenomena of nature are often extremely complex. How can this happen? In this course we discuss several definitions of "complexity" and use computers to explore how simple rules can give rise to complex behavior. We will construct cellular automata and related models to simulate a variety of systems: the growth of random fractals, the spread of forest fires, magnetic materials near phase transitions, the statistics of avalanches, the movements of flocks of birds, and even the formation of traffic jams. A number of common ideas and characteristics will emerge from these explorations. Since the computer is our primary tool, some knowledge of computer programming will be required. Prerequisite: SCMP 118, PHYS 270 or permission of instructor.

PHYS 240 FIELDS AND SPACETIME

Credit: 0.5 QR

This lecture course is the third semester of the calculus-based introductory sequence in physics, which begins with PHYS 140 and PHYS 145. Topics include electric charge, electric and magnetic fields, electrostatic potentials, electromagnetic induction, Maxwell's equations in integral form, electromagnetic waves, the postulates of the special theory of relativity, relativistic kinematics and dynamics, and the connections between special relativity and electromagnetism. This course may be an appropriate first course for particularly strong students with advanced placement in physics; such students must be interviewed by and obtain permission from the chair of the Physics Department. Prerequisite: PHYS 140 or equivalent. Corequisite: PHYS 241 (upperclass students) or PHYS 141 (first-years) and MATH 213 or equivalent. Offered every fall semester.

PHYS 241 FIELDS AND SPACETIME LABORATORY

Credit: 0.25 QR

This laboratory course is a corequisite for all upperclass students enrolled in PHYS 240. The course is organized around experiments demonstrating various phenomena associated with electric and magnetic fields. Lectures cover the theory and instrumentation required to understand each experiment. Laboratory work emphasizes computerized acquisition and analysis of data, the use of a wide variety of modern instrumentation, and the analysis of experimental uncertainty. Prerequisite: PHYS 140 and 141 or equivalent. Corequisite: PHYS 240. Offered every fall semester.

PHYS 245 OSCILLATIONS AND WAVES

Credit: 0.5 QR

The topics of oscillations and waves serve to unify many subfields of physics. This course begins with a discussion of damped and undamped, free and driven, and mechanical and electrical oscillations. Oscillations of coupled bodies and normal modes of oscillations are studied along with the techniques of Fourier analysis and synthesis. We then consider waves and wave equations in continuous and discontinuous media, both bounded and unbounded. The course may also treat properties of the special mathematical functions that are the solutions to wave equations in non-Cartesian coordinate systems. Prerequisite: PHYS 240. Offered every spring semester.

PHYS 270 INTRODUCTION TO COMPUTATIONAL PHYSICS

Credit: 0.5 QR

As modern computers become more capable, a new mode of investigation is emerging in all science disciplines using computers to model the natural world and solving model equations numerically rather than analytically. Thus, computational physics is assuming co-equal status with theoretical and experimental physics as a way to explore physical systems. This course will introduce students to the methods of computational physics, numerical integration, numerical solutions of differential equations, Monte Carlo techniques and others. Students will learn to implement these techniques in the computer language C, a widely used high-level programming language in computational physics. In addition, the course will expand students' capabilities in using a symbolic algebra program (Mathematica) to aid in theoretical analysis and in scientific visualization. Prerequisite: PHYS 240 and MATH 112 or permission of instructor. Offered every spring semester.

PHYS 340 CLASSICAL MECHANICS

Credit: 0.5 QR

This course begins by revisiting most of the Newtonian mechanics learned in introductory physics courses but with added mathematical sophistication. A major part of the course will be spent understanding an alternate description to that of the Newtonian picture: the Lagrange-Hamilton formulation. The course also will cover the topics of motion in a central field, classical scattering theory, motion in non-inertial reference frames, and dynamics of rigid body rotations. Prerequisite: PHYS 245 and MATH 213. Offered every other year.

PHYS 345 ASTROPHYSICS AND PARTICLES

Credit: 0.5 QR

From particle accelerators to galaxies and stars to the big bang, high-energy particle physics and astrophysics address the sciences' most fundamental questions. This course will cover topics of contemporary relevance from the combined fields of cosmology, astrophysics, phenomenological particle physics, relativity and field theory. Topics may include the big bang, cosmic inflation, the standard model of particle physics, an introduction to general relativity, and the structure and evolution of stars and galaxies' stellar structure and galactic evolution. Prerequisite: PHYS 350 or permission of instructor. Offered every other year.

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PHYS 350 ELECTRICITY AND MAGNETISM

Credit: 0.5 QR

In this course we develop further the basic concepts of electricity and magnetism previously discussed in PHYS 240 and introduce mathematical techniques for analyzing and calculating static fields from source distributions. These techniques include vector calculus, Laplace's equation, the method of images, separation of variables, and multipole expansions. We will revisit Maxwell's equations and consider the physics of time-dependent fields and the origin of electromagnetic radiation. Other topics to be discussed include the electric and magnetic properties of matter. This course provides a solid introduction to electrodynamics and is a must for students who plan to study physics in graduate school. Prerequisite: PHYS 245 and MATH 213. Offered every other year.

PHYS 355 OPTICS

Credit: 0.5 QR

The course begins with a discussion of the wave nature of light. The remainder of the course is concerned with the study of electromagnetic waves and their interactions with lenses, apertures of various configurations, and matter. Topics include the properties of waves, reflection, refraction, interference, and Fraunhofer and Fresnel diffraction, along with Fourier optics and coherence theory. Prerequisite: PHYS 350 or permission of instructor. Offered every other year.

PHYS 360 QUANTUM MECHANICS

Credit: 0.5 QR

This course presents an introduction to theoretical quantum mechanics. Topics include wave mechanics, the Schrödinger equation, angular momentum, the hydrogen atom and spin. Prerequisite: PHYS 245 and MATH 213. Offered every other year.

PHYS 365 ATOMIC AND NUCLEAR PHYSICS

Credit: 0.5 QR

This course covers applications of quantum mechanics to atomic, nuclear and molecular systems. Topics include atomic and molecular spectra, the Zeeman effect, nuclear structure and reactions, cosmic rays, scattering, and perturbation theory. Prerequisite: PHYS 360. Offered every other year.

PHYS 370 THERMODYNAMICS AND STATISTICAL MECHANICS

Credit: 0.5 QR

This introduction to thermodynamics and statistical mechanics focuses on how microscopic physical processes give rise to macroscopic phenomena; that is, how, when averaged, the dynamics of atoms and molecules can explain the large-scale behavior of solids, liquids and gases. We extend the concept of conservation of energy to include thermal energy, or heat, and develop the concept of entropy for use in determining equilibrium states. We then apply these concepts to a wide variety of physical systems, from steam engines to superfluids. Prerequisite: PHYS 245 and MATH 213. Offered every other year.

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PHYS 375 CONDENSED MATTER PHYSICS

Credit: 0.5 QR

Modern field theories may find their inspiration in the quest for understanding the most fundamental forces of the universe, but they find crucial tests and fruitful applications when used to describe the properties of the materials that make up our everyday world. In fact, these theories have made great strides in allowing scientists to create new materials with properties that have revolutionized technology and our daily lives. This course will include crystal structure as the fundamental building block of most solid materials; how crystal lattice periodicity creates electronic band structure; the electron-hole pair as the fundamental excitation of the "sea" of electrons; and Bose-Einstein condensation as a model for superfluidity and superconductivity. Additional topics will be selected from the renormalization group theory of continuous phase transitions, the interaction of light with matter, magnetic materials, and nanostructures. There will be a limited number of labs on topics such as crystal growth, X-ray diffraction as a probe of crystal structure, specific heat of metals at low temperature, and spectroscopic ellipsometry. Prerequisite: PHYS 245 and MATH 213. Offered every other year.

PHYS 380 INTRODUCTION TO ELECTRONICS

Credit: 0.25 QR

This course will build upon the foundation developed in PHYS 240 and 241 for measuring and analyzing electrical signals in DC and AC circuits, introducing students to many of the tools and techniques of modern electronics. Familiarity with this array of practical tools will prepare students for engaging in undergraduate research opportunities as well as laboratory work in graduate school or industry settings. Students will learn to use oscilloscopes, meters, LabVIEW and various other tools to design and characterize simple analog and digital electronic circuits. The project-based approach used in this and associated courses (PHYS 381 and 382) fosters independence and creativity, while the hands-on nature of the labs and projects will help students build practical experimental skills including schematic and data sheet reading, soldering, interfacing circuits with measurement or control instruments, and troubleshooting problems with components, wiring and measurement devices. In each electronics course, students will practice documenting work thoroughly, by tracking work in lab notebooks with written records, diagrams, schematics, data tables, graphs and program listings. Students will also engage in directed analysis of the theoretical operation of components and circuits through lab notebook explanations, worksheets, and occasional problem sets, and in each course students may be asked to research and present to the class a related application of the principles learned during investigations. This course is required as part of the 1 unit of upper-level experimental physics coursework to complete the major in physics. Prerequisite: PHYS 240. This course is offered once a year and runs the first half of the semester only.

PHYS 381 PROJECTS IN ELECTRONICS 1

Credit: 0.25 QR

In this course, students will explore circuit design and analysis for active and passive analog circuit elements, from the physics of the components (semiconductor diodes, transistors) to the behavior of multi-stage circuits. Experiments will explore transistors, amplifiers, amplifier design and

frequency-sensitive feedback networks. Prerequisite: PHYS 380 (may be taken in the same semester). This course is offered in alternate years and runs the second half of the semester only.

PHYS 382 PROJECTS IN ELECTRONICS 2

Credit: 0.25 QR

In this course, students will explore applications of integrated circuits (ICs), the fundamental building blocks of electronic devices such as personal computers, smart phones and virtually every other electronic device in use today. Taking a two-pronged approach, the course will include experimentation with basic ICs such as logic gates and timers as well as with multipurpose ICs such as microcontrollers that can be programmed to mimic the function of many basic ICs. Prerequisite: PHYS 380 (may be taken in the same semester). This course is offered in alternate years and runs in the second half of the semester only.

PHYS 385 ADVANCED EXPERIMENTAL PHYSICS 1

Credit: 0.25 QR

This course is an introduction to upper-level experimental physics that will prepare students for work in original research in physics and for work in industry applications of physics. Students will acquire skills in experimental design, observation, material preparation and handling, and equipment calibration and operation. Experiments will be selected to introduce students to concepts, techniques and equipment useful in understanding physical phenomena across a wide range of physics subdisciplines, with the twofold goal of providing a broad overview of several branches of experimental physics and preparing students to undertake any experiments in PHYS 386 and 387. Prerequisite: PHYS 241 and 245. This course is offered once a year and runs the first half of the semester only.

PHYS 386 ADVANCED EXPERIMENTAL PHYSICS 2

Credit: 0.25 QR

In this course students will explore fundamental physical interactions between light and matter, such as Compton scattering, Rayleigh and Mie scattering, and matter-antimatter annihilation, while also learning to use common nuclear and optical detection and analysis techniques. Prerequisite: PHYS 385 (may be taken in the same semester). This course is offered in alternate years and runs the second half of the semester only.

PHYS 387 ADVANCED EXPERIMENTAL PHYSICS 3

Credit: 0.25 QR

In this course students will probe the structure of solids using X-ray crystallography and atomic force microscopy, study the physical properties of semiconductors, and use the manipulation of magnetic fields to examine the resonant absorption of energy in atoms and nuclei. Prerequisite: PHYS 385 (may be taken in the same semester). This course is offered in alternate years and runs the second half of the semester only.

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PHYS 493 INDIVIDUAL STUDY

Credit: 0.13-0.5

Individual studies may involve various types of inquiry: reading, problem solving, experimentation, computation, etc. To enroll in individual study, a student must identify a physics faculty member willing to guide the course and work with that professor to develop a description. The description should include topics and content areas, learning goals, prior coursework qualifying the student to pursue the study, resources to be used (e.g., specific texts, instrumentation), a list of assignments and the weight of each in the final grade, and a detailed schedule of meetings and assignments. The student must submit this description to the Physics Department chair. In the case of a small-group individual study, a single description may be submitted, and all students must follow that plan. The amount of work in an individual study should approximate the work typically required in other physics courses of similar types at similar levels, adjusted for the amount of credit to be awarded. Ordinarily, individual study courses in physics are designed for .25 unit of credit. Individual study courses should supplement, not replace, courses regularly offered by the department. Only in unusual circumstances will the department approve an individual study in which the content substantially overlaps that of a regularly offered course. Students contemplating individual study should plan well in advance, preferably the semester before the proposed project.

PHYS 497Y SENIOR HONORS

Credit: 0.5

This course offers guided experimental or theoretical research for senior honors candidates.

Prerequisite: permission of department chair.

PHYS 498Y SENIOR HONORS

Credit: 0.5

This course offers guided experimental or theoretical research for senior honors candidates.

Prerequisite: permission of department chair.

Political Science

Social Sciences Division

Political science offers students a vibrant and challenging approach to the study of politics that focuses on analyzing current issues and debating the most profound and enduring problems of public life. The major combines a study of ancient and modern political philosophy with analyses of American politics, comparative politics and international relations. The department pursues three basic objectives in its curriculum: to explore the nature of politics — its purposes, limitations and significance in human life; to promote an understanding of various forms of political systems and of relations among them; and to develop a capacity for intelligent analysis and evaluation of public policies and a sensitive awareness of opposing points of view in the political debates of our time.

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Throughout the program, the emphasis is on the fundamental ideas concerning human nature, justice and the purposes of government. Course readings present students with differing points of view. Students are encouraged to participate in discussion and debate of controversial questions.

FOR FIRST-YEAR STUDENTS

The Department of Political Science offers several introductory courses for diversification. We especially recommend PSCI 101Y-102Y. It is the only political science course designed expressly for first-year students. Although PSCI 101Y-102Y is not required for a major in political science, we strongly recommend it as an introduction to the department's program. This course is broad in scope and is designed to provide an effective introduction to college work in the humanities and social sciences generally. If you wish to take a political science course for diversification as a sophomore or above, the department offers introductory courses in each of our sub-fields: PSCI 200D, 220, 221, 240 and 260. In the spring semester, first-year students who are taking PSCI 101Y-102Y may register for one of the department's required 200-level foundation courses in American politics, comparative politics and international relations.

Students who are interested in political science and wish to study off-campus during their junior year are especially encouraged to take PSCI 240 and 260 before going abroad.

Additional information for new students is available from [the department](#).

THE CURRICULUM

Quest for Justice, PSCI 101Y-102Y

This year-long course is taught as a first-year seminar, with class size kept, as much as possible, to a maximum of 18 students. We offer seven sections of the course, all with common readings. Sessions are conducted through discussion, thereby helping students overcome any reservations they may have about their capacity to make the transition from high school to college work.

The course, which emphasizes the development of reading, writing and speaking skills, is an introduction to the serious discussion of the most important questions concerning political relations and human well-being. These are controversial issues that in the contemporary world take the form of debates about multiculturalism, diversity, separatism, gender equality and the like; but, as students will discover here, these are issues rooted in perennial questions about justice. In the informal atmosphere of the seminar, students get to know one another well, and debate often continues outside of class.

So that students may prepare adequately for each class, assignments from the common syllabus tend to be short. The course is designed to develop analytical skills through careful reading and effective discussion. Six to eight brief analytical papers are assigned and carefully graded (for grammar and style as well as intellectual content). Instructors discuss the papers individually with students. Thus, this is also a "writing course" as well as one devoted to thinking and discussion.

The papers typically account for 60 percent of the course grade, with the remainder dependent on class participation and the final examination. On the first day of class of each term, every student receives a syllabus listing the assignments by date, due dates of the short papers, examination dates, and all other information that will enable the student to know what is expected in the course and when.

Introductory Subfield Courses

The following courses are particularly recommended to sophomores, juniors and seniors who are new to the political science curriculum:

- American Politics
 - PSCI 200D Liberal Democracy in America
- Political Philosophy
 - PSCI 220 Classical Quest for Justice
 - PSCI 221 Modern Quest for Justice
- Comparative Politics
 - PSCI 240 Modern Democracies
- International Relations
 - PSCI 260 International Relations

There are a number of upper-level electives open to students without any prerequisites required, but we encourage students seeking exposure to political science to begin with the core courses of our curriculum:

- PSCI 101Y-102Y
- PSCI 200D
- PSCI 220
- PSCI 221
- PSCI 240
- PSCI 260

REQUIREMENTS FOR THE MAJOR

Students majoring in political science must complete five (5) units in the subject including:

- PSCI 220
- PSCI 221
- PSCI 240
- PSCI 260
- one (1) unit of work in American politics (The American politics unit consists of PSCI 200D and any semester course numbered from 300-315).

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- half (.5) unit of work in either comparative politics or international relations beyond the introductory courses in the subfields
- at least one PSCI seminar

The introductory course in political science, PSCI 101Y-102Y, is designed for first-year students and is recommended for all students considering a major in political science. Though not required, this course does count toward the major.

SENIOR EXERCISE

The Senior Exercise in political science is a five-hour comprehensive examination usually scheduled for the Saturday one week before spring break. The exam is divided into two parts, each of which require students answer one two-and-one-half-hour question that cuts across subfields and requires integration and application of knowledge learned in various courses. In one part, the questions will focus more on political theory and, to a lesser extent, American politics. In the other, the questions will focus more on comparative, American and international politics.

HONORS

The Honors Program in political science is designed to recognize and encourage exceptional scholarship in the discipline and to allow students to do more independent work in the subject than is otherwise permitted. Honors candidates are required to have a minimum grade point average of 3.5 or above and are admitted into the program based on an oral examination conducted by faculty members. Political science majors who are considering honors are encouraged (but not required) to enroll in PSCI 397 during their junior year.

Additional information about the political science honors program is available from [the department](#).

Courses

PSCI 101Y QUEST FOR JUSTICE

Credit: 0.5

This course explores the relationship between the individual and society as exemplified in the writings of political philosophers, statesmen, novelists and contemporary political writers. Questions about law, political obligation, freedom, equality and justice and human nature are examined and illustrated. The course looks at different kinds of societies such as the ancient city, modern democracy and totalitarianism, and confronts contemporary issues such as race, culture, and gender. The readings present diverse viewpoints and the sessions are conducted by discussion. The course is designed primarily for first-year students. Offered every year.

Instructor: Staff

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PSCI 102Y QUEST FOR JUSTICE

Credit: 0.5

See description for PSCI 101Y.

Instructor: Staff

PSCI 200D LIBERAL DEMOCRACY IN AMERICA

Credit: 0.5

The course explores the guiding principles, major institutions and national politics of the American political system. The Founders' view of liberal democracy and of the three branches of our government (presented in the Federalist Papers) will provide the basis for consideration of the modern Supreme Court, presidency, bureaucracy, Congress, news media, and political parties and elections. The course concludes with Tocqueville's broad overview of American democracy and its efforts to reconcile liberty and equality. The themes of the course will be illustrated by references to current political issues, events and personalities. This course is the same as AMST 200D.

Prerequisite: sophomore standing or PSCI 101Y or permission of instructor. Offered every year.

Instructor: Staff

PSCI 220 CLASSICAL QUEST FOR JUSTICE

Credit: 0.5

This course introduces students to classical political philosophy through an analysis of Plato's Apology and Republic and Aristotle's Ethics and Politics. The course addresses enduring questions about the community, the individual, happiness and justice. Other themes to be discussed include the ideal political order, the character of virtue or human excellence, the relationship between politics and other aspects of human life (such as economics, the family and friendship), the political responsibility for education, and philosophy as a way of life. Prerequisite: sophomore standing. Offered every year.

Instructor: D. Leibowitz

PSCI 221 MODERN QUEST FOR JUSTICE

Credit: 0.5

This course examines and evaluates the world revolutionary challenge to classical political philosophy posed by such writers as Machiavelli in his Prince and Discourses, Hobbes in the Leviathan, and political writings of Locke, Rousseau and Nietzsche. We will consider the differing views of these authors about how best to construct healthy and successful political societies; the role of ethics in domestic and foreign policy; the proper relations between politics and religion, and between the individual and the community; the nature of our rights and the origin of our duties; and the meaning of human freedom and the nature of human equality. Prerequisite: sophomore standing. Offered every year.

Instructor: Staff

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PSCI 240 MODERN DEMOCRACIES

Credit: 0.5

Representative democracy came to be the most common form of government in Europe and the Americas in the 20th century, and in the last half of the century it became increasingly popular among the peoples of the rest of the world. Representative democracy takes many forms and confronts many constraints in its implementation. This course will explore the institutional variety of representative democracy, the causes of political stability and instability in democratic regimes, and the possibility of successful creation of democratic regimes in countries in which the political culture has not traditionally supported democracy. Case studies may include Great Britain, Germany, Japan, Russia, Brazil and Mexico. Prerequisite: sophomore standing or PSCI 101Y. Offered every year.

Instructor: Staff

PSCI 260 INTERNATIONAL RELATIONS

Credit: 0.5

This course is an introduction to the study of international relations. It first provides students with the analytical tools and concepts necessary to understand and explain the interactions of states and other actors in the international system. It then explores some of the most pressing political problems and challenges in the modern international system. The course will discuss issues such as the importance of power in the international system, the origins of war and peace, the challenges of the new global economy, security and terrorism, and the implications of these trends for the 21st century. Prerequisite: sophomore standing or PSCI 101Y. Offered every year.

Instructor: Rowe

PSCI 280 POLITICAL ANALYSIS

Credit: 0.5 QR

Political scientists increasingly employ quantitative tools to analyze politics. In this course students will be introduced to the fundamentals of quantitative political analysis. The core of the course will be devoted to the basic linear regression model and its variants, which are used widely in political science research. We also will cover hypothesis formation and hypothesis testing, basic descriptive statistics and the presentation via tables and charts of the findings of quantitative analysis. To better situate quantitative analysis within the discipline, we also will introduce qualitative methods and discuss research design. Prerequisite: sophomore standing.

Instructor: Erler

PSCI 300 CONGRESS AND PUBLIC POLICYMAKING

Credit: 0.5

Does the U.S. Congress possess the capacity for independent and effective law-making, budgeting and oversight of the executive? To what extent has Congress ceded policymaking responsibility to the president? How does congressional performance vary across policy areas and what accounts for these variations? How have recent reforms affected congressional performance? This course explores these questions by examining the historical development and contemporary performance of the U.S. Congress. We will analyze the factors that influence the policymaking process, including

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the electoral setting in which legislators operate, the relationship of Congress to interest groups and the party and committee systems within the institution. We also will analyze the performance of Congress in several policy areas. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every two years.

Instructor: Camera-Rowe

PSCI 301 THE AMERICAN PRESIDENCY

Credit: 0.5

This course explores different views of the presidency and the nature of presidential leadership. The Founders' view will be compared with developments since Franklin Roosevelt, including the imperial and post-imperial presidencies. A central concern will be understanding the constitutional powers of and restraints on the modern president. We will study presidential selection, the president's relations with other parts of the government and the president's role in domestic and foreign policymaking. The course concludes with a study of presidential leadership and of the proper ends and means by which to exercise political power, with particular attention to the presidencies of George H. W. Bush, Bill Clinton, George W. Bush and Barack Obama. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every two years.

Instructor: Erler

PSCI 303 ELECTIONS AND POLITICAL PARTIES

Credit: 0.5

This course examines the influence American citizens have on their government through political parties and elections. Major topics include the character of American parties; the political behavior and beliefs of citizens, especially as voters; recent history of the party system and elections; election campaigning; the role of the news media in elections; the impact of public opinion and elections on government policies; the future of the party system; and an evaluation of the party and electoral systems from the perspective of democratic theory. We pay special attention to current presidential and congressional elections. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every four years.

PSCI 310 PUBLIC POLICY

Credit: 0.5

This course studies various views of the policymaking process in our national government and considers the different stages of policymaking, including how problems are defined, how new proposals emerge and how certain solutions make it onto the national agenda and are debated before adoption, altered during implementation and subsequently evaluated. We also will consider the role of politicians, experts and bureaucrats in policymaking, study why specific policies were adopted and debate whether these were the best possible policies. This course will analyze the policymaking process through case studies such as welfare reform, education and national health insurance. This course is one of the required foundation courses for the Public Policy Concentration and also is open to other upperclass students. This course can be used to complete the requirement

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in American politics for political science majors. Prerequisite: sophomore standing. Offered every year. Instructor: Erler

PSCI 312 AMERICAN CONSTITUTIONAL LAW

Credit: 0.5

The course explores basic issues in constitutional law relevant to the principles and problems of our liberal democracy. We begin with cases of the Marshall Court, which lay the foundations of our constitutional order and define the role of the judiciary. But most of the course is devoted to controversial themes in our 20th-century jurisprudence. Emphasis will be placed on recent Supreme Court decisions in the areas of equal protection of the laws, due process, the right to privacy, freedom of speech and press, religious freedom and the separation of powers. This course can be used to complete the requirement in American politics for political science majors.

Prerequisite: sophomore standing. Offered every two years.

Instructor: Erler

PSCI 313 MAKING U.S. FOREIGN POLICY

Credit: 0.5

The course analyzes how the American political system produces foreign policy decisions. In seeking to discover the domestic influences on American foreign policy, we shall examine how the original framers of the constitution intended for the policy process to proceed. We then will use case studies of American foreign policy decision-making to explore how policy actually gets formed, examining the role of various political institutions, including the president, Congress, the news media, public opinion, the bureaucracies of state and defense and the National Security Council. Our case studies will include turning points in Cold-War American foreign policy such as the Cuban Missile Crisis and the Vietnam War as well as more current issues and events, including Bosnia, Afghanistan and Iraq. How does a democracy make foreign policy? How does a democracy make decisions in an environment of partisan conflict and lack of consensus on the proper course of policy? This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing.

Instructor: Staff

PSCI 314 CONSTITUTIONAL LAW 2: POWERS AND INSTITUTIONS

Credit: 0.5

This course explores basic issues in constitutional law relevant to the principles and problems of our liberal democracy. The focus will be on cases devoted to the division of powers between the three branches of government, federalism, regulation of commerce, voting rights and presidential war powers. We will examine the historical development of the Supreme Court as jurisprudence in these areas of law and consider various methods of constitutional interpretation. Prerequisite: sophomore standing.

PSCI 320 HISTORICISM

Credit: 0.5

Toward the 19th century, a number of thinkers began to embrace a novel idea: Man does not have a fixed and enduring nature, but is the product of his times. History and culture replaced nature as the proper objects of philosophic inquiry, and eventually the possibility of philosophy itself was cast in doubt. In this course, we will examine the roots of historicism in Rousseau, Burke and Kant, and its mature expression in Hegel, Marx and Nietzsche. We might also examine notable 20th century historicists, like Collingwood and MacIntyre, and thinkers who question the basic historicist premise, like Davidson and Strauss. Prerequisite: sophomore standing. Offered every three years. Instructor: Spiekerman

PSCI 323 POLITICS AND LITERATURE

Credit: 0.5

This course explores perennial issues of politics broadly understood, as they are treated in literature. Topics vary from year to year. Most recently the course has focused on the question of freedom and tyranny. Prerequisite: sophomore standing. Offered every two years.

Instructor: Baumann

PSCI 332 AFRICAN AMERICAN POLITICAL THOUGHT

Credit: 0.5

This course will examine the writings of African American political authors and their contribution to contemporary political theory. It will consider the issue of race in America through authors including Frederick Douglass, W.E.B. Dubois and Ralph Ellison, along with more recent considerations of race and politics from theoretical and developmental perspectives. It will examine the role of race in defining American thought and do so in terms of broad questions about the meaning of equality, the structure of democracy, the formation of identity and the integration or disintegration of community. This course satisfies the departmental requirement for an upper-level American politics course, and it also fulfills requirements for the American studies major and the African Diaspora Studies Concentration.

PSCI 340 REVOLUTIONS

Credit: 0.5

This course provides a comparative analysis of the process of revolutionary change, covering the origins, development and outcomes of revolutions. It will focus on two or three classic revolutions (France, Russia or China) and one or two modern cases to be determined (e.g. the Iranian Revolution of 1979, the revolutions of 1989 in Eastern Europe, the Arab Spring of 2011). A number of theoretical issues will be addressed, including the relationship between revolutionary elites and "backwards elements" such as the peasantry; the tensions between the revolutionary process and the political requirements of revolutionary states; and the role and relative importance of leadership, ideology, and structural factors in shaping the outcomes of revolutions. The question of whether social media have changed the character and potential of social revolutions also will be addressed. Prerequisite: sophomore standing. Offered every three to four years. Instructor: Van Holde

PSCI 342 POLITICS OF DEVELOPMENT

Credit: 0.5

Alternative strategies of economic development pose the most difficult political choices for those countries of Africa, Asia and Latin America not yet blessed by economic prosperity. This course seeks to accomplish three related goals. First, it will explore the contending theories of development that have shaped the debate about development in the past half century: modernization theory, dependency theory, theories that emphasize state-led development and theories that seek to define sustainable development. Second, it will compare alternative strategies of development, especially as exemplified by successful (or thought-to-be successful) developing and developed countries. Third, it will consider a set of contemporary issues that complicate the efforts of countries to develop: globalization, environmental catastrophe, population growth and human rights considerations. Throughout, the definition of development and the desirability of economic growth will be questioned. Prerequisite: sophomore standing. Offered every two years. Instructor: Mood

PSCI 345 EUROPEAN POLITICS: THE EUROPEAN UNION

Credit: 0.5

Many view the European Union is viewed by many as a model of international economic and political integration. The 27 member states have pooled their sovereignty in a way that is unique in the history of political systems. They have not only removed barriers to trade between the countries, but they have implemented a common currency and gradually developed a common foreign and security policy. This course is designed to provide students with knowledge of the history, structure and policymaking process of the European Union. It also is designed to provide students with an understanding of the motivations that led independent nation states to pool their sovereignty, the theoretical debates and issues surrounding integration, and the current issues and challenges facing the European Union. This course can be used to complete the upper-level comparative politics/international relations requirement for political science majors. Prerequisite: sophomore standing. Offered every four years. Instructor: Camerra-Rowe

PSCI 346 RIOTS, BALLOTS, AND RICE: COMPARATIVE ASIAN POLITICS

Credit: 0.5

This course will explore the roots and realities of the explosive changes rocking Asia today, with an eye to the politics that shape and are shaped by them. Headlines today point to human-rights violations, democratic elections, and riots against corruption and pollution amidst phenomenal economic development. We will look at the historical growth and modern development of the Chinese, Japanese and Indian nation-states and compare their changes and challenges so as to draw larger lessons about the processes of social and political change in a particularly vital and important region of the world. Prerequisite: sophomore standing. Instructor: Mood

PSCI 347 DEMOCRACY AND DEVELOPMENT IN LATIN AMERICA

Credit: 0.5

This course in contemporary Latin American politics examines the region's substantial and interconnected processes of political and economic change over the past 40 years. Until quite recently, democracy was elusive in most of Latin America, and economic and human development lagged compared to most other regions of the world. Today, democracy and market-oriented, expanding economies are the norm in the region. This course explores the causes and consequences of those changes in political and economic direction. It also examines the ongoing challenges for the quality of the region's democracies, particularly in light of poverty and extreme inequality. Focus cases typically include Chile, Argentina, Mexico, Venezuela, Guatemala and/or Brazil. Key themes include the authoritarian regimes of the mid- to late 20th century, transitions to democratic rule, economic policy changes, human rights, political institutions, poverty and inequality, and populism.

Prerequisite: sophomore standing.

Instructor: Staff

PSCI 351 STATES, NATIONS, NATIONALISM

Credit: 0.5

This course provides an introduction to comparative political development. It focuses on two key issues in the development of the contemporary world: the rise of the modern state and the emergence of modern nationalism. By analyzing the processes of state and nation-building in selected countries, we will come to understand the means by which state power is constructed, maintained, and legitimated in political systems as varied as absolutist monarchies and modern nation-states. And by examining nationalism in a variety of historical and geographical settings, we will begin to comprehend the intriguing power and persistence of national identities in an increasingly multinational world. Although the course will be explicitly analytic and comparative in character, analysis will be supplemented as appropriate with case studies drawn from countries around the world. Prerequisite: sophomore standing. Offered every two years.

Instructor: Van Holde

PSCI 355 IMMIGRATION, CITIZENSHIP, AND NATIONAL IDENTITY

Credit: 0.5

Migration is a worldwide phenomenon posing both opportunities and challenges for immigrants, their families, their countries of origin and the countries to which they move. Immigration policy often inspires virulent debates over border control, national identity, admission and citizenship policies, "guest" workers and bilingualism. The issues raise fundamental questions about human rights, citizenship and a political community's rights to define and defend itself. What does it mean to be an American? Who can be German? What obligations do we have to people fleeing tyranny? Fleeing poverty? The challenges are exacerbated by the facts that contemporary immigration is managed by nation-states, while migrants move in response to global economics and transnational relationships. This course deals with these issues by examining the social, economic and political forces giving rise to immigration today; the different ways nations have chosen to define citizenship and how those rules affect immigrants; the different strategies nations have used to incorporate immigrants, ranging from multiculturalism to assimilation; attempts to control immigration and

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their consequences; and the implications of immigration for recipient societies. About half of the course deals with the immigration experience and controversies in the United States, particularly with respect to migration from Mexico. The other half looks at these issues in Western Europe as well as in the developing world. This course is sometimes taught with a community-based research component, depending on the instructor. Prerequisite: sophomore standing. Offered every two years.

Instructor: Staff

PSCI 360 THE RELATIONS OF NATIONS

Credit: 0.5

With the Arab Spring and the rise of China, among other things, the international order continues to transform itself. This course will examine the modern history of these transformations, using specific periods and events, like the Spanish Armada, the Congress of Vienna, and World Wars I and II, as vantage points from which to assess the changes that have taken place both in the arrangement of the international state system and the character of the states composing it. The course has two chief pedagogic aims: (1) to create a context for understanding our current situation, and (2) to learn something about what is permanent and what is variable in human beings faced with the most decisive choices. Prerequisite: sophomore standing.

Instructor: Baumann

PSCI 362 AMERICA AND THE WORLD IN THE 21ST CENTURY

Credit: 0.5

This course explores the U.S. role in world politics at the beginning of the 21st century. Not only does the United States face a number of new challenges - from building democracy in the Middle East, to defending against catastrophic terrorism, to managing globalization - but many of the institutions and alliances that previously served U.S. interests and structured world order have come under increasing stress from U.S. actions. We will explore topics such as whether the United States should pursue a more multilateral or unilateral foreign policy, American relations with key allies, and how to manage the most important challenges of the 21st century. Prerequisite: PSCI 260 or permission of instructor.

PSCI 363 GLOBAL ENVIRONMENTAL POLITICS

Credit: 0.5

This course covers a variety of issues in environmental politics, placing special emphasis on global problems, politics and policy. Topics to be addressed will include population growth, consumption and consumerism, resource degradation, climate change and energy. We also will examine environmental governance and the prospects for environmental activism in the coming century. Although the course examines environmental issues around the globe, we may focus on certain countries or regions in order to examine those issues in greater detail. Case studies and films will be used as appropriate to supplement lectures and discussions. Prerequisite: sophomore standing. Offered every year.

Instructor: Van Holde

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PSCI 366 GLOBAL POVERTY, POLICY, AND POLITICS

Credit: 0.5

This comparative politics course examines the causes and consequences of poverty and inequality in the developing world. Topics include the conceptualization, definition and measurement of poverty and inequality; the lived reality of urban and rural poverty around the globe; individual, structural and governmental causes of and solutions to poverty; and the possibilities for grassroots empowerment, public policy, international organizations, philanthropy and foreign aid to reduce poverty and inequality.

PSCI 374 CIVIL WARS AND FAILED STATES

Credit: 0.5

Since 1945, the vast majority of conflicts have taken place within states. Indeed, by the 1970s civil wars or wars within states had become the dominant form of warfare, noteworthy both for their intensity and duration. This course surveys theories about the causes, process, management and resolution of this pervasive form of modern conflict. It also looks at how the international community has and continues to deal with these conflicts, focusing on such topics as peacekeeping, the (adverse) effects of humanitarian aid and transitional justice. Historical and contemporary civil wars, ranging from the Yugoslav War to the conflict in the Sudan, will serve as case studies, which we will analyze in-depth. The course aims to provide students with strong theoretical and historical foundations, which can assist them in recognizing the difficult choices policy-makers face when intervening in civil wars. For instance, students will come to appreciate the tension between states rights, human rights, and whether to intervene in a civil war. Students should walk away from the course prepared to think through policy options associated with the prevention, management and resolution of civil wars. Prerequisite: sophomore standing or permission of instructor.

PSCI 380 GENDER AND POLITICS

Credit: 0.5

This course will examine the participation of women in American political life. We will trace the development of feminism out of broader political and intellectual movements and consider the situation of women in American society today. We also will look at women in their roles as voters, candidates, party activists and public officials. The ways in which gender relations are defined by public policy and law will be a focus, with particular attention given to constitutional equality, workplace and family issues and reproductive rights. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing.

PSCI 397 JUNIOR HONORS SEMINAR

Credit: 0.5

This seminar is intended to prepare students to undertake and successfully complete a substantial independent research project. To do so, we will read and discuss past examples of successful senior theses. Then we will consider different approaches to social science research, including close comparative, institutional, or policy analysis. We will emphasize the formulation of tractable research questions and how to define research objectives in ways likely to lead to successful research projects. Students will design a research project on a topic of their interest and complete a

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major paper on that theme. Students will read and critique each other's work. Prerequisite: permission of instructor. Offered every year.
Instructor: Staff

PSCI 398 JUNIOR HONORS SEMINAR

Credit: 0.5

See the description for PSCI 397.

Instructor: Staff

PSCI 400 POLITICS OF JOURNALISM

Credit: 0.5

This seminar studies political journalism and its impact on American politics. Each year we focus on a different aspect of the politics of the news media in modern America. Usually, we will examine the relationship between the press and the presidency. We begin with the evolution from the Founders' constitutional office into the modern presidency, which stresses leadership of public opinion through the press. We also trace a parallel evolution of journalism through partisanship to passive objectivity and on to a modern emphasis on scandals and adversarial stances. The seminar concentrates on the modern era of the permanent campaign, in which a personal and rhetorical president sees manipulation of the press as fundamental to the job. Presidential conduct of foreign policy in this media age will receive significant attention. Current news serves as a testing ground for the ideas advanced by scholars, journalists and politicians. Prerequisite: junior standing and permission of instructor. Offered almost every year.

Instructor: Elliott

PSCI 404 NEWS MEDIA AND AMERICAN POLITICS

Credit: 0.5

How is American democracy shaped by the constantly evolving relationships among politicians, journalists and citizens? What is news? How do journalists define their job? Is the news more a medium that allows politicians to manipulate the public, or is it the media that shapes public opinion? Or is it possible that the audience influences the news as much as it is influenced by it? The conflict between the media and the government is analyzed in terms of the constitutional rights of a free press and a political battle between an adversarial or biased press and a government of manipulating politicians. Current news serves as a testing ground for the ideas advanced by scholars, journalists and politicians. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every other year.

PSCI 420 PLATO'S SYMPOSIUM

Credit: 0.5

This seminar will be devoted to a close reading of Plato's Symposium, his dialogue on Eros, which corrects or supplements the anti-erotic teaching of the Republic. Almost everyone sometimes wonders about the bewitching power of love, and for nearly 2500 years, readers have found that Plato had anticipated their questions and had thought about them profoundly. Among the topics we

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will discuss are love and death, love and justice, love and god, love and happiness, and love and philosophy. Although politics is rarely in the foreground of the dialogue, it is ever present in the background and finally bursts onto the scene in the person of Alcibiades--a man whose Eros leads him toward a political life that verges on tyranny.

PSCI 421 SOCRATES SEMINAR

Credit: 0.5

This seminar will be devoted to a close reading of Plato's Gorgias, the sister dialogue of the Republic. Today, students often wonder: Why bother with Plato and his Socrates? Isn't their thought clearly outmoded? In studying the Gorgias - Plato's most sustained reflection on the human concern for justice - we will give him a chance to reply and make the case for the undiminished importance of his thought for politics and the good life. The guiding questions of the seminar will be: What is justice? Why do we care about it? And how is it related to politics and philosophy? Prerequisite: sophomore standing. Offered every year.

Instructor: D. Leibowitz

PSCI 422 THUCYDIDES: WAR AND PHILOSOPHY

Credit: 0.5

This seminar will be devoted to a careful reading of Thucydides' History of the Peloponnesian War. The themes of the course will be Thucydides' account of international relations, the connections between foreign and domestic politics, and his account of human nature and of political morality. Prerequisite: sophomore standing. Offered every three years.

Instructor: Baumann

PSCI 423D ARISTOPHANES: POLITICS AND COMEDY

Credit: 0.5

Today, political comedians are a mainstay of our culture, with Jon Stewart leading the pack. But while their insights are often astute, they are rarely profound and never add up to a teaching that goes very far. To see the heights and depths that are possible in comedy, we will study four plays by Aristophanes, the unrivaled master of combining comic vulgarity with a wisdom equal to that of the philosophers. Prerequisite: sophomore standing.

PSCI 425 MACHIAVELLI AND SHAKESPEARE

Credit: 0.5

In this seminar we will explore various points of contact in the respective political understandings of Machiavelli and Shakespeare. Our readings will include selections from The Prince, The Discourses and Machiavelli's plays, and selections among Shakespeare's history plays, tragedies and comedies. Prerequisite: sophomore standing. Offered every three years.

Instructor: Spiekerman

PSCI 426 JOHN LOCKE'S LIBERALISM

Credit: 0.5

In this seminar, we will explore the liberalism of John Locke, perhaps the most important founder of liberal democracy. Mindful of the criticisms leveled since Locke's time against liberal democracy, we will be particularly interested in recapturing the original arguments on its behalf. We will aim to see liberalism as it came to light and to assess, insofar as is possible from Locke's own writings, its intentions and its anticipated effects. Our readings will be drawn from Locke's works on politics, education, religion and epistemology. Prerequisite: junior standing or permission of instructor. Offered every three years.

Instructor: Jensen

PSCI 427 THE POLITICAL PHILOSOPHY OF MONTAIGNE

Credit: 0.5

Montaigne's *Essays*, one of the acknowledged classics of modern thought, contains a breathtaking, wide-ranging, and dialectically complex account of the human soul in its confrontation with others, with the world, and with itself. Apparently artless and off-the-cuff, the essays require the most careful reading. The course will consist of close reading of many of these essays in order to understand the position Montaigne ultimately takes on human nature and on the political implications of that position. Prerequisite: sophomore standing. Offered every three years.

Instructor: Baumann

PSCI 428 THE POLITICAL THOUGHT OF NIETZSCHE

Credit: 0.5

Nietzsche's thought is in one sense the culmination of the tradition of political philosophy, in another its destruction, and in yet another, the chief obstacle and point of perpetual return to his successors. In this course, we will read one book, *Beyond Good and Evil*, with great care. That will help us understand the paradoxical way in which Nietzsche writes, the implications of his radical relativism for thought, culture and politics and whether he has a political teaching at all, and if so, what kind. Prerequisite: sophomore standing.

Instructor: Baumann

PSCI 431 AMBITION AND POLITICS

Credit: 0.5

In this course we will examine the presence and rightful place of ambition in politics. We will read literature, biography and political theory in an attempt to answer the following questions: Is the desire to rule a permanent and independent feature of political practice? Is it compatible with concern for the common good? Must ambition be limited, or somehow rendered undangerous? Can it be? Readings may include Homer, Xenophon, Plutarch, Machiavelli, Shakespeare, Benjamin Franklin, the *Federalist Papers* and Bullock's *Hitler: A Study in Tyranny*. Prerequisite: sophomore standing. Offered every three years.

Instructor: Spiekerman

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PSCI 432 THE IDEA OF COMMUNITY

Credit: 0.5

Political thinkers regularly claim to have discovered the community best suited to man, the just community. Yet suspicion toward the idea of community also enjoys a venerable history. Is not the individual prior to, and thus more important than, the community? Don't communities usually stifle, violate and oppress individuals, particularly members of the minority? Individualism is so pervasive in the most advanced countries that many now wonder if we have gone too far. Has concern for the individual at the expense of the community made us selfish, disconnected, alienated and unhappy? In this seminar we will read classic statements on the ideal community (e.g., Thomas More's Utopia, Rousseau's Social Contract, Huxley's Brave New World) on our way toward studying contemporary "communitarian" thinkers (e.g., Bellah, Barber, Heidegger, MacIntyre, Putnam, Sandel, Walzer). We will begin the semester by viewing Ang Lee's film The Ice Storm and end it by reading Hawthorne's Blithedale Romance, a fictional account of the socialist experiment at Brook Farm. Prerequisite: sophomore standing. Offered every three years.

Instructor: Spiekerman

PSCI 440 SENIOR SEMINAR IN PUBLIC POLICY

Credit: 0.5

This seminar brings together a political scientist and an economist to consider how these disciplines approach the study of public policy. The course will concentrate on applying both of the disciplines to the study of a selection of public policies, ranging from poverty to budget deficits or globalization. We will explore the substantive issues and the process of governmental policymaking in specific policy domains. How is policy made? What should the policy be? The work of scholars in each discipline will be studied to better understand the differences in approaches and to consider the potential for combining them. What does political science contribute to the study of economic policymaking? What can the tools and perspective of economics contribute to the study of a topic like welfare reform or global warming? This seminar is required for students completing the Public Policy Concentration, and it is open to other seniors. This course is the same as ECON 440 listed in the economics curriculum. Prerequisite: ECON 101, 102 and one course in American politics or permission of instructor. Offered every year.

Instructor: Elliott

PSCI 445 SEMINAR IN EUROPEAN POLITICS

Credit: 0.5

European governments face a number of challenges in the 21st century - welfare and job-market reform, immigration, right-wing party activity and the forging of a new European identity. In this seminar, we will explore some of the major economic, social and political issues facing European nations since the collapse of communism in 1989. The course focuses in particular on Great Britain, France, Germany and Italy, with some attention to Sweden, the Netherlands and the countries of Eastern Europe. Prerequisite: junior standing or permission of instructor. Offered every two years.

Instructor: Camerra-Rowe

PSCI 446 THE POLITICS OF THE WELFARE STATE

Credit: 0.5

During the late 19th and 20th centuries, the advanced industrialized democracies in Europe and North America set up extensive social welfare systems in order to reduce class inequalities and eliminate risks across the life cycle. These included income support, family benefits, health care, pensions, unemployment, disability insurance and child care programs. Beginning in the 1970s, these social welfare programs faced a variety of social and economic challenges, including the aging of the population, globalization, changes in family structure, the feminization of the labor force and deindustrialization. This has led to welfare retrenchment and restructuring. In this seminar, we examine the different welfare regimes across the United States and Europe and discuss the challenges confronting postwar welfare arrangements. We explore the politics surrounding the creation and retrenchment of welfare states across different political settings and in specific policy areas including pensions, health care and family policy and we look at the future of the social welfare state. Prerequisite: junior standing or permission of instructor. Offered every two years. Instructor: Camerra-Rowe

PSCI 447 INEQUALITY AND DEMOCRACY

Credit: 0.5

High levels of economic inequality are one of the most important challenges confronting liberal democracy today. The increasing concentration of wealth among society's richest citizens contributes to the belief that economic and political outcomes are determined by the interests of a few wealthy insiders and subverts faith in liberal democracy as a public endeavor for pursuing the common good. This upper-level seminar considers the causes and implications of growing social inequality for the U.S. and other liberal democracies. This includes issues such as the tensions that arise between liberal democracy's two fundamental claims to legitimacy: private liberty and public equality. How do economic outcomes shape politics, and how does politics shape economic outcomes? Do liberal democracies exhibit a pro-business bias, and does today's growing social inequality threaten the long-run growth and political stability of liberal democratic states? Prerequisite: junior standing.

PSCI 448 LEFT, RIGHT AND CENTER: COMPARATIVE POLITICAL PARTIES

Credit: 0.5

Political parties are one of the most critical institutions in representative democracy. They help to organize policy choices for voters, integrate people into the political system, recruit and select political leaders and serve as linkages between the public and government. Yet in recent decades, the role of political parties has changed. Fewer people are becoming members of parties. The electoral support of many mainstream political parties has declined and electoral volatility has increased. New single issue and populist parties have emerged, although their fortunes have fluctuated across countries. These changes pose challenges for representative democracy. In this seminar, we examine the formation, role, and changing nature of political parties in democratic politics. In particular we examine several important questions regarding political parties: How and why do political parties emerge in democratic systems? Why have new parties emerged in some countries? What impact do they have on parties and party competition? What determines party

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success and failure? To examine these questions, we will read both classic and contemporary literature on political parties. Since no course could begin to cover the theoretical and empirical work on political parties, this course will draw primarily on literature that examines party formation and party system change and draw examples from Europe and the United States. We begin with the historical development of parties and dynamics of party competition. We then analyze the recent changes to parties and party systems to determine whether there has been a transformation in party politics and the implications of those changes for representative democracy. PSCI 240 is recommended. Prerequisite: junior standing.

Instructor: Camerra-Rowe

PSCI 450 HUMAN RIGHTS IN WORLD POLITICS

Credit: 0.5

Human rights represent an incredibly powerful idea that is a source of great controversy in contemporary world politics. Seeking to avert the horrors of another world war, state officials came together in the late 1940s to craft a body of laws governing what rights humans are entitled to, simply on the basis of being human. These laws embody aspirations of what it means to live a life of dignity. They additionally constitute important political tools that an array of actors in world politics have mobilized around to achieve different goals. However, human rights law and norms face challenges. In particular, questions of whether rights apply universally persist. Moreover, there is a disconnect between the aspiration and realization of human rights in practice. This struggle over human rights, what they mean and their realization represent the foci of the course. In the first part of the course, we will explore the foundations of the modern human rights regime in history and theory. Next, we will examine how the human rights regime operates. In the last section of the course, we will study a number of human rights issues, ranging from torture debates to women's and children's rights. Students also will perform a simulation on a major human rights issue.

Prerequisite: junior standing or permission of the instructor.

PSCI 460 THE ROLE OF MORALITY AND LAW IN INTERNATIONAL POLITICS

Credit: 0.5

The following issues will be examined in this seminar: the Western justified-war tradition; the concept and conduct of humanitarian military interventions; the ability of moral values to influence calculations of interest and to restrain the use of power in foreign policy; the problematic nature of justice in international politics; the ability of international laws and organizations to have a positive influence on the conduct of nations; and the impact that the United States, by far the most powerful nation in the world today, might have for good or ill on the levels of peace, prosperity and liberty in the world. Prerequisite: sophomore standing. Offered every two years.

PSCI 462 U.S. FOREIGN POLICY AFTER THE COLD WAR

Credit: 0.5

This seminar will focus on three main issue areas in current United States foreign policy: (1) U.S. relations with China and Chinese relations with the states of central Asia, southern Asia and eastern Asia; (2) U.S.-Iranian relations, especially Iran's nuclear weapons program and Iranian support for various terrorist organizations in the Middle East; and (3) the threats posed by Islamic terrorist

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organizations. The course will open with a recent book on a significant aspect of U.S. foreign policy. This year that book was *The Case for Goliath* by Michael Mandelbaum which focuses on the role the U.S. has played since World War II to foster the expansion of a relatively open international economy, and the role the U.S. had played in building a stable and relatively peaceful community of liberal democratic nations. Prerequisite: sophomore standing. Normally offered every year.

Instructor: Staff

PSCI 464 INTERNATIONAL LAW

Credit: 0.5

This course presents an overview of the concepts, operation, genesis and content of international law and organizations, both with respect to the international community generally and with particular reference and application to the United States. Our primary focus is public international law - those legal regimes and apparatus made by and for states and the handful of nongovernmental organizations endowed with international legal personality - We also will touch upon private international law, with respect to corporations and individuals in such areas as trade and crimes. Contemporary issues covered include the UN Convention on the Law of the Sea (UNCLOS), the law of armed conflict (LOAC), international trade and human rights law (HRL) and emerging issues such as environmental and outer space law. This course will familiarize students with the current state of the international legal order, will situate international law among competing theoretical approaches and will provide a toolkit for analyzing contemporary international controversies.

Instructor: Karako

PSCI 465 INTERNATIONAL TERRORISM

Credit: 0.5

This course explores the causes and consequences of international terrorism. It examines how terrorists use violence to shape identities and achieve social change; the grievances that give rise to modern terrorism; the goals of modern terrorist groups such as al Qaeda; and the potential for "catastrophic terrorism" using weapons of mass destruction. The final segment of the course explores the complex issues raised by the terrorist challenge to liberal democratic states and the rule of law. Prerequisite: junior standing. Offered every two years.

Instructor: Staff

PSCI 466 NATIONAL SECURITY LAW

Credit: 0.5

Cicero is credited with saying that the laws are silent during war. But military commanders today often go nowhere without legal counsel at their side. A growing apparatus of international and domestic law now shapes and regulates America's foreign relations and military operations to a remarkable degree - from high politics of diplomacy to rules of engagement for a young soldier stationed at a checkpoint in Afghanistan. Perennial issues include how the American separation of powers affects the authority to initiate hostilities, balancing security with civil liberties, the status of international law in U.S. courts and government secrecy. This course will highlight current and emerging controversies, such as terrorism and the law of armed conflict, drones and targeted killing, extraordinary rendition, interrogation and torture, military commissions, intelligence

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gathering, enemy combatant detention and cyber-attack. Prerequisite: junior standing. Offered every two years.

Instructor: Karako

PSCI 470 POWER, STATES, AND MARKETS: THE MAKING OF MODERN SOCIAL ORDER

Credit: 0.5

This seminar explores the complex and dynamic relations between the state and market, the two most pervasive institutions that structure modern social life. We will examine issues such as the role of state violence in constructing political and economic order, the political foundations of markets, how warfare led to the emergence of modern states and global capitalism, the political sources of economic growth and decline, and how markets can undermine states and social order. The seminar will read scholars from a diverse array of disciplines, including political science, economics, history, and sociology, and will draw on a wide range empirical materials, ranging from medieval Europe and colonial Africa to modern Africa and the advanced industrial states.

Prerequisite: junior standing or permission of instructor. Offered every two years.

Instructor: Rowe

PSCI 471 POLITICS OF TRANSITIONAL JUSTICE

Credit: 0.5

The post-Cold War era has witnessed horrific violence against civilians. Both Bosnia and Rwanda fell prey to genocidal campaigns. 'Ethnic cleansing' became a common term in international parlance. Child soldiers are now the face of countless conflicts. In establishing an array of transitional justice mechanisms such as the permanent International Criminal Court members of the international community have sought to curb such atrocities, and perhaps break the cycles of violence that perpetuate them. Such efforts have raised a number of questions. In particular, how should states and societies contend with legacies of mass atrocity? What are the appropriate mechanisms for addressing massive human rights abuses? Should states institute war crimes trials, truth commissions, reparations, institutional reforms, mobile justice units, traditional justice, or should they simply try to forget and move forward from their violent pasts? And, how do such transitional justice mechanisms translate at the local level? What is their impact, both positive and negative? Is it possible to realize the "truth" about past violence? Is it possible to realize "justice?" This course explores these questions and others. The first part of the course will provide a theoretical and philosophical framework for thinking about transitional justice. We will then focus on specific transitional justice mechanisms, ranging from the ICC to mobile justice units. We will also address the impact of such mechanisms on local communities and how well they meet their intended goals. We will conclude with a Transitional Justice Conference, which will wrap-up with discussion about the limits and potential of transitional justice. Prerequisite: junior standing or permission of instructor.

PSCI 475 CHINA IN THE WORLD

Credit: 0.5

This seminar explores the People's Republic of China from a political science perspective, focusing on enduring historical and political issues as well as current challenges. Topics to be covered will

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include challenges of China's 20th-century nation-building and economic development (revolution and independence; Mao's China vs. Reform China), contemporary regional and global foreign relations, and the challenges of 21st-century development. This latter includes a broad range of institutional and policy change (such as marketization, globalization, civil freedoms, elections and citizenship) as well as outcomes from these changes (protests, censorship, inequality, pollution, urban sprawl, consumerism and rural-urban divide). Topics will remain flexible to respond to the rise of current issues, such as minorities, cyber-security, maritime borders, intellectuals, dissidents, etc. The course is organized as a seminar, with a high level of student engagement, including weekly student-run discussion. A substantial research project is required as well as an oral presentation. Prerequisite: sophomore standing. Offered every three years.

Instructor: Mood

PSCI 476 INTERNATIONAL ORGANIZATION

Credit: 0.5

International organizations are essential, yet controversial actors in world politics. At the start of the 21st century, there were over 50,000 international organizations working on an array of issues. Their work affects the lives of billions of people. Consider any contemporary war, trade dispute, financial crisis, human rights issue, or environmental concern and international organizations are likely involved, if not playing a central role. They work to halt war crimes, rebuild war-torn societies, reduce extreme poverty and disease, promote gender equality, help states confront environmental problems and overcome financial crises. International organizations have nonetheless been subject to relentless criticism, with critics claiming that they aggravate the very problems they are supposed to solve. This course explores the role of international organizations in world politics. We will look at how past and current international organizations have grappled with a host of issues, ranging from terrorism to criminal accountability for egregious international crimes. In so doing, students will learn about the origins, politics, and effects of diverse international organizations, including the United Nations, World Bank, International Monetary Fund, International Criminal Court and Amnesty International. Prerequisite: junior standing and permission of the instructor.

PSCI 480 SCIENCE AND POLITICS

Credit: 0.5

This seminar examines the relationship of science and politics from early modernity to the present and considers the probable course and character of that relationship in the future. Topics to be considered include Galileo's conflict with the Church, the theory of evolution, social Darwinism, and the origins and implications of nuclear weapons research. We also will examine a number of contemporary controversies at the intersection of science and politics, including genetic testing and therapy, intelligence testing and the IQ debates, climate change, and the debates surrounding the science and politics of AIDS. Issues such as the value neutrality of science, the politics of risk assessment and the proper role of scientists in shaping policy also will be examined. Prerequisite: junior standing or permission of instructor. Offered every three to four years.

Instructor: Van Holde

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PSCI 483 THE POLITICAL PHILOSOPHY OF ROUSSEAU

Credit: 0.5

In this seminar we will examine Emile, which Rousseau considered to be his most important and most comprehensive work - in brief, as the reply, point to point, to Plato's Republic. Whereas Plato became famous for presenting an imaginary city, Rousseau presents an imaginary soul or person; his philosophical novel covers the education of Emile from birth until just after marriage. Our discussion will conform to the scope of the themes of the book: nature, economics, morality, religion, sexuality, aesthetics and politics. Prerequisite: junior standing. Offered every two years. Instructor: Jensen

PSCI 493 INDIVIDUAL STUDY

Credit: 0.5

Individual study in political science is available to students who want to pursue a course of reading or complete a focused research project on a topic not regularly offered in the department's curriculum. To enroll, a student must prepare a proposal in consultation with a member of the political science faculty who has suitable expertise and is willing to work with the student over the course of a semester. The proposal should include a statement of the questions the student plans to explore, a preliminary bibliography, a schedule of assignments, a schedule of meetings with the faculty member and a description of the elements that will be factored into the course grade. The student also should briefly describe any prior coursework that particularly qualifies him or her to pursue the project independently. The department chair must approve the proposal. The department expects the student to meet regularly with the instructor for at least the equivalent of one hour per week. Reading assignments will vary depending on the topic but should approximate a regular departmental course in that field. Students should expect to write at least 30 pages over the course of the semester, for an individual study bearing .5 unit of credit. The department urges students to begin planning a proposed individual study the semester before they hope to undertake it, by discussing it with the supervising faculty member and the department chair. The chair must receive proposals by the third day of classes.

PSCI 497Y SENIOR HONORS

Credit: 0.5

The senior honors candidate works with two members of the department to prepare a major essay on a topic of his or her choice, which is then defended before an outside examiner in May.

Prerequisite: permission of department chair.

PSCI 498Y SENIOR HONORS

Credit: 0.5

This course is a continuation of 497Y. Prerequisite: permission of department chair.

Psychology

Natural Sciences Division

Psychology is taught as the scientific study of behavior and mental processes. The psychology curriculum provides an opportunity for majors and non-majors to examine diverse theoretical views and findings in such areas as cognition, human development, learning, neuroscience, personality, social psychology and abnormal psychology. At all levels of study, the department gives students the opportunity to pursue research and to become involved in the work of local educational and mental-health agencies that are affiliated with the Off-Campus Activities in Psychology Program (OAPP).

FOR FIRST-YEAR STUDENTS

Students should begin with PSYC 100 Introduction to Psychology, which is a prerequisite for all of the other psychology courses. This course explores a variety of areas in which psychologists conduct research, including the biological foundations of behavior, sensory and perceptual processes, cognition, learning and memory, developmental psychology, personality and social psychology, psychological disorders, and variability in behavior related to culture. Students who have completed PSYC 100 (or have a score of 5 on the PSYC AP exam) and are considering majoring in psychology should next take PSYC 150 Introduction to Research Methods in Psychology. In this course, students will learn the basics of research in the field. They will participate in research projects conducted across different areas of psychology, using techniques such as observation and interviewing, psychological tests and measures, physiological measures, and computerized tasks.

Students who elect to major in psychology will take statistics and an advanced research methods course along with at least one course in each of the following areas of psychology:

- biological bases of behavior
- learning and cognition
- developmental perspectives
- clinical and health issues
- sociocultural perspectives

Finally, all majors enroll in a senior seminar, in which they collaborate with their peers and professor while developing expertise on a topic of their choice.

REQUIREMENTS FOR THE MAJOR

Students majoring in psychology must earn at least five-and-one-half (5.5) units of credit in the Psychology Department, with a minimum 2.5 major GPA.

1. Foundations

The required foundation courses include:

- PSYC 100 Introduction to Psychology
- PSYC 150 Introduction to Research Methods in Psychology
- PSYC 200 Statistical Analysis in Psychology

Majors are strongly advised to complete PSYC 200 by the end of their sophomore year. A grade of C or higher in PSYC 150 and PSYC 200 is required to declare a major in psychology.

2. Intermediate Courses

Students are required to have a balanced curriculum within the discipline. Students take at least one course in each of the following general areas of psychology:

Biological Bases:

NEUR 212 Introduction to Neuroscience
NEUR 302 Neuroethology and Comparative Psychology
NEUR 305 Behavioral Neuroscience
NEUR 307 Sensory Processes
PSYC 308 Drugs and Behavior
PSYC 310 Cognitive Neuroscience

Cognitive Processes and Learning:

PSYC 301 Cognitive Psychology
PSYC 303 Learning and Motivation
PSYC 306 Psychology of Language
PSYC 310 Cognitive Neuroscience

Developmental Perspectives:

PSYC 322 Adult Development
PSYC 323 Child Development
PSYC 324 Educational Psychology
PSYC 326 Theories of Personality
PSYC 348 Adolescence

Clinical Issues and Health:

NEUR 304 Neuropsychology
NEUR 347 Psychopharmacology
PSYC 321 Abnormal Psychology
PSYC 330 Health Psychology
PSYC 342 Clinical Psychology

Sociocultural Perspectives:

PSYC 325 Social Psychology

PSYC 327 Cross-Cultural Psychology

PSYC 328 Latino Psychology

PSYC 344 Human Sexual Behavior

PSYC 346 Psychology of Women

PSYC 350 Psychology In Context

3. Advanced Research

Students also are expected to get more advanced research experience by taking either an upper-level research methods course or two semesters of advanced research (PSYC 450) in psychology with the same instructor.

Current Research Methods Courses:

NEUR 405 Research Methods in Behavioral Neuroscience

NEUR 406 Research Methods in Sensory Processes

PSYC 402 Research Methods in Cognition

PSYC 403 Research Methods in Learning and Motivation

PSYC 410 Research Methods in Human Neuroscience

PSYC 421 Research Methods in Developmental Psychology

PSYC 422 Research Methods in Personality

PSYC 423 Research Methods in Social Psychology

PSYC 424 Research Methods in Cross-Cultural Psychology

PSYC 425 Research Methods to Study Gender

PSYC 450 Advanced Research in Psychology

4. Senior Seminar

All students are expected to take a fall semester senior seminar, PSYC 475, in which they will focus on a topic of current research in psychology.

SENIOR EXERCISE

The psychology Senior Exercise will consist of a standardized test designed for undergraduate psychology majors, to measure their knowledge of core concepts in the field. It will be administered to students in October or November of their senior year. Also, students will prepare a poster to communicate their knowledge of a research question they studied during the senior seminar. The posters will be displayed during a student research day in January of the senior year, when students must be available to discuss the contents of their poster. Students' posters and their poster presentations will be judged via rubrics filled out by faculty members in the department. The poster represents a unique assignment for which students will have done some background work during the senior seminar, and which they will complete independently during the spring semester

Additional information about the senior exercise in psychology is available on the [department website](#).

HONORS

Students who do excellent work are encouraged to apply to the department chair during the second semester of their junior year if they are interested in admission to the Honors Program. Participants complete a large-scale research project on an approved topic during their senior year. Each project is supervised by a single faculty member, but also is reviewed periodically by all members of the department prior to an oral examination by an outside examiner in the spring.

More information about honors work in psychology is available on the [department website](#).

Courses

PSYC 100 INTRODUCTION TO PSYCHOLOGY

Credit: 0.5

Psychology is the study of behavior and mental processes. In this introductory course, prerequisite for all other psychology courses, you will explore a variety of areas in which psychologists conduct research: the biological foundations of behavior, sensory and perceptual processes, cognition, learning and memory, developmental psychology, personality and social psychology, psychological disorders, and variability in behavior related to culture. This course is only open to first-year and sophomore students. Students who have completed PSYC 110 cannot take this course. No prerequisite. Multiple sections are typically offered every semester.

PSYC 110 GENERAL PSYCHOLOGY

Credit: 0.5

Psychology is the study of behavior and mental processes. In this foundation course you will explore a variety of areas in which psychologists conduct research: the biological foundations of behavior, sensory and perceptual processes, cognition, learning and memory, developmental psychology, personality and social psychology, psychological disorders, and variability in behavior related to culture. Open only to junior and senior students. Students who have completed PSYC 100 cannot take this course. No prerequisite. Typically offered spring semester.

PSYC 150 INTRODUCTION TO RESEARCH METHODS IN PSYCHOLOGY

Credit: 0.5 QR

In this course students will learn the basics of research in psychology. Students will participate in research projects conducted across different areas of psychology, which might involve observation and interviewing, psychological tests and measures, physiological measures, and computerized tasks. Students will learn about issues of reliability and validity in psychological research, as well as ethical issues associated with psychological research. Students will learn techniques for descriptive statistical analysis of their data, and they will communicate their research findings both orally and in writing, using the writing style of the American Psychological Association. This course is

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designed for first-year and sophomore students planning to major in psychology. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every semester.

PSYC 200 STATISTICAL ANALYSIS IN PSYCHOLOGY

Credit: 0.5 QR

In this course, students will learn to conduct a variety of statistical tests that are commonly used in psychological research. The course also builds the skills of choosing the appropriate statistical tests for particular research designs and writing and interpreting the results of statistical analyses. The computer statistical package SPSS will be used. Psychology majors have preference. Prerequisite: PSYC 100 or 110 or AP score of 5 and PSYC 150. Typically offered every semester.

PSYC 301 COGNITIVE PSYCHOLOGY

Credit: 0.5

The goal of this course is to enlighten students about human thinking processes. This course will cover research and theories regarding basic cognitive processes such as cognitive neuroscience, object perception, attention, memory, problem solving and intelligence. Emphasis will be on the study of laboratory research, with discussion of how the findings relate to real-world issues, such as eyewitness testimony. Students should gain an understanding of general cognitive processes that apply to all humans, as well as a perspective on individual differences in cognition and how they may merge with our understanding of clinical disorders. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered once a year.

Instructor: Payne

PSYC 303 LEARNING AND MOTIVATION

Credit: 0.5

This course will provide students with a comprehensive introduction to the theories and basic principles of learning and motivation in human and nonhuman animals, with an emphasis on associative learning; namely, classical and instrumental conditioning. We will discuss how these principles can be applied to our everyday lives, from training pets and raising children, to the development and treatment of mental illness and drug addiction. You will learn the scientific methods of the discipline, as well as improve your critical thinking skills by reading and critiquing primary empirical sources. Prerequisite: PSYC 100 or 110 or AP score of 5 or NEUR 212. Typically offered every year.

Instructor: Millin-Lipnos

PSYC 306 PSYCHOLOGY OF LANGUAGE

Credit: 0.5

One thing that makes our species unique is our amazing capacity for language and complex symbol use. This course will cover basic theory with respect to the evolutionary origins of language, cognitive neuroscience of language, basic psycholinguistics theory and application, nonhuman communication research, and issues of social cognition and language, as well as special cases and conditions in which language capacity or development is disrupted. By the end of the course, students will have gained a heightened awareness of just how complex language use really is, along

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with a richer appreciation of the far-reaching impact it has on their everyday lives. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every other year, or as faculty schedules permit. Instructor: Payne

PSYC 308 DRUGS AND BEHAVIOR

Credit: 0.5

This course addresses the ubiquitous presence of psychoactive drugs in human culture. The approach to understanding how drugs affect and are affected by our body, brain, behavior, and culture will be biopsychosocial, addressing neurobiological, behavioral, and social factors that influence drug use and abuse. We will draw knowledge from basic laboratory animal research and human drug studies, as well as personal memoirs and historical summaries. Prerequisite: PSYC 100 or 110 or AP score of 5 or NEUR 212. Offered every year.

Instructor: Millin-Lipnos

PSYC 310 COGNITIVE NEUROSCIENCE

Credit: 0.5

This course focuses on human brain systems that support sensory, motor, cognitive, social, and affective phenomena. Early in the semester we will build a foundation of knowledge about brain anatomy and physiology, human sensory and motor systems and the methods used in cognitive neuroscience research. We will incorporate this knowledge into subsequent explorations of how the brain gives rise to complex phenomena such as attention, learning and memory, language, emotion and social cognition. The course aims to provide students with a greater understanding of, and appreciation for, the complex relationship between brain and mind, and how our understanding of this relationship is informed by cognitive neuroscience research. Prerequisite: PSYC 100 or 110 or AP score of 5 or NEUR 212. Typically offered every year.

Instructor: Engell

PSYC 321 ABNORMAL PSYCHOLOGY

Credit: 0.5

This course provides students with an overview of the classification, causes, pathways, and treatment of adult mental disorders, including anxiety, mood disorders, and personality disorders. Included will be discussion of critical issues and controversies in this field, such as the definition of abnormality, as well as an extended emphasis on cross-cultural issues in psychopathology. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every year.

Instructor: López

PSYC 322 ADULT DEVELOPMENT

Credit: 0.5

This course provides an overview of developmental issues related to adult life and an in-depth examination of some current theory and research in adult development and aging. We will cover the psychological, social and biological dimensions of adult development, including personality, learning and memory, family psychopathology, and some clinical interventions from emerging

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adulthood through the lifespan. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every other year.

Instructor: White

PSYC 323 CHILD DEVELOPMENT

Credit: 0.5

This course focuses on normal human development from conception through adolescence. Biological and social influences on development are considered with an emphasis on their interaction and the context in which they occur. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every year.

Instructor: Krieg

PSYC 324 EDUCATIONAL PSYCHOLOGY

Credit: 0.5

This course involves the study of cognitive, developmental and motivational processes that underlie education. We also examine teacher behavior and other applications of psychology to education. Research and theory on student learning, motivation and development provide the core readings for the course. Individual and group differences as applied to learning environments will be addressed. Other topics include multicultural education, achievement motivation, special education, public policy with respect to education, education outside of schools and recent trends in schools and education. Students will develop their own teaching philosophy. Connections among a variety of disciplines (e.g., history, sociology, political science) will be stressed, as well as links to the real world beyond the classroom. This course is appropriate for those interested in teaching, coaching, or mentoring. Prerequisite: PSYC 100 or 110 or AP score of 5.

Instructor: White

PSYC 325 SOCIAL PSYCHOLOGY

Credit: 0.5

Social psychology is the systematic study of social behavior. In general, it examines how we are affected by our social environment: how we perceive and interpret the behavior of others and the social situation, how we respond to others and they to us, and the nature of social relationships. Application of social psychological theory and methodology is encouraged through participation in small-scale laboratory or field observational studies. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every year.

Instructor: Fenigstein

PSYC 326 THEORIES OF PERSONALITY

Credit: 0.5

This course introduces students to major approaches to understanding both consistencies in individual behavior and differences among individuals. Students will learn about historical and modern approaches to the study of personality with an emphasis on empirical research. The course will consist of lectures, in-class activities and class discussions. Students will hone their skills in the areas of critical evaluation of research, written and oral communication, visual literacy and

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quantitative reasoning. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every other year.

Instructor: Corker

PSYC 327 CROSS-CULTURAL PSYCHOLOGY

Credit: 0.5

There are approximately 7 billion people in the world. And yet most of the theories we use to explain psychological functioning have been based on limited samples drawn from the West. In this course, we will examine in greater detail the impact of culture on human behavior and review issues such as the role of culture in the concept of the self, the cultural influences on social behavior, the association of culture and cognition, and the measurement and experience of cross-cultural psychopathology. By integrating research from various social science disciplines (such as anthropology and sociology), students should gain a wider appreciation of the influence on culture on everyday experiences, while simultaneously understanding that culture is not a static or homogeneous entity. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every other year.

PSYC 328 LATINO PSYCHOLOGY

Credit: 0.5

Latino psychology is a vibrant and emerging field geared toward understanding the experiences of the largest minority group in the United States--either U.S.-born or U.S.-residing Latinos. Unlike cross-cultural psychology, its focus is less on the intercultural group differences and more on intracultural differences and similarities across Latino subgroups. More specifically, this course will focus on understanding the core experiences of Latinos in the U.S. while also revealing the heterogeneity of this group. Students will begin this course by reviewing the history of Latino psychology. Following this, topics to be explored include a review of demographic variables (such as immigration/migration, socioeconomic status, language, gender, race and sexuality), and interpersonal variables (such as psychological acculturation, ethnic identity, cultural values and perceived discrimination), and how these variables often operate in conjunction when trying to understand Latino mental health. A special focus of the class will also be on the assessment of Latino psychopathology, such as the Latino cultural idioms of distress *ataques de nervios*, *nervios* and *susto*. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically be offered every other year.

Instructor: López

PSYC 330 HEALTH PSYCHOLOGY

Credit: 0.5

Health psychology addresses the cognitive, social and emotional factors related to health and illness, with an emphasis on the prevention and modification of health-compromising behaviors. A biopsychosocial approach is used to address topics such as: promotion of good health and prevention of illness; the recovery, rehabilitation, and psychosocial adjustment that correspond with health problems; and the role of stress and coping in illness. Prerequisite: PSYC 100 or 110 or AP score of 5. Offered every other year.

Instructor: White

PSYC 342 CLINICAL PSYCHOLOGY

Credit: 0.5

This course introduces students to the field of clinical psychology. Through readings, videos, discussion and in-class role-plays you will be exposed to the major therapeutic orientations in psychology (including psychodynamic, cognitive-behavioral and person-centered therapy) as well as newer schools of interventions (including feminist therapy, multicultural counseling and community psychology). In addition, we will cover other areas in clinical psychology, such as testing and assessment, and the difficulties involved in the assessment of others. A special area of focus in this course will be forensic psychology. Case studies from the instructor's experience as a therapist will be used throughout the course to further highlight the material. This course is best suited for students who are considering applying to graduate school in clinical psychology. PSYC 321 is recommended. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every year. Instructor: López

PSYC 344 HUMAN SEXUAL BEHAVIOR

Credit: 0.5

This course examines the biological, psychological, and social bases of human sexuality. Topics include the physiology of sex functions, variations of sexual behavior, nature and treatment of sexual malfunctions, sexual identity and attitudes, differences in sexual behavior, and the social dynamics of sexual interaction. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every year.

Instructor: Fenigstein

PSYC 346 PSYCHOLOGY OF WOMEN

Credit: 0.5

Psychological research about women is examined critically in this course. Topics such as gender differences, gender stereotypes, eating disorders, and violence against women will be addressed with particular attention to the effects of sociocultural factors. The class will use a variety of learning tools, such as conducting projects, analyzing research articles, engaging in discussion and taking exams. Prerequisite: PSYC 100 or 110 or AP score of 5. Typically offered every year.

Instructor: Murnen

PSYC 348 ADOLESCENCE

Credit: 0.5

This course will provide students with an overview of important issues in adolescent psychology, from early adolescence to young adulthood. The major physical, cognitive, social and emotional developments that occur during this transitional period will be covered. Influences on adolescent development such as family, peers, school, work and culture will also be explored. Prerequisite: PSYC 100 or 110 or AP score of 5. Offered as department schedule permits.

Instructor: Krieg

PSYC 350 PSYCHOLOGY IN CONTEXT

Credit: 0.5

This course will focus on the application of psychology to social settings and social services. We will examine a selection of social problems and the influence of social systems on individuals. In addition to regular class meetings, students will spend six out-of-class hours each week at a local community agency (e.g., Knox County Head Start). Students will integrate these service experiences with course-related material. Prerequisite: PSYC 100 or 110 or AP score of 5 and junior standing. Typically offered every year in the fall.

Instructor: Krieg

PSYC 402 RESEARCH METHODS IN COGNITION

Credit: 0.5 QR

This course is designed with three specific goals: (1) to provide an understanding of basic research and design; (2) to cover basic issues in the field of cognitive psychology; and (3) to give students hands-on experience with some of the classic experiments in the field. The course will include lectures and discussion, as well as laboratory exercises in which students will participate in computerized experiments, collect data, and learn how cognitive psychologists make inferences about mental processes using observable performance measures. The course also requires students to create their own research proposals and present them in class. Prerequisite: PSYC 200 and PSYC 301 or 306. Typically offered every year.

Instructor: Payne

PSYC 403 RESEARCH METHODS IN LEARNING AND MOTIVATION

Credit: 0.5 QR

This methods course provides students with the critical skills for understanding and conducting behavioral research in animal subjects. Students will be actively engaged in collecting, analyzing, and interpreting data. Students will also learn about designing research projects, making valid conclusions, critiquing journal articles and writing a scientific paper. Prerequisite: PSYC 200 and previous or concurrent enrollment in PSYC 303. Typically offered every year.

Instructor: Millin-Lipnos

PSYC 410 RESEARCH METHODS IN HUMAN NEUROSCIENCE

Credit: 0.5 QR

This course introduces students to the methods used in human neuroscience research. Several structural and functional techniques used to investigate the brain will be discussed. However, the course will primarily focus on the two most commonly used tools in cognitive neuroscience: functional magnetic resonance imaging (fMRI) and electroencephalography (EEG). We will take a detailed look at the physical phenomena that make MRI possible, as well as the neurophysiological properties that produce the signal measured by MRI. A similar in-depth approach will be used to understand the physical and physiological processes involved in EEG. The course trains students in the practical aspects of fMRI/EEG data acquisition and analysis. We will therefore dedicate a considerable amount of time to "hands-on" data analysis using several software packages that are

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commonly used in the field. Prerequisite: PSYC 200 and 310 or NEUR 304, 305, or 307 or permission of instructor.

Instructor: Engell

PSYC 421 RESEARCH METHODS IN DEVELOPMENTAL PSYCHOLOGY

Credit: 0.5 QR

This course explores the methods used in lifespan developmental psychology research. Among the issues addressed are: ethics of research with children and the elderly, developmental research designs, developing measures, and data analysis. Prerequisite: PSYC 200 and PSYC 322 or 323 or 348. Typically offered every other year.

Instructor: Krieg

PSYC 422 RESEARCH METHODS IN PERSONALITY

Credit: 0.5 QR

This course will examine a variety of methodologies used by psychologists who conduct research in the area of personality and individual differences. The course includes lectures, discussions and assignments designed to give students hands-on experience in designing research, collecting and analyzing data, and relating their work to larger theories. During the course, students will also learn how to design research that is ethical, how to critically evaluate research, and how to write professional reports in the style developed by the American Psychological Association.

Prerequisite: PSYC 200 and PSYC 321, PSYC 326 or PSYC 346. Typically offered every other year.

Instructor: Corker

PSYC 423 RESEARCH METHODS IN SOCIAL PSYCHOLOGY

Credit: 0.5 QR

Social psychology attempts to understand the ways in which our thoughts and behavior are affected by others. This course will examine the principles, methods and problems of research in social psychology. Using a variety of formats ranging from lectures to discussion of research to class and field demonstrations, students will explore how research ideas are generated, critical evaluation of relevant research literatures, research design and methodology, data collection procedures using both laboratory and naturalistic settings, statistical analyses, and ways of presenting research consistent with journal publication. Prerequisite: PSYC 200 and past or current enrollment in PSYC 325. Typically offered every other year.

Instructor: Fenigstein

PSYC 424 RESEARCH METHODS IN CROSS-CULTURAL PSYCHOLOGY

Credit: 0.5 QR

This course trains students in the skills needed to conduct cross-cultural research studies in psychology. The format will be primarily that of a lab-oriented seminar, though lecture also will be included. Through discussion and hands-on research activities, students will develop and refine their ability to generate and test cultural hypotheses, to collect and analyze relevant data, and to report and critique cross-cultural research findings. Topics to be covered include experimental design, questionnaire construction, naturalistic observation, content analysis, computer-based

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statistical analysis, and American Psychological Association writing style. Course requirements include two data-collection projects with lab reports, in-class presentations, and a final exam. Prerequisite: PSYC 200. Offered as department schedule permits.

PSYC 425 RESEARCH METHODS TO STUDY GENDER

Credit: 0.5 QR

Science is a valuable tool for understanding the world, but when dealing with the issue of gender, it has often been applied in flawed ways. A feminist critique of science has helped us understand both the limits and the possibilities of examining issues related to gender from a scientific perspective. In this course we will consider the application of feminist theories and methods to understanding psychological issues related to gender. You will critically analyze various research articles, conduct two class research projects and prepare written reports of the results, and develop your own proposal for a piece of independent psychological research related to gender. Prerequisite: PSYC 200 and one or more of the following: PSYC 323, 325, 326, 346 and WGS 111. Typically offered every other year.

Instructor: Murnen

PSYC 426 RESEARCH METHODS USING QUALITATIVE APPROACHES

Credit: 0.5 QR

This course will introduce students to qualitative methods in psychological research. Topics will include data-collection methodologies (e.g., interviews, focus groups, participant observation), coding strategies (e.g., thematic coding, content analysis, grounded analysis), ethics, and writing. As part of the course, students will be required to design, conduct, analyze, and write up a qualitative study. Prerequisite: PSYC 200 and one advanced-level behavior in context course. Offered as department schedule permits.

PSYC 449 THEORY AND RESEARCH ON THE SELF

Credit: 0.5

Our sense of self provides meaning and coherence to our lives, but the processes involved in the creation, structure, and functioning of the self are only beginning to be understood. This course is designed as a seminar examining recent psychological theory and research on the self. We will explore the problem of self-perception and self-knowledge, the development of self-conceptions, and the role that the self plays in our perceptions and interactions with the social world. We also will ask questions about the ways in which people evaluate themselves and enhance and protect their self-esteem. Finally we will examine the way in which the self is woven into our social lives, and the relation between the private and the public self. Prerequisite: PSYC 100 or 110 or AP score of 5 and PSYC 325 or 326, 344 or 423. Offered as department schedule permits.

PSYC 450 ADVANCED RESEARCH IN PSYCHOLOGY

Credit: 0.25-0.5

Students conducting advanced research in psychology will work with a faculty member and possibly a small group of students to conduct research in the faculty member's research area. Students will critically analyze published research in the topic area and collect, analyze and write

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reports on data they have collected with a small group of students. Students will be expected to work independently and collaboratively, and the course will emphasize effective written and oral communication. Students who enroll in two semesters of advanced research on a particular topic can substitute this experience for a research methods course on that topic (e.g., two semesters of advanced research in personality counts the same as the one-semester research methods in personality course). This course is offered only on a credit/no credit basis. Prerequisite: PSYC 150, 200 and permission of instructor.

PSYC 475 PSYCHOLOGY SENIOR SEMINAR

Credit: 0.5

The psychology senior seminar is a required course for senior psychology majors. Each section will have a different topic, but in every seminar students will read and discuss psychological literature, write and discuss critiques of research articles, develop a review paper on a topic in psychology, develop a research proposal on a topic in psychology, and make a formal oral presentation to the class. Classes will be limited to 10 to 12 students. Prerequisite: senior standing and psychology major. Offered every fall.

PSYC 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study in psychology allows students the opportunity to pursue research on a topic of special interest. The course is designed in consultation with a faculty mentor. The level of credit can range from .25 to .5 unit of credit, and students may take more than one semester of individual study. Typically, only juniors or seniors may pursue this option. To enroll, a student must first identify a member of the Psychology Department who is willing to mentor the project. The student must give the department chair a written description of the project, including the nature of the proposed work and a list of references. The project should include reading and reviewing scientific literature and will likely entail a research project in which original data are collected. The student and faculty member are expected to meet, on average, once a week. The final project will likely be a paper written in the style of the American Psychological Association. Additional assignments may be required as well--for example, a public presentation. The amount of work required for the individual study should approximate that required of other 300-level psychology courses. It is possible for students to pursue a group project, but more work will be expected for the completed project, and each student will write her or his own individual paper.

PSYC 497Y SENIOR HONORS

Credit: 0.5

This is a program for senior candidates for honors in psychology, culminating in a senior honors thesis. The course will consist of a research project in some area of psychology. A student who wishes to conduct an honors project must meet each of the following three criteria: (1) the student must have a GPA of 3.5 in psychology and an overall GPA of 3.3; (2) the student must have participated in a Psychology Department-approved research experience (which might be research in a research methods course, independent study, or summer lab work); and (3) the student must

have completed a minimum of 4 units in psychology and have taken the appropriate core courses for the proposal before the senior year.

PSYC 498Y SENIOR HONORS

Credit: 0.5

See the course description for PSYC 497Y.

Public Policy

Interdisciplinary

This concentration stresses the analysis and understanding of public-policy issues. Participants will learn how to apply the disciplines of economics and political science to analyze public-policy problems and to understand how public policy is formulated and implemented. Students begin by taking foundation courses in the two disciplines. The principles learned in these courses will then be applied to specific policy areas in the elective courses. The concentration culminates in an interdisciplinary capstone course focusing on the economic, moral and political considerations entailed in analyzing and evaluating public policy and its purposes. In a typical program, a student would take ECON 101 and 102 as a first-year or sophomore student, PSCI 310 in the sophomore year, one-and-a-half (1.5) units of electives following these foundation courses, and the capstone course, ECON/PSCI 440, in the senior year.

REQUIREMENTS FOR THE CONCENTRATION

The concentration encompasses three-and-a-half (3.5) units in economics and political science. All students are required to take the three foundation courses and the capstone course. The foundation courses are ECON 101, ECON 102 and PSCI 310. The remaining one-and-a-half (1.5) units will be selected from the electives designated as appropriate for the concentration. Economics majors must take at least two (2) units in political science, excluding the capstone course, and political science majors must take at least two (2) units in economics, excluding the capstone course. Other majors must take at least one-and-a-half (1.5) units in each department.

REQUIRED COURSES (OFFERED EVERY YEAR)

ECON 101 Principles of Microeconomics

ECON 102 Principles of Macroeconomics

ECON 440/PSCI 440 Capstone Seminar in Public Policy

PSCI 310 Public Policy

ECONOMICS ELECTIVES (NOT OFFERED EVERY YEAR)

ECON 331 Economics of Development

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ECON 335 Economics of Immigration
ECON 336 Environmental Economics
ECON 338 International Trade
ECON 339 International Finance and Open-Economy Macroeconomics
ECON 342 Economics of Regulation
ECON 343 Money and Financial Markets
ECON 347 Economics of the Public Sector
ECON 359 History of Political Economy
ECON 378 Economics of Women and Work
ECON 382 Economics of Education
ECON 383 American Economic History
ECON 386 Economics of Health

POLITICAL SCIENCE ELECTIVES (NOT OFFERED EVERY YEAR)

PSCI 300 Congress and Public Policymaking
PSCI 313 Making U.S. Foreign Policy
PSCI 342 Politics of Development
PSCI 355 Immigration, Citizenship, and National Identity
PSCI 361 Globalization
PSCI 363 Global Environmental Politics
PSCI 380 Gender and Politics
PSCI 461 U.S. Defense Strategy in the Twenty-first Century
PSCI 462 U.S. Foreign Policy after the Cold War
PSCI 470 Power, States, and Markets: The Making of Modern Social Order
PSCI 480 Science and Politics

The codirectors from the two departments, economics and political science, will certify when students have completed the concentration. Courses taken for the concentration may also count for the major.

Courses

ECON 101: Principles of Microeconomics
ECON 102: Principles of Macroeconomics
ECON 331: Economics of Development
ECON 335: Economics of Immigration
ECON 336: Environmental Economics
ECON 338: International Trade
ECON 339: International Finance and Open-Economy Macroeconomics
ECON 342: Economics of Regulation
ECON 343: Money and Financial Markets
ECON 345: Futures and Options

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ECON 347: Economics of the Public Sector

ECON 359: History of Political Economy

ECON 378: Economics of Women and Work

ECON 382: Economics of Education

ECON 383: American Economic History

ECON 440: Capstone Seminar in Public Policy

PSCI 300: Congress and Public Policymaking

PSCI 310: Public Policy

PSCI 313: Making U.S. Foreign Policy

PSCI 342: Politics of Development

PSCI 355: Immigration, Citizenship, and National Identity

PSCI 363: Global Environmental Politics

PSCI 380: Gender and Politics

PSCI 440: Senior Seminar in Public Policy

PSCI 462: U.S. Foreign Policy after the Cold War

PSCI 470: Power, States, and Markets: The Making of Modern Social Order

PSCI 480: Science and Politics

Religious Studies

Humanities Division

We understand the study of religion as a crucial element in the larger study of culture and history. We consider the study of religion to be inherently interdisciplinary and a necessary component for intercultural literacy and, as such, essential to the liberal arts curriculum. Our goals include helping students to recognize and examine the important role of religion in history and the contemporary world; to explore the wide variety of religious thought and practice, past and present; to develop methods for the academic study of particular religions and religion in comparative perspective; and to develop the necessary skills to contribute to the ongoing discussion of the nature and role of religion.

Since the phenomena that we collectively call "religion" are so varied, it is appropriate that they be studied from a variety of theoretical perspectives and with a variety of methods. The diversity of areas of specialization and approaches to the study of religion among our faculty members ensures the representation of many viewpoints. Our courses investigate the place of religion in various cultures in light of social, political, economic, philosophical, psychological and artistic questions. We encourage religious studies majors to take relevant courses in other departments. The Department of Religious Studies maintains close relationships with interdisciplinary programs such as Asian studies, American studies, African diaspora studies, international studies, and women's and gender studies. Our courses require no commitment to a particular faith. However, students of any background, secular or religious, can benefit from the personal questions of meaning and purpose that arise in every area of the subject.

THE CURRICULUM

The curriculum mirrors the diversity of the faculty. We offer courses in Judaism, Christianity, religions of the Americas, Islam, Buddhism, South Asian religions and East Asian religions. Religious studies majors are required to take courses in at least four of these areas. In our courses we emphasize work with primary sources, both textual and nontextual. To this end, students are encouraged to study relevant languages and to spend at least part of their junior year abroad in an area of the world relevant to their particular interests.

Our introductory courses (RLST 101, 102 and 103) are designed especially for students new to the study of religion, although they are not prerequisites to other courses. RLST 101 is a regular lecture/discussion class; RLST 102 covers the same material in the format of a seminar limited to first-year students; RLST 103, also a first-year seminar, covers equivalent material with a focus on women and religion. Students who enroll in any one of these and wish to fulfill their humanities requirement with religious studies courses may do so by taking any other course in the department. For this purpose we especially recommend our foundation courses (200-level), which can also serve as first courses in religious studies.

A few upper-level courses do have specific prerequisites, and a few with no specific course prerequisites do require sophomore or junior standing. Please refer to the course descriptions for further information. The 200-, 300- and 400-level courses do not need to be taken in sequence.

REQUIREMENTS FOR THE MAJOR

Students majoring in religious studies are required to take:

- RLST 101, 102 or 103
- RLST 390
- RLST 490
- 3.5 other units. These units must include foundation courses (200 level) in traditions or areas representing at least four of the five fields of study (listed below). In one of the traditions/areas, at least one more advanced course must also be taken. (Note: there are seven traditions/areas grouped in five fields of study. The advanced course must be in the same tradition or area, not just the same field.)

It is highly recommended that majors take all four of their required foundation courses, if possible, before their senior year. Students who are considering spending any portion of the junior year abroad should take RLST 390 in the sophomore year; otherwise the junior year is recommended.

A. Fields of Study (covering traditions/areas)

1. Judaism
2. Christianity
3. Religions of the Americas
4. Islam, South Asian religions

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5. Buddhism, East Asian religions

B. Foundation Courses (by tradition/area)

1. Judaism

- RLST 210 The Judaic Tradition
- RLST 211 Modern Judaism
- RLST 212 The Jews in Literature

2. Christianity

- RLST 220 Faith of Christians
- RLST 225 New Testament

3. Americas

- RLST 230 Religion and Society in America (U.S.)
- RLST 235 African Spirituality in the Americas
- RLST 242/332 African American Religions

4. Islam

- RLST 240 Classical Islam

5. South Asian

- RLST 250 South Asian Religions

6. Buddhism

- RLST 260 Buddhist Thought and Practice

7. East Asian

- RLST 251 Asian Religion

REQUIREMENTS FOR THE MAJOR

The religious studies minor is designed to expose students in a systematic way to the study of religion, while simultaneously giving them some degree of more advanced knowledge in at least one religious tradition. A total of three (3) units are required for the minor in religious studies. The following are the minimum requirements:

- RLST 101, 102 or 103
- A foundation course
- at least one further course in one of the seven areas listed above
- A second foundation course in another religious tradition
- Two additional courses

*At least one course must be a seminar

SENIOR EXERCISE

The Senior Exercise in religious studies consists of:

- RLST 490 Senior Seminar
- A comprehensive examination consisting of short-answer, objective questions on the seven traditions/areas
- A 10- to 12-page essay on an assigned topic or, if approved by the department faculty, a longer comparative research paper of 16 to 20 pages
- Satisfactory participation in a Senior Conference which consists of a presentation and discussion of senior papers before students and RLST faculty)

HONORS

Students with an overall grade point average of 3.33 or better and 3.5 or better in religious studies courses are eligible to submit a proposal for an honors project. Honors candidates select a field of concentration entailing one (1) to one-and-a-half (1.5) units of advanced research and writing under the supervision of one or more faculty members.

Courses

RLST 101 ENCOUNTERING RELIGION IN ITS GLOBAL CONTEXT: AN INTRODUCTION

Credit: 0.5

The format of this course is lecture and discussion. The usual enrollment in each section is 20 to 25 students. The course includes brief introductions to four or five major religious traditions, while exploring concepts and categories used in the study of religion, such as sacredness, myth, ritual, religious experience and social dimensions of religion. Traditions such as Judaism, Christianity, Buddhism, Islam, Confucianism, Taoism, Hinduism and Native American traditions are presented through their classic scriptures and traditional practices. Readings vary among sections but typically include important primary sources on Hindu thought and practice (e.g., the Upanishads, the Bhagavad-gita), Buddhist thought and practice (The Questions of King Milinda, The Heart Sutra), Jewish life and thought (selections from the Hebrew Bible, The Sayings of the Fathers), Christian origins (one or more Gospels, selected Pauline letters), Islam (selections from the Qur'an and Sufi mystical poetry), Confucianism (the Analects), Taoism (the Tao Te Ching) and modern expressions of religion (e.g., Martin Buber's I and Thou). Many of the primary sources are studied in conjunction with relevant secondary sources (e.g., Rudolf Otto's The Idea of the Holy, important articles by anthropologists of religion). The Department of Religious Studies emphasizes writing, and several essays are assigned in this course. The course is open to all students. Offered fall and spring. Instructor: Staff

RLST 102 FIRST-YEAR SEMINAR: ENCOUNTERING RELIGION

Credit: 0.5

This course covers the same material as RLST 101 but is open only to first-year students and will be run in a seminar format.

RLST 103 FIRST-YEAR SEMINAR: ENCOUNTERING RELIGION: WOMEN AND RELIGION

Credit: 0.5

This course presents an introduction to the study of religion, focusing particularly on women. A variety of religious traditions will be explored as we look into myths, rituals and practices particular to women. Traditions to be explored may include Buddhism, Hinduism, Judaism, Christianity and some Native American religions. Students will have a hand in shaping the syllabus in the last third of the semester, with the expectation that individual interests can be accommodated. Open only to first-year students.

RLST 141 TRIALS, DEBATES, AND CONTROVERSIES

Credit: 0.5

This course aims at an in-depth exploration of controversial issues that marked turning points in Western religious history - issues that resulted in trials and/or significant national debates. Each offering of the course will engage some combination of the following: the trial of Galileo, the English Reformation, the trial of Anne Hutchinson in Puritan New England, the abolition debate leading up to the American Civil War, and contemporary controversies over abortion and same-sex marriage. (Other trials, debates or controversies may be introduced from time to time.) The course is built upon the pedagogical approach called "Reacting to the Past," developed by Barnard College history professor Mark Carnes. Students separate into at least two competing factions as well as a group of indeterminates (or persuadables). Each student is assigned a role based on a historical person or a composite of ideas that informed the particular issue. Students will assume, research and reenact the roles of the various participants in these controversies. The goal is to persuade others, especially the indeterminates, to vote for the outcome that one's role specifies.

RLST 210 THE JUDAIC TRADITION

Credit: 0.5

For over two millennia Judaism has expressed itself through continual interpretation and reinterpretation of its fundamental teachings. With a particular focus on the mystical strand in Judaism, this course will address the central beliefs and practices of Judaism (e.g., monotheism, covenant, commandments, the Sabbath and holy days) through study of its rich textual and ritual traditions. Developments in Jewish life and thought will be traced through a variety of literature: the Bible (Torah, prophets, Psalms and the Five Scrolls); rabbinic texts (Mishnah, Talmud and midrash); poetry (Jehuda ha-Levi's "Songs of Zion"); medieval philosophy (Maimonides' Guide for the Perplexed); and the mystical strand embodied in the Zohar. Students will gain an appreciation for the origins of Jewish teachings that remain vital in the tradition today.

Instructor: Dean-Otting

RLST 211 MODERN JUDAISM

Credit: 0.5

What is the Jewish Enlightenment (the Haskalah)? What was Jewish life, thought and practice before 1750 and what has been carried into the 21st century? This course will briefly trace ideas and practices of Jews and Judaism before the 20th century and the development of modernist movements within the tradition. Focusing on the 20th and 21st centuries, these topics will guide

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our study: gender, the role of women, relationships with non-Jews, social justice, environment and sustainability, diaspora and Israel, what it means to be a secular Jew and more.

Instructor: Dean-Otting

RLST 212 THE JEWS IN LITERATURE

Credit: 0.5

The purpose of this course is to study the culture, history and religious practices of the Jewish people through literature. Although Jews are known as "the people of the book" and have had a rich literary history since ancient times, the emergence of Jews as characters in nonreligious literature is a comparatively modern phenomenon. Nevertheless, many writers, Jewish and non-Jewish, have created narratives that revolve around Jews and Judaism. We will begin by studying a few works by non-Jewish authors. We will then quickly turn to the work of Jewish writers (originally written in Yiddish, Hebrew, Russian or English) in order to carefully track themes of Jewish life in a variety of literatures from a number of Jewish cultures (European, American, Israeli and South African). Prior knowledge of Jews and Judaism is not required.

RLST 220 FAITH OF CHRISTIANS

Credit: 0.5

This course presents an inquiry into the main elements of the historical development, beliefs, and practices of Christians and an examination of historical and modern Christian diversity on topics such as God, Christ and the Spirit, the church, the role of faith, and the end-time. Students will read selections from the New Testament as well as selections from historical and contemporary Christian writers that address both traditional issues -- such as the division of ordained clergy and laity and the role of women -- and contemporary concerns, such as liberation theology and stem-cell research.

Instructor: Suydam

RLST 225 NEW TESTAMENT

Credit: 0.5

This course is an introduction to the literature of the New Testament. Primary texts in English translation will be read to understand the social, political and religious concerns of Christian writers of the first and second centuries. Students will learn about canon formation, problems of historical criticism and competing forms of Christianity within the ancient world (including differing views of Jesus within canonical and noncanonical writings). The course also will examine the relation between Christianity and the Roman Empire, the relation between Christianity and Judaism, the relation between Christianity and Gnosticism and women within the New Testament. Methodologies currently practiced in biblical exegesis, including form criticism, redaction criticism, literary criticism, and sociohistorical criticism, also are introduced. Students must read assigned writings critically, analyzing structure, themes and the narrative voices of the texts to discover the distinctive literary and religious difference among New Testament writings. No previous familiarity with the New Testament is required.

RLST 230 RELIGION AND SOCIETY IN AMERICA (U.S.)

Credit: 0.5

This course explores the religious history of the United States, with an emphasis on the relationship between religious beliefs/values and broader social and political processes. We first examine the attempt of European immigrants to establish church-state compacts in New England and Virginia, while the middle colonies adopted a more pluralistic approach. Next we survey the period between the American Revolution and the Civil War, looking at the separation of church and state, the growth of religious pluralism, and the continued existence of the "Peculiar Institution. We then look at how various social forces shaped religion in the United States from the Civil War to World War II: immigration, urbanization, prejudice and the Social Gospel; expansionism and missions; and modernism and fundamentalism. Finally, we examine the shaping of the American religious landscape from World War II to the present through such forces as religious revitalization, activism for personal and civil rights, new waves of immigration and new communication media. Offered fall semester every other year.

Instructor: Edmonds

RLST 235 AFRICAN SPIRITUALITY IN THE AMERICAS

Credit: 0.5

This course explores the contours of the religious expressions of the African diaspora in the Americas. It will survey various Orisha traditions in Cuba, Brazil, the United States and Trinidad and Tobago; Regla de Palo and Abakua in Cuba; Kumina in Jamaica; Vodou in Haiti and the United States; Afro-Christian traditions in Jamaica, Trinidad and Guyana; and Rastafari in Jamaica and beyond. The course will pay close attention to the social history of these traditions, their understanding of the universe, their social structure and their rituals and ceremonies. This course provides students with an understanding of the formation and history, major beliefs and ceremonies, leadership and community structure, and social and cultural significance of these religious traditions.

Instructor: Edmonds

RLST 240 CLASSICAL ISLAM

Credit: 0.5

Islam is the religion of more than a billion people and the dominant cultural element in a geographical region that stretches from Morocco to Indonesia. This course examines the development of Islam and Islamic institutions, from the time of the Prophet Muhammad until the death of Al-Ghazali in 1111 CE. Special attention will be given to the rise of Sunni, Shi'i, and Sufi piety as distinctive responses to the Qur'anic revelation.

Instructor: Schubel

RLST 242 AFRICAN AMERICAN RELIGIONS

Credit: 0.5

This course seeks to combine a survey of the history of African-American religious experiences with an exploration of various themes emerging from that history. Special attention will fall on the social forces shaping such experiences; the influence of African-American religious commitments on their

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cultural, social and political activities; and the diversity of religious experiences and expressions among African Americans. The survey will encompass African religious heritage and its relevance in America; the religious life of slaves on the plantations and rise of independent African-American churches in both the North and the South; the role of African-American churches during Reconstruction and Jim Crow; the emergence of diverse African-American religious traditions and movements in the first half of the 20th Century; African-American religion in the civil rights era; and current trends and issues in African American religion and spirituality. Some of the themes that will occupy our attention include religion and resistance; religion and cultural formation; African American Christian missions; the Back-to-Africa Movement; the aesthetics of worship in African-American churches; class, gender and social mobility; and religion and political activism. We will employ a combination of primary and secondary readings along with audiovisual materials in exploring the development of and the issues in African-American religious experiences. Offered fall semester every other year.

RLST 250 SOUTH ASIAN RELIGIONS

Credit: 0.5

The South Asian subcontinent has been the home of a fascinating array of religions and religious movements. Focusing on Hinduism, this course will examine the development of religious practice in South Asia and the interaction of competing religious ideas over time. The course will include discussions of Indus Valley religion, Vedic Brahmanism, Jainism and Buddhism, the Upanishads, classical Hinduism, Bhakti, Islam and modern Hinduism. Instructor: Schubel

RLST 251 EAST ASIAN RELIGIONS

Credit: 0.5

This course will survey the religions of East Asia, including Buddhism, Confucianism, Daoism, Shinto, Christianity, and the indigenous shamanic practices of Korea and Japan. We will focus on reading primary religious literature in its historical and conceptual contexts, and studying major themes that cross national and religious boundaries, such as gender and religion, religious landscapes, ritual, and the relationship between religious and political authorities.

RLST 260 BUDDHIST THOUGHT AND PRACTICE

Credit: 0.5

Buddhism has been one of the major connective links among the varied cultures of South, Southeast and East Asia for over two millennia, and in this century it has established a solid presence in Europe and North America. This course will survey the history, doctrines and practices of Buddhism in South Asia, Southeast Asia, Tibet and East Asia. Readings will be in both primary texts and secondary sources and will be supplemented by films. The format will be a combination of lecture and discussion. No prerequisite. Offered every third year. Instructor: Brennan

RLST 310 HEBREW SCRIPTURES/OLD TESTAMENT

Credit: 0.5

A working knowledge of biblical literature is valuable both for a deeper understanding of three major traditions (Judaism, Christianity and Islam), and for comprehension of the many biblical

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allusions encountered in western culture's fiction, poetry and essays. The course provides an opportunity for careful reading of the various genres found in the Bible (myth, short story, novella, poetry, prophecy, wisdom literature). Students will also have occasion to read a selection of short fiction or poetry influenced by biblical literature. RLST 310 is open to students of all levels including first-years, and it is recommended for students passionate about literature. It is counted as a foundation course in religious studies.

Instructor: Dean-Otting

RLST 311 YEARNING FOR ZION: HOPES AND REALITIES

Credit: 0.5

This seminar offers an examination of some aspects of the vast and complex Jewish nationalist movement, Zionism. Encounters between Jews, Palestinians and Arabs will serve as a thematic current throughout our study. Resources include primary and secondary sources, poetry, fiction, photographs, film and music. An array of voices from the 19th and early 20th centuries will serve to demonstrate the discontent and alienation that led to the development of Zionism in Europe. We will then consider Jewish writers who expressed caution and concern, anticipating barriers to peaceful coexistence between Jews and Arabs even decades before the dream of a Jewish state became reality in 1948. Today Jews and Palestinians continue to grapple with many unresolved issues, and we will turn our attention to their voices in the last five weeks of the semester.

Permission of instructor required. No prerequisite.

Instructor: Dean-Otting

RLST 320 MEDIEVAL CHRISTIANITY

Credit: 0.5

We will examine major works by central figures involved in the development of the medieval world-view: theological disputes, mysticism, interreligious dialogue, new forms of religious community, feminine spirituality and humanism. We will look at key issues -- nature, community, salvation, God, knowledge and love -- that were of common interest to theologians, philosophers, mystics and popular religion. Authors we will read include Augustine, Benedict, Abelard, Francis of Assisi, Bonaventure, Aquinas, Julian of Norwich and Dante.

Instructor: Rhodes

RLST 328 WOMEN IN CHRISTIANITY

Credit: 0.5

This course explores the significance of Christianity for women in that tradition. Why wasn't Mary considered one of the disciples? How did a system of church government evolve excluded women evolve? How have women responded to that system? We will examine founders of church-reform movements such as Claire of Assisi, as well as founders of new Christian churches (e.g., Ellen White, founder of Seventh-Day Adventism, and Mary Baker Eddy, founder of Christian Science). The course also will explore contemporary Christian issues involving women, such as ordination, abortion, and marriage and divorce laws. One of the goals of the course is to explore the importance and consequence of gender in the Christian experience. Is Christianity different for men and women? A

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respect for the variety within Christianity and the choices made by different women within it also are important parts of this course.

Instructor: Suydam

RLST 329 CHRISTIAN MYSTICISM

Credit: 0.5

This course explores the evolution and development of the Christian mystical traditions from the origins of Christianity to today. It analyzes the philosophical traditions based upon neo-Platonic theories and the development of monasticism as well as popular and ecstatic mystical practices. One goal of the course is to problematize the term "mysticism" and trace its linguistic and philosophical development through the 19th and 20th centuries. Questions we will be asking include: Is mysticism a solitary or a communal experience? Do mystics who engage in somatic practices (such as copious weeping, bleeding or fasting) represent a "less pure" variant of mysticism than those who prefer solitary contemplation? Questions of gender also are pertinent, as women's access to the philosophical traditions was more limited than men's. We also will explore the role of mystical traditions in contemporary "mainstream" Christianity. What does mysticism look like today?

Instructor: Suydam

RLST 331 THE REFORMATION AND LITERATURE: DOGMA AND DISSENT

Credit: 0.5

The Reformation deeply influenced the literary development of England and transformed the religious, intellectual and cultural worlds of the 16th and 17th centuries. The long process of Reformation, shaped by late-medieval piety, the Renaissance, Continental activists and popular religion, illustrates both religious continuities and discontinuities in the works of poets and prelates, prayer books and propaganda, sermons and exorcisms, bibles and broadsheets. This interdisciplinary course will focus on a range of English literary texts, from the humanists under early Tudor monarchs to the flowering of Renaissance writers in the Elizabethan and Stuart eras, in the context of religious history, poetry, drama, prose and iconography. Writers and reformers such as More, Erasmus, Cranmer, Shakespeare, Marlowe, Southwell, Herbert and Donne will be examined. This course is the same as ENGL 331.

Instructor: Staff

RLST 342 RELIGION AND POPULAR MUSIC IN THE AFRICAN DIASPORA

Credit: 0.5

Religious spaces, ideas and practices have exerted a formative influence on the cultures of the people of African descent in the Americas. Nowhere is this more evident than in the musical traditions of the African diaspora. This course will examine the relationship between African diaspora religious expressions and popular music in the United States and the Caribbean. It will focus primarily on the African-American (U.S.) musical traditions, rara from Haiti, calypso from Trinidad and Tobago, and reggae from Jamaica. Special attention will be given to the religious roots of these musical expressions and their social functions in shaping identity and framing religious, cultural and political discourses. Readings, videos/DVDs, and CDs, along with presentations and

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discussions, will assist us in the exploration of the various facets of our topic. Offered spring semester every other year.

Instructor: Edmonds

RLST 352 RASTAFARI: MOVEMENT OF THE JAH PEOPLE

Credit: 0.5

Emerging from an alienated and marginalized people trapped in the underside of Jamaica's colonial society, the early Rastas drew inspiration from the crowning of Haile Selassie I to sever cultural and psychological ties to the British colonial society that for centuries had disparaged African traditions and sought to inculcate European mores in Jamaicans of African descent. Furthermore, the early Rastas made the newly crowned potentate the symbol of their positive affirmation of Africa as their spiritual and cultural heritage. From its humble beginnings, the Rastafari movement has cemented itself in the religious and cultural life of Jamaica and has extended its influence around the world, garnering adherents in most major cities and in many outposts around the world. This seminar will expose students to the identity creation of Rastafari via the espousal of a particular view of the world and the fashioning of distinctive lifestyle. The course will also explore the internal dynamics of the movement, its spread to disparate parts of the world, and its influence on cultural expressions in the Caribbean and beyond. As a seminar, this course will emphasize close reading, analytical writing, and guided discussion. We will make use of videos (video clips) and reggae music to elucidate aspects of the topic. No prerequisite.

RLST 360 ZEN BUDDHISM

Credit: 0.5

This course will cover the history, doctrines and practices of Zen Buddhism in China, where it originated and is called Chan; Japan, where it has influenced many aspects of Japanese culture and from where it was exported to the West; and the United States. The class format will be a combination of lecture and discussion. Readings will be in both primary texts and secondary studies and will be supplemented by films. No prerequisite. Offered every third year.

Instructor: Brennan

RLST 370 MODERN BUDDHISM

Credit: 0.5

This seminar explores key Buddhist people, concepts and movements around the world from the 19th to the 21st centuries. Topics of study may include: how Buddhism in traditionally Buddhist cultures has been shaped by modern political and social forces; how colonialism and its aftermath have influenced Buddhist institutions and practices; the application of Buddhist ideas to theories of race, gender and sexuality; the intersections of Buddhist practices and concepts (particularly meditative practices) with scientific and psychological discourses; the Critical Buddhism movement in Japan; and Engaged Buddhist movements. Our focus will be on primary texts, supplemented by secondary readings. Prerequisite: RLST 251 or 260.

RLST 380 SOCIAL JUSTICE: THE ANCIENT AND MODERN TRADITIONS

Credit: 0.5

This mid-level course will examine the development of theories of ethics and social justice from the ancient Hebrew tradition of Torah and the prophets, New Testament writers Luke and Matthew, and medieval natural law, to modern discussions about social, political, and economic justice. We will explore how critical social theory has been applied within the political and economic context of modern industrial societies and how biblical and later religious teachings have been used as the basis for social ethics. Questions of justice, freedom, development, individualism, and alienation will be major themes in this study of capitalism, Christianity, and Marxism. Special emphasis will be on contemporary debates about the ethics of democratic capitalism from within conservative theology and philosophy and radical liberation theology. Readings will be from the Bible, Papal encyclicals, the American Catholic bishops' letter on economics and social justice, Friedman, Wallis, Farmer, Novak, Baum, Miranda, Fromm, Pirsig, Schumacher, and N. Wolf. his course is the same as SOCY 243. Prerequisite: 100-level sociology course or 100-level religious studies course or permission of instructor. This course is the same as SOCY 243.

Instructor: Staff

RLST 381 MEANINGS OF DEATH

Credit: 0.5

In all cultures, the idea of death and dying has shaped the imagination in myth, image and ritual. This course will explore the symbols, interpretations and practices centering on death in diverse religious traditions, historical periods and cultures. We will use religious texts (the Bible, Buddhist texts and Hindu scriptures), art, literature (Gilgamesh, Plato, Dante), psychological interpretations (Kübler-Ross) and social issues (AIDS, atomic weapons, ecological threats) to examine the questions death poses for the meaning of existence. Prerequisite: sophomore standing.

Instructor: Rhodes

RLST 382 PROPHECY

Credit: 0.5

Prophets were the messengers of justice and social responsibility in antiquity. This course poses the question: Are there contemporary prophets? We will first focus on the origins of prophecy in the Ancient Near East before exploring a number of contemporary writers. Max Weber, Victor Turner, Abraham Joshua Heschel, Cornel West and Martin Buber will provide theoretical perspectives. We will examine the role of biblical prophets (Amos, Isaiah, Micah and others) and the prophetic roles of Jesus and Muhammad. Topics addressed will include, but are not limited to: poverty, civil rights, inequities in American education, healthy communities, and responsible environmental practices. We will fully integrate our academic study with our engagement in the community. In the last two-thirds of the semester we will study a selection of modern voices on current social issues. Possibilities include but are not limited to: Martin Luther King Jr., Malcolm X, bell hooks, Jonathan Kozol, Wendell Berry, Arundhati Roy, Bob Marley, June Jordan and Aharon Shabtai. Topics addressed will include, but are not limited to: poverty, civil rights, inequities in American education, healthy communities, and responsible environmental practices. This class incorporates Community Engaged Learning as an integral part of the course. Students will get

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course credit for volunteering in Knox County institutions in, for example, food security, health, education, or parks and recreation. We will fully integrate our academic study with our engagement in the community. Prerequisite: sophomore standing.

Instructor: Dean-Otting

RLST 390 APPROACHES TO THE STUDY OF RELIGION

Credit: 0.5

This survey course acquaints students with major theoretical approaches to the academic study of religion. The course will cover phenomenological, psychoanalytical, sociological and anthropological approaches to religion. Authors to be discussed will include Frazer, Marx, Freud, Weber, Durkheim, Eliade, Lévi-Strauss, Douglas, Geertz and Turner. Required for religious studies majors. Offered every fall.

Instructor: Staff

RLST 398 JUNIOR HONORS

Credit: 0.5

RLST 421 MODERN CATHOLICISM

Credit: 0.5

This course examines the reform and renewal of Catholicism confronting modernity. We will study major trends using documents from official sources and the writings of key figures, from Cardinal Newman to Benedict XVI and Pope Francis. The changing role of the papacy will be discussed in terms of historical statements, recent ecumenical exchanges with other Christians and non-Christian groups, and developing alternate models of the church. Catholic thought on peace and social justice, sexual ethics and trends in spirituality will be traced using theological, artistic and literary sources. No prerequisite.

Instructor: Rhodes

RLST 440 SEMINAR ON SUFISM

Credit: 0.5

This seminar will examine some of the important ideas, personalities and institutions associated with Islamic mysticism. Students will read and discuss important primary and secondary sources on such topics as the development and organizations of Sufi tariqahs, Sufi mystical poetry, the nature of the Sufi path and Sufi psychology. A crucial aspect of the course will be an examination of the role of the veneration of "holy persons" in Islamic piety. Prerequisite: RLST 240 or permission of instructor.

Instructor: Schubel

RLST 443 VOICES OF CONTEMPORARY ISLAM

Credit: 0.5

This seminar will explore some of the crucial issues and debates in the contemporary Muslim world. Issues to be examined will include the compatibility of Islam with democracy, the connections between Islam and terrorism, the role of Wahhabism in the construction of

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contemporary Islamic movements, feminist movements within Islam, Islam and pluralism and Sufism in the contemporary context. The course will focus on primary sources, including writing by Khaled Abou el Fadl, Amina Wadud, and Osama bin Laden. Prerequisite: RLST 240 or permission of instructor.

Instructor: Schubel

RLST 447 ISLAM IN NORTH AMERICA

Credit: 0.5

This course will examine Islam in contemporary North America and Canada. It will explore such topics as the diversity of the Muslim community, the relevance and practice of Islamic law in a secular society, the problem of Islamophobia, and issues of race, ethnicity and gender among North American Muslims. Prerequisite: RLST 240 or permission of instructor.

Instructor: Schubel

RLST 471 CONFUCIAN THOUGHT AND PRACTICE

Credit: 0.5

This seminar will explore the philosophical and cultural history of the Confucian tradition, primarily in China, from its inception to the present day. Readings will include both primary texts and secondary studies covering the Five Classics and the sayings of Confucius and Mencius, the Neo-Confucians of the Song and Ming dynasties, and the "New Confucians" since the 20th century. Among the general questions to be considered are: In what senses can Confucianism be considered a religious tradition? How is Confucianism in China related to the tension between tradition and modernity? Which aspects of the tradition are culture-bound and which are universally applicable? The last four weeks will focus on a particular question of contemporary interest, such as the role of women in Confucianism or the question of human rights. Prerequisite: RLST 270 or 472 or HIST 161 or 263 or PHIL 212 or permission of instructor. Offered every other spring semester.

Instructor: Brennan

RLST 472 TAOISM

Credit: 0.5

This seminar will examine the various expressions of Daoism (Taoism) in the Chinese religious tradition. Beginning with the classical Taoist texts of the third century BCE (often referred to as "philosophical Taoism"), we will discuss the mythical figure of Laozi (Lao Tzu) and the seminal and enigmatic text attributed to him (Dao de jing), the philosopher Zhuangzi and the shadowy "Huang-Lao" Taoist tradition. We will then examine the origins, beliefs, and practices of the Taoist religion with its hereditary and monastic priesthods, complex body of rituals, religious communities and elaborate and esoteric regimens of meditation and alchemy. Some of the themes and questions we will pursue along the way are: (1) the relations between the mystical and the political dimensions of Taoist thought and practice; (2) the problems surrounding the traditional division of Taoism into the "philosophical" and "religious" strands; (3) the relations between Taoism and Chinese "popular" religion; and (4) the temptation for Westerners to find what they want in Taoism and to dismiss much of its actual belief and practice as crude superstition, or as a "degeneration" from the

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mystical purity of Laozi and Zhuangzi. Prerequisite: RLST 270 (can be concurrent) or RLST 471 or HIST 161 or 263 or permission of instructor.

Instructor: Brennan

RLST 480 RELIGIOUS COMMUNITIES

Credit: 0.5

This course will examine traditional and innovative forms of monastic life and spirituality, using as a case study contemporary Christianity in dialogue with global monastic traditions in Buddhism and Hinduism. Starting with a brief historical overview, we will read the works of Thomas Merton, Henri Nouwen, Benedicta Ward and Kathleen Norris. We also will use documentary videos and fictional accounts of the ascetic life and will track recent features of interfaith monastic contacts.

Prerequisite: sophomore standing.

Instructor: Brennan

RLST 481 RELIGION AND NATURE

Credit: 0.5

This seminar examines various religious perspectives on the meaning and value of the natural world and the relationship of human beings to nature. The focus will be on environmental ethics in comparative perspective. We will look at Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism and Native American religions to see what conceptual resources they can offer to a contemporary understanding of a healthy relationship with the natural world. Prerequisite: any 100- or 200-level course in religious studies or permission of instructor. Offered every other year.

Instructor: Dean-Otting

RLST 490 SENIOR SEMINAR

Credit: 0.5

This course is designed as a capstone experience in religious studies for majors in the department. The theme of the seminar will vary according to the instructor. Past themes have included religious autobiography, religion and cinema and new religious movements. The course is required for, but not limited to, senior religious studies majors. Religious studies minors are encouraged to enroll, provided there is space. Non-majors should consult the instructor for permission to register for the course.

Instructor: Staff

RLST 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

The department reserves individual studies to highly motivated students who are judged responsible and capable enough to work independently. Such courses might entail original research, but usually they are reading-oriented, allowing students to explore in depth topics that interest them or that supplement aspects of the major. Normally, students may pursue individual study only if they have taken all the courses offered by the department in that particular area of the curriculum. An individual study course cannot duplicate a course or topic being concurrently offered. Exceptions to this rule are at the discretion of the instructor and department chair.

To enroll, a student must seek permission of the instructor and department chair, ideally during the semester before the individual study is to take place. The instructor and student agree on the nature of the work expected (e.g., several short papers, one long paper, an in-depth project, a public presentation, a lengthy general outline and annotated bibliography). The level should be advanced, with work on a par with a 300- or 400-level course. The student and instructor should meet on a regular basis, with the schedule to be determined by the instructor in consultation with the student. Individual studies may be taken for .5 or .25 unit, at the discretion of the instructor. Prerequisite: GPA of at least 3.0. Exceptions (e.g., for languages not regularly taught at Kenyon) are granted at the discretion of the instructor, with the approval of the department chair.

RLST 497Y SENIOR HONORS

Credit: 0.5

Prerequisite: permission of department.

RLST 498Y SENIOR HONORS

Credit: 0.5

Prerequisite: permission of department.

Scientific Computing

Interdisciplinary

The Scientific Computing Concentration is an interdisciplinary program in the application of computers to scientific inquiry. A longer title for the program might be "Computing within a Scientific Context."

The concentration focuses on four major areas:

1. computer program development, including the construction and implementation of data structures and algorithms
2. mathematical modeling of natural phenomena (including cognitive processes) using quantitative or symbolic computer techniques
3. analysis and visualization of complex data sets, functions and other relationships using the computer
4. computer hardware issues, including the integration of computers with other laboratory apparatus for data acquisition

The overall aim is to prepare the student to use computers in a variety of ways for scientific exploration and discovery.

CURRICULUM AND REQUIREMENTS

The concentration in scientific computing requires a total of three (3) units of Kenyon coursework. SCMP 118 Introduction to Computer Science serves as a foundation course for the program, introducing students to programming and other essential ideas of computer science.

Contributory courses have been identified in biology, chemistry, economics, environmental studies, mathematics, political science and physics. In these courses, computational methods form an essential means for attacking problems of various kinds.

Students in the concentration also will take at least half (.5) units of intermediate scientific computing courses. These courses have computational methods as their main focus and develop these methods extensively.

In addition to regular courses that are identified as contributory or intermediate, particular special-topics courses or individual studies in various departments may qualify in one of these two categories. Students who wish to credit such a course toward the concentration in scientific computing should contact the program director at the earliest possible date.

The capstone course of the program is SCMP 401 Advanced Scientific Computing, a project-oriented, seminar-style course for advanced students.

Required Courses

SCMP 118 Introduction to Programming or PHYS 270 Introduction to Computational Physics
SCMP 401 Scientific Computing Seminar

Contributory Courses

BIOL 109Y Introduction to Experimental Biology
BIOL 328 Global Ecology and Biogeography
CHEM 126 Introductory Chemistry Laboratory II
CHEM 336 Quantum Chemistry
CHEM 341 Instrumental Analysis
CHEM 370 Advanced Lab: Computational Chemistry
CHEM 374 Advanced Lab: Spectroscopy
ECON 205 Introduction to Econometrics
ECON 337 Portfolio Allocation and Asset Pricing
ECON 375 Advanced Econometrics
ENVS 261 Geographic Information Science
MATH 106 Elements of Statistics
MATH 116 Statistics in Sports
MATH 206 Data Analysis
MATH 216 Nonparametric Statistics
PHYS 140 Classical Physics

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PHYS 141 First Year Seminar in Physics
PHYS 146 Introduction to Experimental Physics
PHYS 240, 241 Fields and Spacetime and Laboratory
PHYS 345 Astrophysics and Particles
PHYS 380 Introduction to Electronics
PHYS 381, 382 Projects in Electronics 1, 2
PHYS 385, 386, 387 Advanced Experimental Physics 1, 2, 3
PSCI 280 Political Analysis

Intermediate Courses

MATH 258 Mathematical Biology
MATH 328 An Introduction to Coding Theory and Cryptography
MATH 347 Mathematical Models
MATH 416 Linear Regression Models
PHYS 218 Dynamical Systems and Scientific Computing
PHYS 219 Complex Systems in Scientific Computing
SCMP 218 Data Structures and Program Design
SCMP 493 Individual Study

Courses

SCMP 118 INTRODUCTION TO PROGRAMMING

Credit: 0.5 QR

This course presents an introduction to computer programming intended both for those who plan to take further courses in which a strong background in computation is desirable and for those who are interested in learning basic programming principles. The course will expose the student to a variety of applications where an algorithmic approach is natural and will include both numerical and non-numerical computation. The principles of program structure and style will be emphasized. SCMP 118 may be paired with mathematics for diversification purposes. Offered every semester.

SCMP 218 DATA STRUCTURES AND PROGRAM DESIGN

Credit: 0.5

This course is intended as a second course in programming, as well as an introduction to the concept of computational complexity and the major abstract data structures (such as dynamic arrays, stacks, queues, link lists, graphs and trees), their implementation and application, and the role they play in the design of efficient algorithms. Students will be required to write a number of programs using a high-level language. Prerequisite: SCMP 118 or PHYS 270 or permission of instructor. Offered every other spring.

SCMP 401 SCIENTIFIC COMPUTING SEMINAR

Credit: 0.5 QR

This capstone course is intended to provide an in-depth experience in computational approaches to science. Students will work on individual computational projects in various scientific disciplines.

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This year the course will focus on applications of parallel computing using Kenyon's Beowulf-class computing cluster and other resources at the Ohio Supercomputer Center. Prerequisite: SCMP 118 or PHYS 270, completion of at least .5 unit of an "intermediate" course and at least .5 unit of a contributory course, junior or senior standing, and permission of the instructor and the program director.

SCMP 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Students conduct independent research projects under the supervision of one of the faculty members in the scientific computing program. Permission of instructor and program director required. No prerequisite.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

BIOL 109Y: Introduction to Experimental Biology
BIOL 328: Global Ecology and Biogeography
CHEM 126: Introductory Chemistry Lab II
CHEM 336: Quantum Chemistry
CHEM 341: Instrumental Analysis
CHEM 370: Advanced Lab: Computational Chemistry
CHEM 374: Advanced Lab: Spectroscopy
ECON 205: Introduction to Econometrics
ECON 337: Portfolio Allocation and Asset Pricing
ECON 375: Advanced Econometrics
ENVS 261: Geographic Information Science
MATH 106: Elements of Statistics
MATH 116: Statistics in Sports
MATH 206: Data Analysis
MATH 216: Nonparametric Statistics
MATH 258: Mathematical Biology
MATH 328: An Introduction to Coding Theory and Cryptography
MATH 347: Mathematical Models
MATH 416: Linear Regression Models
PHYS 140: Classical Physics
PHYS 141: First Year Seminar in Physics
PHYS 146: Introduction to Experimental Physics
PHYS 218: Dynamical Systems in Scientific Computing
PHYS 219: Complex Systems in Scientific Computing
PHYS 240: Fields and Spacetime
PHYS 241: Fields and Spacetime Laboratory
PHYS 345: Astrophysics and Particles
PHYS 380: Introduction to Electronics
PHYS 381: Projects in Electronics 1

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PHYS 382: Projects in Electronics 2

PHYS 385: Advanced Experimental Physics 1

PHYS 386: Advanced Experimental Physics 2

PHYS 387: Advanced Experimental Physics 3

PHYS 493: Individual Study

PSCI 280: Political Analysis

Sociology

Social Sciences Division

Sociology engages students in the systematic examination of social life, from everyday face-to-face encounters to the movements of civilizations throughout history. Unlike disciplines that focus on a single aspect of society, sociology stresses the complex relationships governing all dimensions of social life, including the economy, state, family, religion, science, social inequality, culture and consciousness. Sociology also examines social structures such as groups, organizations, communities, and social categories (class, sex, age or race) and analyzes their effect on people's attitudes, actions and opportunities in life. Sociological inquiry is guided by several theoretical traditions and grounded in the empirical observation of social reality.

The discipline emerged in the 19th century as a critical analysis of modern, Western society, yet it is informed by philosophers and theorists from earlier centuries. Today, sociologists study ways in which the modern world continues to change, often by making comparisons with societies at other times and in other places. Sociology majors go on to take active roles in corporate boardrooms, law offices, government, social service agencies, classrooms and policy think tanks. In a broader sense, everyone can benefit from sociology's unique understanding of our common humanity and the diversity of social life.

FOR FIRST-YEAR STUDENTS

Students begin their study of sociology by enrolling in any 100-level course in the department. Each course combines lecture and discussion. All of these courses apply the theory and methods of sociology to achieve an understanding of the character of life in modern societies, especially our own. Each course is distinguished by a particular thematic focus and accompanying course materials. Students may enroll in only one 100-level course in sociology. After that, students should enroll in a mid-level course.

Additional information about beginning studies in sociology is available on the [department website](#).

THE CURRICULUM

The sociology curriculum places emphasis on four substantive areas of sociological investigation:

1. *Institutions and change* studies the forms and dynamics of institutional life, with emphasis on structural, historical and comparative perspectives.
2. *Culture and identity* explores the construction and transformation of cultural and symbolic forms and the development of self within the social process.
3. *Social theory* examines the historical development of the discipline, the works of major contributors, and particular schools of sociological thought.
4. *Research methods* investigates the assumptions and tools of sociological research as well as the connection between research and theory in sociological study.

REQUIREMENTS FOR THE MAJOR

Students majoring in sociology must complete a minimum of five (5) units of work in the discipline which meet the following requirements.

Foundation Courses SOCY 101 - SOCY 108

One 100-level course (.5 unit) is required. Students may not take additional foundation courses for credit.

Area Courses

Four-and-one-half (4.5 units) are required. At least a half (.50) unit must be taken in each of the four areas of the sociology curriculum (institutions and change, culture and identity, social theory, research methods), and at one (1) unit must be taken in three of these areas. At least a half (.50) unit must be a 400-level seminar.

Core Courses

Sociology majors are required to take SOCY 262 and 271 as early as possible. Majors also are required to take two 300-level theory or methods courses of their choice. These core courses also count toward completion of area requirements. Students planning to attend graduate school in sociology or related fields are strongly encouraged to take more than four core courses.

Seminars

At least one course taken toward completion of the area requirements must be a 400-level seminar. We strongly recommend that students take two.

With departmental approval, students who do not receive sociology credit from off-campus study may count up to one (1) unit of work in other disciplines toward the major requirements.

THE SENIOR EXERCISE

The senior exercise asks you to explore central themes in sociology and articulate an in-depth understanding of the discipline. Accordingly, one of its main components speaks to those tasks: the

oral examination. The second component links these two together: you and your colleagues must collaborate to provide the questions for the exam.

Preparing Questions for the Oral Examination

No later than Friday, Nov. 4 by 5 p.m., seniors will submit to the faculty four (4) questions for their oral examinations. The faculty will proactively review the questions submitted, and at their discretion, accept particular questions as presented, make modifications, or provide alternative questions. This finalized list of questions will be presented to senior majors soon after Nov. 8.

The format of these questions can vary, but they must conform to the following general guidelines:

- Questions must be sociological in character, i.e., they must excite a sociological imagination.
- Taken together, the questions must address all four divisions of the sociology curriculum: (1) theory, (2) methods, (3) institutions and change, and (4) culture and identity. Any particular question may address one or more of these divisions.
- Questions must be sufficiently broad to be answered by all majors, regardless of the specific courses they have taken in the department.
- Questions must enable each major to demonstrate his or her distinctive command of the discipline.

The Oral Examination

On Sunday, February 5, you will complete an oral examination before the sociology faculty. At the examination, you will select and answer one question from a choice of two. You will provide a ten-minute response to your selected question. Following the response, faculty will ask follow-up questions based upon your presentation for an additional ten minutes. SOCY 2016, 2015 and 2014 comprehensive exam questions can be found here:

docs.google.com/document/d/1s2pSnsn4Z_2ZqgzzHrPMHyr6hCR4kJ3YQ5LGT8VKyEA

Your work in the senior exercise will be evaluated on two primary criteria: (1) your demonstrated command of sociology as conveyed through your response to the question posed, and (2) the clarity and effectiveness of your oral presentation. The result of the evaluation will be provided to you in writing following completion of the examination for all students, indicating whether you have passed and whether you have earned distinction. To receive distinction, you must show excellence with respect to both evaluation criteria. Students who fail the oral examination will be required to submit five-page written responses to two additional questions selected by the faculty no later than March 21.

Important Dates

- Nov. 4 (by 5 p.m.): Seniors submit questions for the oral examination via email attachment to Professor Johnson (johnsonj@keyon.edu).
- Nov. 8: Faculty will review the questions for the oral exam and will return a finalized list to the seniors via email attachment.
- Feb. 5: Seniors will take their oral exams. Specific time for each student's exam TBA.

- March 21: Deadline to submit written essays for seniors who fail their oral exams.

HONORS

The Honors Program is designed to facilitate significant independent research by our department's finest students. Typically, the student will propose a topic for research in consultation with a member of the faculty who agrees to serve as the project advisor. The department will then approve (or decline to approve) the honors research on the basis of the merit of the proposal itself as well as the student's past classroom performance, motivation to pursue excellence, and demonstration of the organizational skills required for successful completion. In consultation with the project advisor, the student will go on to build an honors committee consisting of two members of the sociology faculty (including the advisor), one member from another department on campus, and one member from another institution of higher education (chosen by the advisor). The student will spend the senior year conducting the research and writing an honors thesis. The thesis is finally defended orally before the honors committee, the members of which determine whether to award no honors, Honors, High Honors or Highest Honors.

Students interested in reading for honors should meet with a faculty member no later than March of the junior year to discuss procedures and develop a proposal. Proposals are due by the end of the first week in April of the junior year. Students approved for participation in the Honors Program will enroll in two semesters of Senior Honors (SOCY 497, 498) in their senior year.

Additional information about the sociology honors program is available on the [department website](#).

TRANSFER CREDIT POLICY

The Sociology Department typically accepts transfer credits from other colleges and universities for courses that are commensurate with the unit offerings at Kenyon. We especially encourage students to take courses that are not regularly offered in our curriculum.

We do not permit students to transfer credits earned through online evaluation or two-week special courses offered during winter breaks.

We do permit our majors to transfer the equivalent of one (1) unit of credit earned while abroad for a semester and two (2) units earned while away for a complete academic year. Students must make arrangements for these provisions with their advisor and the department chair to ensure that diversification requirements within the sociology curriculum are properly met.

Courses

SOCY 101 POWERS, ENERGIES AND PEOPLES

Credit: 0.5

This course introduces students to the field of sociology through the study of energy and power in several of their conceptual forms: as social levers of oppression and inequities, as the physical capacity behind economic development and material accumulation, and as complicated and contested cultural symbols. The course will draw from historical and contemporary case studies in western society. Students may take only one introductory-level course. Students are expected to take an introductory-level course to enroll in an area and core courses in sociology. Offered every year.

Instructor: Golding

SOCY 102 SOCIAL DREAMERS: MARX, NIETZSCHE, AND FREUD

Credit: 0.5

This introductory course for first- and second-year students traces the development of modern social theory from the 17th to the 20th century. It begins by examining the fundamental social institutions and values that characterize modern society and the Enlightenment in the works of Descartes, Locke, Dickens, Weber and J.S. Mill: (1) rise of modern state, political democracy and utilitarianism; (2) market economy, industrialization and economic liberalism; (3) new class system and capitalism; (4) modern personality (self) and individualism; and (5) principles of natural science, technological reason and positivism. The course then turns to the dreams and imagination of Romanticism in the 19th and 20th centuries with its critique of modernity in the works of Marx (socialism), Freud (psychoanalysis), Camus and Schopenhauer (existentialism) and Nietzsche (nihilism). We will outline the development of the distinctive principles and institutions of modernity in the following works: Dickens, *Hard Times*; Marx, *Economic and Philosophical Manuscripts of 1844*; Weber, *The Protestant Ethic and the Spirit of Capitalism* and *Science as a Vocation*; Locke, *Second Treatise of Government*; Mill, *On Liberty*; Descartes, *The Meditations Concerning First Philosophy*; Freud, *Dora: An Analysis of a Case of Hysteria* and *Five Lectures on Psychoanalysis*; Camus, *The Fall*; Schopenhauer, *The World as Will and Representation*; and Nietzsche, *Twilight of the Idols*. Students may take only one introductory-level course. Students are expected to take an introductory-level course to enroll in an area and core courses in sociology. Prerequisite: first-year and sophomore students only. Offered every year.

Instructor: McCarthy

SOCY 103 SOCIETY AND CULTURE

Credit: 0.5

This course introduces students to the field of sociology through studying the role of culture in society. We examine the connections between culture and society by following four major sociological traditions, and we combine theoretical discussions with concrete sociological studies. For the conflict tradition, we read Marx's writing on alienation as well as a study about the complex relationship between domestic help and their employers in contemporary America; for the Durkheimian tradition, we discuss Durkheim's view of religion and morality while reading about

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why women turn to Orthodox Judaism in New York City today; for the utilitarian and rational choice tradition, we discuss rational choice theory by examining a sociological and historical analysis of the rise of early Christianity; for the microinteractionist tradition, we explore the ideas of Goffman and Bourdieu through reading a French sociologist's ethnographic account of training to be a boxer in an African American gym in Chicago. This course helps students develop a sociological imagination, as well as familiarity with research methods and social theory. Students may take only one introductory-level course. Students are expected to take an introductory-level course to enroll in an area and core courses in sociology. Prerequisite: first-year and sophomore students only. Offered every year.

Instructor: Sun

SOCY 104 IDENTITY IN AMERICAN SOCIETY

Credit: 0.5

This introductory course explores the collective foundations of individual identity within the American experience. In what sense is the self essentially social? How are changes in identity attributable to the organization of experience throughout life? What are the effects of gender, race and social class on consciousness? How have changes in American industrial capitalism shaped the search for self-worth? In what ways have science and technology altered our relationship to nature? What challenges to identity are posed by emerging events in American history, including immigration and the African diaspora? How has the very advent of modernity precipitated our preoccupation with the question "Who am I?" Situated as we are in a farming community, we will consider these questions of identity through an examination of local rural society. Students will conduct group research projects to connect our ideas to everyday life. Students may take only one introductory-level course. Students are expected to take an introductory-level course to enroll in an area and core courses in sociology. Prerequisite: first-year and sophomore students only.

Instructor: Staff

SOCY 105 SOCIETY IN COMPARATIVE PERSPECTIVE

Credit: 0.5

From our vantage point in the 21st century, we perceive that the nature and fate of American society is increasingly connected to the nature and fate of society in other parts of the world. But what is "society" and how does it change over time? How, exactly, does society shape the human experience and human behavior in the United States and elsewhere? And how can we understand the ties that bind society "here" to society "there"? Sociology crystallized in the 19th century to address big questions like these in light of the profound uncertainty and human suffering that accompanied the rise of industrial capitalism, rapid urbanization and the consolidation of the centralized bureaucratic state. This course introduces students to the discipline by revisiting the work of early sociologists, then using the analytical lenses they developed to examine concrete cases of social change and globalization. Students may take only one introductory-level course. Students are expected to take an introductory-level course to enroll in an area and core courses in sociology. Offered every year.

Instructor: Johnson

SOCY 106 SOCIAL ISSUES AND CULTURAL INTERSECTIONS

Credit: 0.5

The objective of this introductory-level course is to critically examine social problems in the United States by using sociological perspectives to investigate the cultural and structural foundations of our society. Toward that end, students will learn sociological and criminological perspectives that provide a basic understanding of the principles of social-problems research from a sociological perspective. Accordingly we will discuss the social problems endemic to social institutions in society. Among the topics to be covered are education, crime, the family, and work, using examples from the Age of Enlightenment up to the present day. The most fundamental expectation of students in this course will be to use their sociological imaginations each and every class period to engage in focused discussion of the readings and assignments completed outside of class. This is expected to aid students in the goal of mastering the necessary skills of critical thinking and discussion, both verbally and in their writing about contemporary topics of interest and concern. Students may take only one introductory-level course. Students are expected to take an introductory-level course to enroll in area and core courses in sociology. Prerequisite: first-year and sophomore students only. Offered every other year.

Instructor: Kohlman

SOCY 107 INSTITUTIONS AND INEQUALITIES

Credit: 0.5

This introductory course will analyze social structures and their impact on the experiences of individuals. We will look at the ways in which social structures construct and constrain reality for individuals and how society and social institutions shape individual values, attitudes and behaviors. The course will examine sociological concepts through an analysis of culture, social inequality, and social institutions. The first portion of the class will focus on understanding culture and how we become social beings. We will then move to an examination of social stratification and inequalities, paying particular attention to the impact of race, class, and gender on the lives of individuals in American society. We will look at recent changes in many social institutions and the impact these changes have had on individuals and society. By the end of the course, you should understand common sociological concepts and perspectives and be able to consider aspects of the social world through the sociological lens. Students may take only one introductory-level course. Students are expected to take an introductory-level course to enroll in area and core courses in sociology. Offered every year.

Instructor: Staff

SOCY 108 PUBLIC LIFE

Credit: 0.5

What forces enable or constrain our successes (and failures) in life? Should what goes on in our intimate relationships be up for public debate? If presented with evidence of a serious social problem, how should we act? The answers to these questions are demonstrably sociological; they require a rigorous and disciplined way to discern private troubles from public issues. This course explores the sometimes obvious and oftentimes hidden nature of our public lives: how we learn to interact and to understand each other, how we navigate life through and with institutions, and how

our very essence as human beings is affected by historical and global forces. Through close reading and class discussion, this course introduces the basics of modern sociology and the discipline's general contributions to our collective knowledge of the human condition.

Instructor: Villegas

SOCY 220 PROBLEMS, POLITICS, AND POLICY: THE POLITICAL CONSTRUCTION OF SOCIAL PROBLEMS AND THEIR SOLUTIONS

Credit: 0.5

Why do some issues become "social problems" while others do not? For example, each year auto accidents claim the lives of three times as many people as violent crime, yet we see crime rather than cars or driving as a "problem." The course begins by explaining how problems emerge as a result of claims-making within the political arena by social movements or interested publics. We then consider what kinds of issues are defined as problems by political conservatives, liberals, libertarians and radicals, and what policies are viewed as appropriate responses or solutions. These political dynamics will be illustrated with discussion of a number of issues, including inequality of income and wealth, racial and gender inequality, crime, abortion, the aging of the U.S. population, and the state of the physical environment. The course provides students with an opportunity to prepare an in-depth political analysis of one issue of choice. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor.

Instructor: Staff

SOCY 221 GLOBAL RELIGIONS IN MODERN SOCIETY

Credit: 0.5

Is religion still important in modern society? Consider the following snapshots of active religious life in our contemporary world: a Zen Buddhist center in San Francisco, a Theravada Buddhist temple in Philadelphia, a Catholic church in northern China, a Confucian temple in Korea, and a Tibetan Buddhist monastery in India. In this class we approach these fascinating developments of global religions from sociological perspectives, and learn how to understand religions in the context of culture, politics, identity formation and globalization. We begin with an introduction to classical theorists such as Durkheim and Weber, and move on to contemporary sociology of religion classics such as Robert Bellah's *Beyond Belief*. Using these theoretical tools, we proceed to discussions of specific cases, such as orthodox Judaism in America; immigration and religion; the formation of a Jewish-Buddhist identity; and Islam in contemporary France. This course counts toward the "culture and identity" or "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor. Offered every other year.

Instructor: Sun

SOCY 223 WEALTH AND POWER

Credit: 0.5

People in the United States are keenly aware of social differences, yet few have a very precise understanding of "social class," the magnitude of social inequality in U.S. society, or why social inequality exists at all. This course provides a semester-long examination of social stratification -- a

society's unequal ranking of categories of people in historical, comparative, theoretical and critical terms. The historical focus traces the development of social inequality since the emergence of the first human societies some 10,000 years ago; the Industrial Revolution; and, more recently, the Information Revolution. The comparative focus explores how and why societies differ in their degree of inequality, identifies various dimensions of inequality, and assesses various justifications for inequality. Attention is also given to the extent of social differences between high- and low-income nations in the world today. The theoretical focus asks how and why social inequality comes to exist in the first place (and why social equality does not exist). This course offers a true diversity of political approaches, presenting arguments made by conservatives, liberals, libertarians and radicals about the degree of inequality in the United States and in the world. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor.

Instructor: Staff

SOCY 224 SOCIOLOGY OF HEALTH AND ILLNESS

Credit: 0.5

Critics of the health care system charge that the current system delivers "sick" care, not "health" care. Policies emerging from the 1980s-era opposition to government involvement, the critics argue, have left us with skyrocketing medical costs, increasingly unequal access to health care, little public accountability and increasing rates of chronic illness. This class will examine these charges by first discussing the social context of health and illness: who gets sick, who gets help, and the medicalization of social problems. We will then look at the health care system (historical development, medical education, institutional settings). We also will explore the interaction between people and their health care providers with respect to language, information exchange, and power relationships. We will then look at the advent of managed care and how it has changed the system in the United States. Several administrators and providers from the community will share their perspectives on these trends. The course will close with a discussion of reform and change within the medical institution and a brief look at health care systems in other countries. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course. Offered every other year.

Instructor: Staff

SOCY 225 NOTIONS OF FAMILY

Credit: 0.5

We all come from families, and the family is therefore a familiar social institution. But family is constituted not just by our individual experiences but also as a product of historical, social and political conditions. This course will examine how these conditions have shaped family life as we know it today. We will look at the social construction of the family, the psychosocial interiors of families and how governmental policy has shaped and will continue to shape families in the future. In addition, we will discuss the increasing diversity of family structures, the institution of marriage, and the social construction of childhood and parenting as represented in empirical research and legal decisions. Our underlying framework for analysis will be the gendered nature of family

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systems. This course counts toward the "culture and identity" or "institutions and change" requirement for the major. Prerequisite: 100-level sociology course. Offered every two years. Instructor: Kohlman

SOCY 226 SOCIOLOGY OF LAW

Credit: 0.5

This mid-level course examines the social conditions that give rise to law, how changing social conditions affect law and how law affects the society we live in. In the first few weeks, we focus on how classical social theorists -- the so-called founders of sociology -- viewed the law and its relationship to the rapid social change unfolding before their eyes in the late 19th and early 20th centuries. In the following several weeks, we explore how social actors such as the environmental, civil rights and free speech movements attempt to use the law, litigation and legal institutions as instruments of social change. Turning this question around, we then look at how legal processes, actors and institutions -- criminal trials, lawyers, and the courts, to name a few -- interact with the media to shape public opinion, protest and collective action. We will also explore the diverse ways individuals experience and interpret the law, and why this matters for understanding how law operates in the real world. In the final weeks of the semester, we probe how broader cultural shifts in American society are radically redefining the role and scope of our legal system. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course. Offered every other year.

Instructor: Staff

SOCY 229 SOCIAL MOVEMENTS

Credit: 0.5

This mid-level course will examine social movements as attempts to bring about social change through collective action. The major goals of the course are: (1) to acquaint students with the sociological literature on social movements; (2) to examine the development, life cycle and impact of several important social movements in the United States; (3) to examine issues of race, class and gender within social movements; and (4) to develop students' skills in thinking sociologically about social discontent and social change. Substantively the course focuses primarily on U.S. social movements from the 1960s through today. This course may be counted toward the major in American studies. Prerequisite: 100-level sociology course or permission of instructor. Offered every two years.

Instructor: Thomas

SOCY 231 ISSUES OF GENDER AND POWER

Credit: 0.5

The primary objective of this mid-level seminar is to explore the socio-legal construction of gender in U.S. society as we interrogate the power of underlying contemporary debates predicated upon gender. The focus of course discussion is specifically on legal issues that seem to be particularly affected by our societal understanding of the feminine and the masculine as presently constructed for example, sexual orientation, rape and domestic violence. This course also satisfies a requirement of the concentrations in women's and gender studies and in law and society, as well as

in the American studies major. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course, LGLS 110, or permission of instructor. Offered every two years, in rotation with SOCY 232.

Instructor: Kohlman

SOCY 232 SEXUAL HARASSMENT: NORMATIVE EXPECTATIONS AND LEGAL QUESTIONS

Credit: 0.5

This mid-level seminar provides the opportunity for students to become conversant with the wide range of experiences that may appropriately be called sexual harassment. The course is guided by the principle that sexual harassment is not, as many seem to think, simply a byproduct of sexual desire or misguided attraction. Sexual harassment is about power gaining power or retaining power in institutional settings. We will explore this concept both as legal construction, calling for specific determinants, and as a normative concept that arises in casual conversation and lived experience. This course also satisfies a requirement of the African diaspora studies and law and society concentrations, and it may be counted toward the majors in American studies and women's and gender studies. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course, LGLS 110, or permission of instructor. Offered every two years, in rotation with SOCY 231.

Instructor: Kohlman

SOCY 233 SOCIOLOGY OF FOOD

Credit: 0.5

This course explores the social world(s) we live in by analyzing what we eat, where it comes from, who produces it, who prepares it and how. In the first few weeks of class, we examine the patterned culinary choices of Americans; how American foodways are differentiated by gender, race/ethnicity, and class; and how political, social and historical forces have shaped these patterns in ways that are not necessarily obvious to the sociologically untrained eye. We then shift our focus away from ourselves and our own sociologically conditioned eating habits to analyze the local, regional and global processes and factors that bring food to our table. A major theme is the greater social and spatial distances our food travels from field, farm or factory to consumers in the United States and in other parts of the western hemisphere, and how these distances complicate and sometimes obscure the unequal power relations at the root of food production and consumption. Our exploration of the global ties that bind consumer and producer ends with a look at how social activists around the world have organized collectively to reduce these distances and inequalities. This course counts toward the "culture and identity" or "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor. Offered every other year.

Instructor: Johnson

SOCY 234 COMMUNITY

Credit: 0.5

Humans are essentially social beings, and so living in communities is fundamental to our humanity. This course will examine the nature and dynamics of community. The changing character of

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community in modern and postmodern society will provide the central theme of our investigation. Given Kenyon's location, we will pay particular attention to rural community life. The course will close by examining efforts to build effective communities. Throughout our investigation, we will consider the central place of community study as a method for understanding human society within sociology. This course counts toward the "institutions and change" requirement for the major.

Prerequisite: 100-level sociology course or permission of instructor

Instructor: Staff

SOCY 235 TRANSNATIONAL SOCIAL MOVEMENTS

Credit: 0.5

Especially since the civil rights, student, and antiwar movements of the 1950s and 1960s in the United States, sociologists have studied how individuals mobilize collectively and self-consciously to promote social change at a national level. Building on this tradition, this mid-level course examines a recent wave of protest movements that self-consciously organize across national borders. Under what circumstances and with what chances of success do national movements form alliances that cross borders? Is it true that globalization has generated new resources and strategic opportunities for the rise of transnational movements? In an age of accelerated globalization, do national borders still contain movements in any significant way? We will address these questions and others using case studies of contemporary environmental, anti-sweatshop, indigenous rights and religious movements. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course. Offered every other year.

Instructor: Johnson

SOCY 237 BORDERS AND BORDER CROSSINGS

Credit: 0.63

Popular conceptions of globalization often allude to the growing magnitude of global flows and the stunning rapidity with which capital, commodities, culture, information and people now cross national borders. From this characterization, one might conclude that national borders and indeed nation-states themselves are becoming increasingly porous and irrelevant as sources or sites of social regulation and control. This course examines the material reality of border regions and movement across them as a means of interrogating these assumptions and exposing how globalization rescales and reconfigures power differentials in human society but does not eliminate them. It scrutinizes technological, economic, political and ideological forces that facilitate border crossings for some groups of people under particular circumstances, then explores the seemingly contradictory tendency toward border fortification. Topics include: regional trade integration and political economy of border regions; the global sex trade and illegal trafficking of economic migrants; global civil society and sanctuary movements; paramilitary and vigilante border patrols; and the technology of surveillance. This course includes a required off-campus experiential component at the U.S.-Mexico border that takes place during the first week of spring break. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor. Offered every other year.

Instructor: Johnson

SOCY 240 SOCIOLOGY OF CRIME AND DEVIANCE

Credit: 0.5

Our common sense tells us that certain acts are "wrong"; that particular persons who engage in them are "deviant." But common sense suggests little about how and why a particular act or actor comes to be understood in this way. Using a wide range of readings from literature as well as sociology, this course explores the origins and significance of deviance within social life. We carry the distinction between being different and being deviant throughout the semester. This course provides a substantial introduction to criminology, with consideration of the social characteristics of offenders and victims, crime rates, and various justifications of punishment. This course should be of interest to students within many majors who are concerned with theoretical, practical and ethical questions concerning the concepts of good and evil as foundations of human society. This course counts toward the "culture and identity" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor.

Instructor: Kohlman

SOCY 241 SOCIOLOGY OF GENDER

Credit: 0.5

Sociology has long recognized the different roles of men and women in society, but the systematic, sociological analysis of how and why these roles have been developed and maintained continues to be a contested terrain of scholarship and popular debate. This course will analyze the social construction of gender and its salience in our everyday lives. Using sociological theory in the context of gender, we will link the private experiences of individuals to the structure of social institutions. The course will begin with the familiar world of socialization and move to the more abstract level of institutions of social control and sex-based inequalities within social institutions, including the economy and family. This course counts toward the "culture and identity" or the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor. Offered every two years.

Instructor: Kohlman

SOCY 242 SCIENCE AND SOCIETY: NATURE, ECOLOGY, AND THE CRISIS OF THE ENLIGHTENMENT

Credit: 0.5

The first part of this mid-level course will examine the underlying philosophical and sociological foundations of modern science and rationality. It will begin by examining the differences between the ancient Greek and medieval views of physics, causality and organic nature and the modern worldview of natural science in Galileo, Descartes and Newton. We will then turn to the debates within the philosophy of science (Burt, Popper, Kuhn, Quine, Feyerabend and Rorty) and the sociology of science (Scheler, Ellul, Leiss, Marcuse and Habermas) about the nature of scientific inquiry and the social/political meaning of scientific discoveries. Does science investigate the essential reality of nature, or is it influenced by the wider social relations and practical activities of modern industrial life? Does science reflect the nature of reality or the nature of society? We will deal with the expanded rationalization of modern society: the application of science and technological rationality (efficiency, productivity and functionality) to economic, political and social institutions. We will examine the process of modernization and rationalization in science, labor,

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politics, the academy and ecology. Finally, we will discuss the debates within the environmental movement between the deep and social ecologists as to the nature and underlying causes of the environmental crisis. Readings will be from T. Kuhn, M. Berman, H. Braverman, E. A. Burt, M. Horkheimer, C. Lasch, F. Capra, and M. Bookchin. This course counts toward the "culture and identity" requirement for the major. Prerequisite: 100-level sociology course.

Instructor: McCarthy

SOCY 243 SOCIAL JUSTICE: THE ANCIENT AND MODERN TRADITIONS

Credit: 0.5

This mid-level course will examine the various theories of ethics and social justice from the ancient Hebrew tradition of Torah and the prophets, New Testament writers Luke and Matthew, and medieval natural law, to modern discussions about social, political and economic justice. We will explore how critical social theory has been applied within the political and economic context of modern industrial societies and how biblical and later religious teachings have been used as the basis for social ethics. Questions of justice, freedom, development, individualism and alienation will be major themes in this study of capitalism, Christianity and Marxism. Special emphasis will be on contemporary debates about the ethics of democratic capitalism from within both conservative theology and philosophy and radical liberation theology. Readings will be from the Bible, papal encyclicals, the American Catholic bishops' letter on economics and social justice, Friedman, Wallis, Farmer, Novak, Baum, Miranda, Fromm, Pirsig, Schumacher and N. Wolf. This course counts toward the "culture and identity" or "institutions and change" requirement for the major. This course is the same as RLST 380. Prerequisite: 100-level sociology course or 100-level religious studies course or permission of instructor.

Instructor: McCarthy

SOCY 244 RACE, ETHNICITY AND AMERICAN LAW

Credit: 0.5

This mid-level course focuses on the American legal system's effect on racial, ethnic and minority groups in the United States as well as on the manner in which such groups have influenced the state of the "law" in this country. It is intended to stimulate critical and systematic thinking about the relationships among American legal institutions and selected racial, ethnic and minority populations. The class will examine various social and cultural conditions, as well as historical and political events, that were influenced in large part by the minority status of the participants. These conditions will be studied to determine in what ways, if any, the American legal system has advanced, accommodated, or frustrated the interests of these groups. Through exposure to the legislative process and legal policymaking, students should gain an appreciation for the complexity of the issues and the far-reaching impact that legal institutions have on the social, political and economic conditions of racial, ethnic and minority groups in America. The primary requirement of this course is completion of a comprehensive research project. This course counts toward the "culture and identity" or "institutions and change" requirement for the major. This course may be counted toward the law and society concentration, African diaspora studies concentration and the American studies major. Prerequisite: 100-level sociology course or permission of instructor.

Instructor: Sheffield

SOCY 245 CULTURAL SOCIOLOGY

Credit: 0.5

This course examines the influence of shared meanings and practices on a variety of dimensions of contemporary American social life, including race, class, religion, political participation, close relationships, economics and social commitment. We will consider the following questions: What is culture? How does culture operate in society? How does culture interact with social institutions and with individuals? How do we study culture sociologically? Fundamentally, cultural sociology is a way of seeing society; the goal of the course is for the student to learn to see the structured meanings and practices that order all of our lives, and the possibilities the culture provides for us to influence our society's future course. Our emphasis is distinctly on the contemporary American cultural mainstream. We will discuss in class the question of whether or not such a "mainstream" exists and, if so, how we might understand it. Our starting assumption is that Americans must understand the themes of our own culture if we are to be responsible global citizens. This course counts toward the "culture and identity" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor.

Instructor: Staff

SOCY 246 AMERICAN FOLK MUSIC

Credit: 0.5

Music, like all art, is created, expressed, and understood within a social context. This mid-level course examines the relationship between art and society through a focused investigation of American folk music. Themes of particular interest include the movement of music across the color line and between folk and popular culture. Prerequisite: 100-level sociology course or permission of instructor.

Instructor: Staff

SOCY 249 KNOWLEDGE OF THE OTHER: JOURNEY TO THE EAST

Credit: 0.5

In this course we deal with some of the fundamental questions in our global age: How do we understand a culture or society that is radically different from our own? This course has two parts. In the first half, we read theoretical texts such as Said's *Orientalism*, excerpts from Hegel's and Marx's writing on race and world history, recent work on the epistemology of ignorance, studies of religion from the East (Lopez and Masuzawa), as well as debates about the "clash of civilizations" (Huntington) and the "geography of thought" (Nisbett) in order to conceptualize the notion of "the Other" and our relationship with "the Other." In the second half, we focus on writings about Asia (Tibet, Japan and China), such as travel writing, historical analysis and fiction. By analyzing these accounts of the journey to the East, we learn to recognize the complex relationships we have with cultural, religious and social traditions radically different from our own, with the hope that we can develop a meaningful connection with them through reflective understanding. This course helps both sociology and Asian studies students theorize the complex and creative relationship between oneself and "the Other," and it is of use to students who have recently returned from study abroad (particularly Asia), as well as those preparing to go abroad. This course counts toward the "culture

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and identity" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor. Offered every other year.

Instructor: Sun

SOCY 250 SYSTEMS OF STRATIFICATION

Credit: 0.5 QR

The primary objective of this mid-level seminar is to investigate systems of stratification through reading texts and empirical investigation. The class will also provide regular opportunities to investigate several different data sets to pursue questions that arise from a reading of the texts we cover during the course of the semester. Stratification topics to be covered include education, gender, class, sexuality and race as they have permeated U.S. society and, therefore, as they have shaped the everyday lived experience of U.S. citizens. With a heavy emphasis upon the critical assessment of quantitative information as presented in the readings for this course, as well as the use of quantitative analysis, this course satisfies the quantitative reasoning requirement. This course satisfies a requirement of the African diaspora studies concentration and may be counted toward the American studies major. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor. Offered every two years.

Instructor: Kohlman

SOCY 251 SOCIAL CHANGE, DICTATORSHIP, AND DEMOCRACY

Credit: 0.5

Why are some countries more democratic than others? What effects have industrialization and colonization had on developing world democracies? This course probes those questions from a comparative and sociological perspective. We will explore the relationship between political regimes and socioeconomic factors, like class relations, state-led development, and racial and ethnic tensions. To do so, we will look at the contrasting political and social trajectories of European nations, the United States, East Asia, and Latin America, using historical texts, sociological theory and in-depth case study research. This course counts toward the "institutions and change" requirement for the major. Prerequisite: 100-level sociology course or permission of instructor.

Instructor: Villegas

SOCY 255 WOMEN, CRIME AND THE LAW

Credit: 0.5

This course, a mid-level seminar and directed research course, focuses upon the role and status of women within the U.S. criminal justice system. Students will examine the evolution of roles, responsibilities, and treatment of women who occupy various statuses within the system, including that of criminals, victims/survivors of crime, and criminal justice professionals. We will examine contemporary theories of women and crime, especially a growing body of literature in the field of feminist criminology. Using a wide range of texts, monographs, and articles to stimulate critical thinking and discussion about crime and gender, a primary overarching inquiry will be: Does one's sex or gender affect one's treatment within, access to, and response from the American criminal justice system? Through exposure to the legislative process, legal policymaking, and the tools of

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socio-legal research, students will gain an appreciation for the complexity and far-reaching impact that sex and gender have upon the social, political and economic conditions of women who come into contact with the criminal justice system. This course counts towards the law and society concentration. Permission of instructor required. No prerequisite.

Instructor: Sheffield

SOCY 262 LINKING CLASSICAL TRADITION TO CONTEMPORARY THEORY

Credit: 0.5

The purpose of this course is to guide students to draw linkages from classical theory to the formation of contemporary sociological theory. Discussion will be guided by the personal biographies of the theorists: their family background, where they were educated, and what events or persons they were influenced by as they formulated the theories for which they are known. The emphasis is placed upon acquiring breadth of knowledge, rather than depth. For a more comprehensive understanding of many of the theorists discussed in this class, students are directed to SOCY 361 and SOCY 362. This course is not intended for seniors, although it is required for all majors. Students are advised, then, to enroll in this class as soon as they begin to consider majoring in sociology. This course counts toward the "theory" requirement for the major. Prerequisite: 100-level sociology course. Offered every year.

Instructor: Staff

SOCY 271 METHODS OF SOCIAL RESEARCH

Credit: 0.5

Knowing how to answer a question, including what constitutes good evidence and how to collect it, is a necessary ability for any sociologist, or for any student reading the sociological research of others. Our primary goal will be to learn to understand when and how to use research strategies such as survey questionnaires, interviews, fieldwork and analysis of historical documents. Students will conduct small-scale research projects using these techniques. This course is not intended for seniors, although it is required for all sociology majors. Students are advised, then, to enroll in this class as soon as they begin to consider majoring in sociology. This course counts toward the "methods" requirement for the major. Prerequisite: 100-level sociology course. Offered every year.

Instructor: Staff

SOCY 361 CLASSICAL SOCIAL THEORY: MARX, WEBER AND DURKHEIM

Credit: 0.5

This course examines the development of classical social theory in the 19th and early 20th centuries. First, we will explore the philosophical and intellectual foundations of classical theory in the works of Descartes, Hobbes, Locke, Hume, Kant and Hegel. We will examine how social theory integrated modern philosophy, classical political science (law) and historical political economy in the formation of a new discipline. Distinguishing itself from the other social sciences as an ethical science, classical sociology, for the most part, rejected the Enlightenment view of positivism and natural science as the foundation for social science as it turned instead to German idealism and existentialism for guidance. It also rejected the Enlightenment view of liberal individualism and utilitarian economics, and in the process united the ancient ideals of ethics and politics (Aristotle)

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with the modern (neo-Kantian) concern for empirical and historical research. Next we will examine the classical analysis of the historical origins of Western society in the structures and culture of alienation (Marx), rationalization and disenchantment (Weber), and anomie and division of labor (Durkheim). At the methodological level, we will study the three different views of classical science: critical science and the dialectical method (Marx), interpretive science and the historical method of understanding and value relevance (Weber), and positivistic science and the explanatory method of naturalism and realism (Durkheim). This course counts toward the "theory" requirement for the major. Prerequisite: SOCY 262 or permission of instructor.

Instructor: McCarthy

SOCY 362 CONTEMPORARY SOCIAL THEORY

Credit: 0.5

Social theories offer systematic explanations of human behavior as well as insights into the historical moments in which they were created. In this course we will investigate some of the last century's major theories concerning the nature of society and the human social process. Most of these sociological theories are American in origin, but some new developments in Western European thought will be included as well. Specific theories to be considered include: (1) the functionalist theory of Talcott Parsons; (2) social behaviorism, as articulated by George Herbert Mead; (3) Peter Berger and Thomas Luckmann's sociology of knowledge; (4) the critical theory of Herbert Marcuse; and (5) intersection theory, as developed by Patricia Hill Collins. The consideration of the intellectual and social contexts in which these theoretical traditions have arisen will be central to our analysis throughout. This course will be of value to students interested in developing a systematic approach to understanding society and should be especially relevant to those concentrating in the social sciences. This course counts toward the "theory" requirement for the major. Prerequisite: SOCY 262 or permission of instructor. Offered every year.

Instructor: Staff

SOCY 372 QUANTITATIVE RESEARCH METHODS

Credit: 0.5 QR

Ever wonder how sociologists gather the information upon which they base their claims? Curious about all those charts and graphs in newspapers and magazines? Thinking about a career in marketing, survey research or program evaluation? This course is designed for students who want to become proficient in doing and understanding quantitative social research using SPSS. The focus of this class is survey research and design. Students will learn the basics of data mining, recoding and analysis while also learning to write and present their research findings. This course counts toward the "methods" requirement for the major. Prerequisite: sophomore standing, 100-level sociology course, and SOCY 271. Offered every two years.

Instructor: Kohlman

SOCY 373 QUALITATIVE RESEARCH METHODS

Credit: 0.5

This course focuses on learning to use qualitative methods to answer questions about social life. We will discuss individual and group interviews, observational techniques, and content analysis of

documents and visual images. Students will practice using these techniques by carrying out a semester-long research project using these methods. We also will discuss the "nuts and bolts" of designing a research project, writing research proposals, collecting data, analyzing data and writing up qualitative research. Finally, we will contextualize this practical instruction with discussions of research ethics, issues of reliability and validity in qualitative research, the relationship between qualitative methods and theory-building, and the place of qualitative methods in the discipline of sociology. This course counts toward the "methods" requirement for the major. Prerequisite: sophomore standing and SOCY 271 or LGLS 371 or permission of instructor. Offered every two years.

Instructor: Johnson

SOCY 374 COMPARATIVE-HISTORICAL ANALYSIS

Credit: 0.5

Social scientists have used comparative-historical methods to answer "big questions" about social and political phenomena. Indeed, focusing on historical patterns in small numbers of key cases, scholars have contributed canonical texts about democratization, revolutions, identity formation and economic development (among others). Students will work closely with exemplary texts, learn and apply different techniques of causal inference, and explore the ongoing debate between comparative-historical methods and quantitative analysis. This course counts toward the "methods" requirement for the major. Prerequisite: SOCY 271 or LGLS 371 or permission of instructor. Offered every two years.

Instructor: Villegas

SOCY 421 GENDER STRATIFICATION

Credit: 0.5

This upper-level seminar critically examines several genres of literature on the social roles of men and women at both the social-psychological and structural levels of society. We will discuss, in particular, how gender relates to concepts such as socialization, attitudes, interpersonal behavior, work roles and stratification by race, sexuality and class; and social problems that arise as a result of gender inequality. This course counts toward the "culture and identity" or "institutions and change" requirement for the major. This course satisfies a requirement of the African diaspora studies and law and society concentrations and the women and gender studies major. Prerequisite: junior standing or permission of instructor. Offered every two to three years.

Instructor: Kohlman

SOCY 422 TOPICS IN SOCIAL STRATIFICATION

Credit: 0.5

The primary objective of this advanced seminar is to pursue a comprehensive examination of contemporary issues which determine social stratification in the United States and, thereby, impact public policy and societal values. Some of the topics which may be addressed during the course of a semester are race relations in the United States, gender, work, family, sexuality, poverty and religion. The topics covered from one semester to the next may change radically or not at all, though they will be of importance to any discussion of the institutional forces that govern our

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society. Enrollment is strictly limited to 14 students. Prerequisite: junior standing or permission of the instructor. Offered every two to three years.

Instructor: Kohlman

SOCY 424 VIGILANTISM AND THE LAW

Credit: 0.5

Why and under what historical conditions have particular groups of American citizens mobilized to take the law into their own hands? From the posses of the 19th-century Wild West, to the 20th-century Klan lynchings, to the emergence of contemporary right-wing "patriot" and militia movements, American history is replete with instances of extralegal or "self-help" justice administration. This seminar surveys the history of vigilantism in the United States against the backdrop of national state consolidation and the evolution of this country's criminal justice system. Through analysis of primary and secondary texts covering a broad range of vigilante movements, it explores how the line between public and private administration of penal law has shifted over time and across geographical regions. This class will be run as a Socratic seminar that fosters learning through individual and collective analysis of course material. It also will allow students to develop the skills to conduct independent empirical research and to analyze findings in interaction with seminar participants. This course counts toward the "institutions and change" requirement for the major. Prerequisite: junior standing and permission of instructor. Offered every other year.

Instructor: Johnson

SOCY 425 GENDER AND THE WELFARE STATE

Credit: 0.5

The welfare state refers to a system through which the government provides social insurance programs, social assistance, universal entitlements and public services to its citizens (such as health care, education, pension, among others). National ideologies of citizenship, motherhood, femininity and masculinity help shape the character of welfare states. This course will look at the relationship between the configuration of welfare states and power relations, men's and women's participation in the labor market, gendered access to resources, and services such as child care and elderly care. Readings will focus on the U.S. and European countries. Students' independent research may also focus on other countries, with permission of instructor. This course counts toward the "institutions and change" requirement for the major. This course may be counted toward the women and gender studies major. Prerequisite: sophomore standing, 100-level sociology course, WGS 111, or permission of instructor. Offered every two to three years.

Instructor: Staff

SOCY 426 CIVIL SOCIETY AND SOCIAL THEORY

Credit: 0.5

For many scholars, activists, and development professionals, a robust civil society increases the quality of democratic governance. NGOs, self-help organizations, and even singing clubs have been seen as democratic bulwarks. On the other hand, some observers think civil society may weaken democratic institutions and may even be vehicles for extremism. What is civil society and how does it relate to democracy? Who belongs in civil society? Can we repair damaged civic relationships? To

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address those puzzles, this course explores contemporary theories of civil society through the work of four thinkers who extend the work of Tocqueville, Marx, Weber, and Durkheim -- Robert Putnam, Antonio Gramsci, Jürgen Habermas, and Jeffrey Alexander. Prerequisite: junior standing or permission of instructor.

Instructor: Villegas

SOCY 440 BLACKFACE: THE AMERICAN MINSTREL SHOW

Credit: 0.5

The most popular form of stage entertainment in the 19th century, the minstrel show continues to have profound effects on American culture. In this advanced seminar we will explore minstrelsy as a musical, theatrical and social phenomenon. Issues to be considered include the interplay of African and European music and culture on American soil, the rise of popular culture, the public portrayal of gender and ethnicity, and race relations. We will examine readings from a variety of disciplines as well as original materials (scripts, photographs, audio recordings and film) related to minstrelsy from the last two centuries. This course counts toward the "culture and identity" requirement for the major. This course fulfills the senior seminar requirement in the African diaspora studies concentration and the American studies major. Prerequisite: permission of instructor. Offered every two to three years.

Instructor: Staff

SOCY 450 FRENCH SOCIAL THEORY

Credit: 0.5

This course offers a systematic account of French social theory since the end of the 19th century, when sociology became an institutionalized academic discipline in France. We analyze the key theoretical texts that have influenced sociologists in France and beyond, examine the methodological debates that have engaged generations of theorists, and discuss several empirical studies that shed light on the ways social theories are connected to empirical inquiry. The course follows the historical trajectory from positivism to anthropological theory at the turn of the 20th century, and from structuralism to poststructuralism in the postwar era. We focus on the key ideas and concepts in classical theorists such as Comte, Durkheim, and Mauss, and contemporary theorists such as Lévi-Strauss, Sartre, De Beauvoir, Althusser, Foucault, and Bourdieu. This course counts toward the "theory" requirement for the major. Prerequisite: junior standing or permission of instructor. Offered every two years.

Instructor: Sun

SOCY 461 GERMAN SOCIAL THEORY

Credit: 0.5

This seminar examines the evolution of German social theory in the 20th century. Following a summary of the major tendencies and questions in social theory during the Weimar period, the course will consider a wide range of traditions, including phenomenology, existentialism, psychoanalysis, hermeneutics, Marxism and critical theory. Readings will include the works of Nietzsche, Freud, Adorno, Horkheimer, Fromm, Arendt, Marcuse, Gadamer and Habermas. This

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course counts toward the "theory" requirement for the major. Prerequisite: junior standing or permission of instructor. Offered every two years.

Instructor: McCarthy

SOCY 463 INTERSECTIONAL THEORY

Credit: 0.5

This upper-level seminar explores the emerging paradigm of intersectionality. Its principal objective is to develop an understanding of the ways in which the salient identities of class position, race, and gender function simultaneously to produce the outcomes we observe in the lives of individuals and in society. While there is a large body of literature in each of the three areas (class, race, gender), only recently have theorists and researchers attempted to model and analyze the "simultaneity" of their functioning as one concerted force in our everyday lives. We will pursue this objective in this seminar by exploring the roles of gender and race/ethnicity in the United States during the early development of capitalism and in the present, by re-examining key concepts in conflict theory through the lens of intersectional theory, and by studying the roles of class, gender, and race/ethnicity at the level of the global economy today as in the past. This course counts toward the "culture and identity" or "theory" requirement for the major. This course fulfills the senior seminar requirement of the African Diaspora Studies Concentration and may be counted toward the American studies and women's and gender studies majors. Prerequisite: SOCY 262 or 361, or permission of instructor. Offered every two to three years.

Instructor: Kohlman

SOCY 465 SOCIOLOGY OF KNOWLEDGE: THE SOCIAL LIFE OF KNOWLEDGE IN THE SOCIAL SCIENCES AND HUMANITIES

Credit: 0.5

This course is concerned with the social life of knowledge, particularly in the social sciences and humanities disciplines. We begin with questions such as: What are the social factors affecting the formation and production of knowledge? For instance, how is aesthetic knowledge legitimized? How does a new discipline (such as sociology and psychoanalysis in the early 20th century) establish its authority? How is the classification of race socially constructed? What is the gendered nature of knowledge? To answer these questions, we draw upon works of philosophers such as Kuhn and Hacking, as well as social theorists such as Foucault and Bourdieu, to formulate our theoretical framework. We then examine empirical studies by sociologists such as Becker, Lamont, Collins and Abbott to understand how institutional structures, shifting disciplinary boundaries, professionalization and power relations play important roles in the social life of knowledge. This course counts toward the "culture and identity" or "theory" requirement for the major.

Prerequisite: junior standing or permission of instructor. Offered every two years.

Instructor: Sun

SOCY 466 THE POLITICS OF IDENTITY FORMATION IN THE GLOBAL SOUTH

Credit: 0.5

Recent years have seen the growing political importance of identity in the global south. Indigenous movements, religious and ethnic nationalism, and class-based identities have impacted the practice

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of democracy, relations between social groups, and transnational structures of power. But is what we see a detrimental splintering of identities and belongings or a new era of diversity and pluralism? What will latter-day identities do for democratization and social conflict? This course focuses on the political effects of identity in Latin America, Africa, South Asia and Southeast Asia. This course counts toward the "culture and identity" or "institutions and change" requirement for the major. Prerequisite: junior standing or permission of instructor.

Instructor: Villegas

SOCY 477Y FIELDWORK: RURAL LIFE

Credit: 0.5

This course provides an introduction to fieldwork techniques and to the ethical and political issues raised by our purposeful involvement in other people's lives. Students will spend considerable time conducting original field research throughout Knox County. Our research will consider issues related to the character of rural society. The results of this research will provide the basis for a major public project. This course fulfills the senior seminar requirement in American studies. This course counts toward the "methods" requirement for the major. Prerequisite: permission of instructor.

Instructor: Staff

SOCY 478Y FIELDWORK: RURAL LIFE

Credit: 0.5

See the course description for SOCY 477Y.

Instructor: Staff

SOCY 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study is an exceptional, not a routine, option, with details to be negotiated between the student(s) and the faculty member, along with the department chair. The course may involve investigation of a topic engaging the interest of both student and professor. In some cases, a faculty member may agree to oversee an individual study as a way of exploring the development of a regular curricular offering. In others, the faculty member may guide one or two advanced students through a focused topic drawing on his or her expertise, with the course culminating in a substantial paper. The individual study should involve regular meetings at which the student and professor discuss assigned material. The professor has final authority over the material to be covered and the pace of work. The student is expected to devote time to the individual study equivalent to that for a regular course. Individual studies will be awarded .5 unit of credit. In rare cases when the course must be halted mid-semester, .25 unit may be awarded.

SOCY 497 SENIOR HONORS

Credit: 0.5

This course is for students pursuing departmental honors. Prerequisite: permission of instructor and department chair.

Women's and Gender Studies

Interdisciplinary

The major and concentration in women's and gender studies offer students an opportunity to engage in two important and interrelated areas of study. Students will examine aspects of experiences that have traditionally been underrepresented in academic studies. For example, the lives and works of women and the experiences of gay, lesbian and trans individuals. Students will examine gender as a cultural phenomenon; as a system of ideas defining "masculinity" and "femininity" and delineating differences between "the sexes" as well as "normal" expressions of sexuality. In the process, students will encounter some fundamental methodologies of women's and gender studies and will work toward an increasingly rich understanding of gender as a social construction, one that intersects with class, race, age, ethnicity, nationality, sexual orientation and sexual identity. Students also will explore the methods and concepts of women's and gender studies in a variety of academic disciplines, integrating, for instance, sociology, psychology, literature, the biological sciences and art history. Students will come to understand how questions of gender are deeply embedded in the liberal arts tradition.

THE MAJOR AND CONCENTRATION

The major and concentration encourage and enable students to take responsibility for their own learning. Toward this end, courses will invite students to participate in a range of collaborative work. This culminates in the senior colloquium, where students determine the content and intellectual direction of the course as a whole. Ultimately, students are encouraged to acquire a sophisticated insight into the consequences of the social construction of gender for both women and men, an insight that empowers them to engage and question the pervasive role of gender in their own lives and communities. Students construct their major by choosing courses from the offerings of both the Women's and Gender Studies Program and more than 15 other departments and programs across the College.

FOR FIRST-YEAR STUDENTS

WGS 111, Introduction to Women's and Gender Studies, is a wide-ranging interdisciplinary course designed to help students develop a critical framework for thinking about questions relating to gender. Students will examine the historical development of gendered public and private spheres, the relation of biological sex to sociological gender, and the difference between sex roles and sexual stereotypes. They will attempt to understand how racism, heterosexism and homophobia intersect with the cultural constructions of masculinity and femininity and will consider ways to promote

more egalitarian gender relations. Students also are encouraged to explore more specialized areas of gender studies in courses specifically designed for students at all levels, including first-year students. These include WGS 121, 221 and 232. Students completing WGS 111 can enroll in WGS 242 to explore gender studies in a more global context.

REQUIREMENTS FOR THE MAJOR - MINIMUM OF FIVE (5) UNITS IS REQUIRED FOR THE MAJOR

1. Introductory requirement

- Any 100 level WGS course

2. Mid-level requirements

- WGS 330 Feminist Theory
- WGS 331 Gender, Power and Knowledge: Research Practices

3. Diversity and globalization

- Must take two courses that focus on the social and cultural issues of U.S. and/or world peripheral communities. Consult the director for a list of courses that may be applied to this requirement.

4. Cluster

- Must have 2 (two) units of elective courses which must be drawn from at least two departments (including WGS). Students should consult the four year listing of all approved courses at <http://www.kenyon.edu/academics/departments-programs/womens-gender-studies/academic-program-requirements/four-year-course-listing-2/>. For approval of transfer credit and study abroad courses, students should consult the program director.

5. Senior Colloquium

- WGS 481 Senior Colloquium, during fall semester, examines a topic central to feminist thought. It includes current feminist texts and incorporates multidisciplinary analyses of race, class and sexuality, in addition to gender. The course culminates in a public presentation by colloquium members.
- WGS 491, during the fall semester, a .25 unit class meeting once a week to design the colloquium.

6. Senior Exercise

REQUIREMENT FOR THE CONCENTRATION - THREE (3) UNITS IN WOMEN'S AND GENDER STUDIES

1. WGS 330 Feminist Theory OR WGS 331 Gender, Power and Knowledge: Research Practices
2. WGS 481 Senior Colloquium
3. WGS 491 (See description listed in #5 of major requirements)

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4. Two (2) units of approved elective courses which must be spread over at least two divisions of the College. No more than one (1) unit in a single department may count toward this requirement.

SENIOR EXERCISE

As part of the fall planning process for the spring colloquium, majors will produce a paper that reflects on their experience of the major, articulates its coherence, connections, and disconnections, and evaluates the colloquium planning process, looking forward to the colloquium. This paper will require them to synthesize their learning in the major.

HONORS

The major who wishes to participate in the Honors Program must have an overall GPA of 3.33, and 3.5 in the WGS major. The candidate in honors will complete all requirements for the major as well as the Senior Exercise. He or she will take two semesters of independent study and will design and complete a research project. This project should integrate both feminist theory and methodologies, as well as the student's chosen disciplinary or interdisciplinary cluster. Each honors student will prepare an annotated bibliography on her or his chosen project during the fall term. After approval, the senior honors project will be undertaken in consultation with a project advisor.

We encourage students to think boldly and innovatively about the kinds of projects they undertake and about how those projects interact with and benefit their communities. Senior honors projects might include gender-focused sociological or historical studies undertaken locally; exhibitions, productions or installations of gender-exploratory art, music or theater; or political, social and/or environmental service-oriented or activist work. Students will be closely mentored throughout their projects and, in the spring, will be evaluated by an external evaluator and by faculty in the program and in relevant disciplines. The evaluators will assess the strength of the students' overall work, as well as the strength of their self-designed, project-appropriate public presentations of that work.

TRANSFER CREDIT POLICY

WGS 221 paired with any other WGS course will satisfy the humanities diversification requirement.

Any two WGS courses, not including WGS 221, paired will satisfy social sciences diversification.

ADDITIONAL COURSES THAT MEET REQUIREMENTS FOR THIS MAJOR/CONCENTRATION

Below are listed the departmental courses that count toward the WGS major and concentration between Fall 2013 and Spring 2016.

* indicates the courses that count toward the diversity and globalization requirement.

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Fall 2013

ANTH 350 Human Sexuality and Culture*
ECON 378 Economics of Women and Work
ENGL 103 What's Love Got to Do with It
ENGL 103 Queer Identities*
ENGL 386 Toni Morrison*
ENGL 391 ST:US Fiction in 19th Century
ENGL 469 Atwood and Ondaatje
HIST 373 Women of the Atlantic World*
PSYC 321 Abnormal Psychology
PSYC 342 Clinical Psychology

Spring 2014

ENGL 103 What's Love Got to Do with It
ENGL 284 Demons, Great Whites and Aliens: Representing American Fear*
ENGL 291 ST:Love, Sex, and Desire in Medieval Romance
ENGL 384 Imagining America in the Novel, 1900-1952
PSYC 328 Latino Psychology*
RLST 491 ST:Blood, Power, and Gender in Christianity
SPAN 353 The Literature of National Experience: Argentina
SPAN 371 Gender Identity and Power in Women's Literature

Fall 2014

ANTH 350 Human Sexuality and Culture*
BIOL 103 Biology in Science Fiction
BIOL 104 Biology of Female Sexuality
CHNS 326 Women of the Inner Chambers*
ENGL 214 Gender Benders*
ENGL 286 Transgressive Friendships in American Literature*
ENGL 375 From Cooper to Crane
ENGL 391 ST:The Fourth Genre: Explorations in Literary Journalism
HIST 341 African Women in Film and Fiction*
JAPN 391 ST:Exploring Cultures in Japan through Gender and Sexuality
GERM 366 Cinema & Sexuality in German Film after 1990
SPAN 360 The Power of Words: Testimonial Literature In L.A.*
SOCY 422 Topics in Social Stratification*

Spring 2015

ANTH 291 ST: Gender Archaeology
BIOL 102 HIV/AIDS in a Global Context*
ENGL 104 Queer Tales, Queer Texts: Reading GLBT Literature*
ENGL 210 Proper Ladies and Women Writers
ENGL 381 Narratives of the Hemisphere*

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ENGL 384 Imagining America in the Novel, 1900-1952

ENGL 388 Black Women Writers*

ENGL 453 Jane Austen

HIST 236 Modern Germany: Gender, Race, and Class*

JAPN 391 ST:Women, Natives, and Others: Japanese Literature as World Literature

PSYC 346 Psychology of Women

SOCY 225 Notions of the Family

Fall 2015

ANTH 391 ST:Engendering the Past

BIOL 104 Biology of Female Sexuality

ENGL 103 Queer Texts, Queer Texts*

ENGL 211 Autobiographical Theory and Practice

ENGL 266 Decolonization and Violence*

ENGL 369 Canadian Literature

ENGL 371 Whitman and Dickinson

FILM 291 ST:Women in Asia in Film*

HIST 232 Modern European Women's History

PSYC 344 Human Sexual Behavior

SOCY 241 Sociology of Gender

SOCY 291 ST:Women, Crime, and the Law

SPAN 380 Introduction to Chicano/a Cultural Studies*

WGS 111 Introduction to Women's and Gender Studies

WGS 121 Human Sexualities*

WGS 150 Gender and Popular Culture

WGS 291 ST: Gender and Domesticity in the U.S.*

Spring 2016

ANTH 350 Human Sexuality and Culture*

ARHS 375 Women in Renaissance and Baroque Art

ENGL 104 What's Love Got to Do With It?

ENGL 223 Writing Medieval Women

ENGL 240 Early 18th Century Literature

ENGL 391 ST:Reading South Asia*

ENGL 491 ST:The Gothic

HIST 232 Modern European Women's History

ENGL 284 American Fear

FREN 340 Identity in the Francophone Novel*

HIST 370 Women and Gender in the Middle East*

PHIL 291 ST: Feminist Philosophy

PSYC 346 Psychology of Women

SOCY 421 Topics in Social Stratification*

WGS 111 Introduction to Women's and Gender St.

WGS 221 Gender and Film

WGS 331 Gender, Knowledge, and Power

WGS 481 Senior Colloquium

Courses

WGS 111 INTRODUCTION TO WOMEN'S AND GENDER STUDIES

Credit: 0.5

This course will introduce students to the interdisciplinary field of women's and gender studies, out of which some of the most innovative and challenging developments in recent scholarship are arising. It will provide students with critical frameworks for thinking about the social construction of gender at the personal and institutional levels. Emphasis will be placed on diverse women's significant contributions to knowledge and culture; to other areas of gender studies, including men's studies, family studies and the study of sexuality; and to the intersections of various forms of oppression both within and outside of the U.S. The course will include both scholarly as well as personal texts, visual as well as written text. Offered every semester.

WGS 121 HUMAN SEXUALITIES

Credit: 0.5

This course is designed to help students develop a critical framework for thinking and writing about issues related to sexual orientation. The course will take a broad view, examining sexuality from legal, psychological, biological, cultural, ethical, philosophical and phenomenological frameworks. We will look at the emerging fields of the history of sexuality and queer theory, out of which some of the most innovative and challenging developments in modern cultural studies are arising. No prerequisite. Offered every other year.

WGS 150 GENDER AND POPULAR CULTURE

Credit: 0.5 QR

In this class we will examine how popular culture (e.g., media) represents gender through making observations, reading background theory, examining content analysis research and conducting our own research. We will examine the extent to which popular culture depicts gender-stereotyped behavior, the content of the gender stereotypes, the possible reasons why stereotypes are portrayed and the likely effects of these stereotypes on the behavior of individuals and the structure of society. To the extent that it is possible, we will examine the intersection of stereotypes about gender with those associated with race/ethnicity, social class, age and sexuality. This course satisfies the quantitative reasoning requirement because students will learn about descriptive statistics and put them to use by conducting their own content analysis (in a small group) and presenting and writing about the results of their research. In a service-learning component to the course students will develop a media literacy lesson for high school students based on what they learn about their topic. This course satisfies a requirement in the women's and gender studies major and concentration. This course is designed for first-year students. No prerequisite.

Instructor: Murnen

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WGS 221 GENDER AND FILM

Credit: 0.5

This course explores the representation and construction of gender in and through film. Adopting both a historical and theoretical approach, we will focus on how masculinity and femininity, in their various forms and combinations, are signified, how the gender of both the character and the spectator is implicated in the cinematic gaze, and how gender characterizations inform and reflect the larger culture/society surrounding the film. A wide variety of cinematic traditions will be discussed, and although Hollywood films will form the base of the course, other national and regional cinemas will be explored, through both the screening of full-length films and numerous excerpts of others. Note: This course requires attendance at weekly film showings in addition to regular class meetings. No prerequisite. Offered every other year.

WGS 232 TOPICS IN MASCULINITY

Credit: 0.5

Through focus on a specific topic, this course will explore how men's lives are shaped by and shape the gendered social order. Macro and micro perspectives will guide discussions focusing on how men behave in particular contexts and how they perceive themselves, other men, and women in diverse situations. Specific topics investigating the production of masculinities will take into account the interplay among the cultural, interpersonal and individual layers of social life while considering how men's efforts are enabled or constrained by key socially relevant characteristics (primarily age, race/ethnicity, class and sexual orientation) through investigations, for instance, of particular sites (e.g., playgrounds, work space, home, schools, athletic venues, prisons). No prerequisite.

WGS 242 TRANSNATIONAL FEMINISMS

Credit: 0.5

This course examines the impact of globalization on feminist discourses that describe the cross-cultural experiences of women. Transnational feminist theories and methodologies destabilize Western feminisms, challenging notions of subjectivity and place and their connections to experiences of race, class, and gender. The course builds on four key concepts: development, democratization, cultural change and colonialism. Because transnational feminisms are represented by the development of women's global movements, the course will consider examples of women's global networks and the ways in which they destabilized concepts such as citizenship and rights. We also will examine how transnational feminisms have influenced women's productions in the fields of literature and art. Key questions include: How does the history of global feminisms affect local women's movements? What specific issues have galvanized women's movements across national and regional borders? How do feminism and critiques of colonialism and imperialism intersect? What role might feminist agendas play in addressing current global concerns? How do transnational feminisms build and sustain communities and connections to further their agendas? Prerequisite: Any WGS course or permission of instructor. Offered every other year.

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WGS 330 FEMINIST THEORY

Credit: 0.5

In this course, we will read both historical and contemporary feminist theory with the goal of understanding the multiplicity of feminist approaches to women's experiences, the representation of women, and women's relative positions in societies. Theoretical positions that will be represented include liberal, cultural, psychoanalytic, socialist, and poststructuralist feminism. In addition, we will explore the relationship of these theories to issues of race, class, sexual preference and ethnicity through an examination of the theoretical writings of women of color and non-Western women. Prerequisite: any WGS course, any approved departmental course or permission of instructor. Offered every year.

WGS 331 GENDER, POWER, AND KNOWLEDGE: RESEARCH PRACTICES

Credit: 0.5

This class will examine feminist critiques of dominant methodologies and theories of knowledge creation in the sciences, social sciences and humanities. It will focus on the following questions: How do we know something? Who gets to decide what counts as knowledge? Who is the knower? In answering these questions this class will explore how power is exercised in the production of knowledge, how the norms of objectivity and universalism perpetuate dominance and exclusion, why women and other minority groups are often seen as lacking epistemic authority and what it means to have knowledge produced from a feminist standpoint. Participants in the class will learn a variety of methods and use these methods in a group research project. In addition, we will discuss various ethical issues that feminist researchers often encounter and what responsibilities feminist researchers have to the broader political community. Prerequisite: any WGS course, any approved departmental course or permission of instructor. Offered every other year.

WGS 481 SENIOR COLLOQUIUM

Credit: 0.5

The senior colloquium is organized around a theme determined by senior majors and concentrators in consultation with the instructor during the semester prior to the beginning of the course. Previous topics include "Women and Madness," "The Politics of the Bathroom" and "Gender and Tourism." Prerequisite: WGS 330 or 331 or permission of instructor. Offered every spring.

WGS 493 INDIVIDUAL STUDY

Credit: 0.25-0.5

Individual study enables students to examine an area not typically covered by courses regularly offered in the program. Typically, such students are juniors or seniors who have sufficient research and writing skills to work very independently. The course can be arranged with a faculty member in any department but must conform to the usual requirements for credit in the program: gender is a central focus, and the course draws on feminist theory and/or feminist methodologies. The amount of work should be similar to that in any other 400-level course. To enroll, a student should first contact a faculty member and, in consultation with that professor, develop a proposal. The proposal, which must be approved by the program director, should provide: a brief description of the course/project (including any previous classes that qualify the student), a preliminary

bibliography or reading list, an assessment component (what will be graded and when), and major topical areas to be covered during the semester. The student and faculty member should plan to meet approximately one hour per week or the equivalent, at the discretion of the instructor. Proposals should be planned well in advance, preferably the semester before the proposed project.

WGS 497 SENIOR HONORS

Credit: 0.5

The major who wishes to participate in the honors program must have an overall GPA of 3.33 and a GPA of 3.5 in the major. The candidate in honors will complete all requirements for the major, the Senior Exercise, and two semesters of independent study, and will design and complete a research project. This project should integrate feminist theory and methodologies as well as the student's chosen disciplinary or interdisciplinary cluster. Each honors student will prepare an annotated bibliography on her or his chosen project midway through the fall semester. After approval, the senior honors project will be undertaken in consultation with a project advisor. Students are encouraged to think boldly and innovatively about the kinds of projects they undertake and about how those projects interact with and benefit their communities. Senior honors projects might include gender-focused sociological or historical studies undertaken locally; exhibitions, productions or installations of gender-exploratory art, music or theater; or political, social and/or environmental service-oriented or activist work. Students will be closely mentored throughout their projects and, in the spring, will be evaluated by an external evaluator and by faculty in the program and in relevant disciplines. The evaluators will assess the strength of the students' overall work, as well as the strength of their self-designed, project-appropriate public presentations of that work.

WGS 498 SENIOR HONORS

Credit: 0.5

See the course description for WGS 497.

ADDITIONAL COURSES THAT MEET THE REQUIREMENTS FOR THIS CONCENTRATION:

ARHS 375: Topics in Renaissance and Baroque Art

BIOL 102: HIV/AIDS in Global Context

ENGL 227: Love, Sex and Desire in Medieval Romance

ENGL 254: Literary Women: 19th-century British Literature

HIST 208: U.S. Women's History

HIST 341: African Women in Film and Fiction

HIST 352: Family and State in East Asia

HIST 370: Women and Gender in the Modern Middle East

HIST 373: Women of the Atlantic World

MUSC 303: Music and Gender

PSCI 380: Gender and Politics

PSYC 346: Psychology of Women

PSYC 425: Research Methods to Study Gender

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RLST 328: Women in Christianity

RLST 329: Christian Mysticism

SOCY 231: Issues of Gender and Power

SOCY 232: Sexual Harassment: Normative Expectations and Legal Questions

SOCY 421: Gender Stratification

SOCY 425: Gender and the Welfare State